

***HALF HOLLOW HILLS HIGH SCHOOLS***

***COURSE OFFERINGS***

2004-2005

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## PREFACE

This course description book has been prepared so that students and parents may familiarize themselves with the variety of available curriculum choices in order to ease the planning of the students' academic programs for next year. Our counselors, teachers, and administrators are ready to help in the process of course selection.

In developing programs of study, students should seek not merely to satisfy graduation requirements, but also to take advantage of as many educational opportunities as possible, so that their high school experience will be both rich and rewarding.

The courses in this catalog are listed on a tentative basis. Some may not be offered in 2004 - 2005 due to a lack of sufficient enrollment.

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## Counseling Center

### GRADUATION CREDIT REQUIREMENTS

| LOCAL DIPLOMA            |    | REGENTS DIPLOMA          |    | ADVANCED REGENTS DIPLOMA |    |
|--------------------------|----|--------------------------|----|--------------------------|----|
| English                  | 4  | English                  | 4  | English                  | 4  |
| Social Studies           | 4  | Social Studies           | 4  | Social Studies           | 4  |
| Math                     | 3  | Math                     | 3  | Math                     | 3  |
| Science                  | 3  | Science                  | 3  | Science                  | 3  |
| Art/Music                | 1  | Art/Music                | 1  | Art/Music                | 1  |
| Health                   | ½  | Health                   | ½  | Health                   | ½  |
| PE                       | 2  | PE                       | 2  | PE                       | 2  |
| Electives                | 3½ | Electives                | 3½ | Electives                | 1½ |
| Second Language          | 1  | Second Language          | 1  | Second Language          | 3  |
| TOTAL UNITS . . . . . 22 |    | TOTAL UNITS . . . . . 22 |    | TOTAL UNITS . . . . . 22 |    |

Please Note: Of the 3 required science credits, one credit must be from the Living Environment core and one credit must be from the Physical Setting core.

### GRADUATION TESTING REQUIREMENTS

| LOCAL DIPLOMA<br>(5) |      | REGENTS DIPLOMA<br>(5) |      | ADVANCED REGENTS DIPLOMA (8)                            |              |
|----------------------|------|------------------------|------|---|--------------|
| English 11 Regents   | (55) | English 11 Regents     | (65) | English 11 Regents                                      | (65)         |
| Math A Assessment    | (55) | Math A Assessment      | (65) | Math A and B Assessments                                | (65)<br>(65) |
| Global Regents       | (55) | Global Regents         | (65) | Global Regents  | (65)         |
| US History Regents   | (55) | US History Regents     | (65) | US History Regents                                      | (65)         |
| Science Regents      | (55) | Science Regents        | (65) | Physical Setting Regents and Living Environment Regents | (65)<br>(65) |
|                      |      |                        |      | **Foreign Language Regents                              | (65)         |

\*\* Students may substitute 5 credits of art, Music or Occupational Education. However, students who use this substitution option still must earn at least one foreign language credit.

PLEASE NOTE: Students must earn a 65 or high on all required Regents examinations in order to qualify for a Regents or Advanced Regents Diploma. A student who does not meet the above requirement may still be awarded a local diploma provided the student earns 55 or higher on all required Regents examinations.

In addition, the RCT Safety Net will remain in effect for all special education students who have not met the local diploma requirement. These special education students must take all of the required Regents examinations, however, if they fail to meet the local diploma requirement, they may still earn a local diploma by scoring a 65 or better on the appropriate RCT.

## PROGRAM REQUIREMENTS

Students should plan their programs with the intention not only of fulfilling minimum requirements, but also of taking full advantage of the many effective courses offered in the various departments. Following are the minimum number of periods for which a student in each grade must be scheduled:

### GRADES 9, 10 AND 11

6 instructional periods + physical education + lunch

### GRADE 12

5 instructional periods + physical education + lunch

The regular school day consists of eight periods. Students are expected to be in school for the full eight periods. Therefore, they should not make any outside commitments, including employment, which will prevent them from fulfilling this school obligation.

For very serious reasons, seniors only may request a modification of their programs to allow them to leave school before the end of eighth period. Such requests require administrative approval.

The following pages include a listing of courses with the prerequisites and credits for each course. The selection of courses is a serious matter. It is recommended, therefore, that students and parents review these pages carefully in preparing programs for the next school year. The selection of courses by students determines staffing, building utilization, schedule preparation, and other considerations which have a definite cost factor. Changes in students' schedules have significant negative implications in all these areas and in teaching students responsibility for their choices. Therefore, requests for schedule changes, for any but the most serious reasons, will not be approved.

Each course description in this catalog observes the following format:

|                 |                  |                    |        |
|-----------------|------------------|--------------------|--------|
| Title of Course | Grade(s) Offered | *Length of Course  | Credit |
|                 |                  | sem. = 1 semester; | ½ or 1 |
|                 |                  | yr. = full year    |        |

## Art Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### FOUNDATION COURSES

#### Studio in Art

|        |            |     |   |
|--------|------------|-----|---|
| 007011 | 9-10-11-12 | yr. | 1 |
|--------|------------|-----|---|

This course satisfies the art/music graduation requirement and is the foundation prerequisite course for a major sequence in art. An overview of the field of art, it embodies drawing and painting in various media, sculpture, three-dimensional design, and computer graphics. This course is recommended for students who intend to pursue a sequence in art.

#### Creative Crafts

|        |            |     |   |
|--------|------------|-----|---|
| 007051 | 9-10-11-12 | yr. | 1 |
|--------|------------|-----|---|

This course combines traditional craft techniques with function, and two and three dimensional design. The course is based on designing and making three-dimensional objects. Areas covered are ceramics, jewelry making, plaster crafts, macrame, weaving, sculpture, and toy making. This course satisfies the art/music graduation requirement.

#### Media Arts

|        |            |     |   |
|--------|------------|-----|---|
| 007053 | 9-10-11-12 | yr. | 1 |
|--------|------------|-----|---|

This course uses the tools of current and emerging technologies to create works that present ideas and personal voice. It is aesthetic-based, uses the elements and principles of design, develops drawing skills and involves students in creative processes. Areas to be explored may include photography, advertising, animation, cartooning, computer graphics, film study, audio and video. This course satisfies the NYSED art/music graduation requirement.

#### Design and Drawing for Production I

|        |            |     |   |
|--------|------------|-----|---|
| 007018 | 9-10-11-12 | yr. | 1 |
|--------|------------|-----|---|

This course will provide students with opportunities in the areas of design and drawing through creative thinking, decision-making, and problem solving experiences. Strategies of design and drawing appropriate to the 21st century are emphasized by the problem design approach used in this course. This course satisfies the art/music graduation requirement, and serves as a foundation course for the art curriculum and the technology curriculum.

### ELECTIVE COURSES

Any combination of the following courses will lead to a sequence once a foundation course has been completed. While these courses listed below may be explored for personal enrichment, they do not fulfill the graduation requirement.

#### Drawing and Painting I

|        |            |     |   |
|--------|------------|-----|---|
| 007022 | 9-10-11-12 | yr. | 1 |
|--------|------------|-----|---|

This course involves a variety of experiences in drawing and painting. It emphasizes the use of pencil, charcoal, tempera, and acrylics together with principles of composition, color, and design.

Prerequisite: Studio in Art recommended, or solid drawing and design skills.

## Art Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### **Drawing and Painting II**

|        |          |     |   |
|--------|----------|-----|---|
| 007123 | 10-11-12 | yr. | 1 |
|--------|----------|-----|---|

This course is available to those students who have already taken Drawing and Painting I, and would like to continue to develop their skills. This year-long class will be an in-depth exploration into a wide variety of painting and drawing techniques utilizing various media. Traditional styles of painting and drawing will be combined with practical aspects of fine art including illustration and technology. Career opportunities in art-related fields will be explored.

Prerequisite: Drawing and Painting I.

### **Design and Illustration**

|        |            |     |   |
|--------|------------|-----|---|
| 007023 | 9-10-11-12 | yr. | 1 |
|--------|------------|-----|---|

This course emphasizes originality and inventiveness in solving the practical problems that the artist/illustrator encounters. Course work includes the drawing and painting of objects in a variety of media, book illustration, graphic design, three-dimensional design and computer graphics. Solid drawing and painting skills are recommended.

Prerequisite: Studio in Art recommended or solid drawing and design skills..

### **Fashion Illustration and Fashion Design I**

|        |          |     |   |
|--------|----------|-----|---|
| 007040 | 10-11-12 | yr. | 1 |
|--------|----------|-----|---|

Students will learn techniques and methods of contemporary fashion illustration for today's market. Students will review figure drawing, with special attention given to the male and female fashion figure. Dressing the figure, seasonal wear, accessories, and rendering of fabrics will be explored. Students will be instructed in the mechanical skills of the "lay-out" artist and how these skills are applied to fashion advertising. They will prepare "camera-ready" art and three dimensional displays. Students will have the opportunity to prepare a portfolio of work in preparation for future studies or employment in the fashion industry. Career opportunities will be presented and explored. Students will be required to provide enough fabric to design and make an original, wearable garment.

Prerequisite: Studio in Art recommended or solid drawing and design skills.

### **Fashion Illustration and Fashion Design II**

|        |       |     |   |
|--------|-------|-----|---|
| 007041 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

Students will study figure drawing for fashion design. They will be instructed in the mechanical skills of the Lay-out Artist and how these skills are applied to fashion advertising. Students will prepare "camera-ready" art and three-dimensional displays. They will prepare a portfolio of work in preparation for future studies or employment in the fashion industry. Career opportunities will be presented and explored, including the business of the fashion industry. Students will be required to provide enough fabric to design and make an original, wearable garment.

Prerequisite: Fashion Illustration and Fashion Design I.

### **Fashion Illustration and Fashion Design III**

|        |       |     |   |
|--------|-------|-----|---|
| 007142 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This course is directed toward the more advanced fashion student who has completed Fashion I and II. Students will explore textile design, fashion design in advertising and accessory design. The emphasis will be on presentation. Individual areas of concentration will be explored in depth.

Prerequisite: Fashion Illustration and Fashion Design II.



## Art Department

| Course   | Grade(s) Offered | Length of Course | Credit |
|--|------------------|------------------|--------|
| <b>Ceramics &amp; Sculpture I</b>  |                  |                  |        |
| 007014   | 10-11-12         | sem.             | ½      |
| Students receive an introduction to hand-building and wheel-making techniques in making pottery and ceramic sculpture. Projects include planters, mugs, pitchers, creamers, teapots, as well as semi-abstract, non-functional design. The course also considers the design and construction of tiles and mosaics.<br>Prerequisite: Studio in Art or Creative Crafts is recommended.  |                  |                  |        |
| <b>Ceramics &amp; Sculpture II</b>   |                  |                  |        |
| 007016   | 10-11-12         | sem.             | ½      |
| In Ceramics II students do advanced work on the potter's wheel and experiment with clays and glazes. Students will also learn advanced techniques in sculpture and how to make functional mosaic pieces, such as coffee tables, wall plaques, chessboards, and sculpture.<br>Prerequisite: Ceramics and Sculpture I.   |                  |                  |        |
| <b>Design and Drawing for Production II</b>  |                  |                  |        |
| 007020   | 10-11-12         | yr.              | 1      |
| This course provides advanced work for future draftsmen and designers. Advanced techniques are covered in the areas of mechanical and industrial design. This course emphasizes the relationship between design and actual production techniques and includes the making of models and mockups. In addition to developing drafting skills, students will learn computer techniques and language using the Auto-C.A.D. Career orientation will be emphasized.<br>Prerequisite: Design and Drawing for Production I. |                  |                  |        |
| <b>Design and Drawing for Production III</b>   |                  |                  |        |
| 007021   | 11-12            | yr.              | 1      |
| Individual attention is given to all aspects of design and presentation. Emphasis placed on design as related to career opportunities. The course stresses the role of the artist with regard to the relationship between design and actual production techniques. Students strive to develop their own creative design and presentation style. Advanced use of computer-aided drawing will be stressed.<br>Prerequisite: Design and Drawing for Production II.  |                  |                  |        |
| <b>Architectural Design I</b>  |                  |                  |        |
| 007025   | 10-11-12         | yr.              | 1      |
| An introduction to architectural design and construction, this course includes a history of architectural form, the design and study of floor plans and elevation, an introduction to traditional and contemporary building materials, and work in perspective and freehand drawing.<br>Prerequisite: Design and Drawing for Production is recommended.  |                  |                  |        |
| <b>Architectural Design II</b>   |                  |                  |        |
| 007026   | 11-12            | yr.              | 1      |
| Advanced studies in architecture emphasizes work applicable to the development of a design portfolio. Non-residential design and conceptual design problems related to architecture are the basis for this course. A variety of presentation techniques are studied to give the student the necessary tools for advanced training in architecture or related design fields. A study of architects and their work is also addressed in this course.<br>Prerequisite: Architectural Design I.                        |                  |                  |        |

## Art Department

| Course  | Grade(s) Offered | Length of Course | Credit |
|---|------------------|------------------|--------|
| <b>Architectural Design III</b>   |                  |                  |        |
| 007027  | 12               | yr.              | 1      |
| Students receive advanced training in the techniques of the architect, with emphasis on development of individual style. The course also stresses rendering techniques in the various art media toward the completion of professional work. In addition to developing drafting skills, students will learn computer aided techniques and language using the Auto-C.A.D. Career orientation will be emphasized.  |                  |                  |        |
| Prerequisite: Architectural Design II.  |                  |                  |        |
| <b>Photography I</b>  |                  |                  |        |
| 007029  | 9-10-11-12       | yr.              | 1      |
| This course provides an introduction to the art of photography. Students learn the mechanics of camera operation, film processing, dark room techniques, black and white printing, and finishing for display. Emphasis is placed on photography as an art form. Students must provide their own adjustable camera, film and paper.  |                  |                  |        |
| Prerequisite: Studio in Art or Media Arts is recommended.   |                  |                  |        |
| <b>Photography II</b>   |                  |                  |        |
| 007030  | 10-11-12         | yr.              | 1      |
| This course takes a professional approach toward the major unit areas of photo journalism, studio photography, fine-arts photography, and Kodalith tone-separations.  |                  |                  |        |
| Prerequisite: Photography I.  |                  |                  |        |
| <b>Photography III</b>  |                  |                  |        |
| 007031  | 11-12            | yr.              | 1      |
| This course is geared for advanced students who have completed Photography II. Emphasis will be placed on the technical skills of photography as well as on the aesthetic values. Students will be guided in establishing their own personal directions.  |                  |                  |        |
| Prerequisite: Photography II.   |                  |                  |        |
| <b>Video I</b>  |                  |                  |        |
| 007096  | 10-11-12         | yr.              | 1      |
| This course is designed to instruct students in the organization and creation of video productions. Students will be making music videos, advertisements, documentaries and animations. They will participate in the production and editing of school video programs as well as projects for local and national contests. The curriculum involves the development of skills in writing, camera work, pre and post production. This course will provide students with a basic foundation for entrance into college and university communications programs, which are presently amongst the most popular selections. The equipment and facilities are in most cases, state of the art, and will provide a positive foundation experience for those students interested in video, audio and computer arts. |                  |                  |        |
| Prerequisite: Media Arts is recommended.  |                  |                  |        |

## Art Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### Video II

|        |       |     |   |
|--------|-------|-----|---|
| 007097 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This course is intended for the student with a developing interest in video imaging. The primary goal will be to experiment with and explore the creative possibilities of analog and digital video. There will be an emphasis on portfolio creation and the establishment of imaginative visual problem solving skills. There will be an enhancement of the techniques introduced in Video I and an investigation and application of new technologies, software and hardware. A knowledge of visual aesthetics principles, computer skills, literary and artistic abilities will be expected and significantly advanced.

Prerequisite: Video I and/or department recommendation.

### Video III

|        |    |     |   |
|--------|----|-----|---|
| 007098 | 12 | yr. | 1 |
|--------|----|-----|---|

This course is intended for the serious student with a career intent in video imaging. The primary goal will be to produce a sophisticated and diverse repertoire of visual productions using the most current digital video cameras and editing equipment. An awareness of and an ability to apply technologies and techniques from Video I and II will be expected. Skills in planning, scripting, storyboarding as well as techniques with camera and digital editing will be refined and enhanced. A further emphasis on creativity will also be required.

Prerequisite: Video II and/or department recommendation.

### Web Design

|        |            |      |   |
|--------|------------|------|---|
| 003081 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

In this half year course, students will learn how to create dynamic websites using Dream Weaver, Flash animation, Photoshop, DHTML, and JavaScript in addition to other industry leading technologies. An emphasis will be placed on the aesthetic approach to website development using the elements and principles of design. In addition, lessons regarding incorporation of audio, video, and other multimedia elements will be included.

Prerequisite: Basic Word Processing, Media Arts is recommended.

### Computer Graphics

|        |          |      |   |
|--------|----------|------|---|
| 007044 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

This course provides a hands-on experience in the use of the computer, as a tool for creating art. Students will learn how to visualize their ideas and create, manipulate, scan and import images using various software and hardware. The elements of good design and composition will be emphasized in the production of portfolio quality art. Fine art, advertising and photographic projects will be explored.

Prerequisite: Media Arts, Studio in Art is recommended.

## Art Department

| Course                        | Grade(s) Offered | Length of Course | Credit |
|-------------------------------|------------------|------------------|--------|
| <b>Advanced Placement Art</b> |                  |                  |        |
| 007033-Drawing                | 11-12            | yr.              | 1      |
| 007034- 2-D                   | 11-12            | yr.              | 1      |
| 007035- 3-D                   | 11-12            | yr.              | 1      |

Advanced placement is offered to students who plan to study art as a career. Students will receive instruction in portfolio preparation in fine arts, drawing, two dimensional and three dimensional design.

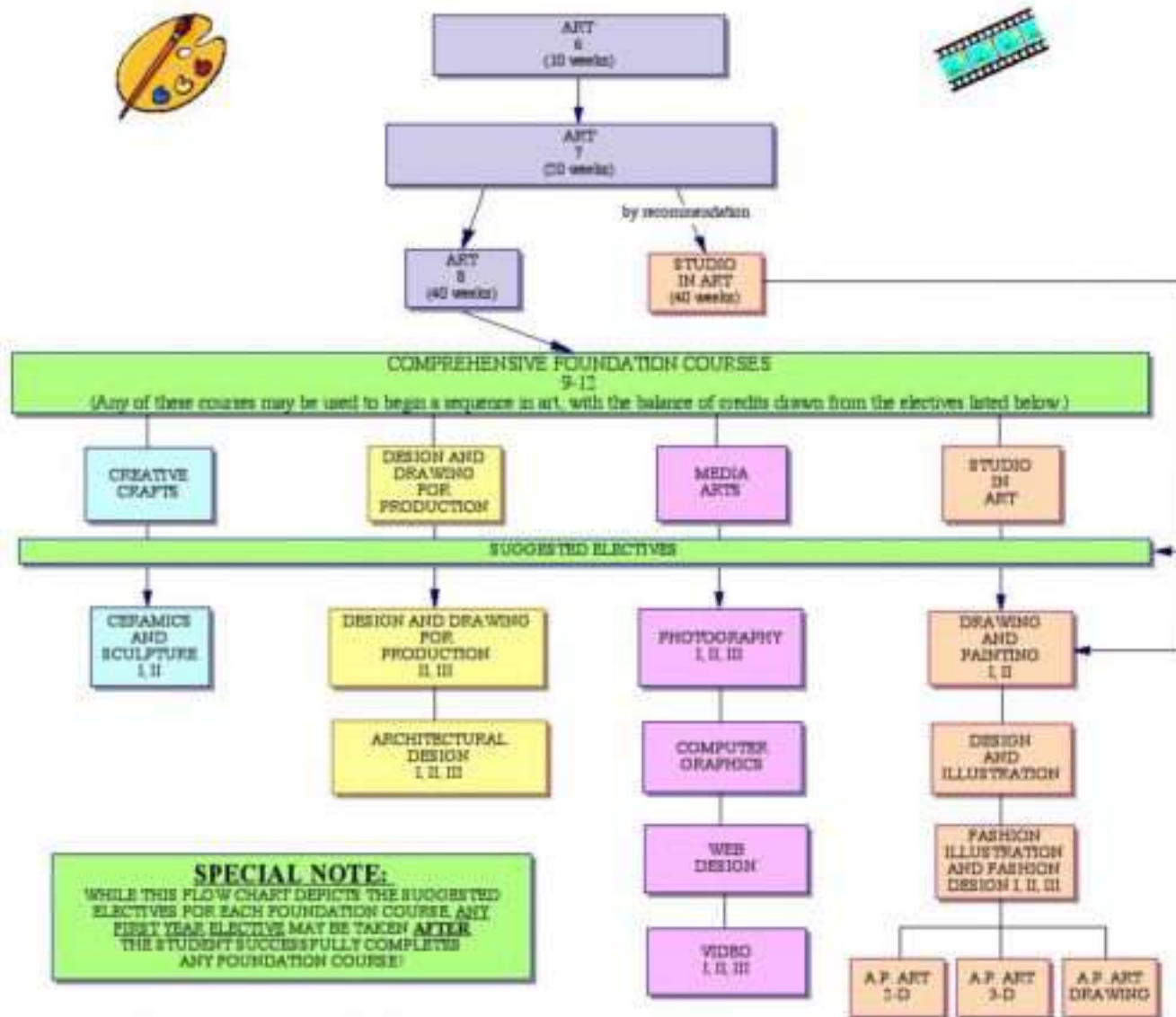
The drawing portfolio is designed to address a broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation and illusion of depth are drawing issues that will be addressed.

The 2-D Design Portfolio is intended to address a broad interpretation of two dimensional design issues involving purposeful decision making about how to use the elements and principles of art in an integrative way. Students are required to demonstrate proficiency in 2-D design using a variety of art forms.

The 3-D Design Portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light and texture. Such elements and concepts may be articulated through additive, subtractive and/or fabrication processes.

Prerequisite: Studio in Art (1 credit), qualifying portfolio, 3 years of high school art and departmental recommendation.

# VISUAL ARTS



## SPECIAL NOTE:

WHILE THIS FLOW CHART DEPICTS THE SUGGESTED ELECTIVES FOR EACH FOUNDATION COURSE, ANY FIRST YEAR ELECTIVE MAY BE TAKEN AFTER THE STUDENT SUCCESSFULLY COMPLETES ANY FOUNDATION COURSE.

## GRADUATION REQUIREMENT

One (1) unit of art or music is required for graduation. Only the "Comprehensive Foundation Courses" fulfill the NYSED requirement for art. Elective courses DO NOT.

## FIVE (5) UNIT SEQUENCES

### Comprehensive Visual Arts

1 credit - Any one of the foundation courses  
4 credits - Elective art courses from the flow chart

### Fine Arts

1 credit - Studio in Art  
1 credit - Musical Knowledge  
3 credits - Music, Visual Arts, Media Arts, Humanities, Theatre or Dance

## Business Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### **Career and Financial Management**

|        |            |     |   |
|--------|------------|-----|---|
| 006030 | 9-10-11-12 | yr. | 1 |
|--------|------------|-----|---|

This course replaces Introduction to Occupations as the required course for all students taking any occupational education sequence. The purpose of this new course is to provide students with the opportunity to learn about the features of our economy, explore a variety of careers, learn skills and competencies needed for success in the workplace and to begin to become financially literate. Students will be encouraged to begin or continue to develop a career plan at the commencement level, apply academic skills to solve real-world problems and become familiar with the universal foundation skills that are needed to become successful citizens, employers and employees.

### **Business Law**

|        |          |     |   |
|--------|----------|-----|---|
| 006023 | 10-11-12 | yr. | 1 |
|--------|----------|-----|---|

Course emphasis is on the business law individuals encounter in their personal, family, and occupational lives. Students gain a genuine respect for a segment of the law that affects them both at home and at work, and learn its intelligent application. Modules covered include: The Individual and the Legal Environment, The Legal Covenant, Personal Property, Real Property, Transportation and Travel, Paying for Goods and Services, Family Protection, Employment and Agency Relationships, and Business Ownership. This course meets sequence requirements in Business and/or the fifth unit of Social Studies if the student is pursuing an occupational sequence (local or Regents diploma) for the class of 2004.

### **Business Analysis/Computer Applications**

|        |          |     |   |
|--------|----------|-----|---|
| 006020 | 10-11-12 | yr. | 1 |
|--------|----------|-----|---|

This course will analyze business computer applications in simulated job settings using simplified word processing, data bases, and spread sheets. Students will explore their place in business and how business satisfies the needs and wants of society.

Prerequisite/Corequisite: Keyboarding.

### **Financial Decision Making (Investments)**

|        |          |      |   |
|--------|----------|------|---|
| 006036 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

Using the resources of the Internet and financial publications, this course will explore and apply investment information to take advantage of financial opportunities available at various earning levels. The forecasting of earnings and selection of appropriate investments as part of the effective management of personal assets will be explored. Students will participate in various stock market competitions.

### **Accounting**

|        |          |     |   |
|--------|----------|-----|---|
| 006014 | 10-11-12 | yr. | 1 |
|--------|----------|-----|---|

Designed to develop occupational competencies in accounting, this full-year course is also recommended for students going on to post-secondary accounting training. Course content encompasses the complete accounting cycle, but major emphasis is placed on the accounting process through the trial balance. Statements are covered, but testing will be limited to interpretation.

## Business Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### **Business Ownership And Marketing**

|        |            |     |   |
|--------|------------|-----|---|
| 006022 | 9-10-11-12 | yr. | 1 |
|--------|------------|-----|---|

This course is geared to students of average or better ability. The content is designed to appeal to students who may aspire to business ownership or to pursue the study of business administration at the 2-year or 4-year college level upon graduation from high school. The course provides a foundation of content upon which advanced study in business administration can be built. It also provides insights into the major facets of business ownership and management.

### **Principles of Marketing**

|        |            |     |   |
|--------|------------|-----|---|
| 006025 | 9-10-11-12 | yr. | 1 |
|--------|------------|-----|---|

Students interested in entering the field of retailing should enroll in this course. Emphasis is on providing basic product information needed in buying, selling, and displaying merchandise. Students study sales promotion, marketing, public relations, advertising and display. Classwork is supplemented by field trips, student projects, and participation in the activities of the local chapter of Distributive Education Clubs of America (DECA) and the school store.

### **Keyboarding**

|        |            |      |   |
|--------|------------|------|---|
| 006012 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This course is designed to develop alphabetic as well as numeric keyboarding skills needed both for occupational and personal use. The course is a requirement for all business education majors. Basic forms of written correspondence are covered.

### **Accelerated Accounting**

|        |    |     |   |
|--------|----|-----|---|
| 006016 | 12 | yr. | 1 |
|--------|----|-----|---|

This course prepares students for college level accounting programs. Pupils will learn fundamentals in accounting theory and practice, as well as analysis procedures which can be applied to financial records. The theory of accounts as applied to single proprietorships, partnerships, and corporations will be covered. Knowledge of these fundamentals will be advantageous to students who intend to study accounting on a higher level.

### **Word Processing/Advanced Keyboarding**

|        |          |      |   |
|--------|----------|------|---|
| 006029 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

This course is an introduction to word processing and the use of text-editing equipment. Increased typewriting and language skills, introduction of word processing concepts and vocabulary, and training in the operation of word processing equipment are stressed. Students will be given the opportunity to develop basic skills in creating, storing, retrieving, and revising documents on up-to-date, text-editing typewriters. Emphasis will be on non-vocational applications of word processing.

Prerequisite: Keyboarding.

### **Business Communications**

|        |          |      |   |
|--------|----------|------|---|
| 006031 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

Business Communications is especially designed for business students who wish to sharpen their skills in the mechanics of written and oral communications. Students receive additional experience in English as it is used in the business world. The course is a half-year basic intensive review with emphasis on the English fundamentals necessary to communicate effectively -- using the English language to speak, write, listen and read with confidence in the business and social world.

## Business Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### Advertising

|        |            |      |   |
|--------|------------|------|---|
| 006095 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This elective will introduce students to the advertising industry and to a variety of career opportunities in advertising agencies, mass media and advertising departments in business firms. Students will be instructed on techniques used in developing creative layouts and copy. Students will also focus on planning radio and television advertising in broadcast media.

### College Accounting

|        |    |     |   |
|--------|----|-----|---|
| 006017 | 12 | yr. | 1 |
|--------|----|-----|---|

This C.W. Post college course provides an introduction to the theory of accounts as applied to single proprietorships, partnerships, and corporations. Financial statements are prepared and practice sets are used to simulate actual business situations. The course carries dual credit: six college credits applicable to advanced standing as a college freshman and one high school credit which can be used toward fulfilling the high school graduation requirement.

### Sports Marketing

|        |          |    |   |
|--------|----------|----|---|
| 006038 | 10-11-12 | yr | 1 |
|--------|----------|----|---|

This course will provide students with a comprehensive look into the world of sports marketing and its effects on our economy. The focus of the course will be directed toward marketing basics, careers in sports, marketing professional and college athletics, planning and designing a sports facility, marketing team products, sponsorships, endorsements, advertising and promotion, public relations, simulations, guest speakers and the overall effects that sports marketing have on our lives and the global market.

### Fashion Merchandising

|        |            |      |   |
|--------|------------|------|---|
| 006039 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This course is a basic introduction to the terminology and fundamentals of the fashion industry. Students will develop an understanding of the fashion industry as a major segment of the global economy, including the history and growth of the industry. Students will study fashion classification, garment detail, construction, and sources of fashion information. Students are introduced to core marketing activities including market segmentation, market research, consumer behavior, product strategy, pricing, promotion, and distribution.



## Business Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### CAREER EDUCATION

#### Professional Internship Program

009041

|        |    |      |   |
|--------|----|------|---|
| Fall   | 12 | sem. | ½ |
| Spring | 11 | sem. | ½ |

This program is designed to offer the college-bound student the opportunity to participate in his/her future career goal. Internships will be offered in a number of related professional areas, e.g., health, law, engineering, business, and education, as well as those areas of student interests. Students will be required to attend weekly seminars in addition to volunteering a minimum of 4 hours a week service to their sponsor. Seminars will be scheduled one (1) day per week after school. Upon successful completion of the programs, students will be awarded certification validating their experiences. Students must provide their own transportation.

Prerequisite:           16 years of age  
                              Recommendation of teacher and counselor  
                              Application and interview prior to enrollment

#### Diversified Cooperative Work Experience

|                         |       |     |        |
|-------------------------|-------|-----|--------|
| 009042 ½ cr. (150 hrs.) | 11-12 | yr. | ½ or 1 |
| 009043 1 cr. (300 hrs.) |       |     |        |

Diversified cooperative work experience provides specific "on-the-job" occupational preparation for entry into selected careers, e.g., clerical accounting, banking, auto mechanics, electronics, computer operations, and many others. Students must have previous in-school training through the Business/Home Economics/Technology Education Departments. Students must provide their own transportation to their place of employment.

Prerequisite:           16 yrs. of age  
                              Recommendation of Teacher and Counselor\  
                              Application prior to enrollment

# Business Education Department Flow Chart

5 unit sequence

Career and Finance  
Management



plus either

Business Analysis/Computer Application  
or  
Keyboarding & Business Communication



plus one unit from

Keyboarding & Business Comm.  
Business Analysis/Computer Application  
Accounting  
College Accounting (or Accel.)  
Financial Decision Making/Advertising  
Principles of Marketing  
Business Ownership & Marketing  
Word Processing/Advanced Keyboarding



plus 2 additional credits from  
either



## **Financial Cluster**

Business Analysis/Computer Application  
Keyboarding & Business Communication  
College or Accelerated Accounting  
Business Law  
Financial Decision Making/Advertising

## **Marketing Cluster**

Business Analysis/Computer Application  
Principles of Marketing  
Keyboarding & Business Communication  
Business Ownership & Marketing  
Accounting  
Financial Decision Making/Advertising  
Business Law  
Cooperative Work Experience  
Fashion Merchandising

## Computer/Technology Offerings

| Course   | Grade(s) Offered | Length of Course | Credit |
|--|------------------|------------------|--------|
| <b>Creating Multimedia</b>   |                  |                  |        |
| 003082   | 9-10-11-12       | sem              | ½      |
| In this half year course students will learn to communicate with various forms of media including audio, video, images and animations. A variety of applications that will enable students to create multimedia projects will be taught. Interactive brainstorming, storyboard, and flow charts are tools that will be taught to be used in the creation of individual and group projects. Projects will include the creation of individual portfolios, virtual tours and virtual galleries. |                  |                  |        |
| Prerequisite: Basic Word Processing.   |                  |                  |        |
| <b>Web Design</b>  |                  |                  |        |
| 003081   | 9-10-11-12       | sem              | ½      |
| In this half year course, students will learn how to create dynamic websites using Dream Weaver, Flash animation, Photoshop, DHTML, and JavaScript in addition to other industry leading technologies. An emphasis will be placed on the aesthetic approach to website development using the elements and principles of design. In addition, lessons regarding incorporation of audio, video, and other multimedia elements will be included.  |                  |                  |        |
| Prerequisite: Basic Word Processing.   |                  |                  |        |
| <b>Computer Graphics</b>   |                  |                  |        |
| 007044   | 10-11-12         | yr.              | 1      |
| This course provides a hands-on experience in the use of the computer, as a tool for creating art. Students will learn how to visualize their ideas and create, manipulate, scan and import images using various software and hardware. The elements of good design and composition will be emphasized in the production of portfolio quality art. Fine art, advertising and photographic projects will be explored.   |                  |                  |        |
| Prerequisite: Media Arts, Studio in Art.   |                  |                  |        |
| <b>Computer Programming</b>  |                  |                  |        |
| 003049   | 9-10-11-12       | sem.             | ½      |
| This course is designed to teach flowcharting, program design and coding in programming languages. Quantitative skills will be developed for problem solving using a highly structured top down approach. Emphasis is on programming selection and iteration procedures. Programming concepts will be applied to mathematics and to real world situations.   |                  |                  |        |
| Prerequisite: Regents Math A/B or departmental recommendation.   |                  |                  |        |
| <b>Advanced Computer Programming</b>   |                  |                  |        |
| 003048   | 10-11-12         | sem.             | ½      |
| This course is an extension of Computer Programming with additional emphasis on program design using pseudocode, flowcharts and top down design. Coding of the algorithm will be in a highly structured language. Successful completion of this course will prepare the students for the Advanced Placement Computer Science course.   |                  |                  |        |
| Prerequisite: Computer Programming or departmental recommendation.   |                  |                  |        |

## Computer/Technology Offerings

| Course   | Grade(s) Offered | Length of Course | Credit |
|--|------------------|------------------|--------|
| <b>AP Computer Science A</b>   |                  |                  |        |
| 003044   | 11-12            | yr.              | 1      |
| The content of Computer Science A is a subset of Computer Science AB. In brief Computer Science A consists of a study of:  |                  |                  |        |
| <ol style="list-style-type: none"><li>1) Program specification design, coding, documentation, and those aspects of program correctness that do not include proofs of correctness.</li><li>2) Procedures and functions, parameter passing and recursion.</li><li>3) Features of highly structured programming languages (Java).</li><li>4) Files, arrays, records, and other data structures, but not pointers.</li><li>5) Searching and sorting without consideration of efficiency.</li><li>6) Basic elements of computer systems.</li><li>7) Applications.</li></ol> |                  |                  |        |
| The students enrolled in this course will be qualified and expected to take the Advanced Placement Computer Science A Exam.  |                  |                  |        |
| Prerequisite: Computer Programming and Advanced Computer Programming.  |                  |                  |        |

### AP Computer Science AB

|  |       |     |   |
|--|-------|-----|---|
| 003045   | 11-12 | yr. | 1 |
| The major emphasis in the Advanced Placement Computer Science course is on programming methodology, algorithms and data structures. Applications of computing provide the context in which these subjects are treated. Applications are used to develop student awareness of the need for particular algorithms and data structures, as well as to provide topics for programming assignments to which students can apply their knowledge. Highly structured programming languages (Java) constitute the vehicles for implementing computer-based solutions to particular problems. Treatments of computer systems and the social implications of computing are integrated into the course and not isolated as separate units. The students enrolled in this course will be qualified and expected to take the Advanced Placement Computer Science AB Examination. |       |     |   |
| Prerequisite: Advanced Computer Programming or AP Computer Science A..   |       |     |   |

## English Language Arts Department

| Course  | Grade(s) Offered | Length of Course | Credit |
|---|------------------|------------------|--------|
| <b>Regents English 9</b>  |                  |                  |        |
| 001020  | 9                | yr.              | 1      |
| English 9 emphasizes literature through the study of novels, short stories, plays, poetry and essays. Students are taught to write clearly and effectively through systematic vocabulary development and the publishing of compositions, essays, and reports. Listening and speaking skills are enhanced by the presentation of speeches, plays, and oral reports. <b>A research paper is required.</b> The course concludes with a district-wide, departmental examination.<br>Prerequisite: English 8.  |                  |                  |        |
| <b>Regents English 9 Extension Program</b>  |                  |                  |        |
| 001070  | 9                | yr.              | ½      |
| English 9 EP is a supportive seminar in which students' literacy skills are improved through individualized instruction. Emphasis is placed on diagnosing reading and writing skills to target academic deficiencies. The course meets on alternate days (A day/B day) in addition to the Regents 9 class sessions.<br>Prerequisite: Departmental recommendation based on the results of the New York State English Language Arts assessment in grade 8.  |                  |                  |        |
| <b>Honors English 9</b>   |                  |                  |        |
| 001010  | 9                | yr.              | 1      |
| Honors English 9 is an enrichment course. Although literature-based, greater emphasis is placed on enriching the students' experiences in research, writing, listening, speaking and critical thinking. Systematic vocabulary study and an extensive assortment of writing experiences are integral components of this course. <b>A research paper is required.</b> The course concludes with a district-wide, departmental examination. Students are expected to complete a summer reading packet that is due on the first day of class.<br>Prerequisite: Departmental recommendation.   |                  |                  |        |
| <b>Regents English 10 Extension Program</b>   |                  |                  |        |
| 001071  | 10               | yr.              | ½      |
| English 10 EP reemphasizes and supports work completed in the seminar attached to the previous year's English class. Student's literacy skills are improved through individualized instruction. Emphasis is placed on diagnosing reading and writing skills to target academic deficiencies. This course meets on alternate days (A day/B day) in addition to the Regents 10 class sessions.<br>Prerequisite: Department recommendation based upon performance in Regents 9 and on the final exam.  |                  |                  |        |
| <b>Regents English 10</b>   |                  |                  |        |
| 001021  | 10               | yr.              | 1      |
| English 10 intensifies the work of English 9. Emphasis is placed on relevant literature including short stories, plays, essays, poetry, novels, and works of nonfiction. Students will continue to enhance their ability to write clearly and effectively by means of developing their vocabulary skills, and by writing compositions, essays, reports, and works of fiction. Oral reports based on literature will be assigned. These reports may take the form of speeches, book reports, and/or dramatic presentations. <b>A research paper is required.</b> At the conclusion of the course, students will be required to take a district-wide, departmental examination.<br>Prerequisite: Regents English 9. |                  |                  |        |

## English Language Arts Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### Honors English 10

|        |    |     |   |
|--------|----|-----|---|
| 001011 | 10 | yr. | 1 |
|--------|----|-----|---|

Honors English 10 is an enrichment course. Emphasizing various genre, the course focuses on short stories, novels, essays, plays, poetry, and works of nonfiction. The students' writing and speaking skills are enriched through a variety of writing and speaking experiences. Systematic vocabulary study, critical thinking skills, and advanced research skills are taught. **A research paper is required.** Creative expression is also encouraged in a variety of forms. At the conclusion of the course, students will be required to take a district-wide, departmental examination. Students are expected to complete a summer reading packet that is due on the first day of class.

Prerequisite: Honors English 9 or departmental recommendation.

### Regents English 11

|        |    |     |   |
|--------|----|-----|---|
| 001022 | 11 | yr. | 1 |
|--------|----|-----|---|

With Regents preparation as its base, English 11 offers a study of American literature. Studied in-depth are the elements of expository writing, research skills with **a required research paper**, note-taking skills, oral presentations, and SAT preparation. Listening skills will also be practiced. In addition, students will be reading nonfiction works and use them to respond to data-based prompts. The course includes the English Language Arts Assessment.

Prerequisite: Regents English 10.

### Regents English 11 Extension Program

|        |    |     |   |
|--------|----|-----|---|
| 001072 | 11 | yr. | ½ |
|--------|----|-----|---|

English 11 EP reemphasizes and supports work completed in the seminar attached to the previous year's English class. Student's literacy skills are improved through individualized instruction. Emphasis is place on diagnosing

## English Language Arts Department

| Course  | Grade(s) Offered | Length of Course | Credit |
|---|------------------|------------------|--------|
| <b>AP Language and Composition</b>  |                  |                  |        |
| 001068  | 11               | yr.              | 1      |
| Advanced Placement Language and Composition is designed for advanced, Honors English students. The course will provide a wide variety of modes of discourse through the conventions of literary history or through successful precedents including narrative, descriptive, and analytical writing. Students are expected to be able to analyze the literature they read and understand how the various parts of a work are arranged in order to create certain effects. They will also learn about conventions that influence the structure of the literature they read. Students will be qualified and are expected to take the Advanced Placement Examination (Language and Composition) in May. Students are also expected to complete a summer reading <u>requirement</u> that will lead to an in-depth writing assignment in September. <b>An extensive research paper is a requirement</b> for satisfactory completion of the course. The course includes preparation for the English Language Arts Assessment. |                  |                  |        |
| Prerequisite: Minimum high school English average of 90 or better in grade 9, including an average of 90 or better in the first and second quarter of English 10 H, the English 10 H teacher's recommendation and the English supervisor's approval.  |                  |                  |        |
| <b>Regents English 12</b>   |                  |                  |        |
| 001023  | 12               | yr.              | 1      |
| This course uses British literature as the foundation for its literary studies. Students continue to refine their skills in expository writing, note-taking, reading, listening and speaking skills. <b>A research paper is required.</b> The course concludes with a district-wide, departmental examination.  |                  |                  |        |
| Prerequisite: Regents English 11.   |                  |                  |        |
| <b>Honors English 12</b>  |                  |                  |        |
| 001013  | 12               | yr.              | 1      |
| Honors English 12 focuses on British and world literature. Students are expected to demonstrate proficiency in reading, writing, speaking, and critical thinking. English language skills, note taking, use of sophisticated vocabulary, are integral components of the course. The course concludes with a district-wide, departmental examination. The SAT II subject test may be taken during the year. <b>A research paper is required.</b>   |                  |                  |        |
| <b>Students are expected to complete a summer reading packet that is due on the first day of class.</b>   |                  |                  |        |
| Prerequisite: Honors English 11 or departmental recommendation.   |                  |                  |        |
| <b>College English</b>  |                  |                  |        |
| 001015  | 12               | yr.              | 1      |
| This course is part of the C.W. Post S.C.A.L.E. program. It carries dual credit: (1) one high school credit which satisfies the school credit for high school English, (2) six college credits applicable to advanced standing as a college freshman. It emphasizes all aspects of expository writing and focuses on British literature. Students are held responsible for proficiency in reading, writing, speaking, and critical thinking. A research paper is required. The course concludes with a district-wide, departmental examination. The SAT II test may be taken during the year.   |                  |                  |        |
| Prerequisite: Honors or Regents English 11.   |                  |                  |        |

## English Language Arts Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### AP Literature

|        |    |     |   |
|--------|----|-----|---|
| 001014 | 12 | yr. | 1 |
|--------|----|-----|---|

Advanced Placement English 12 is an enrichment course offered to college-bound students who desire to improve their literature and composition skills. Using outlines established by the College Board, the course emphasizes reading, writing, speaking, and critical and analytical skills. The literature includes British and world literature. Students will be qualified and are expected to take the Advanced Placement Examination (Literature and Composition) that is administered in May. Students are also expected to complete a summer reading requirement which will lead to an in-depth writing assignment in September. The course concludes with a district-wide, departmental examination. **An extensive research paper is a requirement** for satisfactory completion of the course.

Prerequisites: A minimum high school English average of 90 or better in grades 9 and 10, including an average of 90 or better in the first and second quarters in English 11H, a minimum PSAT/SAT verbal score of 600 or better or the ACT equivalent, the English 11 H teacher's recommendation and the English supervisor's approval..



## English Language Arts Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### ENGLISH ELECTIVE COURSES

Students enrolled in elective courses must also be enrolled in one of the required grade level courses previously listed. Following are the English Department electives:

#### College Preparation 11

|               |    |      |     |
|---------------|----|------|-----|
| 001098 Spring | 11 | sem. | 1/2 |
|---------------|----|------|-----|

This course will focus on SAT preparation – that is, the vocabulary development (including etymology) and high order reading comprehension skills that are needed to do well on this exam. Practice writing tasks found on the SAT II will also be a focus of this coursework. College admissions practice and the choice of major will be explored, as well as career possibilities for various degrees.

#### College Preparation 12

|             |    |      |     |
|-------------|----|------|-----|
| 001099 Fall | 12 | sem. | 1/2 |
|-------------|----|------|-----|

The purpose of this course is to better prepare students for the rigors of the college application process and college writing expectations. Study and time management techniques will be taught, as well as writing college application essays. An individualized works-cited research paper will be completed.

#### Journalism

|             |            |      |     |
|-------------|------------|------|-----|
| 001039 Fall | 9-10-11-12 | sem. | 1/2 |
|-------------|------------|------|-----|

|               |            |      |     |
|---------------|------------|------|-----|
| 001040 Spring | 9-10-11-12 | sem. | 1/2 |
|---------------|------------|------|-----|

The purpose of this course is to acquaint students with some of the writing skills necessary in today's newspapers, magazines and in the advertising world. Editorials, new articles, feature stories, publicity releases, radio-spot announcements and similar aspects of the journalistic field are studied and written by the students.

#### Creative Writing

|        |            |      |     |
|--------|------------|------|-----|
| 001041 | 9-10-11-12 | sem. | 1/2 |
|--------|------------|------|-----|

This course is designed particularly for students who have an adequate knowledge of fundamental communication skills, with the goal that these skills will be developed through original, creative effort. Students will write original short stories, essays, poetry, and plays using variations in form and style.

#### Creative Writing II

|        |          |     |     |
|--------|----------|-----|-----|
| 001047 | 10-11-12 | sem | 1/2 |
|--------|----------|-----|-----|

This course is designed to provide students a more intense writing experience. Students will be expected to develop richer, longer, more complex pieces of writing such as full-length plays, short stories, and novellas. Literary works completed in the course will be considered for inclusion in the literary magazine and will be entered in a wide variety of writing competitions. **Creative Writing II is open to juniors and seniors who have successfully completed Creative Writing I.**

#### Public Speaking I

|        |            |      |     |
|--------|------------|------|-----|
| 001044 | 9-10-11-12 | sem. | 1/2 |
|--------|------------|------|-----|

This course will allow students to learn the basics of a well-structured and well-presented speech. Students will focus on non-verbal elements, i.e., poise, eye-contact, gestures, as well as the verbal, i.e., attention getting introduction, strongly supported body, memorable conclusion. It will also give the students the opportunity to learn how to gather and use support material such as statistics, visual aids, and quotations. Students will present three informative speeches that allow them to practice the fundamental elements of a strong oral presentation.

#### Public Speaking II

|        |          |      |     |
|--------|----------|------|-----|
| 001059 | 10-11-12 | sem. | 1/2 |
|--------|----------|------|-----|

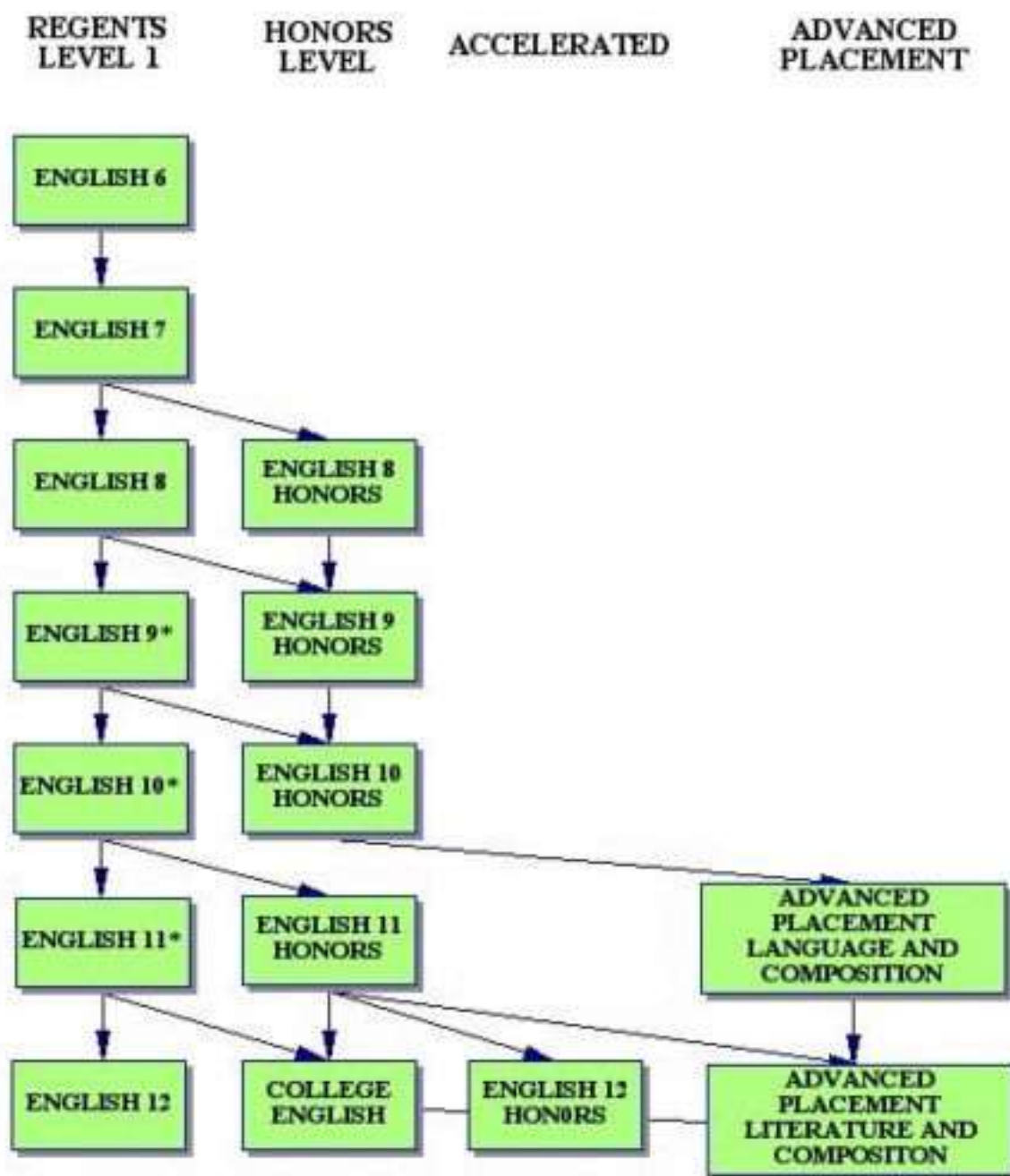
Will carry the process of oral communication to next step, relying heavily on what is learned in Public Speaking I. It will handle the more sophisticated presentation style of persuasive speaking. Students will learn to differentiate between and present topics of fact, value, and policy and investigate the best language and support material for each situation. Students will spend more time learning research techniques and employing what they learned in Public Speaking I. Students will also analyze effective speeches of the past and present. In this course, students also will be able to experience the challenges of presenting a panel discussion and, possibly, a simple debate.

Prerequisite: Public Speaking I

## English Language Arts Department

| Course  | Grade(s) Offered | Length of Course | Credit    |
|---|------------------|------------------|-----------|
| <b>Debate</b><br>001061   | 9-10-11-12       | sem.             | ½         |
| This course is designed for students interested in the fields of law, government, collective bargaining, negotiations, media, and communications. Debate will follow the Lincoln/Douglas format. Public speaking skills will be reinforced and students will be able to think on their feet and defend their ideas logically. Current moral issues affecting students' daily lives will be debated. <b>All research and presentation work will be done during class time.</b><br>Prerequisite: Public Speaking is strongly suggested as a prerequisite.                             |                  |                  |           |
| <b>Media Communications</b><br>001045   | 9-10-11-12       | sem.             | ½         |
| This course will focus on Communication Arts relating to theater, film, television, radio and advertising. It will include studies in acting for television, film, set/costume design, production/direction for television/film/theater, radio and television broadcasting. Students will work in the areas of their particular interest. This course would be of special interest to students who will be tentative Communications majors. Student produced videos will be the culmination of the course work.   |                  |                  |           |
| <b>Heroes, Myths and Monsters</b><br>001048   | 10-11-12         | sem.             | ½         |
| This course is designed to provide students with an exploration of heroes, myths and monsters through films that embrace the epics, the heroes (Greek and Roman), multi cultural mythology, the notorious monsters of film and horror stories based on actual events. Students will be required to keep a film journal and participate in classroom discussions.  |                  |                  |           |
| <b>Shakespeare Without Tears</b><br>001060  | 10-11-12         | sem.             | ½         |
| Using film, live performances and the printed page, this course will examine plays that highlight the Bard's comic side, his antic wit, his brilliant and brittle word play and his hilarious hi-jinks, dramatic aspects that underscore his observation – "What fools these mortals be." Class trips to the theater and museums will be a part of this course.   |                  |                  |           |
| <b>Reading</b><br>Y001049   | 9-10-11-12       | sem./yr.         | 1, ½ or ¼ |
| FALL 001050/ A/B001052<br>SPRING 001051/S A/B001053<br>This course will address itself to the individual needs of students whose abilities range from basic through advanced. These needs will be determined by diagnostic testing and met by an individualized program. <b>All students in reading will focus on PSAT and SAT preparation – that is, the vocabulary development and higher-order reading comprehension skills that are needed to do well on these exams.</b><br>Reading does not fulfill sequence requirements.  |                  |                  |           |
| <b>Theater Arts and Production</b><br>001046  | 9-10-11-12       | sem.             | ½         |
| This course will serve as an introduction to the basics of theater. The history of theater, musical theater, scene study, stage design and directing will be some topics covered. There will be opportunity for experimentation with pantomime, improvisation and oral interpretation. Students will learn characterization through scene study, direction through production work and set construction through design. Projects will involve class members in both group and individual settings The course will culminate in a one-act student produced and performed production. |                  |                  |           |

## ENGLISH DEPARTMENT 6 - 12



### ELECTIVES

Journalism  
Debate  
Heroes Myths and Monsters  
Public Speaking I and II  
Theater Arts and Production  
College Preparation 12

Media Communications  
Creative Writing I & II  
Shakespeare Without Tears  
College Preparation 11  
Reading

\* Students may be required to enroll in the EEP program in addition to this course.

## Family and Consumer Science Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### FOOD & NUTRITION CLUSTER

#### Culture and Foods

|        |            |      |   |
|--------|------------|------|---|
| 008012 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This course leads to greater understanding of meal patterns of various countries and regions. It includes preparing and evaluating foods, and career exploration.

#### Gourmet Foods

|        |            |      |   |
|--------|------------|------|---|
| 008013 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This is an exploratory food preparation course emphasizing advanced preparation techniques, the appearance and presentation of foods, and use of specialized equipment.

### HUMAN SERVICES AND FAMILY STUDIES CLUSTER

#### Child Development I

|        |            |      |   |
|--------|------------|------|---|
| 008021 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This course provides study of the physical, emotional, intellectual, and social development of the infant, toddler, and preschooler. Daily routine, guidance, discipline, and other parenting skills, and care giver and social concerns will be practiced in laboratory situations.

#### Child Development II

|        |            |     |   |
|--------|------------|-----|---|
| 008023 | 9-10-11-12 | sem | ½ |
|--------|------------|-----|---|

This course is a continuation to Child Development I. The students will gain field experience by visiting and working in local elementary schools 3 hours per week. They will participate first hand in the planning, organizing and the fulfillment of Childhood activities that influence growth and development. Students will gain an appreciation for individual differences between children as well as the similarities of age groups. Units covered in the curriculum will be Intellectual, Emotional, Physical and Social Development learning skills such as Motor Development, Language, Problem Solving, Creativity and Dramatic Play. Students will meet every other week for specific assignments, which they must complete for the high school coordinator while they are doing their field experience.

Prerequisite: Child Development I.

#### Adolescent Psychology

|        |            |      |   |
|--------|------------|------|---|
| 008022 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This course will explore and examine basic human needs and values and adolescent crises, as a means to study adolescent identity and prepare students for successful adult roles through being more committed to their own personal growth.

## Foreign Language Department

| Course   | Grade(s) Offered | Length of Course | Credit |
|--|------------------|------------------|--------|
| <b>Introduction to Spanish</b>   |                  |                  |        |
| 005043   | 9-10-11-12       | yr.              | 1      |
| This course offers students the opportunity to begin a foreign language in High School. It also completes the graduation requirement for students who took Basic Spanish in grade 8. Students will develop communicative proficiency in reading, writing, speaking and listening. Students will also develop cross-cultural skills and understandings as outlined in the Learning Standards for Languages Other Than English. This course will satisfy all requirements for Checkpoint A of the New York State Syllabus "Modern Languages for Communication". Passing this course satisfies the graduation requirement for a High School Regents Diploma.  |                  |                  |        |
| <b>Regents French 9, Regents Italian 9, Regents Spanish 9</b>  |                  |                  |        |
| 005015/005055/005035   | 9-10             | yr.              | 1      |
| This course is the continuation of Language 7 and 8 in the middle school. Students must have passed Language 8 and the New York State Proficiency Examination in the middle school in order to take this course. This course is part of a three year sequence in Checkpoint B of the New York State curriculum and students will take the Regents examination upon completion of Language 11. The course includes an intensive review of Checkpoint A objectives and begins coverage of performance indicators for Checkpoint B. Students will continue to develop communicative proficiency in listening, speaking, reading and writing as outlined in the learning standards for Languages Other Than English as well as developing cross cultural skills and understandings.  |                  |                  |        |
| Prerequisite: Successful completion of Language 7 and 8 or Introduction to Spanish..   |                  |                  |        |
| <b>Regents French 10, Regents Italian 10, Regents Spanish 10</b>   |                  |                  |        |
| 005016/005056/005036   | 10-11-12         | yr.              | 1      |
| This course is the second year of a three year sequence covering Checkpoint B of the New York State Curriculum. The course stresses the two Learning Standards for Languages other than English; communication and cultural understanding. Listening and speaking are primary communicative goals. Reading and writing are highly emphasized at this level. These skills are taught in the context of socializing, providing and acquiring information, expressing personal feelings and opinions and getting others to adopt a course of action. Students become proficient in the language based on the performance indicators for Checkpoint B and prepare for the Regents examination which they will take following Language 11.  |                  |                  |        |
| Prerequisite: Successful completion of Language 9.   |                  |                  |        |
| <b>Regents French 11, Regents Italian 11, Regents Spanish 11</b>   |                  |                  |        |
| 005017/005057/005037   | 11               | yr.              | 1      |
| This course is the continuation of French 10, Italian 10, Spanish 10 and completes Checkpoint B of the New York State Standards for Languages Other than English. The course terminates with a mandatory Regents examination. The course further enforces the two Learning Standards for Languages Other than English, communication and cultural understanding following the required performance indicators regarding listening, speaking, reading, and writing as outlined in the Learning Standards. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore and family, and community dynamics. All of these cultural elements in addition communicative strategies contribute to how well a message is received. Passing of this course and of the Regents examination fulfills the graduation requirement for a Regents Diploma with Advanced Designation. |                  |                  |        |
| Prerequisite: Successful completion of Regents Language 10.  |                  |                  |        |

## Foreign Language Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### **Regents French 12**

#### **Culture and Literature**

|        |       |     |   |
|--------|-------|-----|---|
| 005118 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This course is for students who have completed the Regents examination and wish to continue study of French in Grade 12. The course includes the study of cultural and historical figures, French love poetry, short stories and plays, newspaper and magazine articles and everyday life skills such as cooking, shopping, and travel. Also included are film studies, art, music, and cross cultural mini dramas. Upon termination of this course, students demonstrate sophisticated knowledge of cultural nuances of the French culture and develop their communicative proficiency in French language.

Prerequisite: Successful completion of Regents French 11.

### **Regents Italian 12**

#### **Culture and Literature**

|        |       |     |   |
|--------|-------|-----|---|
| 005158 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This course is for students who have completed the Regents examination and wish to continue study of Italian in Grade 12. Students will study Italian lifestyles as reflected in cuisine, music, art and dress, as well as basic literature, civilization and film study.

Prerequisite: Successful completion of Regents Italian 11.

### **Regents Spanish 12**

#### **Culture and Literature**

|        |       |     |   |
|--------|-------|-----|---|
| 005138 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This course is for students who have completed the Regents examination and wish to continue study of Spanish in Grade 12. The course is divided into segments including travel and cultural interactions in Spain, Spanish History and Civilization including the prehistoric cave paintings of Altamira, the Epic Hero of Spain, El Cid, Moorish Spain and the Alhambra of Granada, through the marriage of Ferdinand and Isabella and how Spain was unified under their rule. The course also includes study of short novels, poetry, and Spanish films, and appreciation of works of art by various Spanish artists. Use of the Internet to obtain information, view authentic materials and communicate with Spanish students is part of this course.

Prerequisite: Successful completion of Regents Spanish 11.

### **Honors French II, Honors Italian II, Honors Spanish II**

|                      |   |     |   |
|----------------------|---|-----|---|
| 005011/005051/005031 | 9 | yr. | 1 |
|----------------------|---|-----|---|

This course is for ninth grade students who maintained a high grade point average in Language I Honors in the middle school and who received a 90 or above on the New York State Proficiency Examination taken at the completion of the Level I course in Grade 8. This Honors course is intensive and highly enriched. The course moves at a rapid pace and students are expected to complete numerous research projects, speaking presentations, additional readings, essays, and technology projects over and beyond the requirements of the regular Regents sequence.

Prerequisite: High grade point average in Language I Honors and 90% or above on the New York State Proficiency Examination French, Italian or Spanish.

## Foreign Language Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### **Honors French III, Honors Italian III, Honors Spanish III**

|                       |    |     |   |
|-----------------------|----|-----|---|
| 005012/005052/ 005032 | 10 | yr. | 1 |
|-----------------------|----|-----|---|

This Honors course completes Checkpoint B of the New York State Standards for Languages Other Than English and terminates with a mandatory Regents examination. The curriculum is enriched and students gain optimal proficiency in the skills of reading, writing, listening, and speaking through the completion projects using the four skills and as preliminary preparation for continuation onto further advance placement studies. Cross cultural skills and understandings are also highly developed for students in this Honors sequence who are expected to continue with advanced studies in French, Italian or Spanish. Passing this course and the Regents examination fulfills the New York State graduation requirement for a diploma with Advanced Designation.

Prerequisite: Honors Language II.

### **Honors French IV, Honors Italian IV, Honors Spanish IV**

|                      |    |     |   |
|----------------------|----|-----|---|
| 005013/005053/005033 | 11 | yr. | 1 |
|----------------------|----|-----|---|

This course offers the post-Regents student an opportunity to refine and expand skill development. Course focus changes each quarter: quarter one - French/Italian/Spanish for Travelers (intensive conversation); quarter two - Literature; quarter three - achievement examination preparation; quarter four - French/Italian/Spanish cinema. The College Board Achievement Test may be taken upon completion of the course.

Prerequisite: Honors Language III.

### **AP French, AP Spanish**

|               |    |     |   |
|---------------|----|-----|---|
| 005014/005034 | 12 | yr. | 1 |
|---------------|----|-----|---|

This course presents a unique opportunity to experience the most advanced language study available to high school students. It is a college-level course which follows the outlines set up by the College Board. Students will develop the advanced fluency necessary to deal with language and cultural and literary topics. At this level the language becomes the means to acquire deeper knowledge of the culture or literature. Students develop attitudes which will provide a basis for further study in the field of language and literature.

## Foreign Language Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### American Sign Language 9

|        |   |     |   |
|--------|---|-----|---|
| 005060 | 9 | yr. | 1 |
|--------|---|-----|---|

This course is for those student who took American Sign Language 7 and 8 in the Middle School, and who did not pass the Proficiency Examination. Successful completion of this course will satisfy the one credit foreign language requirement. The American Sign Language will no longer be offered as a three year high school sequence.

Prerequisite: Successful completion of American Sign Language 7 & 8.

### American Sign Language 10

|        |    |     |   |
|--------|----|-----|---|
| 005061 | 10 | yr. | 1 |
|--------|----|-----|---|

This course is a continuation of American Sign Language 9. It is part of a three year sequence covering checkpoint B of the New York State Curriculum. The American Sign Language courses were developed for students who were selected by their teachers as being able to benefit more from a language more appropriate for students with language processing difficulties or other learning disabilities. Students will take the equivalent of a New York State Regents examination at the completion of American Sign Language 11.

Prerequisite: Successful completion of American Sign Language 9. This course will no longer be offered after the 2004-2005 school year.

### American Sign Language 11

|        |    |     |   |
|--------|----|-----|---|
| 005062 | 10 | yr. | 1 |
|--------|----|-----|---|

This course is a continuation of American Sign Language 10. It is part of a three year sequence covering checkpoint B of the New York State curriculum. The American Sign Language courses were developed for students who were selected by their teachers as being able to benefit more from a language more appropriate for students with language processing difficulties or other learning disabilities. Students will take the equivalent of a New York State Regents Examination at the completion of this course.

### Latin

|        |       |      |   |
|--------|-------|------|---|
| 005063 | 10-11 | sem. | ½ |
|--------|-------|------|---|

This course will be offered to students in grades 10 and 11 as a half year elective. Students at this age are preparing to take the SAT examination. The study of Latin has been shown to help students to gain new insights and to improve their development in English language skills through the intensive study of Latin grammar and forms. Word building and derivation are also related to this study. In learning the language, the ideas, and the culture of ancient Rome, Latin students become better equipped to communicate more effectively in English. This course **MAY NOT BE USED** to fulfill high school graduation requirements and **should not be taken in lieu of** continuation with the Foreign Language Sequence in French, Spanish or Italian.

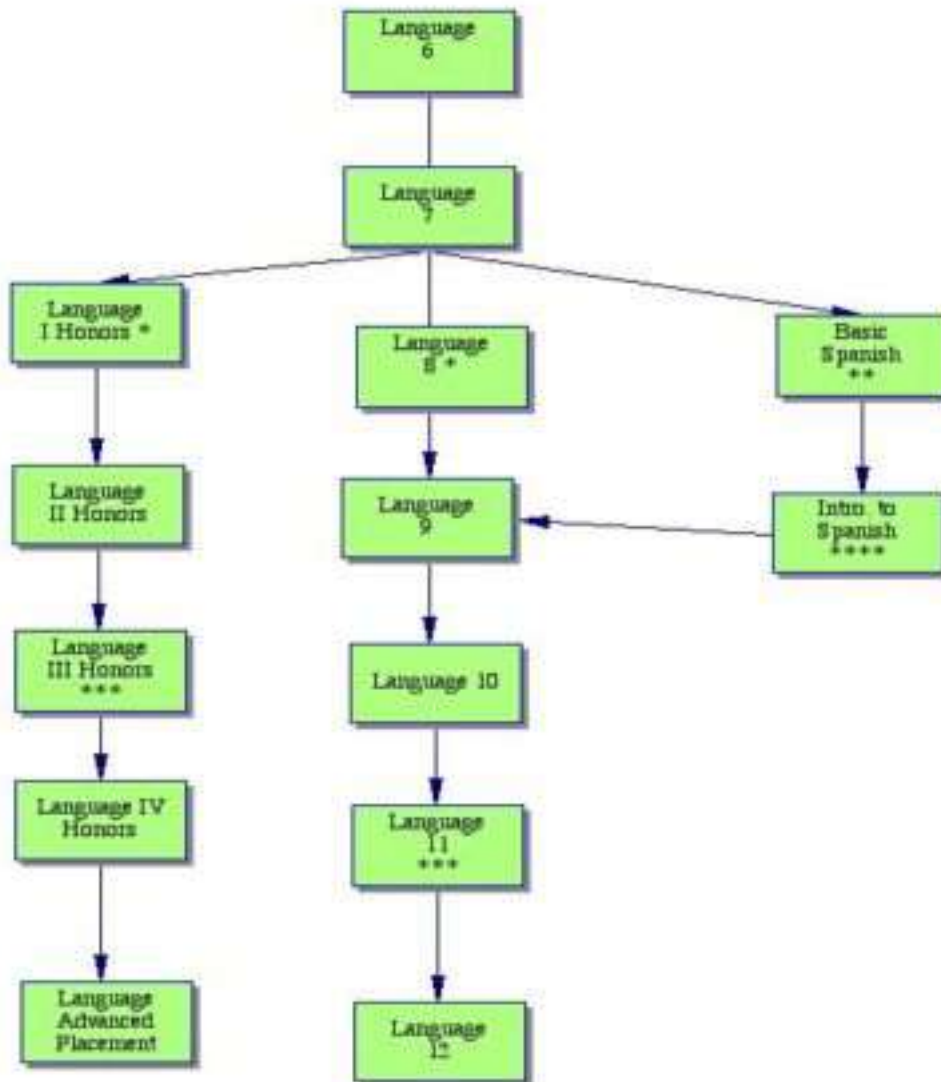
### Independent Study in German, Chinese, Greek, Hebrew, Japanese, Latin, Russian, American Sign Language and others based on need

|            |     |   |
|------------|-----|---|
| 9-10-11-12 | yr. | 1 |
|------------|-----|---|

Students interested in learning a new language which is not offered in the regular Foreign Language Program, find this program a very special opportunity. Students must have previous experience learning a foreign language in school or at home and be capable of working on their own. A tutor assists and tests students regularly. **Grades earned in the Independent Study Program are not computed in the student's average.** These courses may **NOT** be taken instead of the regular school offerings for graduation requirements.



# FOREIGN LANGUAGE



Electives

Advanced Placement Courses

Latin 1/2 Year

AP Spanish  
AP French

\*Students take NYE Proficiency Examination  
 \*\*For students who fail Language 7 or new entrants to district who have not studied language  
 \*\*\*Students take regents examination  
 \*\*\*\*For students who take Basic Spanish, fail Spanish 8 or enter district with no language

## Health Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### Health Education

|        |          |      |   |
|--------|----------|------|---|
| 011050 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

Helping our students achieve their full potential for a healthy and productive lifestyle is the basic intent of this state-mandated health course. Academic in nature, Health Education is an applied science concerned with increasing human beings' understanding of themselves in relation to health matters in a changing society. Some of the health issues addressed are the use and abuse of drugs, alcohol, and tobacco; AIDS; environmental pollution; physical fitness; mental health; nutrition; and communicable, chronic, and degenerative diseases.

### Family Life and Human Sexuality

|        |       |      |   |
|--------|-------|------|---|
| 011052 | 11-12 | sem. | ½ |
|--------|-------|------|---|

To afford students the opportunity to explore the complexities of the concept of human sexuality including the influences of biological, psychological, and sociological factors. The desired outcomes will be accomplished by using current research, classroom activities, self evaluation and in-depth discussions. Students will be able to enhance their skills for decision-making and problem solving strategies to apply them to their own sexual behaviors.

Prerequisite: Health Education.

### Nutrition: A Lifetime of Choices

|        |       |      |   |
|--------|-------|------|---|
| 011054 | 11-12 | sem. | ½ |
|--------|-------|------|---|

An in-depth course in nutrition that will include nutrient information, planning healthy diets and identifying nutritious foods. Students will learn how to manage a healthy weight for themselves and understand what constitutes disordered eating. In addition, dietary needs for individuals will be addressed in relation to chronic disease, as well as the dietary needs in relation to athletes.

Prerequisite: Health Education.

### Sports Physiology/Sports Medicine

|        |       |      |   |
|--------|-------|------|---|
| 011053 | 11-12 | sem. | ½ |
|--------|-------|------|---|

This college-level elective course focuses on the medical and physiological principles involved in athletic training and conditioning. Human anatomy and physiology; kinesiology; and recognition, prevention and treatment of athletic injuries, in addition to the role of the athletic trainer will be covered. In addition to theory and laboratory work, students will be encouraged to acquire practical experience as a student trainer with teams.

Prerequisite: Regents Biology and Health Education

## Mathematics Department

| Course   | Grade(s) Offered | Length of Course | Credit |
|--|------------------|------------------|--------|
| <b>Regents Math A1</b>   |                  |                  |        |
| 003030   | 9                | yr.              | 1      |
| This course consists primarily of topics from algebra. The emphasis is on understanding and applying concepts to real life situations. It is the first course of a two-year Math A sequence. The course culminates in a departmental final examination. Students who successfully complete this course will take the New York State Math A assessment test at the end of the two-year sequence.  |                  |                  |        |
| <b>Regents Math A1 L/Lab</b>   |                  |                  |        |
| 003062   | 9-10             | yr.              | 1      |
| This course follows the same curriculum as Math A. Additional instructional time is provided to allow the students to discover and understand concepts through greater usage of computers, manipulatives, cooperative learning and alternative teaching strategies. The course meets 7½ periods per week and is the first year of a two year Math A sequence which will culminate in a departmental final examination. Students who successfully complete this course will take a New York State Assessment at the end of the 2 year sequence. Prerequisite: Placement in this course is by teacher/guidance counselor recommendation or a score at level 1 or 2 on the N.Y.S. Grade 8 Math Assessment. <i><b>This course will not be offered after the 2003-2004 school year.</b></i> |                  |                  |        |
| <b>Regents Math A</b>  |                  |                  |        |
| 003061   | 9-10-11          | yr.              | 1      |
| This course primarily consists of algebra and geometry (not including proofs). The emphasis is on understanding and applying mathematical concepts to real life situations. The graphing calculator will be integrated into the curriculum. It is the first year of a 1½ year Math A sequence which will culminate in a departmental final examination. Students who successfully complete this course will take a New York State Assessment test at the end of the year and a half sequence. <i><b>This course will not be offered after the 2003-2004 school year.</b></i>   |                  |                  |        |
| <b>Regents Math A2</b>   |                  |                  |        |
| 003020   | 9-10             | yr.              | 1      |
| This course consists primarily of topics from geometry including Euclidean coordinate and transformation geometry. Geometric applications require the use of algebraic principles. This is the second year of a two-year Math A sequence which culminates in the New York State Math A Assessment. Prerequisite: Successful completion of Math A1.   |                  |                  |        |
| <b>Regents Math A2 L/Lab</b>   |                  |                  |        |
| 003065   | 10-11            | yr.              | 1      |
| This course follows the same curriculum as Math A term 2 and Math A/B term 1. Students in this course will take the New York State Math A assessment at the end of the year. <i><b>This course will not be offered after the 2003-2004 school year.</b></i> Prerequisite: Successful completion of Math A1 L/Lab or Math A with teacher recommendation.  |                  |                  |        |
| <b>Math Extension Program (MEP)</b>  |                  |                  |        |
| 003031   | 10-11            | yr.              | 0      |
| Students in Math A2 who require additional support services will take this class in addition to Math A2. Alternative teaching strategies, manipulatives, hand held technology and cooperative learning activities will reinforce mathematical concepts and provide additional preparation for the New York State Math A Assessment at the end of the year.   |                  |                  |        |
| <b>Regents Math A/B</b>  |                  |                  |        |
| 003064   | 10-11-12         | yr.              | 1      |
| The primary emphasis of this course is Euclidean geometry including coordinate and transformation geometry. Work in logic, mathematical systems, the quadratic formula and probability will also be included. Students in this course will take the New York State Math A assessment in midyear. Prerequisite: Successful completion of Math A. <i><b>This course will not be offered in September 2005.</b></i>   |                  |                  |        |

## Mathematics Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### **Honors Math A/B**

|        |   |     |   |
|--------|---|-----|---|
| 003018 | 9 | yr. | 1 |
|--------|---|-----|---|

The primary emphasis of this course is Euclidean geometry including transformation and coordinate geometry. Work in logic, mathematical systems, trigonometry, quadratic formula and probability will also be included. Students are expected to maintain an average of 85% while enrolled in this course. The New York State Math A assessment will be administered in June.

Prerequisite: Minimum grade of 85% in Honors Math A1 or final grade 95 in Regents Math A1 and teacher recommendation.

### **Intermediate Algebra**

|        |       |     |   |
|--------|-------|-----|---|
| 003067 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

Selected topics from Regents Math B are included in this course, however, they are discussed in less depth and with less emphasis on theory. Topics included are real and complex numbers, the geometry of the circle, transformational geometry, probability and statistics. A district final examination will be administered at the end of this course.

Prerequisite: Regents Math A2/Lab or Regents Math A/B.

### **Regents Math B /Lab**

|        |       |     |   |
|--------|-------|-----|---|
| 003071 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This course follows the same curriculum as Math B. Additional time is provided to allow students to discover and understand concepts through labs and hands-on activities. The course meets 7½ periods per week and culminates in the New York State Math B assessment.

Prerequisite: Completion of Regents Math A/B, a passing grade of the New York State Math A assessment and teacher recommendation.

### **Regents Math B**

|        |       |     |   |
|--------|-------|-----|---|
| 003069 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This is the third course in the Regents sequence. The course covers a review and organization of the postulates of the real-number system. Transformations of the plane, exponents, logarithms and trigonometry are all treated as functions of the real numbers. Additional work on logic, probability and statistics is also included. The course terminates in a New York State Assessment B examination. The College Board SAT II Subject Test in Math Level I, may be taken at the completion of this course.

Prerequisite: Regents Math A/B and successful completion of the New York State Math A assessment.

### **Honors Math B**

|        |    |     |   |
|--------|----|-----|---|
| 003070 | 10 | yr. | 1 |
|--------|----|-----|---|

Honors students enroll in this course. The curriculum covers the Regents Math B material as well as topics of enrichment. Students must maintain an average of 85% while enrolled in this course. The College Board SAT II Subject Test in Math Level I, may be taken upon completion of this course.

Prerequisite: Minimum grade performance of 85% in Honors Math A/B or 94% on the New York State. Math A Assessment and departmental recommendation.

### **Trigonometry and Advanced Algebra**

|        |    |     |   |
|--------|----|-----|---|
| 003073 | 12 | yr. | 1 |
|--------|----|-----|---|

Selected topics from Regents Math B are included in this course but they are discussed in less depth and with less emphasis on theory. The main focus of this course is the function concept and various types of functions: exponential, logarithmic, and trigonometric. Logic, sequences and matrices will also be included in this course.

Prerequisite: Successful completion of Intermediate Algebra.

### **Math Science Technology (MST)**

|        |    |     |   |
|--------|----|-----|---|
| 003083 | 12 | yr. | 1 |
|--------|----|-----|---|

This elective course integrates mathematics, science and technology with hands on and laboratory activities.

*This course will not be offered before September 2005.*

## Mathematics Department

| Course  | Grade(s) Offered | Length of Course | Credit |
|---|------------------|------------------|--------|
| <b>Math 12 L (for college bound liberal arts students)</b>  |                  |                  |        |
| 003023  | 11-12            | yr.              | 1      |
| This course is intended for the college-bound senior interested in a career other than in mathematics or science. Emphasis will be placed on advanced topics of algebra, analytic geometry, and trigonometry, together with their applications in society. Topics from discrete mathematics will be included in this course.<br>Prerequisite: Regents Math B.   |                  |                  |        |
| <b>Math 12 S (for college bound science/mathematics students)</b>   |                  |                  |        |
| 003024  | 11-12            | yr.              | 1      |
| This course, designed for the college-bound senior, is the culminating course in the Sequential Math Program. This course will first consider pre-calculus topics from advanced algebra, analytic geometry, and trigonometry, and then present an introduction to calculus. The College Board SAT II Subject Test in Math Level II, may be taken upon completion of this course.<br>Prerequisite: Regents Math B.   |                  |                  |        |
| <b>Honors Math 12</b>   |                  |                  |        |
| 003013  | 11-12            | yr.              | 1      |
| Honors/accelerated 11th grade students enroll in this course. This course integrates topics from advanced algebra, analytic geometry, trigonometry and introductory calculus into a unified program from a modern point of view. This course is designed to prepare students for the Advanced Placement Program in mathematics. The College Board SAT II Subject Test in Math Level II, may be taken upon completion of this course.<br>Prerequisite: Minimum grade performance of 85% in Honors Math B or 95% in Regents Math B <u>and</u> departmental recommendation.  |                  |                  |        |
| <b>College Calculus</b>   |                  |                  |        |
| 003016  | 12               | yr.              | 1      |
| This is the C.W. Post college course in Calculus and Analytic Geometry. It carries dual credit: eight college credits applicable to advanced standing as a college freshman and one high school credit which can be used toward fulfilling the high school graduation requirement.<br>Prerequisite: Pre-calculus experience or departmental recommendation. In addition overall unweighted average of 80. C. W. Post tuition requirement.   |                  |                  |        |
| <b>AP Statistics</b>  |                  |                  |        |
| 003118  | 11-12            | yr.              | 1      |
| This course is an introductory course in statistics that develops the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It is equivalent to a one-semester introductory, non-calculus based college course in statistics. AP statistics is a mathematics elective open to students who have completed Math B. Students planning on taking AP Science in their senior year or students who will be involved in the Research Program will benefit greatly from studying AP Statistics in their junior year. Students will be qualified and expected to take the Advance Placement Examination.<br>Prerequisite: Minimum grade performance of 90% in Math B and/or departmental recommendation. |                  |                  |        |
| <b>AP Calculus AB</b>   |                  |                  |        |
| 003014  | 12               | yr.              | 1      |
| Calculus and analytic geometry are the content of this course. Its primary objective is to provide a strong background in differential and integral calculus with sufficient applications to convey the meaning and importance of the subject. Students will be qualified and expected to take the Advance Placement Examination.<br>Prerequisite: Minimum grade performance of 85% in Honors Math 12 and departmental recommendation.  |                  |                  |        |

## Mathematics Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### AP Calculus BC

|        |    |     |   |
|--------|----|-----|---|
| 003015 | 12 | yr. | 1 |
|--------|----|-----|---|

Calculus BC includes all of the topics of Calculus AB in greater depth with more emphasis on theory and formal proof. Additional topics such as differential equations, infinite series, and special types of integration are also included. Students will be qualified and expected to take the Advance Placement Examination.

Prerequisite: Minimum grade performance of 93% in Honors Math 12 and departmental recommendation.

### Computer Programming

|        |            |      |   |
|--------|------------|------|---|
| 003049 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This course is designed to teach flowcharting, program design and coding in programming languages.

Quantitative skills will be developed for problem solving using a highly structured top down approach.

Emphasis is on programming selection and iteration procedures. Programming concepts will be applied to mathematics and to real world situations.

Prerequisite: Math A/B or departmental recommendation.

### Advanced Computer Programming

|        |          |      |   |
|--------|----------|------|---|
| 003048 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

This course is an extension of Computer Programming with additional emphasis on program design using pseudocode, flowcharts and top down design. Coding of the algorithm will be in a highly structured language. Successful completion of this course will prepare the students for the Advanced Placement Computer Science course.

Prerequisite: Computer Programming or departmental recommendation.

### AP Computer Science A

|        |       |     |   |
|--------|-------|-----|---|
| 003044 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

The content of Computer Science A is a subset of Computer Science AB. In brief Computer Science A consists of a study of:

- 1) Program specification design, coding, documentation, and those aspects of program correctness that do not include proofs of correctness.
- 2) Procedures and functions, parameter passing and recursion.
- 3) Features of highly structured programming languages (Java).
- 4) Files, arrays, records, and other data structures, but not pointers.
- 5) Searching and sorting without consideration of efficiency.
- 6) Basic elements of computer systems.
- 7) Applications.

Students will be qualified and expected to take the Advanced Placement Computer Science A Exam.

Prerequisite: Computer Programming and Advanced Computer Programming.

### AP Computer Science AB

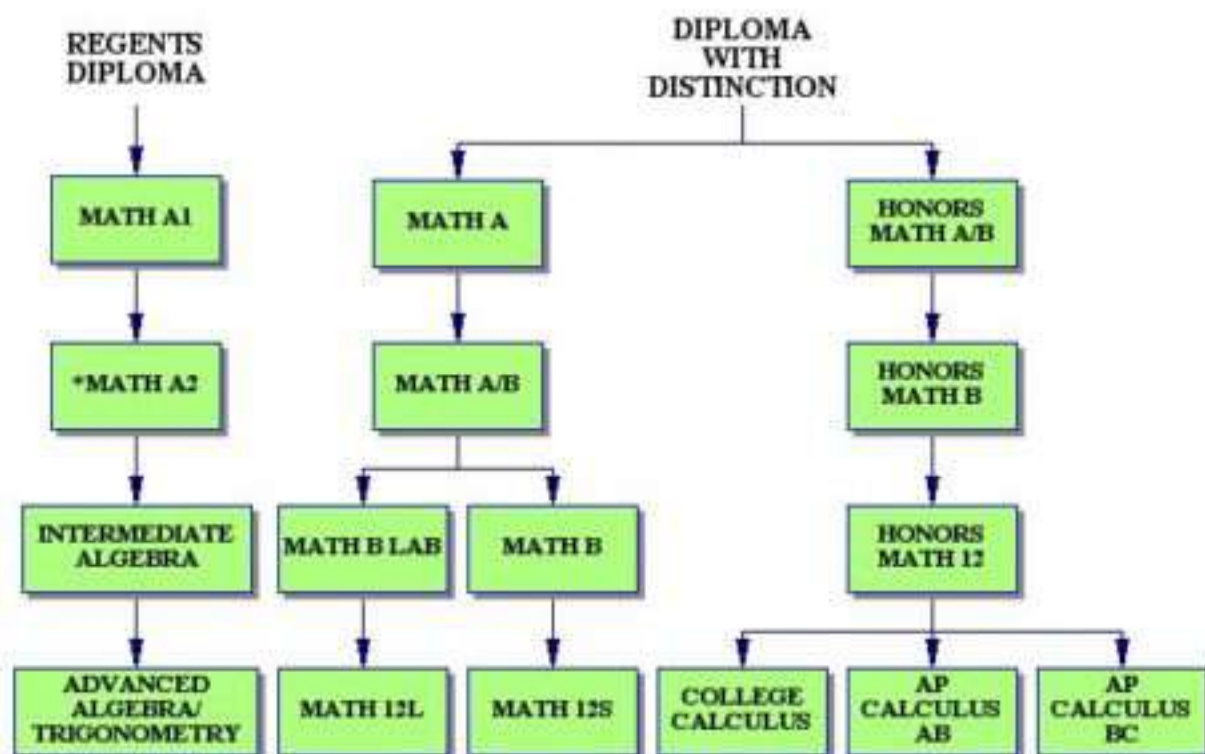
|        |       |     |   |
|--------|-------|-----|---|
| 003045 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

The major emphasis in the Advanced Placement Computer Science course is on programming methodology, algorithms and data structures. Applications of computing provide the context in which these subjects are treated. Applications are used to develop student awareness of the need for particular algorithms and data structures, as well as to provide topics for programming assignments to which students can apply their knowledge. Highly structured programming languages (Java) constitute the vehicles for implementing computer-based solutions to particular problems. Treatments of computer systems and the social implications of computing are integrated into the course and not isolated as separate units. Students will be qualified and expected to take the Advanced Placement Computer Science AB Examination.

Prerequisite: Advanced Computer Programming or AP Computer Science A.

# MATHEMATICS DEPARTMENT (9-12)

(FOR STUDENTS ENTERING HIGH SCHOOL PRIOR TO SEPTEMBER 2004)



## ELECTIVES

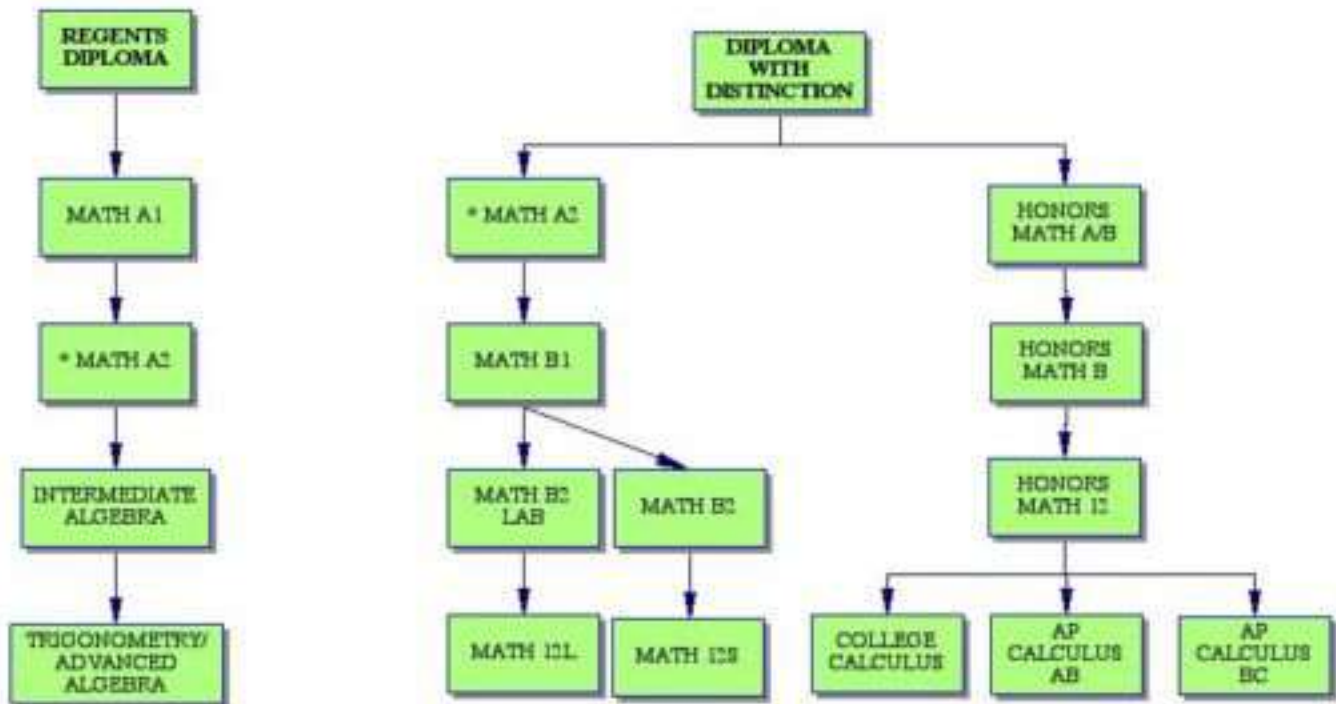
COMPUTER PROGRAMING  
AP COMPUTER SCIENCE A  
AP STATISTICS

ADVANCED COMPUTER PROGRAMMING  
AP COMPUTER SCIENCE AB  
MST

\* Students may be required to enroll in an MEP program in addition to Math A2.

# MATHEMATICS DEPARTMENT (9-12)

(FOR STUDENTS ENTERING HIGH SCHOOL IN SEPTEMBER 2004)



## ELECTIVES

COMPUTER PROGRAMMING  
AP COMPUTER SCIENCE A  
AP STATISTICS

ADVANCED COMPUTER PROGRAMMING  
AP COMPUTER SCIENCE AB  
MST

\*Students may be required to enroll in a MEP program in addition to Math A2.

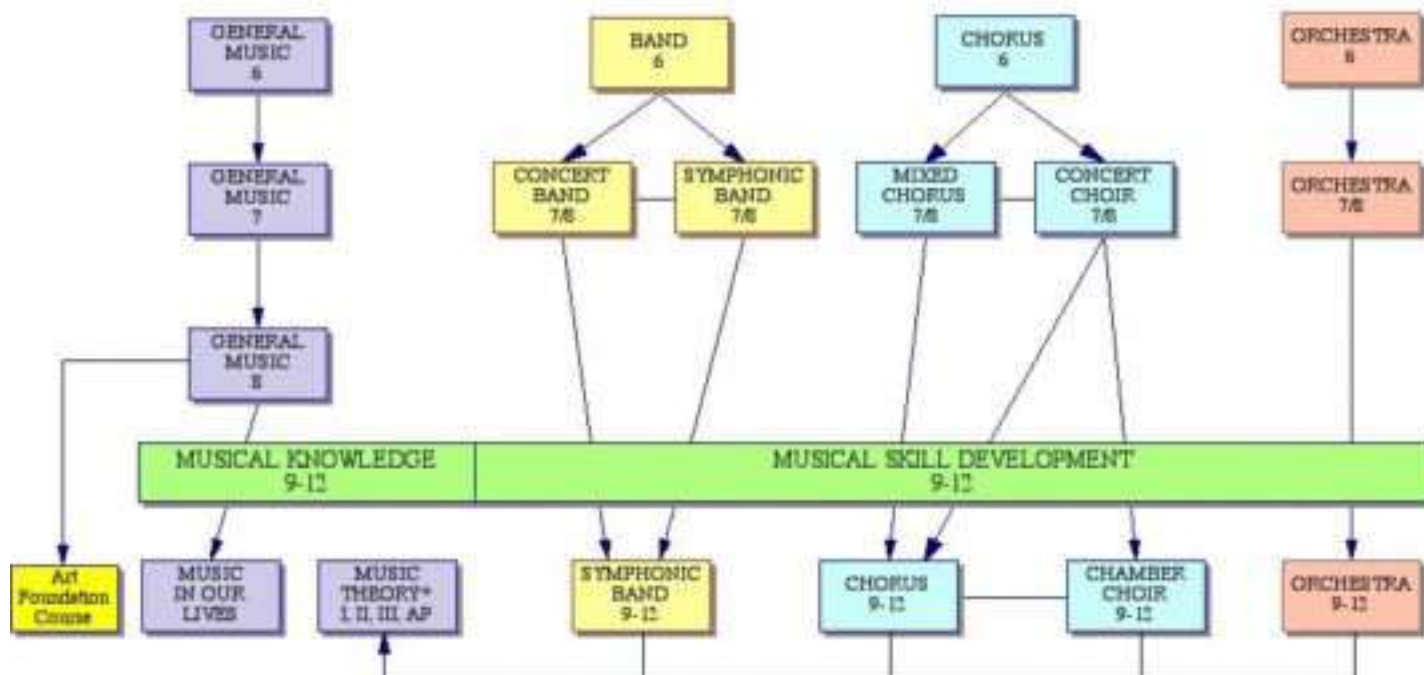


## Music Department

| Course  | Grade(s) Offered | Length of Course | Credit |
|---|------------------|------------------|--------|
| <b>Chorus</b>   |                  |                  |        |
| 010011  | 9-10-11-12       | yr.              | 1      |
| Students receive experience in singing the standard choral literature. Vocal technique, sight singing and ear training are emphasized. One lesson per week on a rotating period basis is required. Attendance at assemblies, district festivals, all school concerts, and the Major Organizations Festival is required for credit. Prerequisite: Departmental recommendation.   |                  |                  |        |
| <b>Chamber Choir</b>  |                  |                  |        |
| 010013  | 9-10-11-12       | yr.              | 1      |
| This ensemble provides an opportunity for advanced singers to perform difficult choral literature. The requirements for Chamber Choir include advanced choral technique and sight reading ability and the ability to sing choral parts independently. One lesson per week on a rotating period basis is required. Attendance at assemblies, district festivals, all school concerts, scheduled performances, Major Organizations Festival, if applicable, and/or equivalent competitions is required for credit. Prerequisite: Departmental recommendation. |                  |                  |        |
| <b>Symphonic Band</b>   |                  |                  |        |
| 010021  | 9-10-11-12       | yr.              | 1      |
| Students experience reading standard band literature with an emphasis on improvement of individual and ensemble instrumental technique. One lesson per week on a rotating period basis is required. To receive credit a student must participate in the Marching Band (parades, football games, homecoming events, competitions and festivals), graduation, district festivals, school concerts, scheduled performances and Major Organizations Festival, if applicable, and/or equivalent competitions. Prerequisite: Departmental recommendation.         |                  |                  |        |
| <b>Orchestra</b>  |                  |                  |        |
| 010031  | 9-10-11-12       | yr.              | 1      |
| This course provides experience in reading and performing standard symphony orchestra literature with an emphasis on improvement of individual and ensemble instrumental technique. One ensemble rehearsal per week on a rotating period basis is required. Attendance at assemblies, district festivals, all school concerts, scheduled performances and Major Organizations Festival and/or equivalent competition is required for credit. Prerequisite: Departmental recommendation.   |                  |                  |        |
| <b>Music Theory I</b>   |                  |                  |        |
| 010040  | 9-10-11-12       | yr.              | 1      |
| Students receive instruction in the elements of music theory: harmony, ear training, sight reading, form and analysis as well as study of all styles of music literature. Prerequisite: Member of a performance ensemble or recommendation by music teacher or Director of Fine Arts.   |                  |                  |        |
| <b>Music Theory II</b>  |                  |                  |        |
| 010041  | 10-11-12         | yr.              | 1      |
| Music Theory II provides an advanced study of music literature and theoretical practices, including ear training and sight reading. The second half of the course will include independent study projects determined by student and teacher. Prerequisite: Music Theory I.  |                  |                  |        |
| <b>Music In Our Lives</b>   |                  |                  |        |
| 010051  | 9-10-11-12       | yr.              | 1      |
| This course is designed to meet the need of the nonperforming music student, i. e. (orchestra, chorus, band). Student experiences will include: listening, performing, composing, and using basic music tool skills. An independent project is required. Students may also be required to attend a number of concerts during the year. This course has been developed by the State Education Department to fulfill the 1 credit music/art requirements for graduation.  |                  |                  |        |



# MUSIC



NOTE: "General Music 8" students may take either "Music In Our Lives" or a foundation art course to satisfy the required one unit graduation credit in the arts

\* Music Theory III and AP Music Theory may be offered as Independent Study

## FIVE (5) UNIT SEQUENCES

### Music Major

3 credits - Skill Development  
2 credits - Musical Knowledge

### Five Arts Major

1 credit - Studio in Art  
1 credit - Musical Knowledge  
3 credits - Music, Visual Arts, Media Arts, Humanities, Theatre or Dance

## Physical Education Department

Education Law, Section 803 and 3204 and Regulations of the Commissioner of Education, Section 135.4 mandate physical education for all pupils in the schools of New York State. A pupil is required to have a cumulative passing average in physical education each year he/she is in school prior to graduation.

Commencement level courses in physical education include a variety of sport and physical activities. A newly designed statewide assessment program will require students to show proficiency and/or competency in a minimum number of required categories that will include: 1) Team Passing Sports, 2) Net/Wall Sports, 3) Striking/Fielding Sports, 4) Target Sports, 5) Dance & Aesthetic Activities, 6) Outdoor Activities, 7) Personal Performance Activities, and 8) Fitness and Activities.

The program addresses the three State Learning Standards which include: Standard 1a - Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Standard 1b - Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition. Standard 2a - Students will demonstrate responsible personal and social behavior while engaged in physical activity. Standard 2b - Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Standard 2c - Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. Standard 3a - Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. Standard 3b - Students will be informed consumers and be able to evaluate facilities and programs. Standard 3c - Students will be aware of some career options in the field of physical education and sports.

| Course                              | Grade(s) Offered | Length of Course | Credit |
|-------------------------------------|------------------|------------------|--------|
| <b>Physical Education</b><br>011001 | 9-10-11-12       | yr.              | ½      |

The Physical Education program is made up of four to six units of introductory and intermediate level instruction in selected sports and physical activities. Selective courses allow students to choose activities from the eight categories listed above in the second paragraph..

### Physical Education Activities May Include:

**Archery** - This target sport activity is an Olympic sport and requires the need for accuracy, a skill related fitness component. Opportunities will be explored to view regional practice and competition.

**Badminton** - This unit will go into basic and advanced singles and doubles play and strategy. Basic and advanced strokes will be taught and practiced.

**Basketball** - This unit covers the fundamental techniques and strategies of the game. Appropriate skills, drills, and offensive and defensive strategies will be taught.

**Aerobics/Step Aerobics** - Aerobics and Step Aerobics are forms of exercise that some people consider pleasant alternatives to the more traditional forms of aerobic exercise. They positively influence weight control, agility, rhythm, and cardiovascular endurance.

**Flag Football/Association Football** - This unit will start with the intermediate techniques of passing, pass catching, running, and kicking. Offensive and defensive strategies will be discussed in detail.

## Physical Education Department

**Floor Hockey** - This unit is an adaptation of ice hockey making use of its skills, tactics, and strategy.

**Golf** - The unit is designed to teach the basic techniques for iron, wood, and putting play. Fundamentals are stressed, as well as golf course design, golf etiquette and methods of scoring. Opportunities will be explored for local facility use.

**Handball/Paddleball** - The skills involved in playing the one-wall variety of these games will be taught and practiced. Time will be devoted to rules and strategy of singles and doubles play

**Jogging/Walking** - Students will have the opportunity to improve their cardiovascular endurance by jogging/walking on the track. Class discussions will address proper technique, heart rate, proper equipment, injuries, the marathon experience, and readings of pertinent articles from the media.

**Lacrosse** - The skills involved in playing this native American game will be taught and practiced. Time will be devoted to rules, offensive and defensive strategy, and conditioning.

**Pickleball** - This introductory unit is played on an indoor badminton sized court using paddles. The game would be similar to a large scale table tennis game.

**Progressive Resistance Exercise (Weight Training)** - This unit makes use of exercise modalities in helping students to develop strength, flexibility, muscular and/or cardiorespiratory endurance with an opportunity to begin developing a lifetime fitness plan.

**Project Adventure** - A non-traditional activity unit made up of group games, cooperative warm-ups, trust and problem-solving activities with many new challenging ropes course activities.

**Self Defense/Judo** - The unit will be inclusive of a very basic and general introduction into the techniques of self defense methods as they relate to some situations that a student may encounter. A general philosophy of martial arts as well as a brief history of its development will be addressed. Some Japanese terminology will also be taught. The Olympic sport of Judo will be introduced which includes but is not limited to falls, throws, and the rules of the sport.

**Soccer** - Basic skills will be reviewed and intermediate as well as some advanced skills will be taught. Time will be allotted for the study of offensive and defensive strategies, rules, and conditioning.

**Softball** - This unit will provide fundamental skill work for the beginner, intermediate skills for the player with some experience, and advanced skills and strategies for highly skilled players.

**Speedball** - A unit of speedball will be taught on either a regulation soccer field or football field. It incorporates the playing rules of three major sports. They are football, soccer and basketball. The main emphasis of the game is the conversion of a ball from the ground to the air or from the air to the ground.

**Team Handball** - This indoor activity is an Olympic sport combining skills used in basketball and soccer. The activity is played with a smaller version of a soccer ball with the ball thrown into a smaller sized soccer goal. The popularity of this activity in Europe is second only to soccer.

## **Physical Education Department**

**Tennis** - Participation in tennis helps to develop agility, eye-hand coordination, quickness, and the ability to think and react quickly. Skills, drills, and strategy appropriate for the students' ability will be covered.

**Ultimate Frisbee** - A unit of Ultimate Frisbee is in the Team Passing Sport category. The importance of learning to catch and throw properly is fundamental to this activity which is played on a football or soccer field.

**Volleyball** - This unit will review basic fundamentals, but also challenge students to use higher level skills. Students exiting this class will be able to play at a recreational level in a lifetime activity.

### **Aquatics Program:**

\* **Swimming** - Basic skills of aquatics - floating, treading water, and basic strokes will be studied and practiced. The American Red Cross program for the beginning and intermediate swimmer will be followed.

\* **Springboard Diving** - This course concerns itself with dives in the five competitive categories: forward, backward, reverse, inward, and twisting. Approach, hurdle, dive (including proper body positions), and entry will be studied and practiced.  
Prerequisite: The demonstrated ability to swim two lengths of the pool (165 feet).

\* Students must supply their own bathing suits and towels.

## Science Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### **Physical Setting - Earth Science Foundations I**

|        |   |     |   |
|--------|---|-----|---|
| 004058 | 9 | yr. | 1 |
|--------|---|-----|---|

This laboratory oriented and practical science course is designed to meet the needs of a select student population. The course prepares the motivated student lacking basic scientific skills but with desire, to sit for the Physical Setting Earth Science Regents examination as a sophomore. Skills in chart reading, laboratory techniques and other critical components are given special emphasis. These skills, combined with lessons in study skills, are designed to prepare the student to move into the traditional Regents program as a sophomore. The class meets 7½ periods per week and culminates with a district wide final examination.

Prerequisite: Staff and/or counselor recommendation.

### **Physical Setting - Earth Science Foundations II**

|        |    |     |   |
|--------|----|-----|---|
| 004063 | 10 | yr. | 1 |
|--------|----|-----|---|

This course is the culmination of the Physical Setting-Earth Science Foundation course sequence. Students will focus upon achieving the goals of the Physical Setting Earth Science Regents curriculum. Theoretical aspects of the subject are covered through class work, laboratory investigations, mathematical abstractions, visual materials, field work in our planetarium and independent investigations. This class meets 7½ periods per week and culminates with extensive review and preparation for the Regents examination.

Prerequisite: Successful work in The Physical Setting-Earth Science Foundations I and Guidance recommendation.

### **Physical Setting - Earth Science**

|        |   |     |   |
|--------|---|-----|---|
| 004020 | 9 | yr. | 1 |
|--------|---|-----|---|

In this course, students study the basis processes producing changes in the Earth's crust, atmosphere, oceans and surface by means of performing numerous classroom and laboratory investigations. The principles of chemistry, physics, biology and mathematics are integrated with the introduction of astronomy, meteorology and oceanography through class work, laboratory investigations, visual materials, field work in our planetarium and independent investigations. Classes meet for 7½ periods per week. This course culminates with the Physical Setting Earth Science Regents examination. Completion of this course meets part of the N.Y.S. graduation requirement.

Prerequisite: Successful completion of 8th grade science or departmental recommendation.

### **Living Environment - Biology**

|        |          |     |   |
|--------|----------|-----|---|
| 004022 | 10-11-12 | yr. | 1 |
|--------|----------|-----|---|

This course provides students with an understanding of the fundamental principles of biology as outlined by the N.Y.S. Core Curriculum for Living Environment-Biology. These objectives include the study of the similarities and differences of all living things, investigation into the transmission of traits from generation to generation and how changes in heredity occur, and the study of the interrelationship of all living things with their environments. Students develop skill in making critical observations and conclusions while performing numerous laboratory activities. This course meets 7½ periods a week and culminates with the Living Environment Regents examination. **Completion of this course meets one part of the N.Y.S. graduation requirement.**

Prerequisite: Successful completion of Earth Science Regents.

### **Living Environment - Biology Honors**

|        |   |     |   |
|--------|---|-----|---|
| 004012 | 9 | yr. | 1 |
|--------|---|-----|---|

This course is more enriched and challenging than the basic Regents course and enables the accelerated student to move as rapidly as her/his ability allows. It provides for extensive laboratory and library use and encourages students to become involved in science research projects. Students are expected to maintain an average of at least 85% while enrolled in this course. Upon successful completion of the curriculum, students will be prepared for and are encouraged to take the college Board SAT II Subject test in Biology. This course meets for 7½ periods per week and culminates with the Living Environment Regents examination. **Completion of this course meets one part of the N.Y.S. graduation requirement.**

Prerequisite: 85% in Honors Earth Science and departmental recommendation.

## Science Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### AP Biology

|        |       |     |   |
|--------|-------|-----|---|
| 004042 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

The Advanced Placement Biology course is designed to be the equivalent of the introductory biology course usually taken during the first year of college. This course may enable students, as college freshmen, to meet the prerequisites for second year work in the biology sequence or to register in courses in other fields where general biology is a requirement. This course investigates the interrelationships of microbiology, biochemistry, anthropology, histology, psychology, chemistry, physics, genetics, comparative anatomy, embryology and ecology. Evolution, the interdependence of organisms and environment, animal adaptations and behavior are central course themes. Students are encouraged to become involved with science research projects. Upon successful completion of this course, students are well prepared for and encouraged to take the Advanced Placement examination in May. The course meets 7½ periods per week.

Prerequisite/Co-requisite: 90% in Regents Living Environment and Regents Chemistry or Honors Living Environment and Honors Chemistry and/or departmental recommendation.

### Practical Chemistry (A and B)

|          |    |      |   |
|----------|----|------|---|
| A 004060 | 12 | sem. | ½ |
|----------|----|------|---|

|          |    |      |   |
|----------|----|------|---|
| B 004061 | 12 | sem. | ½ |
|----------|----|------|---|

This course is an exciting and challenging introduction to the field of chemistry as it applies to everyday life, and is not mathematical in approach. Students gain insight and appreciation for chemical principals by performing numerous hands-on laboratory activities. Each semester course meets five periods per week and concludes with a final examination. Chemistry B requires Chemistry A as a prerequisite.

Prerequisite: Regents Living Environment and/or departmental recommendation.

### Physical Setting - Chemistry

|        |          |     |   |
|--------|----------|-----|---|
| 004024 | 10-11-12 | yr. | 1 |
|--------|----------|-----|---|

This Regents course provides a basic understanding of the unifying principles of chemistry including quantum mechanics, molecular structure, chemical bonding, periodicity of chemical elements, chemical reactions, and the concept of the mole. While performing a variety of classroom and laboratory activities, students work with scientific notation, direct and indirect relationships and dimensional analysis to investigate the basic properties of matter. The course meets 7½ periods a week and terminates with the Regents examination in Physical Setting Chemistry. Completion of this course meets part of the N.Y.S. graduation requirement.

Prerequisite: Regents Living Environment and Regents Math A.

### Physical Setting - Chemistry Honors

|        |       |     |   |
|--------|-------|-----|---|
| 004014 | 10-11 | yr. | 1 |
|--------|-------|-----|---|

This course is enriched and more challenging than the basic Regents Chemistry course in that it is more mathematically oriented, conceptual, and open ended. It provides students with the opportunity to explore areas of individual interest. In-depth laboratory experiences are developed and executed. Students are encouraged to become involved in science research projects, and are expected to maintain an average of at least 85% while enrolled in this course. Students are prepared for and encouraged to take the College Board SAT II Subject Test in Chemistry upon completion of the course. The course meets 7½ periods a week and terminates with the Physical Setting-Chemistry Regents examination. Completion of this course meets part of the N.Y.S. graduation requirement.

Prerequisite: 85% in Honors Living Environment, Honors Math and departmental recommendation.

### AP Chemistry

|        |       |     |   |
|--------|-------|-----|---|
| 004044 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

Advanced Placement Chemistry is designed to be the equivalent of an introductory chemistry course usually taken during the first year of college. This course may enable some students, as college freshmen, to undertake second year work in the chemistry sequence or to register in courses in other fields where general chemistry is a prerequisite. The course may fulfill the laboratory science requirement and free time for other courses. Topics such as the structure of matter, kinetics, and basis thermodynamics are investigated in considerable depth, and laboratory work is given special emphasis. Students are encouraged to become involved in science research projects. Upon successful completion of this course, students are well prepared for and encouraged to take the Advanced Placement examination in May. The course meets 7½ periods per week.

Prerequisite: At least 90% in Honors Living Environment, Honors Chemistry, Honors Math A and/or departmental recommendation.

## Science Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### **Practical Physics (A and B)**

|          |    |      |   |
|----------|----|------|---|
| A 004070 | 12 | sem. | ½ |
| B 004071 | 12 | sem. | ½ |

Students with interests in everyday physical science phenomena will satisfy their scientific curiosity with this non-Regents science program which emphasizes learning through laboratory activities and classroom demonstrations. Topics such as electronics, nuclear physics, heat, sound, light, mechanics, waves, and space systems make this course not only highly interesting, but practical for everyday living as well. Each semester course meets five periods per week, and concludes with a district wide final examination.

Prerequisite: Physical Setting Chemistry or Practical Chemistry, and Math A.

### **Physical Setting - Physics**

|        |       |     |   |
|--------|-------|-----|---|
| 004026 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This is a fundamental physical science course exploring the relationships between matter and energy. The course investigates electricity, mechanics, properties of matter, heat, sound, and light through a variety of classroom and laboratory activities. The course meets 7½ periods per week and terminates with the Physical Setting Physics Regents examination. Completion of this course meets part of the N. Y.S. graduation requirement.

Prerequisite: Regents Chemistry, Regents Math A and/or departmental recommendation..

### **Physical Setting - Physics Honors**

|        |       |     |   |
|--------|-------|-----|---|
| 004016 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This course is enriched and more challenging than the basic Regents Physical Setting-Physics course, and enables accelerated students to move as rapidly as their abilities allow. It provides for more extensive library and laboratory use and students are encouraged to become involved with science research projects. Students are expected to maintain an average of at least 85% while enrolled in this course. Students are prepared for and encouraged to take the College Board SAT II Subject test in Physics upon completion of the course. The course meets 7½ periods per week and terminates with the Physical Setting Physics Regents examination. Completion of this course meets part of the N. Y.S. graduation requirement.

Prerequisite: At least 85% in Honors Chemistry, Honors Math A and/or departmental recommendation.

Co-requisite: AP Calculus AB or BC.

### **AP Physics B Level**

|        |       |     |   |
|--------|-------|-----|---|
| 004040 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This course is designed to be the equivalent of the general physics course usually taken during the first college year. For some students, it enables them to undertake, as freshmen, second year work in the physics sequence at their institutions or to register in courses in other fields where general physics is a prerequisite. For other students, the Advanced Placement Physics B course fulfills the laboratory science requirement and frees time for other science courses. Topics such as Newtonian mechanics, fluid mechanics, thermal physics, electricity and magnets, waves and optics and atomic and nuclear physics are presented in considerable depth. Laboratory work is given special emphasis. Students upon successful completion of this course will be well qualified and are expected to take the Advanced Placement examination in May. This course meets 7½ periods per week.

Prerequisite: Sequential Math III/Math B and a 90% in Honors Chemistry and/or department recommendation.



## Science Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### AP Physics C Level

|        |    |     |   |
|--------|----|-----|---|
| 004046 | 12 | yr. | 1 |
|--------|----|-----|---|

This very challenging Advanced Placement course is designed to be the equivalent of a general physics course usually taken during the first year of college. The course may enable students, as college freshmen, to complete second year work in the physics sequence at their institutions or to register in courses in other fields where general physics is a prerequisite. The Advancement Placement Physics Course may fulfill the laboratory science requirement and free time for other courses. This calculus based college level course explores mechanics during the first semester and electricity and magnetism during the next through a variety of classroom and laboratory activities. Students are encouraged to become involved with science research. Upon successful completion of this course, students are well prepared for and are encouraged to take the Advanced Placement Physics level “C” examination in May. This course meet 7½ periods per week.

Prerequisite: At least 90% in Honors Physics, Honors Math B and/or departmental recommendation.

### AP Environmental Science

|        |       |     |   |
|--------|-------|-----|---|
| 004048 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

This course provides students with an understanding and appreciation for the scientific principles, concepts, and methodologies of the interrelationships of the natural world. Students will identify and analyze environmental problems and alternative solutions for resolving and/or preventing them will be investigated. The focus of the course is to investigate the scientific principles behind environmental problems and issues. Students are encouraged to become involved with science research. The course meets 7½ periods per week. Upon successful completion of this course, students will be well prepared for and encouraged to take the Advanced Placement examination in May.

Prerequisite: At least 85% or higher in at least two years of high school laboratory science (one year of life science and one year of physical science, such as Regents Chemistry), Math B, and/or departmental recommendation.

### AP Psychology

|        |       |     |   |
|--------|-------|-----|---|
| 004090 | 11-12 | yr. | 1 |
|--------|-------|-----|---|

The AP course in Psychology introduces students to the systematic and scientific study of human and animal behavior and mental processes. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub fields of psychology, and learn about the scientific and practical methods of psychologists. Upon successful completion of this course and the AP examination, a college may grant credit for completion of a one semester introductory course in psychology. Students are encouraged to become involved with a science research project. The course meets for 5 periods per week, and students are well prepared for and encouraged to take the AP examination in Psychology.

Prerequisite: At least 90% in Honors Biology and Honors Chemistry and/or department recommendation.

## Science Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### ..... Elective Science Courses .....

#### Astronomy

|        |          |      |   |
|--------|----------|------|---|
| 004051 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

This course is a general survey of the solar system. Theories of the origin of the solar system, modern ideas of birth, life and death of star, structure and dynamics of the universe the Earth, moon and planets, time, tides, and eclipses, as well as general survey of comets, meteors and probes are studied. Students will make use of the full-scale planetarium at High School East. In addition, other current state of the art devices will be utilized to explore astronomical phenomena. The class meets five periods per week for one semester.

Prerequisite: Regents Earth Science and/or departmental recommendation.

#### Forensics-Criminalistics Science

|        |       |     |   |
|--------|-------|-----|---|
| 004091 | 11-12 | sem | ½ |
|--------|-------|-----|---|

This laboratory oriented course introduces students to the modern forensic laboratory techniques used to analyze minute samplings, fingerprints, ballistics, and other elements of a crime scene by drawing upon the fields of biology, chemistry, Earth science and physics. Recent prominent criminal investigations are used as the basis for class discussions, and are analyzed from scientific viewpoints. Medical applications and career opportunities are investigated through class work and field trips. This course meets five periods per week, and culminates with a final examination.

Prerequisite: Two units of high school science including Living Environment Biology.

#### Genetics

|        |          |      |   |
|--------|----------|------|---|
| 004056 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

This exciting elective will be of great interest to students contemplating careers in law, law enforcement, medicine, agriculture and business. Students will be exposed to both the theoretical and practical applications of genetic engineering through class discussion, lab experiences and field trips. Students will investigate the structure and function of the DNA molecule and its implications on our society. By performing a variety of laboratory exercises, students will gain the skills necessary to manipulate the DNA molecule and will investigate career opportunities these skills may provide. This class meets for 5 periods per week for one semester.

Prerequisite: Regents Living Environment and/or departmental recommendation.

#### Marine Science (A and B)

|          |       |      |   |
|----------|-------|------|---|
| A 004075 | 11-12 | sem. | ½ |
| B 004076 | 11-12 | sem. | ½ |

Field studies and detailed classroom and laboratory activities emphasize the biological aspects of oceanography in this course. Physical, chemical, and geographical, aspects of the marine environment are surveyed as well. Students gain an insightful understanding of the environmental problems and challenges facing man and his prized resource, the ocean. Each semester course concludes with a final examination and meets 5 periods per week. Marine Science B requires Marine Science A as a prerequisite.

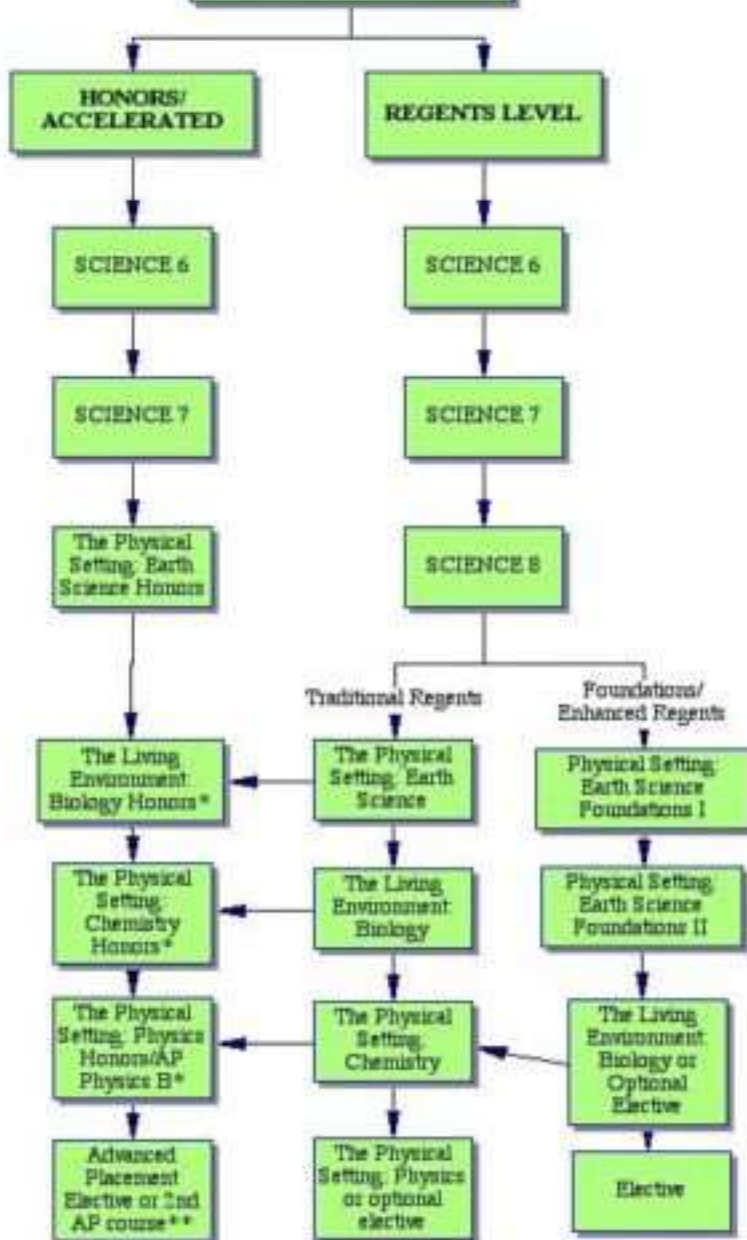
#### Meteorology

|        |          |      |   |
|--------|----------|------|---|
| 004054 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

The study of blizzards, hurricanes, thunderstorms, tornadoes are just a part of this elective in which both nature's violent outbursts, along with the more common but equally important day to day atmospheric conditions are explored. Our local weather will be monitored, recorded and reported through use of the Internet and an onsite weather station. Yearly weather data will be analyzed on a local and national level. Because weather influences much of our daily decision making, by taking this course the student will gain an understanding of the scientific and societal impact of weather. This course meets five periods per week and concludes with a final examination.

Prerequisite: Successful completion of Earth Science Regents or Honors Earth Science and/or departmental and guidance recommendation.

# SCIENCE 6-12



## Electives

Astronomy  
Forensics-Criminalistics  
Genetics  
Marine Science A and B  
Meteorology  
Practical Chemistry A and B  
Practical Physics A and B

## Advanced Placement Courses \*\*

AP Biology  
AP Chemistry  
AP Environmental Science  
AP Physics "B"  
AP Physics "C"  
AP Psychology

\* Indicates that student will be qualified to take The College Board SAT II Subject Test upon successful completion of the course.  
\*\* Indicates that student will be prepared and expected to take the Advanced Placement examination for this course.

Admission to any Regents examination requires the successful completion of the lab requirement for that course.

## Social Studies Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### Regents Global History and Geography I

|        |   |     |   |
|--------|---|-----|---|
| 002020 | 9 | yr. | 1 |
|--------|---|-----|---|

This course is the first year of the mandated New York State syllabus in social studies. Students will learn about the Ancient World, its civilizations and religions, Expanding Zones of Exchange and Encounter from 500-1200, including the Byzantine Empire, Islamic Civilization and Medieval Europe, the Rise and Fall of the Mongols, the Renaissance, Reformation, the Age of Exploration, and Absolutism in Europe and the non-Western world. Cross-cultural connections between Western and the non-Western worlds will be emphasized as part of the New York State standards of geography, history, economics and government. Students will analyze and evaluate historical documents, and will write descriptive and comparative essays on turning points in world history. The course concludes with a district final examination.

### Honors Global History and Geography I

|        |   |     |   |
|--------|---|-----|---|
| 002010 | 9 | yr. | 1 |
|--------|---|-----|---|

Similar in content and skills development to Regents Global History and Geography I, this course will consider more topics in-depth and provide opportunities for researching additional topics beyond required ones. Cross-cultural connections between Western and the non-Western worlds will be emphasized as part of the New York State standards of geography, history, economics and government. Students will analyze and evaluate historical documents, and will write descriptive and comparative essays on turning points in world history. The course concludes with a district final examination.

Prerequisite: Departmental recommendation.

### Regents Global History and Geography II

|        |    |     |   |
|--------|----|-----|---|
| 002021 | 10 | yr. | 1 |
|--------|----|-----|---|

This course is a continuation of the mandated New York State syllabus in social studies. Students will learn about the Age of Revolution, the major world events of the 19th and 20th centuries, and current global connections and interactions. The New York State standards of geography, world history, economics and government will be emphasized. Students will analyze and evaluate historical documents, and will write descriptive and comparative essays on turning points in world history. Students will take a Regents examination covering two years of Global History at the conclusion of the course.

Prerequisite: Successful completion of Regents Global History and Geography I.

### Honors Global History and Geography II

|        |    |     |   |
|--------|----|-----|---|
| 002011 | 10 | yr. | 1 |
|--------|----|-----|---|

This is the second year of a two year sequence in Global History and Geography. Students will learn about the Age of Revolution, the major events of the 19th and 20th centuries, and current global connections and interactions. They will analyze and evaluate historical documents, and will write descriptive and comparative essays on turning points in world history. The New York State standards of geography, world history, economics and government will be emphasized, and there will be more in-depth coverage of topics than the Regents level course. At the conclusion of the course students will take a Regents examination covering both years of Global History and Geography.

Prerequisite: Honors Global History and Geography I, 90% average, and departmental recommendation.

### AP European History

|        |          |     |   |
|--------|----------|-----|---|
| 002013 | 10-11-12 | yr. | 1 |
|--------|----------|-----|---|

This is a college-level course on the general narrative of European history from 1450 to the present. The study includes an examination of political, diplomatic, economic, social, intellectual and cultural themes. There is an integration of the history of elites with the experience of ordinary people. Students will compare and contrast the major ideas of documents that contributed to the growth of western civilization. They will also use and analyze statistics, visual and graphic resources, and historical interpretations. There will be a heavy emphasis on the development of theme essays requiring advanced writing skills. Students will take both the College Board European History examination and the Regents examination in Global History at the conclusion of this course.

Prerequisite: Honors Global History and Geography I, 93% average, and departmental recommendation based on AP criteria check list, as well as the submission of AP level writing assignments in prerequisite course work. A summer assignment will be required.

## Social Studies Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### **Regents United States History and Government**

|        |    |     |   |
|--------|----|-----|---|
| 002022 | 11 | yr. | 1 |
|--------|----|-----|---|

This course follows the mandated State syllabus in social studies which this year emphasizes the history, geography, government and economic developments of our own country. The history of American growth from the colonial period to the present is developed. The enduring issues of constitutional principles are stressed with a post 1865 emphasis on social, political and economic themes. Writing and research skills are integrated continuously. At the conclusion of this course, students will take the Regents examination in United States History and Government.

Prerequisite: Successful completion of Regents Global History and Geography II.

### **Honors United States History and Government**

|        |    |     |   |
|--------|----|-----|---|
| 002012 | 11 | yr. | 1 |
|--------|----|-----|---|

Designed for those students who have demonstrated exceptional interest and ability in modern global history, this course emphasizes the analysis of American history. Students read and analyze historical decisions, form conclusions from data, and write comparative essays. Students will take the Regents examination in United States History and Government at the conclusion of the course.

Prerequisite: AP European History or Honors Global History and Geography II, 90% average, and departmental recommendation.

### **AP United States History**

|        |    |     |   |
|--------|----|-----|---|
| 002014 | 11 | yr. | 1 |
|--------|----|-----|---|

The course content will emphasize major themes of American history from the founding of the first colonies to the present. The techniques of sifting evidence, creating hypotheses, and the writing of coherent, college-level essays with theme, focus and depth will be demonstrated and practiced. Artistic, philosophical and historiographical analysis will be highlighted. This is a college level course and students will take the College Board Advanced Placement Exam in United States History, and the United States History and Government Regents Examination at the completion of the course.

Prerequisite: 85% average in AP European History or 93% average in Honors Global History and Geography II, and departmental recommendation based upon AP criteria check list, as well as the submission of AP level writing assignments in prerequisite course work. A summer assignment will also be required.

### **Regents Social Studies 12**

**Students must pass both parts to fulfill graduation requirements:**

#### **Part I - Regents Participation in Government**

|        |    |      |   |
|--------|----|------|---|
| 002024 | 12 | sem. | ½ |
|--------|----|------|---|

The Participation in Government curriculum provides students with a capstone experience, enriched by active learning opportunities, that enables students to synthesize, apply, and thereby reinforce the civics knowledge skills, concepts, themes and dispositions of active citizenship.

Prerequisite: Regents Social Studies 11.

#### **Part II - Regents Economics, The Enterprise System, and Finance**

|        |    |      |   |
|--------|----|------|---|
| 002025 | 12 | sem. | ½ |
|--------|----|------|---|

Students will participate in learning activities that will enhance understanding of such topics as global economy, the United States economic system, enterprise system, labor and business, personal finance, fiscal and monetary policy, and the impact of globalization on nation's economies.

Prerequisite: Regents Social Studies 11.

## Social Studies Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### Honors Social Studies 12

**Students must pass both parts to fulfill graduation requirements.**

#### Part I - Honors Participation in Government

|        |    |      |   |
|--------|----|------|---|
| 002017 | 12 | sem. | ½ |
|--------|----|------|---|

Students will explore the concepts of justice, equality, responsibility and virtue within the American experience.

Prerequisite: Regents or Honors Social Studies 11, 90% average, and departmental recommendation.

#### Part II - Honors Economics

|        |    |      |   |
|--------|----|------|---|
| 002018 | 12 | sem. | ½ |
|--------|----|------|---|

Students will analyze the elements of the American economic system. Topics will focus on supply and demand curves, market clearing price, and the mixed economy. Emphasis will be placed on the role of the Federal Reserve in determining monetary policy and its impact on fiscal policy.

Prerequisite: Regents or Honors Social Studies 11, 90% average, and departmental recommendation.

### AP Economics (Macro/Micro) and American Government

|        |    |     |   |
|--------|----|-----|---|
| 002016 | 12 | yr. | 1 |
|--------|----|-----|---|

This course will focus on giving students a thorough understanding of the principles of macro and micro economics. It will place primary emphasis on the nature and functions of markets, and the role of government in promoting greater efficiency and equity in the economy. Supply and demand models, consumer choice, production and costs, and market structures will be analyzed. Measurement of economic performance, national income and price determination, as well as international economics will also be included. Students will be qualified and expected to take the AP exam in both Macroeconomics and Microeconomics. This course fulfills economics and government requirements for graduation.

Prerequisite: 85% average in AP United States History or 93% average in Honors United States History and Government, and departmental recommendation. A summer assignment will also be required.

### AP American Politics and Economics

|        |    |     |   |
|--------|----|-----|---|
| 002015 | 12 | yr. | 1 |
|--------|----|-----|---|

This course enables students to apply the use of argument and debate to domestic and international, economic and political issues. Some of the essential questions of the course will be: On what basis does the legitimacy of ethnic cleavages affect a political and economic system? Does the free market system operate effectively in the twentieth century? How does government policy influence the economy? How do economic and political conditions influence the development of the American Constitution? At the conclusion of the course, students will take the Advanced Placement Examination in American Government and Comparative Government. This course fulfills economics and government requirements for graduation.

Prerequisite: 85% average in AP United States History or 93% average in Honors United States History and Government, and departmental recommendation. A summer assignment will also be required.

## Social Studies Department

| Course   | Grade(s) Offered | Length of Course | Credit |
|--|------------------|------------------|--------|
| <b>THE COURSES LISTED BELOW DO NOT SATISFY THE 12TH GRADE REQUIREMENT. THEY MAY BE TAKEN AS PART OF A FIFTH YEAR SEQUENCE.</b> |                  |                  |        |

### **Criminal Justice**

|        |            |      |   |
|--------|------------|------|---|
| 002053 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This course examines all facets of the criminal justice system in America. Particular emphasis is placed upon the relationship of youth and the law. Students will consider problems of law enforcement, the role of the courts in interpreting law and the rights and duties of citizens under the law. The course utilizes guest speakers and field trips to court and police installations.

### **Experience in Law: Civil and Constitutional Law**

|        |          |     |   |
|--------|----------|-----|---|
| 002055 | 10-11-12 | yr. | 1 |
|--------|----------|-----|---|

This class will take the student from the classroom to the courtroom. Students will learn the elements of Civil and Constitutional Law primarily. They will prepare cases, participate in mock trials, and be lawyers, witnesses and judges. The course will allow students to actively participate and learn by doing.

### **The Holocaust and Other Acts of Genocide**

|        |          |      |   |
|--------|----------|------|---|
| 002056 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

This course focuses on the Holocaust in literature, art and structure. Why did the Holocaust begin? How was it conducted? What are its effects? These are some of the questions discussed. In addition, the nature and consequences of prejudice are explored.

### **Psychology**

|        |            |      |   |
|--------|------------|------|---|
| 002050 | 9-10-11-12 | sem. | ½ |
|--------|------------|------|---|

This course seeks to analyze and understand why people behave the way they do, both consciously and unconsciously. Through scientific studies, case histories, experiments and related materials and activities, the student will gain an insight into human behavior. The course will also stress informal discussions designed to provide a greater understanding of one's own behavior.

### **Comparative Religion**

|        |          |       |   |
|--------|----------|-------|---|
| 002052 | 10-11-12 | sem.. | ½ |
|--------|----------|-------|---|

This course is a survey of the major Western and Non-Western religions of the world. It will include, but not be restricted to Hinduism, Buddhism, Daoism, Confucianism, Shintoism, Judaism, Christianity and Islam. Common beliefs and practices, as well as differences will be stressed. Use of videos and on-line research will augment instruction, along with guest speakers and field trips to local houses of worship.

### **Sports in American History and Society**

|        |          |      |   |
|--------|----------|------|---|
| 002051 | 10-11-12 | sem. | ½ |
|--------|----------|------|---|

Students will analyze how sports are closely linked to American history and American values. Among the historical and contemporary issues explored will be:

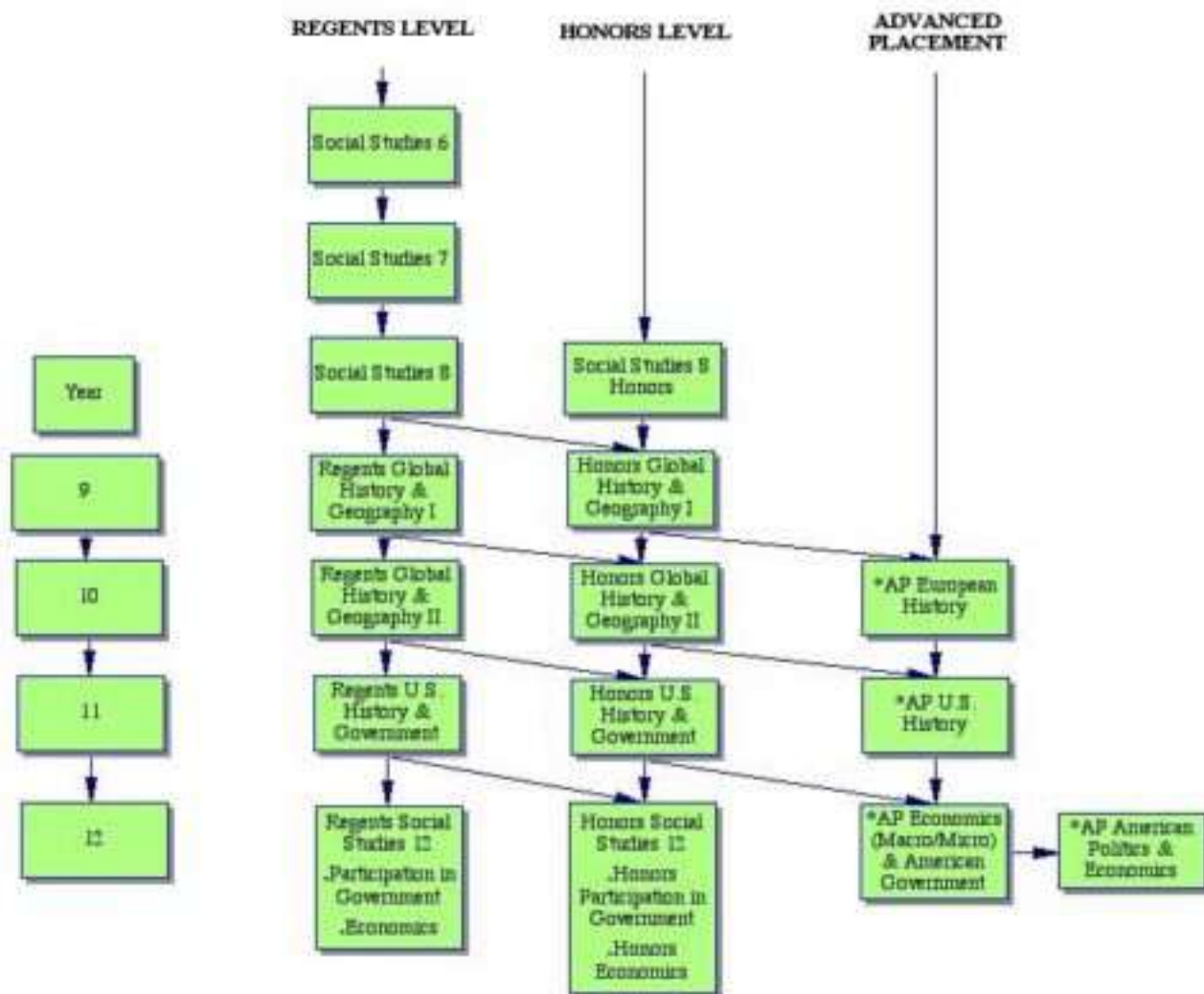
- sports as a vehicle for nationalism and racism in Nazi Germany
- the influence of sports on the American Civil Rights movement
- sports as an agent of foreign policy during the Cold War and after
- the economics of sports: sports as big business, tax subsidies to build stadia, growth of labor unions, etc.
- Title IX: equal rights for women in sports
- Additional social issues such as the role of athletes as role models, possible connections between violence in sports and violence in society, etc.

### **Sociology**

|        |       |     |   |
|--------|-------|-----|---|
| 002058 | 11-12 | sem | ½ |
|--------|-------|-----|---|

This course helps students develop an understanding of group life and the influences of heredity and environment. It emphasizes the forces of social cooperation versus the forces of social conflict. Areas of study include: culture, crowd behavior, mass media, propaganda, marriage, the family, race, class structure, education and religion. Field trips and guest speakers will be used when appropriate. Requirements include outside reading and an experiment based research project.

# SOCIAL STUDIES





## Driver Education Department

| Course | Grade(s) Offered | Length of Course | Credit |
|--------|------------------|------------------|--------|
|--------|------------------|------------------|--------|

### Driver Education

012001 Fall

11-12

sem.

½

012002 Spring

Driver education is designed to teach safe driving habits and practices, and to foster self-discipline, self-guidance, and self-protection on the road. To be eligible to take Driver Education, a student must be 16 years of age and must have a N.Y.S. permit before the first day of class. Enrollment is limited to 11th and 12th grade students and preference is given to seniors. Perfect attendance is mandated in accordance with State regulations and is required in order to pass this course. *All parents must attend one 3 hour seminar in order for your child to receive a "blue card" upon successful completion of the driver education program. Parents are given the option to attend a seminar at High School East **OR** High School West.*

**WILSON TECHNOLOGICAL CENTER**

Technical School Programs

013010 A.M.

013020 P.M.

Students who have completed tenth grade may apply for admission to the following two-year technical school programs. Nurse Assisting and Professional Health Careers are strictly one-year programs.

The specific programs available are:

| Course                                  | Grade(s) Offered | Length of Course | Credit  |
|---|------------------|------------------|---------|
| <b>Construction Careers</b>             |                  |                  |         |
| Carpentry                               | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Construction Electricity                | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Drafting/Computer Aided (CAD)           | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Heating, Ventilation & Air Conditioning | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Welding                                 | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| <b>Graphics &amp; Media Careers</b>     |                  |                  |         |
| Advertising Art                         | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Photography                             | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Printing                                | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Video Production                        | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| <b>Health Careers</b>                   |                  |                  |         |
| Medical Assisting                       | 11-12            | 2 yrs.           | 4½ or 9 |
| Medical Laboratory                      | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Nurse Assisting                         | 11-12            | 1 yr.            | 4½      |
| Professional Health Careers             | 12               | 1 yr.            | 4½      |
| <b>Service Careers</b>                  |                  |                  |         |
| Cosmetology                             | 11-12            | 2 yrs.           | 9       |
| Computer Information Technology         | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Culinary Arts                           | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Early Childhood Education & Care        | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Equestrian Studies/Horse Care           | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Fashion Merchandising/Design            | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Floral Arts                             | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Horticulture/Landscaping                | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Police Science                          | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Travel & Tourism                        | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Veterinary Assisting                    | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| <b>Technical Careers</b>                |                  |                  |         |
| Computer Networking/Repair              | 11-12            | 2 yrs.           | 4       |
| Computer Science                        | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Technical Electronics                   | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| <b>Transportation Careers</b>           |                  |                  |         |
| Aircraft Maintenance Technology         | 11-12            | 2 yrs. + 7 wks.  | 9       |
| Auto Body Repair                        | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Automotive Technology                   | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Aviation Science/Flight                 | 11-12            | 1 or 2 yrs.      | 4½ or 9 |
| Outdoor Power Equipment Technology      | 11-12            | 1 or 2 yrs.      | 4½ or 9 |

All credits earned may be applied toward satisfactory completion of requirements for graduation from a New York State High School.

*Complete information on all special programs is available to students in the Guidance/Counseling Center.*

## **Cultural Arts Program**

013030 A.M.

013040 P.M.

The BOCES (Board of Cooperative Education Services) Cultural Arts Program may be selected by students who are talented in art, dance or drama, who wish to continue these studies at a school of higher education and who plan to pursue these arts as a profession. Students attend the BOCES Cultural Arts Center in Syosset to complete courses required for high school graduation and to participate in extracurricular activities. Acceptance in the program is conditional upon a successful audition.

## **College Courses**

C. W. Post SCALE Program - Secondary Collegiate Articulated Learning Experience - a cooperative program between C. W. Post Center of Long Island University and Half Hollow Hills - enables qualified high school seniors to enroll in C. W. Post courses and earn college credits while remaining in their high school setting. The program seeks to provide qualified students with the opportunity to accelerate their academic pursuits. Students enrolled in the SCALE program will be fully matriculated students meeting all admissions criteria established by the faculty of C. W. Post Center. College credit courses generally offered in the program include accounting, English, history and mathematics. As a fully-matriculated student, one may participate in all campus activities and events and have full use of all facilities and resources on campus. SCALE students are provided with a C. W. Post identification card valid through the entire academic year. In addition, upon completion of the senior year of high school, matriculated students may continue their degree study at any center of Long Island University by simply filing a brief Continuation of Study form. Students who continue their education at other institutions may apply for transfer credit.

## **Gurwin Jewish Geriatric Center Internship Program (C.A.R.E. Program)**

009092

11-12

sem.

½

This semester internship offers students an opportunity to explore careers that support a health care facility, such as: medicine, physical therapy, occupational therapy, nursing, social work, pharmacy, therapeutic recreation, finance, personnel, public relations, food services, engineering and plant maintenance, medical records, health care administrator. The student rotates through each department, developing relations with residents and staff and learning about the growing field of geriatrics.

Prerequisite: 11th and 12th graders.

## **Independent Study**

Independent Study provides the opportunity for achievement in a setting other than the conventional one. Students may pursue programs of independent study in the less commonly taught subjects like AP Physics B Level and languages such as Hebrew, Greek, Russian, and Chinese, and, with limitations, in physical education. Courses in Independent Study will not be computed in the student's average.

## **Independent Mathematics, Science or Social Science Research**

These programs, open to students in grades 9-12, provide the opportunity for the motivated student to expand horizons by doing research in any area of mathematics, science or social science. The student is directed towards achieving goals such as writing a comprehensive scientific paper.

Students submit their research papers with all supporting documents to major competitions such as Siemens Westinghouse Competition, The Intel Science Talent Search (seniors only), The Long Island Science and Engineering Fair, the International Science and Engineering Fair, the Regional Junior Science and Humanities Symposium, the Duracell Scholarship Competition, and many other competitions.

Students present poster board, oral, and other visual presentations in defense of their work at these contests to professional judges. Students' works have been published in science journals and many students were accepted to the nation's finest colleges, universities, and medical schools.

Students arrange their schedules directly with the mentor to provide for one-to-one and/or group meeting times. These meetings are typically held during school hours or after school hours may be arranged when necessary.

Independent mathematics, science, social science research class is graded on a pass/fail basis. Students who participate in competitions will receive one credit. It is not computed in the students' average.

Prerequisite: Research Director's approval.

## **The Reading Center**

The Reading Center is the site not only of traditional reading electives, but also of individualized elective programs of study in reading and writing at all ability levels. Students seeking assistance with the SAT often take a program through the Reading Center.