

# **Cold Spring Harbor Junior-Senior High School**



## **Program of Study**

**2012-2013**

# *Cold Spring Harbor Junior-Senior High School*

*Celebrating 50 Years of Excellence 1962-2012*

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

February 6, 2012

Dear Students, Parents and Guardians,

You have many choices to consider as we begin to prepare for the 2012-2013 school year, and our new Program of Study Guide is designed to help you with them. The most appropriate academic plans are made when teachers, counselors, students and parents all collaborate to consider the directions that can help you achieve your goals for the future. Please familiarize yourself with the Questions & Answers below before you start the process of course selection for next year:

**Q: When and how does scheduling begin for the 2012-2013 school year?**

**A:** By February 10<sup>th</sup>, you will be notified via the all-call notification system that the updated **Program of Study Guide for 2012-2013** is available on the parent portal and on our website. This document will be available only in digital format in order to continue our building-wide “Go Green” initiative. In addition, by that date you will also be able to access on the parent portal a listing of recommended courses for next year that has been prepared by your child’s current subject area teachers.

**Q: What schedule planning tools are contained in the Program of Study Guide?**

**A:** You will find **Program Planning Sheets** contained in the first few pages of the Program of Study Guide, with a page designated for the grade of your child next year. (These planning documents will also be made available to you as an online attachment to this letter and on the portal). This document will be used by both you and your child to create a draft schedule of courses that must be signed by a parent or guardian and returned with the student to their guidance counselor during the individual scheduling meetings that will take place between mid-February/late March. If you wish, you may also either e-mail or fax a copy of the completed Program Planning Sheet to the counselor.

**Q: What about teacher course recommendations?**

**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 is of particular interest to your child.** Teacher recommendations for next year’s coursework 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.

**Q: What if my son/daughter would like to take a course that differs from the teacher recommendation?**

**A:** Should you feel strongly about taking a 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.

**Q: What happens if we still feel strongly about taking a non-recommended “stretch” course?**

**A:** If, after contacting the current teacher, you feel that your child would still like to make “the stretch” to 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, as we have eliminated the petition process. We encourage students to challenge themselves academically and believe that such decisions are best made after careful consideration as a family.

**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 make the “stretch” in a particular course.

**Q: May a student “stretch” request include skipping a course prerequisite?**

**A:** The answer to that is 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 elects to take a “stretch” course, is there a guaranteed spot in another course if he/she needs to move to another level?**

**A:** Once the master schedule is set, it is often very difficult to amend your child’s schedule without making major changes in their other courses as well. That is why we advise you to have conversations with the recommending teacher and guidance counselor in making your course selections, especially in “stretch” situations. In addition, as in any year, all course offerings and number of sections are based on a variety of criteria, including enrollment, staffing, space and budget.

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

**A:** Students will receive appointments for individual meetings with the counselor and must bring their signed Program Planning Sheet to the meeting. Students should keep the sheet in their lockers or backpacks as appointments are often made on short notice. Counselors will begin the process by first meeting with current 11<sup>th</sup> graders towards the middle of February and continuing to meet with all other students through the month of March. Please note that there is no scheduling advantage in having an earlier appointment as all course requests are treated equally.

**Q: What should I do after my child meets with his/her guidance counselor?**

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

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

**A:** Access your son/daughter’s schedule on the portal. The name of each teacher is listed with the course. All CSH e-mail accounts are formatted as follows:

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

For example: Jay Matuk would be [jmatuk@csh.k12.ny.us](mailto:jmatuk@csh.k12.ny.us)

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

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

To contact the Director of Guidance:

Ms. Noreen Cambria                    [ncambria@csh.k12.ny.us](mailto:ncambria@csh.k12.ny.us)

To contact the counselor

Ms. Laurie Conlon                    [lconlon@csh.k12.ny.us](mailto:lconlon@csh.k12.ny.us)

Ms. Heather Friedland               [hfriedland@csh.k12.ny.us](mailto:hfriedland@csh.k12.ny.us)

Ms. Mary-Jo Hannity                [mhannity@csh.k12.ny.us](mailto:mhannity@csh.k12.ny.us)

Ms. Jennifer Pickering               [jpickering@csh.k12.ny.us](mailto:jpickering@csh.k12.ny.us)

Dr. Kevin Purrone                   [kpurrone@csh.k12.ny.us](mailto:kpurrone@csh.k12.ny.us)

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*

Principal

## **Add/Drop Deadlines for 2012-13**

### **Add Deadlines**

September 20, 2012	for fall-semester or full-year elective courses
February 15, 2013	for spring-semester electives

### **Drop Deadlines**

Requests for course drops after the deadline 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. A parent signature is required for courses dropped after the deadline.

October 15, 2012	for fall-semester electives
November 20, 2012	for full-year course-level changes (honors/advanced placement to regents, regents to non-regents or extended)
November 20, 2012	for full-year course drops
March 18, 2013	for spring-semester electives

# High School Graduation Requirements

Students must earn a minimum of 22 credits in addition to meeting New York State testing competencies.

## Classes of 2013, 2014, 2015, 2016

REQUIRED CORE COURSES	LOCAL DIPLOMA (*Freshmen entering high school in fall 2008 & beyond)	REGENTS DIPLOMA (*Freshmen entering high school in fall 2008 & beyond)	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
English	4 credits + 1 Regents exam (score 55-64)	4 credits +1 Regents exam (score 65 +)	4 credits +1 Regents exam (score 65 +)
Social Studies	4 credits + 2 Regents exams (score 55-64)	4 credits + 2 Regents exams (score 65 +)	4 credits + 2 Regents exams (score 65 +)
Mathematics	3 credits + 1 Regents exam (score 55-64)	3 credits + 1 Regents exam (score 65 +)	3 credits + 3 Regents exams (score 65 +)
Science	3 credits +1 Regents exam (score 55-64)	3 credits + 1 Regents exam (score 65 +)	3 credits + 2 Regents exams (score 65 +)
World Language	1 credit **	1 credit **	3 credits
Physical Education	2 credits	2 credits	2 credits
Art or Music	1 credit	1 credit	1 credit
Health	½ credit	½ credit	½ credit
Electives	3 ½ credits	3 ½ credits	1 ½ credits
<b>TOTAL</b>	22 credits	22 credits	22 credits

\*As of fall 2008, entering freshmen (graduating class of 2012 and beyond) must score at least 65% on 5 required Regents exams. The Local Diploma option is available **only** to students with disabilities classified by the Committee on Special Education.

The RCT “Safety Net” option is available **only** for students with disabilities who first entered Grade 9 prior to fall 2011-12. However, the “low pass” Local Diploma option remains available to all students with disabilities who earn a score of 55-64% on one or more required Regents examinations.

\*\*Students are required to complete 1 credit of World Language with a grade of at least 65% on either the Second Language Proficiency Exam or the FLACS Checkpoint A Examination in Grade 8, unless exempted by the Committee on Special Education.

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**N.B.** Every attempt will be made to honor program requests, but some selections described are only tentative. Other factors (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.

## **ART**

### **JUNIOR HIGH SCHOOL ART**

#### **ART 7 #701**

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

#### **ART 8 #703**

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

### **SENIOR HIGH SCHOOL ART**

#### **STUDIO IN ART #711**

1 year - 1 Credit  
Grades 9-12

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

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

#### **MEDIA ARTS #745**

1 Year - 1 Credit  
Grades 9-12

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

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



**INTRODUCTION TO DRAWING AND PAINTING #721**

1 Year - 1 Credit

Grades 10-12

Prerequisite: Studio in Art or Media Arts

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

**ADVANCED DRAWING AND PAINTING #729**

1 Year - 1 Credit

Grades 11-12

Prerequisite: Introduction to Drawing and Painting

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

**INTRODUCTION TO FASHION DESIGN #737**

1 Year - 1 Credit

Grades 10-12

Prerequisite: Studio in Art or Media Arts

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

**ADVANCED FASHION DESIGN #740**

1 Year - 1 Credit

Grades 11-12

Prerequisite: Introduction to Fashion Design

This course will allow the student designer to build upon their knowledge and experiences of the introductory Fashion Design course. With the advantage of experience, students will be expected to solve design problems at a higher level. The garments produced should be able to serve as examples of work ethic and achievement to introductory students. The spring Fashion Show will highlight students' works throughout the school year. Participation in the show on the evening of the performance is mandatory as the Fashion Show counts as the final exam. Each of the four quarters and the final exam will count as one-fifth of the final grade.

**SENIOR FASHION COLLECTION #746**

1 Year - 1 Credit

Grade 12

Prerequisite: Studio in Art or Media Arts

This may be the culminating course for students who have elected to pursue Fashion Design during their high school career or may be an opportunity for seniors to experience Fashion Design before they graduate. This course follows the format of Introduction and Advanced Fashion Design where students are given various design challenges to create a wearable work of art. The focus is fashion as an art form, culminating in the spring Fashion Show in the Performing Arts Center. **Students who intend to pursue Fashion at the college level may incorporate portfolio work and Fashion home tests.** Participation in the show on the evening of the performance is mandatory. The Fashion Show counts as the final exam. Each of the four quarters and the final exam will count as one-fifth of the final grade.

**DIGITAL IMAGING I #741**

½ Year - ½ Credit

Grades 10-12 (Students who have taken Media Arts are not eligible to take this course.)

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

**DIGITAL IMAGING II # 742**

½ Year - ½ Credit

Grades 10-12

Prerequisite: Media Arts or Digital Photography I

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

**VISUAL STORYTELLING I #708****VISUAL STORYTELLING II #709**

½ Year - ½ Credit

Grades 10-12

Prerequisite: Media Arts

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

**INTRODUCTION TO GRAPHIC DESIGN I #712****INTRODUCTION TO GRAPHIC DESIGN II #713**

½ Year - ½ Credit

Grades 10-12

Prerequisite: Media Arts

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

**ART SENIOR PROJECT #731**

1 Year - 1 Credit

Grade 12

Prerequisite: Recommendation/Portfolio Review

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

**ADVANCED PLACEMENT STUDIO ART #731**

There are three different options for this course. Students will enroll in course #731 and later determine a direction in consultation with the teacher.

**Option #1 - 2-D DESIGN #731 then #733**

1 Year - 1 Credit

Grade 12

Prerequisite: Advanced Drawing and Painting, Advanced Fashion Design, or Digital Imaging I

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

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

**Option #2 – 2-D DESIGN PHOTOGRAPHY #731 then #734**

1 Year - 1 Credit

Grade 12

Prerequisite: Media Arts or Digital Imaging I

This portfolio is intended to address 2-Dimensional design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. Students are asked to demonstrate mastery of 2-D design through any digital means including graphic design, digital imaging, and digital photography. Interested students may submit a portfolio for review by Art Department faculty in May of the Junior year following portfolio review. Following portfolio review, summer assignments will be given to qualified candidates. AP designation and course number/title will be determined in early September, upon review of the summer assignments.

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

**Option #3 - DRAWING #731 then #730**

1 Year - 1 Credit

Grade 12

Prerequisite: Advanced Drawing and Painting

The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. The range of marks used to draw, the arrangement of those marks, and the materials used to make those marks are endless. Interested students may submit a portfolio for review by the Art Department faculty in May of the Junior year. Following the portfolio review, summer assignments will be given to qualified candidates. Final AP Designation and course number/title will be determined in early September, upon review of the summer assignments.

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

**Advanced Placement Art History #722****NEW COURSE**

1 Year - 1 Credit

Grades 10-12

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

# ART 2012-13

GRADE 7 ART  
1/2 yr. #701

GRADE 8 ART  
1/2 yr. #703

## ART ELECTIVES ONLY

Digital Imaging I  
1/2 yr. #741

Digital Imaging II  
1/2 yr. #742

### \* STUDIO IN ART

1 yr. #711

\* Meets 1-Credit Fine Arts Graduation Requirement

### \* MEDIA ARTS

Includes Digital Imaging I

1 yr. #745

\* Meets 1-Credit Fine Arts Graduation Requirement

Intro. to Drawing  
and Painting  
1 yr. #721

Advanced Drawing  
and Painting  
1 yr. #729

Senior Project/AP  
1 yr. #731

Intro. to  
Fashion Design  
1 yr. #737

Advanced  
Fashion Design  
1 yr. #740

Senior Fashion  
Collection  
1 yr. #746

Digital Imaging II  
1/2 yr. #742

Web Design  
1 yr. #744

Visual  
Storytelling I  
1/2 yr. #708

Visual  
Storytelling II  
1/2 yr. #709

Introduction to  
Graphic Design I  
1/2 yr. #712

Introduction to  
Graphic Design II  
1/2 yr. #713

2D Design AP  
1 yr. #733

2D Design  
Photography AP  
1 yr. #734

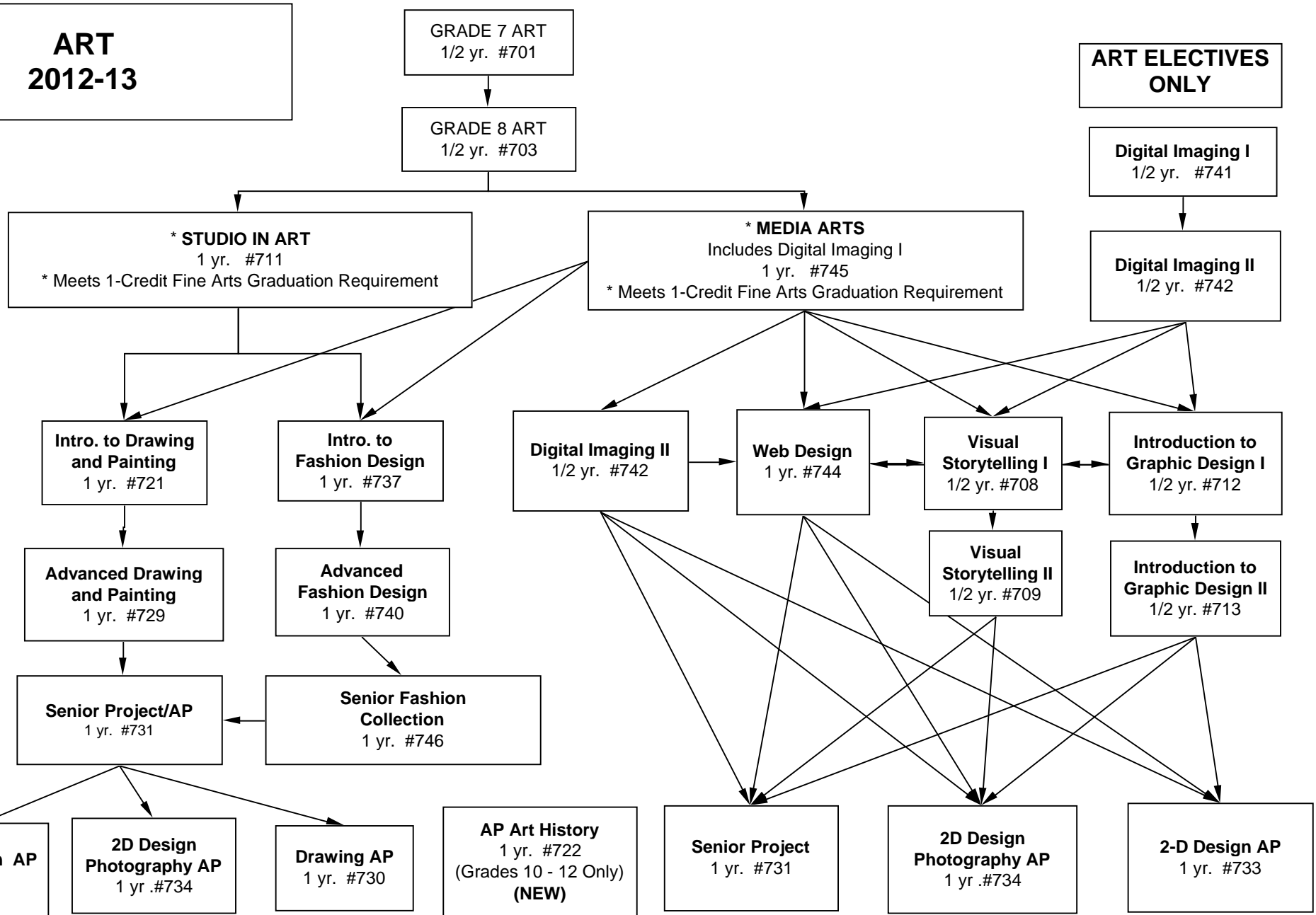
Drawing AP  
1 yr. #730

AP Art History  
1 yr. #722  
(Grades 10 - 12 Only)  
**(NEW)**

Senior Project  
1 yr. #731

2D Design  
Photography AP  
1 yr. #734

2-D Design AP  
1 yr. #733



## **ENGLISH**

English is a five-strand program of composition, grammar and usage, literature, reading, and speaking-listening skills. It is organized by grade level, academic difficulty, and areas of special interest.

### **JUNIOR HIGH SCHOOL ENGLISH**

#### **ENGLISH 7 #101**

1 Year

This course is designed to serve as a review of elementary writing and reading skills, as well as an introduction to more involved grammatical and literary concepts. Throughout the year students will engage in an essay writing process that involves prewriting, drafting, revising, and editing. Exercises in spelling, vocabulary, sentence and paragraph structure, and usage will enhance students' proofreading skills. Recognition and punctuation of simple and compound sentences, along with a review of the eight parts of speech are central to elements in this year's grammar study. In addition, while reading novels, short stories, and poems, students will analyze literary elements and practice skills necessary for the ELA exam. Students should expect to have homework every night. Summer reading is required.

#### **READING AND WRITING 7 #103**

This course provides a variety of reading and writing experiences and strategies. Students will read both group and individual selections. Key features of the course include discussion groups, reading journals, and extensive use of the Junior High Library for silent sustained reading. In addition, students will practice strategies for informational reading of textbooks, newspapers, and magazines.

#### **KALEIDOSCOPE #136**

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

#### **ENGLISH 8 #106**

1 Year

The eighth grade program stresses communication skills, but places emphasis on writing and grammar. Recognizing clauses and punctuating the different sentence types are two skills that are central to this year's grammar study, and the expansion of the paragraph into the unified essay is the major composition skill taught. Other genres of writing covered include short stories and poetry. Note taking and outlining are stressed to serve as tools to help students prepare for the ELA exam. Quizzes on words taken from reading selections and from the *Vocabulary Workshop Level C* reinforce both vocabulary and spelling. Literature includes plays, poems, short stories, novels, and non-fiction. Students enhance speaking and listening skills when they read and perform a full-length play. Summer reading is required.

**READING AND WRITING 8 #108**

½ Year

The eighth grade reading course has many of the same components as the seventh grade course, but there are some exciting and useful additions. This year the emphasis is on reading for information. Students will learn research techniques, including evaluating websites, navigating the Cold Spring Harbor databases, taking notes, and organizing information. After learning proper MLA format, the students will be able to write a research paper with parenthetical citations and a Works Cited page.

**SENIOR HIGH SCHOOL ENGLISH****ENGLISH 9 REGENTS #112**

1 Year - 1 Credit

The ninth grade curriculum introduces students to a seminar approach to the study and appreciation of literature and writing in which techniques of shared inquiry stress individual participation and involvement. The course also emphasizes the improvement of critical thinking skills and leadership development, as well as the reinforcement of basic skills of grammar and composition. Vocabulary study is rigorous, and homework is assigned most nights. All students will complete a speech unit requiring the use of research skills and proper MLA documentation.

**ENGLISH 10 REGENTS #117**

1 Year - 1 Credit

Designed to broaden the student's cultural horizons by acquainting the student with major works in the traditions of the Western World, this course emphasizes extracting themes from and analyzing characters in the literature read throughout the year. Writing concentrates on exposition and development of ideas through the use of example, comparison/contrast, analysis, and detail. Other studies stress vocabulary, proper MLA citation skills, grammar, and usage. Homework is assigned most nights.

**ENGLISH 10 HONORS REGENTS #116**

1 Year - 1 Credit

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

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

**ENGLISH 11 REGENTS #124**

1 Year - 1 Credit

English 11 Regents requires students to develop themes in a variety of writing styles. Expository writing is assigned throughout the year but stressed in the second semester in preparation for the English Language Arts 11 Examination, which students will take in June. The literature studied is primarily American, and the genres include prose and poetry. Personal narrative writing and the development of voice will be introduced in the third quarter. Homework each night in the form of reading, writing, and/or vocabulary exercises.

**ADVANCED PLACEMENT LANGUAGE & COMPOSITION REGENTS #111**

1 Year - 1 Credit

Grade 11

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

The AP English Language and Composition course is designed to help students become skilled readers of non-fiction written in a variety of periods, disciplines, and rhetorical contexts; as well as skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students will understand how a writer's purpose, the audience's expectations, and the subject's content interact with standard conventions and devices of language to contribute to effective argumentation. Students will be asked to write essays that analyze argument and develop their own arguments as well. All students will take the Regents Examination in June. Students can expect lengthy and rigorous homework assignments nightly and over all school breaks. All students who plan to take this course must complete a challenging and time-consuming summer reading assignment before the first day of school in September.

Students enrolled in any advanced placement course are required to take the Advanced Placement examination in that subject.

**INTRODUCTION TO COLLEGE ENGLISH #125**

1 Year - 1 Credit

Grade 12

This is a basic college-preparatory English course. The readings and discussions concentrate on recognized classic and contemporary works concerning society's basic institutions and conflicts. Authors of major works range from Albom and Camus to Shakespeare, Williams, and Wilson. Students in this course will also read an abundance of essays focusing on the various "patterns of writing" or rhetorical modes, such as exemplification, narration, and description. Writing instruction covers the basic forms of expository discourse and argumentation, as well as journal writing. All students will engage in a multi-quarter study of an author of their choice (from a preapproved list), culminating in a well-researched literary analysis paper.



## **ADVANCED PLACEMENT LITERATURE & COMPOSITION #128**

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

Intended for the serious and truly able student, this course, diverse in scope and genre, requires students to read closely numerous demanding works of literature. Class discussions and student assignments focus on critical assessments through well-structured written analysis. In addition, considerable class time is devoted to the study and analysis of poetry. Students have either short or long-term assignments on which to work most nights. Each student will complete a four-quarter study, culminating in a formal literary research/thesis paper of a work he or she chooses from a preapproved list. In addition, all students are required to complete the extensive summer assignment before the first day of class. This includes a lengthy novel, and a written assignment. A large percentage of the first quarter's average will be based on assessments related to the summer assignment.

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

## **SENIOR HIGH SCHOOL ENGLISH ELECTIVES**

### **PUBLIC SPEAKING #132**

½ Year – ½ Credit

Grades: 9-12

*"Oh no! I'm terrible at that!"* If that's your reaction to the course's title, then this class is for you. In fact, it's for every high school student – bashful beginner to omniscient orator – who would like to improve his/her ability to speak in public. The course offers instruction and practice in techniques of effective communication in both formal and informal situations. Students will write and deliver a variety of speeches and will also work on their quick thinking skills and ability to speak extemporaneously.

The course offers a great opportunity for anyone interested in joining the school's Tournament Speech team (though it is not a requirement), as the class will also provide instruction and preparation for events offered in competition (oral interpretation of poetry/prose, dramatic interpretation, original oratory, duo interpretation and declamation). Regardless of why you take this class, you will leave it as a more confident, prepared and skilled speaker.

### **SCIENCE FICTION #138**

½ Year - ½ Credit

Grades 9-12

In this course students will explore science fiction through the study of various genres: novels, short stories, television shows, and movies. We will examine popular themes, the benefits and detriments of technology, human involvement in the progress of our future, and the possibilities that lie beyond our world. With the development of learned concepts, students will apply knowledge through the creation of their own science fiction piece.

**CREATIVE WRITING I #163**

½ Year - ½ Credit

Grades 9-12

Want to get in touch with your artistic side? Write. Express yourself. In this workshop course, students will have an opportunity to find their creative voice while exploring various genres of creative writing, including poetry, the personal narrative, and the short story. We will look at models by published writers and use them as guides to craft and improve student writing. The workshop format requires that 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. Students will engage in focused study of authors of their choice and will create two writing portfolios of work completed during class.

The possibility of an honors designation based on an individual contract approved by the department exists in this elective. This contract will be performance based. Honors designation will not be indicated before the course is completed.

**CREATIVE WRITING II #164**

½ Year - ½ Credit

Grades 10-12

Prerequisite: Creative Writing I

In this workshop course, students will further explore the various genres of creative writing but will also have the option of working on individual projects and/or focusing on a particular form. The workshop format requires that 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. Students will engage in focused study of authors of their choice and will create two writing portfolios of work completed during class.

The possibility of an honors designation based on an individual contract approved by the department exists in this elective. This contract will be performance based. Honors designation will not be indicated before the course is completed.

**FILM #161**

½ Year - ½ Credit

Grades 10-12

This course is designed for students interested in developing film literacy. The interpretation of theme, metaphor, and symbolism will be examined in a visual medium. Screen writing, direction, cinematography, and other technical aspects of film making (set construction, sound editing, transitional device, camera movement, special effects, etc.) will be discussed. Students will be required to make an oral or visual presentation as part of their final grade.

**PUBLICATION JOURNALISM**

½ Year - ½ Credit #162

Grades 9-12

1 Full Year - 1 Credit

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

## **NEWS LITERACY #168**

½ Year – ½ Credit

Grades 9-12

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

**Students may take this course for 3 under graduate credits in Journalism (JRN 101: News Literacy) offered through the Stony Brook University Accelerated College Education (ACE) program.** (The 2011-2012 tuition fee was \$250 and with their University student ID card, ACE students will also have full access to the University libraries, free admission to NCAA Division I home games and student discounts to Staller Center events.)

## **News Literacy II # 169**

½ Year – ½ Credit

Grades 9-12

Prerequisite: News Literacy I. Written approval from the course teacher is required.

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

## **THE ESSENCE OF HUMOR: COMEDY WRITING AND PERFORMANCE #166**

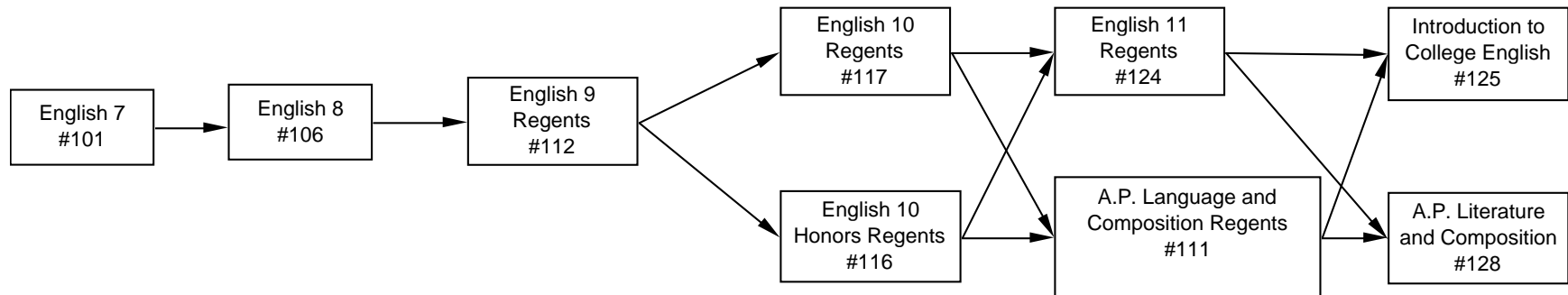
½ Year - ½ Credit

Grades 9-12

Course objectives include understanding the techniques of humor and comedy writing/performance, reading and analyzing classical and modern works of humor, writing original works of humor, performing written pieces (stand-up and sketches) and performing improvisation. The course will cover a range of material - from the satire of Jonathan Swift and Mark Twain to the wordplay of George Carlin and Mitch Hedberg, from the parodies of *Mad Magazine* to the political comedy of John Stewart, from the physical comedy of Jim Carrey to the deadpan comedy of Steven Wright. We will explore what comedy is and isn't, how to compose and construct it, and how to "sell" it to an audience. In addition to focusing on writing and performance, students in this course will study an intellectual mix of literature, arts, psychology and philosophy. Some of the deeper questions we will explore include: Why do people laugh? What are the components of humor? What is the role of humor in our society? How does gender play a significant role in the world of humor?

**N.B.** Students who take this course are **not** required to join the Improv Club. The club and the course are separate endeavors, although, of course, a student can certainly be part of both.

**English curriculum for grade 7-12 students for the 2012-2013 school year**



## **FAMILY AND CONSUMER SCIENCES**

### **JUNIOR HIGH SCHOOL**

#### **HOME AND CAREERS 7 #801**

Grade 7

This 10-week program is taken by all seventh grade students. The course is designed to prepare students to meet their responsibilities as family and community members using the process skills of communication, leadership, management, and critical thinking through hands-on lab experiences. Topics include: Clothing Management, Community Connections, Consumer Resource Management, Financial Management, Human Development, Interpersonal Relationships, and Personal Environment Management.

#### **HOME AND CAREERS 8 #803**

½ Year

Grade 8

This 20-week program is taken by all eighth grade students. The course prepares students to meet their responsibilities as family and community members using the process skills of communication, leadership, management, and critical thinking through hands-on lab experiences. Topics include: Career Development, Consumer Resource Management, Family and Parenting, Financial Management, Human Development, Interpersonal Relations, Nutrition and Wellness, and Personal Environment Management.

### **SENIOR HIGH SCHOOL ELECTIVES**

#### **CULINARY ARTS I #814**

½ Year - ½ Credit

Elective: Grades 9-12

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

#### **CULINARY ARTS II #815**

½ Year - ½ Credit

Elective: Grades 9-12

Prerequisite: Culinary Arts I

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

## **HEALTH EDUCATION**

### **JUNIOR HIGH SCHOOL**

#### **HEALTH 7 #921**

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

### **SENIOR HIGH SCHOOL**

#### **HIGH SCHOOL HEALTH (New York State graduation requirement) #924**

½ Year

Recommended Grade 10

The major goals of the tenth grade course are to stress wellness: to assist teens in learning that personal wellness begins with the individual taking responsibility for his or her own health. There will be a review of the many factors that are within one's control that influence one's health: Physical Fitness; nutrition; stress control; avoiding alcohol, tobacco, or drug use; AIDS education; practicing good safety habits; and using medical care wisely. The course will also focus on all the aspects of human sexuality that help to shape the complex world of the teenager.

## **HEALTH ELECTIVE**

#### **THE WORLD OF HEALTH #926**

½ Year - ½ Credit

Grades 10-12

Prerequisite: Completion of the high school Health course #924

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

## **MATHEMATICS**

During the 2012-2013 academic year, Cold Spring Harbor will continue to meet the State Standards in Math while preparing students for the assessments in Math 7, Math 8, Integrated Algebra, Geometry and Algebra 2/Trigonometry.

"Integrated Algebra, Geometry, and Algebra 2/Trigonometry require students to apply and adapt a selection of strategies and algorithms to solve a variety of problems. Students will be expected to make connections between verbal, numerical, algebraic and geometric representations of problem situations." (From the New York State Education Department)

### **JUNIOR HIGH SCHOOL MATH**

#### **Math 7 #302**

1 Year

The primary objectives of this course are to strengthen students' skills in arithmetic operations, to introduce abstract topics such as equation solving, and to provide an opportunity to appreciate mathematics through real life applications. The course is also intended to serve as a bridge through which students begin to utilize the structured techniques of secondary school mathematics. Students will be introduced to Algebra. Topics studied include: 1. Integers, fractions, decimals, and percents; 2. ratio and proportion; 3. The algebra of variables; 4. Measurement; 5. Number theory; 6. Geometry; 7. Probability and Statistics; and 8. Graphing. This course prepares students to take the New York State Math 7 Assessment in May in addition to a departmental final examination in June.

#### **Math 8 #307**

**Math 8TA #307B** (based on teacher recommendation)

1 Year

This course emphasizes students' being able to reason in an environment that moves from the concrete to the abstract. Students will use their algebraic skills to solve equations and apply these techniques in problem-solving situations. In addition to spiraling topics from Math 7, students will be introduced to advanced algebra topics including factoring. This course prepares students to take the New York State Math 8 Assessment in May, in addition to a departmental final exam in June.

#### **Integrated Algebra Regents Accelerated #306**

1 Year – 1 Credit

Prerequisite: Successful completion of Math 7 and teacher recommendation

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

This first course in the high school math sequence will assist students in developing skills and processes to be applied using a variety of techniques to solve problems successfully. Topics include: algebra with a strong emphasis on solving and graphing equations and inequalities (linear, quadratic and exponential). The graphing calculator will be used throughout the course. The New York State Integrated Algebra Regents exam will be given in June. Students will also take the New York State Mathematics 8 Assessment in May.

## **SENIOR HIGH SCHOOL MATH**

### **Integrated Algebra Regents #370**

1 Year – 1 Credit

Prerequisite: Math 8

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

### **Integrated Algebra Lab #370L**

1 Year – Meets every other day for the entire year

Best chance for success: Teacher recommendation

This lab course is designed to give additional support to identified students concurrently taking Integrated Algebra. Students are identified based on teacher recommendation and the Academic Intervention Service (A.I.S.) mandates of New York State. The additional time and resources will help students successfully complete Integrated Algebra and prepare for the New York State Integrated Algebra Regents exam which will be administered in June. Students can earn up to four points on their final quarter grade.

### **Geometry Regents Accelerated #393**

1 Year – 1 Credit

Prerequisite: Integrated Algebra Regents Accelerated

Best chance for success: Teacher recommendation

This course is designed for grade 9 Accelerated Math students. Geometry is the second course in the state's high school math sequence in which students will apply a formal reasoning approach to the concepts of geometry. Students will be expected to make conjectures and prove conclusions based on hypotheses, as well as incorporate algebraic skills in the solution of geometry-based problems. The course includes the study of measurement, logical reasoning and proof, properties of triangles and polygons, congruence and similarity, coordinate geometry, transformations, circles, locus, construction and solid geometry. The New York State Geometry Regents exam will be administered in June.

### **Geometry Regents #371**

1 Year – 1 Credit

Prerequisites: Integrated Algebra and a passing grade on the Integrated Algebra Regents examination

This is the math course for students in grade 10. Students will apply a formal reasoning approach to the concepts of geometry. Students will be expected to make conjectures and prove conclusions based on hypotheses, as well as incorporate algebraic skills in the solution of geometry-based problems. The course includes the study of measurement, logical reasoning and proof, properties of triangles and polygons, congruence and similarity, coordinate geometry, transformations, circles, locus, construction and solid geometry. The New York State Geometry Regents exam will be administered in June.

### **Geometry Lab #371L**

1 Year - Meets every other day for the entire year

Best chance for success: Teacher recommendation

This course is designed to give additional support to identified students concurrently taking Geometry. Students are identified based on teacher recommendation. The additional time and resources will help students successfully complete Geometry and meet the state standards in Mathematics as well as prepare for the New York Geometry Regents in June. Students can earn up to four points on their final quarter grade.



**Geometry Regents Extended #380**

1 Year

Prerequisite: Integrated Algebra Regents in January 2012

This course is intended only for those students who successfully completed the Integrated Algebra Regents extended course in January 2012 and began Geometry in the spring semester of that year. In 2012-2013 they will continue the study of Geometry and will take the Geometry Regents examination in June 2013.

**Algebra 2/Trigonometry Regents Accelerated #395**

1 Year – 1 Credit

Prerequisites: Integrated Algebra Regents Accelerated

Best chance for success: Teacher recommendation

Intended for Math students in grade 10 who have successfully completed Geometry Regents Accelerated. Students will focus on the functional aspects of mathematics, including exponential and logarithmic functions, trigonometric functions and their inverses, complex numbers, sequences and series, probability and statistics. The graphing calculator will be used as a tool throughout the course. The New York State Algebra 2/Trigonometry Regents exam will be administered in June.

**Algebra 2/Trigonometry Regents #372**

1 Year – 1 Credit

Prerequisite: Integrated Algebra, Geometry and passing grades on the corresponding Regents examinations

This course is the third in the three-year sequence that addresses the State Standards in Mathematics and is for grade 11 math students. Students will focus on the functional aspects of mathematics, including linear and quadratic functions, exponential and logarithmic functions, trigonometric functions and their inverses, complex numbers, transformation geometry, probability and statistics and sequences and series. The New York State Algebra 2/Trigonometry examination will be administered in June.

**Algebra 2/Trigonometry Lab #372L**

1 Year – Meets every other day for the entire year

Best chance for success: Teacher recommendation

The lab is designed to give additional support to identified students concurrently taking Algebra 2/Trigonometry. Students are identified based on teacher recommendation. The additional time and resources will help students successfully complete Algebra 2/Trigonometry and help students prepare for the New York State Algebra 2/Trigonometry Regents examination in June. Students can earn up to four points on their final quarter grade.

**Precalculus Honors #347**

1 Year – 1 Credit

Prerequisites: Geometry Accelerated and Integrated Algebra 2/Trigonometry Accelerated

Best chance for success: Teacher recommendation

This course is designed for Accelerated Math students in grade 11. It covers in depth those topics included in a precalculus course and relies heavily on the use of graphing calculators. Students are prepared to take AP Calculus in their senior year.

**Precalculus #362**

1 Year – 1 Credit

Prerequisites: Integrated Algebra, Geometry, Algebra 2/Trigonometry and passing grades on the corresponding Regents examinations

This course is recommended for seniors who plan to take a first semester Calculus course in college, or juniors who will take an honors math course in their senior year. Topics include a study of quadratic, polynomial, rational, trigonometric, exponential and logarithmic functions and their applications.

Additional topics such as matrices, sequences and series, and an introduction to limits and calculus will also be studied. The graphing calculator is used as a tool throughout the course. A final examination is administered in June.

**Precalculus/Calculus Honors #363**

1 Year – 1 Credit

Prerequisite: Integrated Algebra, Geometry, Algebra 2/Trigonometry

Best chance for success: Teacher recommendation

After the introduction and development of required precalculus concepts: functions, polynomials, trigonometry, exponential and logarithmic functions, and limits, the course continues with the study of calculus.

<b>Advanced Placement Calculus AB with Precalculus #341</b>	<b>New Course</b>
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1 Year – 1 Credit

Prerequisite: Integrated Algebra, Geometry, Algebra 2/Trigonometry, senior standing

Best chance for success: Teacher recommendation

This course is designed for selected seniors who took Algebra 2/Trigonometry Regents as juniors and who have demonstrated ability and interest in higher mathematics. In order to cover the topics from both a precalculus and a calculus course in a single academic year, the class will meet two periods per day in the fall and one period per day in the spring. Students will take the AP Calculus AB examination offered in May. In addition, a local final examination will be administered in June.

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

**Advanced Placement Calculus AB #343**

1 Year – 1 Credit

Prerequisite: Precalculus

Best chance for success: Teacher recommendation

This course is equivalent to at least one semester of college calculus; additional topics will be covered as time permits. Students are exposed to the theory underlying the concepts of differential and integral calculus and apply the techniques learned in a variety of problem solving situations. College credit may be awarded depending on the AP examination score and the policy of the college the student attends.

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

**Advanced Placement Calculus BC #348**

1 Year – 1 Credit

Prerequisite: Precalculus Honors

Best chance for success: Teacher recommendation

This course is equivalent to two semesters of college calculus. Students are exposed to the theory behind the concepts of differential and integral calculus and apply the techniques learned in a variety of problem solving situations. College credit may be awarded depending on the AP examination score and the policy of the college the student attends. 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.

### **Advanced Placement Statistics #359**

1 Year – 1 Credit

Prerequisite: Integrated Algebra, Geometry, Algebra 2/Trigonometry

Best chance for success: Teacher recommendation

Activities include examining data (observing patterns and departures from patterns), planning statistical studies (methods of data collection, planning and conducting surveys and experiments), anticipating patterns (producing models using probability and simulation), and drawing statistical inferences (confirming models). College credit may be awarded depending upon the AP examination score and the policy of the college the students attends.

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

## **MATH ELECTIVES**

### **Computer Science I #330B**

½ Year – ½ Credit (Fall)

Prerequisite: Grade 10-12

Grade 9 students require permission from the course teacher.

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

### **Computer Science II #331B**

½ Year – ½ Credit (Spring)

Prerequisite: Computer Science I or written permission from the course teacher

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

### **Advanced Placement Computer Science A #335**

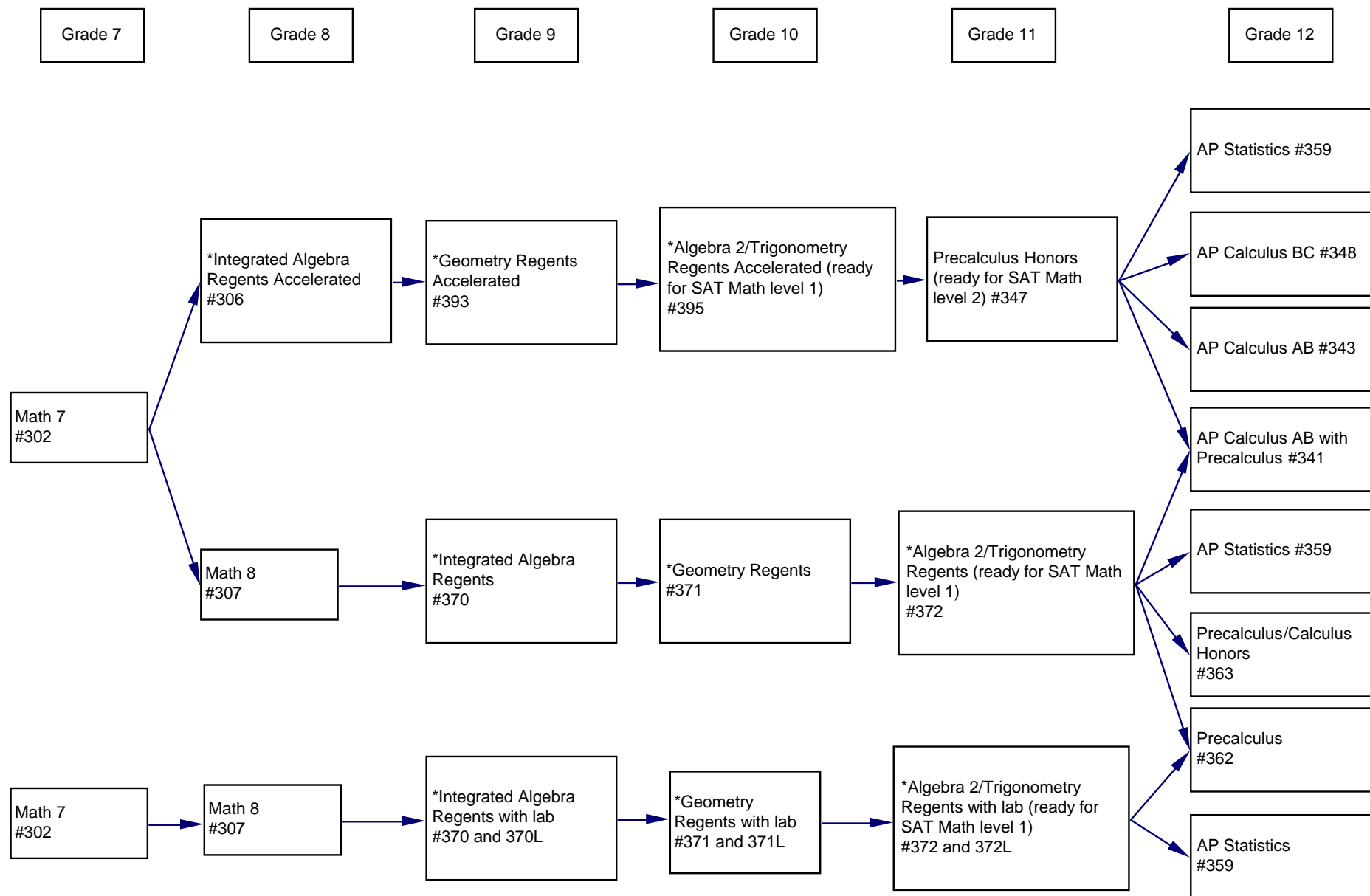
1 Year – 1 Credit

Prerequisite: Computer Science I and Computer Science II

This college level course covers sorts and searches, handling data structure and programming algorithms. College credit may be granted depending upon the AP examination score and the policy of the college the student attends.

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

# Math curriculum for current grades 7-12 for the 2012-2013 school year



\*Regents exam in June

Students in grades 10-12 can take computer science 1 and 2 (grade 9 students require teacher permission), possibly followed by AP Computer Science A.

## MUSIC

### JUNIOR HIGH SCHOOL

#### **CLASSROOM MUSIC 7 #755**

#### **CLASSROOM MUSIC 8 #759**

Alternate days

Prerequisites: 7th graders are strongly encouraged to consult their elementary school music teachers for recommendations about placement in an appropriate music class.

Classroom Music is designed for students who are unable to fulfill the participation and performance requirements of an ensemble class (i.e. Orchestra, Wind Ensemble and/or Chorus).

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

#### **CHORUS 7 #751**

#### **CHORUS 8 #752**

Alternate days

Best chance for success: 7th graders are strongly encouraged to consult their elementary school music teachers for recommendations about placement in an appropriate music class.

Chorus 8: Best chance for success: recommendation of the Junior High School Choral Director

Special attention is placed on building poise and confidence in changing adolescent voices and on singing effectively within a mixed chorus of three different parts. Leadership, cooperation and responsibility are emphasized since the contribution of each individual creates a successful ensemble. Basic vocal exercises and written worksheets are introduced 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. **Assessment is mainly evaluated through active participation in class and during large group rehearsals. Attendance is mandatory at evening performances at the PAC in January and May.** Additional performance opportunities exist for selected students to participate in All-County Chorus and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival.

**WIND ENSEMBLE 7** #756  
**WIND ENSEMBLE 8** #756A  
**WIND ENSEMBLE 7 + CHORUS 7\*** #785 and #798  
**WIND ENSEMBLE 8 + CHORUS 8** #791 and #797

Alternate days

Best chance for success: Wind Ensemble 7: approval of the Elementary School Band Director  
Wind Ensemble 8: recommendation of the Junior High School Band Director  
Audition is required for students new to the district.

Students refine basic skills such as music reading, rhythm, tone quality, scales, fingerings and articulation. All aspects of well developed ensemble playing are emphasized such as balance and blend of parts, rehearsal and practice techniques, interpretation and the exploration of varied band repertoire for presentation at two concerts. **Attendance is mandatory at both evening performances at the PAC in January and May.** SmartMusic, a web based program, will be offered as an extra credit option for students who wish to enhance the practice experience at home and reinforce classroom instruction through technology. Private study is strongly encouraged to promote individual progress and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Selected students are offered opportunities to perform in ensembles such as All-County Band and the Cold Spring Harbor Junior High School Jazz Band.

**\* SMALL GROUP INSTRUCTION:** Students are **required** to attend a weekly instrumental music lesson that is rotated throughout the lunch periods.

**ORCHESTRA 7** #754  
**ORCHESTRA 8** #757  
**ORCHESTRA 7 + CHORUS 7** #758 and #798  
**ORCHESTRA 8 + CHORUS 8** #760 and #797

Alternate days

Best chance for success: Orchestra 7: approval of the Elementary School Orchestra Director  
Orchestra 8: recommendation of the Junior High School Orchestra Director  
Audition is required for those students new to the district.

Members of the orchestra attend three rehearsals within the course of a six day cycle (two if they also enroll in Chorus). In these rehearsals, students learn the tools to develop basic orchestral performance skills: sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. All aspects of well-developed ensemble playing are emphasized as students prepare music from a varied repertoire for two concerts. SmartMusic, a web based program, will be offered as an extra credit option for students who wish to enhance the practice experience at home and reinforce classroom instruction through technology. **Attendance is mandatory at both evening performances at the PAC in January and May.** Private study is strongly encouraged to promote individual progress and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Opportunities to perform in ensembles such as All-County Orchestra and Long Island String Festival Association (LISFA) are offered to selected students. Privately sponsored Youth Orchestras and summer opportunities abound for interested students who qualify.

**\* SMALL GROUP INSTRUCTION:** Students are **required** to attend a weekly instrumental music lesson that is rotated throughout the lunch periods.

## SENIOR HIGH SCHOOL

1. Band, Orchestra and Chorus are always full credit courses with the exception that students may opt for a full credit split between Chorus (1/2 credit) and either Band or Orchestra (1/2 credit).
2. A core performing ensemble is defined as either Band, Orchestra or Chorus.
3. 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.\*

\*Half credit participation is acceptable for a single year only if an academic scheduling conflict is so severe that no other accommodations can be made. For additional requirements, please visit the teacher websites of either HS Music Chairperson, Mrs. Leah Martin or Tri-M Advisor, Dr. Matthew Marullo.

### **SENIOR HIGH CHOIR #761**

1 Year - 1 Credit

Grades 9 - 12

Best chance for success: recommendation of Choir Director

Audition is required for those who have not had a previous high school choral experience.

**This core performing ensemble fulfills the 1-credit graduation requirement in Music mandated by New York State.**

The choir meets daily and there are extra rehearsals and sectionals called occasionally. **Attendance is mandatory for the Winter, Spring and "Pops" Concerts (evening performances at the PAC in December, April and June).** **Students should also be ready to sing at graduation and other engagements that arise throughout the year.**\* At its foundation, the ensemble explores the great choral classics but branches off into the music of more contemporary and eclectic styles. Students are expected to develop their voices and contribute individually to the group. Focus is placed on all aspects of healthy, accurate and confident singing such as proper breathing, posture, diction, vowel formation, tone production, and range flexibility. Emphasis is placed on the skills necessary for a successful ensemble experience: sight-singing, interpretation, expression and the blending of voices within the context of four different parts. The preparation of a solo for the New York State School Music Association (NYSSMA) Festival is strongly encouraged 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 are offered. Students registered for Senior Choir are also eligible to audition for the CSHHS Vocal Jazz Ensemble.

\*Community service credit will be awarded for participation at graduation and additional events.

## **CONCERT BAND 9 #794A**

1 Year - 1 Credit

Grade 9

Prerequisite: Junior High Band

Best chance for success: recommendation of the instructor

Audition is required for students who are new to the district or those who wish to change instruments.

**This core performing ensemble fulfills the 1-credit graduation requirement in Music mandated by New York State.**

Students refine basic skills such as music reading, rhythm, tone quality, scales, fingerings and articulation. All aspects of well developed ensemble playing are emphasized such as balance and blend of parts, rehearsal and practice techniques, interpretation and the exploration of varied band repertoire for presentation at three concerts. **Attendance is mandatory for the Winter, Spring and "Pops" Concerts (evening performances at the PAC in December, April and June). In a demonstration of unity and school spirit, students are required to play in the Pep Band for home football games and graduation.\*** Private study is strongly encouraged to promote individual progress and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Select students are offered opportunities to perform in outside ensembles such as All-County Orchestra, All-County Band and All-County Jazz Band are offered to selected students.

\*Community service credit will be awarded for participation in Pep Band and graduation. In extremely limited circumstances, serious conflicts with a single football game may be discussed with the Band Director and/or Music Chairperson.

## **WIND ENSEMBLE 10-12 #778A**

1 Year - 1 Credit

Grades 10-12

Best chance for success: recommendation of Band Director

**This core performing ensemble fulfills the 1-credit graduation requirement in Music mandated by New York State.**

The advanced student explores more challenging band literature in daily rehearsals. Students refine basic skills such as music reading, rhythm, tone quality, scales, fingerings and articulation. All aspects of well developed ensemble playing are emphasized such as balance and blend of parts, rehearsal and practice techniques, interpretation and the exploration of varied band repertoire for presentation at three concerts. **Attendance is mandatory for the Winter, Spring and "Pops" Concerts (evening performances at the PAC in December, April and June). In a demonstration of unity and school spirit, students are required to play in the Pep Band for home football games and graduation.\*** Private study is strongly encouraged to promote individual progress and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Select students are offered opportunities to perform in outside ensembles such as All-National, All-Eastern, All-State, All-County Orchestra, Band and Jazz Band.

\*Community service credit will be awarded for participation in Pep Band and graduation. In extremely limited circumstances, serious conflicts with a single football game may be discussed with the Band Director and/or Music Chairperson.



**ORCHESTRA 9-12** #764 1 Year – 1 Credit (Daily Rehearsals)  
#7645 1 Year - ½ Credit (Alternate Days)

Prerequisite: Junior High School Orchestra

Best chance for success: recommendation of the Orchestra Director

**This core performing ensemble fulfills the 1-credit graduation requirement in Music mandated by New York State.**

The development of all aspects of musical skill is encouraged for each student: sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. Students become familiar with the diverse performance practices of many different musical styles in the orchestral repertoire. **Attendance is mandatory for the Winter, Spring and "Pops" Concerts (evening performances at the PAC in December, April and June).** Students should also be ready to perform at other engagements that arise throughout the year.\* Private study is strongly encouraged 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 offered to selected students. Privately sponsored youth orchestras and summer opportunities abound for interested and eligible students.

\*Community service credit will be awarded for participation at additional events.

**CHAMBER ORCHESTRA 9-12** #765 1 year - 1 credit  
#765a 1 year - 1/2 credit (Alternate Days)

Best chance for success: recommendation of Orchestra Director

**This core performing ensemble fulfills the 1-credit graduation requirement in Music mandated by New York State.**

Same requirements as Orchestra 9-12, but advanced students explore more challenging literature. The development of all aspects of musical skill is encouraged for each student: sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. Students become familiar with the diverse performance practices of many different musical styles in the orchestral repertoire. **Attendance is mandatory for the Winter, Spring and "Pops" Concerts (evening performances at the PAC in December, April and June).** Students should also be ready to perform at other engagements that arise throughout the year.\* Private study is strongly encouraged 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 offered to selected students. Privately sponsored youth orchestras and summer opportunities abound for interested and eligible students.

\*Community service credit will be awarded for participation at additional events.

**MUSIC STUDIO LAB I #767**

1 Year - 1 Credit

Grades 9-12

Best chance for success: Teacher Recommendation.

This course teaches the performer how to operate the music sound studio. Recording and compositional techniques are developed; different techniques of processing digital music through audio and MIDI components are explored. Students learn basic piano skills, music notation, arranging and mixing through a series of projects completed on Digital Performer, a professional software program.

**MUSIC STUDIO LAB II #768**

Prerequisite: Music Studio Lab I

**MUSIC STUDIO LAB III #769**

Prerequisite: Music Studio Lab II

**MUSIC STUDIO LAB IV #770**

Prerequisite: Music Studio Lab III

1 Year - 1 Credit

Grades 9-12

Advanced recording, compositional techniques and programming are taught in this course, using electronic synthesizers, sound samplers, rhythm machines, etc. The computer is used as a command center to synchronize audio and video equipment.

**MUSICAL THEATER #775**

1 Year - 1 Credit

Grades 9-12

This course will focus on developing acting, singing and choreographic skills through musical theater and performance. Students will explore developments in theater history, audition and interview techniques and preparation, and creating a portfolio. Performance oriented work will include: pantomime, movement, improvisation, characterization, interpreting scripts, monologue and scene study, and speech and diction. Technically oriented work will include: direction, scene and costume design, sound and lighting design, stage management and creative script writing. Students will demonstrate the basic processes of musical theater production through independent performance projects: and participation at mandatory concerts - the Senior High Jazz/Musical Theater Concert in February, Musical Theater Showcase in May and Pops Concert in June. Students should be ready to perform at other engagements during the year for which they may receive community service credit.

**MUSIC THEORY/ADVANCED PLACEMENT MUSIC THEORY #779/#774**

1 Year - 1 Credit

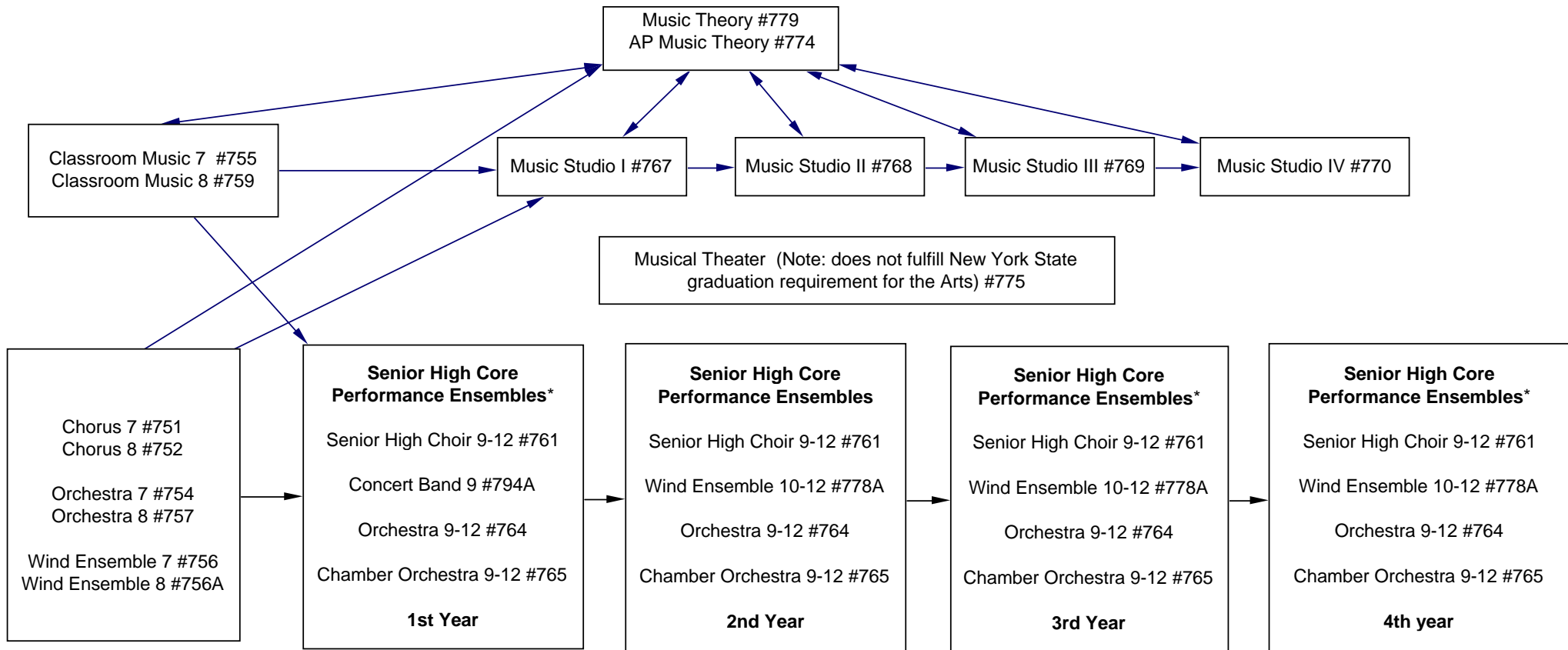
Grades 9-12

AP Music Theory, Best chance for success Teacher Recommendation

The objective of Music Theory is to prepare students for college level Music Theory - the study of music's language. The curriculum focuses on the study of harmony, voice leading, ear training and counterpoint. The study of great composers includes analysis and listening skills to support course concepts and overall music awareness. Music Theory students have the option of upgrading their status to AP Music Theory (#774) before the end of the second marking period. **Advanced Placement students take the AP Music Theory examination in May.\***

**\*Students enrolled in any advanced placement course are expected to take the Advanced Placement exam in that subject.**

<p><b>Music curriculum for grade 7-12 students for the 2012-2013 school year</b></p>
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\* Enrollment in a core performance ensemble is required for selection to the following honors performing organizations:  
MENC All-National and All-Eastern, NYSSMA All-State, NMEA All-County and Long Island String Festival Association (LISFA).  
It is also a prerequisite for All-State Auditions.

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 for participation in the Senior High Pops Concert and to audition for extra-curricular music honors groups such as CSHHS Vocal Jazz and Junior/Senior High Jazz Band.

...

Performance Ensembles,  
Music Studio or  
Music Theory  
will fulfill the New York State  
graduation requirement  
in the Arts.

## **PHYSICAL EDUCATION**

### **JUNIOR HIGH SCHOOL PHYSICAL EDUCATION**

#### **PHYSICAL EDUCATION 7 #903**

#### **PHYSICAL EDUCATION 8 #907**

Full Year

Alternate Days

This core program affords students in grades 7 & 8 the opportunity to develop a general knowledge and overall appreciation of a wide variety of Physical Education activities. The emphasis at this level is on improving specific skills learned at the elementary school level and to develop more advanced skills primarily in the area of team sports. The program is designed to foster a positive attitude toward physical activity, participation and fitness. In addition, students will participate in a four-week CPR 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 8<sup>th</sup> grade Physical Education curriculum. This Substance Abuse Prevention Program (SAPP) is team taught by the Physical Education and Mental Health staff.

### **SENIOR HIGH SCHOOL PHYSICAL EDUCATION**

#### **PHYSICAL EDUCATION 9-10 #911**

Full Year - ½ Credit

Alternate Days

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

Students will take part in a project adventure unit along with four weeks of instruction in American Red Cross Adult CPR/AED.

A unit in substance abuse prevention/healthy decision making is included in the 9<sup>th</sup> grade Physical Education curriculum. This Substance Abuse Prevention Program (SAPP) is team taught by the Physical Education and Mental Health staff.

#### **PHYSICAL EDUCATION 11-12 #912**

Full Year - ½ Credit

Alternate Days

Eleventh and twelfth grade students will have opportunities during the school year to participate in a variety of lifetime activities. Tennis, archery, golf, volleyball, badminton, softball and backyard games are some of the activities presented to the students. Students are instructed and certified in American Red Cross Adult CPR/AED.

## **PHYSICAL EDUCATION ELECTIVES**

### **FIT FOR LIFE #919**

Full Year - ½ Credit

Alternate Days

Grades 9-12

(Meets requirements for full-year Physical Education)

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

### **PROJECT ADVENTURE #918**

Full Year - ½ Credit

Alternate Days

Grades 9-12

(Meets requirement for full-year Physical Education)

Through a series of sequential activities, involving physical, mental, and social components, students will be involved in developing group and individual decision making, problem solving, and goal setting strategies. Project Adventure incorporates the use of cooperative games, trust activities, initiatives, stunts, low and high elements. The main emphasis of the program is 'challenge by choice'. Challenge by choice 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.

### **SPORTS MEDICINE #915**

Full Year - ½ Credit

Alternate Days

Grades 11-12

(Meets requirements for full-year Physical Education)

This non-traditional approach to Physical Education is geared toward junior and senior students who are planning to pursue a career in the fields of medicine, athletic training, exercise physiology, science, health, dance, recreation and physical education. In a lecture and active laboratory setting, the emphasis of this course will be on athletic training and sports medicine concepts. This course will cover prevention and treatment of injuries, performance enhancement, anatomy and physiology, sports specific nutrition, and first aid. Students will become proficient in taking blood pressure readings and basic first aid and athletic taping techniques. Completion of this course will certify students in American Red Cross Responding to Emergencies and CPR/AED for Healthcare Professionals.

**DANCE APPRECIATION #922**

Full Year - ½ Credit

Alternate Days

Grades 9-12

(Meets requirement for full-year Physical Education)

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

**FUNDAMENTALS OF COACHING #925**

Full Year - ½ Credit

Alternate Days

Grades 11-12

(Meets requirement for full-year Physical Education)

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

**LEISURE TIME ACTIVITIES #927**

Full Year - ½ Credit

Alternate Days

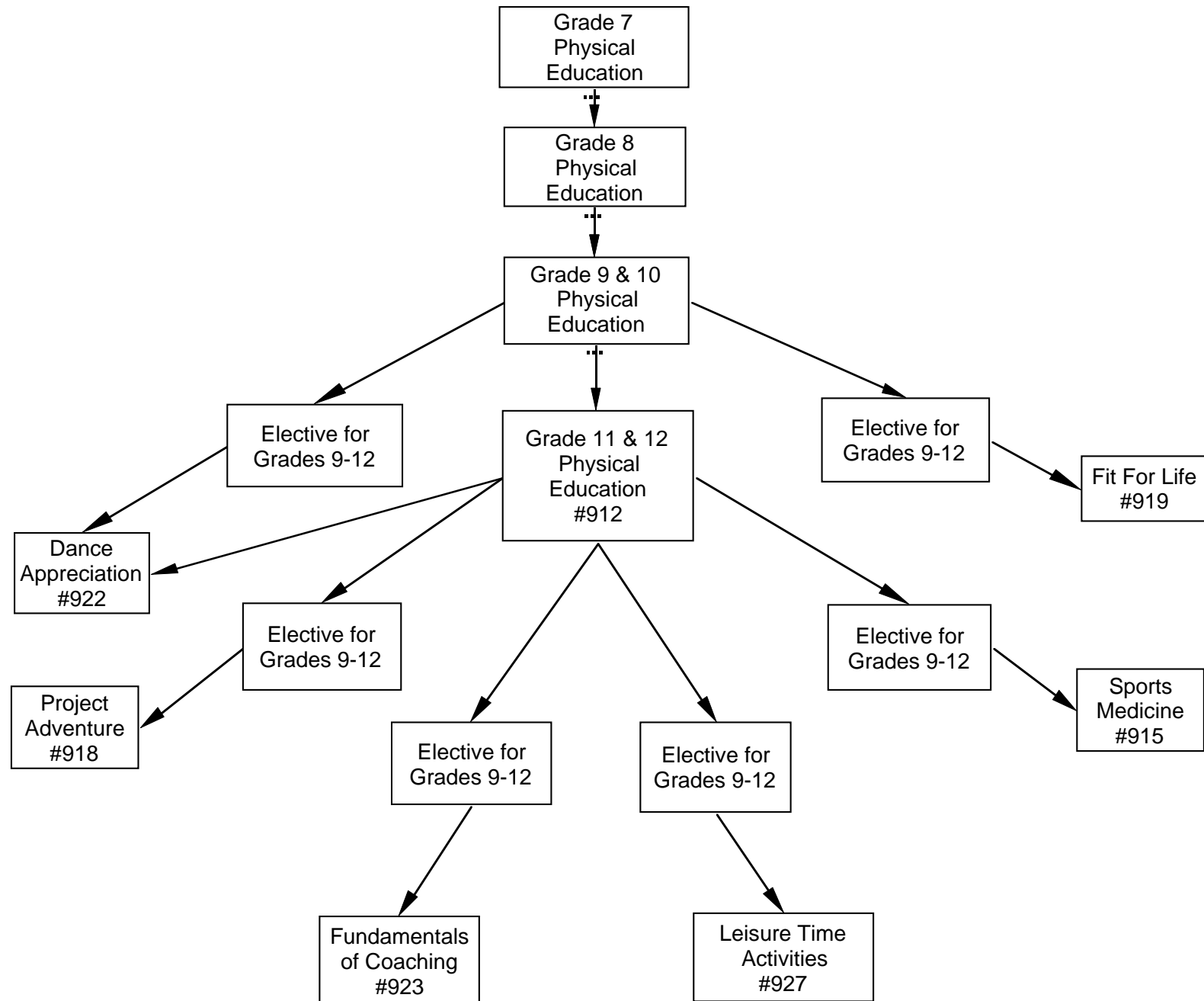
Grades 11-12

(Meets requirement for full-year Physical Education)

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

# PHYSICAL EDUCATION

## 2012-2013



## **JUNIOR HIGH SCHOOL SCIENCE**

### **Life Science 7 #401**

1 Year

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

### **Biology Regents Accelerated #455**

1 Year – 1 Credit

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

## **SENIOR HIGH SCHOOL SCIENCE**

Students are urged to take a full laboratory science program, including Biology, Chemistry and Physics, before registering for AP science courses.

The science sequence allows selected students entering grades 11 and 12 flexibility in scheduling a wide variety of courses. **Students should choose courses in consultation with their teachers and counselor. This is important because if one chooses a Science course and withdraws after the September “add date” (usually 2 weeks after the beginning of school) it may not be possible to enroll in another full year science course.** Students who wish to take more than one science laboratory course in any year must be approved by the Science chairperson.

### **Biology Regents #430**

1 Year – 1 Credit

This course is meant for those grade 9 students who took Physical Science 8 in grade 8 during the 2011-2012 school year. The course provides a broad understanding of the fundamental principles of biology. Extensive treatment will be given to the specific areas of cell processes, reproduction and development, modern genetics, evolution and ecology. These concepts are developed through appropriate laboratory experiences. Students are required to take the Living Environment Regents examination in June.

### **Earth Science Regents #412**

1 Year – 1 Credit

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



**Chemistry Regents Accelerated #445**

1 Year – 1 Credit

Best chance for success: A- in Biology Regents Accelerated, strong mathematical skills and teacher recommendation

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

**Physics Regents Accelerated #454**

1 Year – 1 Credit

Prerequisites: Accelerated Chemistry

Best chance for success: B+ in Accelerated Chemistry and teacher recommendation

The curriculum both supplements and enriches the topics which are taught in Regents Physics. Students may meet with the technology department to build models, and/or use apparatus to illustrate different physics principles. Students will be prepared for and encouraged to take the nationally recognized College Board Subject Test in Physics. Students are required to take the Physics Regents examination in June.

**Chemistry Regents #441**

1 Year – 1 Credit

Grades 10-12

Prerequisite: Passing grade on the Integrated Algebra Regents examination

This course is for non-accelerated 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.

**Chemistry #442**

1 Year – 1 Credit

Grades 10-12

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

**Physics Regents #452**

1 Year – 1 Credit

Best chance for success: C in two Regents-level sciences; passing grades on the Integrated Algebra and Geometry Regents examinations; Algebra II and Trigonometry Regents either completed or taken concurrently.

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

**Physics #451**

1 Year – 1 Credit

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

**Advanced Placement Human Geography #497**

1 Year – 1 Credit

Grade 10 only

This course is an elective and must be taken concurrently with a laboratory science class required for graduation. The course is rigorous, challenging and ideal for the student who wants the tools needed to make sense of cultural, political, economic and urban systems. There is no laboratory component to this course.

AP Human Geography focuses on the distribution, processes and effects of human populations on the planet. The first half of the course covers topics ranging from migration and population distribution to the organization of political states and economies, followed by discussion of how these distributions and states create environmental and ecological effects. The second semester evaluates land use and how humans have changed the topography of the world through agricultural and industrial advancements. Emphasis is placed on geographic models and their applications. At the conclusion of the course, the students will be able to frame current events through a geographical perspective.

Students enrolled in any advanced placement course are expected to take the Advanced Placements examination in that subject.

**Advanced Placement Biology #463**

1 Year – 1 Credit

Prerequisites: Chemistry Regents and one other Regents-level science course; Physics Regents is recommended.

Best chance for success: C in Chemistry Regents

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

passed the Biology Regents course and the Living Environment Regents examination, as required by New York State.

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

### **Advanced Placement Environmental Science #475**

1 Year – 1 Credit

Prerequisites: Two Regents-level science courses

Best chance for success: C in two Regents-level science courses

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

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

### **Molecular and Genomic Biology Honors #498**

(A Cold Spring Harbor Laboratory Partnership)

1 Year – 1 Credit

Accelerated Science students in Grades 11-12

Prerequisites: Three Regents-level sciences

Best chance for success: C in three Regents-level science courses

Students are transported to Cold Spring Harbor Lab daily for periods 8 and 9.

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

This course will also prepare students for the Living Environment Regents examination in June. Students are required to take this exam if they have not passed the Biology Regents course and the Living Environment examination, as required by New York State.

### **Advanced Placement Chemistry #444**

1 Year – 1 Credit

Prerequisite: Chemistry Accelerated, or Chemistry Regents; 1 year of Physics is recommended.

This course is designed for students who have demonstrated a high degree of competence in a first-year chemistry course. The course is designed to be the equivalent of a college freshman chemistry course

usually taken by science majors during their first year. Students are encouraged to preview the syllabus for this course and speak with the AP Chemistry teacher. In addition, students will be required to review and complete an assignment covering the first four chapters of the AP textbook during the summer.

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

### **Advanced Placement Physics B #464**

1 Year – 1 Credit

Prerequisites: Chemistry Accelerated or Chemistry Regents, Algebra 2/Trigonometry Regents, Accelerated Physics or Physics Regents

Best chance for success: B in Accelerated Physics or A- in Physics Regents

This course is designed for students who have demonstrated a high degree of competence in a first-year physics course. The course is designed to be the equivalent of a one-year college introductory Physics course usually taken in freshman year. It includes topics in mechanics, electricity and magnetism, thermal physics, waves and optics, and atomic and nuclear physics. Students are encouraged to preview the syllabus for this course and speak with the AP Physics teacher. In addition, students will be required to review several sections of the AP textbook during the summer prior to taking this course.

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

<b>Advanced Placement Physics C #466</b>
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<b>New Course</b>
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1 Year – 1 Credit

Grade 12

Prerequisite: Chemistry Accelerated or Regents, Physics Accelerated or Regents, concurrent enrollment in Calculus AB or BC, Precalculus/Calculus Honors or Calculus AB with Precalculus

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

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

## **SCIENCE ELECTIVES**

### **Marine Science I #476**

½ Year – ½ Credit

Grades 10-12

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

### **Marine Science II #477**

½ Year – ½ Credit

Grades 10-12

Prerequisite: Marine Science I. (AP Biology or AP Environmental Science either completed or taken concurrently may substitute for Marine Science I)

Best chance for success: B in Marine Science

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

### **Forensic Science I #435**

½ Year – ½ Credit

Grades 10-12

Forensic science begins at the crime scene and offers the technology of science for the definition and enforcement of law. Some topics that will be discussed are: fingerprinting, DNA fingerprinting, forensic toxicology and chromatography. In order to merge theory with practice, we will discuss a number of actual forensic case histories.

### **Anatomy and Physiology #488**

½ Year – ½ Credit

Prerequisite: Living Environment Regents

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

### **Introduction to Research Honors I #448**

½ Year – ¼ Credit (Course meets every other day.)

Grades 9-12

This course is designed to provide students with research skills in the natural and social sciences. These skills include: how to evaluate the validity of websites, access and utilize electronic databases, build a bibliography, use basic statistical tools to evaluate data, create graphs using Excel, write a natural or social science research paper, make an effective oral presentation. Students will acquire real data, write

a research paper, design a poster and present their work orally. This course requires a high degree of motivation.

**Introduction to Research Honors II #449**

½ Year – ¼ Credit (Course meets every other day.)

Grades 9-12

Prerequisite: Introduction to Research Honors I

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

**Independent Research Honors #450**

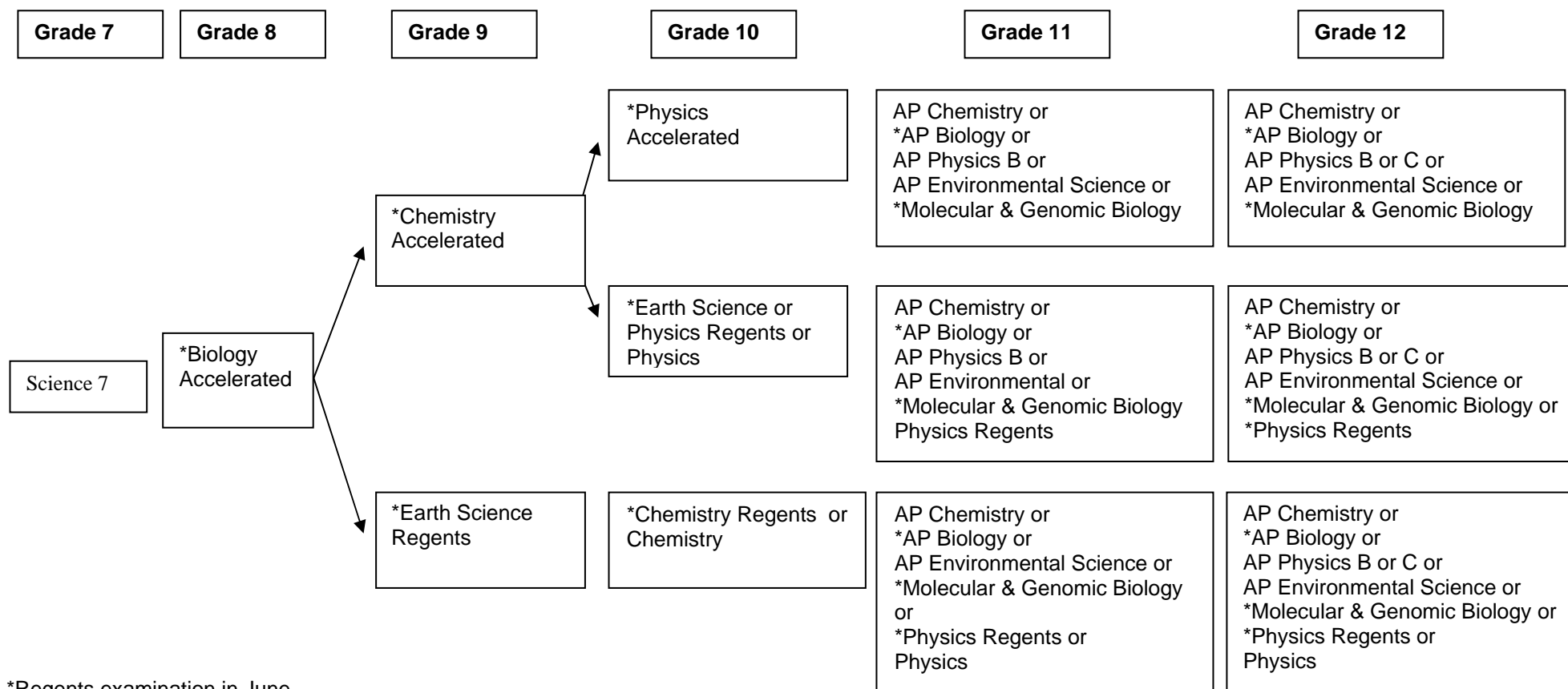
1 Year – 1 Credit (Meeting times to be arranged with teacher.)

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

Prerequisite: Introduction to Research Honors II

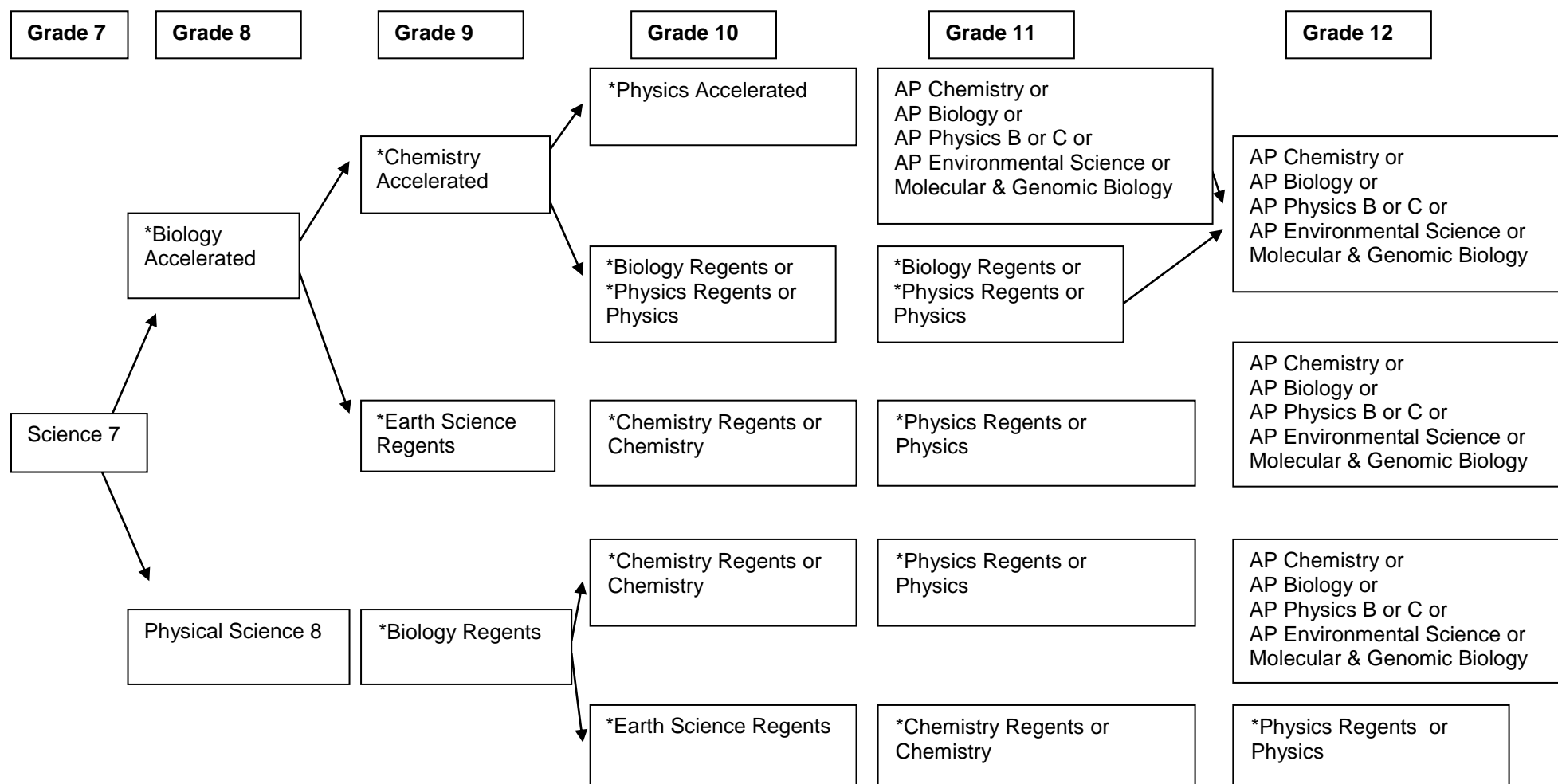
This course is designed for students who will plan and develop independent research to be presented for competition in local, regional and national contests. The course includes advanced statistical analysis of data as well as an extended literature search of the research topic. As appropriate, time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

## Science curriculum for current grade 7 students for the 2012-2013 school year



\*Regents examination in June.

# Science curriculum for current grade 8 students for the 2012-2013 school year

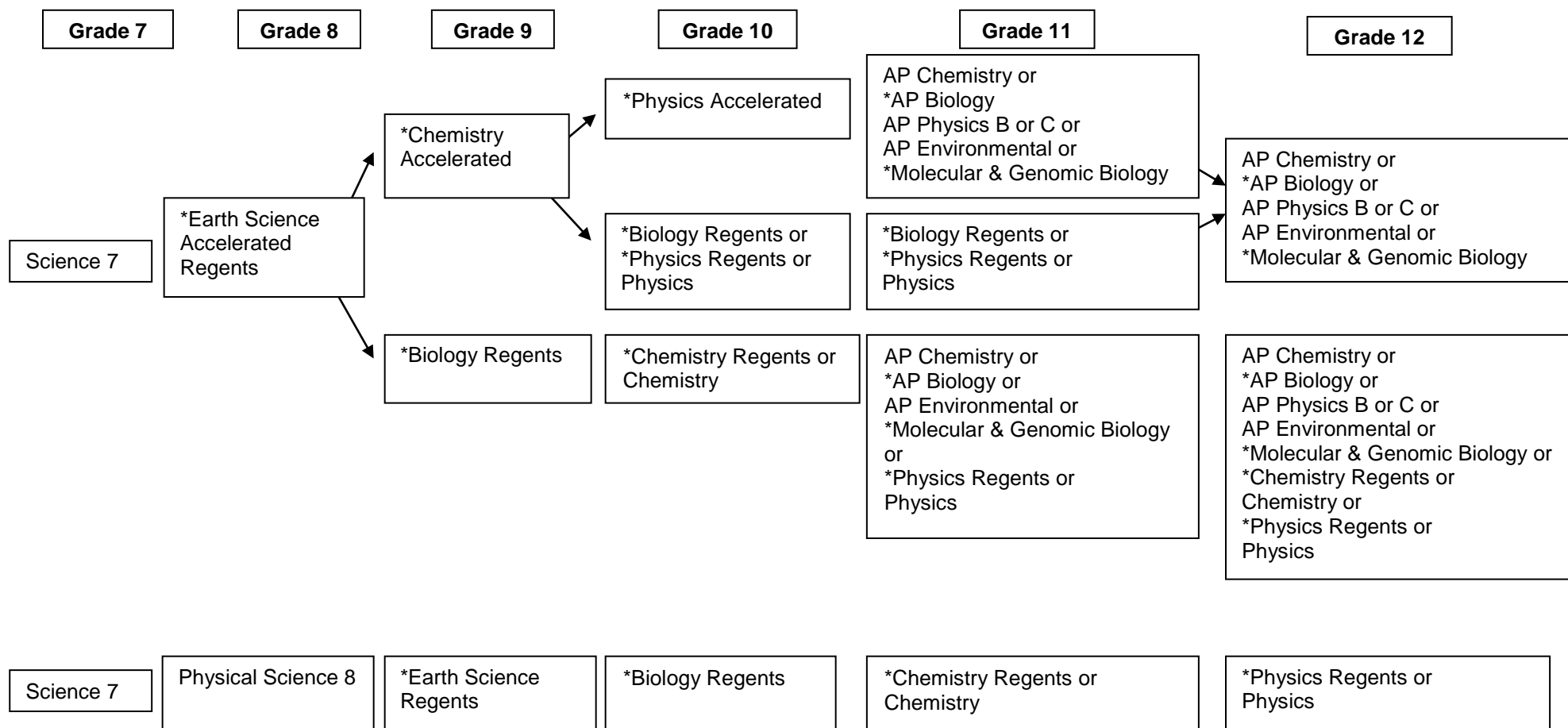


\* Regents examination in June

Students in grade 9 can take Anatomy and Physiology if they have taken Biology; they can also take Research I and Research II.



## Science curriculum for current grades 9, 10 and 11 students for the 2012-2013 school year



\*Regents examination in June

Students in grades 10 can take AP Human Geography.

Students in grades 10-12 can take electives in addition to a laboratory science course: Forensics, Marine Science I, Marine Science II, Anatomy and Physiology.

Students in grades 9-12 can take Research I, Research II or Independent Research.

## **SOCIAL STUDIES**

### **JUNIOR HIGH SCHOOL SOCIAL STUDIES**

#### **SOCIAL STUDIES 7: United States and New York State History #202**

1 Year

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

#### **SOCIAL STUDIES 8: United States and New York State History #207**

1 Year

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

### **SENIOR HIGH SCHOOL SOCIAL STUDIES**

#### **GLOBAL HISTORY & GEOGRAPHY I REGENTS #212**

1 Year - 1 Credit

Grade 9

This course is the first half of a two-year program in Global History. Global History & Geography covers world history from the dawn of humankind to approximately 1750. The primary emphasis will be on history, but relevant geographical, economic, and political concepts will be interwoven into the historical context. Students in this course will be required to take the Global History Regents Exam at the end of 10th grade. A final exam is given at the end of the year.

#### **ADVANCED PLACEMENT WORLD HISTORY I REGENTS #213**

1 Year - 1 Credit

Grade 9

Prerequisite: Students who desire the challenge this course presents will sit for a department-constructed writing sample. The writing sample will be used to assess the student's ability to succeed in the course.

Best chance for success: an A- in English and an A in Social Studies 8; teacher recommendation

This course is the first part of a two-year sequence in college-level World History and Geography in preparation for the A.P. 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 will offer an in-depth examination of philosophy, religion, art, literature, and geography of various cultures. Interpretive and analytical skills will be emphasized. (Students are required to take the Global History Regents examination and the AP World History Examination at the end of tenth grade.) A final exam is given at the end of the year. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required.

Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject. Students will take the A.P. exam at the end of Advanced Placement World History II.

### **GLOBAL HISTORY & GEOGRAPHY II REGENTS #217**

1 Year - 1 Credit

Grade 10

This course is a continuation of a two-year program and provides the student with a series of opportunities to examine global history from a chronological perspective emphasizing select themes and concepts. The time frame is from 1750 to the present. Students will focus on the following major developments: Enlightenment, Age of Revolution, Industrialism, Nationalism, Imperialism, Totalitarianism and Global Problems affecting our society today. For each historical era, students will investigate the following global connections and linkages: Cultural Diffusion, Migration, Multi-Regional Empires, Belief Systems, Trade and Conflict. The earth is a planet of diverse groups of people and geography. The students will focus on using geography to explain the connection between past and present civilizations. Students in this course are required to take the Global History Regents examination, which will count as the final exam, at the end of the course. Summer assignment required.

### **ADVANCED PLACEMENT WORLD HISTORY II REGENTS #215**

1 Year - 1 Credit

Grade 10

Prerequisite: A.P. World History I

Best chance for success: B- average in World History I and teacher recommendation

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

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

**ADVANCED PLACEMENT EUROPEAN HISTORY REGENTS #227**

1 Year - 1 Credit

Grade 10-12

Prerequisite: Global History I; Students who desire the challenge this course presents will sit for a department- constructed writing sample. The writing sample will be used to assess the student's ability to succeed in the course.

Best chance for success: A- in Global History I; teacher recommendation

The student reads deeply into selected problems of European History since the Middle Ages. The course is divided into two parts: chronology of European History and interpretation of European History. The study of European history since 1450 introduces students to cultural, economic, political and social developments that have played a role in shaping their world. Sophomores enrolled in this class must take the Global History & Geography II Regents Examination which counts as their final exam. Juniors and seniors enrolled in this course are responsible for a research paper to be counted as their final exam. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required.

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

**U.S. HISTORY & GOVERNMENT REGENTS #222**

1 Year - 1 Credit

Grade 11

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

**ADVANCED PLACEMENT U.S. HISTORY REGENTS #225**

1 Year - 1 Credit

Grade 11

Prerequisite: Social Studies 10 (#'s 215,217 or 227)

Best chance for success: A- average in Social Studies 10 (#'s 215,217 or 227); teacher recommendation

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

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

**ECONOMICS #251**

½ Year - ½ Credit

Grade 12

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

**PUBLIC AFFAIRS #254**

½ Year - ½ Credit

Grade 12

Students discuss domestic issues of contemporary concern, the formulation of public policy, and popular involvement in the American political process and public affairs. Among the topics discussed are taxation, the welfare system, health care, public education, immigration, the trade gap, and superpower relations. Requirements include direct involvement in some aspect of public affairs and the political process, participation in class debates, a mock congress, and a research paper as a final examination. A research paper, addressing the key concepts studied, is required.

**ADVANCED PLACEMENT ECONOMICS #256**

1 Year - 1 Credit

Grade 12

Prerequisite: U.S. History (#s 222 or 225)

Best chance for success: A- in U.S. History (#'s 222 or 225); teacher recommendation

This course may be taken in place of Economics and Public Affairs. The purpose of this Advanced Placement course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Readings are from a college level textbook, newspapers and periodicals. Focus will be on contemporary economic developments and application of economic principles to today's world. This course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. Students will prepare for the Economics AP examination and they will also receive Public Affairs credit. Students will experience a simulated stock market, utilizing Microsoft Excel. A college-level research paper, with an annotated bibliography, is required. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required.

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

**ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS #226**

1 Year - 1 Credit

Grade 12

Prerequisite: U.S. History (#s 222 or 225)

Best chance for success: B- in U.S. History (#'s 222 or 225); teacher recommendation

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

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

**SENIOR HIGH SCHOOL SOCIAL STUDIES ELECTIVES**

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

**ADVANCED PLACEMENT HUMAN GEOGRAPHY #288**

1 Year - 1 Credit

Grades 11-12

Prerequisite: Earth Science

Best chance of success: A- in Global History II, AP European History or AP World History II

The AP Human Geography course covers a wide range of material that would normally be included in a semester-long college-level course in Introductory Human Geography. Students will learn to use maps and spatial data sheets, as well as understand and interpret the implications of associations among phenomena in places. Students will also learn to define regions of the world and evaluate the regionalization process. Finally, they will characterize and analyze the changing interconnection in geography and how it influences the human race. There is a significant emphasis on vocabulary and its application. Some chapter outlining required. No summer assignment.

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

**ADVANCED PLACEMENT PSYCHOLOGY #246**

1 Year - 1 Credit

Grades 11-12

Prerequisite: A- in Social Studies

Best chance for success: Teacher recommendation

This course is a college-level course that requires students to analyze human behavior. Students are required to apply theories of psychology from various perspectives and in turn they will analyze their own behavior. Students will be required to think critically while analyzing statistics and empirical data. They will also analyze and participate in many experiments. Students should have a strong foundation in

biology in order to understand the neurological aspects of behavior. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required.

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

### **AMERICA AT WAR #231**

½ Year - ½ Credit

Grades 9-12

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

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

### **ANCIENT AND MEDIEVAL HISTORY #250**

½ Year - ½ Credit

Grades 9-12

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

### **CONSTITUTIONAL LAW #253**

½ Year – ½ Credit

Grades 9-12

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

### **CRIMINAL LAW #252**

½ Year - ½ Credit

Grades 9-12

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

**DEBATE #134**

½ Year (Fall Only) - ½ Credit

Grades 9-12

This course provides instruction and practice in Lincoln-Douglas Debate and Public Forum debate. 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.

**HISTORY OF NEW YORK CITY/URBAN STUDIES #261**

½ Year – ½ Credit

Grades 9-12

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

**MYSTERIES IN HISTORY #262**

½ Year - ½ Credit

Grades 9-12

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

**PROFESSIONAL SPORTS AND THE AMERICAN ECONOMY #264**

½ Year - ½ Credit

Grades 9-12

This course will challenge students to look at an industry of professional sports, not only as spectator and fan, but as owner, athlete, and agent. The course will enable students to learn and apply the math skills necessary for budgeting, contracts, payrolls, luxury tax, advertising, endorsements, stadium funding, and concessions. Through this course, students will learn to think critically and to problem solve, enabling them to make more informed personal business choices.

**PSYCHOLOGY #243**

½ Year - ½ Credit

Grades 9-12

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



**SOCIOLOGY #263**

½ Year - ½ Credit

Grades 9-12

**Not offered in 2012-2013**

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

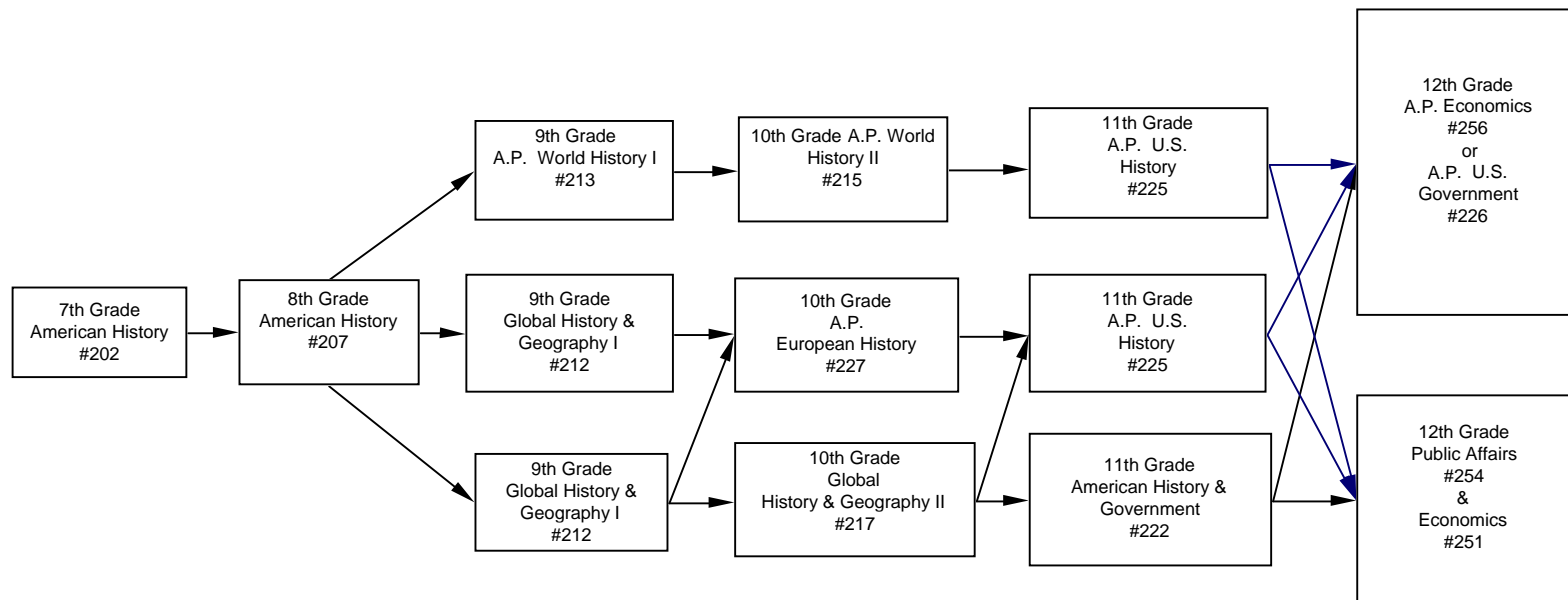
**STUDENT LEADERSHIP #255**

½ Year - ½ Credit

Grades 9-12

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

## Social Studies curriculum, for current grade 7-12 students for the 2012-2013 school year



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 A.P. or Regents levels or combination of both.

## **Social Studies Electives for the 2012-2013 school year**

### **Electives for Grades 9-12**

America at War #231  
Ancient and Medieval History #250  
Constitutional Law #253  
Criminal Law #252  
Debate (Fall only) #134  
History of NYC/Urban Studies #261  
Mysteries in History #262  
Professional Sports and the American Economy #264  
Psychology #243  
Student Leadership #255

### **Electives for Grades 11-12**

A.P. European History #227  
A.P. Psychology #246  
A.P. Human Geography #497

## **TECHNOLOGY EDUCATION**

### **JUNIOR HIGH SCHOOL TECHNOLOGY**

#### **GATEWAY TO TECHNOLOGY 8 (GTT) #833**

**GATEWAY TO TECHNOLOGY 8 (GTT) #876** (for students enrolled in Accelerated Living Environment)

½ Year

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

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

### **SENIOR HIGH SCHOOL TECHNOLOGY ELECTIVE**

#### **ENGINEERING AND DESIGN IN TECHNOLOGY #877**

½ Year – ½ Credit

Grades: 9-12

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

#### **ROBOTICS #880**

½ Year – ½ Credit

Grades: 9-12

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

## **WILSON TECHNOLOGICAL CENTER**

### **CAREER AND TECHNICAL EDUCATION**

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

### **SURF TECH** [www.wilsontech.org/surftech](http://www.wilsontech.org/surftech)

Students in grades 9 and 10 can test drive careers in technical and vocational fields for free by attending Surf Tech at the Wilson Tech Center in Dix Hills or Manor Plains. Classes meet on Wednesdays from 2:50 until 4:15 and there are 6-week sessions in the fall and spring. Transportation is provided from Cold Spring Harbor High School to the program and then back to the student's home in fall and spring. Programs are also offered in the summer but students must arrange their own transportation. See course descriptions and enroll online at [www.wilsontech.org/surftech](http://www.wilsontech.org/surftech).

### **WILSON TECH #9501**

Students in grades 11 and 12 can start a career while still in high school by choosing one of the 38 programs Wilson Tech offers for high school students. Programs provide a foundation for success in the workplace and for post secondary education. Course titles follow.

Students who choose an occupational or technical program attend their home school for half a day and are bused to Tech for two and a half hours of the school day.

### **REGENTS DIPLOMAS FOR TECH STUDENTS**

Students who complete a career and technical education (CTE) program may receive up to four and a half Regents credits for each year completed. CTE credits also count as sequence credit towards a Regents diploma. To receive such credit, students must complete and pass a course in Career and Financial Management (CFM) as well as their Tech course. Students earning a Regents diploma with Advanced Designation may substitute an extended sequence in Career and Technical Education for their foreign language requirement. Students may also take classes at Wilson Tech and receive academic credit in mathematics, science, social studies and English. When necessary students may also take regents preparatory and/or RCT preparatory courses at Wilson Tech. Students who are interested in attending a Career and Technical Education program should notify their counselor by February of 10<sup>th</sup> grade. A school trip to Wilson Tech is scheduled every year in March or April and 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.

### **EARN A TECHNICAL ENDORSEMENT (CTE) FOR YOUR REGENTS DIPLOMA**

Wilson Tech students can earn a career and technical education (CTE) endorsement on their high school diplomas when they successfully complete a Tech program, satisfy attendance requirements, successfully complete a course in Career & Financial Management (CFM), pass a nationally recognized certification exam in their chosen field and be eligible for a Regents/Local diploma. Each of Tech's 38 programs has been approved by the State Education Department for this CTE endorsement.

## **PREPARE FOR WORK OR COLLEGE**

Students who complete Tech programs find a variety of options for the future. Work/study experiences frequently lead to permanent employment. Wilson Tech has a job placement office that receives calls daily from employers looking for applicants. This information is always available to students.

Many students elect to further their education at two and four year colleges or at specialized training institutes. More than half of Tech graduates enroll in college or other training institutes after high school. Some can even earn college credit while in high school. Wilson Tech has agreements with more than 30 colleges where students can receive advanced standing and scholarships.

## **TECHNICAL PROGRAMS**

### **CONSTRUCTION MAJORS**

Architectural Design/CAD  
Building & Grounds/Maintenance\*  
Building Trades\*  
Carpentry  
Construction Electricity  
Heating/Ventilation/Air Conditioning  
Welding

### **HEALTH CAREERS**

Life Skills\*  
Medical Assisting  
Medical Laboratory  
Nurse Assisting

### **TRANSPORTATION CAREERS**

Aircraft Technology  
Auto Body Repair  
Auto Maintenance\*  
Auto Service Specialist (NEW)  
Automotive Technology  
Aviation Science/Flight  
Marine and Motor Sports Technology

\*Small classes

\*\*Small and large classes

### **GRAPHIC & MEDIA MAJORS**

Advertising/Graphic Design  
Audio Production  
Photography  
Printing\*  
Video Production

### **SERVICE CAREERS**

Certified Personal Trainer  
Cosmetology\*\*  
Culinary Arts  
Early Childhood Education  
Equine Studies  
Fashion Merchandising/Design  
Food Services\*  
Office Skills\*  
Police Science and Law  
Retailing\*  
Veterinary Assisting

### **TECHNOLOGY CAREERS**

Computer Networking &  
Repair/Robotics/Electronics  
Computer Technology for Business  
Design & Production Technology\*  
Electronic Manufacturing\*

## **SMALL CLASSES FOR STUDENTS WITH SPECIAL NEEDS**

Wilson Tech also 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.

## **WORLD LANGUAGES**

### **JUNIOR HIGH SCHOOL COURSES**

Successful completion of a two-year junior high world language sequence, including the FLACS Checkpoint A Examination (June),\* yields one unit of high school credit and allows students to enter the high school world language programs of study at level 2.

\*(Foreign Language Association of Chairpersons & Supervisors. FLACS is the organization responsible for the regional Checkpoint A and Checkpoint B examinations formerly known as Regents examinations)

#### **FRENCH**

**French 1A - 1 Year #551**  
Grade 7

**French 1B - 1 Year #554**  
Grade 8

\*FLACS Checkpoint A Examination in June

Successful completion of the two year sequence yields one high school credit which will appear on the high school transcript.

#### **SPANISH**

**Spanish 1A - 1 Year #552**  
Grade 7

**Spanish 1B – 1 Year #555**  
Grade 8

\*FLACS Checkpoint A Examination in June

Successful completion of the two year sequence yields one high school credit which will appear on the high school transcript.



## **SENIOR HIGH SCHOOL COURSES**

### **FRENCH**

#### **FRENCH 1 #504**

1 Year - 1 Credit

Grades 9-12

This is an introductory class where students begin to develop proficiency in listening and speaking in French. They learn proper pronunciation and engage in simple conversations. There is extensive emphasis on vocabulary acquisition. Simple grammatical structures are learned and gradually, with the use of authentic materials, the students develop basic reading and writing skills. Focus is also on the culture and contributions of French-speaking countries.

#### **FRENCH 2 #505**

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.

#### **FRENCH 2 ENRICHED #505A**

1 Year - 1 Credit

Grades 9-12

Prerequisite: French 1B

Best chance for success: A in French 1B or French 1 and teacher recommendation

French 2 Enriched is a transitional pre-honors 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 proficiency are begun. In the enriched classes, students are highly motivated to speak French. Students are expected to do more extensive readings and independent projects.

#### **FRENCH 3 #506**

1 Year - 1 Credit

Grades 10-12

Prerequisite: French 2

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

**FRENCH 3 HONORS #512**

1 Year – 1 Credit

Grades 10-12

Prerequisite: French 2 or French 2 Enriched

Best chance for success: A in French 2 or French 2 Enriched

French 3H is an accelerated study of advanced grammar and the application of complex structures to spoken language. The class is mostly taught in the target language. Emphasis is placed on the refinement of the four basic language skills: speaking, listening, reading, and writing through a communicative approach to second language study. 25% of the grade is derived from oral participation in the class. Students will take the FLACS Checkpoint B examination in June.

**FRENCH 4 #507**

1 Year - 1 Credit

Grades 11-12

Prerequisite: French 3 or French 3H

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

**FRENCH 4 HONORS #510**

1 Year - 1 Credit

Prerequisite: French 3 or French 3H

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

**FRENCH 5 #508**

1 Year - 1 Credit

Grade 12

Prerequisite: French 4 or French 4H

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

## **ADVANCED PLACEMENT FRENCH LANGUAGE #509**

1 Year - 1 Credit

Prerequisite: French 4 or French 4H – Summer assignment required

AP French Language is a course that emphasizes the use of language for active communication. The objectives of the course are: 1) to be able to understand spoken French in various contexts; 2) to develop further a French vocabulary sufficiently ample for reading newspaper and magazine articles and literary texts without dependence on a dictionary; and 3) to be able to express oneself both in speech and in writing with reasonable fluency and accuracy. The course seeks to develop language skills that can be used in various activities and disciplines and to train students in the organization and writing of compositions. The course is taught entirely in French.

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

## **SPANISH**

### **SPANISH 1 #553**

1 Year - 1 Credit

Grades 9-12

This is an introductory class where students begin to develop proficiency in listening and speaking the Spanish language. They learn proper pronunciation and engage in simple conversations. There is extensive emphasis on vocabulary acquisition. Simple grammatical structures are learned and gradually, with the use of authentic materials, the students develop basic reading and writing skills. Focus is also on the culture and contributions of Spanish-speaking countries.

### **SPANISH 2 #526**

1 Year - 1 Credit

Grades 9-12

Prerequisite: Spanish 1B or Spanish 1

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

### **SPANISH 2 ENRICHED #526A**

1 year - 1 credit

Grades 9-12

Prerequisite: Spanish 1B or Spanish 1

Best chance for success: A in Spanish 1B or Spanish 1 and teacher recommendation

Spanish 2 Enriched is a transitional pre-honors 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 proficiency are begun. In the enriched classes, students are highly motivated to speak Spanish. Students are expected to do extensive readings and independent projects.

**SPANISH 3 #527**

1 Year - 1 Credit

Grades 10-12

Prerequisite: Spanish 2

Emphasis is placed on the refinement of the four basic language skills: speaking, listening, reading, and writing through a communicative approach to second language study. Students will take the FLACS Checkpoint B Examination in June.

**SPANISH 3 HONORS # 536**

1 Year – 1 Credit

Grades 10-12

Prerequisite: Spanish 2 or Spanish 2 Enriched and teacher recommendation

Best chance for success: A in Spanish 2 or Spanish Enriched

Spanish 3H is an accelerated study of advanced grammar and the application of complex structures to spoken language. The class is mostly taught in the target language. Emphasis is placed on the refinement of the four basic language skills: speaking, listening, reading, and writing through a communicative approach to second language study. 25% of the grade is derived from oral participation in the class. Students take the FLACS Checkpoint B Examination in June.

**SPANISH 4 – SPANISH COMMUNICATION & CULTURE #528**

1 Year - 1 Credit

Grade 11

Prerequisite: Spanish 3 or Spanish 3 H

Spanish Communication 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. I-pods, 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. The course is taught entirely in Spanish, and 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.

**SPANISH 4 HONORS #533**

1 Year - 1 Credit

Prerequisite: Spanish 3 or Spanish 3 H

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

**SPANISH 5 – ADVANCED CONVERSATIONAL SPANISH #529**

1 Year - 1 Credit

Grade 12

Prerequisite: Spanish 4 or Spanish 4 H

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

**ADVANCED PLACEMENT SPANISH LANGUAGE #534**

1 Year - 1 Credit

Prerequisite: Spanish 4 or Spanish 4H – Summer assignment required

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

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

**LATIN****Latin is an elective course of studies that may be taken as a second world language only.****LATIN 1 #513**

1 Year - 1 Credit

Grades 9-12

Prerequisite: None

Latin 1 is a beginning course in the study of the language and Roman culture. A communicative approach to second language study is used, and emphasis is placed upon mastery of basic grammatical concepts in Latin and that influence on the English language. Students are introduced to derivational studies, transferral of Latin stylistic devices to English, and Graeco-Roman mythology.

**LATIN 2 #514**

1 Year - 1 Credit

Grades 9-12

Prerequisite: Latin 1

Latin 2 is a transitional course. An intermediate level of grammatical study is developed and students are introduced to more difficult selections from Latin literature. Emphasis is placed on understanding of Latin as a communicative language in the ancient world. The study of important aspects of Roman culture and civilization and their relevance to our modern world is continued.

**LATIN 3 #516**

1 Year - 1 Credit

Grades 10-12

Prerequisite: Latin 2

Students are introduced to the prose of Livy, Julius Caesar, and Cicero among selected others. A review of Latin grammar and syntax is combined with intensive vocabulary, derivational, and cultural studies. Students will take the FLACS Checkpoint B examination in Latin at the completion of this course.

**LATIN 4 #517**

1 Year - 1 Credit

Grades 11-12

Prerequisite: Latin 3

Latin 4 is an introductory course in advanced grammar and Roman poetry. Vergil's Aeneid is the primary text for translation. Emphasis is placed upon both literal translation and symbolic interpretation and understanding of the text. Students are introduced to poetic meters, notably dactylic hexameter. Other authors and selections from original texts may be introduced; but poetic expression, rather than prose, is the main concern of this course.

**LATIN 4 HONORS #578**

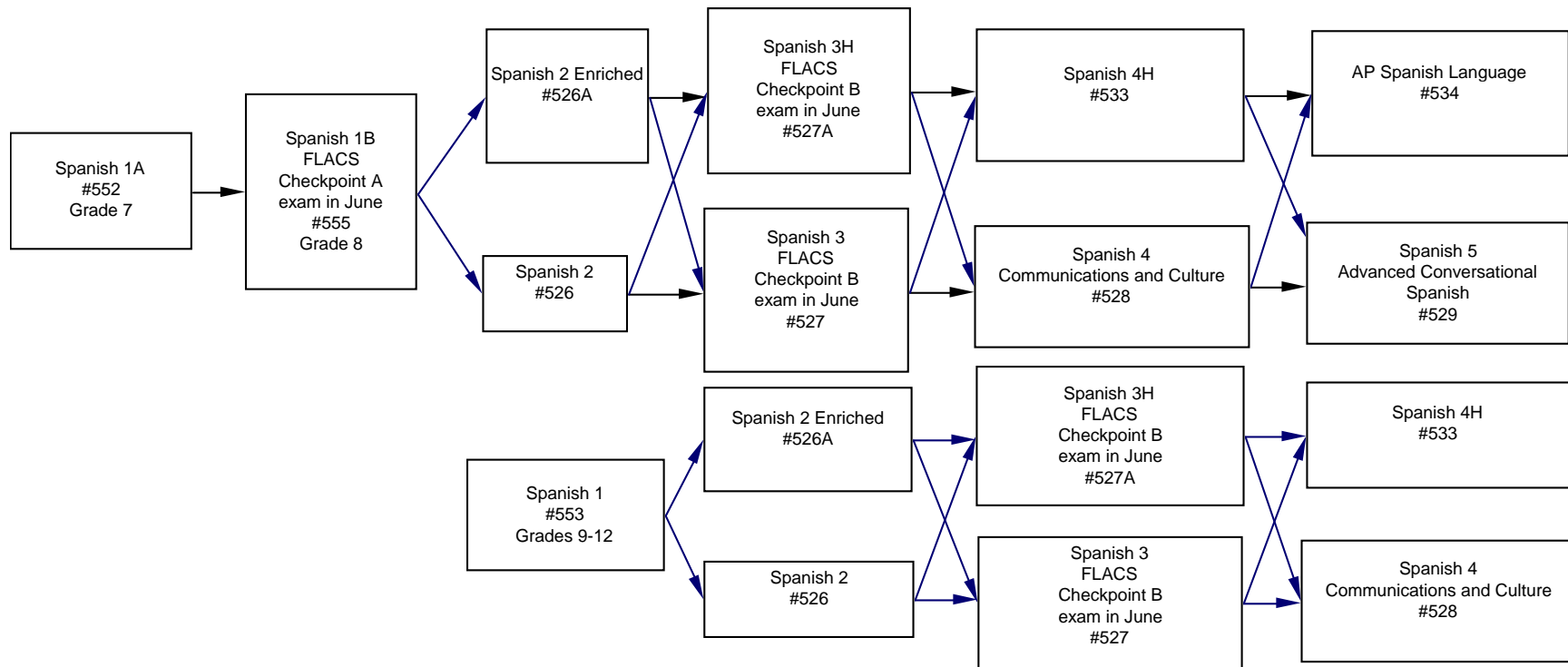
1 Year – 1 Credit

Prerequisite: Latin 3

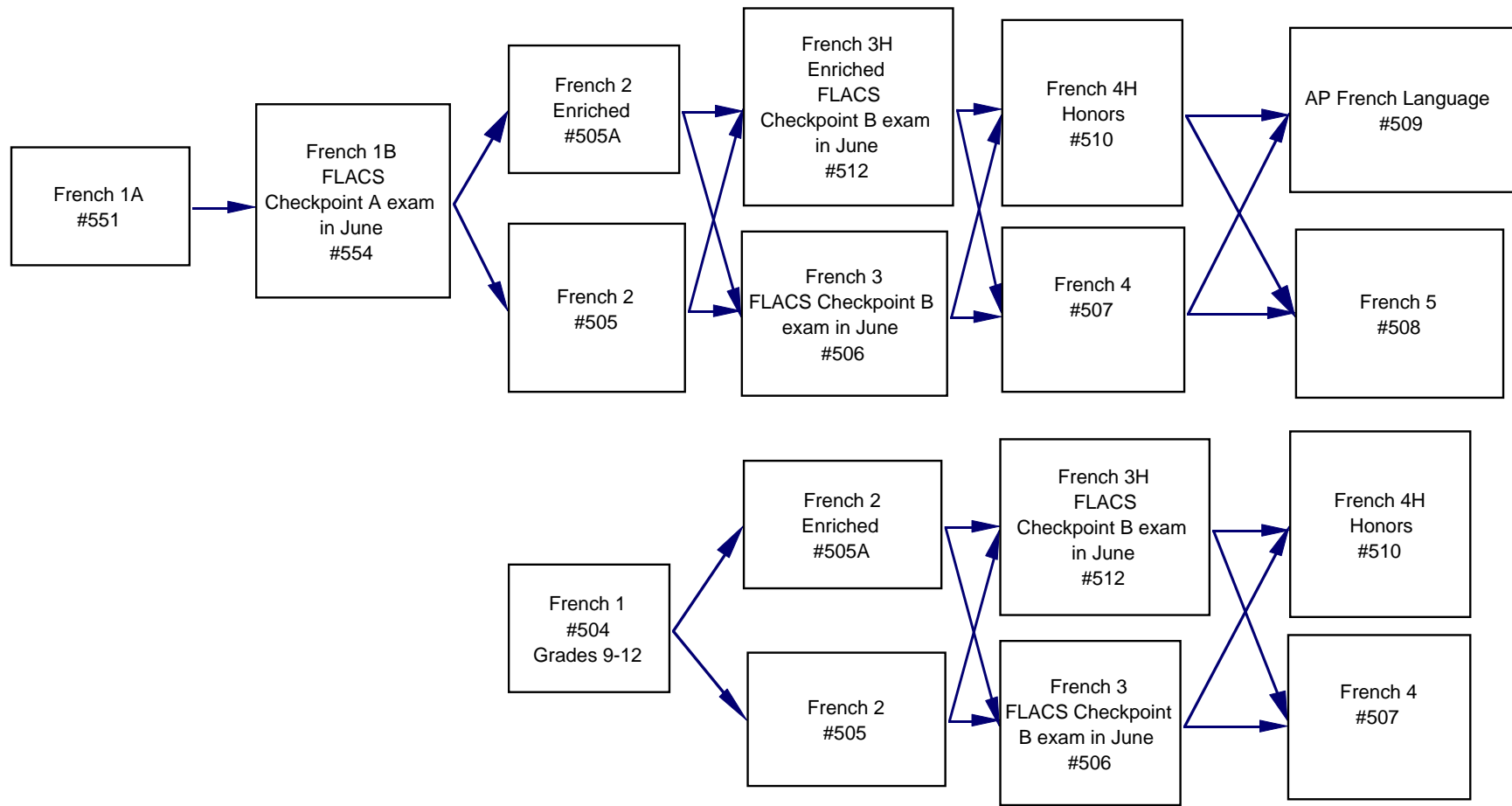
Best chance for success: Teacher recommendation

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

**Spanish curriculum, grades 7-12 for the 2012-2013 school year**



## French curriculum, grades 7-12 for the 2012-2013 school year





**Latin Curriculum for current grade 9-12 students for the  
2012-2013 school year**

