

The image shows a large, modern brick school building with a curved roofline and a large arched window. In the foreground, there are purple petunias and tall green grasses. A black bench is visible on a paved path in front of the building. The sky is clear and blue.

**Cold Spring Harbor
Junior Senior High School
Program of Study 2017-2018**

Cold Spring Harbor Junior-Senior High School

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(631) 367-6840 - Guidance (631) 367-6900 – High School
(631) 367-6800 – Junior High School
www.csh.k12.ny.us

January, 2017

Welcome to the Program of Study Guide for the 2017-2018 school year. As you can see, we have made significant changes in the appearance of this guide in an effort to make course selection even easier for you and your child. We believe this also fosters a healthy dialog between student, parent and teacher in making the best course decisions for next year.

The 2017-2018 school year marks our sixth year of allowing student self-selection in registering for courses. That means students are allowed to challenge themselves by selecting a higher-level course than may have been recommended by their instructor. **Remember that teacher recommendations are the result of many months of getting to know your child in class. Our instructional staff devotes a substantial amount of time and planning in making these recommendations, and we strongly urge that you place a great deal of confidence in their judgment.** In addition, please consider your child's work habits and outside commitments as you help them decide on their program of study.

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

Q: What is the first step?

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

Q: Which schedule planning tools are available?

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

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

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

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

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

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

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

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

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

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

A: Students will receive appointments for individual meetings with their counselor. Counselors begin by meeting with current eleventh graders and continue to meet with all other students throughout quarters 3 and 4. Please note that there is no scheduling advantage in having an earlier appointment as all course requests are treated equally by our system when the master schedule is built. Please note that the Master Schedule is built with student course request data. Beginning January 17th parents and students can view course requests/recommendations on the portal.

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

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

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

A: Access your child’s 2017-2018 schedule on the portal. The name of each teacher is listed with the current course. All CSH e-mail accounts are formatted as follows:

First letter of teacher’s first name, full last name @csh.k12.ny.us

For example: Jay Matuk would be jmatuk@csh.k12.ny.us

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

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

Ms. Laurie Conlon lconlon@csh.k12.ny.us

Ms. Heather Friedland hfriedland@csh.k12.ny.us

Ms. Mary-Jo Hannity mhannity@csh.k12.ny.us

Ms. Jennifer Pickering jpickering@csh.k12.ny.us

Dr. Kevin Purrone kpurrone@csh.k12.ny.us

Mr. Gregory Sloan gsloan@csh.k12.ny.us

Assistant Principal for Counseling

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

Sincerely,

Jay Matuk

Jay Matuk

Principal

*Photo credits: Karen Spehler
Original design: Kevin Purrone*

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

Statement of Nondiscrimination

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

Add/Drop Deadlines for 2017-2018

Add Deadlines

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

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

Junior High alternate day courses have 20 school days to be changed

Drop Deadlines

20 October: Fall-semester electives

Last school week of 2017: Full-year-course drops or course-level changes (e.g., honors or advanced placement to regents, regents to non-regents or extended):

16 March: Spring-semester electives

Note: Requests for dropping a course or changing a course level after the following deadlines require administrative approval. If approval is granted a grade of "Withdrawal Pass" or "Withdrawal Fail" will appear on the final transcript depending on the student's grade status on the date of the drop or level change. Signatures from a parent, teacher and chairperson are required for changes after the deadline.

* Junior High students are required to have eight periods of academic courses and a lunch.

How Scheduling Works

Late January

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

Late January through March 15th

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

March 16th through May 23rd

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

May 24th through June 15th

Counselors meet with students by appointment to discuss possible conflicts, which might occur when two or more of the courses requested by a student meet **at the same time**. Counselors are very active in this aspect of scheduling as they seek to create the most desirable program for each student, but in some cases students must decide between courses or course levels. Counselors help families make prudent decisions when major course conflicts occur. In order to preserve fairness and equity for all students, no changes can be made between June 21st and the beginning of the school year.

On or about June 16th

Grades 8-12 parents are notified by all-call that 2017-2018 schedules are ready for viewing on the portal. 7th graders obtain their schedules at orientation at the end of August.

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

On or about August 21st

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

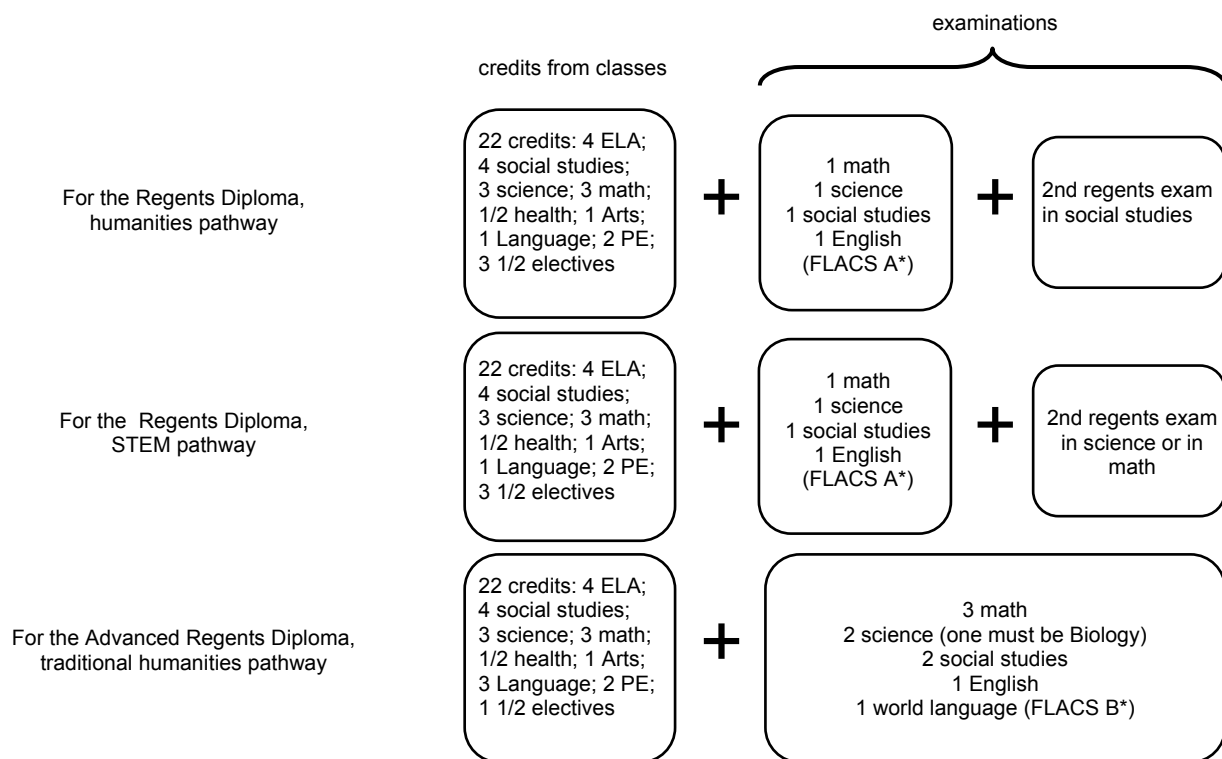
September

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

[Notes]

Diploma Requirements

At Cold Spring Harbor Junior Senior High School, each student must enroll in a minimum of five credits, plus physical education, each semester.



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

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

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

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

Art

Junior High School

701: Art 7

1 year, Alternate Days

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

703: Art 8

1 year, Alternate Days

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

Senior High School

711: Studio in Art

1 year, 1 credit

Grades 9-12

Studio Art is the foundation in the application, practice and manipulation of dry and wet media for all methods of art. This class involves art, art criticism, aesthetics and production. Students begin with an introduction to the Elements and Principles of Art and then apply this knowledge into drawing, painting, printmaking, graphic design and sculpture. Studio in Art fulfills the full year, one-credit Fine Arts graduation requirement mandated by New York State. It is also the prerequisite for more advanced Visual Arts classes.

711A and 711B: Studio in Art

1 year, Alternate Days, 1/2 credit

Grades 9-12

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

Students must take both 711A and 711B over a two-year period to meet the one-credit Fine Arts graduation requirement mandated by New York State. This combination is also the prerequisite for more advanced Visual Arts classes.

745: Media Arts

1 year, 1 credit

Grades 9-12

Media Arts addresses the cutting-edge fields of filmmaking, photography, digital photography and computer graphic arts. Students, through studio projects, investigate the intersection of visual arts, graphics, symbols, and the moving image. An exploration of new techniques and pro-

cesses is discussed. Students receive a basic introduction to Adobe Illustrator, Adobe Photoshop, as well as Lightroom, iMovie and Final Cut Express. Media Arts fulfills the one-credit Fine Arts graduation requirement mandated by New York State. It may also serve as the prerequisite for more advanced Visual Arts classes.

721: Drawing and Painting

Grades 10-12

1 Year, 1 Credit

Prerequisite: Studio in Art or Media Arts

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

729: Advanced Drawing and Painting

Grades 11-12

1 Year, 1 Credit

Prerequisite: Drawing and Painting

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

737: Fashion Design

Grades 9-12

1 Year, 1 Credit

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

740: Advanced Fashion Design

Grades 10-12

1 Year, 1 Credit

Prerequisite: Fashion Design

Advanced Fashion Design allows student designers to build upon their knowledge and experiences of the introductory Fashion Design course. With the advantage of experience, students are expected to solve design problems at a higher level. The garments produced serve as examples of a high level work ethic and achievement to introductory students. The spring Fashion Show highlights students' works throughout the school year. Attendance at the show is required:

the Fashion Show counts as the final exam for the course. The final course grade is based on five equally-weighted components: four marking period grades and the final exam.

746: Senior Fashion Collection

1 Year, 1 Credit

Grade 12

Prerequisite: Studio in Art or Media Arts

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

723: Television Production and Broadcasting

Grades 9-12: 723

½ Year, ½ Credit

Grades 9-12: 724

1 Year, 1 Credit

Grade 8: 725

1 Year, Alternate Days, ½ Credit

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

714: Animation

½ Year, ½ Credit

Grades 10-12

Prerequisite: Studio in Art or Media Arts

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

741: Digital Imaging I

½ Year, ½ Credit

Grades 9-12

Digital Imaging I provides students with an introduction to the basic concepts of digital imaging as applied to photography. With hands-on experience using applicable technology, students learn about modern developments that have led to the current applications of digital imaging, which combine traditional photographic ideas with electronic media. Students learn how to oper-

ate image manipulation software using scanning equipment, software tools and output devices by executing new assignments and applying these technologies to the photographic process.

742 Digital Imaging II

½ Year, ½ Credit

Grades 9-12

Prerequisite: Digital Imaging I

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

708: Film I

½ Year, ½ Credit

709: Film II (prerequisite, Film I)

½ Year, ½ Credit

Grades 10-12

Prerequisite: Studio in Art or Media Arts

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

712: Graphic Design I

½ Year, ½ Credit

713: Graphic Design II

½ Year, ½ Credit

Grades 10-12

Prerequisite: Media Arts or Digital Imaging I

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

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

Art Senior Project addresses 2-Dimensional design concepts. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. Students demonstrate mastery of 2-D design through any two-dimensional medium or process, including but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking.

Students who are interested in pursuing AP Studio Art submit a portfolio for review in May of their Junior year. The Art faculty gives summer assignments. AP Designation, course number and title are determined in September upon review of the summer assignments. If a student is approved to take the AP course, the relevant course name appears on their transcript. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement examination in that subject.

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

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

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

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

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

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

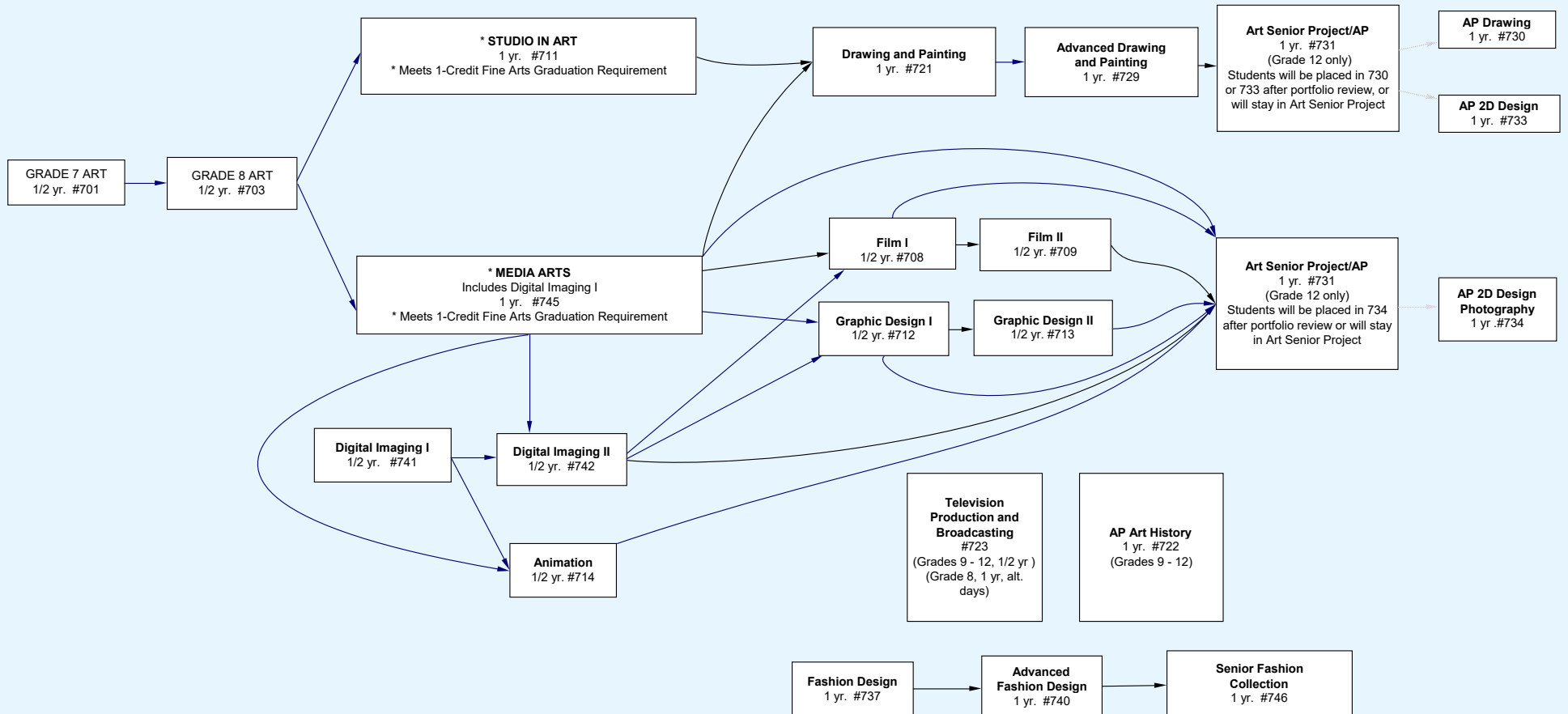
722: Advanced Placement Art History

1 Year, 1 Credit

Grades 10-12

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

Art Curriculum



[Notes]

Business

852: Virtual Enterprise Grades 10-12

1 Year, 1 Credit

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

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

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

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

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

For more information on this program go here:

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

[Notes]

English

Junior High School

101: English 7

1 Year

English 7 explores a range of texts including novels, digital texts, short stories, poems, and articles. Coursework emphasizes *informational skills*: reading to determine central ideas and claims conveyed in the text, identifying the authors' viewpoints, and examining the text's language and craft. Coursework also emphasizes *literature skills*: analysis of literary concepts, reading for themes, differentiating characters, identifying figurative language, and recognizing literary elements.

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

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

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

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

Grade 7 Writing Workshop is a required course reflecting New York State Common Core State Standards (CCSS) for English Language Arts, with particular attention to writing. The course content continues the "spiral curriculum" which began in elementary school, supporting continuous improvement in writing and moving toward writing proficiency.

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

Writing Workshop continues explicit instruction, exposing students to various types of writing and presenting opportunities for them to practice and extend skills. The writing process approach emphasizes the importance of students rehearsing, drafting, revising, and editing their writing, and the centrality of instructional feedback to students about their growth as writers. The CCSS for seventh grade requires the use of technology, including the Internet, to produce and publish writing, as well as to cite and link to sources. The course is designed to ensure that stu-

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

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

136: Kaleidoscope

½ Year, Alternate Days

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

106: English 8

1 Year

English 8 continues to expose students to a range of literature such as full-length plays, poems, short stories, and novels. Coursework continues to emphasize *informational skills* and *literature skills*. Throughout the year, students continue to build skills of close reading, determining central ideas and claims conveyed in the text, identifying the authors' viewpoints, and examining how the text's language and craft reveal different perspectives.

Students continue to strengthen their capacity to analyze literary concepts. For eighth graders the skills progression for language, speaking, and listening includes continued instruction in the conventions of Standard English grammar when writing and speaking. Vocabulary instruction continues with an emphasis on building transferrable vocabulary needed to successfully read grade level texts.

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

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

1 Year, Alternate Days

Grade 8 Writing Workshop is a required course that reflects New York State Common Core State Standards (CCSS) for English Language Arts and the increased attention to the teaching of writing. The course content continues the "spiral curriculum" in writing from seventh grade, supporting a system of continuous improvement in writing and moving toward students' proficiency as writers.

The CCSS call for students to become progressively capable of writing argument, informational, and narrative texts, requiring students to "produce clear and coherent writing in which the devel-

opment and organization are appropriate to task, purpose, and audience.” The increased expectations for constructing a narrative argument require students to acknowledge alternative or opposing claims and organize evidence and explanations logically. Additionally, students should demonstrate the capacity to cite relevant evidence, using accurate, credible sources that demonstrate a clear understanding of the topic or text. Students are expected to edit for conventions, demonstrating a command of language standards appropriate to eighth grade.

The writing workshop continues explicit instruction, exposing students to various types of writing and presenting opportunities for them to practice and extend skills. The writing process approach emphasizes the importance of students rehearsing, drafting, revising, and editing their writing, and the centrality of instructional feedback to students about their growth as writers. The course is designed to ensure that students progress along the projected trajectories of skill development, in order to meet the high expectations of the CCSS.

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

Senior High School

112: English 9 Regents

1 year, 1 Credit

English 9 Regents covers a wide range of quality texts that expose students to literature from various cultures. Through the study of a variety of text types and media, students build knowledge; analyze ideas; delineate arguments; and develop skills in writing, collaboration, and communication. Lessons are linked to the Common Core Learning Standards, and provide a rigorous and pedagogically sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction.

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

117: English 10 Regents

1 Year, 1 Credit

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

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

Best chance for success: Recommendation of English faculty based on reading comprehension and writing ability, an A- average in English 9, and a Lexile level of 1400 or higher.

English 10 Honors is a pre-AP level course designed for the student who demonstrates superior academic ability and a willingness to pursue intensive English study. This course is literature and writing intensive and moves at a rapid pace; students should expect nightly homework. In this course students analyze an array of fictional genres geared toward the completion of prompt-based compositions, either in class or as required on standardized tests such as the English Regents (11th Grade ELA), SAT, ACT, and AP Language or Literature Exam. This course also introduces students to rhetorical strategies and analysis techniques for non-fiction texts, concepts and skills that are essential for AP Language and Composition.

Additionally, the course stresses strengthening of grammar and usage concepts, analytical writing skills, and research and citation skills.

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

English 11 Regents continues to teach skills for analyzing complex literary and informational texts. Through the study of a variety of text types and media, students build knowledge; analyze ideas; delineate arguments; and develop skills in writing, collaboration, and communication. The lessons are linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically sound approach to making the standards come alive through thoughtful planning, adaption, and instruction. The year's work culminates in students taking the New York State Examination in English Language Arts (Common Core).

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

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

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

125F: Introduction To College English I**½ Year, ½ Credit****125S: Introduction To College English II****½ Year, ½ Credit****Grade 12**

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

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

Each semester includes an emphasis on writing that reflects the students’ ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. *Introduction to College English I* emphasizes college level research papers of significant length in accordance with the guidelines of standard format styles, such as the Modern Language Association (MLA). *Introduction to College English II* explores an array of readings including creative nonfiction, social commentary, and contemporary literature.

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

128: Advanced Placement Literature & Composition 1 Year, 1 Credit**Grade 12**

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

AP Literature & Composition, diverse in scope and genre, rigorously explores classical and contemporary works of significant literary merit. Among the readings are texts written by Atwood, Brooks, Dostoyevsky, Plath, Shakespeare, Walker, and Yeats. Similar to college writing seminars, this is a demanding course with frequent assignments, requiring students to read closely and extensively. Students are expected to integrate, analyze, and compare themes and literary techniques within and across texts. The culminating assignment is a thesis-driven literary research paper, which requires in-class and out of class investigation. This course draws on multiple literary sources, including digital texts. Preparation for daily class discussion is essential, and students are expected to be full and active participants. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

Senior High School Electives**161: Film****½ Year, ½ Credit****Grades 9-12**

Film lets students escape to the movies every day during school. The purpose of this elective is for students to develop a more meaningful perspective of both contemporary and classic mov-

ies. By watching movies we examine the role that they have played in society from the earliest examples of silent film to the current Hollywood blockbusters and all genres in between. Finally, we learn how to critique film, so that we can become active rather than passive members of an audience, which leads us to becoming more highly adept and interested film enthusiasts

162: Publication Journalism

½ Year, ½ Credit

196: Publication Journalism

Full Year, 1 Credit

Grades 9-12

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

163: Creative Writing I

½ Year, ½ Credit

Grades 9-12

Creative Writing I inspires students to get in touch with their artistic side, to write and express themselves. In this workshop course, students have an opportunity to find their creative voice while exploring various genres of creative writing, including poetry, the personal narrative, and the short story.

Highlights include:

- Very Bad Writing Contest (Who can write the worst, most cliché, most boring, or most scattered piece? Students can get all that bad writing out of their system.)
- Invite and Write Party (a day—or two—when each student invites a guest into the class.)
- Students each write a piece for each other and share it with the group).
- Finger Painting (Reminisce and write.)
- Poetry and Music Activity (Students listen to music and write their own lyrics.)
- Having an opportunity to enter creative writing contests and be published in *Grok*, the high school literary and art magazine
- Sharing with and learning from classmates
- Students write with more clarity, learn to choose words carefully, and learn from the best by reading works of various published authors.

164: Creative Writing II

½ Year, ½ Credit

Grades 10-12

Prerequisite: Creative Writing I

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

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

News Literacy I explores critical thinking and reading skills which are essential in our modern era of rapid fire news, retraction, and innumerable sources. "The world is flat." Would students believe this if a reporter on TV said it? What about if they read it in a newspaper or heard it on the radio? Every minute of every day, multiple sources are feeding our knowledge base, and it is imperative that we know how to dissect the information we read, hear, and see. This course examines the differences between news and propaganda, news and opinion, and bias and fairness with attention to ascertaining reliable information in the digital age. Highlights include guest speakers, the use of a wide array of media, and a possible field trip.

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

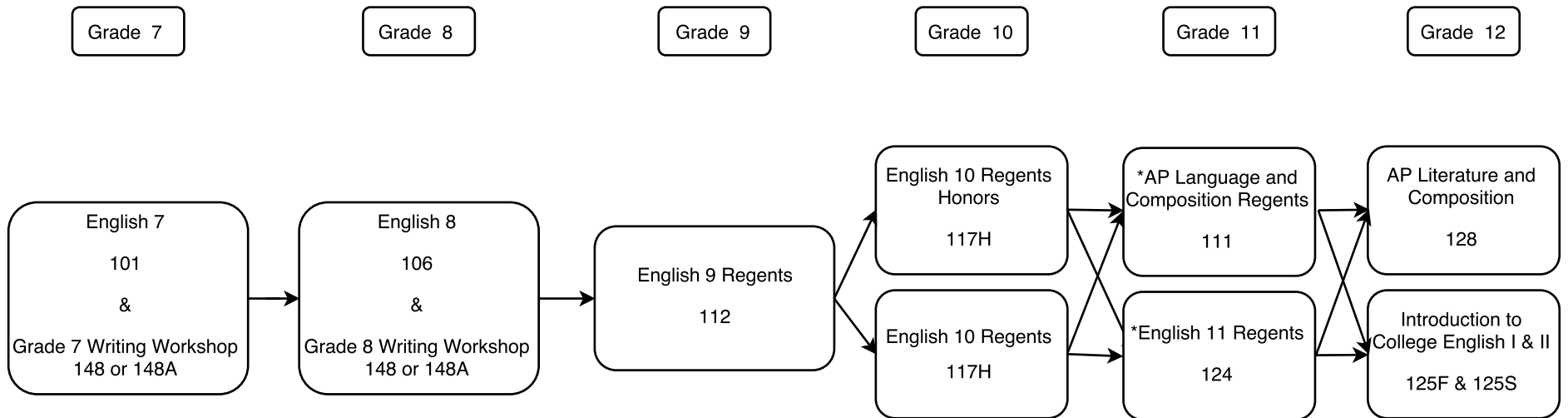
News Literacy II is inspired by the quote, "All the News That's Fit to Print." Today that *New York Times* mantra must be expanded to include news that is fit to post, tweet, or disseminate via video or audio feed. News Literacy II is for students looking to foster their interest in the news and expand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

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

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

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

English Curriculum



*Regents exam in June

Family And Consumer Sciences

Junior High School

801: Home and Careers 7

½ Year, Alternate Days

Grade 7

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

803: Home and Careers 8

1 Year, Alternate Days

Grade 8

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

Senior High School

817: Nutritional Science and Dietetics

½ Year, ½ Credit

Grades 9-12

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

814: Culinary Arts I

½ Year, ½ Credit

Grades 9-12

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

815: Culinary Arts II

½ Year, ½ Credit

Grades 9-12

Prerequisite: Culinary Arts I

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

Health Education

Junior High School

921: Health 7

1 year, Alternate Days

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

Senior High School

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

½ Year, ½ Credit

Recommended for students in grade 10

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

926: The World of Health

½ Year, ½ Credit

Grades 10-12

Prerequisite: Completion of High School Health 924

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

[Notes]

Mathematics

Junior High School

302 or 302TAE: Math 7 or Math 7 Extended

1 Year

(placement based on assessment data and teacher recommendation)

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

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

307 or 307TAE: Math 8 or Math 8 Extended

1 Year

(placement based on assessment data and teacher recommendation)

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

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

370A: Algebra I Regents Accelerated

1 Year, 1 Credit

Prerequisite: Successful completion of Math 7

Best chance for success: Teacher recommendation

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

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

Senior High School

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

1 Year, 1 Credit

Prerequisite: Math 8, assessment data

Best chance for success: Teacher recommendation

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

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

371H: Geometry Regents Honors

1 Year, 1 Credit

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

Best chance for success: Teacher recommendation.

Geometry Regents Honors is for ninth grade math students who have mastered the Common Core Algebra curriculum in eighth grade. Geometry is the second course in the state's high school math sequence. Students experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, and make geometric constructions. They learn similarity transformations, prove theorems involving similarity, define trigonometric ratios, solve problems involving right triangles, and apply trigonometry to general triangles. Students apply theorems about circles, find arc lengths and areas of sectors of circles, translate between the geometric description and the equation for a conic section, and use coordinates to prove simple geometric theorems algebraically. Explaining volume formulas and using them to solve problems, visualizing relationships between two and three dimensional objects, and applying geometric concepts in modeling situations are required. As an honors course, topics in Geometry Regents Common Core are enriched with supplemental materials. There is more difficulty and variety of mathematical problems as well as greater depth and breadth of all content areas. Students take the New York State Regents exam in Common Core Geometry in June.

371 or 371TAE: Geometry Regents or Geometry Regents Extended

1 Year, 1 Credit

Prerequisites: Algebra I Regents

Geometry Regents is for tenth grade math students who have completed the Common Core Algebra I curriculum in ninth grade. Geometry is the second course in the state's high school math sequence. Students experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, and make geometric constructions. They explore and understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles. Students understand and apply theorems about circles, arc lengths and areas of sectors of circles, translate between the geometric description and the equation for a conic section, and use coordinates to prove simple geometric theorems algebraically. Explaining volume formulas and using them to solve problems, visualizing relationships between two and three dimensional objects, and applying geometric concepts in modeling situations are required. Students take the New York State Regents exam in Common Core Geometry in June.

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

372H: Algebra II Regents Honors

1 Year, 1 Credit

Prerequisites: Algebra I Regents Accelerated, Geometry Honors or Accelerated **Best chance for success: Teacher recommendation**

Algebra II Regents Honors is the third in the three-year sequence that addresses the common core standards in Mathematics and is intended for math students in grade 10 who have successfully completed Geometry Regents Honors. As an honors course, additional content supplements and enriches topics taught in Algebra II Regents. There is a greater variety of mathematical problems as well as a greater depth in all content areas compared to the non-honors course. Students take the New York State Algebra II Common Core Regents Exam in June, which is one of the criteria for an advanced regents diploma.

372 or 372E: Algebra II Regents or Algebra II Regents Extended

1 Year, 1 Credit

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

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

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

344: Advanced Algebra with Financial Applications

1 Year, 1 Credit

Advanced Algebra with Financial Applications is a college-preparatory course that uses sophisticated mathematics to give students the tools to become financially responsible young adults. The course employs algebra, precalculus, probability and statistics, calculus and geometry to

solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

347H: Precalculus Honors

1 Year, 1 Credit

Prerequisites: Algebra II Regents Honors

Best chance for success: Teacher recommendation

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

362: Precalculus

1 Year, 1 Credit

Prerequisites: Algebra I, Geometry, Algebra II

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

363H: Precalculus/Calculus Honors

1 Year, 1 Credit

Prerequisite: Algebra II

Best chance for success: Teacher recommendation

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

341: Advanced Placement Calculus AB with Lab

1 Year, 1 Credit

Prerequisite: Algebra I, Geometry, Algebra II

Best chance for success: Teacher recommendation

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

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

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

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

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

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

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

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

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

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

330B: Computer Science I (Fall)

½ Year, ½ Credit

Grades 9-12

Best chance for success for grade 9 students: recommendation from the course teacher; completion of Algebra I Regents Accelerated in eighth grade

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

331B: Computer Science II (Spring)

½ Year, ½ Credit

Grades 9-12

Prerequisite: Computer Science I or permission from the course teacher

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

335: Advanced Placement Computer Science A

1 Year, 1 Credit

Prerequisite: Computer Science I and Computer Science II

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

336: Advanced Placement Computer Science Principles

1 Year, 1 Credit

Grades 10-12

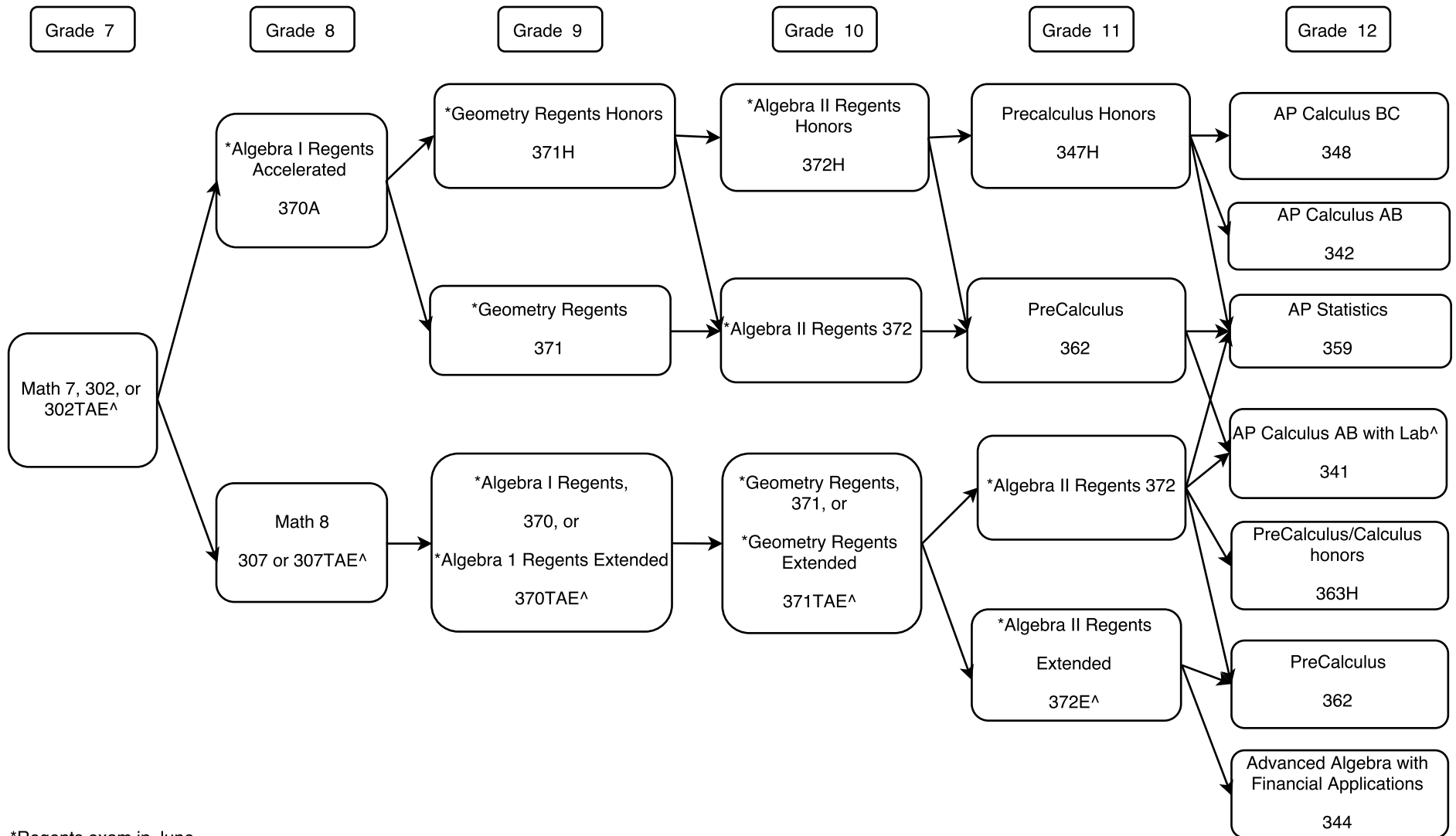
Prerequisite: Computer Science I and Computer Science II

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

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

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

Math Curriculum

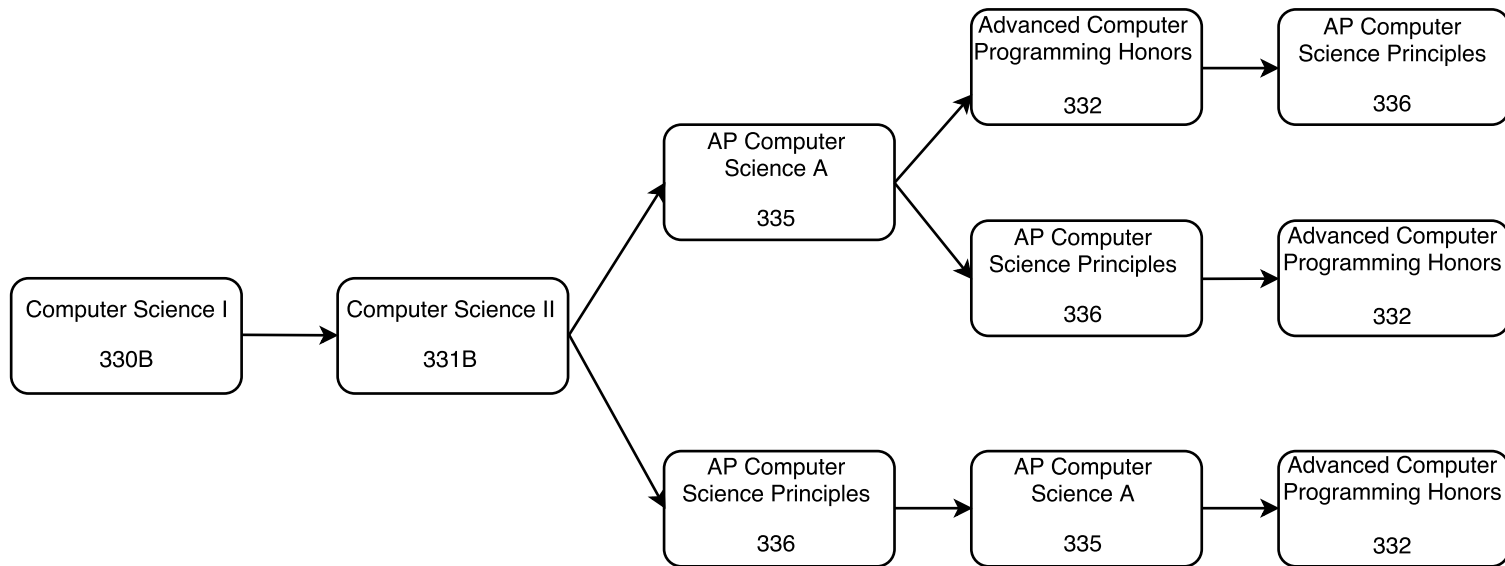


*Regents exam in June

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

Electives: Computer Science 1 (330B) and 2 (331b); AP Computer Science A (335); AP Computer Science Principles (336); Advanced Computer Programming Honors; AP Statistics (359); Statistics (340).

Computer Science Curriculum



(Notes)

Music

Junior High School

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

We encourage students to continue the course of study they followed at the sixth grade level (wind ensemble, orchestra, chorus or classroom music). Students may enroll in two performing ensembles (band and chorus or orchestra and chorus).

Elementary school music teachers make recommendations about appropriate music classes for rising seventh grade students.

755: Classroom Music 7

1 Year, Alternate Days

759: Classroom Music 8

1 Year, Alternate Days

Best chance of success: Recommendation from previous music teachers

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

751: Chorus 7

1 Year, Alternate Days

752: Chorus 8

1 Year, Alternate Days

Best chance of success: Recommendation from previous music teachers

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

798: Chorus 7**1 Year, 1 Day per 6 Day Cycle****797: Chorus 8****1 Year, 1 Day per 6 Day Cycle****Best chance of success: Recommendation from previous music teachers**

Chorus 7 and Chorus 8, 1 Day period 6 Day Cycle, is recommended for advanced students who sing in the choir and also perform in wind ensemble or orchestra. Please see entry under Chorus 7 (751) and Chorus 8 (752) for details.

756: Wind Ensemble 7**1 Year, Alternate Days****756A: Wind Ensemble 8****1 Year, Alternate Days****Best chance of success: Recommendation from previous ensemble conductors**

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

785: Wind Ensemble 7**1 Year, 2 Days per 6 Day Cycle****790: Wind Ensemble 8****1 Year, 2 Days per 6 Day Cycle****Best chance of success: Recommendation from previous ensemble conductors**

Wind Ensemble 7 and Wind Ensemble 8, 2 Days per 6 Day Cycle, is recommended for advanced students who perform in Wind Ensemble and are also interested in performing in the Chorus. Please see entry under Wind Ensemble 7 (756) and Wind Ensemble 8 (756A) for details.

754: Orchestra 7**1 Year, Alternate Days****757: Orchestra 8****1 Year, Alternate Days****Best chance of success: Recommendation from previous ensemble conductors**

Orchestra 7 and Orchestra 8 teaches students basic orchestral performance skills: sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. The conductor emphasizes all aspects of well-developed ensemble playing as students prepare music from a varied repertoire for two concerts. Students enrolled in this class are expected to make a percentage of pull-out small group lessons each quarter as set by their teacher. **Grades are determined by active participation in class and in large group rehearsals, attendance at lessons and attendance at required evening performances in January and May.** We encourage private study to promote individual progress. Additional performance opportunities that exist for selected students. These include: All-County Orchestra, Long Island String Festival Association (LISFA) and the preparation of a solo for the New York State School Music

Association (NYSSMA) Festival. Privately sponsored Youth Orchestras and summer opportunities abound for interested students who qualify.

758: Orchestra 7

1 Year, 2 Days per 6 Day Cycle

760: Orchestra 8

1 Year, 2 Days per 6 Day Cycle

Best chance of success: Recommendation from previous ensemble conductors

Orchestra 7 and Orchestra 8, 2 Days period 6 Day Cycle, is recommended for advanced students who perform in the Orchestra and are also interested in performing in the Chorus. Please see entry under Orchestra 7 (754) and Orchestra 8 (760) for details.

Senior High School

Wind ensemble, orchestra and choir are one-credit courses. Students may alternate between chorus (1/2 credit) and either wind ensemble or orchestra (1/2 credit). In order to maintain and improve the quality of our ensembles as well as the quality of students' musical experience, music students should make a commitment take a full credit of music ensemble every year.

Core performing ensembles are Wind Ensemble, Orchestra or Chorus. In order to be eligible for the prestigious Tri-M Music Honor Society, students must be enrolled in a one credit core-performing ensemble for four full years. Students are not eligible for Tri-M if they are only enrolled in a core-performing ensemble every-other day. For additional requirements, please visit the teacher website of the Tri-M Advisor.

Important Note: One-credit wind ensemble, orchestra, choir, music studio lab, theater workshop, AP Music Theory and Music Theory fulfill New York State's one-credit graduation requirement in the arts.

761: Senior High Choir 9-12

1 Year, 1 Credit

792: Senior High Choir 9-12 (Alternate Days)

1 Year, ½ Credit

Prerequisite: Enrollment in Choir the previous year, or audition

Senior High Choir explores the great choral classics and also branches off into the music of more contemporary and eclectic styles. The conductor expects students to develop their voices and contribute individually to the group. Students focus on all aspects of healthy, accurate and confident singing such as proper breathing, posture, diction, vowel formation, tone production, and range flexibility. We emphasize the skills necessary for a successful ensemble experience: sight-singing, interpretation, expression and the blending of voices within the context of four dif-

ferent parts. **Attendance is required at winter and spring concerts in December and May.** Students have opportunities to sing at graduation and at other engagements that arise throughout the year. Community service credit is awarded for participation at additional events. We strongly encourage the preparation of a solo for the New York State School Music Association (NYSSMA) Festival in order to differentiate instruction, practice audition technique and qualify for outside organizations such as All-National, All-Eastern, NYSSMA All-State and NMEA All-County Chorus. Students registered for chorus are welcome to audition for the CSHHS Chamber Singers. Students can take this course multiple times.

764: Orchestra 9-12

1 Year, 1 Credit

7645: Orchestra 9-12 (Alternate Days)

1 Year, ½ Credit

Prerequisite: Enrollment in Orchestra the previous year, or audition

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

765: Chamber Orchestra 9-12

1 Year, 1 Credit

765A: Chamber Orchestra 9-12 (Alternate Days)

1 Year, ½ Credit

Prerequisite: Audition or teacher recommendation

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

778: Wind Ensemble 9-12

1 Year, 1 Credit

7771: Wind Ensemble 9-12 (Alternate Days)

1 Year, ½ Credit

Prerequisite: Enrollment in Wind Ensemble the previous year, or audition

Wind Ensemble 9-12 explores more challenging band literature in daily rehearsals. Students

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

767-770: Music Studio Lab I, II, III, IV

1 Year, 1 Credit

Grades 9-12

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

780: Theatre Workshop 9-12

1 Year, 1 Credit

Grades 9-12

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

779: Music Theory

1 Year, 1 Credit

774: Advanced Placement Music Theory

1 Year, 1 Credit

Grades 9-12

Best chance of success: Recommendation of core music ensemble teacher.

Music Theory is the study of music's language. The curriculum focuses on the study of harmony, voice leading, ear training and counterpoint. The study of great composers includes analysis and listening skills to support course concepts and overall music awareness. Music Theory students have the option of upgrading their status to AP Music Theory (774) before the end of the second marking period. Music theory prepares students for a college level music theory course. Students enrolled in any advanced placement course are expected to take the Advanced Placement exam in that subject.

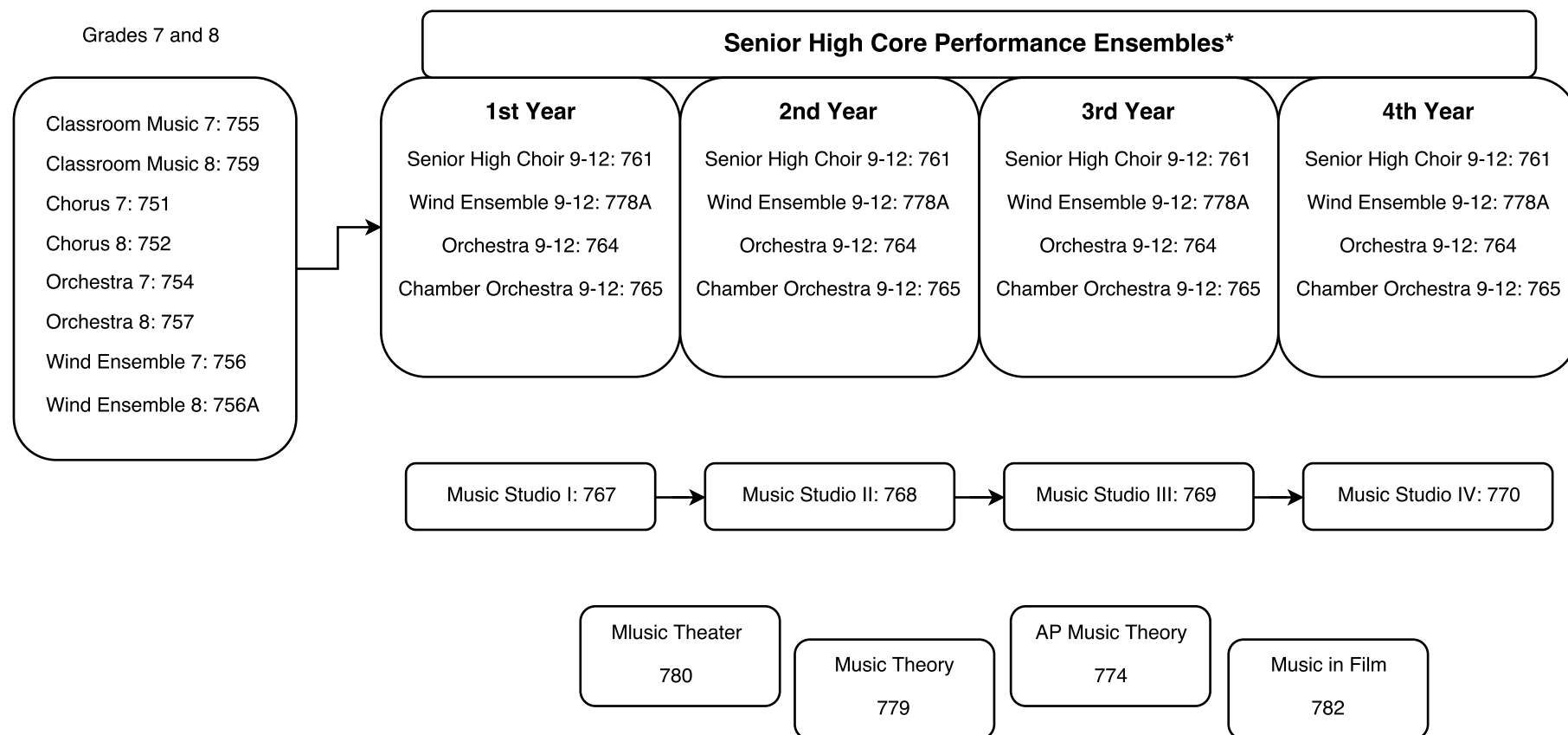
782: Music in Film

½ Year, ½ Credit

Grades 9-12

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

Music Curriculum



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

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

Enrollment in a core performance ensemble is required to audition and participate in extra-curricular music groups such as CSHHS Vocal Jazz , Junior/Senior High Jazz Band and the Senior High Musical Orchestra.

NOTE: The following classes are the only music classes that fulfill New York State's graduation requirement in the Arts: 1) one credit of a high school performance ensemble, 2) AP Music Theory, 3) Musical Theater or, 4) Music Studio.

(Notes)

Online Courses

Business

860-OLC: Personal Finance

½ Year, ½ Credit

Grades 11-12

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

864-OLC: XTREME INTERN

½ Year, ½ Credit

Grades 10-12

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

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

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

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

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

[Notes]

Physical Education

Junior High School

903: Physical Education 7

1 Year, Alternate Days

907: Physical Education 8

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

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

Senior High School

Note:

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

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

911: Physical Education 9-10

1 Year, ½ Credit, Alternate Days

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

912: Physical Education 11-12

1 Year, ½ Credit, Alternate Days

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

Senior High School Electives

915: Sports Medicine

1 Year, ½ Credit, Alternate Days

Grades 11-12

Meets requirements for full-year Physical Education

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

918: Project Adventure

1 Year, ½ Credit, Alternate Days

Grades 9-12

Meets requirement for full-year Physical Education

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

919: Fit for Life

1 Year, ½ Credit, Alternate Days

Grades 9-10

Meets requirements for full-year Physical Education

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

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

Meets requirement for full-year Physical Education

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

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

Meets requirement for full-year Physical Education

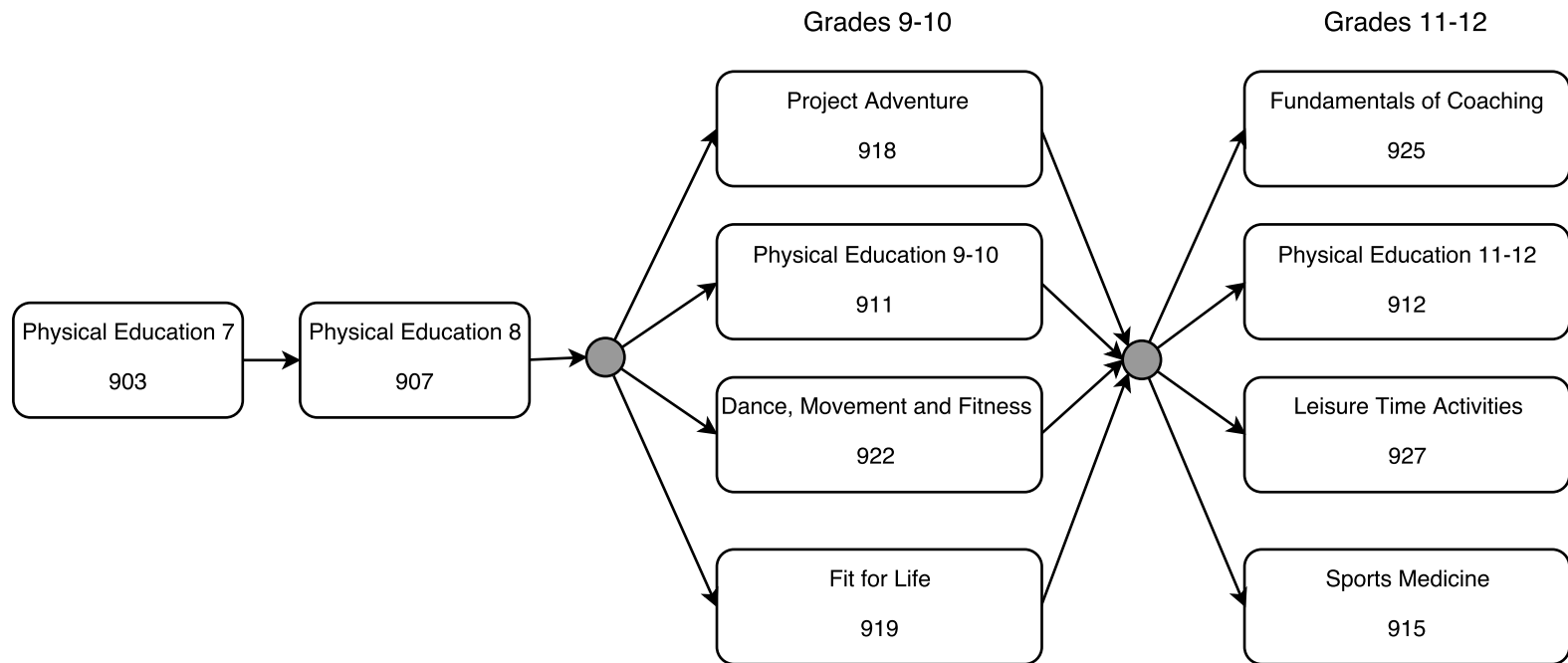
Fundamentals of Coaching develops a student's knowledge and understanding of coaching principles and techniques along with the overall group dynamics of sport. Students develop the ability to plan and implement coaching methods that are based on physical conditioning, sport skill development, strategy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

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

Meets requirement for full-year Physical Education

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

Physical Education Curriculum



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

Science

Junior High School

401: Life Science 7

1 Year

Life Science 7 teaches students to engage in interdisciplinary units where they explore physical science concepts and how they relate to biology. Topics also include the cellular nature of life, the human body systems and ecology.

430A: Biology Regents Accelerated

1 Year, 1 Credit

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

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

Senior High School

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

412: Earth Science Regents

1 Year, 1 Credit

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

412H: Earth Science Regents Honors

1 Year, 1 Credit

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

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

441: Chemistry Regents**1 Year, 1 Credit****Grades 10-12****Prerequisite: Passing grade on the Algebra Regents examination**

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

441H: Chemistry Regents Honors**1 Year, 1 Credit****Grades 9-12**

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

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

Chemistry Regents Honors supplements and enriches the topics taught in Chemistry Regents. There is an increase in the difficulty and variety of mathematical problems, an increase in the depth of study in areas of atomic structure, gas laws, bonding, chemical equilibrium, acid-base theory, and oxidation-reduction concepts. In addition, quarterly projects may be required for at least two of the four marking periods. Students are required to take the Chemistry Regents examination in June.

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

Chemistry is offered as an alternative to Regents Chemistry. It may be used to satisfy the third unit of science required for a Regents diploma. The topics covered are similar to those of Regents Chemistry, but are treated in a less theoretical manner. Lab activities and lab reports are part of the curriculum.

452: Physics Regents**1 Year, 1 Credit****Prerequisite: Algebra II Regents either completed or taken concurrently**

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

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

451: Physics**1 Year, 1 Credit****Best chance for success: Completion of Biology, Earth Science, and Chemistry**

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

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

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

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

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

498H: Molecular and Genomic Biology Honors**1 Year, 1 Credit****Grades 11 or 12****This course is in partnership with Cold Spring Harbor Laboratory; Students are transported to Cold Spring Harbor Lab daily for periods 8 and 9.****Best chance for success: A minimum grade of “B” in all previous Regents-level science courses**

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

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

AP Chemistry is for students who have demonstrated a high degree of competence in a first-year chemistry course. This is the equivalent of a college freshman chemistry course usually

taken by science majors during their first year. Students are encouraged to preview the syllabus for this course and speak with the AP Chemistry teacher. In addition, students are required to review and complete an assignment covering the first four chapters of the AP textbook during the summer. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

469: Advanced Placement Physics 1: Mechanics **1 Year, 1 Credit**

Prerequisites: concurrent enrollment in, or completion of Algebra II Regents

Best chance for success: Successful completion of Chemistry Regents Honors

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

470: Advanced Placement Physics 2: Electricity & Magnetism

1 Year, 1 Credit

Prerequisites: Successful completion of Advanced Placement Physics 1: Mechanics or Physics Regents

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

466: Advanced Placement Physics C

1 Year, 1 Credit

Grade 12

Prerequisite: AP Physics 1, current enrollment in, or completion of AP Calculus AB or BC

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

Senior High School Electives

479: Science in the 21st Century

½ Year, ½ Credit

Grades 10-12

Prerequisite: Biology

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

476: Marine Science I

½ Year, ½ Credit

Grades 10-12

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

477: Marine Science II

½ Year, ½ Credit

Grades 10-12

Prerequisite: Marine Science I

Best chance for success: A minimum grade of “B” in Marine Science or teacher recommendation

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

435: Forensic Science I

½ Year, ½ Credit

Grades 10-12

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

488: Anatomy and Physiology

½ Year, ½ Credit

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

*****New Course*****

453H Advanced Science Research Honors I
Grade 9

1 Year, 1 Credit

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

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

448H: Research Honors I
Grades 9-12

½ Year, ¼ Credit
Alternate Days

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

449H: Research Honors II
Grades 9-12

½ Year, ¼ Credit
Alternate Days

Prerequisite: Introduction to Research Honors I

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

450H: Independent Research Honors

1 Year, 1 Credit

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

Prerequisite: Introduction to Research Honors II

Meeting times to be arranged with teacher

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

481H: Summer Research Honors
Grades 9-12

July 11 through August 18

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

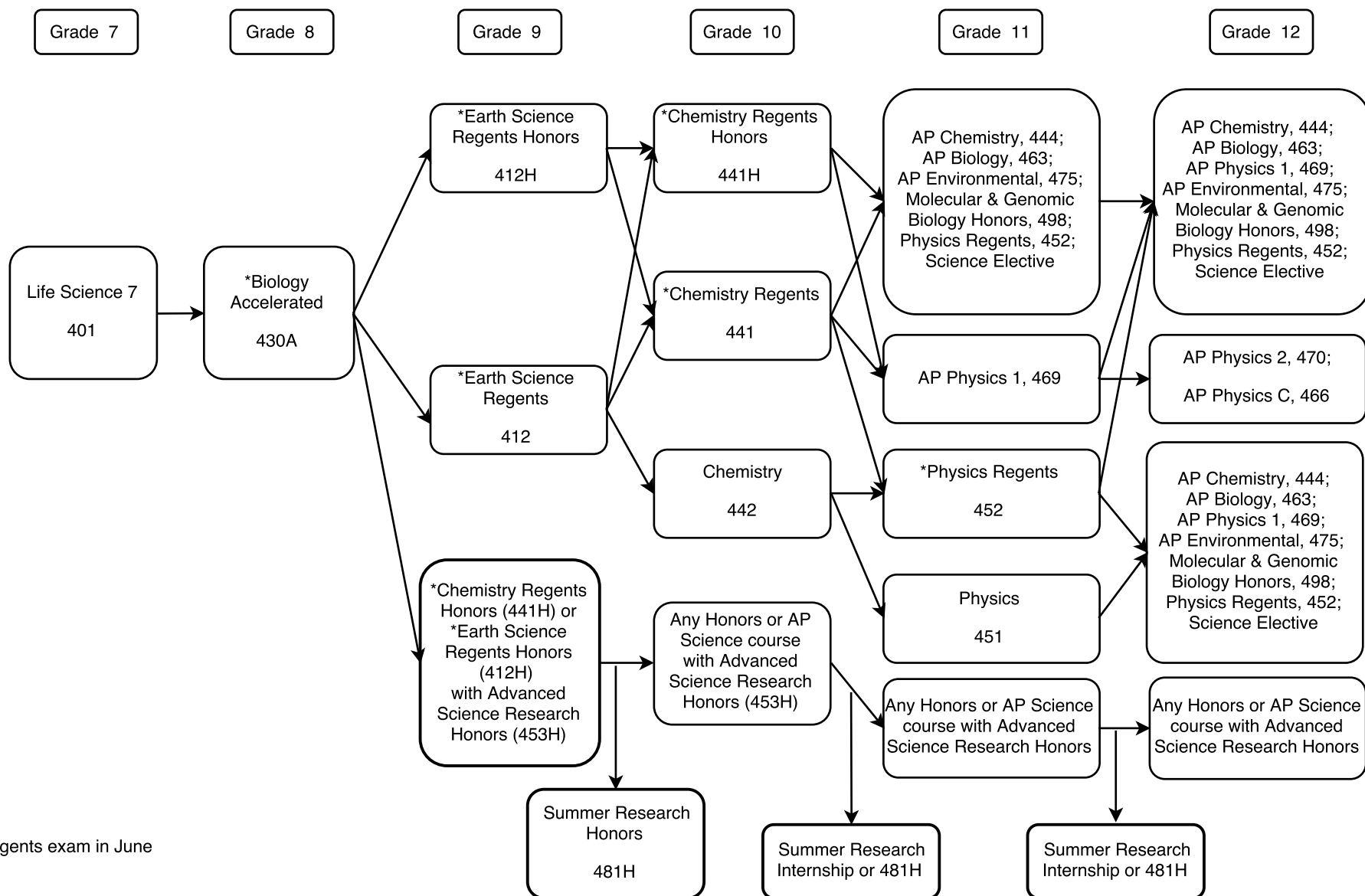
Summer Research is designed for two groups:

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

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

Science Curriculum

Note: Certain courses have math prerequisites. Please see Program of Studies for details.



*Regents exam in June

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

Electives: Marine Science I & II (476 & 477); Forensic Science (435); Anatomy and Physiology (488); Science in the 21st Century (479); Research Honors I & II (448H & 449H);

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

Social Studies

Junior High School

202: Social Studies 7

1 Year

United States and New York State History

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

207: Social Studies 8

1 Year

United States and New York State History

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

Senior High School

212: Global History & Geography I Regents

1 Year, 1 Credit

Grade 9

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

213: Advanced Placement World History I Regents

1 Year, 1 Credit

Grade 9

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

Advanced Placement World History I is the first part of a two-year sequence in college-level World History and Geography in preparation for the AP World History and Geography exam administered in sophomore year. The course considers the global processes, social interactions, international frameworks, and cross-cultural comparisons endemic to an understanding of World History. The time frame examined is from 8000 B.C.E. to 1500 C.E. This course offers an in-depth examination of philosophy, religion, art, literature, and geography of various cultures. Interpretive and analytical skills are important components. There is a final exam at the end of the year. A significant amount of chapter outlining is a major component of the course expectations

and grade. Students take the AP exam at the end of Advanced Placement World History II. A summer assignment is required.

217: Global History & Geography II Regents

1 Year, 1 Credit

Grade 10

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

215: Advanced Placement World History II Regents

1 Year, 1 Credit

Grade 10

Prerequisite: AP World History I

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

AP World History II is the second part of a two-year sequence in college level World History and Geography in preparation for the AP World History and Geography exam. The course considers the global processes, social interactions, international frameworks, and cross-cultural comparisons endemic to an understanding of World History. Students explore history from 1000 C.E. to the present. This course offers an in-depth examination of politics, economics, philosophy, technology, society and cross-cultural comparisons. Interpretive and analytical skills are an integral part of the course. A significant amount of chapter outlining is a major component of the course expectations and grade. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject. The Global History Regents examination in June is required which is worth 20% of the final course grade. A summer assignment is required.

227: Advanced Placement European History Regents

1 Year, 1 Credit

Grades 10-12

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

Advanced Placement European History explores events, individual, developments and selected problems of European History from the Renaissance until the present day. The College Board has broken content study into four time periods and five themes.

A significant amount of independent reading and outlining is required and highly recommended to ensure success. A great deal of focus will center on primary and secondary sources as it provides evidence and incites into time periods, historical comparisons and cause and effect relationships. Juniors and seniors enrolled in this course are responsible for a research paper on a topic of interest and teacher approved, and will count as a final exam.

Students enrolled in any advanced placement course are expected to take the advanced placement test in that subject. The Regents examination in June is required for sophomores, which is worth 20% of the final course grade.

222: U.S. History & Government Regents

1 Year, 1 Credit

Grade 11

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

225: Advanced Placement U.S. History Regents

1 Year, 1 Credit

Grade 11

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

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

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

251: Economics

½ Year, ½ Credit

Grade 12

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

254: Public Affairs

½ Year, ½ Credit

Grade 12

Public Affairs students discuss domestic issues of contemporary concern, the formulation of public policy, and popular involvement in the American political process and public affairs. Among the topics discussed are taxation, the welfare system, health care, public education, immigration, trade, and superpower relations. Requirements include community service, class debates, and a research paper.

256: Advanced Placement Economics

1 Year, 1 Credit

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

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

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

AP Economics may be taken in place of Economics and Public Affairs. The purpose of this Advanced Placement course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Readings are from a college-level textbook, newspapers, periodicals and internet sources. Students focus on contemporary economic developments and application of economic principles to today's world. This course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. Students prepare for the Economics AP examination. Students experience a simulated stock market, utilizing spreadsheets to collect, interpret and present data. At the end of the year, students create a marketing project where they generate a marketing strategy promoting a good or service which includes producing a commercial. Chapter outlining and notetaking is a component of the course. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement examination in that subject. A summer assignment is required.

226: Advanced Placement U.S. Government and Politics

1 Year, 1 Credit

Grade 12

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

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

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

Senior High School Electives

Some Social Studies electives are offered in alternating years.

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

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

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

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

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

Grades 11-12

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

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

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

Grades 9-12

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

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

230: Current Events

½ Year, ½ Credit

Grades 9-12

Current Events critically analyzes national and world events. Students read newspapers, magazines and internet resources to evaluate the most recent government decisions. This class examines events in Long Island, New York, the nation and the world. As a result, students become critical participants in the world in which they live. Class participation and written reactions to the news are important parts of the grade .

231: America at War (not available for the 2017-2018 school year)

½ Year, ½ Credit

Grades 9-12

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

243: Psychology

½ Year, ½ Credit

Grades 9-12

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

250: Ancient and Medieval History (not available for the 2017-2018 school year)

½ Year, ½ Credit

Grades 9-12

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

252: Criminal Law

½ Year, ½ Credit

Grades 9-12

Criminal Law examines the rights of the accused as guaranteed by the Bill of Rights. Students explore search and seizure, probable cause, warrant requirements, police affidavits, self-incrimination, Miranda warnings, police interrogations, automobile stops, the right to an attorney, double jeopardy, habeas corpus and the right to a speedy trial. Students are assessed through

their participation in mock trials and various written case briefings and paper writings that reflect fictional and non-fictional court cases. This course allows students who have an interest in law to learn more about criminal procedure.

253: Constitutional Law (not available for the 2017-2018 school year)

½ Year, ½ Credit

Grades 9-12

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

255: Student Leadership

½ Year, ½ Credit

Grades 9-12

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

261: History of New York City/Urban Studies

½ Year, ½ Credit

Grades 9-12

History of New York City explores the creation of New York City from a Dutch colony to the urban metropolis of today. Topics include discovery and settlement, the role of New York in the American Revolution, the Civil War draft riots, Tammany Hall, Immigration, Industrialization, Robert Moses and the September 11 terror attacks. Students compare major events of New York City and discuss its changing ethnic composition and economic influence on the city. A research project is required, and students make presentations and take traditional exams. Field trips are a required part of this course.

262: Mysteries in History

½ Year, ½ Credit

Grades 9-12

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

263: Sociology

½ Year, ½ Credit

Grades 9-12

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

264: Professional Sports and the American Economy

Grades 9-12

½ Year, ½ Credit

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

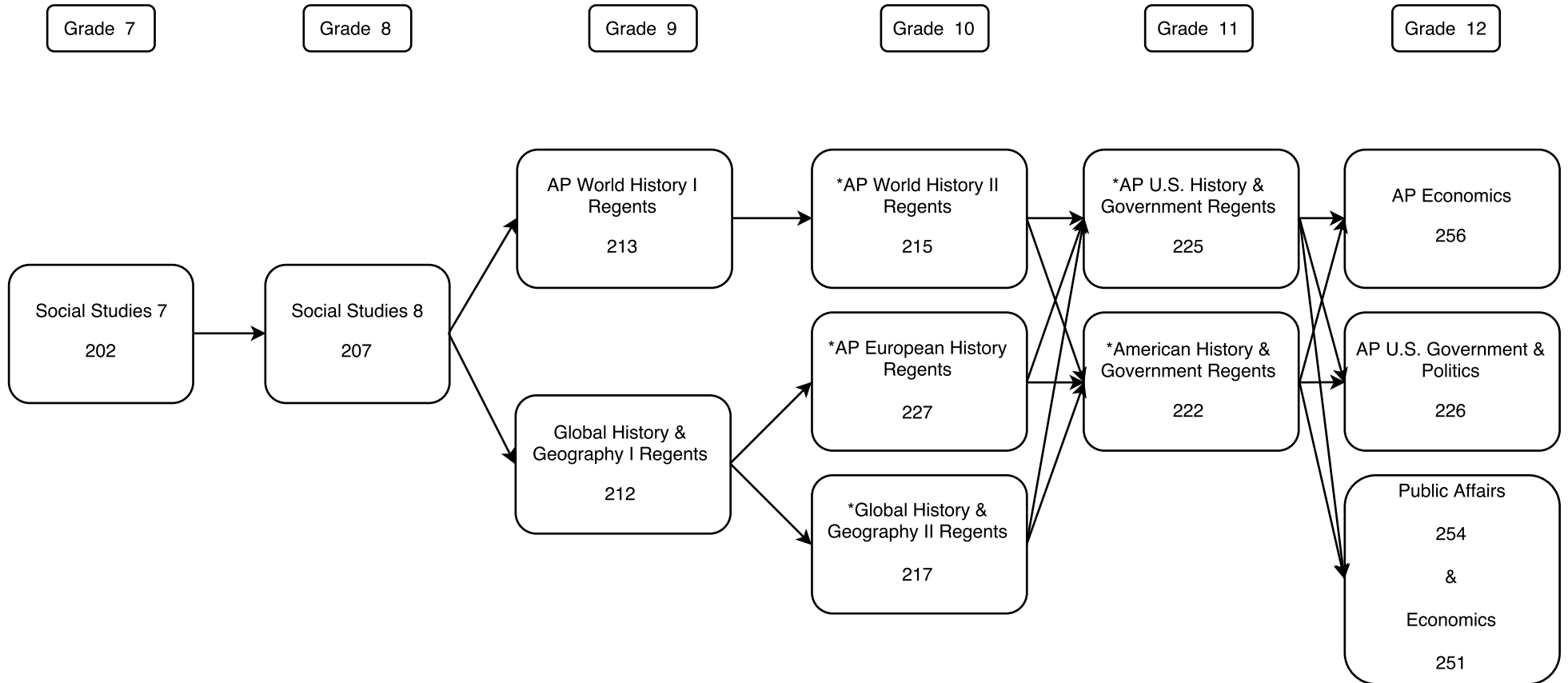
265: Social Science Research

Grades 9-12

½ Year, ½ Credit

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

Social Studies Curriculum



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

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

Social Studies Electives 2017-2018: AP Human Geography (288), AP Psychology (246), Tournament Debate (134), Psychology (243), Criminal Law (252), Current Events (230), Student Leadership (255), History of New York City/Urban Studies (261), Mysteries In History (262), Sociology (263), Professional Sports and the American Economy (264), Social Science Research (265)

(Notes)

Technology

Junior High School

876: Gateway To Technology 8

1 Year, Alternate Days

Gateway To Technology 8 focuses on design and building using mechanical drawing, CAD (computer aided design) software and building methods. Students use geometry, problem-solving and project management skills to design and develop product prototypes. Students in the course learn Autodesk Inventor. Autodesk Inventor is a “state of the art” CAD software program currently used in the manufacturing, design and fabrication industries. Students master mechanical software features; sketching, constraining and dimensionality, the creation of parts, 3D features, editing and parts assembly. Students apply CAD drawing specifications to real-world, cut-and-build projects produced in the class shop area.

Gateway To Technology 8 integrates the Science, Technology, Engineering, and Math concepts also known as “STEM.” The course also uses a “Principles of Engineering” environment with a focus on stated goals and purpose. Gateway to Technology 8 also has a Robotic component attached to the classroom instruction. The LEGO Mindstorms system is used with the students to build robots. LEGO Mindstorm is the featured robotic hardware and software program. Students design, program, and control a fully-functional “NXT” generation robot. They use software to plan, test and modify sequences of instructions for a variety of life-like robotic behaviors. Students are challenged to construct the components resulting in a stated goal. Please visit the website listed below for information regarding this topic.

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

Senior High School

877: Engineering and Design In Technology

½ Year, ½ Credit

Grades: 9-12

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

880: Robotics

½ Year, ½ Credit

Grades: 9-12

Robotics students learn to design, program and control fully-functional Mindstorms Lego robotic “NXT” generation robots. Students use software to plan, test and modify sequences of instructions for a variety of life-like robotic behaviors. The course activities include science, technology, engineering and mathematics (STEM). Students work to solve open-ended, robotic building tasks and software programming to achieve a stated goals. Upon completion of a goal, students contemplate what they have constructed and adapted their ideas to encourage continuation or extension of an original goal.

Robotics builds on the GTT introduction to robotics and employs a “principles of engineering” environment with a focus on stated goals or purpose. Students who take the Robotics course are not required to join the Robotics Club. The club and course are separate, although students are welcome to be part of both. Students can take this course multiple times

Wilson Technological Center

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

www.wilsontech.org and www.mytechnow.org

Surf Tech: www.wilsontech.org/surftech

Grades 9 and 10

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

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

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

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

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

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

Prepare For Work or College

Students who complete Tech programs find a variety of options for the future. Work-Based learning programs such as work-study programs, job shadowing, clinical affiliations and Automotive Youth Education Systems (AYES, a national school-to-work program initiated by General

Motors) may lead to permanent employment. The Job Placement Office provides comprehensive services to students while they attend Tech, as well as anytime thereafter. After registering with the Job Placement Office, current and past students have access to a Job Placement counselor who refers interested individuals, with appropriate skills, to prospective employers. Jobs are posted weekly for the most up-to-date job leads.

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

Career and Technical Programs

Construction Careers

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

Health Careers

- Medical Assisting
- Medical Laboratory
- Nurse Assisting
- Profession Health Careers

Transportation Careers

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

Graphic & Media Careers

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

Service Careers

- Certified Personal Trainer
- Cosmetology
- Criminal Justice
- Culinary Arts
- Early Childhood Education
- Equine Studies
- Fashion Merchandising/Design

Veterinary Assisting

Technology Careers

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

Earn A Technical Endorsement (CTE) For Your Regents Diploma

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

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

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

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

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

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

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

All GCTE students are eligible for vocational assessments and profiles which assess student's interests and aptitudes and assist students, parents and school districts in developing an appropriate vocational placement. They also provide information on students' demonstrated proficiencies. Smaller-class-size-programs have a reduced ratio per certified teacher and classroom aide. GCTE students are provided with services that are more intensive in order to meet their

educational requirements. Guidance counselors, a school psychologist and a special education consultant teacher are available throughout the day to provide additional support to individual students.

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

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

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

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

Electronic Manufacturing
Food Services
Life Skills
Office Skills
Printing
Retailing

World Languages

Why study a second language?

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

Junior High School

FLACS (Foreign Language Association of Chairpersons & Supervisors) is the organization responsible for the regional Checkpoint A and Checkpoint B examinations formerly known as Regents examinations. Successful completion of a two-year junior high world language sequence along with passing the examination in June yields one unit of high school credit which appears on the high school transcript. This allows students to enter the high school world language classes at level 2.

French

551: French 1A

1 Year

Grade 7

French 1A is an introduction to French language and culture and emphasizes the development of listening and speaking skills. Reading and writing skills are cultivated through a variety of authentic materials. Students explore the French heritage and its contributions to our civilization. Values inherent in acquiring second-language proficiency and heightened cultural awareness are promoted.

554: French 1B

1 Year

Grade 8

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

Spanish

552: Spanish 1A

1 Year

Grade 7

Spanish 1A is the first in the series of Spanish language courses. It emphasizes the introduction of the four basic language skills (speaking, listening, reading and writing) through a communicative approach to second language learning. The study of important aspects of Hispanic cultures and civilizations is also introduced throughout the course of the year. This class begins to prepare students for the FLACS Regional Checkpoint A Exam in Spanish, which they are required to take at the end of 8th grade.

555: Spanish 1B

1 Year

Grade 8

Spanish 1B is the second in the series of Spanish language courses. It emphasizes the reinforcement of the four basic language skills (speaking, listening, reading and writing) through a communicative approach to second language learning. The study of important aspects of Spanish cultures and civilizations is continued throughout the course of this year. This class prepares students for the FLACS Regional Checkpoint A Exam in Spanish, which they are required to take at the end of 8th grade.

Senior High School

French

505: French 2

1 Year, 1 Credit

Grades 9-12

Prerequisite: French 1B or French 1

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

505H: French 2 Honors

1 Year, 1 Credit

Grades 9-12

Prerequisite: French 1B

Best chance for success: A minimum grade of "A" in French 1B or French 1; teacher recommendation

French 2 Honors helps students develop an intermediate level of grammatical study. The course emphasizes speaking and listening as a means of better, more accurate communication, and introduces reading and writing proficiencies. Students are expected to speak French in class and to do more extensive readings and independent projects. Because this is an honors course, additional content supplements and enriches topics taught in French 2. Therefore, there is greater depth and breadth in all content areas.

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

French 3 is an intermediate course. It emphasizes the refinement of the four basic language skills: speaking, listening, reading, and writing, through a communicative approach to second language study. Students take the FLACS Checkpoint B Examination in June.

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

French 3 Honors is an accelerated study of advanced grammar and the application of complex structures to spoken language. The class is mostly taught in French. The course emphasizes the refinement of four basic language skills: speaking, listening, reading, and writing, through a communicative approach to second-language study. Twenty five percent of the grade is derived from oral participation in the class. Because this is an honors course, additional content supplements and enriches topics taught in French 3. Therefore there is greater depth and breadth in all content areas. Students take the New York State approved Foreign Language Administrative and Chairpersons' Checkpoint B examination in June.

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

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

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

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

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

French 5 is an advanced course. Units of study include an intensive development of advanced vocabulary, syntax, and communication skills. Intercultural reading, using authentic French ma-

terials, is developed through the study of a variety of literary genres. Students develop conversational skills through discussion in French.

509: Advanced Placement French Language

1 Year, 1 Credit

Prerequisite: French 4, French 4 Honors or Enriched

Summer assignment required

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

Spanish

526: Spanish 2

1 Year, 1 Credit

Grades 9-12

Prerequisite: Spanish 1B or Spanish 1

Spanish 2 is a transitional course. An intermediate level of grammatical study is developed. Spanish 2 emphasizes speaking and listening as a means of better and more accurate communication. Units of study relative to developing reading and writing proficiencies are also incorporated. Student continue to study of important aspects of Spanish cultures and civilizations

526H: Spanish 2 Honors

1 year, 1 credit

Grades 9-12

Prerequisite: Spanish 1B or Spanish 1

Spanish 2 Honors helps students develop an intermediate level of grammatical study. The course emphasizes speaking and listening as a means of better, more accurate communication, and introduces reading and writing proficiencies. Students are expected to speak Spanish in class and to do more extensive readings and independent projects. Because this is an honors course, additional content supplements and enriches topics taught in Spanish 2. Therefore there is greater depth and breadth in all content areas.

527: Spanish 3

1 Year, 1 Credit

Grades 10-12

Prerequisite: Spanish 2 or Spanish 2 Honors

Spanish 3 emphasizes the refinement of the four basic language skills: speaking, listening, reading, and writing through a communicative approach to second language study. Students take the New York State approved Foreign Language Administrative and Chairpersons' Check-point B examination in June.

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

Prerequisite: Spanish 2, Spanish 2 Honors or Enriched; teacher recommendation.
Best chance for success: A minimum grade of “A” in Spanish 2 or Spanish Honors

Spanish 3 Honors is an accelerated study of advanced grammar and the application of complex structures to spoken language. The class is taught mostly in the target language. Students emphasize and refine the four basic language skills: speaking, listening, reading, and writing through a communicative approach to second language study. 25% of the grade is derived from oral participation in the class. Students take the New York State approved Foreign Language Administrative and Chairpersons' Checkpoint B examination in June.

528: Spanish 4 (Spanish Communication & Culture)**1 Year, 1 Credit****Grade 11**

Prerequisite: Spanish 3 or Spanish 3 Honors

Spanish 4 is a post-Regents course that focuses on speaking and is conducted entirely in Spanish. There is an intense use of Spanish vocabulary and grammatical structures. A major objective is the development of conversational skills in practical situations. Ipods, video cameras, podcasts, skits, real life settings, and class trips to authentic Spanish programs are utilized to elicit student responses and develop the student's conversational abilities.

The second half of the year is devoted to Spanish Culture: the lifestyles and histories of Spanish-speaking countries. A brief review of these countries' geography and history open the way to readings, projects, and discussions of music, art, literature, cuisine, social structure, customs and traditions. Authentic materials from Spanish magazines, newspapers and videos are used to evoke class discussions. Guest speakers and class trips to Spanish programs are arranged whenever possible. The development of conversational and writing skills is emphasized throughout the course.

528H: Spanish 4 Honors**1 Year, 1 Credit**

Prerequisite: Spanish 3 or Spanish 3 Honors

Spanish 4 Honors is an accelerated study of advanced grammar and the application of complex structures to spoken language. Students focus on the development of an advanced vocabulary base. Grammar and vocabulary are then integrated into the elements needed for advanced conversation, composition and aural comprehension. Authentic materials are used to further develop the student's ability to understand, speak and write in a more complex manner.

529: Spanish 5 (Advanced Conversational Spanish)**1 Year, 1 Credit**

Prerequisite: Spanish 4 or Spanish 4 Honors

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

534: Advanced Placement Spanish Language

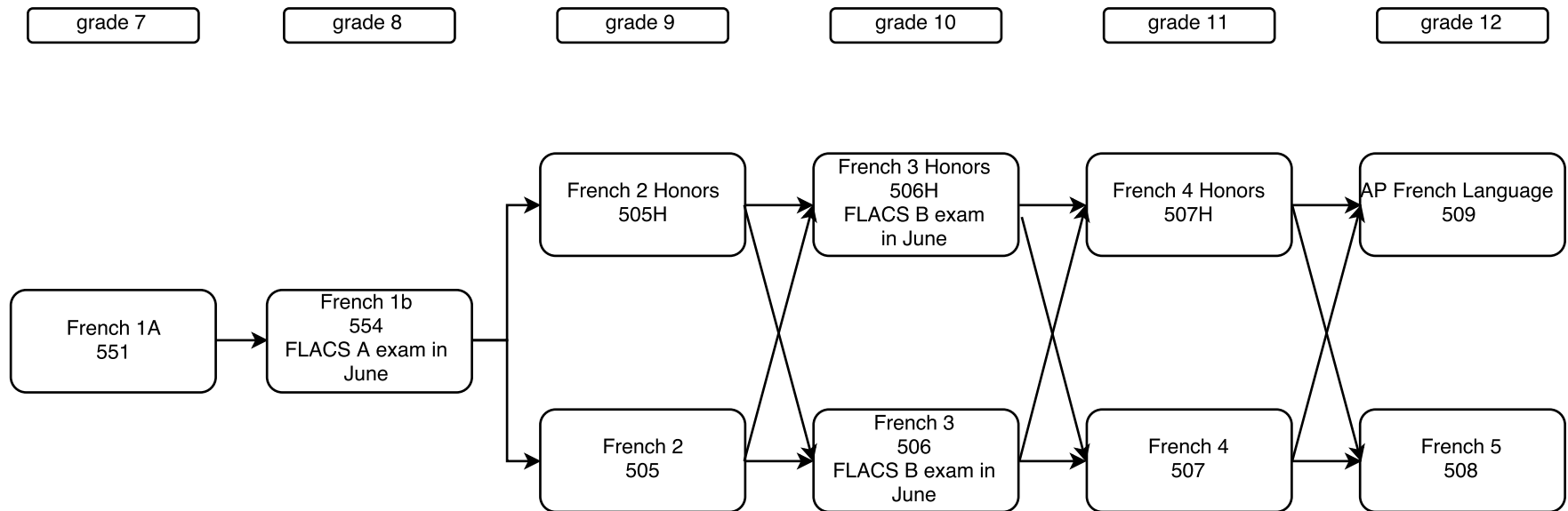
1 Year, 1 Credit

Prerequisite: Spanish 4 or Spanish 4 Honors

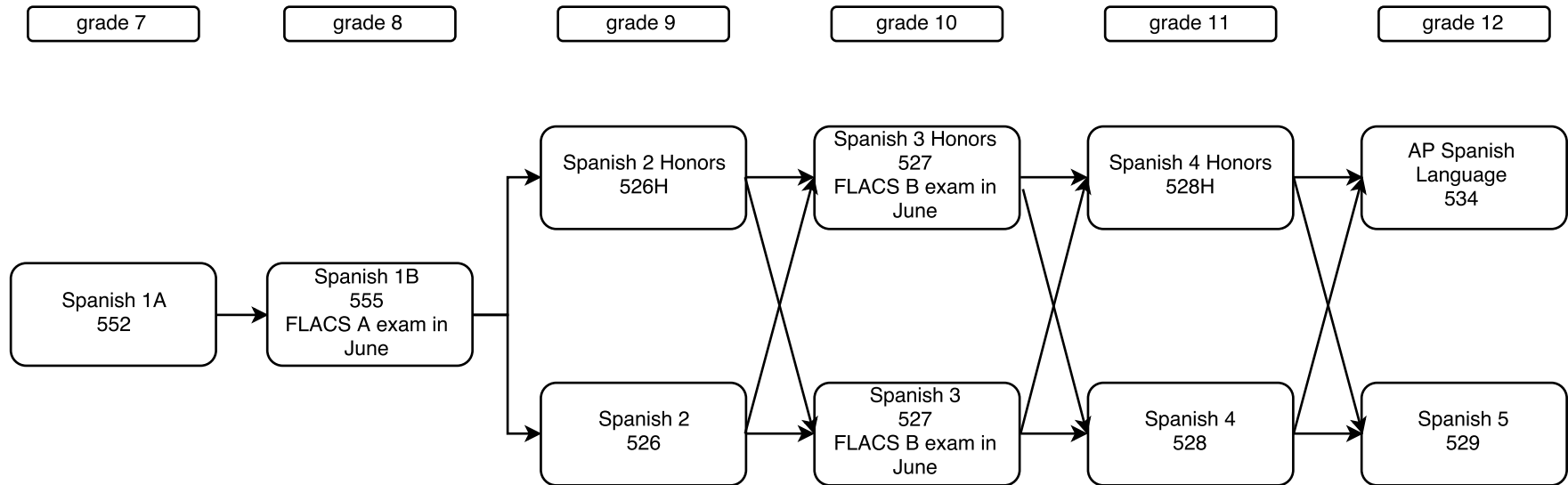
Summer assignment required

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

French Curriculum



Spanish Curriculum



[Notes]

