

Massapequa Public Schools

Massapequa, New York

Course Content Booklet 2018-2019

Massapequa High School – Main Campus
Massapequa High School – Ames Campus

Student's Name

MASSAPEQUA PUBLIC SCHOOLS
Massapequa, New York

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It is the policy of this District to provide equal education and employment opportunities without regard to sex, race, color, national origin or disability. The Massapequa Board of Education has appointed Superintendent, Lucille F. Iconis, Massapequa Public Schools, 4925 Merrick Road, Massapequa, New York, Telephone (516) 308-5001, and the administrative staff as the District officials responsible for the coordination of activities relating to compliance with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

SUPERINTENDENT'S MESSAGE

January, 2018

Dear Parents and Students,

A successful high school experience requires careful planning. The purpose of this booklet is to outline the many courses offered at Massapequa High School and Massapequa High School - Ames Campus. It should be read carefully by every student and his/her parents.

Each year we revise and update this Course Content Booklet to reflect the latest course offerings and opportunities. The information contained herein is designed to clearly explain the many options that are available. Take the time to discuss these options with your counselor. The best way to do this is in person. I, therefore, urge parents and students to set aside the time for an appointment with your guidance counselor. It is only through having all your questions answered that the schedule will truly reflect what is best for you.

The decisions you make as you proceed through senior high school will significantly affect your future. Make them wisely and with careful consideration. The administration, guidance staff, and your teachers are ready to assist you. Good luck.

Sincerely,

Lucille F. Iconis

Lucille F. Iconis
Superintendent

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PLANNING STUDENT PROGRAM SCHEDULES

Student programming and subject selections will begin in January and continue through February. Students and parents are urged to investigate courses, subjects and future plans thoroughly so that schedule changes are unnecessary.

The following policy is required in order to maximize our capability to plan an efficient program. Students' requests for change of schedule and requests to drop or add classes must be kept at a minimum. We, therefore, ask that parents and students carefully plan their programs in accordance with the following.

1. **The Organization of Classes-Grades 10-12 (MHS), Grade 9 (AMES)**

Classes listed in the Course Content Booklet for the 2018-2019 school year will be formed and organized on the basis of information received from students and parents during the scheduling process. Classes normally will be organized only if students indicate that they wish to enroll in a course on their program request forms by that date. Counselors will advise students in the event that a course selected does not have the required enrollment and the students will be afforded an opportunity to select an alternative course.

2. **Requests for Early Release Schedules - Massapequa High School - Main Campus only:**

It is understood that students may choose to be employed part time while enrolled in a full time high school program. However, the student's **FIRST** obligation is to the school program.

Requests for approval of early dismissal programs for reasons of employment are subject to review by administration. Proof of employment and/or other documentation may be needed.

3. **Request of Change of Schedule or Program**

No changes will be considered without parental approval. After the start of the school year, change of course requests for either adding or dropping a course will not be considered unless the student presents ample educational reasons for the requested change. Parents must have a discussion with the teacher before the process of review may begin.

- If a student has an approved course drop after the first 5 weeks in a SEMESTER course, a "W" (Withdrawn) will be recorded as a final average on both the current report card and the student's official transcript.
- If a student has an approved course drop after the first marking period (10 weeks) in any SEMESTER course, a "WF" (Withdrawn-Failing) or a "WP" (Withdrawn-Passing) will be recorded on the student's current report card and the student's official transcript.
- If a student has an approved course drop after the first marking period (10 weeks) in a FULL YEAR course*, a "W" (Withdrawn) will be recorded as a final average on both the current report card and the student's official transcript.
- If a student has an approved course drop in a FULL YEAR course* after the first 15 weeks (2nd mid-quarter appraisal), a "WF" (Withdrawn-Failing) or a "WP" (Withdrawn-Passing) will be recorded as a final average on both the current report card and the student's official transcript.

***EXCEPTION** - any course drop that is considered to be a "Track" or "Level" change (i.e. Accelerated to Regents).

NOTE: No track changes will be approved after the conclusion of the first semester.

MODIFIED OPEN CAMPUS PROGRAM - MHS MAIN CAMPUS ONLY
Modified Open Campus Program “Opt-Out” Declaration

GRADES 10 & 11

Only students who meet the academic standard to participate in extracurricular activities will be eligible to participate in this program. Eligible students will be permitted to leave the school building and campus during their assigned lunch period. **All students will be scheduled into study halls during those periods that they do not have regularly assigned classes or lunch.** Students who are enrolled in a work-study program and are scheduled for Study Hall period 9 are eligible to apply for early release from school privilege. Applications are available from the work experience coordinator.

GRADE 12

UNSCHEDULED CLASS PERIODS*

During unscheduled class periods, eligible seniors will be permitted to:

- Utilize the school library, study hall, or Cyber Cafe.
- Leave the school building and campus.
- Leave for home if closing period(s) of day is unscheduled.

*The option chosen is in effect for the entire period.

Only seniors who meet the academic standard to participate in extracurricular activities will be eligible to participate in this program. Seniors must be scheduled into a minimum of six class periods and physical education. Eligible seniors are not scheduled into Study Halls or Lunch.

MODIFIED OPEN CAMPUS PRIVILEGES

All students who leave the campus at lunch or during an unscheduled class period are advised that the school administration reserves the right to continue to monitor their behavior while they are exercising this privilege, whether they are in the school building, on or off campus. Students who are not conducting themselves in an appropriate manner will be referred to the Dean of Students for disciplinary action and risk having their open campus privileges suspended or revoked. In the event that this program or parts of this program are deemed to affect the efficient operation of the school, the school administration reserves the right to cancel the program.

Participation in these programs may be withheld, suspended or revoked by either a parent or school authorities. *The parents/guardians of eligible students may request the school district to withhold their child's participation in this modified open campus program. Those parents/guardians choosing not to permit their child to participate in this program are to inform the school in writing. All “opt-out” declarations are to be sent directly to: Massapequa High School, Executive Assistant’s Office, 4925 Merrick Road, Massapequa, NY 11758*

Student participation in these programs is contingent upon an acceptable academic, discipline and attendance profile.

MODIFIED OPEN CAMPUS PROGRAM “OPT-OUT” DECLARATION

I have read the “Modified Open Campus Program” and request that my child, _
not participate in this program:

- Grades 10 & 11 Student will be assigned a Supervised Lunch
- Grade 12 Student will be assigned a Supervised Lunch and Study Hall(s)

Parent Name: _

Telephone: _

Parent Signature: _

Date: _

Return this form to: Massapequa High School, General Office, 4925 Merrick Road, Massapequa, NY 11758

STUDENT BEHAVIOR AND RESPONSIBILITY

Students' primary responsibility in school is to prepare themselves for the future. They should be aware of and take advantage of the opportunities offered to them. Students are expected to conduct themselves in a manner conducive to learning. A detailed explanation of students' expected behavior with regard to attendance, dress code, homework, books and other important matters is contained in a student handbook that is distributed to students at all grade levels on the opening day of school. The Massapequa Public Schools Code of Conduct sets specific guidelines and procedures on matters of behavior. Copies of the Code of Conduct and attendance policy are available in the General Office and on the District Website.

HIGH SCHOOL GRADUATION REQUIREMENTS

I. COMPUTER TECHNOLOGY REQUIREMENT (All Students)

In its ongoing effort to ensure that all students acquire “lifelong” learning skills, the Board of Education has revised the District’s graduation requirements. In addition to the requirements for a Local Diploma, Regents Diploma, or Regents Diploma with Advanced Designation, all students are required to demonstrate competency in computer technology. Students can satisfy the requirement by passing one of the following courses during grades 8-12.

1. Computer Aided Design I
2. Computer Aided Design II
3. Computer Aided Design III
4. Computer Programming 1 (Visual Basic)
5. Computer Programming 2 (Visual Basic)
6. Computer Programming 1 JAVA
7. AP Computer Science A
8. AP Computer Science Principals
9. Personal Computer Applications
10. Computer MAGIC
11. Introduction to Research
12. Introduction to Computer Science
13. Science Research Course 1
14. Science Research Course 2
15. Science Research Course 3
16. Web Page Design
17. Virtual Enterprise
18. Computer Art and Design
19. Three Dimensional Imaging (SCALE program course)
20. Video Game Design
21. Introduction to Photoshop

II. CLASS MEMBERSHIP

At the senior high school, students will be placed on class level according to the number of credits they have earned. To be classified as a sophomore, a student must have a minimum of two credits; to be classified as a junior, a student must have a minimum of eight credits; and to be classified as a senior, a student must have a minimum of fourteen credits.

III. HIGH SCHOOL DIPLOMA REQUIREMENTS

Note: All information in this section reflects the Commissioner of Education’s regulations currently in effect. Students and parents will be notified, in a timely manner, of any subsequent changes or revisions to the new graduation requirements.

1. Regents Diploma

Mandated - Required of all students

English (4 years)	4 Credits
Social Studies (4 years).....	4 Credits
Science (3 years)*	3 Credits
Mathematics (3 years).....	3 Credits
Fine Arts (Art or Music or Theatre or Technology)**	1 Credit
Health.....	½ Credit
Physical Education.....	2 Credits
World Languages***	1 Credit
Computer Technology****	½ Credit

* One science course must be in life science (i.e. Biology), one science course must be in physical science (i.e. Earth Science, Chemistry) and one science course can be from either life sciences or physical science.

** Design and Drawing for Production also meets the requirement for Fine Arts for all students.

*** A student identified as having a disability which adversely affects the ability to learn a language may be excused from this requirement if such student’s individual education program indicates that such a requirement is not appropriate to the student’s educational needs. The student will be expected to substitute one credit in elective courses for the World Language requirement.

****See page 7 for a more detailed explanation of this requirement.

Elective Courses

Students must select from available electives (designated regents credit or elective credit) to complement required courses to successfully earn a minimum of 22 credits for graduation.

Required Regents Exams

1. English (11th grade)
2. Global History and Geography (10th grade)
3. U.S. History and Government (11th grade)
4. Algebra 1 (9th grade), or Geometry (10th grade), or Algebra 2 (11th grade)
5. One Regents exam in Science, either Physical Science or Life Science (9th or 10th grade)

1. Students who have not achieved a **minimum grade of 65%** on any of the 5 Regents examinations required to earn a Regents diploma, are **strongly encouraged** to retake the exam(s) at the very next administration that the exam is offered. Currently all required Regents exams are offered during the months of January, June, and August. The Regents testing schedule is subject to change during the school year by the NYS Education Department.
2. Regents exams retaken for graduation requirements or for attempts to obtain a higher score on a particular exam, will not be re-calculated into the final grade of the previous course associated with that exam with the exception of the ELA Regents, which is administered in January. The new Regents exam score will be listed on a student's transcript, but will not factor into any final course grade that was previously completed.
3. New York State Education Department offers students the option of removing a lower Regents exam score from a transcript for an exam that has been taken more than once. All Regents exams scores must be kept in the student's permanent record, however, we are permitted to remove the lower score from the actual transcript upon a student or parent's written request. Students and parents are reminded of this option when given the opportunity to review their high school transcript before it is designated official for college application purposes.
4. Students with disabilities (Special Education and Section 504) who have the **safety net option** on their accommodation plan and who achieve a score of 55% - 64% on any of the required Regents examinations and successfully complete all academic course and credit requirements will be awarded a **local diploma**.

"Compensatory Option" - Students with disabilities who score 45% through 54% on their Regents exams may still qualify for a local diploma, provided that they score 65% or higher on at least one of these exams. Speak with your school counselor and see NYSED website for more details.

Note: The Regents Competency Tests (RCT) safety net option is no longer available for students with disabilities (Special Education and Section 504) who first enter ninth grade in 2011 and thereafter.

"4+1" Option for NYS High School Diploma (Effective January 2015)

Under the new "4+1" pathway assessment option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate. The fifth assessment required for graduation may include any one of the following assessments:

- Either an additional Regents assessment, or a Department approved alternative, in a different course in Social Studies or in English (Humanities Pathway); or
- One additional Regents Examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway); or
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

The regulations approved by the Board of Regents include a change to credit requirements in social studies. Students first entering grade 9 in September 2016 and thereafter will be required to earn two units of credit in global history and geography as part of the four units of social studies credit currently required of all students.

The following New York State Education Department resource is available for more details and specifics related to graduation requirements:

<http://www.p12.nysed.gov/ciai/gradreq/documents/currentdiplomacredentialssummary.pdf>

Do not hesitate to contact the School Counselor directly with any questions or concerns related to graduation requirement.

2. Regents Diploma with Advanced Designation

Mandated - Required for all students

English (4 years)	4 Credits
Social Studies (4 years).....	4 Credits
Science (3 years).....	3 Credits
Mathematics (3 years).....	3 Credits
Fine Arts (Art or Music or Theatre or Technology)*.....	1 Credit
Health.....	½ Credit
Physical Education.....	2 Credits
World Languages**	3 Credits
Computer Technology***	½ Credit

*Design and Drawing for Production also meets the Fine Arts requirement for all students.

**1. To receive a Regents Diploma with Advanced Designation a student must complete a 3 credit requirement in a World Language and pass the Checkpoint B Assessment in that particular language.

2. If the student chooses to complete 5 credit extended Regents sequence in Occupational Education (including Business Education, Technology, Levittown Occupational Education and BOCES), Art, or Music, the student is required to complete only one credit in a World Language.

3. A student identified as having a disability which adversely affects the ability to learn a language may be excused from this requirement if such student's individual education program indicates that such a requirement is not appropriate to the student's educational needs. The student will be expected to substitute 3 credits in electives for the World Language requirement.

*** (See page 7 for a more detailed explanation of this requirement).

Elective Courses

Students must select from available electives (designated Regents credit or elective credit) to complement required courses to successfully earn a minimum of 22 credits for graduation.

Required Regents Exams

To receive a Regents Diploma with Advanced Designation, a student must pass the following Regents examinations with a **minimum grade of 65%**:

1. English (11th grade)
2. Global History and Geography (10th grade)
3. U.S. History and Government (11th grade)
4. Algebra 1 (9th grade), Geometry (10th grade), and Algebra 2 (11th grade)
5. Two Regents exams in Science, one exam must be in Physical Science and the other exam must be in Life Science (ninth and tenth grades).
6. Checkpoint B Assessment in a World Language (for exceptions to this requirement see Group 1 on page 10).

Special Note: Students who first enter grade nine in September 2009 and thereafter who complete all coursework and testing requirements for a Regents Diploma with Advanced Designation who pass, with a score of 85 or better, three commencement 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, as applicable.

Career Development and Occupational Studies (CDOS) Commencement Credential

The Career Development and Occupational Studies (CDOS) Commencement Credential is a certificate that is intended to indicate a student's readiness for entry-level jobs. The CDOS Commencement Credential can be awarded either in addition to a Regents or Local diploma or to a student with a disability who is unable to earn a Regents or Local diploma.

NYS CDOS COMMENCEMENT CREDENTIAL: REQUIREMENTS

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment.

The student must have developed a Career Plan that includes documentation of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals; and

- The student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and
- The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences); and
- The student must have at least one completed employability profile that documents the student's employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

Students with disabilities may have the option to graduate with the NYS CDOS Commencement Credential as a supplement to their regular diploma (Regents or Local diploma). Students who are unable to earn a regular diploma because of their disability, may graduate with the NYS CDOS Commencement Credential as the student's only exiting credential, provided they meet the requirements for award of the credential and have attended school for at least 12 years, excluding Kindergarten. If the NYS CDOS Commencement Credential is the student's only exiting credential and he/she is less than 21 years of age, the parent must be provided prior written notice indicating that the student continues to be eligible for a free appropriate public education until the end of the school year in which he/she turns age 21.

GRADING SYSTEMS

Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled. The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades.

The District will use a uniform grading system. Classroom teachers will evaluate students and assign grades according to the established system.

Grading will be based upon student academic achievement, improvement, and participation in classroom discussions and activities. Parent(s)/guardian(s) will be informed regularly, at least four (4) times a year, of their child's progress. The use of marks and symbols will be appropriately explained.

Grading will not be used for disciplinary purposes, i.e., reducing a test grade for being disruptive in class, although a lower grade may be given for failure to complete assigned work or for lack of class participation.

All students are expected to complete the assigned class work and homework as directed by the teacher. Students are also expected to participate meaningfully in class discussions and activities. If work is missed, the student is expected to make up the work in accordance with the Board's policy on student attendance.

GRADING SYSTEMS REGULATION

Consistent with Board policy, student grades shall be based on academic performance on tests, quizzes and other assessments, homework assignments, reports, projects, laboratory reports, effort, preparedness, and class interaction and participation, which shall be consistent with course goals and New York State Learning Standards, thus providing the student and their parent(s)/guardian(s) information about his/her level of content and skills mastery.

Grading - The calculation of a student's marking period grade shall be based on multiple measures consistent with those previously noted. Written procedures regarding the weight and distribution of measures shall be provided to teaching staff by the building principal/department supervisor at the beginning of each school year. Teaching staff shall establish grading systems in accordance with these procedures, and provide to their immediate supervisor their grading system for approval prior to distribution to students and parents.

All secondary teachers shall be required to distribute their grading system to students within the first month of the commencement of the class. Elementary teachers shall provide to students and their parents/guardians a grade-appropriate explanation of their grading system by the end of parent-teacher conferences in the Fall.

Student's grades shall be permanently recorded by the teacher consistent with procedures established by the building principal or his/her designee at designated times throughout the school year. Once a grade has been assigned, it shall not be altered except upon conferral with the teacher, the teacher's immediate supervisor, and/or the building principal.

Numerical grades will be used to implement a four (4.0) point scale for calculating grade point averages starting with the class of 2013 and thereafter (students first entering ninth grade in 2009 and thereafter).

For students in the Class of 2013 and thereafter (students first entering ninth grade in 2009 and thereafter) in computing grade point average, our new weighting system would include an addition of five points for AP courses and three points for all Pre-AP courses and all College-Level program courses.

Transfer Students - Students who transfer to the District from other districts or private/parochial schools shall have grades and course credits earned at their previous school identified as such on their transcript. Only grades and course credits earned through the District shall be used in calculating the student's grade point average (GPA).

Final Average

As noted previously, the final average reflects the quality of a student’s performance in course work throughout the year. When midterm, final, or Regents examinations are used in the calculation of the final average, such calculation shall be computed as follows:

		Each Marking Period	Midterm	Final	Regents
Gr 9-12	Full Year Course - End in Final	20%	8%	12%	N/A
	Full Year Course - End in Regents	20%	8%	N/A	12%
	Full Year Course - Regents/Mid-term	20%	8%	0%	12%
	Semester Course/Summer School	40%	N/A	20%	N/A
Gr 8 HS	Full Year Course	20%	8%	N/A	12%

When no final examination, midterm examination, or Regents examination is administered (due to an excused absence,) remaining grades will be recalculated to determine the final average. Consistent with the District’s Attendance policy, such absence must be verified with written medical or official documentation specifically substantiating the reason for the absence.

Scores obtained on subsequent administrations of Regents examinations after the course has been completed will not affect the final course grade.

Regents Retakes

Students who retake Regents exams have the option of having only the higher exam grade appear on their transcript. Obtaining a higher or lower grade on a retake of a Regents exam after the course has been completed will not affect the final course grade.

Minimum Grade

For secondary school students, 50% shall be considered the minimum grade for a student’s quarterly course average. However, the teacher has the discretion to give a grade lower than 50% when the situation so warrants. If a quarterly course average of 50% or lower is given, direct communication must occur between the teacher and the student’s parent/guardian. It is also important that communication occur between the teacher, their immediate supervisor, and the student’s guidance counselor. The teacher also retains the discretion to assign a higher final average than the one provided by formula. Therefore, a grade lower than 50% for a marking period will not preclude a student from passing a course should his/her performance improve significantly.

Subjects to be Weighted for Honor Roll

All subjects completed in grades 9 through 11 (except Physical Education and courses graded Pass/Fail) and accelerated subjects taken in grade 8 will be used and for the purpose of determining the valedictorian and salutatorian at graduation exercises. No other calculations or ranking shall be identified or maintained by the district.

Advanced Placement (AP) courses will be given an addition of 5 points. Pre-Advanced Placement, College-Level courses, or "SCALE" that contain the term "college" in the course title, will be given an addition of 3 points. All subjects designated Accelerated (ACC), except Pre-Calculus AB Accelerated and Pre-Calculus BC Accelerated, are NOT weighted.

Advanced Placement (AP) courses:

English 11 (AP), English 12 (AP), Social Studies 10 (AP), Social Studies 11 (AP), Government 12 (AP), Macroeconomics 12 (AP), European History (AP)*, Physics B (AP), Physics C (AP), Chemistry (AP), Biology (AP), Environmental Science (AP), Pre-Calculus/Calculus AB (AP), Calculus AB (AP), Calculus BC (AP), Statistics (AP), Computer Science A (AP), Computer Science Principals (AP), Seminar (AP), Research (AP), Chinese 13(AP), French 13 (AP), German 13 (AP)*, Spanish 13 (AP), Studio in Drawing (AP), Art History (AP), and Music Theory (AP).

*Courses may also be taken for college credit from St. John's University.

Pre-Advanced Placement courses:

English 9 Pre-AP, English 10 Pre-AP, Social Studies 9 Pre-AP (World History), Pre-Calculus AB Accelerated, Pre-Calculus BC Accelerated.

College-Level Courses:

LIU/Post/High School Scholars (SCALE) Program

Composition
Media
Music History in Western Civilization
Anatomy and Physiology
Forensic Technology
Psychology
Criminology - Introduction to Criminal Justice

Stony Brook University

College Oceanography

SUNY Farmingdale

Computer Aided Design
Digital Photography
Principles of Engineering
Robotics
College Introduction to Business
College Principles of Financial Accounting
College Marketing Principles and Practices
College Business Law for Everyone
Virtual Enterprise

St. John's University

College American Sign Language
College Chinese
College French
College German
College Italian
College Spanish
College Statistics
College Economics
College European History
College Sociology

Molloy College

College Pre-Calculus
College Algebra and Trigonometry
College Calculus

Adelphi

College Intro to Sports Medicine

Hofstra

Engineering Methods

CONVERSION TABLE

<u>Regular</u>	<u>Alpha Letter Equivalent</u>
95-100	A+
90-94	A
85-89	B+
80-84	B
75-79	C+
70-74	C
65-69	D

Honor Roll, High Honor Roll, and Principal's Honor Roll*

All high school and middle school students are eligible for Honor Roll, High Honor Roll, and Principal's Honor Roll each marking quarter. The following are the required cumulative grade point averages a student must earn. All courses, except Physical Education and courses graded Pass/Fail are included in determining the grade point average.

Information concerning failing subjects will be determined by report card grades and mid-quarter appraisals. All coaches and advisors will receive a list of students who are placed on academic probation for their particular sport, club, or activity.

Honor Roll = (minimum GPA 84.5)
High Honor Roll = (minimum GPA 89.5)
Principal's Honor Roll = (minimum GPA 94.5)

*Please note: a student may not have any failing grades, nor incompletes.

Progress Reports and Mid-Quarter Appraisals

Report cards are issued every 10 weeks. Recorded on the report will be a numerical grade and an absence and lateness report. Absences in each subject matter class are also recorded.

Questions regarding absences should be referred to the attendance office. A student who receives a grade between 65-70 should realize this is borderline failure and thus apply extra effort to the subject areas at once.

Teachers may issue five week mid-quarter appraisal reports to certain students. Parents are encouraged to contact the teacher and guidance counselor when a student receives a mid-quarter appraisal which indicates less than satisfactory progress.

National Honor Society

At Massapequa High School, students are selected for induction into the National Honor Society in the spring semester of 11th grade.

Eligibility for induction into the MHS Chapter of the National Honor Society is based on criteria established by the National Association of Secondary Schools Principals: the process of selecting candidates for induction complies with the national chapter of the organization. Membership in the National Honor Society is a privilege rather than a right. Induction will be based on the recommendations of the MHS Faculty Council to the Principal, for those students who meet the following criteria:

- Scholarship - Requisite weighted Grade Point Average of 88.000 (or higher) based on the final GPA for any accelerated subjects taken in grade 8 and academic work completed in grade 9, grade 10, and the GPA for the first two quarters of grade 11. Average is determined according to the MHS Course Content Booklet.
- Character - Attendance and disciplinary records are reviewed and judged according to the standards established by the MHS Faculty Council. Students are expected to have exemplary attendance and disciplinary records with no history of infraction.
- Service and Leadership - Students must document participation in at least two clubs, interscholastic athletic teams or community-based service activities during the 9th, 10th or 11th grades at MHS. Participation in these activities must be documented by the candidate and include the signature of the activity advisor and/or coach.

Candidates not selected in their junior year for induction can appeal to the National Honor Society advisor in the fall semester of their senior year. Seniors must meet the same criteria stated above as well as fulfilling the additional requirements listed below:

- Scholarship - Requisite weighted Grade Point Average of 88.000 (or higher) based on the final GPA for any accelerated subjects taken in grade 8 and all academic work completed in grade 9, 10, and 11.
- Submit a written appeal to the National Honor Society Advisor.

National Junior Honor Society

Each year eighth grade students are selected to be members of the National Junior Honor Society (NJHS), which is part of a national organization. To be eligible, students must meet the following criteria:

1. Students must have achieved a Grade Point Average of 90 (or higher) from the beginning of grade 7 through the first 3 marking periods of grade 8.
2. Students must have actively participated in at least two (2) activities for each year at Berner.
Activities may include the following:
 - School or non-school related sports
 - Religious organizations, school clubs and co-curricular activities (e.g. La Fete du Francais)
 - National French exam, National History Day
 - Community services (e.g. scouting, fundraisers, charities/helping a neighbor)
3. Students must have exhibited appropriate character traits and leadership skills.

To determine eligibility, a faculty committee will evaluate individual student achievement in the above areas. Students will be notified in early May if they are eligible for membership. Inductees and parents will be invited to attend a formal induction ceremony (date and time to be announced).

Tri-M Music Honor Society

Modern Music Masters is an international music honor society sponsored by the Music Educators National Conference. Eligibility criteria for induction into the MHS Chapter of Tri-M is as follows:

- Student must be on the Honor Roll and maintain a grade of 90 or better in their primary performing ensemble.
- The student must achieve a NYSSMA level of 5 or 6 with a grade of 90% or better in the official NYSSMA adjudication.
- The student must have the recommendation from the conductor of his/her performing ensemble attesting to their character, leadership, and citizenship and two non-music teacher recommendations.
- The student must submit a written essay.

To maintain eligibility, students in Tri-M must complete a set number of performance and service hours annually. These can be done as part of the group or individually and are assigned at the beginning of each school year. Freshmen, Sophomores, and Juniors must continue to meet the induction criteria to maintain membership for the following year.

National Art Honor Society

The National Art Honor Society Recognizes outstanding artistic scholarship and service to school and community through the development of artistic endeavors together with a strong moral character. The National Art Honor society is sponsored by The National Art Education Association, the world's largest professional art education association and a leader in educational research, policy and practice for art education.

Eligibility requirements for membership, with inductions in the spring are as follows:

- Candidates must be a junior or senior student and maintain a 90 average or better in related course work.
- Candidates must have successfully completed 2 full year courses in art and be currently enrolled in an art course.
- Candidates must have 2 written recommendations from teachers other than art.
- Membership will be based upon art scholarship, service and character. A student must not have any discipline infractions on record for the years they participate. It is expected the student actively participate in scheduled activities and attend meetings.

Business & Marketing Honor Society of New York State

The Business & Marketing Honor Society of New York State recognizes those students who have demonstrated outstanding achievement in a secondary business/marketing program.

Eligibility:

- Students must be currently enrolled in a business/marketing course.
- Seniors: Must complete 3 units in business/marketing by the end of the current school year.
- Sophomores/Juniors: Must complete 2 units in business/marketing by the end of the current school year and should be planning to continue for a least one additional credit prior to graduation.

Minimum Criteria:

- GPA Business Marketing Courses B+ or higher
- GPA Overall: B or higher

Additional Criteria:

Students selected for recognition must also demonstrate, both in the classroom and through extracurricular involvement, the following:

- Character (evidenced by teachers attesting to this quality)
- Leadership (evidenced by committee chair positions, officer/chair or other lead positions, officer/chair or other lead positions in student organizations, civic/community leadership roles, etc.)
- Service (evidenced by volunteer activities in the school and/or community)

Academic Standards to Determine Student Eligibility to Participate in Extracurricular Activities

The Board of Education has the statutory authority to establish reasonable academic standards as a prerequisite for eligibility for extracurricular activities.

It is the policy of the district to provide students with an opportunity to develop their own interests and to work cooperatively in groups through the sponsorship of a variety of extracurricular activities. While participation in these activities is desirable, it is also important that students maintain an acceptable level of academic performance and behavior. The eligibility requirements discussed in this policy have been established toward that end. For the purpose of this policy, extracurricular activity is defined as participation in any non-credit bearing club, organization, athletic team, or performing group. This policy applies to all students grades 9-12.

Grades and Eligibility:

A student must maintain a 70 Grade Point Average and cannot be failing two or more subjects. Any student who has a Grade Point Average under 70 or is failing two or more subjects, will be placed on Academic Probation.

Information concerning failing subjects will be determined by report card grades and mid-quarter appraisals. All coaches and advisors will receive a list of students who are placed on academic probation for their particular sport, club, or activity.

A mark of “incomplete” or “no credit” in any subject will count as a failure. This includes Physical Education. All subjects have equal status in determining eligibility status. Probationary or ineligible status will commence on the day following distribution of report cards or mid-quarter appraisals.

Student Responsibilities:

It is the student’s responsibility to meet the standards of academic eligibility. A letter will be sent home to parents detailing the policy and the student’s responsibilities. The student must be passing all courses at the next mid-quarter appraisal or meet the eligibility criteria at the next report card to be eligible to participate. During the period of probation, the student can practice with the group but cannot participate in any scheduled games, scrimmages or scheduled events. The student must attend extra help classes during the probationary period.

Fall Eligibility Criteria:

Final averages for the year will be used to determine eligibility for extracurricular activities the following Fall. Successful completion of summer school courses will satisfy eligibility shortcomings provided all other eligibility requirements are met.

Attendance:

Full day attendance is expected. A student must be signed into school by the end of his/her first period class to be eligible to participate in any practice, game, scrimmage, or performance that day. If a student is absent from school or has not signed into school before his/her first period class, he/she will not be permitted to participate in a practice, game, scrimmage, or performance that day.

Student athletes including cheerleaders, kickline, and ice hockey team members who do not participate in regularly scheduled physical education class may not participate in an after school game, scrimmage or competition.

Student athletes including cheerleaders, kickline, and ice hockey team members who consistently sign in late or are consistently absent from school may be dropped from their respective activities.

Discipline:

Any student athlete who receives an in-school suspension or out of school suspension will *not* be permitted to compete in practices, scrimmages, games or performances occurring during the period of suspension. A suitable penalty for all activities outside of athletics will be determined by a building administrator or advisor. For purposes of this policy, the period of suspension begins from the time the student is notified that (s)he is suspended.

Extenuating Circumstances:

In the event of serious, extenuating circumstances, the particulars of the situation will be brought to the attention of the building administrators or the Athletic Director who will make a determination in an individual student's case if the circumstance warrants a modification of the above requirements. The Superintendent must be notified in writing by the building administrator or Athletic Director of any student who is granted a modification of this policy along with the reason(s) for such modification.

EXPLANATIONS

Electives

An elective is a course chosen by students which may be applied toward the diploma requirements. Electives may be taken in a variety of academic subject areas.

Prerequisites

Some courses have prerequisites listed with the course description. A prerequisite means a previous course is required before you may enroll. It is advised that students set for themselves a minimum grade of 70 or better to enroll in a sequential course. Experience has shown that students who do not receive a minimum grade of 70 in a first level course, have difficulty experiencing success in advanced level courses.

Early Graduation

In accordance with the New York State Regents Action Plan requirements, students may request to accelerate and finish their high school careers at an earlier date. Any student contemplating early graduation should consult with their guidance counselor for additional information.

MHS ACADEMY PROGRAMS

Participation in interdisciplinary academies is open to all students. Academies are based on course sequences aligned to student's career interests and incorporate 21st century skills such as critical thinking and problem solving, communications, self-direction, computer and technology skills into the curriculum. Each academy program will prepare students for both college and career paths and some courses are offered for college credit and industry certifications. Academy descriptions and suggested course of study can be found on the MHS website at: www.msd.k12.ny.us/academy.

Global Business Academy

The Global Business Academy will help our students explore college and career paths in the fields of Business, Early Childhood Education, and Culinary Arts. They will acquire the technical skills and knowledge to be successful in today's workplace and post secondary environment. Twenty-first century skills including critical thinking, problem solving and collaboration will be utilized throughout the program. The academy will offer our students the opportunity to obtain career related experience through internships, site visits, and guest speakers and prepare them for current or future employment.

Career Majors:

Accounting and Finance
Law
Management
Marketing
Early Childhood Education
Culinary Arts

STEM (Science, Technology, Engineering and Math) Academy

The hands-on application of science and mathematics to solve real world needs is the foundation of this academy. We are building the students who will build, supply and support the world. Twenty-first century skills including problem solving, critical thinking and teamwork are incorporated throughout the course work. Internships and senior projects are available and designed to help students understand the career, career path, and when possible build a portfolio during their high school years.

Career Majors:

Architecture and Construction Management
Communications and the Arts
Engineering

Health Care Academy

Our newest academy will enlighten students to the many opportunities in the healthcare services and professions. A unique partnership with Winthrop Hospital provides students opportunities to meet and learn about the healthcare professions during site visits.

Application Process

If you are interested in being a part of the MHS Academy, please complete the application by February 13, 2015 at www.msd.k12.ny.us/mhsacademy to be included the following school year.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used .**

Core Grade-Point Average

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements	
<i>*Athletics aid, practice, and competition</i>	
•	16 core courses <ul style="list-style-type: none"> ○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> ▪ "Locked in" for core-course GPA calculation.
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements	
<i>*Athletics aid and practice (no competition)</i>	
•	16 core courses <ul style="list-style-type: none"> ○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

Sliding Scale A		
Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B		
Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit www.eligibilitycenter.org or www.2point3.org.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for **competition on or after August 1, 2018**, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II COMPETITION SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT <small>Verbal and Math ONLY</small>	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT <small>Verbal and Math ONLY</small>	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

Current - Division II Requirements

Any student entering a Division II college must complete the following requirements:

1. Graduate from high school
2. Have a minimum grade-point average of 2.0 (based on NCAA approved Core Courses)

Note 1: In computing the GPA, the NCAA does not recognize use of plus (+) grades (Example: C+ is counted as a C).

3. Have an 820 combined score on the Critical Reading and Math subsections on the SAT Reasoning exam or a 68 (sum of scores on the scores on the four individual tests) on the ACT. A student's test score will continue to be calculated using the math and verbal/critical reading) subsections of the SAT and the math, science, English and reading subsections of the ACT. **The optional writing component of the ACT or the mandatory writing component of the SAT will not be used to determine a student's qualifier status.**

4. Successfully complete a core curriculum of at least 16 academic courses, which must include the following:

- 3 years of English
- 2 years of math - (Integrated Algebra or higher)
- 2 years of natural or physical science (one course must be a laboratory science class)
- 3 years of additional English, math, natural or physical science
- 2 years of social studies
- 4 years of additional courses in any of the above areas or a foreign language

All student athletes must be certified by a central clearinghouse to establish their eligibility for Divisions I and II schools. Students are **required** to register for the Clearinghouse on line at www.eligibilitycenter.org.

Since the rules and regulations governing prospective student athletes are subject to change by the NCAA, students and parents are encouraged to check for the latest information on line at www.NCAA.org.

A detailed listing of the academic courses offered at Massapequa High School which meet the NCAA requirements for core courses are available for review in the guidance office or online at www.eligibilitycenter.org.

All students are responsible for meeting with their guidance counselor to ensure that they are enrolled in only academic courses which meet the NCAA requirements for core courses.

SPECIAL EDUCATION

The special education department offers a variety of programs designed to meet the academic, social, physical, and management needs of students with disabilities. Referrals are made in writing to building principals and placements are made by the CSE (Committee on Special Education). Recommendations to specific programs are based on the students' needs and are in the most appropriate educational setting.

Any questions about the special education program may be directed to the following: Dr. Jennifer Mazzotta-Perretti, District CSE Chairperson for ODP/CPSE Chairperson; Mrs. Bridget Karis, Secondary Special Education Supervisor; Mrs. Danielle Helfand, Secondary Special Education Supervisor; Mrs. Michelle Provenzano, Secondary CSE Chairperson; Mrs. Savrena Riddle, Elementary Special Education Supervisor; Mrs. Rachel Barshak, Elementary Special Education Supervisor; Mrs. Stephanie DelGiorno, Elementary Special Education Supervisor.

SECONDARY SPECIAL EDUCATION PROGRAMS

Students with special needs are provided with individualized education programs and services. The programs are challenging and designed to ensure student achievement and success within our school community. The programs listed below are offered by the Massapequa School District after individual recommendations have been made by the Committee on Special Education (CSE).

- **Related Services:** Classified students may be eligible for a variety of related services which include occupational therapy, speech therapy, physical therapy, counseling and services for the visually and hearing impaired.
- **Resource Room Program:** A special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. A student shall receive no less than three hours of instruction per week in such program, which is provided outside of the class.
- **Special Class/Integrated Setting (Co-Taught Model):** A special class that is comprised of both students with special needs and their typical peers, and is taught by both a general and special education teacher.
- **Special Class:** A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

<u>Self Contained</u>	12:1:1 Class	Small structured classes leading to a high school diploma.
<u>Community & Career Connections</u>	12:1:2 Class	Students work on functional academics, pre-vocational skills, job coaching, internships and community experiences (i.e. travel training and banking).
Program I - BMS		
Program II - Ames		
Program III - MHS		

Students who are developmentally disabled follow a course of instruction which leads to the Skills and Achievement Commencement Credential for Students with Severe Disabilities.

Vocational Training

When appropriate, students may enter vocational training programs. These include programs offered through the Levittown Occupational Educational Program at the Gerald R. Claps Career and Technical Center, Nassau Board of Cooperative Education Center (Barry Tech) and Nassau BOCES Long Island High School for the Arts.

ACADEMIC SUPPORT PROGRAMS

The secondary schools provide a full range of support programs to assist students in specific areas of learning. For some students these are required subjects which are mandated by the State Education Department based on pupil's prior performance and standardized tests. Parental assistance in encouraging student participation is of great importance.

- a. Reading Support:** Reading Support is a supplemental literacy program in which students receive intensive, small group instruction that focuses on the key components of informational reading, the active reading process, comprehension strategies, study skills, and academic vocabulary development. This class meets on alternate days and requires consistent attendance, daily reading, and practice. Students are recommended for this class based on multiple data, including NYS English Language Arts assessments, standardized reading assessments, and teacher recommendations.
- b. Literacy Workshop:** The Literacy Workshop is designed to assist students in grades seven through twelve in elevating their reading and writing skills. The course serves as a vehicle for students to explore a variety of writing strategies and styles, various genres, and rhetorical devices. It also provides students with a variety of reading opportunities designed to strengthen informational reading techniques, improve and reinforce comprehension strategies and build academic vocabulary across all content. Students are recommended for this class based on multiple data, including NYS English Language Arts assessments, standardized reading assessments, and teacher recommendations.
- c. Literacy Bridge:** The "Literacy Bridge" class is intended for students who have recently exited the *Wilson* Reading Program. Instruction provides some elements of the *Wilson* Program within a more global literacy framework that focuses on comprehension strategies, informational reading, academic vocabulary development, and word structure. Instruction is delivered in a structured, small group environment. This class meets on alternate days and requires consistent attendance, daily reading, and practice.
- d. Regents Math Support:** Regents math support classes are offered for Algebra 1, Geometry and Algebra 2. These classes focus on the skills necessary for success in these courses and on their corresponding Regents examinations. Placement is recommended based on performance on the state assessment, performance in his/her current math class, and by teacher recommendation.
- e. Speech/Hearing:** Students with disabilities in the speech and auditory areas are assigned as necessary to a teacher qualified to assist in the correction of difficulties caused by these conditions.
- f. English as a New Language (ENL):** For students whose native language is other than English, support services may be provided to assist the student to become proficient in English language skills.
- g. Regents Science Support:** Regents science support classes are offered for Earth Science, the Living Environment and Chemistry to focus on the skills necessary for success in the course and the Regents examination. Placement into support is based upon performance in science classes, state exams and teacher recommendation.
- h. Special Help:** The After School Academic Coaching Program is intended for students who might have learning problems due to less complicated learning disabilities than those students who qualify for special education services. Participation in this program requires the recommendation of the Instructional Support Team (IST) or Section 504 Committee.
- i. Social Studies:** Social Studies remediation for those students who must pass the required Regents exams in Global History and Geography and U.S. History and Government, is provided by assigning a student to a special social studies support class.
- j. Special remediation sections** also will be offered in Summer School. These two week sessions, offered prior to the administration of the State tests in August, will be available for English, science, math, US History and Government and Global History and Geography.
- k. Regents Prep Classes** - are offered after school for several weeks prior to the Regents examination periods in January and June. Regents Prep classes are available for English, science, math, US History and Government, and Global History and Geography.

Section 504

Section 504 of the Rehabilitation Act of 1973 protects all students who have a qualifying physical or mental disability that substantially limits one or more major life activities (i.e. learning, reading, hearing, breathing).

Students with disabilities who do not qualify for special education services may qualify for assistance and support under Section 504.

Initial eligibility is determined after a comprehensive evaluation. A 504 accommodation plan is designed for each qualified student according to individual need and may include a variety of accommodations (i.e. extended time on tests, taking tests in a smaller or separate location, after school Academic Coaching Program).

Any questions about Section 504 eligibility should be directed to the building principal at the Elementary School level, the school counselor at the Secondary School level or Dr. Jennifer Mazzotta-Perretti at (516) 308-5051.

PROGRAMS OF STUDY

Students and parents should review the courses now in progress, read the course descriptions in this booklet and plan next year's program. During the year, guidance counselors will meet with each student individually to plan next year's program. Students are encouraged to discuss a course with teachers who will explain the courses in their departments. Students and parents are encouraged to talk with the guidance counselor either by telephone or calling for an appointment.

Students and parents should plan carefully a program for the following year. Each student enrolled in high school must take a minimum of six (6) full periods of instruction plus physical education each semester. School district policy does not permit a student to drop or add a course or change a course unless ample educational reasons are presented. Any and all requests to drop classes and/or request for class changes must have administrative approval and must adhere to the deadlines as outlined under "Request for Change of Schedule or Program" (see page 4). **All students will be assigned a lunch period.** Students and parents should meet with counselors to review programs. Deadlines for finalizing programs and procedures for changing selections will be announced to students and parents. Students and parents should be aware that classes are formed based upon the number of students who sign up for a subject; therefore, students are not free to change at will from one subject to another.

PROGRAMS FOR ADVANCED ACADEMIC STUDY

At the high school level, students who seek Advanced Academic Study opportunities receive information concerning unique programs and activities inside and outside the framework of the school day. The main thrust is in the accelerated, Pre-AP, Advanced Placement courses, SCALE Program courses and College-Level courses in which they are enrolled; however, summer courses, college campus-based courses, Saturday programs and other similar activities will be explored as the individual need arises.

Students seeking to obtain academic credit for coursework completed outside of Massapequa High School (e.g. NYS Summer School for the Arts), must obtain approval from the school principal prior to enrollment in any coursework.

Academic credit will only be awarded for pre-approved coursework successfully completed at an accredited college/university (e.g. Nassau Community College, SUNY Stonybrook) or a summer program approved by the New York State Board of Regents (e.g. NYS Summer Academy of the Arts). All interested students should seek out the assistance of their guidance counselor prior to enrolling in such coursework/programs.

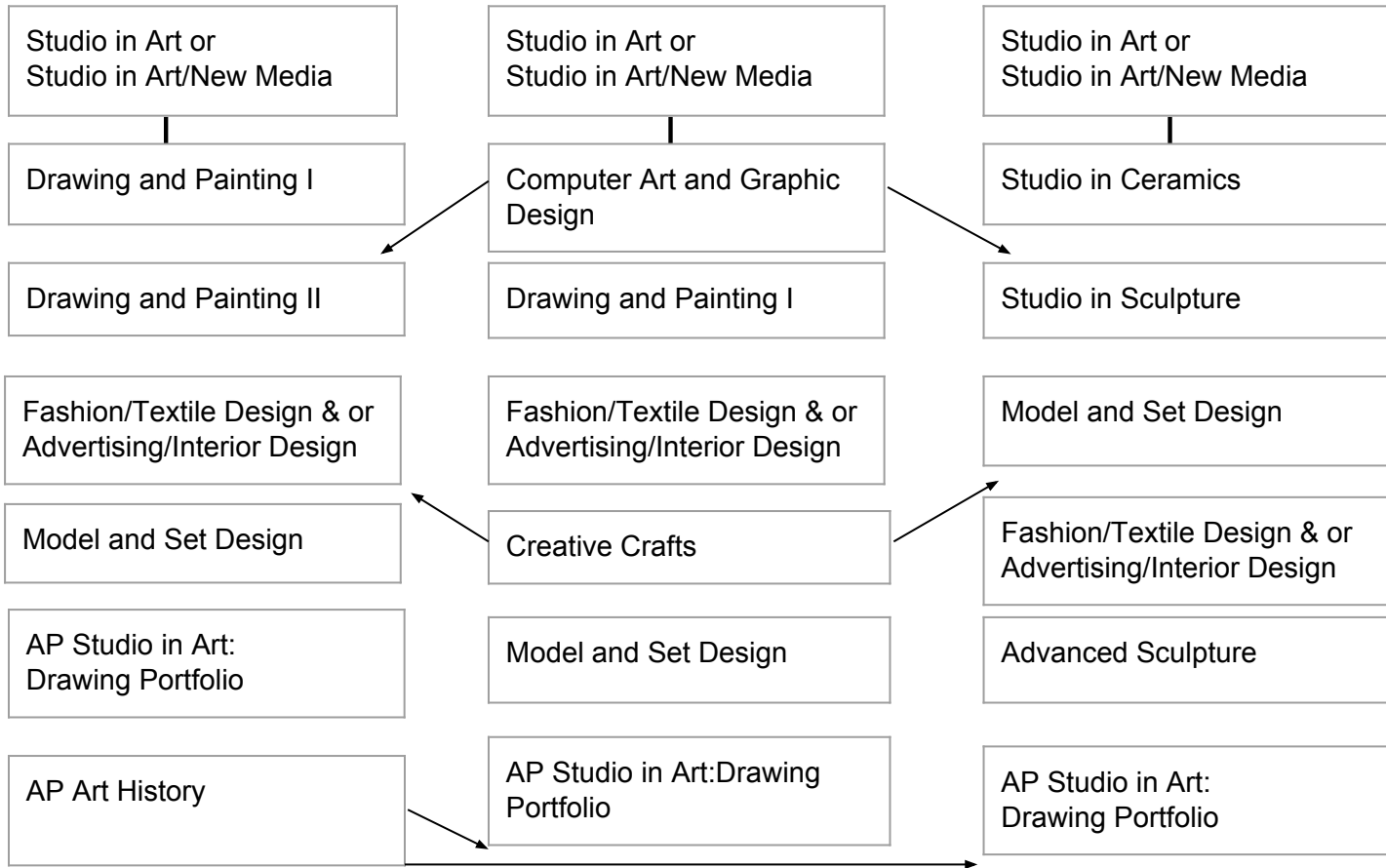
Any academic credit awarded is considered elective credit and may not be used to fulfill any core academic coursework required to obtain a high school diploma.

DEPARTMENTAL OFFERINGS

All courses unless otherwise stated carry Regents credit or elective credits upon successful completion. The transcripts of students sent to colleges, employers and the armed forces always include the freshman, sophomore, junior and senior year grades, as well as the grades from any accelerated courses completed in eighth grade. Courses in all departments must be chosen in sequence. See individual department offerings for further information.

Visual Arts Education - Flowchart of Possible Pathways
2018 - 2019

ART 6,7, and 8 Syllabus at Berner Middle School
Studio in Art, Studio in Art/New Media and Creative Crafts can be taken at Ames
Studio in Art and Studio in Art/New Media are foundation courses.



AP Art History is open to all students.

AP Studio in Art: Drawing Portfolio submissions can include manipulated printed images, digital drawing and/or collage.

COURSE DESCRIPTIONS

ART DEPARTMENT

Studio in Art I*

This course is for students desiring a broad background in the visual arts as part of their general education and for students who plan to elect further courses in art. Students will engage in a variety of experiences based upon the acquisition and understanding of skills and processes and the application of that knowledge using the formal Elements of Art and Principles of Design as a framework. They will develop and explore a variety of materials and techniques to represent 2 and 3 dimensional works of art and the responsibility and care of supplies and equipment in the art room. This is a full year course. The State Education Department recommends this course to meet the Art/Music requirement for the high school diploma.

1 Regents Credit
Ames or MHS

Studio in Art/New Media*

This course is for students desiring a broad background in the visual arts as part of their general education and for students who plan to elect further courses in art. This course is an introduction to the fundamental elements, principles and processes of 2 dimensional and 3 dimensional design and uses a variety of traditional and nontraditional media with an emphasis on problem-solving, creative exploration and collaboration. Students will use and transfer traditional art making skills into digital art making skills. Through the use of digital creativity tools such as iPads and dynamic art and communication apps, students will create traditional and new media as they explore painting, drawing, photography, art critique, storytelling, animation, graphic design and movie-making. Historical periods and artists are compared and contrasted through reading, writing, and computer-based activities. This is a full year course. The State Education Department recommends this course to meet the Art/Music requirement for the high school diploma.

1 Regents Credit
Ames

**Courses labeled with an asterisk may be used to satisfy the mandated unit of credit in Art and/or Music required for a high school diploma.*

Drawing and Painting I

The objective of this art course is for students to develop skills employing observation in order to create still life, portraiture, figure studies and landscape works of art. Students will explore graphite, charcoal, chalk pastels, oil pastels, mixed media, watercolor paint and acrylic paint while investigating a variety of techniques and processes within each medium. The Elements of Art and Principles of Design will function as the framework for this inquiry to further their artistic and analytical skill development. Students will augment their learning through the use of technology, possible museum visits and the contributions developed by artists within certain cultural context, whose creations transformed the way we view art today. Participation in community service projects and mural design is highly encouraged.

Prerequisite: Studio in Art or Studio in Art/New Media

1 Regents Credit
Ames and MHS

Drawing and Painting II

The objective of this course is for students to create meaningful and expressive works of art building upon previously acquired skills and new ones learned. They will explore novel ways to use materials and processes to create original projects. The Elements of Art and Principles of Design will function as the framework for this inquiry to further their artistic and analytical skill development. Students will augment their learning through the use of technology, possible museum visits and the contributions developed by artists within certain cultural context, whose creations transformed the way we view art today. Participation in community service projects and mural design is highly encouraged.

Prerequisite: Drawing and Painting I

1 Regents Credit
MHS

Drawing and Painting III

The objective of this course is for students to synthesize knowledge learned into original works of art with preferred content showing mastery of skills. Students will continue their trajectory exploring processes and materials to create a portfolio of work they may use to fulfill requirements to gain admission to Art programs in colleges and universities.

Prerequisite: Drawing and Painting II

1 Regents Credit
MHS

Creative Crafts

In this art course students will learn about and experience a variety of materials and methods in the broad field of crafts. This may include, but not limited to, such areas as embroidery, macrame, jewelry design, bead making, needlework, ceramics, printmaking, pillow making, and tie dying. The history of crafts and its impact in society will be covered.

½ Regents Credit
Ames/MHS

Studio in Sculpture

This art course is an introduction to working three dimensionally. The student will be exposed to working hands on with a variety of materials, tools, and techniques that may include clay, cardboard, plaster, paper mache, metal and wood. The student will have a variety of experiences that will include the study of art history as it relates to the world of sculpture. Problem solving techniques are developed and stressed and participation in community service projects is encouraged. This is a full year course. This course is offered *every other* year (see p.34).

Prerequisite: Studio in Art or Studio in Art/New Media

1 Regents Credit
MHS

Advanced Studio in Sculpture

This art course further develops the students' ability to work three dimensionally, as well as building on their ability to problem solve using sculptural media. This course builds upon the knowledge of media and technique learned in Studio in Sculpture. The student will work with a variety of materials including cardboard, paper mache, clay, plaster, claymation video creation, and metal. The student will have a variety of art experiences including a study of art history based upon the understanding, knowledge, appreciation and application of the fundamental skills in sculpture. This is a full year course.

Prerequisite: Studio in Art or Studio in Art/New Media and Studio in Sculpture.

1 Regents Credit
MHS

Studio in Ceramics

In this art course the students will experience a variety of hand-building and throwing (using the pottery wheel) techniques in clay. This course will give the student a basic understanding of clay and ceramic methods. The student will learn to manipulate clay using a variety of methods including pinch, slab, coil and throwing techniques. Creative thinking and problem solving are stressed in this course. This is a full year course. This course is offered *every other* year (see p. 34).

1 Regents Credit
MHS

Model and Set Design (Art)

Must be taken with Set Construction (Technology)

An interdisciplinary STEAM class using skills of drawing, design, model making, fabrication and installation of sets to support theatrical productions and community service projects including Koda benches, Puppet theater for learning purposes, sensory tower and anti-bullying build projects.

Students will learn the characteristics of materials, to use equipment safely, to construct models and sets and to create decorative painting effects while interpreting and transforming popular plays. Students will collaborate on all aspects of the process.

No Prerequisites

1/2 Credit Art, 1/2 Credit Technology
MHS

Computer Art & Graphic Design

This program is designed to introduce the student to the tools necessary for a career as a graphic artist, graphic designer, digital photographer or illustrator. Students will learn advanced techniques using PhotoShop, the industry standard for professional image editing production, Corel Painter, a software application that is used to create fine art, Adobe Illustrator, for artistic composition and design, and various other applications including programs for 3-D rendering and basic animation. Students will learn about resolution for the proper use of scanners and digital cameras. The use of drawing tablets for more creative control will be emphasized. Students will produce graphic portfolios necessary for college admission or a career in graphic art or commercial field. This is a full year course offered every year.

Prerequisite: Studio in Art or Studio in Art/New Media

1 Regents Credit
MHS

Studio in Fashion Design (Fall) and Studio in Textile Design (Spring)

The course work in **Studio in Fashion Design** aims to develop and encourage students in the designing of clothing for the human figure. Principles of drawing the human figure and simple action figures are taught. The history of fashion is studied along with its influence on our everyday dress. Students will design for the female and male figure and for children. Students will experience working in a variety of media, including acrylics, tempera, colored pencils, mixed media and pen and ink. This course is offered every other year (see p. 34).

Prerequisite: Studio in Art or Studio in Art/New Media

½ Regents Credit/MHS

Studio in Textile Design introduces students to the multifaceted world of designing fabrics. The curriculum introduces students to designing for women's, men's and children's wear as well as decorative, plaids, florals and woven design. The history of textiles, color theory, terminology and use of materials are covered in the course. Students will be working with an assortment of mediums. This class is recommended for any student interested in further studies in Fashion Design. This course is offered *every other year* (see p.34).

Prerequisite: Studio in Art or Studio in Art/New Media

½ Regents Credit/MHS

Studio in Interior Design (Spring) and Studio in Advertising Design (Fall)

Studio in Interior Design acquaints students with the designing of interior space. Floor plans, furniture arrangements, memo boards and individual pieces of furniture are designed and rendered, perspective drawings are emphasized. Color schemes based upon wall coverings, fabrics, flooring and lighting are developed. The study of furniture and periods, including rendering of each piece are an integral part of this course. This course is offered every other year (see p. 34).

Prerequisite: Studio in Art or Studio in Art/New Media

½ Regents Credit/MHS

Studio in Advertising Design is designed to develop in students the knowledge and understanding of aesthetic principles and skills involved in advertising. The course covers the development of advertising, its function and the production processes involved. Experiences similar to those found in advertising agencies are simulated in the classroom. Individual approaches to the problems and the study of current trends in advertising are encouraged. Assignments include the areas of Ad campaigns, logos, newspaper advertisement, magazine layouts, package design, brochures, stationery, and television commercials. This course is offered *every other year* (see p.34).

Prerequisite: Studio in Art or Studio in Art/New Media

½ Regents Credit/MHS

Advanced Placement Studio in Drawing

This course is for the highly motivated student who is committed to the study of art and who choose to do college level work while still in high school. Students who are accepted into this program will create a portfolio meeting the requirements of the AP College Board. Students will explore the use of various media, while using skills and techniques learned to create advanced level artwork. Challenging their creativity students must be self-motivated **to meet the rigorous requirements of this course**, which includes devoting time outside of class to meet the demands of the course. The course culminates with a major art exhibit, which displays the student's body of work. Students must be recommended by the Drawing and Painting II art teacher for enrollment in AP Studio in Drawing. Summer drawing assignments are required. This is a full year course.

Prerequisite: Drawing and Painting II.

1 Regents Credit
MHS

Advanced Placement Art History

This is a rigorous, advanced level course in Art History for students who are committed to doing college level work while still in high school. Students are introduced to analyzing works of art within diverse historical and cultural contexts, considering issues such as politics, religion, patronage, gender, and ethnicity. Students explore major forms of artistic expression including architecture, sculpture, painting and other media from across a variety of cultures. Students will learn about the purpose and function of art as they develop their ability to articulate visual and art historical concepts in discussions, curating exhibits of master works, research and written form. Students will travel to the Metropolitan Museum of Art in Manhattan to support learning.

Students will be required to take the AP Art History exam in May 2019.

No Prerequisites

1 Regents Credit
MHS

Courses Offered

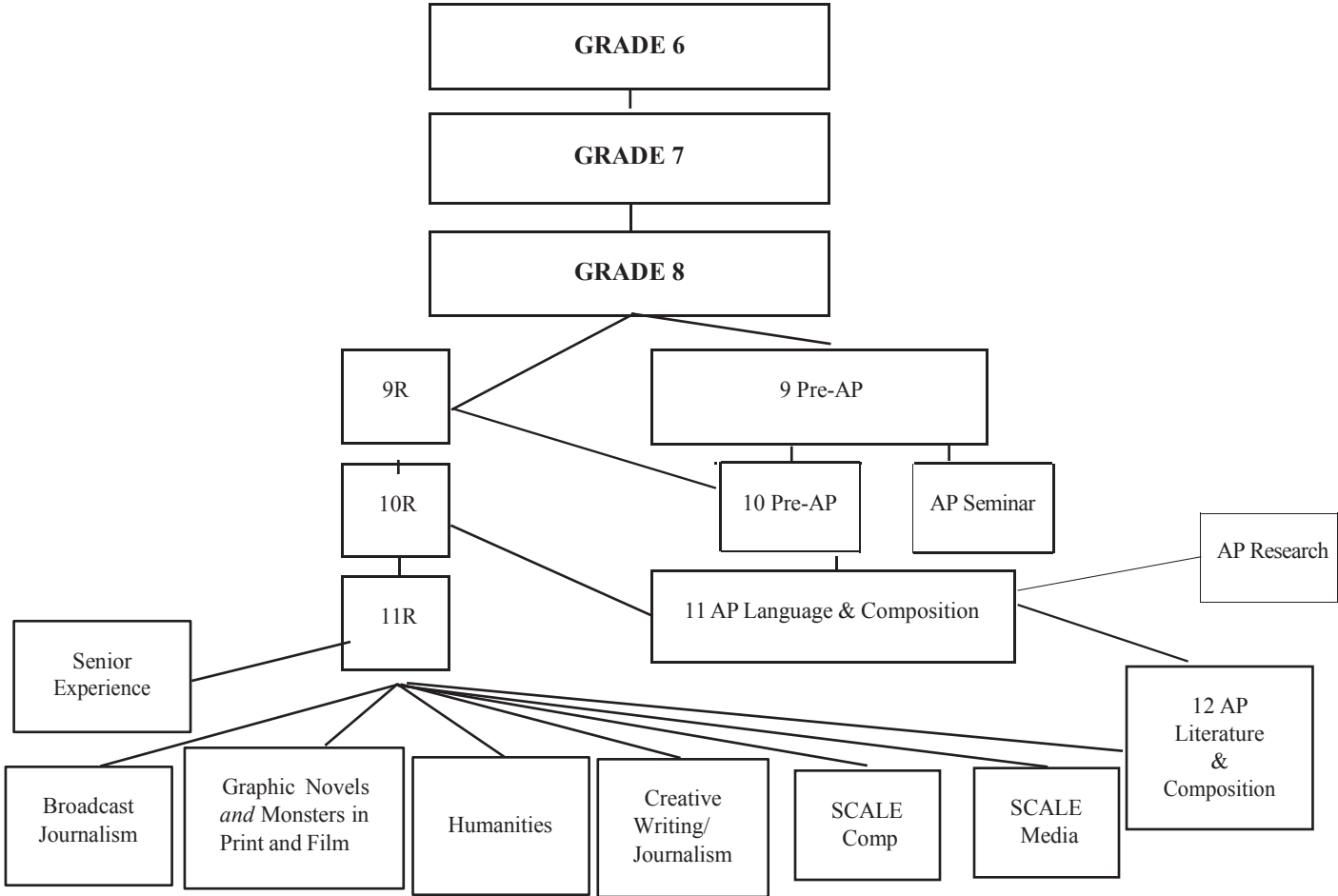
2018-2019

Studio in Art
Studio in Art/New Media
Drawing and Painting I
Drawing and Painting II
Creative Crafts
Studio in Ceramics
Advanced Studio in Sculpture
Model and Set Design
Computer Art & Graphic Design
Studio in Fashion Design/Textile Design
AP Studio in Drawing Portfolio
AP Art History

2019-2020

Studio in Art
Studio in Art/New Media
Drawing and Painting I
Drawing and Painting II
Drawing and Painting III
Creative Crafts
Studio in Sculpture
Advanced Studio in Sculpture
Model and Set Design
Computer Art & Graphic Design
Studio in Advertising Design/Interior Design
AP Studio in Art: Drawing Portfolio
AP Art History

**English Department
Flow Chart Grades 6-12**



Grades 10-12 may choose in addition to the required course:
 Broadcasting I & II
 Creative Writing/Journalism
 Graphic Novels *and* Monsters in Print and Film
 Public Speaking
 Theatre Arts I & II
 SAT/ACT Prep
 Writing for College and Career

Grades 11-12 may choose in addition to the required course:
 Broadcast Journalism (pre-requisite required)
 Ethics *and* Philosophy
 AP Research (pre-requisite AP Seminar)

ENGLISH LANGUAGE ARTS DEPARTMENT

The English Language Arts Department is dedicated to fostering student success by providing a solid academic foundation and maximizing intellectual potential in each individual within a nurturing yet academically challenging environment. Our mission is to develop and foster a life-long appreciation of the written word and to provide students with the critical reading, writing, listening, and communication skills to be successful, productive, and caring members of our global society. Four years of English are required for graduation and all students must pass the Comprehensive English Regents administered in junior year. Every core English course offered at MHS or Ames requires students to complete a summer reading assignment.

English 9 Regents

This exciting and dynamic course is designed to engage students in the study of world literature while making relevant and meaningful connections to contemporary society. By focusing on active reading, critical thinking skills and differentiated strategies, students will be provided the opportunity to enhance their independent thinking, reading, writing, speaking, listening and learning skills, as well as, their creativity, in a literacy rich student centered environment.

1 Regents Credit
Ames

English 9 Pre-AP

This rigorous course, consisting of challenging reading and writing assignments, is designed for students who have a passion for both reading and writing and want to explore the vast world of literature. Students will express themselves critically and creatively through the written and spoken word. This course will explore the depths of ancient texts by linking them with social studies classes, and, at other times, analyzing the themes of contemporary works and issues. Critical and creative thought will enable students to dramatize their assigned texts as well as their own original works.

1 Regents Credit
Ames

English 10 Regents

Students will explore and understand universal themes, patterns, and controversies throughout literature. Learning opportunities will be centered on relevant historical and contemporary social issues. Students will recognize and understand the significance of a wide range of literary elements and techniques used to enhance various modes of writing, including, but not limited to expository, narrative, and argumentation. A variety of modern songs, poems, short stories, news articles, and student choice independent reading, designed to motivate and foster understanding of the curriculum, will be incorporated.

1 Regents Credit
MHS

English 10 Pre-AP

What is persuasive rhetoric? Where and how is it used? How do close readings of fiction and informational texts enhance one's ability to think and write critically? The 10 Pre-AP course benefits students who are developing a passion for English Language Arts, and are looking to enhance their knowledge and skills at an accelerated level. This course offers a study of classic literature and informational texts, with an approach that also analyzes language for meaning. Students will also develop formal research skills, as well as, refine their ability to write arguments in preparation for the 11AP exam.

1 Regents Credit
MHS

English 10 AP AP Seminar

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. This course is aligned with the Common Core State Standards, and upon successful completion of the course, students will be awarded AP Credit and are qualified to take the AP Research course in 11th grade. Students who earn scores of three or higher in: AP Seminar, AP Research, and four other AP courses will be awarded with AP Capstone Diploma from College Board.

1 Regents Credit
MHS

English 11 R

Students will explore texts from a medley of American authors, as well as, the works of Shakespeare, and a selection of informational texts while drawing connections between relevant themes and universal truths. Students will be exposed to a combination of literature, writing instruction and word study in preparation for the NYS Common Core Regents exam and SAT which are taken this year. Students will refine literacy skills through close reading, engage in the writing process, and conduct research while fine tuning presentation strategies. A culminating authentic assessment gauges student achievement while allowing for more student choice.

1 Regents Credit
MHS

English 11 Advanced Placement – Language and Composition

Advanced Placement Language and Composition is a challenging, enlightening course which, through rigorous academic work, will expose students to a wide array of ideas and writing styles. The literary selections are grouped thematically to enable students to compare ideas and techniques in their oral and written analyses of the works. All students are required to take and pass the mandatory English Common Core Regents examination and the Advanced Placement examination in May. It is recommended that students currently enrolled in English 10 Pre-AP, who wish to take this course, should maintain a minimum grade of B in English. A summer project will be completed by all students scheduled for English 11 AP. This course is recommended to students who plan to take English 12 AP Literature and Composition in 12th grade.

1 Regents Credit
MHS

12th GRADE ENGLISH – College-Credit Courses
(These courses fulfill the 12th grade ELA requirement)

The following senior courses must be taken consecutively as college level courses in conjunction with LIU/Post Center’s SCALE (Secondary Collegiate Articulated Learning Experience) program. Students who have a minimum of a B average and acceptable scores on the PSAT/NMSQT examination are eligible for these special twelfth grade English courses. Upon successful completion, students can receive optional college credit from LIU/Post which is transferable to many colleges. Students will also receive Massapequa High School credit.

Students who wish to receive college credit must apply to and be accepted by the LIU/Post Center. Both sections of the course **MUST be taken and attendance requirements must be met in order to earn LIU/Post college credit and Massapequa High School credit.** Students may choose *one* of the following full year sequences.

SCALE Sequence One: Composition

English I Composition

This is a college level course in exposition designed to promote clear thinking and effective prose. Writing assignments include description, narrative, cause/effect, argument, and comparison and contrast.

AND

English II - Composition: Argument and Analysis

This is a course in argumentation and analysis focusing on rhetoric and stylistic techniques. The examination of texts forms a basis for writing essays of analysis, interpretation, evaluation, and persuasion.

1 Regents Credit
Optional 6 Semester Hours/College Credit hours
MHS

SCALE Sequence Two: Film Studies

English 48 – Film and Literature

In this course, students will learn the criteria to analyze films and apply this knowledge to evaluate and respond through written and verbal analysis. Thematic units such as Family Relationships, Outcasts and Outsiders, and the Triumph of the Will shall unify these film and literature selections. The final unit will allow students to apply film theories to analyze selections from short films.

AND

CMA 9 – Introduction to the Media Arts

In this course, students will analyze how the media impacts society and how we, as individuals, can impact the media. Units of study will include documentary films, television, music, advertising, the Internet, radio and newspapers. Much of the analysis will be presented as projects and presentations.

1 Regents Credit
Optional 6 Semester Hours/College Credit hours
MHS

12th GRADE ENGLISH

(These courses fulfill the 12th grade ELA requirement)

Broadcast Journalism*

This year-long course enhances 21st century skills with real world experiences in the field of broadcast journalism and communications. Students will learn news and feature writing for broadcast and produce live radio news shows to be aired daily via WMHS radio station as well as the web. In addition, students will produce video news features which will also be uploaded and available for viewing on the internet. This course includes opportunities for podcasting and utilizes our state of the art radio and video studios. Although not required, it is recommended that students take Broadcasting I, Journalism or Video I prior to taking Broadcast Journalism.

1 Regents Credit
MHS

English 12 Advanced Placement - Literature and Composition

In this course, students will read classic literature and poetry from the British and American literary tradition. While exploring these masterpieces through close reading and careful analysis, they will be preparing themselves to take the Advanced Placement Examination in English Literature and Composition for college credit. Students will learn to read critically, not only for content but also for form and structure. In so doing, students will learn to appreciate literature as an enriching art form. Students seeking a rigorous yet rewarding literary experience in preparation for college are encouraged to register. It is recommended that students enrolling in this program have already taken 11 AP Language and Composition. Students are required to complete a summer project and to sit for the Advanced Placement Examination.

1 Regents Credit
MHS

Humanities

Art, music, and literature have the power to change the world. Elvis Presley, The Beatles, and Jimi Hendrix, for instance broke social and musical rules, popularizing rock n' roll. Not a single musician since has been immune to their influence. Vincent Van Gogh, Pablo Picasso, and Jason Pollock rejected the established conventions and created new ways of seeing the world. Thomas Hardy, James Joyce, and Albert Camus wrote novels that altered the way we think about our place in society. The Humanities course, focuses on the literature, art, music, philosophy and culture from the 19th and 20th centuries. The course is designed to foster critical thinking about how artistic and cultural movements have shaped the way that we think and our society as a whole. Students will continue to develop reading, writing, and speaking skills that they have learned in previous classes and apply those skills to analyzing the connection between art and the human experience.

1 Regents Credit
MHS

Monsters in Print and Film** (Fall) and Graphic Novels** (Spring)

Since the 1980s, *the graphic novel*, or long-form comic, has become a popular and accomplished literary and artistic form. Transcending its origins in pulp fantasy and adolescent entertainment, this evolving and hybrid medium represents, in the words of author and artist Eddie Campbell, "an emerging new literature of our times in which word, picture, and typography interact meaningfully and which is in tune with the complexity of modern life." This course offers a survey of some of the best graphic novels of the last thirty years, and provides the skills for reading comics and graphic novels critically in terms of what they say and how they say it.

½ Regents Credit/MHS

Monsters in Print and Film will explore how monstrous characters show us as readers/viewers about our own human flaws, fears and perceptions by looking at "monsters" (both figurative and literal) in myths, literature, and film, and assorted other texts, with particular attention to the most successful monsters in our own culture: vampires, werewolves, Frankenstein's monster, mummies, and zombies.

½ Regents Credit/MHS

Journalism (Fall) and Creative Writing** (Spring)**

The course in **Journalism** introduces students to the basic writing forms of the modern press. It encourages them to develop discriminating taste in their reading and to develop skills in writing clear, concise, forceful English. Although the newspaper (both online and hard copies) is central to the course, radio broadcasting and TV journalism are included in the curriculum. Writing assignments are varied and include projects which require students to incorporate writing skills, original thinking, and an understanding of journalistic styles. ½ Regents Credit/MHS

The course in **Creative Writing** allows students to explore the format of the short story, drama and poetry (both traditional and contemporary), and to create original works in those genres. Students are encouraged to become increasingly sensitive to situations in daily life and to words that will express their sensibilities. They are required to read a variety of works, to maintain a journal of writing, and to experiment with various writing techniques. ½ Regents Credit/MHS

*Course may also be taken as an elective in 11th grade.

**Course may also be taken as an elective in grades 10-12.

Senior Experience

A survey of the various literacy demands that one will experience throughout adult life, Senior Experience prepares students for both college English and the rigorous reading and writing required in general college courses. Through both contemporary and traditional literature, students will make connections to their own lives and the world around them. There is a focus on increasing literacy by examining informational texts and creating authentic writing pieces that further prepares students for life after high school. Quarterly, self-selected readings cover the themes of social development, interpersonal communication, war and human rights. Students demonstrate understanding and learning by creating presentations, portfolios, and formal writing pieces. (This class is listed on the student's transcript as English 12 Regents). 1 Regents Credit
MHS

ENGLISH DEPARTMENT ELECTIVES

Also see courses listed above:

- **Broadcast Journalism**
- **Graphic Novels/Monsters in Print and Film**
- **Journalism/Creative Writing**

TED Talks (Open to students in Grade 9 ONLY)

TEDTalks is designed to engage students in the study and analysis of TED Talk presentations. Students will develop and create their own TED Talks, fostering their public speaking skills and their written and oral presentation skills.

Topics to be addressed in this course include:

- The basic structure and purpose of TED Talks
- What makes an effective TED Talk
- Rhetorical analysis of how the creators of TED Talks use language to persuade their audience and make their arguments
- Choosing a topic
- Creating and revising a TED Talk-style piece
- Public speaking and presentation skills required to effectively present your talk to an audience

½ Regents Credit/Ames

Open to students in Grades 10, 11, and 12:

Broadcasting I (Fall) and Broadcasting II (Spring)

Broadcasting I is designed to introduce students to all aspects of broadcast communications. They will develop both the oral and written skills which are critical to broadcast announcing. Through hands on experience, they will learn to manipulate all of the studio equipment available in the WMHS radio control room. Students will also learn to edit, assemble, and create commercials, public service announcements, interviews, and radio shows using Adobe Audition. Voice quality, intelligibility, and variety will improve as they study the tools and techniques used by today's broadcasting specialists. ½ Regents Credit/MHS

Broadcasting II is designed to further develop students' knowledge of broadcasting in radio and television as an art and a business. Applying knowledge from Broadcasting I, students will fully immerse themselves into the creation of today's media. They will personalize their broadcasting experience by focusing on the aspects of the field which apply most to them. Whether students are concentrating on planning, editing, announcing, or engineering, they will be involved producing live radio shows, podcasts, and blogs that reach out to their peers.

Prerequisite: Broadcasting I

½ Regents Credit/MHS

AP Research – 11th and 12th grade only

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year long mentored, research-based investigation to address a specific question. In this course, students further develop the skills acquired in the AP Seminar course by learning about and understanding research methods; employing ethical research practices; and assessing, and analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper, presentation, performance, or exhibition with an oral defense.

Enrollment guideline: Successful completion of AP Seminar

1 Regents Credit/MHS

Literacy Bridge

The "Literacy Bridge" class is intended for students who have recently exited the *Wilson* Reading Program. Instruction provides some elements of the *Wilson* Program within a more global literacy framework that focuses on comprehension strategies, informational reading, academic vocabulary development, and word structure. Instruction is delivered in a structured, small group, environment. This class meets on alternate days and requires consistent attendance, daily reading, and practice.

Ames/MHS

Literacy Workshop

The Literacy Workshop program is designed to assist students in grades seven through twelve in elevating their reading and writing skills. The course serves as a vehicle for students to explore a variety of writing strategies and styles, various genres, and rhetorical devices. It also provides students with a variety of reading opportunities designed to strengthen informational reading techniques, improve and reinforce comprehension strategies and build academic vocabulary across all content. Students are recommended for this class based on multiple data, including NYS English Language Arts assessments, standardized reading assessments, and teacher recommendations.

BMS/Ames/MHS

Making Decisions: An Ethics Approach and Philosophy

Making Decisions: An Ethics Approach is designed to offer 11th and 12th grade students the opportunity to investigate some of the most difficult questions concerning what it is to be human. Topics may include business ethics, medical ethics, political corruption, and personal honesty. Students will read from a wide variety of selections and discuss the ethical questions involved in human behavior. Student choice of an independent research project will determine if course credit is applicable for social studies elective credit or English elective credit.

½ Regents Credit
MHS

Philosophy "The unexamined life is not worth living." These words, famously uttered by the Greek philosopher Socrates during his trial for heresy, lie at the heart of philosophy. This introductory course in philosophy focuses on the examination of life. "Who is Man?" "Why is he here?" "What are his responsibilities to those around him?" "Can we truly know anything for certain?" "Is there an essential meaning to life?" Questions such as these will be explored in this course. While such questions may be unanswerable, students who find lively discussions about such topics interesting are encouraged to take the course. We will begin with an introduction to Metaphysics (the study of being or reality) and Epistemology (the study of knowledge). We will then explore how philosophy relates to the practical reality we experience every day. The course will emphasize discussion, both in the form of debate and Socratic seminar. All juniors and seniors who question the world around them and would appreciate a forum to share those questions will find this a worthwhile course.

½ Regents Credit
MHS

Public Speaking

This course will help students present themselves and their ideas more effectively. In a comfortable environment, students will develop oral communication skills and feel more at ease while talking in front of a group. As students participate in a variety of speaking situations, they will improve thinking and speaking skills, listening habits, and personal confidence. Class activities include presenting informative, persuasive, impromptu, and entertaining speeches, as well as, discussions, interviewing, oral interpretation, audio recording, and other exercises.

½ Regents Credit
MHS

Reading Support

Reading Support is a supplemental literacy program in which students receive intensive, small group instruction that focuses on the key components of informational reading, the active reading process, comprehension strategies, study skills, and academic vocabulary development. This class meets on alternate days and requires consistent attendance, daily reading, and practice. Students are recommended for this class based on multiple data, including NYS English Language Arts assessments, standardized reading assessments, and teacher recommendations.

BMS/Ames/MHS

SAT/ACT Prep

SAT/ACT Prep is an engaging course that provides students with the tools they need for success on the verbal portion of each of these exams. First, students will be set up with a diagnostic examination to determine strengths and weaknesses. Then, students will evaluate results and create a “personal study plan” for use over the course of their studying. In class, students will engage in group study activities, use technological aids that track and monitor their progress, stay up-to-date on the latest SAT/ACT news and tips from the experts, and master strategies for each type of question. This class is recommended for any college-bound student who wants to feel more confident walking into that testing room. It’s never too early to start preparing! The purpose of this course is to familiarize students with the format of the SAT as well as the types of questions included in the Critical Reading and Writing sections of the exam. Emphasis placed on vocabulary enrichment, critical reading strategies, and grammatical skills. Students are also prepared for the timed essay portion of the SAT.

$\frac{1}{4}$ Elective Credit
MHS

Theatre Arts I (Fall) and Theater Arts II (Spring)

Theatre Arts I is a student-focused, performance-based course which helps members develop confidence and relieves anxiety related to acting on stage or giving presentations. Activities such as pantomime, improvisation, tongue twisters, and role playing will develop fundamental skills of projection, articulation, gesticulation, pacing, and movement. Performances such as monologues, two-to-three person scenes, and the final project (a “Character Education” performance created by the class for Berner Middle School students) offer opportunities to showcase these newly-developed talents. This course will improve the experienced actor as well as the novice.

$\frac{1}{2}$ Regents Credit/MHS

Theatre Arts II is only open to students who have completed Theatre Arts I. Students will write, direct and produce one-act plays as well as direct and produce scenes from chosen movies and plays. In doing so, they shall learn firsthand the responsibilities of the playwright, the actor, the director, the stage manager, and set designer. The final project will be to create and perform a show for the MHS Nursery School students.

$\frac{1}{2}$ Regents Credit/MHS

Writing for College and Career

This elective course is offered to 10th, 11th, and 12th grade students to internalize “writing as a life skill.” This course will prepare students to compete in the job market and/or the most highly regarded universities. It will supplement writing in English classes by offering an array of writing experiences and opportunities utilizing the Writing Process (brainstorming through editing and publishing). Professional resumes, cover letters, business letters and proper e-mail and memo formats will be explored. This course will also stress expository writing, a foundation of college writing. In addition, the SAT written piece, the college entrance essay, and literary criticism, an area noted by college professors to be a common shortcoming among students, will be practiced.

$\frac{1}{2}$ Regents Credit
MHS

WORLD LANGUAGES/ENL DEPARTMENT

The objectives of the World Languages/ENL Department are to enable each student to speak and understand a language other than English, and to create an understanding and appreciation of civilizations and cultures other than his/her own.

Special Advisory

Due to lower class enrollment in select World Languages, certain language/level courses have been combined to form one class. For example, in the 2017-2018 school year, the following language/level classes were combined:

1. Italian 1/Italian 2
2. Italian 3/College Italian

French 1

This is the beginning course in the 9-12 sequence which has as its aim the New York State Standards for World Languages: the ability to use a language other than English for communication and the development of cross-cultural skills and understanding. The first year course consists of learning the fundamentals of grammar with an emphasis on listening and speaking. The ability to converse on various topics from the New York State checklist is stressed as well as the culture of Francophone countries. **In order to earn academic credit at the end of 8th grade, a student must pass the Checkpoint A French Assessment in June.**

1 Regents Credit
BMS

French 2

This course builds on the grammar rules and vocabulary acquired in French I and continues on to more elaborate structures. Emphasis is on listening, speaking, reading and writing. The further study of Francophone countries enhances the students' understanding of the language and of other cultures.

1 Regents Credit
Ames

French 3

Students will increase their competency in the four functions of language. All students will take the Checkpoint B French Assessment in June.

1 Regents Credit
MHS

French 4

This course aims to prepare the student for College Level French. There will be special emphasis on the use of French for meaningful and more sophisticated communication both in speaking and writing (ex: discussing personal identity, relationships, social issues, etc.). There will also be four to five mini-chapters where students explore the culture and history of France through readings, research and films. Assessment will be conducted through the use of quizzes, journals, projects and oral presentations.

1 Regents Credit
MHS

College French

French 2030: French 3

French 2040: Intermediate French Conversation

This course is intended for students who have completed French 4R with an average of B+ or higher. The syllabus is similar to an intermediate college language course. Upon successful completion of this two-semester course, the payment of all required college fees, and the meeting of all college registration deadlines, students will be granted college credit. Although transfer credits cannot be guaranteed in advance, all but a few colleges will accept the credits. Transfer-credit policies vary from college to college. As a result, the student may be granted advanced standing, waiver of a requirement, elective credit or a combination of these. If a student has questions about credit, it is recommended to contact the college/university directly. Students are required to purchase the textbook (cost between \$100-\$150).

Prerequisite: French 4

1 Regents Credit
Optional: 6 Credits/St. John's University
MHS

French 1 Accelerated

This course for eighth grade students represents the second phase of the 7-12 program begun in the seventh grade. It emphasizes mainly the speaking and listening skills along with cultural perceptions. The reading and writing skills begin to assume an important role in the second half of the course. **In order to earn academic credit at the end of 8th grade, a student must pass the Checkpoint A French Assessment in June.**

1 Regents Credit
BMS

French 2 Accelerated

This course for ninth grade students represents the third phase of the 7-12 program begun in 7th grade. It emphasizes the speaking, reading comprehension and writing skills through a grammar more advanced than French 2 and through Advanced Placement units specially prepared for this level.

1 Regents Credit
Ames

French 3 Accelerated

The fourth phase of the 7-12 program. It teaches the four language skills through Advanced Placement reading selections especially prepared for sophomores. All students will take the Checkpoint B French Assessment in June.

1 Regents Credit
MHS

French 4 Accelerated

The aim of this course is to begin preparation for the Advanced Placement exam. It is conducted in the target language to further listening and speaking skills. There is an emphasis on advanced grammar. In addition to the textbook, various literary and cultural selections will be studied. This course will begin to prepare students for the Advanced Placement French Exam that will be taken at the end of French 13AP.

1 Regents Credit
MHS

French 13 AP

This Advanced Placement language course is for students who have completed French 4 Accelerated. **This highly rigorous course** focuses on enhancing the skills (listening, speaking, reading and writing) needed for the Advanced Placement French Language exam. All students will be required to take the AP exam in May. Students must complete a summer assignment.

Prerequisite: French 4 Accelerated.

1 Regents Credit
MHS

German 1 Accelerated

This course for eighth grade students marks the second year of the German program. Students increase their ability to speak and understand German. Equally emphasized are reading and writing in German in order to express ideas or to obtain information. **In order to earn academic credit at the end of 8th grade, a student must pass the Checkpoint A German Assessment in June.**

1 Regents Credit
BMS

German 2 Accelerated

German 2 for ninth grade students signifies the third phase of the German program. The four major linguistic skills are further developed through a variety of media. Special emphasis is placed on communicating in German so that students are prepared to meet New York State standards.

1 Regents Credit
Ames

German 3 Accelerated

This course signifies the start of the fourth year of the German program. The major areas of communicating in German are reinforced by exploring a wide range of topics involving the German speaking countries. All students will take the Checkpoint B German Assessment in June.

1 Regents Credit
MHS

German 4 Accelerated

This post-Regents year allows eleventh grade students the time to prepare themselves for the AP exam for German the following year. Students use German to learn about Germany, its neighbors and related current events. German literature plays an important role in rounding out students' knowledge of German and Germanic culture. This course will begin to prepare students for the Advanced Placement German Exam that will be taken at the end of German 13 AP.

1 Regents Credit
MHS

College German German 2030: German 3 German 2040: Intermediate German Conversation

This course is intended for students who have completed German 4 Accelerated with an average of B+ or higher. The syllabus is similar to an intermediate college language course. Upon successful completion of this two-semester course, the payment of all required college fees, and the meeting of all college registration deadlines, students will be granted college credit. Although transfer credits cannot be guaranteed in advance, all but a few colleges will accept the credits. Transfer-credit policies vary from college to college. As a result, the student may be granted advanced standing, waiver of a requirement, elective credit or a combination of these. If a student has questions about credit, it is recommended to contact the college/university directly. Students are required to purchase the textbook (cost between \$100-\$150).

Prerequisite: German 4 Accelerated

1 Regents Credit
Optional: 6 Credits/St. John's University
MHS

German 13 AP

This Advanced Placement language course is for students who have completed German 4 Accelerated. **This highly rigorous course** focuses on enhancing the skills (listening, speaking, reading and writing) needed for the Advanced Placement German Language exam. All students will be required to take the AP exam in May. Students must complete a summer assignment.

Prerequisite: German 4 Accelerated

1 Regents Credit
MHS

Italian 1

This is the beginning course in the 9-12 sequence which has as its aims the development of the four basic skills necessary in knowing a foreign language: the ability to understand a native speaker, the ability to communicate by speaking the language, the ability to read newspapers, magazines and novels in the foreign language and finally the ability to write in a simple but effective style. The first year consists of learning the fundamentals of grammar through audio-lingual drills and reading selections. The ability to converse on simple tourists themes, such as weather, renting an automobile, reserving a hotel room, ordering meals, making friends, etc., is stressed as well as the cultural aspect of Italy, its customs, folk and popular songs, and its past and present contributions to American life and world civilization.

9th and 10th grade students may **only take this course as a 2nd World Language. They are required to continue studying their main World Language.

1 Regents Credit
Ames/MHS

Italian 2

This course represents the second phase of the 9-12 sequence. The content of the course consists of a review of the past year and a continuation of the learning of the fundamentals of grammar through audio-lingual drills, conversation and reading selections. Short stories and cultural articles are read for their educational and cultural value as well as for their contribution to the speaking, reading and comprehension skills. The conversational vocabulary is enriched with more sophisticated tourists' themes and topics emphasizing communication between people.

1 Regents Credit
MHS

Italian 3

This is the third phase of the 9-12 sequence. It is designed to prepare the student for the State Regents Exam and to increase the student's competency in the four skills to the point where they may read a foreign language newspaper with some facility, understand a slow and deliberate-speaking native, communicate haltingly but effectively, and write on simple themes. The students read short stories, newspapers and magazine articles for their entertainment and conversational contributions. All students will take the Checkpoint B Italian Assessment in June.

1 Regents Credit

College Italian Italian 2030: Italian 3

Italian 2040: Intermediate Italian Conversation

Open to all students who have completed the third sequence. Students continue to develop their language ability for college. Cultural reading in the target language represents the current scene as well as the past historical, scientific and cultural contributions of Italy.

Students will also have the option of earning college credit through the St. John's University course. Upon successful completion of this two-semester course, the payment of all required college fees, and the meeting of all college registration deadlines, students will be granted college credit. Although transfer credits cannot be guaranteed in advance, all but a few colleges will accept the credits. Transfer-credit policies vary from college to college. As a result, the student may be granted advanced standing, waiver of a requirement, elective credit or a combination of these. If a student has questions about credit, it is recommended to contact the college/university directly. Students are required to purchase the textbook (cost between \$100-\$150).

Prerequisite: Italian 3

1 Regents Credit

Optional: 6 Credits/St. John's University

MHS

Spanish 1

This is the beginning course in the 9-12 sequence which has as its aim the New York State Standards for World Languages: the ability to use a language other than English for communication and the development of cross-cultural skills and understanding. The first year course consists of learning the fundamentals of grammar with an emphasis on speaking and listening. The ability to converse on various topics from the New York State checklist is stressed as well as the culture of Spanish-speaking countries. **In order to earn academic credit at the end of 8th grade, a student must pass the Checkpoint A Spanish Assessment in June.**

1 Regents Credit

BMS/Ames/MHS

Spanish 2

This course builds on the grammar rules and vocabulary acquired in Spanish I and continues on to more elaborate structures. Emphasis is on listening, speaking, reading and writing. The further study of Spanish-speaking countries enhances the students' understanding of the language and of other cultures.

1 Regents Credit

Ames/MHS

Spanish 3

Students will increase their competency in the four functions of language. All students will take the Checkpoint B Spanish Assessment in June.

1 Regents Credit

MHS

Spanish 4

This course is open to all students who have successfully completed Spanish 3. Students will continue to develop their language ability for college. Special emphasis will be given to the cultural and literary aspects of Spanish-speaking countries. Content will be assessed through projects and oral presentations.

1 Regents Credit

MHS

College Spanish Spanish 2030: Spanish 3 Spanish 2040: Intermediate Spanish Conversation

This course is intended for students who have completed Spanish 4R with an average of B+ or higher. The syllabus is similar to an intermediate college language course. Upon successful completion of this two-semester course, the payment of all required college fees, and the meeting of all college registration deadlines, students will be granted college credit. Although transfer credits cannot be guaranteed in advance, all but a few colleges will accept the credits. Transfer credit policies vary from college to college. As a result, the student may be granted advanced standing, waiver of a requirement, elective credit or a combination of these. If a student has questions about credit, it is recommended to contact the college/university directly. Students are required to purchase the textbook (cost between \$100-\$150).

Prerequisite: Spanish 4

1 Regents Credit

Optional: 6 Credits/St. John's University

MHS

Spanish 1 Accelerated

This course for eighth grade students represents the second phase of the 7-12 program begun in seventh grade. It emphasizes mainly the speaking and listening skills along with cultural perceptions. The reading and writing skills begin to assume an important role in the second half of the course. **In order to earn academic credit at the end of 8th grade, a student must pass the Checkpoint A Spanish Assessment in June.**

1 Regents Credit

BMS

Spanish 2 Accelerated

This course for ninth grade students represents the third phase of the 7-12 program begun in 7th grade. It emphasizes the speaking, reading, comprehension and writing skills through a grammar more advanced than Spanish 2 and through Advanced Placement units specially prepared for this level.

1 Regents Credit

Ames

Spanish 3 Accelerated

The fourth phase of the 7-12 program. It teaches the four language skills through Advanced Placement reading selections especially prepared for sophomores. All students take the Checkpoint B Spanish Assessment in June.

1 Regents Credit

MHS

Spanish 4 Accelerated

The aim of this course is to begin preparation for the Advanced Placement Exam. It is conducted in the target language to further listening and speaking skills. There is an emphasis on advanced grammar. In addition to the textbook, various literary and cultural selections will be studied. This course will begin to prepare students for the Advanced Placement Spanish Exam that will be taken at the end of Spanish 13 AP.

1 Regents Credit
MHS

Spanish 13 AP

This Advanced Placement language course is for students who have completed Spanish 4 Accelerated. **This highly rigorous course** focuses on enhancing the skills (listening, speaking, reading and writing) needed for the Advanced Placement Spanish Language exam. All students will be required to take the AP exam in May. Students must complete a summer assignment.
Prerequisite: Spanish 4 Accelerated.

1 Regents Credit
MHS

American Sign Language 1

This is a beginning course in American Sign Language. It includes basic vocabulary, sentence structure and an introduction to Deaf culture. The emphasis is on comprehension and communication of statements, questions and short messages. **9th and 10th grade students may **only** take this course as a 2nd World Language. They are required to continue studying their main World Language.

1 Regents Credit
Ames/MHS

American Sign Language 2

This course is the second phase of a three-part sequence in American Sign Language. It continues the development of receptive, expressive and interactive skills as a foundation for effective communication in ASL. Cultural goals will enable students to develop greater understanding appreciation of Deaf culture.

1 Regents Credit MHS

American Sign Language 3

This is the third phase of a three-part sequence in American Sign Language. Students will be able to communicate receptively and expressively on all topics of the New York State checklist. All students will take the Checkpoint B ASL Assessment in June.

1 Regents Credit
MHS

College American Sign Language

CSD 1760: Intro to ASL 1

CSD 2790: Intro to ASL 2

Students will have the opportunity to explore the arts, literature, and history of the Deaf community and use the target language for in-depth discussions and conversation. Students will comprehend messages and extended conversations performed by native signers, understand idiomatic expressions and use context clues to gain meanings of unknown signs, express themselves clearly and fluently, using a variety of vocabulary, ASL grammar structures and appropriate non-manual behaviors, and appreciate and follow the norms of Deaf culture and interact with members of the Deaf community. This course will require successful completion of ASL 3. The students will have the option to register for six college credits with the affiliated university.

Prerequisite: ASL 3

1 Regents Credit

Optional: 6 Credits/St. John's University

MHS

Mandarin Chinese 1 (BMS)

This is the beginning course in the 9-12 sequence which has as its aim the New York State Standards for World Languages: the ability to use a language other than English for communication and the development of cross-cultural skills and understanding. The first year course consists of learning the fundamentals of grammar with an emphasis on speaking and listening. The ability to converse on various topics from the New York State checklist is stressed as well as the culture of the Chinese-speaking world. In order to earn academic credit at the end of 8th grade, a student must pass the Checkpoint A Chinese Assessment in June.

1 Regents Credit
BMS

Mandarin Chinese 1

This is a beginning course that will introduce the student to Mandarin Chinese. In this course, the student will learn listening, speaking, reading and writing skills. Throughout the course, students learn to express themselves using an ever increasing vocabulary. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is incorporated in an attempt to help the learner focus on the Chinese speaking world and the culture, people, geographical locations and histories. All students will take the Checkpoint A Chinese Assessment in June. No prerequisite is required. **9th and 10th grade students may only take this course as a 2nd World Language. They are required to continue studying their main World Languages.

1 Regents Credit
Ames/MHS

Mandarin Chinese 2

This is the continuing sequence to the Mandarin Chinese 1. In this course, the students will practice listening, speaking, reading and writing skills. Throughout the course, students learn to express themselves using an ever increasing vocabulary. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is incorporated in an attempt to help the learner focus on the Chinese speaking world and the culture, people, geographical locations and histories.

Prerequisite: Mandarin Chinese 1**

1 Regents Credit
Ames/MHS

Mandarin Chinese 3

Mandarin Chinese 3 is the continuation of Mandarin Chinese 2. Listening, speaking, reading, and writing skills will continue to be developed and expanded. Students will continue to build vocabulary and sentence patterns so that they can apply Mandarin Chinese to many everyday topics in real life. Various aspects of Chinese history, culture, current events, general social concerns, leisure, travel, entertainment, etc., will be introduced and discussed more in-depth beyond the first two years. Video, audio, and web-based materials will be used to supplement regular classroom instructions. Various field trips will provide opportunities to connect Mandarin Chinese learning with local Chinese communities and will create an authentic learning environment. All students will take the Checkpoint B Chinese Assessment in June.

Prerequisite: Mandarin Chinese 2

1 Regents Credit

Mandarin Chinese 4

MHS

Mandarin Chinese 4 is the continuation of Mandarin Chinese 3. Listening, speaking, reading, and writing skills will continue to be developed and expanded. Students will continue to build vocabulary and sentence patterns so that they can apply Mandarin Chinese to many everyday topics in real life. Various aspects of Chinese history, culture, current events, general social concerns, leisure, travel, entertainment, etc., will be introduced and discussed more in-depth beyond the first three years. Video, audio, and web-based materials will be used to supplement regular classroom instructions. Various field trips will provide opportunities to connect Mandarin Chinese learning with local Chinese communities and will create an authentic learning environment. This course will begin to prepare students for the Advanced Placement Chinese Exam that will be taken the following year (AP Chinese).

Prerequisite: Mandarin Chinese 3

1 Regents Credit
MHS

Mandarin Chinese AP 13

This Advanced Placement language course is for students who have completed Chinese 4. **This highly rigorous course** focuses on enhancing the skills (listening, speaking, reading and writing) needed for the Advanced Placement Chinese Language exam. All students will be required to take the AP exam in May. Students must complete a summer assignment.

Prerequisite: Mandarin Chinese 4

1 Regents Credit

MHS

College Mandarin Chinese Chinese 2030: Chinese 3 Chinese 2040: Intermediate Chinese Conversation

This course is intended for students who have completed Mandarin Chinese 4 with an average of B+ or higher. The syllabus is similar to an intermediate college language course. Upon successful completion of this two-semester course, the payment of all required college fees, and the meeting of all college registration deadlines, students will be granted college credit. Although transfer credits cannot be guaranteed in advance, all but a few colleges will accept the credits. Transfer credit policies vary from college to college. As a result, the student may be granted advanced standing, waiver of a requirement, elective credit or a combination of these. If a student has questions about credit, it is recommended to contact the college/university directly. Students are required to purchase the textbook (cost between \$100-\$150).

Prerequisite: Mandarin Chinese 4

1 Regents Credit

MHS

HEALTH EDUCATION DEPARTMENT

Health Education - Required 9th Grade Course

This course combines physical, mental, emotional, and social health and how this combination of areas contributes to overall wellness and longevity. The enjoyment of a full and productive life, free from disease, depends on the individual's state of health within their particular environment. The students will learn how to make responsible, intelligent decisions and how to resist peer pressure when it relates to substance abuse, relationships, and other health-related issues they may face on a daily basis. They will also develop an appreciation for their role within their family, community, and in society at large. The state required HIV/AIDS and Parenting units are incorporated into the Family Life unit of study within the framework of this class. In addition to Health 9 offered at the Ames Campus, this course will be offered at MHS for new students, and students whose schedules would not permit them to take the course in 9th grade.

½ Elective Credit
Ames/MHS

*Health 9 is a prerequisite for taking the other three Health electives.

Introduction to Health Professions

One of the fastest growing employment areas for the future is in the health care industry. Due to changes in demographics, new medical technology and many newer methods of treatment, our society will need skills and trained young men and women to fill these positions. The course is designed to offer a survey of all health-related professions.

This course is available for all high school students grades 10-12.

1 Elective Credit
MHS

Human Sexuality/Interpersonal Relationships

This course is a comprehensive study of Human Sexuality and its implications in a healthy lifestyle. Students will gain a greater insight of topics such as; media influence, gender roles, and reproductive health. Students will learn through a combination of student-centered tasks, open discussion, and project-based assessments. Interpersonal relationships and family living will also be an integral part of the curriculum.

This course is offered to students in Grades 10-12.

½ Elective Credit
MHS

Go Green-Environmental Health

This newly created, Go Green-Environmental Health Education elective, will strive to promote environmental responsibility for students individually, as well as within their school community. Students will focus on implementing practices consistent with sustainable living. Conservation of resources, waste reduction, recycling and increased reliance on renewable energy will be the core components of this class. Students will engage in hands on experiences with potential lifelong careers and/or hobbies in gardening, aquaponics and hydroponics. The holistic approach of becoming socially, emotionally and mentally balanced through alignment with our ecosystem, will be the primary goal of this health course.

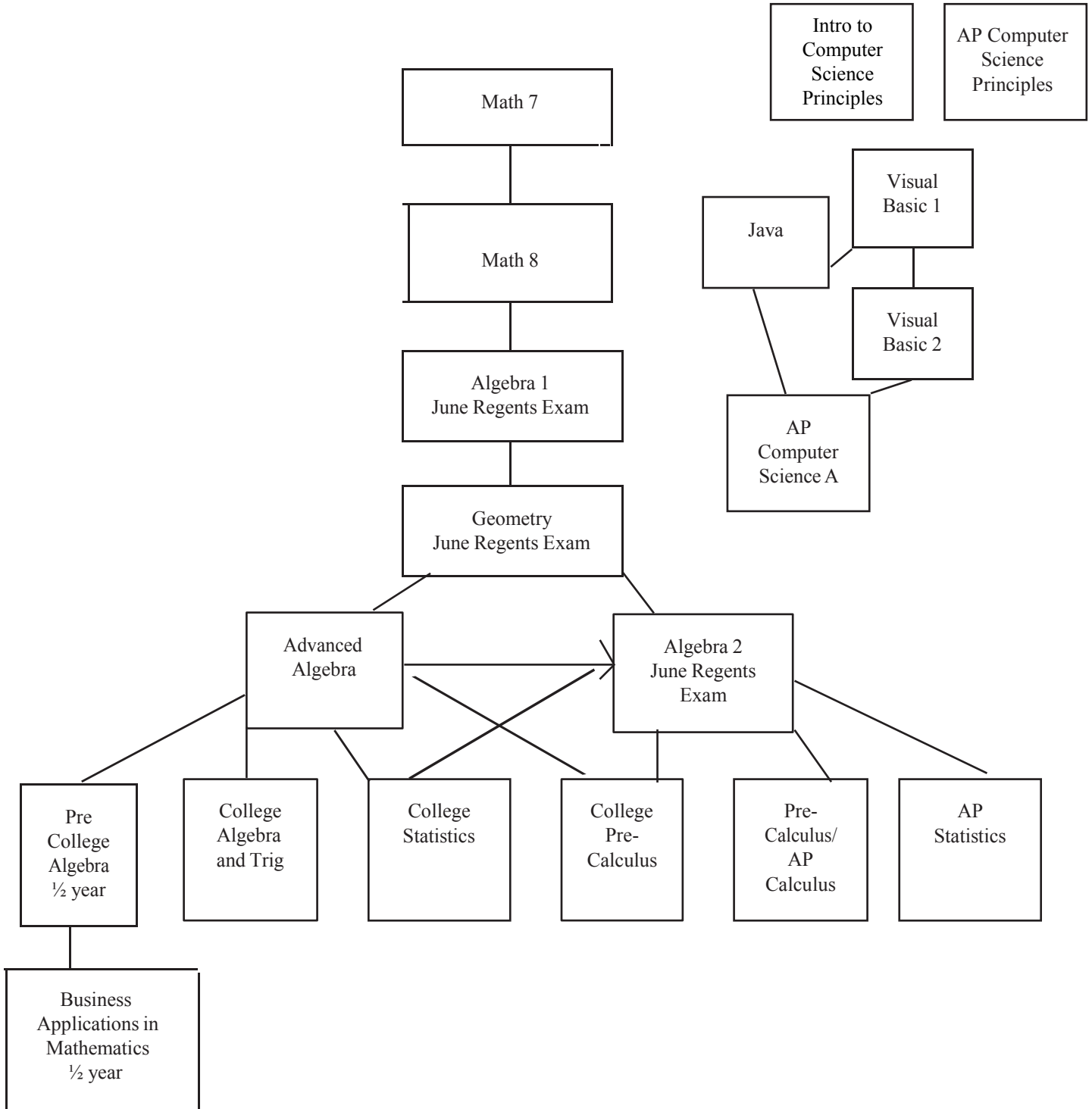
This course is offered to 10th-12th grade students.

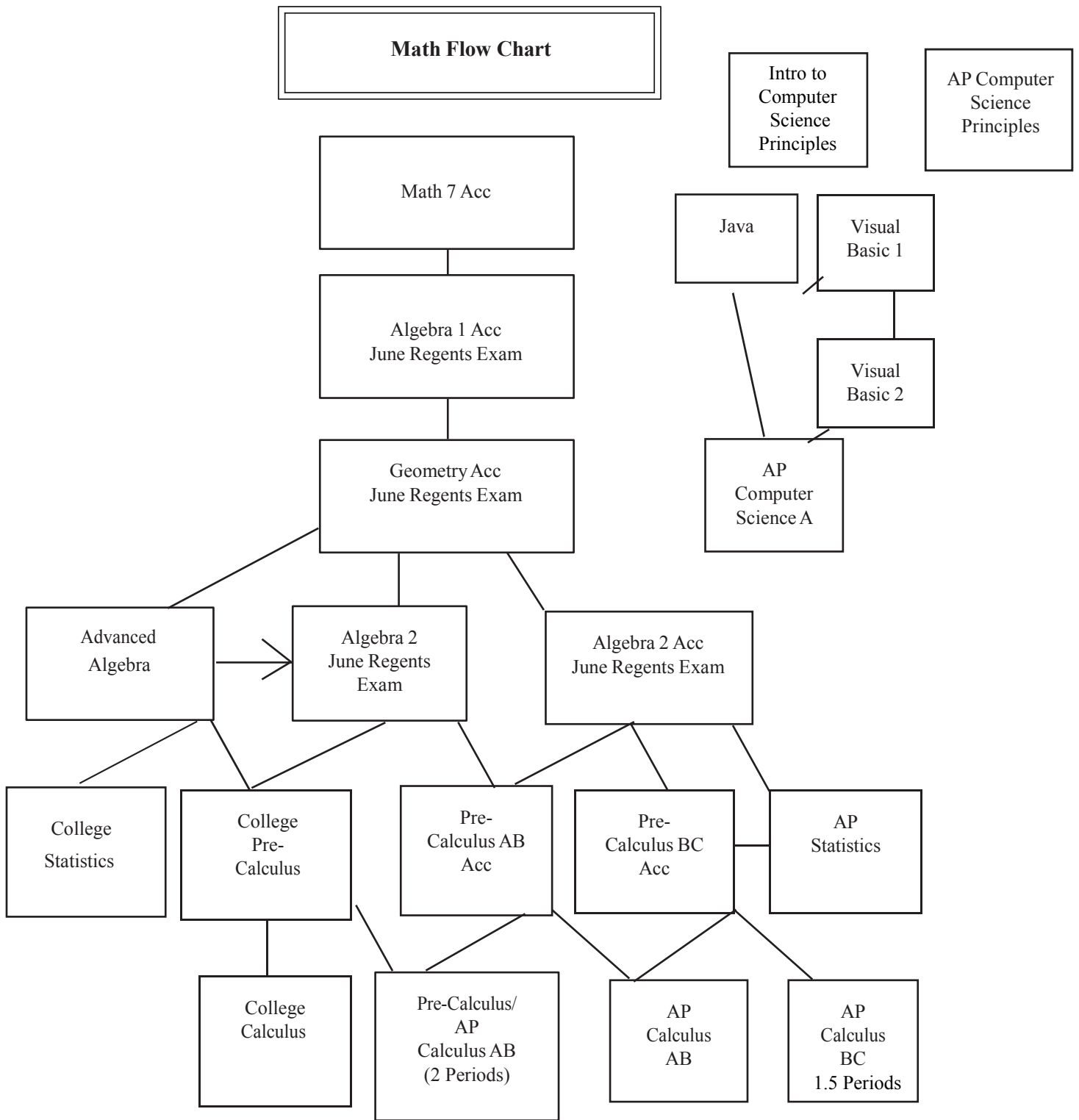
½ Elective Credit
MHS

Gardening for life as a hobby, therapy or a career
Outside activities that will last a lifetime

Greenhouse, aquaponics, hydroponics
Reduce, reuse, recycle
Emotional, social and mental wellness through eco-friendly living
Educating students about decision making and building proper stress reducing activities
Need for more students to play an active role in the environment

Math Flow Chart





MATHEMATICS DEPARTMENT

The Mathematics Department offers a variety of required and elective math and computer programming courses. While only three years of mathematics are required for a Regents diploma, college bound students are strongly recommended to take a fourth or fifth year. The majority of college majors require students to take mathematics courses as part of their core curriculum. Taking mathematics as a senior provides a smoother transition to the pace and rigor of a college mathematics course.

Algebra 1

The fundamental purpose of this course is to formalize and extend on the middle grades Common Core State Mathematics Standards. This course will deepen and extend on students' understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. The CCSS Mathematical Practice Standards apply throughout this course and, together with the CCSS Algebra 1 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 required to take the New York State Common Core Algebra 1 Regents in June. Passing the New York State Common Core Algebra 1 Regents Exam satisfies the exam requirement for a New York State Regents diploma.

Prerequisite: Successful completion of Math 8.

1 Regents Credit
Ames/MHS

Algebra 1 Accelerated

This course is designed for eighth grade students who have demonstrated mastery of 7ACC. This is a rigorous course because it compacts 8th grade and Algebra 1 standards into one year. This course will deepen and extend students' understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibit a linear trend. Students engage in methods of analyzing, solving, and using quadratic functions. The CCSS Mathematical Practice Standards apply throughout this course and, together with the CCSS Algebra 1 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 required to take the New York State Common Core Algebra 1 Regents in June. Passing the New York State Common Core Algebra 1 Regents Exam satisfies the exam requirement for a New York State Regents diploma.

Prerequisite: Successful completion of Math 7 Accelerated or permission of the department

1 Regents Credit
BMS

Algebra 1 Lab

This course is a non credit bearing class, which meets every other day. Instruction will focus on providing students with support in their Algebra 1 class.

Prerequisite:

AMES: Students will be scheduled for this course based on the results of the New York State Math 8 Assessment and/or teacher recommendation. Students will be scheduled for this course if they do not pass Math 8 at BMS.

MHS: Students will be scheduled for this course if they do not pass Algebra 1 at AMES.

No Credit
Ames/MHS

Geometry

The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The CCSS Mathematical Practice Standards apply throughout this course and, together with the CCSS Geometry 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 required to take the New York State Common Core Geometry Regents in June. Passing the New York State Common Core Geometry Regents Exam satisfies the second out of three mathematics exam requirements for a New York State Regents Diploma with Advanced Designation.

Prerequisite: Successful completion of Algebra 1.

1 Regents Credit
Ames/MHS

Geometry Accelerated

This course is designed for ninth grade students who have demonstrated mastery of Algebra 1 Accelerated. This is a rigorous course because due to the Common Core Standards compaction which occurs in middle school students are seeing many geometric relationships for the first time. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The CCSS Mathematical Practice Standards apply throughout this course and together with the CCSS Geometry 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 required to take the New York State Common Core Geometry Regents Exam in June. Passing the New York State Common Core Geometry Regents Exam satisfies the second out of three exam requirements for a New York State Regents Diploma with Advanced Designation.

Prerequisite: Mastery completion of Algebra 1 or permission of the department.

1 Regents Credit
Ames

Geometry Lab

This course is a non credit bearing class, which meets every other day. Instruction will focus on providing students with support in their Geometry class.

Prerequisite: Students will be scheduled for this course based on the results of the New York State Common Core Algebra 1 Regents and/or teacher recommendation. Students will be scheduled for this course if they do not pass Algebra 1 during the school year, but attend summer school and pass.

No Credit
MHS

Algebra 2

This fundamental purpose of this course is to build on students' prior knowledge of linear, quadratic, and exponential functions and 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 CCSS Mathematical Practice Standards apply throughout this course and together with the CCSS Algebra 2 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 required to take the New York State Common Core Algebra 2 Regents in June. Passing the New York State Common Core Algebra 2 Regents Exam satisfies the third out of three mathematics exam requirements for a New York State Regent Diploma with Advanced Designation.

Prerequisite: Successful completion of Geometry

1 Regents Credit
MHS

Algebra 2 Accelerated

This course is designed for tenth grade students that demonstrate mastery in Geometry Accelerated. The fundamental purpose of this course is to build on students' prior knowledge of linear, quadratic, and exponential functions and 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 CCSS Mathematical Practice Standards apply throughout this course and together with the CCSS Algebra 2 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 required to take the New York State Common Core Algebra 2 Regents in June. Passing the New York State Common Core Algebra 2 Regents Exam satisfies the third out of three mathematics exam requirements for a New York State Regent Diploma with Advanced Designation.

Prerequisite: Successful completion of Geometry Accelerated at Ames or permission of the department.

1 Regents Credit
MHS

Algebra 2 Lab

This course is a non credit bearing class, which meets every other day. Instruction will focus on providing students with support in their Algebra 2 class.

Prerequisite: Students will be scheduled for this course based on the results of the New York State Algebra 1 and Geometry Regents and/or teacher recommendation. Students will be scheduled for this course if they do not pass Geometry during the school year, but attend summer school and pass.

No Credit
MHS

Advanced Algebra

This course satisfies the third year of mathematics requirement for a New York State Regents Diploma. The focus of this course is the study of Algebra and Trigonometry, but concepts in Probability and Statistics are explored. The course builds on students' prior knowledge of linear, quadratic, and exponential functions and 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 the exponential equations using the properties of logarithms. The CCSS Mathematical Practice Standards apply throughout this course.

Prerequisite: Successful completion of Algebra 1 and Geometry or permission of the department.

1 Regents Credit
MHS

College Pre-Calculus

This course is designed for the college bound student and provides an essential pre-calculus background for many college majors including math, science, engineering, and business. The curriculum includes the topics of advanced algebra, elementary analytic geometry, and introduction to calculus and matrix algebra. Students have the option of applying to Molloy College in January for college credit. Students that apply will be granted college credit upon successful completion of the course, payment of all required college fees, and meeting all college registration deadlines. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly.

Prerequisite: Proficiency of Algebra 2/Trigonometry as demonstrated by a 75 (C+) or higher on the Algebra 2/Trig course and Regents examination or permission of the department.

Optional: 3 semester hours/Molloy College
MHS

College Algebra and Trigonometry

This course is designed for the college bound student who needs an enhanced foundation in Algebra and Trigonometry for the study of business and other non-mathematical fields. The topics include algebraic, logarithmic, exponential, and trigonometric functions and their graphs, systems of equations and inequalities. Students have the option of applying to Molloy College in January for College Credit. Students that apply will be granted college credit upon successful completion of the course, payment of all required college fees, and meeting all college registration deadlines. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly.

Prerequisite: Successful completion of Intermediate Algebra or equivalent or permission of the department.

Optional: 3 semester hours/Molloy College
MHS

College Statistics

This course is designed for the college bound student and provides a background in the appropriate and inappropriate uses of statistics, measures of central tendency and variability, basic concepts of probability, the binomial, normal and "t" distribution, testing hypotheses, estimation, chi square, linear regression, and correlation. Students that apply and are accepted by St. John's University will be granted college credit upon successful completion of the course and payment of all required college fees. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly.

Prerequisite: Successful completion of three years of high school mathematics or permission of the department.

Optional: 3 semester hours /St. John's University
MHS

College Calculus

This is a rigorous college level course of study. The course covers topics normally covered in a college Calculus 1 course: linear, logarithmic, power, polynomial and rational functions; inverse functions; trigonometric functions; limits and continuity; derivative definition and formulas; maxima and minima, concavity, curve sketching; definite and indefinite integrals; applications. Technology support using a graphing calculator is integrated throughout the course. Students have the option of applying to Molloy College in January for college credit. Students that apply will be granted college credit upon successful completion of the course, payment of all required college fees and meeting all college registration deadlines. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly.

Prerequisite: Successful completion of College Pre-calculus

Optional 4 semester hours/Molloy College
MHS

Pre-Calculus AB Accelerated

This course is designed for students that have demonstrated mastery on Algebra 2 Accelerated and are considering taking AP Calculus AB as a senior. The curriculum includes the topics of advanced algebra, elementary analytical geometry, matrix algebra and the beginning units of AP Calculus.

Prerequisite: Successful completion of Algebra 2 Accelerated or permission of the department.

1 Regents Credit

MHS

Pre-Calculus BC Accelerated

This course is designed for students that have demonstrated excellence in Algebra 2 Accelerated and are considering taking AP Calculus BC as a senior. The curriculum includes the topics of advanced algebra, elementary analytical geometry, matrix algebra and the beginning units of AP Calculus. This course moves beyond topics covered in Pre-Calculus pace of this curriculum prepares students for the BC Advanced Placement Calculus Course.

Prerequisite: Successful completion of Algebra 2 Accelerated or permission of the department.

1 Regents Credit

MHS

Pre College Algebra (Fall) and Mathematics Applications in Business (Spring)

Pre College Algebra (Fall): is a fourth year mathematics course for college bound students exiting Intermediate Algebra. It extends on algebraic and trigonometric concepts introduced in Intermediate Algebra and prepares students for freshmen college mathematics courses.

Prerequisite: Successful completion of Intermediate Algebra or permission of the department.

½ Regents Credit

MHS

Mathematics Applications in Business (Spring): this course will enhance students' mathematical skills while providing an introduction to accounting, finance, insurance, statistics, taxation and other math-related subjects. Consumer math applications such as bank reconciliation, discounting, markups and markdowns, installment purchases and simple and compound interest are covered in depth.

Prerequisite: Successful completion of Intermediate Algebra or equivalent or permission of the department.

½ Regents Credit

MHS

AP Pre-Calculus/Calculus AB

This course is designed for non-accelerated students who demonstrated excellence in Algebra 2 and wish to take AP Calculus as a senior. This two period, two credit Advanced Placement Calculus course first develops pre-calculus topics, followed by differential and integral calculus, and terminates with a variety of linear algebra and advanced algebra topics. Students will be required to take the Advanced Placement exam in May.

Prerequisite: Successful completion of Algebra 2 or permission of the department.

2 Regents Credits

MHS

AP Statistics

This course is a rigorous college level course of study which introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to the following four board conceptual themes: exploring data: observing patterns and departures from patterns, planning a study: deciding what and how to measure, anticipating patterns in advance: producing models using probability and simulation, and statistical inference: confirming models. Students will be required to take the Advanced Placement exam in May.

Prerequisite: Successful completion of Algebra 2 or permission of the department.

1 Regent Credit

MHS

AP Calculus AB

This course is a rigorous college level course of study which covers the major topics of differential and integral calculus. The aim of this course is to develop an understanding of the concepts of Calculus, as well as, an ability to apply these concepts in solving related problems. Theoretical concepts will also be presented and developed. The use of the graphing calculator is an integral part of this course. Students will be required to take the Advanced Placement exam in May and a local final examination in June.

Prerequisite: Successful completion of Pre-Calculus AB or BC Accelerated. A summer assignment is required for this course.

1 Regents Credit

MHS

AP Calculus BC

This course is designed for students of exceptional ability who have demonstrated excellence in Pre-Calculus Accelerated. This course meets daily, with an additional period every other day. This course is extremely rigorous and fast-paced as it covers the major topics of differential and integral calculus as well as the topics of sequences, series, vectors, parametric equations and polar equations. The aim of this course is to develop an understanding of the concepts of Calculus, as well as an ability to apply these concepts in solving related problems. Theoretical concepts will also be presented and developed. The use of the graphing calculator is an integral part of this course. Students will be required to take the Advanced Placement exam in May and a local final examination in June. A summer assignment is required for this course.

Prerequisite: Successful completion of Pre-Calculus BC Accelerated or permission of the department. 1 Regents Credit/MHS

Computer Programming 1 - Visual Basic (Fall) and Computer Programming 2 - Visual Basic (Spring)

Computer Programming 1 - Visual Basic (Fall) - A one-semester course designed to introduce students to the concepts of computers and object-oriented programming through extensive hands-on computer instruction. Student's logic and problem solving skills are enhanced through the development of algorithms. A greater understanding of the windows environment is achieved. Major areas to be covered include the computer system, forms, command buttons, selection statements and loops. Knowledge of computer languages is a marketable skill qualifying students for careers that are very much in demand today. The logic and problem solving skills will assist students in all subject areas.

Prerequisite: Successful completion of Algebra 1 ½ Regents Credit/MHS

Computer Programming 2 - Visual Basic (Spring) - A one semester course designed to extend the concepts and skills acquired in Computer Programming 1 - Visual Basic. The emphasis will be on coding including the CASE statement, local and global variables, sub programs, file manipulation, and user defined functions. Extensive hands-on computer instruction will be used to implement the new material. Students will be better prepared for working in the windows environment after completing this course. Knowledge of computer languages is a marketable skill qualifying students for careers that are very much in demand today.

Prerequisite: Successful completion of Computer Programming 1 - Visual Basic ½ Regents Credit/MHS

Computer Programming 1 - Java

A one-semester course designed to introduce students to the concepts of computer programming in the Java language, the computer language widely used in the business world today. **This is a recommended course for those students who elect to take AP Computer Science A.** Major topics to be covered include programming methodology, problem solving, and data manipulation. Knowledge of a computer language is a marketable skill qualifying students for careers that are very much in demand today. The enhancement of problem solving skills and reasoning abilities will assist students in every subject area. Code will be written utilizing both application and applet interfaces.

Prerequisite: Successful completion of Algebra I ½ Regents Credit/MHS

AP Computer Science A

This course is designed for students who have a particular interest in computer programming. Students planning on pursuing computers after high school will have an excellent foundation upon completing this course. The development of algorithms strengthens students' problem solving skills and reasoning abilities. The curriculum includes programming methodology using the JAVA language, data manipulation, and introduction to data structures, computer systems, and computer ethics. Case studies are used to familiarize students with software design. Students will be required to take the Advanced Placement exam in May and the local final examination in June.

Prerequisite: Successful completion of Visual Basic 2 or JAVA. 1 Regents Credit/MHS

Intro to Computer Science Principles

From driving cars to robot-assisted surgery to social media, computer science is revolutionizing every aspect of our lives. This half-year project based course introduces students to the central ideas of computer science and programming. Students will explore the impact of computer science of all aspects of their life. The course will introduce students to writing computer programs both using building blocks and programming on the TI-84. The course is designed to appeal to a broad audience.

½ Regents Credit Berner and AMES

AP Computer Science Principles

This course is designed to introduce students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. To appeal to a broader audience, including those often underrepresented in computing, this course highlights the relevance of computer science by emphasizing the vital impact advances in computing have on people and society. By focusing the course beyond the study of machines and systems, students also have the opportunity to investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies. The major areas of study in the course are organized around 7 big ideas: creativity, abstraction, data and information, algorithms, programming, the Internet, global impact.

Prerequisite: Successful completion of Algebra I

1 Regents Credit/AMES and MHS

Math SAT/ACTPrep

This course is intended to prepare students for the SAT Reasoning exam. It will offer strategies and tactics to use in solving the various types of math questions. Courses of this type generally improve Math SAT scores, but any such improvement will vary with the individual student. This course is offered for one semester on a Day 1 or Day 2 schedule and is available to students beginning in **11th grade**.

Prerequisite: none

¼ Elective Credit/MHS

MUSIC DEPARTMENT

The overall objectives of the Music Department are: to offer students an understanding of music through the study of its structure and component parts; to extend his/her musical preferences through the presentation of a broader range of musics of the world; to widen their sensitivity and emotional response to music, to stimulate and encourage creative thought and activity; and to provide performance opportunities for in-depth understanding of music and individual musical development.

CHORAL PROGRAM

Freshman Choir

Students are admitted to the Freshman Choir after successful completion of 8th Grade Chorus or by audition. Throughout the year of membership in the Freshman Choir, students will work toward an autonomous musical experience. Study includes a variety of musical genres, sung in large and small ensembles, with additional solo opportunities, including the NYSSMA solo-festival. The ensemble meets daily, and students are additionally required to meet weekly in sectional rehearsals. Grading is based on progress in a number of musical disciplines, including history, theory, vocal-production, and most importantly, music reading skills. Attendance is mandatory for all school-sponsored performances.

1 Regents Credit
Daily-Ames

Women's Choral Ensemble Open to Female Students in Grade 10

This course is open to students after successful completion of Ninth Grade Choir or by audition indicating superior ability in sight-reading and vocal production. Further development of vocal production and musical sensitivity, with emphasis on the analysis and performance of the large art forms and major composers, can include four part unaccompanied literature and major works with orchestration in English and foreign texts. A variety of performance experiences is offered, including solo and small ensemble opportunities. All members are required to attend both within school and out of school scheduled performances and all members are required to participate in a weekly sectional rehearsal. Additional home study is required. Grading is based on musical development in rehearsals, performances, and lessons.

1 Regents Credit
Daily-MHS

A Cappella Choir Open to Male Students in Grades 10 - 12 Open to Female Students in Grades 11 and 12

This course is open to students after successful completion of Freshman Choir Program or by audition indicating superior ability in sight-reading and vocal production. Further development of vocal production and musical sensitivity, with emphasis on the analysis and performance of the large art forms of major composers, can include eight part unaccompanied literature and major works with orchestration English and foreign texts. A variety of performance experiences is offered, including solo and small ensemble opportunities. Students are scheduled on a daily basis and are required to participate in all school-sponsored events, both within school and out of school scheduled performances. All members are required to participate in a weekly sectional rehearsal. Additional home study is required. Grading is based on musical development in rehearsals, performances, and lessons.

1 Regents Credit
Daily-MHS

Chamber Singers (Crooners)
Open to Tenor and Bass
Students in Grades 9-12

Massapequa High School Chamber Singers is a co-curricular ensemble and is an extension of the studies that take place in the choral classroom. This ensemble is geared toward our more advanced singers. For this reason, anyone who wishes to audition for Chamber Singers must be in one of the curricular choral ensembles offered at the high school level (Ames Campus or MHS Main Campus).

Prerequisite: Students wishing to audition for Chamber Singers must meet the following criteria:

1. Membership in one of the MHS Choral Ensembles with a minimum grade of A.
2. Possess sight reading skills at Level 5 or 6 NYSSMA as determined by:
 - a. A NYSSMA solo evaluation (earning a minimum sight reading score of 7 out of 10 and a cumulative minimum score of 93).

OR b. The recommendation of the current school chorus teacher attesting to the fact that the student's sight reading ability meets the aforementioned criteria.

No Credit
MHS

Treble Singers (Chordettes)
Open to Soprano and Alto
Students in Grades 9-12

Massapequa High School Treble Singers is a co-curricular ensemble and is an extension of the studies that take place in the choral classroom. This ensemble is geared toward more advanced singers. For this reason, anyone who wishes to audition for Treble Singers must be in one of the curricular choral ensembles offered at the high school level (Ames Campus or MHS Main Campus).

Prerequisite: Students wishing to audition for Treble Singers must meet the following criteria:

1. Membership in one of the MHS choral Ensembles with a minimum grade of A.
2. Possess sight reading skills at Level 5 or 6 NYSSMA as determined by:
 - a. A NYSSMA solo evaluation (earning a minimum sight reading score of 7 out of 10 and a cumulative minimum score of 93).

OR b. The recommendation of the current school chorus teacher attesting to the fact that the student's sight reading ability meets the aforementioned criteria.

No Credit
MHS

ORCHESTRAL PROGRAM

Freshman Symphony

The Orchestra is open to students after successful completion of 8th Grade Orchestra or by audition. Students must have had previous orchestral experience. The objectives are to develop and emphasize ensemble playing, orchestral techniques, tone production, sight reading and musicianship. All orchestra members are required to participate in all school sponsored performances. All members are scheduled on a daily basis plus a mandatory weekly rotating lesson. Additional home study is required. Grading is based on musical development in performances, rehearsals, and lessons.

1 Regents Credit
Daily Ames

High School Orchestra

This course is open to students after successful completion of 9th Grade Orchestra or by audition. Students must have previous orchestral training. All students must demonstrate a knowledge of basic musicianship. All members are scheduled on a daily basis, plus a mandatory weekly rotating class lesson. Additional home study is required. All orchestra members are required to participate in all school sponsored activities. Grading is based on musical development in performances, rehearsals, and lessons. All students are provided the opportunity to study and perform the musical compositions of major composers.

1 Regents Credit
Daily-MHS

Poparazzi
Open to Students in Grades 9-12

Poparazzi is a co-curricular string ensemble and is an extension of studies that take place in the orchestral classroom. This ensemble performs Rock and Pop music. Students must be in one of the curricular orchestra ensembles offered at the high school level (Ames Campus or MHS Main Campus).

BAND PROGRAM

Freshman Band

This course is open to students after successful completion of 8th Grade Band or by audition. Students must have previous band training. Freshman Band is designed for those instrumentalists who have demonstrated knowledge of basic musicianship. It provides an opportunity to study and perform the musical works of major composers. A variety of performance experiences is offered, including formal concerts, solo, and small ensemble experience. All members are scheduled on a daily basis plus a mandatory weekly rotating class lesson. Additional home study is required. All band members are required to participate in all school-sponsored performances.

1 Regents Credit
Daily - Ames

Band (Open to students in grades 10 - 12)

This course is open to students after successful completion of 9th Grade Band or by audition. Students must have previous band training. All students must demonstrate knowledge of basic musicianship. All members are scheduled for band on a daily basis plus a mandatory weekly rotating instrumental lesson. Additional home study is required. Grades are based on performances, rehearsals and lessons. The band is divided into two groups (Wind Ensemble and Symphonic Band) based on an audition held annually in the fall. Each band performs major repertoire of the band medium. All students are provided the opportunity to study and perform the musical compositions of major composers. All students participate as part of the Massapequa High School Marching Band. Attendance at all weekend and evening performances is mandatory. Grading is based on musical development in rehearsals, performances, and lessons.

1 Regents Credit
Daily-MHS

Jazz Ensemble (Open to students in grades 9 - 12)

The Massapequa High School Jazz Ensemble is a co-curricular select performing group whose members are chosen through an audition process held at the beginning of each school year. The ensemble performs a variety of jazz music, including both traditional and contemporary works. Emphasis is placed on jazz phrasing, style, and improvisation. The ensemble is generally open to saxophones, trumpets, trombones, and rhythm section (piano, acoustic or electric bass, guitar, drums), but this is subject to change based on the needs of the ensemble.

This group rehearses one night per week for two hours. All students wishing to participate must be enrolled in the MHS/Ames instrumental program. However, since piano, guitar, and electric bass are not offered as part of the regular music program, anyone from the general student body may audition on these instruments. Preference, however, will be given to students enrolled in some aspect of the school music program.

No Credit
Ames/MHS

Music Electives

Music Through the Ages Open to students in grades 6 to 7

For students who do not wish to continue in a performing ensemble and would like to study the greatest music from the 1950's through today, explore and play African Drums and learn to play beginner piano.

Music and Technology Open to students in grade 8

Students will study the **history of** listening and recording technology through music. Students will make group compositions using a fun, interactive program called **Incredibox** which is a beatboxing flash music program. This program helps you create a mix very easily by managing a band of beatboxers. All will explore and play the African Drum in circle activities as well as create group compositions. The piano will be continued with the addition of learning the left hand accompaniment using cords.

Music In Our Lives Open to students in grade 8 to 9

This is a year long course in which students will receive 1 Regents Fine Arts credit. This course utilizes current music trends through various music experiences. We start the year off with a Life's Playlist. Students will reflect on the music that has impacted their lives since Kindergarten until now. A unit in the History of Rap and Hip Hop is explored through listening and discussing songs from the Birth of Hip Hop through today. Students will learn to write and record their very own rap song. This includes a technology program called Sountrap. Sountrap operates an online music recording studio that enables users to record, edit, collaborate, and share their recordings. Piano skills will be further studied using both hands. Music in Movies will be explored as well. Students will be introduced to the world of movie soundtracks and learn to set music to a scene using iMovie.

Music in Our Lives Open to students in grade 9

This course is an extension of the 8th grade General Music curriculum and is offered for those desiring a broad general background in the musical arts as part of their general education. The course offers a wide variety of musical experiences based upon the understanding, knowledge, appreciation, and application of the fundamental elements and principles of music. The ability to perform on various instruments and in various styles will be explored and developed. It is a full year course. The State Education Department recommends this course to meet the Art/Music requirement for the high school diploma.

1 Regents Credit
Ames

Music Theory I Open to students in grades 9 - 12

The first half year of this course will focus on the areas of note reading, rhythm identification, notational skills, introduction to composition, rudimentary score analysis, and musical terminology. Aural skills will also be a significant part of the training. The second half of the course will incorporate computer technology in conjunction with these rudimentary techniques. Tests, quizzes, compositional projects are required. Attendance at approved concerts is also expected as a part of this class.

1 Regents Credit
MHS/Ames

Advanced Placement Music Theory Open to students in Grades 10 through 12

This is a **rigorous college level course** that focuses on advanced note reading, rhythm identification, notational skills, sight singing, composition, score analysis, aural skills, orchestration techniques, and musical terminology to prepare students for the Advanced Placement Music Theory examination. Computer technology will be incorporated throughout the course. Tests, quizzes, compositional projects are required. Attendance at approved concerts is also expected as a part of the class. Students must take the AP exam in music theory at the conclusion of this course.

Prerequisite: Grade of B or above in Music Theory I

1 Regents Credit
MHS

**Music History in Western Civilization
(LIU/Post - SCALE Program)**

The following two courses are open to eleventh and twelfth graders as a college level course in conjunction with LIU/Post Center's SCALE (Secondary Collegiate Articulate Learning Experience) program. Students who have a general overall average of 80 and acceptable scores on the PSAT/NMSQT examination are eligible for these courses. Upon successful completion, students will receive college credit from LIU/Post Center of Long Island University which is transferable to many colleges. These courses, Music History in Western Civilization I and II, will fulfill most Humanities requirements in college.

Students must apply to and be accepted by the LIU/Post Center. Upon successful completion of the **two** semester courses, they will receive Massapequa High School credit as well as college credit.

Music History in Western Civilization I (Mus 22)

This course gives students an opportunity to explore the history of music from the 17th - 19th century. Students will study the effects of the time and how they impacted on the musical development. Music of Bach, Handel, Haydn, Mozart, Beethoven, Chopin, Brahms and other composers will be studied and discussed.

Music History in Western Civilization II (Mus 23)

This course gives students an opportunity to explore the history of music from the late 19th century to present. This course can be taken in addition to Mus 22 or can be taken alone. Composers studied will include Berg, Bartok, Debussy, Schoenberg, Stravinsky, Wagner.

1 Regents Credit
6 Semester Hours/College Credit Hours
MHS

**CAREER AND TECHNICAL EDUCATION (CTE)
BUSINESS EDUCATION**

The objectives of Career and Technical Education courses are designed to help students:

- Develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- Understand and demonstrate how academic content is applied in real-world and workplace settings.
- Provide students with the necessary educational experiences to enable them to make better career choices, preparing them for the world of business and college studies.
- Demonstrate mastery of the foundation skills and competencies essential for success in the workplace and advanced college based studies.
- Provide students with the opportunity to earn a 5 credit sequence in Business as an alternative to the 3 credit requirements in a World Language and the Checkpoint B assessment in a World Language for a Regents Diploma with Advanced Designation.

5 Credit Business Education Cluster Sequences

Required Courses for Cluster Sequence:

Career and Financial Management.....	½ Credit
Career Connections.....	½ Credit
Virtual Enterprise.....	1 Credit

Plus 3 additional credits taken from one of the following clusters:

(All courses in the clusters listed below are offered in grades 10-12 except SCALE courses which are offered in grades 11-12)

<u>Cluster</u>	<u>Course</u>	<u>Credit</u>
Financial Cluster	Accounting	1 credit
	College Introduction to Business	1 credit
	College Accounting 1	1 credit
	Money, Wall Street and You	½ credit
Computer Cluster	Computer MAGIC	½ credit
	Web Page Design	½ credit
	Web Page Design II	½ credit
	Video Game Design	½ credit
	Personal Computer Applications	½ credit
	Electives	½ credit Balance of Credits
Marketing Cluster	Entrepreneurship and Marketing	1 credit
	College Introduction to Business	1 credit
	College Marketing Principles	1 credit
	College Business Law Restaurant and Hotel Management	1 credit
	Sports Marketing	½ credit
	Fashion Marketing	½ credit

BUSINESS EDUCATION

BUSINESS EDUCATION COURSES ARE OPEN TO ALL STUDENTS AS ELECTIVES

Business Education courses are offered as full year or alternating day courses. College courses in the Farmingdale University High School program are offered only to 11th and 12th grade students.

Accounting

Students are introduced to the double-entry concept of debit and credit entries. Focus is given to generally accepted accounting principles, journals, ledgers, accounts payable, accounts receivable, and overall bookkeeping functions. Successful completion of Accounting gives students a solid foundation in accounting concepts to be used either in entry-level employment or to enrich post-secondary study after high school. Concepts of electronic accounting are introduced with hands-on experience. This course is available to students in grades 10, 11, and 12. It is recommended that students complete this accounting course in 10th or 11th grade if they are considering enrolling in College Accounting as a junior or senior.

1 Regents Credit
MHS

Career and Financial Management

Start taking control of your future! This ½ credit course will help students acquire knowledge of the world of work and basic financial management concepts. The first component will help students to explore careers available to them and understand the education, training and other requirements necessary for these careers. Students will focus on developing a career plan and the skills required in today's workplace. In the second component, students will be introduced to basic financial management concepts that will help them make wise financial decisions. Real world money management topics will include income, credit, spending, saving and investing. Students will learn how to set financial goals, create budgets, maintain a checking account, and choose between various savings options.

½ Regents Credit
MHS

Career Connections

Get a jumpstart on your career! Explore careers to find the right one for you. This ½ credit course will give students the opportunity to explore a variety of occupations in each of the 16 U.S. Department of Education Career Clusters. Students will complete career inventories and assessments to determine the correct career choices for them and will then complete a career plan to help them reach their future career goals. Guest speakers from various occupations, site visits to local businesses, and job shadowing opportunities will enhance the student's classroom learning.

½ Regents Credit
MHS

Computer MAGIC

(Media, Applications, Gaming, Innovation, Coding)

Computers are the tool. People make the MAGIC. In this course, students will learn how people use programs and coding to develop media, applications, and games used on computers and smartphones for productivity, entertainment, and business development. Skills needed to compete in today's workplace--coding, collaboration, entrepreneurship and creativity--are embedded in this project-based learning environment.

½ Regents Credit
MHS/Ames

Entrepreneurship and Marketing

Entrepreneurship is a one year course designed to provide students with a background in managing a small business. Content of this course will include selected entrepreneurial skills as well as management and marketing functions related to the operations of a business. The marketing, merchandising, and management skills which make up the course content are presented in a format that emphasizes the small business. A step by step approach will provide students with knowledge of starting and operating a business. Students successfully completing this course will have a solid foundation in entrepreneurial concepts that may be applied to entry-level employment after high school or enrich post-secondary study. Available to grades 10, 11, and 12.

1 Regents Credit
MHS

BUSINESS EDUCATION COURSES ARE OPEN TO ALL STUDENTS AS ELECTIVES

Fashion Marketing

Fashion is all around us! Get ready to learn about one of the most exciting and competitive businesses in the world. Fashion Marketing focuses on how the basic marketing principles apply to a range of activities from textiles and apparel production to methods of distribution and promotion of fashion merchandise. Students will learn about the creators of fashion and explore careers in the fashion industry.

½ Regents Credit
MHS

Money, Wall Street and You

Students will learn about managing their personal finances, how the stock market works and the many types of investments available to build a well-diversified financial portfolio. They will explore various investment strategies for stocks, bonds, mutual funds, insurance and real estate. Students will be introduced to the fundamentals of financial planning and learn about budgeting, debt management and retirement planning to grow their money. They will have the opportunity to participate in *The Stock Market Game*, a stock simulation competition using virtual money and real market prices to practice trading stocks.

½ Regents Credit/MHS

Personal Computer Applications

PC Applications is a one semester course designed to enable the student to become an efficient computer user and understand the basics of Google Apps for Education. In one semester, or its equivalent, the student will be taught the skills needed to proficiently use word processing, spreadsheet, and presentation software, as well as be introduced to coding. This course is essential for any student to help improve his or her computer skills for use at home, school, and in the future at college or work.

½ Regents Credit
BMS/Ames/MHS

Restaurant and Hotel Management

Explore the rapidly expanding career field of hospitality management. Students will be introduced to the operational structure of the lodging and food service industries from the management perspective. Topics include: hotel management, restaurant management, travel and tourism, conventions and professional organization meetings along with other important aspects of this rapidly growing field. An emphasis will be placed on management decision-making criteria by utilizing creative problem-solving student activities and stimulations. This course is open to all 10th, 11th, and 12th grade students.

No previous business courses required for this 1 year course.

1 Regents Credit
MHS

Sports Marketing

The goal of the Sports Marketing course is to educate students to become problem solvers and creative thinkers with the motivation and potential to be leaders in the field of sports marketing and sports management. Business managers play an increasingly important role in the field of professional sports. Course topics will include sports ethics, management issues and trends, sports related career choices along with the college path required to reach these goals. This course is open to all 10th, 11th, and 12th grade students. No Previous business courses required for this 1/2 year course.

½ Regents Credit
MHS

COLLEGE BUSINESS EDUCATION COURSES

**Offered Through Farmingdale College
Courses are open to all 11th and 12th grade students**

The Business Education Department at Massapequa High School is offering 11th and 12th grade students the opportunity to earn college level credits through the Farmingdale University in High School program. Upon successful completion, students will receive college credit from SUNY Farmingdale. Students will also receive Massapequa High School credit.

As noted below, students will receive MHS Regents credit and college credits from SUNY Farmingdale program only if they successfully complete the full year courses. No partial credit will be given. Attendance and grade requirements must also be met in order to earn college credit.

College Introduction to Business

Examine the role of business in American society, the interrelated activities through which business provides the goods and services essential to contemporary society and the interrelationships of business and government, labor and society at large. General areas of study center on: The foundation of business; management of the enterprise; marketing activities; finance and financial services; and contemporary business problems and developments. Students will analyze and relate theory to current events.

No previous business courses required. 1 year course.

1 Regents Credit/MHS
Optional: 3 College Credits

College Accounting

Fundamental accounting concepts and principles are covered including the following topics: transaction analysis, completion of the accounting cycle, accounting information systems for service and merchandising businesses, and financial statements. Students have the option of applying for college credits through Farmingdale State College's University in High School program.

Pre-requisite: Accounting

1 Regents Credit/MHS
Optional: 3 College Credits

College Marketing Principles

This course will provide students with a survey of the field of marketing, with particular emphasis on segmentation and target marketing, differential advantage, product life cycles, positioning, marketing mix decisions, and product development.

No previous business courses required. 1 year course.

1 Regents Credit/MHS
Optional: 3 College Credits

College Business Law

Enter the world of business law through this introductory level course. The topics introduced include torts, liability, offers and acceptance, contracts, agency, partnership law, corporation law, securities regulations, sales contracts, product liability and law of commercial papers.

No previous business courses required. 1 year course.

1 Regents Credit/MHS
Optional: 3 College Credits

Virtual Enterprise

Virtual Enterprise is a simulated business that is set up and run by student teams to prepare them for working in a real business environment. With the guidance of a teacher facilitator and real-world business partners, student teams use information learned in previous full year business courses to create their business, products or services, management and structure, and then engage in the daily operations of running a business. Students will use current business software, electronic communications, and the internet for business transactions. Students have the option of applying for 6 college credits through Farmingdale State College's University in High School program: BUS 141 Contemporary Business Communications and BUS 232 Electronic Commerce.

Pre-requisite: One full year business course

1 Regents Credit/MHS
Optional: 6 College Credits

SCHOOL TO CAREER

The mission of the School to Career programs is to help students make connections between what they are learning in school and the skills and competencies required to be successful in the 21st century workplace. These partnership programs provide students with the kind of work experiences that will enable them to make better career decisions. They are designed to enable the community and the school district to partner in providing quality education that prepares students for the workplace and higher education.

The following programs may only be taken as an additional elective beyond the minimum enrollment of six (6) full periods of instruction plus physical education each semester. Students participate in these programs after school hours, and must provide their own transportation to and from the work site. These programs are available during the school year and over the summer. Students will meet with the program coordinator on a scheduled basis and will be required to complete additional related instruction through the Career & Financial Management course or Independent Study Project.

PROGRAMS

Career Exploration Internship Program (CEIP)

Students will receive 1/2 Regents credit for 54 hours or 1 Regents credit for 108 hours of interning within a particular career field. The focus of the internship is career exploration, not skill development. The job site must plan an appropriate variety of job tasks or responsibilities geared toward the enhancement of the educational experience of the student. This is a non-paid internship.

½ OR 1 Regents Credit
MHS

General Education Work Experience Program (GEWEP)

A student may participate in the General Education Work Experience Program and earn 1/2 Regents credit for 150 hours of work or 1 Regents credit for 300 hours of work. Students who elect to enroll in the program must have their job approved by the Work Experience Coordinator, must be getting paid on the books, and must receive satisfactory job performance evaluations throughout the school year.

½ OR 1 Regents Credit
MHS

DECA Business Club (Distributive Education Club of America)

DECA is an association of marketing students of Massapequa High School. Goals of this organization are to enable students to develop leadership qualities, to make students aware of, to develop, and to refine skills necessary in the decision-making process, which are essential in managerial positions in the market place. Competitive events are sponsored locally, statewide, and nationally to challenge DECA members in academic and vocational excellence which are the building blocks to successful careers, and demonstrates the relationship between the business curriculum and the needs of business and industry. More than 60 national corporations sponsor the competitions with cash prizes or stock portfolios.

**CAREER & TECHNICAL EDUCATION (CTE)
FAMILY AND CONSUMER SCIENCE**

Family and Consumer Sciences Education Courses are open to all students as Electives

Family and Consumer Sciences Education courses have been designed to prepare students for family life, work life, and allow them to explore careers in areas such as culinary arts and education. The courses provide students with opportunities to develop the knowledge, skills, attitudes and behaviors needed to make the transition to the world of work or college life. Each sequence is worth 1 Regents Credit.

Food for Fitness (Fall) and Food and Nutrition (Spring)

Food for Fitness (Fall) - This course emphasizes how nutrition, exercise, and a proper balanced diet contribute to good health. Content includes analyzing proper nutrition for athletes and young adults, fad diet analysis, exercise types, food testing, and preparation techniques for healthful living and lifetime fitness. Students will prepare healthy breakfasts, lunches, dinners, snacks, desserts and appetizers.

½ Regents Credit/MHS

Food and Nutrition (Spring) - A basic food preparation course designed to help you serve attractive, well-balanced and nutritious meals. The emphasis is on the knowledge, preparation and nutritional value of various types of foods. The six nutrients will be used to analyze various meals. Students will plan meals focusing on each nutrient and will use a variety of food preparation techniques.

½ Regents Credit/MHS

Art of Baking (Fall) and Creative Food Preparation (Spring)

Art of Baking (Fall) - This course is designed to give students an in depth understanding of baking and pastry arts. In this class, students will learn and demonstrate various baking techniques, mixing methods, and food preparation techniques. Students will prepare a variety of recipes including cookies, cakes, pies, biscuits, quick breads, yeast breads, and pastries, all from scratch.

½ Regents Credit/MHS

Creative Food Preparation (Spring) - Using their knowledge from The Art of Baking, students will be able to be creative with ingredients to create unique and appealing flavor profiles in food. Students will learn the art of cake decorating by preparing fondant and other frostings to decorate cakes. Students will be able to compete against fellow classmates in various creative baking challenges, like cupcake wars and a cake decorating competition.

½ Regents Credit/MHS

International Cooking (Fall) and Cooking for Today (Spring)

International Cooking (Fall) - A food preparation course designed to introduce you to foreign and American regional cooking. Study other countries to learn about the people, their culture, and mealtime customs. Explore your own heritage by preparing foods for various nationalities as well as some of America's regional foods.

½ Regents Credit/MHS

Cooking for Today (Spring) - Keep up with the latest food preparation techniques using various appliances. You will prepare your favorite appetizers, salads, main dishes, and desserts using the blender, food processor, microwave, mixer, wok and more.

½ Regents Credit/MHS

Children's Cuisine (Fall) and Family Living (Spring)

Children's Cuisine (Fall) - Creative and fun food preparation to entice the little one is explored. Students will develop healthy, appealing meals and snacks for young children, while learning methods to encourage children to develop their own good eating habits. Students will participate in the planning and preparation of meals, snacks, and parties for children.

½ Regents Credit/MHS

Family Living (Spring) - The focus of this course is "You"! Topics include interpersonal relationships and the basic elements for a successful adult life. Real life situations are analyzed to understand the planning and preparation necessary for young people to live on their own in today's society.

½ Regents Credit/MHS

Parenting and Child Development (Fall) and Child Study (Spring)

Parenting and Child Development (Fall) - Future psychologists, pediatricians, nurses, counselors, educators, and parents: Parenting and Child Development is a perfect fit for you! This course is valuable in developing a portfolio of materials for college program acceptance and/or career advancement. The curriculum provides an in-depth study of childhood, preparing you to mentor, care and teach the children that attend our Spring semester of the Child Study Preschool. Spending a weekend caring for our simulated baby allows you to acquire parenting skills and realistic expectations of children's needs. This is a fun and interesting class that not only teaches you about various career choices but also about life; your family and future.

Pre-requisite to Spring semester "Child Study."

½ Regents Credit/MHS

Child Study (Spring) - Would you love a class where you get to play? Would you like an opportunity to work with young children? In our Child Study course, you will work as an "Assistant Teacher" with 3-5 year old children in our preschool. You will work in groups to write detailed lesson plans and design activities for a full preschool day of teaching! Lessons will incorporate art, music, science, reading, numbers, and games. What you learn about education in here can transfer to all ages, and age groups, as well as psychology and parenting. We will explore career opportunities for working with children besides education, and develop strong skills needed for success in any workplace in which children are the focus. For those who plan to pursue a career in these related fields, this course will be valuable in developing a portfolio of materials for college program acceptance and/or career advancement. Upon successful completion of this course, students may be considered for a Child Study or Elementary Internship Program their senior year.

½ Regents Credit/MHS

CAREER AND TECHNICAL EDUCATION

TECHNOLOGY EDUCATION

Technology is the application of the latest scientific discoveries to improve the quality of people's daily lives. To everyone entering the job market of the 21st Century, an ability to operate and comprehend today's technologies is critical. Technology Education has been established to introduce students to the latest technologies currently utilized by business and industry, and help prepare students by means of hands-on experiences, working with these technologies.

Students will have an opportunity to learn many career oriented applications of technology, including Architecture, Computer Aided Design (CAD), Digital Electronics, Engineering, Graphic Design, Photography, Video Production and more. The Technology Education Department provides students with the opportunity to earn a 5 credit sequence in Technology as an alternative to the 3 credit requirement in a World Language and the Checkpoint B Assessment in a World Language for a Regents Diploma with Advanced Designation.

A "cluster" method of arranging Technology Sequence Course offerings allows the student an opportunity to explore technologies related to a specific field of interest, while meeting his/her Regents or local diploma requirements.

5 Credit Technology Sequence

To obtain a 5-credit Regents Sequence in Technology a student is required to complete:

	Credit
I. REQUIRED: Career and Financial Management.....	1/2
II. FOUNDATIONS: Student must elect 1 credit (2 courses)	
Design and Drawing for Production*.....	1
(apply second 1/2 credit as elective)	
Electricity	1/2
Graphic Communications - Introduction to Photoshop	1/2
Power and Energy Applications.....	1
(apply second 1/2 credit as elective)	
Technical Drawing	1/2
*Design and Drawing for Production also meets the Art/Music requirement for all students.	
III. SYSTEMS: Student must select 1/2 credit (1 course)	
Production Systems	1/2
Transportation Systems	1/2

IV. Career Cluster Electives: Students must select 3 credits taken in one Career Cluster.

<u>Cluster</u>	<u>Credit</u>
Communications Cluster	Video Production I ½
	Video Production II ½
	Computer Aided Design ½
	Graphic Communications - Introduction to Photoshop ½
	Design and Drawing for Production*, ** 1
	Architectural Drawing ½
	Digital Photography I ½
	Digital Photography II *** ½
	Web Page Design ½
	Web Page Design II ½
Video Game Design 1	
Electronics Cluster	Computer Aided Design ½
	Electricity ½
	Video Production I ½
	Digital Electronics ½
	Design and Drawing for Production*, ** 1
	Web Page Design ½
	Web Page Design II ½
Video Game Design 1	
Materials Cluster	Computer Aided Design ½
	Residential Structure ½
	Design and Drawing for Production*, ** 1
	Production Systems ½
	Technical Drawing ½
Transportation Cluster	Advanced Automotive Maintenance ½
	Computer Aided Design I ½
	Computer Aided Design II *** ½
	Computer Aided Design III ½
	Transportation Systems ½
	Power / Energy Applications 1
	Electricity/Electronics ½
	Car Care (required) ½
	Digital Electronics ½
	Design and Drawing for Production*, ** 1
Technical Drawing ½	
Pre-Engineering Cluster	Principles of Engineering*** 1
	Computer Aided Design ½
	Digital Electronics ½
	Design and Drawing for Production*, ** 1
	Electricity ½
	Architectural Drawing ½
	Technical Drawing ½
Product Design and Engineering*** 1	

* Design and Drawing for Production also meets the Arts/Music requirement for all students.

** Only ½ credit for Design for Drawing and Production if also used as a foundation course ½ credit.

***College credit available through Farmingdale State College's University in High School program.

Architectural Drawing

Architectural Design is designed as an introductory course into architecture and its related fields. Students will be acquainted with the role of the architect in contemporary home design by means of classroom presentations and individual guidance. Students will be directed through the architectural design process, tools of the trade, drawing techniques and terminology. Students' skills will progress from basic sketches to technical floor plans. Students will be exposed to the career path taken by modern architects from middle school through college to licensing. Those students interested in developing a better understanding of the construction techniques, materials, and skills required to build houses should take the course titled "Residential Structures and Computer Aided Designs."

½ Regents Credit/ MHS

Automotive Maintenance (Fall) and Advanced Automotive Maintenance (Spring)

Automotive Maintenance (Fall) is for all young adults who will soon drive and own an automobile. This consumer-oriented course will place emphasis on car buying, choosing repair shops, routine maintenance, and the proper and safe use of hand tools and equipment. These projects will be presented by means of lecture, demonstrations, and student activities centered around cars students will be encouraged to bring into the lab.

Open to 11th and 12th grade students.

½ Regents Credit/MHS

Advanced Automotive Maintenance (Spring) will provide to the interested student an opportunity to explore the operation and maintenance requirements of the various systems found on today's complex automobiles. Topics will include the following systems: Fuel, Ignition, Cooling, Braking, Suspension and Electrical. Course work will be divided between lecture and hands-on activities.

There will be discussion related to careers available in the automobile service industry, along with the background and educational requirements necessary to succeed in this rapidly changing technology.

The course is designed so that 11th and 12th grade students who have access to an automobile, learn proper procedures for the safe maintenance of that vehicle.

Prerequisite: Automotive Maintenance

½ Regents Credit/MHS

Career and Financial Management

Start taking control of your future! This ½ credit course will help students acquire knowledge of the World of Work and basic financial management concepts. The first component will help students to explore careers available to them and understand the education, training and other requirements necessary for these careers. Students will focus on developing a career plan and the skills required in today's workplace. In the second component, students will be introduced to basic financial management concepts that will help them make wise financial choices. Real world money management topics will include income, credit, spending, saving and investing. Students will learn how to set financial goals, create budgets, maintain a checking account, and choose between various saving/investing options. **This course is required for 5 credit sequence.**

½ Regents Credit MHS/Ames

Computer Aided Design I (Fall) and Computer Aided Design II (Spring)

Computer Aided Design I (CAD) (Fall) is a required area of study for all students entering the fields of design, engineering, architecture, and their related disciplines. This introductory course will expose the student to the latest software programs currently used for designing, drawing and reproducing technical drawings.

This course is highly recommended for students considering careers in engineering, design concepts, architecture, interior design or drafting.

½ Regents Credit/MHS

Computer Aided Design II (Spring) is an advanced course that will allow students to fully explore the capabilities of CAD. Student activities will encompass individual design projects utilizing 3D drawings and isometric views, permitting the student's individual career and future educational interest to be investigated. Students have the option of applying for 3 college credits through Farmingdale State College's University in High School program.

Prerequisite: CAD I

½ Regents Credit/MHS

Optional: 3 College Credits

Computer Aided Design III

Computer Aided Design III, an advanced course, allows students who have completed CAD I and CAD II the opportunity to enhance their skills and knowledge in computer aided design. All phases of engineering graphics, mechanical design and architectural design will be explored. Students will study and produce drawings with 3D views, computer assisted rendering and shading. Students will maintain a portfolio of the graphic representations for future college and job applications.

Prerequisite: CAD II

½ Regents Credit/MHS

Optional: 3 College Credits

Design and Drawing for Production

This course is a year long exploration into our universal graphic language, through which engineers, designers and students can express their ideas with creativity, clarity and exactness. It encourages visual problem solving using drafting techniques to describe forms in our man-made environment. This course will provide students with an opportunity to express themselves and display their talents in a variety of ways. Students will produce drawings and projects on their own as well as assigned exercises.

Design and Drawing for Production is recommended for students interested in taking CAD, Principles of Engineering or Architectural Drawing. This course may also be used to satisfy the Art/Music Regents requirement. When taken as part of a Technology sequence 1/2 credit will be used to partially fulfill the foundation core requirement and 1/2 credit will be used as a technology elective.

1 Regents Credit Ames/MHS

Digital Photography I (Fall) and Digital Photography II (Spring)

Digital Photography I (Fall) provides students with the opportunity to learn basic photographic skills and practices as defined by the age of digital electronics. The digital photography students will learn the historical connections to earlier photographic methods and will be introduced to the photographic elements of camera handling, camera operation, photographic composition and lighting. After shooting, they will download their raw pictures to a digital photo-editing program where the students will learn to use software to touch up, resize and do basic image manipulation before printing their pictures.

½ Regents Credit/MHS

Digital Photography II (Spring) is the intermediate digital photography course that allows students to build on the photographic skills and concepts introduced in Digital Photography I. Greater emphasis will be placed on the students' use of shutter and aperture priorities and ISO settings during the process of picture taking. They will become more acquainted with action and sports photography techniques as well as advanced studio lighting, portraiture and night photography. Photos will be downloaded to state-of-the-art editing software that will enable students to generate and print higher quality images.

Students have the option of applying for 3 college credits through Farmingdale State College's University in High School program.

½ Regents Credit/MHS
Optional: 3 College Credits

Electricity (Fall) and Digital Electronics (Spring)

Electricity (Fall) This hands-on half-year course is an introduction to electricity, its generation and use in the home, at work and in related career fields. Students are offered the opportunity to explore one of today's most essential, fascinating and fastest growing fields in a classroom/laboratory environment. Working individually and in small groups, students will learn the basics of electricity and electrical devices beginning with electron theory, the basis of design for all electrical and electronic equipment. They will participate in activities and experiments that demonstrate the effects of electricity and assemble useful projects. Students will explore the relationships of how electricity is measured and controlled.

This course is the foundation course for the many 5 Credit Technology Sequences and is a prerequisite for the Digital Electronics course. It is strongly recommended for students interested in the 5 Credit Technology Sequences, Principles of Engineering, transportation, architecture, engineering and communications as well as those with an interest in robotics.

½ Regents Credit/MHS

Digital Electronics (Spring) is a hand-on course that allows students to explore an important and rapidly growing field. Students will build and experiment with examples of circuits considered to be the "building blocks" of the information age. The topics for study include binary code, diodes, transistors, decision-making gates, logic circuits and related areas necessary for understanding the digital circuits and systems found in computers, transportation, entertainment devices and many other areas of our lives. This course is the part of the many 5 Credit Technology Sequences and is strongly recommended for students interested in the Principles of Engineering, transportation, architecture, engineering and communications as well as those with an interest in robotics. Prerequisite: Electricity/Electronics

½ Regents Credit/MHS

Engineering Methods

This new interdisciplinary STEM course will be co-taught by a science and technology education teacher. Junior and senior students will use a professional software program (MATLAB) to solve authentic engineering problems in the workplace environment. This is a project-based course in which students will work in teams to develop multidisciplinary products. Students will apply engineering principles, integrate the use of MATLAB software with an emphasis on physical science applications and develop technical communication skills through product design.

This course is a required freshman course for all Hofstra engineering students. In addition, most engineering programs require a similar course integrating MATLAB software as a tool for solving engineering problems as a first year course. Students interested in college credit must apply to Fred DeMatteis School of Engineering and Applied Science - Hofstra University. Upon successful completion, students will be granted 3 credits. This course meets for one period daily.

1 Regents Credit
Optional: 3 semester hours through The Fred DeMatteis School of Engineering and Applied Science at Hofstra University

Graphic Communications - Introduction to Photoshop

Students learn to use the Adobe Photoshop software program. Adobe Photoshop is the industry standard in the field of graphic design and photo editing. This is a hands-on, project-oriented course in which students learn real world skills and produce professional quality images and documents.

Students learn Adobe Photoshop basics such as the toolbox, palettes, menus, and the options bar. Students also learn graphic design concepts to create logos, postcards, magazine covers and more. There is no prerequisite for this course and it is open to students in grades 10-12.

½ Regents Credit/MHS

Model and Set Design/Set Construction

An interdisciplinary (STEAM) class using skills of drawing, design, model making, fabrication and installation to support theatrical productions and community service projects. Students will learn model making and constructing set design from an Art and Technology teacher using the equipment from both departments and learning skills from both departments. This is a full year course. Student will receive 1/2 credit in art and 1/2 credit in technology education.

This course will be offered in school year 2018-2019.

1/2 Regents Credit Art/MHS
1/2 Regents Credit Tech/MHS
1 Regents Credit/MHS

Power and Energy Applications

Explore the world of power and energy technologies found in our homes, transportation and commercial industries by means of hands-on activities. Students will design, build and test working models of power and energy conversion devices through in-class competition and lecture. Topics such as wind power, alternative fuels, fossil fuels, solar energy, mechanical advantages and “Green Technology” will be explored. Students will be introduced to careers in the energy industry with each area of study. Through use of the Systems Model, similar to the scientific method, students will be introduced to a method of problem solving appropriate to energy technologies.

1 Regents Credit/MHS

College Principles of Engineering

What is an engineer? How does an engineer solve design problems? Principles of Engineering will, by means of hands-on activities, provide students with answers to these questions. Utilizing “real world” case studies, students will be introduced to the principles, skills and techniques applied by those in the field of engineering. Students will examine the dynamics of kinetic energy, loads, and the methods of distributing forces in ways that allow us to build functional and useful buildings, bridges and vehicles. Students will be introduced to the study of material science and will learn how different materials respond to loads and stresses as they provide solutions to engineering problems. Additional topics will include the structure of airfoils used in modern aircraft, robotics, alternative energy fuels and truss design and construction. Students have the option of applying for 3 college credits through Farmingdale State College’s University in High School program.

1 Regents Credit/MHS
Optional:3 College Credits

Robotics

Robotics incorporates a complete system of planning and development to the final production of a product. In this exciting, hands-on course students will work on teams to design, produce, build, test, and evaluate products such as a robot programmed to perform specific goals.

1 Regents Credit/MHS

Production Systems (Fall) and Residential Structures (Spring)

Production Systems (Fall) is an introduction to the methods and materials utilized by the manufacturing and construction industries. Students will be introduced to these processes as they “mass produce” a class designed product. The students will also be introduced to the materials, tools, and technologies of residential and light construction, providing them with a broad view of many possible future careers. **This course may be used to fulfill the Systems Core requirement for a technology sequence.**

½ Regents Credit/MHS

Residential Structures (Spring) will introduce the student to the many systems and skills involved in the construction of residential housing. Course content will provide an introduction to construction materials, architectural planning, construction finance and actual hands-on experience in the trades of framing, roofing, siding, plumbing, electrical, and drywall installation.

½ Regents Credit/MHS

Technical Drawing

Technical Drawing will introduce the student to the language designers, engineers and architects use to describe their ideas. The course will employ a problem solving approach to increase the student’s ability to visualize and describe objects through two and three view drawings.

This course is recommended for students interested in CAD, Principles of Engineering, Architectural Drawing, but who have **NOT** taken Design and Drawing for Production. This course may be used to partially fulfill the 1 credit requirement for a technology sequence.

½ Regents Credit
MHS

Transportation Systems

Transportation Systems is an overview of the aerospace, marine and land transportation systems with an emphasis on the tremendous daily benefit they provide. Students will be introduced to a variety of tools and equipment through hands-on design projects as they explore the three categories of transportation (ex. design and build a scaled down dragster, design and build a scaled down boat hull). During this course students will be introduced to careers in the transportation industry with each area of study as well as history and landmark events that have taken place.

Through use of the Systems Model, similar to the scientific method, students will be introduced to a method of problem solving appropriate to transportation systems.

Transportation systems is highly recommended as background for advanced transportation course work and is required for students seeking a five-credit technology sequence (Transportation Cluster). **This course may be used to fulfill the Systems Course requirement for a technology sequence.**

½ Regents Credit
MHS

Video Game Design

This full-year high school elective will afford students the opportunity to learn computer gaming and programming in a 3D, object-oriented environment utilizing Unreal Development Kit software. The course will integrate business concepts including marketing, consumer research, critical problem-solving, collaboration and management to complement acquired technical skills.

1 Regents Credit
MHS

Video Production I (Fall) and Video Production II (Spring)

Video Production I (Fall) will introduce students to the rapidly expanding field of video production technology and related career opportunities. Classroom instruction will include discussions concerning the planning and comprehensive script writing that must be done before a video production can be made. We will use digital cameras, electronic editing techniques and methods for image transfer to electronic storage media. The motivated student will achieve the most success because a significant amount of work is done outside of the classroom. A diverse variety of assignments is included to challenge students to complete high quality productions.

½ Regents Credit
MHS

Video Production II (Spring) will expand upon skills introduced in Video Production I. Students will devote more attention to script writing and pre-production planning, including filming locations and other logistical concerns. Camera techniques will be examined and will include various shooting angles, multi-camera usage and mobile cameras. Students will achieve a higher standard of editing techniques intended to improve the quality and appeal of their productions. These will include, but are not limited to, wipes, dissolves and special effects as they are used in television, commercial productions and motion picture production.

½ Regents Credit
MHS

Web Page Design I (Fall) and Web Page Design II (Spring)

Web Page Design I (Fall) enables students to learn how to design, create and publish web pages. Students create web pages using HTML (the language of the Internet code) and a variety of tools such as Adobe Photoshop. This is a hands-on project oriented course in which students learn real world skills and produce professional looking websites. Students learn file management fundamentals, how the Internet works, and CSS to format web page elements.

There is no prerequisite for this class and it fulfills the half credit computer course requirement.

½ Regents Credit
MHS/Ames

Web Page Design II (Spring) is a cutting-edge course that is built around professional web design development software. Students learn industry standard skills, and create and manage web sites like professionals using software such as Dreamweaver, Fireworks, and Flash. Students learn about the design process and how to use programs in an integrated fashion to create eye-catching website layouts. **(This course can also be taken individually as an alternate-day course.)** Prerequisite: Web Page Design

½ Regents Credit
MHS

VOCATIONAL EDUCATION

Students in grades 11 and 12 may choose from a wide variety of approved vocational programs offered **only** through the Levittown Occupational Education program at the Gerald R. Claps Career and Technical Center or through the Nassau Board of Cooperative Education Services (BOCES) at the Joseph M. Barry Career and Technical Education Center (Barry Tech) or BOCES Long Island High School for the Arts. Eligibility for admission into any of the approved vocational programs is restricted to students entering the 11th grade.

Students who successfully complete a two year course of vocational study will meet the requirements for a 5 credit sequence in Occupational Education which may be used as an alternative to the 3 credit requirement in a World Language required for a Regents Diploma with Advanced Designation.

All students taking an Occupational Education sequence (except a BOCES Long Island High School for the Arts Program) are required to complete the Career and Financial Management course. Students will be enrolled in this course as part of their academic program in the Levittown Occupational Program or the BOCES Barry Tech Occupational Program and will not need to take it at MHS.

In compliance with law, all occupational education courses offered at the Gerald R. Claps Career and Technical Center, Nassau BOCES Joseph M. Barry Career and Technical Education Center, and BOCES Long Island High School for the Arts are open to eligible students regardless of sex, race or disability. Students are urged to follow their major interests in making a choice. In counseling students, vocational equity is a prime concern.

Process for Placement in a Vocational Educational Program

- Students must select an approved vocational education course when meeting with their counselor to choose their courses for next year.
- Individual meetings may be needed to determine the appropriateness of placement in a vocational program. The student's attendance record and grades will be reviewed and taken into consideration.
- It is expected that the parent/guardian and student will visit the Career & Technical Center that the student will be attending.
- Each student and parent will sign a contract agreeing to the academic and attendance requirements of the program.
- Together the student and parent will complete their part of the specific vocational program application and return the application form to the Guidance Office.
- Students who desire to continue their vocational studies for a second year **must notify** their counselor, pick up an application for continued study and return the fully completed application to the Guidance Office on or before February 16, 2018.

The deadline for returning either the new student application or the returning student application is February 16, 2018.

Levittown Occupational Educational Approved Programs (Gerald R. Claps, Career and Technical Center)

Automotive Technology	Electrical Technology
Computer Animation	Graphic Arts/Printing
Construction Management	Landscape Design and Management
Cosmetology	Medical Assisting
Culinary Arts	Police Science/EMT

All students who enroll in any Levittown Occupational Education Program and successfully complete all academic requirements including passing the National Occupational Competency Testing Institute (NOCTI) exam will be awarded a Regents diploma with a New York State Board of Regents Career and Technical endorsement. Students are encouraged to discuss these academic requirements with their counselor.

In addition to earning academic credit in occupational education, all students who successfully complete a two year course of study in a Levittown Occupational Program may earn academic credit in the following areas:

1. English 12 (1.0 credit)
2. Government (0.5 credit)
3. Integrated Math (1.0 credit)

Since it is in the best interest of students to take their academic courses at Massapequa High School, ***academic credit will be granted through their vocational program only if a student cannot fit the required course(s) in their schedule.*** If there are extenuating circumstances, students can file an appeal to receive credit for these courses by writing a letter to their counselor explaining why the courses cannot be taken at the home school. The request will be reviewed by the administration.

Nassau BOCES Approved Programs
(Joseph M. Barry Career & Technical Education Center {Barry Tech})
or Nassau BOCES Long Island High School for the Arts)

Career Area I: Arts/Humanities

Audio Production
Computer Game Design and Programming*
Computer Game Design and Programming Skills*
Digital Design & Animation
Digital Design & Animation Skills
Fashion Design Technology
Video Production & Digital Film Making*

Career Area II: Engineering Technologies

Auto Collision Technician*
Auto Skills*
Automotive Technology*
Aviation Operations*
Computer Technology
Carpentry
Construction Electricity
Construction Trades
Construction Trades Skills*
Network Cabling Technician/Home Technology Integration (HTI)
Plumbing
Power Sports and Small Engine Repair*
Welding

Career Area III: Business Information Services

Business Service Skills*
Retail Skills*

*meets CDOS requirements

Career Area IV: Human and Public Services

Barbering Technician*
Child Care Skills*
Cosmotology*
Cosmotology Skills*
Culinary Arts*
Culinary Arts Skills*
Early Childhood Education*
Police Science and Criminal Justice*

Career Area V: Health Services

Dental Assisting*
Health Skills*
Medical Assisting*
Nurse Assisting*
Personal Trainer and Exercise Medicine*
Physical Therapy Aide & Rehabilitation Medicine*

Career Area VI: Long Island High School for the Arts Program
(Auditions Required)

Dance	Playwriting
Drama	Theatre Technology
Musical Theatre	Visual Arts
Music (Vocal & Instrumental)	

Career Area VII: Natural and Agricultural Sciences

Animal Care*
Animal Care Skills*
Horse Science and Management*
Veterinary Science*
Horse Science and Management Skills

Several of the Nassau BOCES Programs have received approval to award a Regents diploma with a New York State Board of Regents Career and Technical endorsement to those students who successfully complete all academic and testing requirements. Students are encouraged to discuss these academic requirements with their counselor.

In addition to offering academic credit in occupational education, several of the BOCES programs provide opportunities for students who successfully complete a two year course of study to earn academic credit in the following areas:

1. English 12 (1.0 credit)
2. Integrated Math (1.0 credit)
3. Integrated Science (1.0 credit)
4. Health (0.5 credit) select programs only

Since it is in the best interest of students to take their academic courses at Massapequa High School, ***academic credit will be granted through their vocational program only if a student cannot fit the required course(s) in their schedule.*** If there are extenuating circumstances, students can file an appeal to receive credit for these courses by writing a letter to their counselor explaining why the courses cannot be taken at the home school. The request will be reviewed by the administration.

PHYSICAL EDUCATION DEPARTMENT

The Physical Education program is a required subject area that makes an integral contribution to the entire educational process. It is based upon the acquisition of knowledge, skills, attitudes and values that are the foundation for engaging in physical activity.

Activities

Activities or modification of activities will be selected from the following categories: **Team Passing Sports** - basketball, field hockey, floor hockey, football, lacrosse, speedball, soccer, team handball and ultimate Frisbee; **Net/Wall Sports** - badminton, handball, paddleball, pickleball, tennis, volleyball; **Striking/Fielding Sports** - baseball, softball; **Target Sports** - archery, bowling, golf, frisbee golf; **Dance** - aerobic, square; **Gymnastics/Tumbling**; **Personal Performance Activities** - circuit training, physical fitness and conditioning, karate, self defense, project adventure activities, weight training; pilates rings; physioball; kettlebell; fitness bands and fitness bars; **Track and Field**; **Recreational and Lawn Game Activities**.

Grading and Evaluation

Physical Education is a semester course. Each student will receive a grade for the first and the second quarter. The cumulative average of the two quarters will result in the semester grade. If a student fails for the semester, then that student must repeat the entire semester to receive credit. Assessment and evaluation based on learning outcomes and standards is an integral component of the physical education program. Evaluation will include end of the unit performance tasks, formative assessments of skills, knowledge and attitudes, preparedness, participation and attendance. Any student who is unprepared for class shall not be allowed to participate in any activity. Participation is required and will be defined as “being actively and cooperatively engaged in the activity.” Students are required to attend all scheduled physical education classes to receive credit. Student athletes who do not participate in the regularly scheduled physical education class may not participate in an after school event that specific day. All students are required to complete the Physical Best Fitnessgram Assessment during the first and fourth quarters.

Physical Education 10 Semester 1 - Personal Fitness and Wellness Component

Personal fitness and wellness has been a focus of study that has been well established during the past twenty years. It is a balance between physical fitness, disease prevention, stress management, nutrition and safety. The Personal Fitness and Wellness course is designed to incorporate classroom instruction and laboratory activities to reinforce cognitive concepts of exercise science and physiology. It will include a written record of the students own personal fitness and physical education activities. The program emphasizes individual personalities and attitudes to actively involve students in their learning experience. It will demonstrate that all students can be active, healthy and physically fit.

The course will provide the opportunity for each student to develop knowledge and patterns of physical activity consistent with lifelong maintenance of cardiovascular health. Students will learn to monitor and assess their fitness level, design their own personal fitness program and maintain a desired level of fitness. It will motivate students to understand the concepts of health related fitness and the importance of ones' health and fitness.

Make-up Classes

Students will be afforded the opportunity to make-up any legal absences and legal excuses from class. The make-up class will be arranged in advance between the student and teacher and only during the activity in which the legal excuse occurred. Students may only make-up one class per day. Teachers will inform the students of their scheduled after school make-up day at the beginning of the first marking period. The students have the opportunity to make up a class with their teacher of record on the assigned make-up day or with the teacher of record during the student's free period that coincides with the teacher's teaching schedule. In the event of a conflict the student with prior approval may attend any after school make-up session with the assigned teacher of the day. Any classes that are not made up will result in a zero grade for that day. Students who have illegal absences, illegal excuses and cuts will not be permitted to make up any classes.

PEX Program

Students who will be medically excused from physical education class will be assigned a study hall during their regularly scheduled class. These students are required to attend PEX study hall and complete PEX assigned written work in order to receive credit for their physical education class. The students are responsible for obtaining the assignments and pass code from his/her physical education teacher. All work will be downloaded from the District Physical Education website and returned to the teacher of record by the assigned due date. A doctor's note is required at the onset of the illness or injury which will be accepted by the nurse's office as valid. Teachers will then be notified by the nurse's office of the PEX assignment. The physical education teacher will assign a PEX study hall and notify the PEX study hall teacher of the duration of this assignment.

A student with a temporary disability will be excused from participation after presenting a note from his/her parent or guardian and will be required to physically make-up the class or classes. A doctor's note is required for non-participation over a one-week period of time with the specific duration of exemption indicated by the doctor. At this point, the student will be required to complete the assigned PEX work. In the event a return date or the duration of non-participation is not provided the student will report to the assigned study hall until further notification by the nurse.

Lockers and Security

All students are provided with a lock and locker assignment. Students may not share lockers and will receive an un-prepared for each class that this condition exists. It is the responsibility of each student to lock up his/her locker during the class period. The Physical Education Department will not be responsible for any items left in an unlocked locker or out on the floor. Personal items found can be picked up before or after school in the chairperson's office.

Jewelry/Cell Phone

All jewelry and cell phones are prohibited and must be removed and securely stored away before participating in any activity to ensure each student's safety.

In addition to the required physical education program the department is pleased to offer the following senior elective course:

College Introduction to Sports Medicine

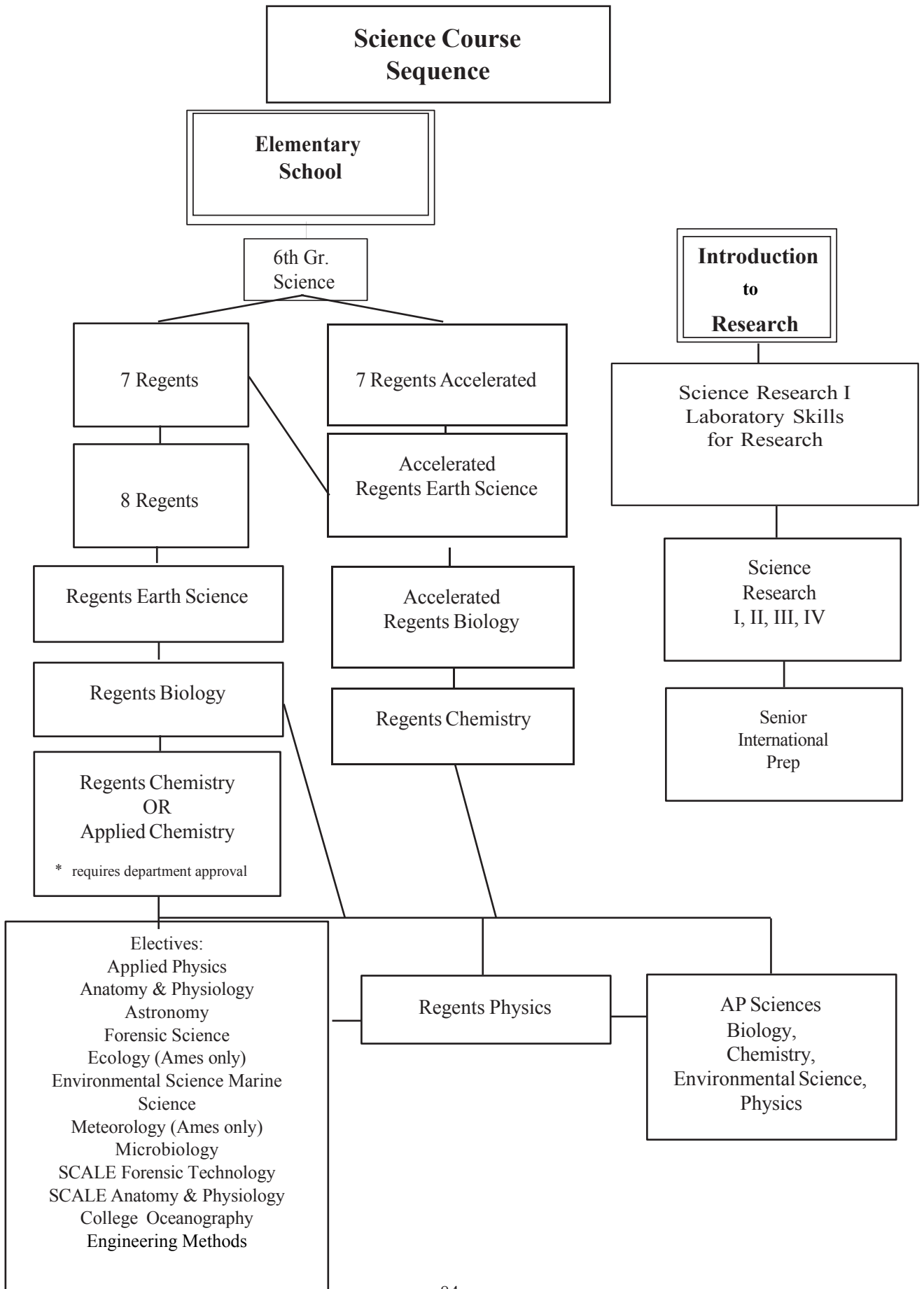
This semester course will introduce the scope of sports medicine and all the related professions associated with this field of study. Applications of theoretical concepts in anatomy, physiology and exercise science will be the focus of this program. Students will learn about the prevention, evaluation, and treatment of athletic injury and illness and will be provided the opportunity to acquire field experience hours within a local professional setting.

Certification for CPR/AED and First Aid will be made available to all students.

This rigorous and relevant course has been approved for three college credits through Adelphi University and will be offered to the students participating in this class. Review of literature in sports medicine, exercise science, conditioning and training, injuries, nutrition and weight control is essential. Applicable to students pursuing a career or further study in physical education, pre-med, physical therapy, nursing, exercise science and coaching.

Prerequisites: Students must have received an 80 average or higher in both Regents Living Environment and in the Physical Education Personal Fitness and Wellness Course. **This is a senior elective only.**

½ Regents Credit/MHS
Optional: 3 College Credits



SCIENCE DEPARTMENT

A variety of courses are available to students through the science department. These courses often differ in approach and depth. Selection of courses should be made after consultation with parents, counselors, and current science teachers. Students should be aware of the requirements for each course and take into account their own interests and abilities. The usual sequence for Regents courses is Earth Science, The Living Environment, Chemistry, and Physics.

REGENTS COURSES

Regents Earth Science

This course covers the fundamentals of geology, meteorology, and astronomy. This Regents-level course will focus on all areas of the *Physical Setting: Earth Science* curriculum. The course will emphasize reading comprehension and critical thinking. Regents Earth Science will begin the Regents science sequence. An additional lab period is required every other day. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination.

1 Regents Credit
Ames

Accelerated Regents Earth Science

This course is for those students who have completed the seventh grade accelerated science course. It is the same course as Regents Earth Science but is used to distinguish those accelerating eighth grade students. An additional lab period is required every other day. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination. Upon completion, students MUST proceed to Accelerated Biology: The Living Environment in grade 9.

1 Regents Credit
BMS

Regents Biology: The Living Environment

This course provides a broad understanding of the fundamentals of biology. Students should take this course after completing Earth Science to continue their Regents science sequence. This Regents-level course will follow the New York State *Living Environment* core curriculum. An additional lab period is required every other day. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination.

1 Regents Credit
MHS

Accelerated Regents Biology: The Living Environment

This course provides a broad understanding of the fundamentals of biology. This Regents-level course will follow the New York State *Living Environment* Core Curriculum, with the inclusion of **enrichment activities** for those students that have completed Accelerated Earth Science. Students in this course are expected to proceed to Regents Chemistry the following year. An additional lab period is required every other day. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination.

1 Regents Credit
Ames

Regents Chemistry

This course presents the general principles of chemistry, including a study of how matter interacts. The course will follow the New York State *Physical Setting: Chemistry* curriculum. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination.

Prerequisite: Successful completion of Earth Science, Biology and Geometry with suggested minimum Regents Exam Scores of 75
Corequisite: Algebra 2 or Intermediate Algebra with Chemistry Support

1 Regents Credit
MHS

Regents Physics

This course emphasizes the concepts that underlie the study of physics, including mechanics, waves, electricity, and atomic structure. The course will follow the New York State Regents Physics Core curriculum and it requires a superior understanding of mathematical concepts. **Successful completion of Chemistry and Algebra 2 is highly recommended.** Successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination. Prerequisite: Successful completion of two Regents science courses and Geometry; recommended minimum 80 average in science and math. Departmental permission is required for students that did not successfully complete chemistry.

1 Regents Credit
MHS

COLLEGE-LEVEL COURSES

Advanced Placement Environmental Science

This is a **rigorous college-level course** offered to students who have excelled in previous science courses and have an interest in environmental issues. Environmental Science examines the local and global environment to study how informed choices will improve the quality of life in the future. Field trips, guest speakers, and field work are integral parts of this course. Students must take the Advanced Placement exam in May. Students must complete a summer assignment.

Prerequisites: Successful completion of three Regents Science courses and Geometry.

1 Regents Credit
MHS

Advanced Placement Biology

This is a **rigorous college-level course** offered to those students who have excelled in Regents Science courses. The course meets for two periods each day. Students who take this course must have the necessary time and interest to do the outside work necessary for success. Those successfully completing this course may be eligible for college credit. Students must take the Advanced Placement exam in May.

Prerequisite: Minimum grade of 85 in Regents Biology and 80 in two other Regents Science courses.

1 Regents Credit
MHS

Advanced Placement Chemistry

This is a **rigorous college-level course** offered to those students who have excelled in Regents Chemistry. The course meets for two periods each day. Students who take this course must have the necessary time and interest to do the outside work necessary for success. Those successfully completing this course may be eligible for college credit. Students must take the Advanced Placement exam in May. Students who have completed any three Regents science courses are eligible to take this course. Students scheduled for AP Chemistry must complete a summer assignment.

Prerequisite: Successful completion of Regents Chemistry and Algebra 2

1 Regents Credit
MHS

*Accelerated 10th grade students may enroll prior to satisfying prerequisites with teacher recommendation and departmental approval.

Advanced Placement Physics 1 and 2

This is a **rigorous course** designed to give the students experience in physics at the **college level**. Students must show mastery in Regents Chemistry and Accelerated Math courses. Students will be prepared for both AP exams in May as well as the NYS Physics Regents in June. Students will be required to take both exams AP and Regents. Students may receive college credit upon successful completion of this course. This course will meet for two periods each day.

Prerequisites: Completion of Regents Chemistry with a minimum final grade of "85" and a score of 85 on the Regents examination. Minimum final grade of "85" in Algebra 2 Accelerated.

Corequisite: Continuation of accelerated mathematics.

1 Regents Credit
MHS

*As of the 2014-2015 school year, The College Board replaced AP Physics B with AP Physics 1 and 2. To receive college credit for AP Physics 1 and 2, students must take both exams.

Advanced Placement Physics C

This is a **rigorous college level course** offered to seniors who excelled in Regents Physics/Physics 1 and 2 and Pre-Calculus Accelerated. The course meets for two periods each day. The AP Physics C (physics with calculus) curriculum is followed, including one semester each of classical mechanics and electromagnetic phenomena, integrating calculus applications to solve physics problems. Students must take the AP exam in May, and a midterm exam. Students may be eligible to receive one or two semesters of college credit.

Prerequisites: Regents Physics (minimum B+, 85) or AP Physics 1 and 2 (minimum B, 80) and Pre-Calculus AB or BC Accelerated. Corequisite: Calculus BC (or Calculus AB with department permission).

1 Regents Credit
MHS

Anatomy and Physiology (LIU/Post SCALE Program)

This course is available to students in grade 12 that meet the criteria established by LIU/Post Center. The goal of this two semester course is to develop a detailed understanding of the structure and function of the human body and the mechanisms to maintain homeostasis. Students will study the body in depth from the chemical and cellular level to the body systems. Dissections are required in this course as part of the laboratory experience. This course will meet for one period daily with an additional lab period on alternating days. Students in SCALE courses purchase textbooks used in the course.

Prerequisites: Regents Chemistry and Anatomy and Physiology

1 Regents Credit

Optional: 8 Semester Hours/College Credit Hours
MHS

Forensic Technology (LIU/Post SCALE Program)

Students who meet the criteria established by LIU/Post Center may take this course. Students must apply to and be accepted by the LIU/Post Center. The goal of this SCALE (Secondary Collegial Articulated Learning Experience) is to expand on the concepts and techniques acquired in the Forensic Science course and provide an in-depth study of crime scene investigations, forensic psychology, toxicology, DNA evidence and their role in the criminal justice system. Students will receive one Massapequa High School science credit as well as college credit upon successful completion of this two-semester course.

Prerequisites: Successful completion of Regents Biology, Regents Chemistry and Forensic Science.

1 Regents Credit

Optional: 6 Semester hours/College Credit hours
MHS

College Oceanography (Accelerated College Education Program-Stony Brook University)

This course will examine the ocean and the chemical, geological, biological and physical processes that control its major features and the life that inhabits it. Students will explore the human interactions with the marine environment. Students interested in obtaining credit through Stony Brook University must submit an application and meet the minimum requirements for the ACE Program.

Prerequisites: Regents Chemistry and Algebra 2/Trigonometry, recommended minimum Math-Science average of 80.

1 Regents Credit

Corequisite: Continuation of mathematics

Optional: 3 semester hours/Stony Brook University
MHS

Engineering Methods

This new interdisciplinary STEM course will be co-taught by a science and technology education teacher. Junior and senior students will become familiar with a professional software program (MATLAB) to solve authentic engineering problems in the workplace environment. This is a project-based course in which students will work in teams to develop multidisciplinary products. Students will apply engineering principles, integrate the use of MATLAB software with an emphasis on physical science applications and develop technical communication skills through product design.

This course is a required freshman course for all Hofstra engineering students. In addition, most engineering programs require a similar course integrating MATLAB software as a computational tool for solving engineering problems as a first year course. Students interested in college credit must apply to Hofstra. Upon successful completion, students will be granted 3 credits. This course meets for one period daily.

1 Regents Credit

Optional: 3 semester hours through The Fred DeMatteis School of Engineering
and Applied Science at Hofstra University

ELECTIVES

MHS

Applied Chemistry

This course is designed to provide students with an overview of basic chemical concepts and laboratory practices. Students will study the relationship between matter and energy and the applications to the physical world. Demonstrations, hands-on and laboratory activities are integral components of the course. Lab periods will meet on alternating days.

Prerequisite: Regents Earth Science and Living Environment and **departmental approval from the Curriculum Associate.**

Elective

1 Regents Credit

MHS

Ecology

This 9th Grade elective is designed for students that are interested in learning more about ecological systems and investigating solutions to problems such as: threats to biodiversity, the greenhouse effect, the honey bee crisis and alternative energy sources. Current topics in ecology will be explored through project design and implementation, research and scientific reading and writing. Students must be prepared to be actively engaged and want to learn how to make a difference!

Elective

1/2 Regents Credit

Ames Only

Environmental Science

This course will explore the environmental problems that the world is facing with respect to population, global warming, energy consumption, demand and resources, recycling and waste from both a scientific perspective as well as the political perspective. The course will use a hands-on approach when possible to explore the concepts. Students will learn the interconnectedness of life, energy flow and the effect of human impact on the environment while learning science skills such as data analysis, graphing and the use of technology.

Elective
1 Regents Credit
MHS

Meteorology

This course will allow students to further develop their understanding of the atmospheric sciences learned in Accelerated Earth Science and apply their skills to forecast the weather. Students will learn to read and interpret weather maps, surface data, upper air data and computer forecasting models. In class weather forecasting competitions will be conducted during the second semester to allow students to perfect their forecasting skills using real-time data.

Prerequisite: Accelerated Earth Science, Corequisite: Accelerated Biology

Elective
 $\frac{1}{2}$ Regents Credit
Ames Only

Astronomy I: The Night Sky (Fall) *and Astronomy II: The Solar System and Beyond (Spring)*

Astronomy I: The Night Sky (Fall) - This course applies the basic concepts of the physical sciences to the study of the universe. Topics include the movements of the sun and moon, stars of the night sky, the celestial sphere, constellations with Greek mythology, and modern constellations. **This course can also be taken individually as an alternate day course.**

Prerequisite: Successful completion of two Regents Science courses as well as Geometry, or departmental permission.

$\frac{1}{2}$ Regents Credit/MHS

Astronomy II: The Solar System and Beyond (Spring) - In this course students will study the solar system, planets, spectra, star classification, galaxies, deep sky objects, cosmology, and the search for extraterrestrial life. **This course can also be taken individually as an alternate day course.**

Prerequisite: Successful completion of two Regents Science courses as well as Geometry, or departmental permission.

$\frac{1}{2}$ Regents Credit/MHS

Applied Physics

An activities-oriented laboratory course that emphasizes the applications of physics principles to the technologies of the modern high-tech world. Some topics included in the course are mechanics, electricity, magnetism and waves. Laboratory experiences are an integral component of the course. Lab periods meet every other day.

Prerequisite: Successful completion of two years of science, as well as Geometry.

Elective
1 Regents Credit
MHS

Microbiology

Microorganisms are everywhere. What role do they play in health and medicine? How are they studied? The curriculum uncovers the role of microbes and their relationship to human health. Laboratory activities include microbiological techniques to study bacteria and viruses as well as the application of biotechnology to industry health and medicine. This course is designed for students with above average science skills with a strong understanding of lab techniques.

Prerequisites: 2 Regents Science credits with a minimum 80 average

Elective
 $\frac{1}{2}$ Regents Credit
MHS

Marine Science: A Study of Oceanography and Marine Biology

This diverse course explores the physical ocean and interaction of organisms that must adapt to its sometimes extreme and dynamic conditions. Course of study includes hands-on lab activities and field trips. Oceanography topics include: tides, waves, currents, and the ocean's role in weather and climate. Marine Biology is taught through the study of various biological phyla and their adaptations to the marine environment.

Prerequisite: Successful completion of Earth Science and Biology suggested science average of 80

Elective
1 Regents Credit
MHS

Forensic Science

This elective is designed for students who have demonstrated above average skills in science. The curriculum develops the concepts of Forensic Science by using **hands-on laboratory techniques** such as: DNA analysis, fingerprinting, blood typing, hair and fiber analysis, identification of questioned documents and other methods of identifying crime scene evidence. These techniques model those used in a Criminology Laboratory. Students are required to complete written reports.

Prerequisite: Successful completion of two Regents science courses in which a grade of 80 or better was attained.

Elective
½ Regents Credit
MHS

Anatomy and Physiology

This is a rigorous course devoted to the in-depth study of the structure and function of the human body. The organization of the body from the chemical and cellular level to the different body systems will be studied. Students will discover the interconnectedness of the different systems and their role in maintaining homeostasis. **Dissections will be performed as an integral part of the course.** Career exploration will be incorporated into the course for those students interested in medicine, dentistry, nursing, sports medicine or any health related field.

Prerequisite: Successful completion of Earth Science and Biology with a recommended minimum 80 average. The completion of chemistry is also highly recommended.

Elective
1 Regents Credit
MHS

SCIENCE RESEARCH

Introduction to Research

This elective course will enable 8th grade students to apply scientific research methods to everyday problems. Students will learn to design and conduct their own original experiments. They will participate in local science competitions and field experiences. Students who complete this course will satisfy the district's computer course requirement. Enrollment will be restricted to those students who are recommended by their science teachers and successfully complete a screening process.

½ Elective Credit
Berner

Science Research/Senior International Prep

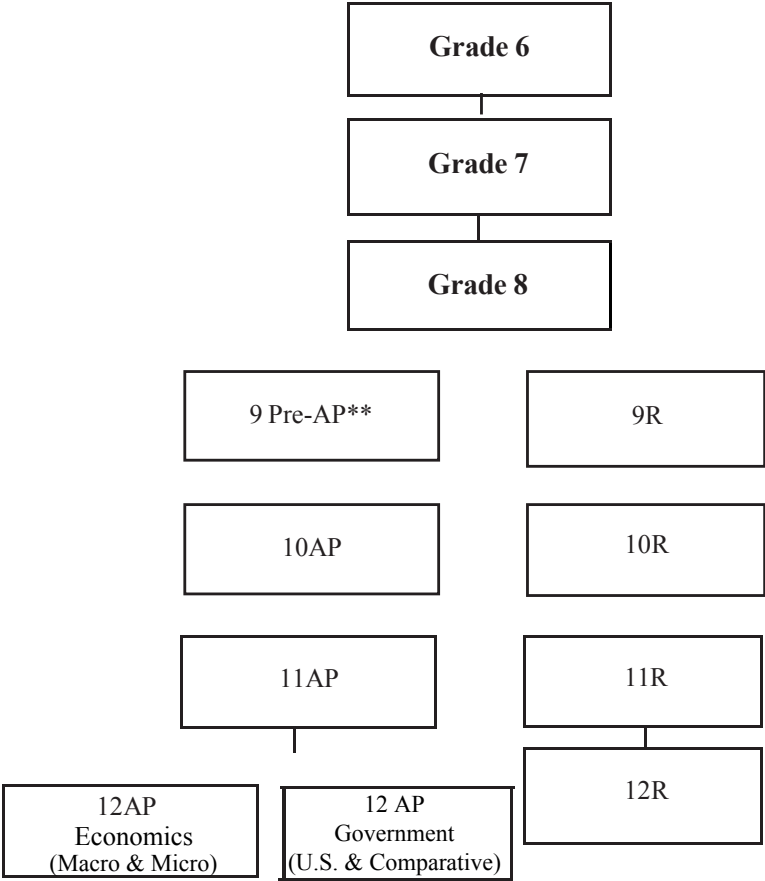
Students selecting this four-year course sequence will pursue individual projects. The Massapequa High School Science Research Program is a highly successful effort that supports students who strive to achieve award-winning recognition in science research. This program reinforces New York State Regents standards by emphasizing critical thinking and the integration of Math, Science, and Technology in a project-oriented research environment. Students will choose a research topic, perform library and Internet research, conduct laboratory research, and present findings in both oral and written form at local and national competitions.

Course 1 introduces freshman and sophomores to the methods, techniques, and presentation skills of an independent science research project. *Course 2* is intended for sophomores and juniors who are continuing their projects and emphasizes individual coaching rather than classroom presentations. *Course 3 and 4* are designed for juniors and seniors who are finalizing their projects. Students will be expected to enter science competitions and/or contests. Class size will be limited. Enrollment will be determined by interest and performance in science, as well as by teacher recommendation. Senior International Prep is limited to seniors who have completed summer research in preparation for National competitions.

Laboratory Skills for Research: This course is a **corequisite** for Science Research at Ames. The goal of the course is to develop basic laboratory skills to assist students in performing independent science research in the future.

½ Elective Credit each
Ames/MHS

**Social Studies Department
Flow Chart
Grades 6-12**



In addition to the required social studies courses, students may also choose from the following electives:

Grades 10-12	Law I Law II Sports in American Culture AP Seminar
Grades 11-12	Law III AP European History
Grade 12	AP European History College-level Criminal Justice College-level Psychology College-level Sociology Navigating New York Psychology

SOCIAL STUDIES DEPARTMENT

Four years of social studies are required for graduation, and all courses are designed to meet the New York State Standards. In addition to the four prescribed units, electives will continue to be available for students to enrich their high school experience and advance their knowledge of social studies.

Social Studies 9 Pre-AP World History

This is the first year of a two-year AP course which fulfills the requirement for the Grade 9 New York State Global History and Geography credit. The curriculum begins with the Pre-History Period and ends with the “Renaissance, Reformation and Exploration.” This is a pre-college level course in which college level texts and supplemental reading are used. Students will be introduced to historical research and independent study. They are encouraged to read critically and analytically from various interpretations of World History as they apply historical thinking skills when evaluating historical concepts and content.

Admission to this class will be open to students who have the recommendation of their 8th grade social studies teacher and/or their guidance counselor. A summer project will be completed by all students scheduled for Social Studies 9 Pre -AP World History. If the students continue in the program, they will be required to take the Advanced Placement examination in May of their sophomore year and the Regents examination in Global History and Geography in June of the same year.

1 Regents Credit
Ames

Social Studies 9 Regents - Global History and Geography

This is a required course and constitutes the first half of the New York State Global History and Geography requirement. This curriculum begins with a unit on ancient civilizations and ends with “Renaissance, Reformation and Exploration.” Global History and Geography culminates in the 10th grade with a Global History Regents for all students. This Regents will assess the historical concepts, content, and skills learned in the course.

1 Regents Credit
Ames

Social Studies 10 AP - World History

This is an advanced level course in World History. The course meets the requirement for the 10th grade Global History and Geography credit. The focus of the course is an historical study of World History in which college texts and supplemental readings are used. Students will examine primary and secondary sources, as well as conflicting interpretations of history. Assignments and assessments will be on a rigorous college level, evaluating the historical changes in all aspects of human society in various chronological eras. Students are encouraged to read critically and analytically from various interpretations of World History as they apply historical thinking skills when evaluating historical concepts and content. Students will be required to take the AP World History exam in May and the Global History and Geography Regents exam in June. All students scheduled for grade 10 AP World History will complete a summer project.

1 Regents Credit
MHS

Social Studies 10 Regents - Global History and Geography

This course is required for sophomores to meet the requirement of 10th grade Global History and Geography credit. It begins with a review of global concepts from grade nine and continues with a unit on “The Age of Absolutism” and culminates with “Modern Times”. In addition to the basic textbook, students are given opportunities to read primary sources and react to historical interpretations. Students are required to take the Global History and Geography Regents in June after completing the course. Taking, and passing, a history Regents examination is a requirement for graduation.

1 Regents Credit
MHS

Social Studies 11 AP - United States History

This is an advanced level course in American History that meets the requirement for 11th grade U.S. History and Government. AP United States History is a rigorous college level course in which college textbooks and supplementary readings are used. Students are introduced to historical research and independent study. Essay work in this course will stress clarity of thought and expression and the ability to corroborate opinion with historical fact. Students are encouraged to read critically and analytically from various interpretations of United States History as they apply historical thinking skills when evaluating historical concepts and content. Students will be required to take the AP U.S. History Exam in May and the U.S. History and Government Regents examination in June. A summer project will be completed by all students scheduled for Grade 11 AP U.S. History.

1 Regents Credit
MHS

Social Studies 11 Regents - United States History and Government

This course is required for juniors to meet the requirement of 11th grade U.S. History and Government credit. The course is organized chronologically and emphasizes the development of the United States from the settlement of North America to its development as a global power. Additionally, constitutional and international issues are explored. Students are required to take the U.S. History and Government Regents at the conclusion of this course. Taking, and passing, a history Regents examination is a requirement for graduation.

1 Regents Credit
MHS

Social Studies 12 AP: Macroeconomics

This is an advanced level course in economics that must be taken along with AP Microeconomics. This is a rigorous college level course in which college level textbooks and supplementary readings are used to provide students with an understanding of the principles that apply to an economic system as a whole. Students will develop familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. The students will be required to take both the AP Macroeconomics and the AP Microeconomics examinations in May. This course, co-enrolled with AP Microeconomics, satisfies the grade 12 social studies credit necessary for graduation. A summer project will be completed by all students enrolled in Macroeconomics 12AP.

½ Regents Credit
MHS

Social Studies 12 AP: Microeconomics

This is an advanced level course in economics that must be taken along with AP Macroeconomics. This is a rigorous college level course in which college level textbooks and supplementary readings are used to provide students with an understanding of the principles that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price level determination. Students will learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. The students will be required to take both the AP Macroeconomics and the AP Microeconomics examinations in May. This course, co-enrolled with AP Microeconomics, satisfies the grade 12 social studies credit necessary for graduation. A summer project will be completed by all students enrolled in Microeconomics 12AP.

½ Regents Credit
MHS

Social Studies 12 Regents: Economics

This is a required senior course. The purpose of this course is to provide an introduction to the study of economics. Economic issues will be identified, and the students will examine the topics in the context of history and current affairs.

½ Regents Credit
MHS

Social Studies 12 AP: United States Government and Politics

This is an advanced level course in American politics and government that must be taken along with AP Comparative Government. This is a rigorous college level course in which college level textbooks and supplementary readings are used to introduce students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The students will be required to take both the AP United States Government and the AP Comparative Government examinations in May. This course, co-enrolled with AP Comparative Government, satisfies the grade 12 social studies credit necessary for graduation. A summer project will be completed by all students.

½ Regents Credit
MHS

Social Studies 12 AP: Comparative Government

This is an advanced level course in global politics and government that must be taken along with AP U.S. Government. This is a rigorous college level course in which college level textbooks and supplementary readings are used to introduce students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among various countries. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. The students will be required to take both the AP United States Government and the AP Comparative Government examinations in May. This course, co-enrolled with AP United States Government, satisfies the grade 12 social studies credit necessary for graduation. A summer project will be completed by all students.

½ Regents Credit
MHS

Social Studies 12 Regents: Government

This is a required senior course. It supplements the American History course of the 11th grade by introducing through readings, films and guest speakers, a variety of timely subjects in the areas of American politics, current events and governmental issues.

½ Regents Credit
MHS

AIS Social Studies Support

This is a course for those identified or recommended students who need assistance in mastering the skills necessary to maximize success on the Global and American History Regents.

MHS

ELECTIVES

Introduction to Law I and Introduction to Law II

Introduction to Law I - This elective course is designed to allow the student to gain some understanding of a citizen's legal rights and responsibilities. It will provide practical knowledge of the civil and criminal law. All students will participate in mock trial competitions as attorneys or witnesses. Law-related agencies such as the bar association, the courts, enforcement groups, and citizens protective groups will be used for assistance. This course can also be taken individually as an alternate day course.

Note: This course is open to 10th, 11th, and 12th grade students.

½ Regents Credit
MHS

Introduction to Law II - This course is designed for those students who have successfully completed "Introduction to Law I." Using the mock trial as a vehicle, the students will participate in in-depth studies of criminal, constitutional, environmental and international law. A law mentor program is an integral part of this course. One Semester. This course is open to 10th, 11th, and 12th grade students.

Prerequisite: Introduction to Law I

½ Regents Credit
MHS

Introduction to Law III: Public Advocacy

This course is designed to allow students, who have been successful in Introduction to Law I and Introduction to Law II to learn six areas of public advocacy. The course will be lecture, mock trial and service field trip based. Students will learn about public advocacy issues, begin to experience advanced trial techniques and work within the community to discover the value of a life of public service. Open to 11th and 12th grade students

Prerequisite: Introduction to Law I and Introduction to Law II

½ Regents Credit
MHS

Sports in American Culture

This course will examine the nature of various sports and their role in American society, from an historical and contemporary perspective. Issues such as gender, race, class, ethnicity, nationalism and the role of the media will be examined. Students will also have the ability to explore the opportunities offered by the sports world on and off the field.

Open to: 10th, 11th, and 12th grade students

½ Regents Credit
MHS

College Sociology

This **12th grade** elective is an introductory course in Sociology which will combine work in the structure of the discipline with the study of problems of human relations. Topics include cultural growth, social institutions, the adolescent individual and the group, noninstitutional structure, and social problems such as crime, poverty, addiction and minority relations.

½ Regents Credit
Optional: 3 credits/St. John's University
MHS

Navigating New York City

This **12th grade** elective course focuses on the social, economic, cultural and political history of New York City. This course will require outside readings, research papers and projects.

½ Regents Credit
MHS

Introduction to Psychology

This **12th grade** elective course proposes to improve the student's understanding of individual behavior. As an introductory course, it concentrates on areas such as learning, motivation, perception, experimentation, research methods, child development, and abnormal behavior.

½ Regents Credit
MHS

Psychology (LIU/Post - SCALE Program)

This **senior course** may be taken by select students who meet the criteria established by LIU/Post. The goal of this SCALE (Secondary Collegiate Articulated Learning Experience) course is to introduce the student to the methods, theory, and research of psychology. Students will explore the facts, principles, and phenomena associated with each of the major subfields within psychology.

1 Regents Credit
Optional: 3 Semester Hours/College Credit Hours
MHS

Criminology - Intro to Criminal Justice (C.W. Post - SCALE Program)

Select students who meet the criteria established by LIU/Post Center, may take this **senior course**. The goal of this SCALE (Secondary Collegial Articulated Learning Experience) course is to provide the students with an in-depth study of the criminal justice system; focusing on police investigation, criminal trials, the appellate process, and the ways in which society has sought to prevent crime. A strong understanding of the US Constitution is a must for this course.

1 Regents Credit
Optional: 6 Semester hours/College Credit hours
MHS

AP European History

This is a college level course; **open to seniors**, which examines the development of Western civilization from a European perspective. This is a rigorous college level course in which college level textbooks and supplemental readings are used. Essay work in this course will stress clarity of thought and expression, and the ability to corroborate opinion with historical fact.

Students will be required to take the Advanced Placement exam in May. Students will be required to complete a summer assignment.

1 Regents Credit
Optional: 3 credits at St. John's University
MHS

AP Human Geography

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Specifically through the interpretation of maps for geographical and statistical analysis. Students will concepts related to migration and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will be required to take the Advanced Placement exam in May of 9th grade. AP Human Geography is an elective and does not satisfy the requirement for a grade 9 social studies course. Students taking this course will satisfy the 9th Grade Social Studies requirement with "Social Studies 9 Pre-AP World History" or "Social Studies 9 Regents". There is no prerequisite for AP Human Geography.

1 Regents Credit
Ames

Co-curricular and Extracurricular Clubs and Activities

A wide range of extracurricular and co-curricular activities are offered at Massapequa High School and the Ames Campus. Activities have been formulated to provide students opportunities to nurture their unique interests and talents: share experiences with classmates who have similar interests; promote personal growth, contribute to their social maturity, promote school spirit and foster both individual and team achievement. All students who meet the academic eligibility standard to participate in extracurricular activities are encouraged to participate in one or more of the activities listed below.

American Sign Language Club	Key Club International
Art Association	Knitting Club
Arts & Literary Magazine - "Visions"	Mathletes Military
Astronomy Club	History Club
Best Buddies	Mock Trial Team
Book Club	Multicultural Club*
Broadcasting Station - "WMHS"	National Art Honor Society
Car Care Club	National Honor Society
Cantate	National Junior Honor Society*
Chamber Orchestra (Grades 9-12)	Newspaper - "The Chief"
Chess Club**	Newspaper - "The Little Chief"*
Chiefettes	Peer AIDS Educators
Chiefs C.A.R.E Club	Popporazzi (Grades 9-12)
Chiefs' Challenge**	Renaissance Club*
Class of 2017 (Seniors)	Robotics Club
Class of 2018 (Juniors)	School Store "Wig Wam Trading Post"*
Class of 2019 (Sophomores)	S.A.D.D
Class of 2020*	Science/Outdoor Club*
DECA	Science Olympiad
Drama Club**	Science Research Club
Electronic Gaming Club (EGC)**	The Senior Nation
Forensic Science Club	Spanish Club
Gay Straight Alliance	Tech & Stage Crew
General Organization (Student Government)	The Scene*
German Club	Thespan National Honor Society
Health & Wellness Club*	Tri-M Music Society
Helping Hands*	Yearbook - "Sachem"
Interact Club*	Yorkers Club*
Italian Club	
Jazz Ensemble	

* Indicates activity offered at Ames Campus ONLY

**Club chapters offered at both Ames and MHS

Athletic Program Grades 9-12

BOYS

FALL ATHLETIC PROGRAM OFFERS: Cross Country, Football, Soccer, Volleyball & Golf

WINTER PROGRAM: Basketball, Bowling, Winter Track, Swimming, Rifle, Ice Hockey & Wrestling

SPRING PROGRAM: Baseball, Lacrosse, Tennis, & Track.

GIRLS

FALL ATHLETIC PROGRAM OFFERS: Cheerleading, Cross Country, Field Hockey, Soccer, Swimming, Tennis, & Volleyball

WINTER PROGRAM: Basketball, Bowling, Cheerleading, Gymnastics, Winter Track, & Rifle

SPRING PROGRAM: Golf, Lacrosse, Softball, & Track

TEST DATES

August 25, 2018	SAT Reasoning and SAT Subject Tests
September 8, 2018	ACT Assessment and ACT Assessment Plus Writing
October 6, 2018	SAT Reasoning and SAT Subject Tests
October 27, 2018	ACT Assessment and ACT Assessment Plus Writing
November 3, 2018	SAT Reasoning and SAT Subject Tests
December 1, 2018	SAT Reasoning and SAT Subject Tests
December 8, 2018	ACT Assessment and ACT Assessment Plus Writing
March 9, 2019	SAT Reasoning Test ONLY
April 13, 2019	ACT Assessment and ACT Assessment Plus Writing
May 4, 2019	SAT Reasoning and SAT Subject Tests
June 1, 2019	SAT Reasoning and SAT Subject Tests
June 8, 2019	ACT Assessment and ACT Assessment Plus Writing

GUIDANCE COUNSELORS

Massapequa High School

Phone: (516) 308-5930

Fax: (516) 308-5939

Mr. Paul J. Weber, Executive Assistant for Guidance
Mrs. Allison Fifield
Mrs. Eileen Tilton
Mrs. Hilary Blakeley
Mr. Matthew McCauley
Mrs. Jeanine Steinmetz

Mrs. Marianne McCormick
Mrs. Tracy Munson
Mrs. Colleen Parkes
Mrs. Victoria Rimbart

Massapequa High School - Ames Campus

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Mrs. Katherine Balcuk
Mrs. Courtney Mollura

Mrs. Sara Kuitwaard

Berner Middle School

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Fax: (516) 308-5739

Mr. William Herr
Mrs. Laura Hutt
Mrs. Terri Matlat

Mrs. Siobhan Healy
Mrs. Victoria Maisano
Mrs. Melissa Rollin

Mrs. Michele Tomasello
Mrs. Katherine Vaccaro
Mr. Robert White

CURRICULUM ASSOCIATES

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Dr. Brian Trapani
Mrs. Kelly Anne Gelfer
Ms. Tina Farrell
Mrs. Toni Anne Summers

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World Languages/ENL
Science
Social Studies
Fine & Performing Arts
English/Library Media
Mathematics

DEPARTMENT CHAIRPERSONS/SUPERVISORS

Massapequa High School and Ames Campus

Phone

Mrs. Denise Baldinger
Ms. Danielle Helfand
TBD
Ms. Amanda Lenoci
Mrs. Kelly Anne Gelfer
TBD
Mr. Martin Voigt

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(516) 308-5977
(516) 308-5975
(516) 308-5980

Health
Secondary Special Education (MHS)
Comprehensive Literacy, K-12
Secondary Special Education
Art K-12
CTE & Driver Education
Physical Education and Athletics

Berner Middle School

Phone

Mrs. Denise Baldinger
Mr. Edward Hoffman
TBD

(516) 308-5984
(516) 308-5725
(516) 308-5975

Health
Physical Education
CTE, & Driver Education

NOTES