

Half Hollow Hills School District

2015 – 2016



**HIGH SCHOOL
COURSE OFFERINGS**

**Half Hollow Hills High School
Course Offerings
2015-2016**

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Preface

The Half Hollow Hills High School Course Offering Book has been prepared so that students and parents may familiarize themselves with the wide variety of available curriculum choices, and to provide an outline for planning students' academic programs as they move toward graduation. Our guidance counselors, teachers, and administrators are ready to help in the process of course selection. Additionally, at the end of each subject description you will find a flow chart to guide students and provide direction in planning for the future. Please make use of this valuable feature.

In developing programs of study, students should not seek 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. Having the advantage of a nine period school day affords students tremendous opportunities to take a variety of challenging and enriching courses.

This book contains a variety of courses available, ranging from 27 Advanced Placement classes through several personal enrichment electives in the five core subject areas. Additionally, there are numerous courses in Art, Business, Family and Consumer Science, Computers, Health, Music, Driver Education and Physical Education. Several off-campus educational opportunities are offered for upperclassmen, including the performing arts programs at the BOCES Cultural Arts Center and over 30 programs at Wilson Tech.

The courses in this catalog are listed on a tentative basis. **Enrollment** drives our schedules and it should be noted that courses **may not** be offered in the 2015-2016 school year if class enrollment is insufficient to meet budgetary guidelines.

Notice of Non-discrimination

The Half Hollow Hills Central School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Patrick Harrigan
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Half Hollow Hills Central School District
Fran Greenspan Administration Center
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Table of Contents

| Requirements: | Page |
|-------------------------------------|------|
| Graduation Credit Requirements..... | 8 |
| Program Requirements..... | 9 |

| Academic Subjects: | Page(s) |
|---------------------------------------------------------|---------|
| Academic Research..... | 10 |
| Art Department..... | 11 |
|(<i>Art Flowchart</i>) | 21 |
| Business Department..... | 22 |
|(<i>Business Flowchart</i>) | 27 |
| English Language Arts Department..... | 28 |
|(<i>English Language Flowchart</i>) | 36 |
| Family and Consumer Science Department..... | 37 |
| Health Department..... | 38 |
| Mathematics Department..... | 39 |
|(<i>Mathematics Flowchart</i>) | 45 |
| Music Department..... | 47 |
|(<i>Music Flowchart</i>) | 49 |
| Physical Education Department..... | 50 |
|(<i>PE Activities Menu</i>) | 52 |
| Science Department..... | 54 |
|(<i>Science Flowchart</i>) | 60 |
| Social Studies Department..... | 61 |
|(<i>Social Studies Flowchart</i>) | 68 |
| World Languages Department..... | 69 |
|(<i>World Languages Flowchart</i>) | 74 |
| Wilson Tech Program..... | 75 |
| Cultural Arts, College Courses & Independent Study..... | 76 |
| Scheduling Worksheet..... | 77 |

Graduation Credit Requirements

In order to earn a diploma, every student must earn a minimum of 22 credits in addition to meeting specific New York State testing competencies. Only those students who successfully complete the diploma requirements will take part in the graduation exercises.

| Classes of 2016, 2017, 2018, 2019 | | | |
|-----------------------------------|---------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|
| REQUIRED CORE COURSES | LOCAL DIPLOMA ¹ | REGENTS DIPLOMA | REGENTS DIPLOMA WITH ADVANCED DESIGNATION |
| English | 4 credits with 1 Regents exam (55 + grade) | 4 credits with 1 Regents exam (65 + grade) | 4 credits with 1 Regents exam (65 + grade) |
| Social Studies | 4 credits with 1* or 2 Regents exams (55 + grade) | 4 credits with 1* or 2 Regents exams (65 + grade) | 4 credits with 1* or 2 Regents exams (65 + grade) |
| Mathematics | 3 credits with 1 Regents exam (55 + grade) | 3 credits with 1 Regents exam (65 + grade) | 3 credits ⁶ with 3 Regents exams (65 + grade) |
| Science | 3 credits ³ with 1 Regents exam (55 + grade) | 3 credits ³ with 1 Regents exam (65 + grade) | 3 credits ³ with 2 Regents exams (65 + grade) |
| World Language | 1 credit ⁴ | 1 credit ⁴ | 3 credits ⁵ |
| Phys. Education ² | 2 credits | 2 credits | 2 credits |
| Art or Music | 1 credit | 1 credit | 1 credit |
| Health | ½ credit | ½ credit | ½ credit |
| Electives | 3 ½ credits | 3 ½ credits | 1 ½ credits |
| TOTAL | 22 credits | 22 credits | 22 credits |

Students must score a 65 or above on 4* (or 5) required NY State Regents exams (1* or 2-History; 1-Science; 1-Math; 1-English) *Effective January 2015, if a student does not pass either the Global History & Geography or US History Regents exam with a 65, NYSED has approved an alternative "Pathway to Graduation." This allows a student to substitute an approved "alternative assessment" in the Humanities, STEM, Bi-literacy, CTE or the Arts, in lieu of the non-passing Global History or US History Regents exam score. All students must earn at least 1 passing grade on a Regents History exam. This policy applies to the 2011 Cohort (students who first entered high school in 2011) and beyond.

1. The Local Diploma option is available to students classified with a disability and English Language Learners. Effective January 2015, a Local Diploma may be earned by an English Language Learner who successfully appeals* their score between 55-61 on the Regents exam in English, after 2 attempts, and scores at least a 65 on the 4 remaining required Regents exams; or scores at least 65 on 3 other required Regents exams and scores between 62-64 on one other required Regents exam. (*The appeal process requires additional criteria listed in NYSED Commissioner's regulations 100.5(d)(7))
2. All students must take Physical Education each semester and earn the equivalent of 2 credits in order to graduate.
3. Included in the 3 Science credits earned must be 1 Physical Setting course and 1 Living Environment course.
4. Students are required to complete 1 credit of a World Language in High School or to have passed a Checkpoint A locally developed exam and the Checkpoint A class in Grade 8.
5. Students are required to complete 3 credits of a World Language to qualify for the Advanced Designation Diploma and pass a Checkpoint B locally developed exam given at the end of grade 10 or end of Checkpoint B. Students may substitute five credits of Art, Music or Business or Occupational Education. However, students who use this substitution option must still earn at least 1 World Language credit.
6. Students must earn at least a 65 on 3 Regents Mathematics exams (Integrated Algebra, Geometry, and Algebra II & Trigonometry) in order to earn an Advanced Designation Diploma.

Effective October 2012, a "compensatory score option" for a Local Diploma became available to students with disabilities who complete all of the following: 1. Score between 45-54 on one or more of the 5 required Regents exams (excluding English and Math) but scores 65 or higher on one or more of the other required exams; 2. Obtain a passing grade in the course of the Regents course in which they earned a 45-54 on the state exam; 3. Maintains a satisfactory attendance rate for the course in which the 45-64 exam score was earned; 4. The student is not already using a passing score on one or more RCT's to graduate with a Local Diploma. (A student may not use the "compensatory score option" if they are using a passing score on one or more RCT's to graduate with a local diploma.)

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 elective 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 & 11

7 instructional periods + physical education + lunch

GRADE 12

6 instructional periods + physical education + lunch

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

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' course requests have significant negative implications in all these areas and in teaching students responsibility for their choices. Therefore, course request changes must be made in writing before the end of the school year. Requests for changes are subject to teacher and counselor recommendation; and seat availability.

Each course description in this catalog observes the following format:

Title of Course:

Grade(s) Offered:

Length of Course: 1/2 year or full year

Credit: 1/4, 1/2, 1

Academic Research

The research courses listed below are open to selected, motivated, accelerated students in grades 9-12. These students will have the opportunity to expand their horizons by doing research in any area of Mathematics, Science and Social Science. The students will be directed towards achieving goals such as writing a comprehensive scientific paper. The research courses are offered for the **full year every other day**.

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| <p>Research 9* (Math/Science/Social Science)</p> <p>Course #: 9097 Grades: 9 Course Length: year, every other day Credit: ½</p> <p><i>*Co-requisite Requirement: Students enrolled in Research 9 <u>must</u> be enrolled in Intro to Statistics (3027), which runs on the alternate day of Research 9.</i></p> | <p>Research 9 will expose students to research experiences that will prepare them in the future to design research projects and work in a research setting with mentors during the summer. The course is designed to teach many of the skills that will ease our students' transition into the world of research and to introduce these students to the work of their predecessors. Students will be introduced to both general and professional journal articles related to their area(s) of research interests and receive formal instruction in statistics. Students will be graded on a pass/fail basis and will receive ½ credit for the course. Selection process is based on Math and Science teacher recommendations, ELA scores, and previous research experience. Students completing Research 9 will receive a summer assignment that is handed in on the first day of their sophomore year research class.</p> |
| <p>Research 10/11 (Math/Science/Social Science)</p> <p>Course #: 9098 Grades: 10, 11 Course Length: year, every other day Credit: ½</p> | <p>Research 10 and 11 will further develop the objectives of Research 9. Students will be expected to conduct primary literature searches and will be responsible for reading 2-3 primary citations per quarter. Students will be given the opportunity to explore local research opportunities at SUNY Stony Brook, Cold Spring Harbor Laboratories, and Brookhaven National Laboratories and may apply to a variety of summer research programs, both here and abroad. Additionally, students with previous original research will be assisted in writing their research reports and preparing for various competitions. Students will be given a numerical grade to be computed in their GPA and will receive ½ credit for the course. Juniors are required to conduct novel research to continue through their senior year. Sophomores are strongly encouraged to participate in either an original research project or an enrichment activity prior to their junior year.</p> <p>Prerequisite: Students must apply every year and need the Research Director's approval.</p> |
| <p>Research 12 (Math/Science/Social Science)</p> <p>Course #: 9099 Grades: 12 Course Length: year, every other day Credit: 1</p> | <p>Open to students who participated in Research before and are ready to write a comprehensive scientific paper. Students must submit their research papers with all supporting documents to major competitions such as the Siemens Westinghouse, the Intel Science Talent Search (STS), the Long Island Science and Engineering Fair (LISEF), the International Science and Engineering Fair (ISEF), the Regional Junior Science and Humanities Symposium (JSHS) and many more.</p> <p>Students present poster boards, oral, and visual presentations in defense of their work to professional judges at these contests. Students' works have been published in science and math journals. Many students received college scholarships due to their original research results and have been accepted to the nation's finest colleges, universities and medical schools. Seniors will serve as role models to younger researchers. Students have an option of receiving pass/fail or a grade that will be computed into the students' average. They will receive 1 credit for the course.</p> <p>Prerequisite: Students must apply every year and need the Research Director's approval.</p> |

Art Department

Foundation Courses:

Studio in Art, Creative Crafts, Media Arts and Design & Drawing for Production I fulfill the one unit Art Requirement established by the New York State Education Department.

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| Studio in Art Course #: 7011 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | This course satisfies the NYSED 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. Prerequisite: None |
| Creative Crafts Course #: 7051 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | This course combines traditional craft techniques with function and two and three-dimensional design. Possible areas covered are weaving, paper mache', ceramics, mosaic, plaster crafts, sculpture, and jewelry making. This course satisfies the art/music graduation requirement. Prerequisite: None |
| Media Arts Course #: 7053 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | This digital foundation course is recommended for students who are interested in digital design, photography, animation, film making and film studies. Students will explore a variety of cutting-edge technologies, learn to creatively communicate original ideas, and engage in the artistic process. It is aesthetically based and incorporates the elements of art and principles of design. Through a series of projects, students may explore photo manipulation, logo design, digital illustration, movie trailers and much more. This course satisfies the NYSED art/music graduation requirement. Prerequisite: None |
| Design and Drawing for Production I Course #: 7018 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | Design and Drawing for Production is an introduction to 3-D design as it relates to the industrial arts and architectural drawing techniques. Students will learn to create drawing plans and translate their plans into a 3-D format. Students will have the opportunity to use materials such as modeling clay, foam board, balsawood, and wire to complete their projects. This course will allow students to draw, build, and sculpt their creative ideas as it relates to the project guidelines. This is the introductory level course for the Architectural Design and Design and Drawing for Production sequence. This course satisfies the NYSED art/music graduation requirement. Prerequisite: None |

Art Department

Elective Courses

Any combination of the following courses will lead to a sequence once a foundation course has been completed. While the courses listed below may be explored for personal enrichment, they do not fulfill the graduation requirement and may only be taken after a student has taken one of the “Foundation Art” courses listed above in 9th grade or “Studio in Art” in 8th grade.

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| Design and Drawing for Production II Course #: 7019 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | Design and Drawing for Production II is a 3-D design class where students will apply their fundamental skills at a more advanced level. Students will create 3-D models based on carefully executed plans. Drawings at this level consist of isometric and orthographic projections, elevations, and perspective. Students will also start to develop a relationship between the arts and engineering. 3-D digital modeling will be introduced at this level as well. <i>Prerequisite:</i> Design and Drawing for Production I |
| Design and Drawing for Production III Course #: 7020 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | Design and Drawing for Production III is an advanced level 3-D design class for students who are interested in pursuing the industrial arts and/or engineering at the college level. Students will continue to develop a design portfolio through drawing, mechanical plans, product construction and 3-D digital modeling. <i>Prerequisite:</i> Design and Drawing for Production II |
| Design and Drawing for Production IV Course #: 7021 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | Design and Drawing for Production IV is an advanced level 3-D design class specifically for students who have completed the Design and Drawing for Production sequence and intend to study the industrial arts and/or engineering at the college level. Students at this level will refine their skills and organize a design portfolio. <i>Prerequisite:</i> Design and Drawing for Production III |
| Drawing and Painting I Course #: 7055 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | Drawing is the basis for all visual art making. Students can expect to gain a strong foundation in drawing and painting using a variety of mediums. Traditional and modern techniques for mastering multiple paint media, watercolor, pastel, ink, charcoal and graphite. Exploration will include, but not be limited to, landscape, still life, the human figure, and portraiture. Students will work from both observation and their imagination. The ultimate goals of this course are to gain awareness and confidence in making all decisions with respect to composition, color and design while increasing artistic self-confidence and producing successful works. <i>Prerequisite:</i> Any one of the foundation courses (Creative Crafts, Design and Drawing for Production, Media Arts or Studio in Art) is required, with Studio in Art as the preferred departmental choice. |
| Drawing and Painting II Course #: 7056 Grades: 10, 11, 12 Course Length: year Credit: 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. <i>Prerequisite:</i> Drawing and Painting I |

Art Department

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| Drawing and Painting III Course #: 7057 Grades: 11, 12 Course Length: year Credit: 1 | <p>Students who would like to further their studies of painting and drawing in an in-depth and independent manner should take the final course in the Drawing & Painting series, Drawing & Painting III. This course can be taken as a preparatory class for students who plan to take AP Drawing or AP 2-D Design. It can also be taken by students who are interested in gaining expertise in the mediums of their choosing, experiencing the freedom of working intensely with several or many media including acrylics, oils, watercolors, pastels, charcoal and pencil. Students will be guided in the creation of their own yearlong work plans culminating in an exhibition they will curate. Final evaluation of the course will conclude with a student portfolio.</p> <p>Prerequisite: Drawing & Painting II</p> |
| Drawing and Painting IV Course #: 7058 Grades: 12 Course Length: year Credit: 1 | <p>Drawing & Painting IV is the final course in the Drawing & Painting Sequence. Designed specifically for students who choose not to pursue AP Drawing or AP 2-D Design, or rather students who need to increase their level of productivity in order to prepare for taking one of the AP Studio courses. Students will be encouraged to focus and hone in on a limited selection of materials of their choice in order to gain expertise and refine their skills in that chosen media. Students will also be given an opportunity to learn how to develop thematic work. Experimentation will be encouraged in order for students to strive to search and find their artistic voices. -</p> <p>Prerequisite: Drawing and Painting III</p> |
| Design and Illustration I Course #: 7023 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | <p>This course emphasizes the originality and inventiveness in solving the practical problems that is inherent in an artist/illustrator's work. The field of design and illustration encompasses graphic novels, children's books, concept design for animation, and drawing storyboards for animated films. Course work focuses on the skills necessary for visual storytelling and is applicable to a wide range of industries. Solid drawing and painting skills are recommended.</p> <p>Prerequisite: Any one of the foundation courses (Creative Crafts, Design and Drawing for Production, Media Arts or Studio in Art) is required, with Studio in Art as the preferred departmental choice.</p> |
| Design and Illustration II Course #: 7024 Grades: 10, 11, 12 Course Length: year Credit: 1 | <p>In this course, not only will students use and build on skills acquired in Design I, but they will also seek to understand the impact and power of image and narrative. The class focuses on the development of individual style while utilizing mediums that highlight personal strengths. The work produced in this course will help form a portfolio for college entrance.</p> <p>Prerequisite: Design and Illustration I</p> |
| Fashion Illustration and Fashion Design I Course #: 7040 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | <p>Learn the methods and techniques of contemporary fashion illustration. Draw and dress the female fashion figure. You will explore the rendering of accessories and various fabrics and study the clothing styles of noted designers. By the end of this course you will have developed your own personal style of fashion illustration and design. Students may need to supply some of the materials. Field trips may be taken to local fashion exhibits.</p> <p>Prerequisite: Any one of the foundation courses (Creative Crafts, Design and Drawing for Production, Media Arts or Studio in Art) is recommended but not required.</p> |

Art Department

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| Fashion Illustration and Fashion Design II Course #: 7041 Grades: 10, 11, 12 Course Length: year Credit: 1 | Design and illustrate your own clothing. Continue to build your illustration skills and add to your knowledge of the world of fashion through an individualized program based upon your own interests and needs. Students may need to supply some of the materials. Field trips may be taken to a fashion exhibit and design school. Portfolio for college application will be stressed. Prerequisites: Fashion Design & Illustration I |
| Fashion Illustration and Fashion Design III Course #: 7042 Grades: 11, 12 Course Length: year Credit: 1 | Continue to explore the creative process of fashion through illustration and design with an introduction to basic sewing. Advanced illustration skills will be developed and utilized to create a body of work that stresses personal style and creativity. Designs will be exhibited throughout the year. Students may need to supply some of the materials. Prerequisite: Fashion Design and Illustration I and II. |
| Fashion Illustration and Fashion Design IV Course #: 7043 Grades: 12 Course Length: year Credit: 1 | Embark on a guided exploration that will advance the understanding of 3-D fashion design as a creative art form. Students will select an area of concentration and build a body of work that reflects their artistic vision and style, which will be compiled into a final portfolio. Students may need to supply some of the materials. Prerequisite: Fashion Illustration and Fashion Design III |
| Ceramics & Sculpture I Course #: 7014 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | This course provides an exploration of three-dimensional media and techniques. Students will gain experience working with a variety of material that may include paper, cardboard, wood, foam, found objects, plaster, wire, clay and glazes. Students will begin to understand sculpture and ceramics as a three-dimensional art form. Time will be spent creating functional and fine art ceramics through the use of various ceramics and sculpture techniques, which may include coil building, slab building, relief carving, firing and glaze application. Prerequisite: Any of the foundation courses (Creative Crafts, Design and Drawing for Production I, Media Arts or Studio in Art) is required. |
| Ceramics & Sculpture II Course #: 7015 Grades: 10, 11, 12 Course Length: year Credit: 1 | Students will further their understanding of sculpture and ceramics as a three-dimensional art form, as well as a conceptual mode of communication. Students will apply the principles of art and design to solve abstract design problems. The potter's wheel will be introduced. Some materials utilized may include paper, cardboard, wood, plaster, foam, found objects, plaster, wire, clay and specialty glazes. Prerequisite: Ceramics and Sculpture I |
| Ceramics & Sculpture III Course #: 7016 Grades: 10, 11, 12 Course Length: year Credit: 1 | This course provides students a guided exploration that will advance their understanding of three-dimensional art as a fine art form as well as a conceptual mode of communication. Throughout the course students will further their understanding and application of the principles of design as they explore alternative materials and process. Students will choose a concentration or theme and begin to build a body of work that reflects their artistic vision, voice and style. Students will develop a digital portfolio of works supported by a personal artist statement. Prerequisite: Ceramics and Sculpture II |

Art Department

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| Architectural Design I Course #: 7025 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | Architectural Design I is an introduction to architectural drawing and modeling. The history of architecture as well as key architects will be introduced. This course will provide students with the fundamental techniques needed to create scaled models, architectural sculpture, and multimedia projects. Projects may include a variety of structural designs such as residential building, interior design, set design, as well as abstract architectural design. Students will work with a variety of materials and modeling tools. Drawings at this level will include perspective, floor plans, elevations, site plans, isometric & orthographic projections. Prerequisite: Any one of the foundation courses (Creative Crafts, Design and Drawing for Production, Media Arts or Studio in Art) is required, with <i>Design and Drawing for Production I</i> as the preferred departmental choice |
| Architectural Design II Course #: 7026 Grades: 10, 11, 12 Course Length: year Credit: 1 | Architectural Design II is an advanced level design class. Students will explore advanced techniques in architectural drawing, modeling, sculpture, 3-D digital modeling and planning. Students will be introduced to Iron CAD, a 3-D digital modeling and drawing program. This program will provide students with experience using the latest technology and build career related skills. Drawings at this level include; perspective, floor plans, elevations, site plans, isometric & orthographic projections. Projects may include a variety of structural designs such as commercial building, museum design, extreme site planning & modeling, as well as abstract architectural design. Prerequisite: Architectural Design I |
| Architectural Design III Course #: 7027 Grades: 11, 12 Course Length: year Credit: 1 | Architectural Design III is an advanced level design class for students who plan on pursuing architecture at the college level. Students will explore advanced techniques in architectural drawing, modeling, sculpture, 3-D digital modeling and planning. These students will develop a portfolio that demonstrates high-level skills in drawing, modeling, digital modeling, and experimental design. Prerequisite: Architectural Design II |
| Architectural Design IV Course #: 7028 Grades: 12 Course Length: year Credit: 1 | Architectural Design IV is an advanced level design class for students who have completed the architectural design sequence and plan on pursuing architecture at the college level. Students will create a portfolio based on individual concentrations. In addition, students will use all prior knowledge and skills to manipulate and experiment with various materials and architectural concepts. Prerequisite: Architectural Design III |

Art Department

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| Photography I Course #: 7029 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | <p>In this course, students will view the world through the camera lens and they will learn the art and technique of photographic image making. Students will learn the mechanics of camera operation, black and white film processing, and dark room techniques, as well as gain an understanding of compositional elements. Basic digital tools will also be introduced. Students will examine the works of significant photographers. Optional field trips may be planned. All chemicals and equipment are provided for the course; however, students must provide their own 35mm SLR adjustable camera, film and photographic paper. Students may need to purchase additional supplies.</p> <p>Prerequisite: Any one of the foundation courses (Creative Crafts, Design and Drawing for Production, Media Arts or Studio in Art) is required, with Studio in Art or Media Arts as the preferred departmental choices.</p> |
| Photography II Course #: 7030 Grades: 10, 11, 12 Course Length: year Credit: 1 | <p>In this advanced photography course, students will continue to develop the art and techniques of making photographs. They will learn more about film exposure, improve darkroom print-making skills and receive an introduction to alternative photographic processes. As an enhancement to the traditional darkroom process, students will explore digital cameras, scanners, and computer software. They will also study the leading movements and photographers in the history of photographic image making will be studied. Optional field trips may be planned. All chemicals and equipment are provided for the course; however, students may need to purchase additional supplies.</p> <p>Prerequisite: Photography I</p> |
| Photography III Course #: 7031 Grades: 11, 12 Course Length: year Credit: 1 | <p>This course offers art students the opportunity to further expand their technical ability and visual sensitivity through the completion of a series of major projects in photography. Students may choose to work with traditional photographic methods and master alternative processes, including digital photography and computer enhancement software. One project will reflect the students' understanding of specific photographers or styles of photography. The photographs produced in this course will help prepare the student for possible entrance into AP Studio Art 2-D Design. Optional field trips may be planned.</p> <p>Prerequisite: Photography II</p> |
| Photography IV Course #: 7032 Grades: 12 Course Length: year Credit: 1 | <p>Digital cameras have forever changed the way the world views the art of creating photos. This is an advanced photography course that explores current media trends in digital photography. Students will work in both traditional and digital formats, perfecting advanced darkroom techniques and applying this knowledge to create sophisticated digital works. Digital photographic equipment, theory and processes will be emphasized to enhance students' creative expression and enable them to produce a portfolio of dynamic color work. Students may choose to continue to use their 35mm film cameras, but also must provide their own digital camera with manual functions.</p> <p>Prerequisite: Photography III</p> |

Art Department

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| Digital Filmmaking I Course #: 7096 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | This course is designed to introduce students to aspects of pre-production, production, and post-production, so they can organize and create films. Students can expect to develop storyboards, write scripts, direct, film and edit footage. The history of cinema and television along with film reviews will also help students gain a greater appreciation for the art of filmmaking. Prerequisite: Any one of the foundation courses (Creative Crafts, Design and Drawing for Production, Media Arts or Studio in Art) is required, with <i>Media Arts</i> as the preferred departmental choice. |
| Digital Filmmaking II Course #: 7097 Grades: 10, 11, 12 Course Length: year Credit: 1 | This course is designed to enhance students' understanding of filmmaking. All aspects of pre-production, production, and post-production will be covered in depth, so they can independently organize and create films. Students can expect to develop storyboards, write scripts, direct, film and edit footage. Students will learn about the roles professionals play in the television and film industry. Prerequisite: Digital Filmmaking I |
| Digital Filmmaking III Course #: 7098 Grades: 11, 12 Course Length: year Credit: 1 | This course will allow advanced film students to explore ideas and techniques under the direction of the film teacher. The primary goal will be to produce a sophisticated and diverse repertoire of visual productions. An awareness of and an ability to apply technologies and techniques learned in Digital Filmmaking I and II will be expected. Students will refine and enhance skills in planning, scripting, storyboarding, as well as techniques with camera and digital editing. A further emphasis on creativity will also be required. Prerequisite: Digital Filmmaking II |
| Digital Filmmaking IV Course #: 7079 Grades: 12 Course Length: year Credit: 1 | This course is an advanced class designed to be the culminating course in the filmmaking sequence. It is geared toward the college-bound film student interested in creating a portfolio of work for college admission and to begin exploring his/her own personal voice as a filmmaker. Emphasis will be placed on visual storytelling, screen play development, sound editing and analysis, and advanced editing techniques. Prerequisite: Digital Filmmaking III |
| Digital Design I Course #: 7060 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | Digital design is an innovative and exciting means of artistic expression for students interested in advancing and refining their knowledge of digital art and graphic design. Students will develop the skills necessary for success in the 21 st century digital world. Topics explored may include game design, web design, page layout, advanced illustration, photo editing and manipulation. Prerequisite: Any one of the foundation courses (Creative Crafts, Design and Drawing for Production, Media Arts or Studio in Art) is required, with <i>Media Arts</i> as the preferred departmental choice. |

Art Department

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| Digital Design II Course #: 7061 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | This course is for students who have completed Digital Design I. This course delves deeper into the concepts of Digital Art and using the computer for design. Students continue to learn more about the advanced techniques of photo editing, illustration and 3-D design. Students will continue development of their digital portfolio in preparation for future endeavors. Prerequisite: Digital Design I |
| Introduction to Digital Game Design Course #: 7070 Grades: 9,10, 11, 12 Course Length: 1/2 year Credit: ½ | This course is intended to give students an introduction to digital game design with an emphasis on basic game design tools, story structure, and user testing. Students will explore the history of electronic game development and investigate the processes involved in the creation of games from initial concept and outline to the final product. Prerequisite: Basic computer skills and completion of a foundation art course is strongly suggested. |
| Advertising Design in the 21st Century Course #: 7075 Grades: 9,10, 11, 12 Course Length: 1/2 year Credit: ½ | In advertising design, creativity and technology blend to visually communicate ideas. Learn to develop industry current skills and utilize cutting edge software, such as the Adobe Creative Suite. Explore branding, strategy, and visual presentation. Acquire technical and creative skills in graphic design. Students will skillfully use digital tools and traditional drawing materials, as well as apply an individual approach to design challenges involving techniques in layout design, digital photography, film, typography, illustration, and package design. Prerequisite: Any one of the foundation courses (Creative Crafts, Design and Drawing for Production, Media Arts or Studio in Art) is required. |
| Mural Design and Painting Course #: 7084 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: ½ | Students will design, propose and complete their own large-scale strategic mural painting on a designated wall in their school or in the larger community. Participants will be exposed to various mural designs in art history and be led through the creative process while focusing on their subjects or themes for self-expression. Students will be taught to incorporate basic design concepts and color theory to execute their ideas while learning various wall paint methods and finishes. Prerequisite: Any one of the foundation courses (Creative Crafts, Design and Drawing for Production, Media Arts or Studio in Art) is required, with Studio in Art as the preferred departmental choice. |

Art Department

Advanced Placement is offered to students who plan to study art as a career. Students will receive instruction in portfolio preparation in fine arts, two-dimensional and three-dimensional design, or may receive comprehensive instruction in art history.

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| Advanced Placement Drawing Course #: 7033 Grades: 11, 12 Course Length: year Credit: 1 | <p>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. Students are expected to submit a portfolio for A.P. credit, as assessment for the course is based upon the A.P. portfolio criteria.</p> <p>Prerequisite: Students must have a qualifying portfolio, and departmental recommendation. Courses required: Studio in Art, Drawing and Painting I and Drawing and Painting II or Design and Illustration.</p> |
| Advanced Placement 2-D Design Course #: 7034 Grades: 11, 12 Course Length: year Credit: 1 | <p>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. Students are expected to submit a portfolio for A.P. credit, as assessment for the course is based upon the A.P. portfolio criteria.</p> <p>Prerequisite: Students must have a qualifying portfolio, and departmental recommendation. Courses required: Any one (1) foundation course plus a 2 or 3 year concentration in Fine Art (Drawing and Painting), Photography or Fashion Illustration and Design.</p> |
| Advanced Placement 3-D Design Course #: 7035 Grades: 11, 12 Course Length: year Credit: 1 | <p>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. Students are expected to submit a portfolio for A.P. credit, as assessment for the course is based upon the A.P. portfolio criteria.</p> <p>Prerequisite: Students must have a qualifying portfolio, and departmental recommendation. Courses required: Studio in Art or Creative Crafts plus Ceramics and Sculpture I + II</p> |
| Advanced Placement Art History Course #: 7036 Grades: 11, 12 Course Length: year Credit: 1 | <p>A.P. Art History is designed to give students an understanding of the history of art through the ages. Through class study and discussion and viewing masterpieces both in class and through various museum visitations, students will explore aesthetic and social concerns in art. Students will demonstrate mastery of social and religious influences in art, sculpture and architecture. Students will view and discuss works of art from antiquity to the present time from the United States, Europe and various multicultural settings, demonstrating mastery of art concepts and vocabulary when describing artwork. Students will be required to take the A.P. Art History Exam as part of their final assessment in this course.</p> <p>Prerequisite: Any one (1) "Foundation Course" listed above and departmental recommendation required.</p> |

Art Department

Half Hollow Hills Visual Arts Conservatory

Half Hollow Hills Visual Arts Conservatory is a district-sponsored program designed to recognize student commitment and achievement in the Visual Arts. The program includes academic, leadership and portfolio-based components connected to the Visual Arts curriculum. The Conservatory will assist students in the development of the 21st century skills necessary to compete in a global job market, which now demands a workforce of creative problem solvers.

Through creative and disciplined exploration, students participate in studio activities that involve structured investigation, self-reflection, critique, aesthetics, historical context, and multiculturalism. Graduates are prepared to begin an advanced degree in a competitive college environment. Students who choose to participate in the Visual Arts Conservatory will receive a strong foundation in Visual Arts concepts, and the skills necessary to go forward as independent, responsible, and self-directed learners. Students will gain the confidence needed to explore problems, take risks, and turn challenges into numerous possibilities for their future career choices.

Upon completion of the corresponding program requirements students will receive a designation of Distinction in Visual Arts or Advanced Distinction in Visual Arts on their official transcripts. **The appropriate club advisors and your guidance counselor must sign the completed form before submission to your primary art teacher by June 1st.**

Program overview:

Distinction in Visual Arts

- 4 Visual Arts credits
- Overall average: 85% minimum
- Active member in good standing of the National Art Honor Society (NAHS) for one (1) full year.
- Active member in good standing for a minimum of one (1) full year in anyone (1) of the following extra-curricular visual arts clubs which may include the following: Art/ Media Club, Architecture Club, Fashion Club, Photo Club, Stage Crew, Yearbook, Photo Journalism, and/ or Newspaper.
- Completion of two (2) courses in one of the departmental sequences, ie. *Ceramics & Sculpture I* and *Ceramics & Sculpture II*, *Design & Drawing for Production I* and *Design & Drawing for Production II*.

Advanced Distinction in Visual Arts

- 5 Visual Arts credits (In addition to the HHH Visual arts courses, the 5th credit may also be obtained by the completion a Music performance ensemble)
- Overall average: 90% minimum
- Active member in good standing of the National Art Honor Society (NAHS) for two (2) full years.
- Active member in good standing for a minimum of two (2) full years in anyone (1) of the following extra-curricular visual arts clubs which may include the following: Art/ Media Club, Architecture Club, Fashion Club, Photo Club, Stage Crew, Yearbook, Photo Journalism, and/or Newspaper.
- Completion of one (1) Advanced Placement Course in Art, which may include: *AP Studio 2-D*, *AP 2-D in Photo*, *AP Studio 3-D*, *AP Studio in Drawing*, and/or *AP Art History*.
- Students seeking the Advanced Distinction will present their portfolio to the Visual Arts Conservatory committee in June.
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Art Department



VISUAL and MEDIA ARTS

K-5 Art – 40 minutes per week
Art 6 – 10 weeks per year
Art 7 – 20 weeks per year

ART 8
(40 weeks)

STUDIO IN
ART
(40 WEEKS)

COMPREHENSIVE FOUNDATION COURSES 9-12

Any of these courses may be used to begin a sequence in art

Creative
Crafts

Design and
Drawing for
Production I

Media Arts

Studio in
Art

SUGGESTED ELECTIVES

Ceramics
and
Sculpture

AP Art
3-D

Design and Drawing
for Production
II, III, IV

Architectural Design
I, II, III, IV

Photography
I, II, III, IV

Digital Design

Digital
Filmmaking
I, II, III, IV

Introduction to
Digital Game
Design

Advertising
Design in the
21st Century

Mural Design
and Painting

Drawing and
Painting
I, II, III, IV

Design and
Illustration
I, II

Fashion
Illustration and
Fashion Design
I, II, III, IV

AP Art
2-D

AP Art
Drawing

AP Art
Histor

SPECIAL NOTE:

Flow chart depicts the suggested electives for each foundation course; however, ANY FIRST YEAR ELECTIVE may be taken. Design and Drawing for Production I MUST be taken before continuing on in the Design and Drawing for Production sequence.

GRADUATION REQUIREMENT:

One unit of art or music is required for graduation. ONLY the “Comprehensive Foundation Courses” fulfill this NYSED requirement for art. Elective courses DO NOT.

FIVE (5) UNIT SEQUENCES

Music Major

3 credits – Skill Development
2 credits – Musical Knowledge

Fine Arts Major

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

Business Department

Half Hollow Hills Business Academy

Half Hollow Hills Business Academy is a new District sponsored diploma program consisting of academic, leadership and project-based components connected to the Business curriculum. The Academy will assist students in the development of 21st century skills: interactive communication, collaboration, global awareness, financial literacy, digital literacy, problem-solving, and critical thinking; and insure its graduates are prepared to begin an advanced degree in a competitive college environment. Students who choose to participate in the Business Academy will receive a strong foundation in business concepts, the skills necessary to be a knowledge worker, as well as become empowered to take responsibility for their future career choices.

Upon completion of the corresponding program requirements students will receive an Associate or Executive designation.

Program overview:

➤ Associate Designation

- 3 Business credits
- Overall average: 85%
- Active membership for a minimum of one full year in one business club – DECA, FBLA, Business Honor Society

➤ Executive Designation

- 4 Business credits
- Overall average: 90%
- Active membership for a minimum of one full year in two business clubs – DECA, FBLA, Business Honor Society
- Completion of a senior project. The senior project will be determined at the beginning of each year. Students seeking the Executive Designation will present their project to the HHH School/Business partnership in May of each year.

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| Financial Literacy (Recommended as pre-requisite to all Business courses) Course #: 6037 Grades: 9, 10, 11, 12 Course Length: ½ year Credit: ½ | This course will help students grasp the essentials of personal finance, gives them multiple opportunities for hands on practice of core skills and showcases the real-world impact of the financial decisions they make. Students will learn how to develop personal budgets, handle checking and savings accounts, interpret investment options, manage credit wisely, understand the banking system, evaluate insurance needs and analyze the mortgage process. Participate in a stock market game and learn how to buy, short and sell stocks within a real-time market environment. Most importantly, students will develop the expertise to make informed independent financial decisions. |
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| Business Computer Applications (Recommended as pre-requisite to all Business courses) Course #: 6020 Grades: 9, 10, 11, 12 Course Length: ½ year Credit: ½ | In the technology heavy environment of Corporate America it is imperative to have a strong foundation in the software applications used in all small and large businesses. This course will empower students to take charge of learning fundamental concepts, terms and functions of Microsoft Office Word, Excel, and PowerPoint. Microsoft Office is the most widely used application suite in the global business arena. This course will include many authentic application problems that students will solve by applying their newly learned skills. |
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Business Department

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| Accounting I Course #: 6014 Grades: 9, 10, 11 12 Course Length: year Credit: 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. Financial literacy vocabulary and knowledge is incorporated throughout the course. Financial Statements are covered in this course. Balance Sheet and Income Statement are the two major statements covered as well as important component percentage factors that contribute to the interpretation of these statements to the decision making of businesses. |
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| College Accounting II Course #: 6016 Grades: *10, 11, 12 Course Length: year Credit: 1 *10 th graders only upon recommendation of Guidance Counselor | Pupils will learn fundamentals in accounting theory and practice, as well as analytical skills which can be applied to financial records. The theory of accounts as applied to single proprietorships, partnerships, and corporations will be taught in class. Knowledge of these fundamentals will be advantageous to students who intend to study accounting on a higher level. Corporate accounting is covered in much greater detail in this course. Corporate tax rates, Earning per share ratio, Price-Earnings ratio and Retained earnings are learned. Additional financial statements will also be covered. Those statements include Statement of Stockholders Equity, Post-Closing Trial Balance, Budgeting Worksheet and Cash Flow Statement. Accounting theories are incorporated into real life business decisions and present day examples are covered in class. <i>Prerequisite: Accounting I</i> |
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| Business Ownership And Marketing Course #: 6022 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | This course 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. |
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| Marketing Principles – (College Marketing) Course #: 6021 (school credit) Grades: *10, 11, 12 Course Length: year Credit: 1 *10 th graders only upon recommendation of Guidance Counselor | Effective marketing is critical for the long-term success of any business. In this course, students will learn marketing principles, strategies, and skills necessary to succeed in the business environment, and at the college/university business level. Course work includes promotional concepts, pricing techniques, place distribution functions, product development and planning strategies, and market segmentation through target markets. SWOT analysis, and market research ideas, will be used to understand the customer, and to succeed in the exciting field of marketing. Marketing principles also incorporates key DECA course materials. Three college credits can be earned upon completion of this course. <i>Prerequisite: Business Ownership and Marketing</i> |
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Business Department

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| Business Law I Course #: 6023 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | Business Law I is designed to introduce students to a wide range of legal issues that influence them personally and professionally. The course will provide an overview of economic systems and the legal forms of business found in each. Additional topics covered include, consumer rights, employment law and legal issues of doing business on the Internet (cyber law). Students will also be introduced to the financial responsibilities and legal aspect of mortgages and home ownership. The material covered in Business Law I will enhance the skills sets necessary to succeed in the 21 st Century. |
| College Business Law II Course #: 6024 Grades: *10, 11, 12 Course Length: year Credit: 1 *10 th graders only upon recommendation of Guidance Counselor | College Business Law builds upon the foundation of knowledge and skills acquired from Business Law I. Areas covered include, the legal system, criminal and tort law, contracts, bailments, personal and real property and international law. Students will analyze real world cases and develop their own conclusions based on what they learn in class. Students must be able to distinguish unethical behavior from illegal behavior and to understand the rising importance of social responsibility as an aspect of corporations and organizations in a global society. The material covered in the College Business Law course is reinforced and enhanced through the use of technology, guest speakers, videos and hands-on, project-based activities whenever possible. <i>Prerequisite: Business Law I</i> |
| Advertising Course #: 6095 Grades: 9, 10, 11, 12 Course Length: ½ year Credit: ½ | Have you ever wondered how important advertising is to a business? Why Super Bowl commercials are so highly regarded in the industry? From television commercials to newspaper advertisements, this course will introduce students into the world of advertising. This half-year course introduces students to a variety of career opportunities in advertising agencies, mass media, and advertising departments in business firms. The students will be given the opportunity to create their own company and/or product. Once the idea is developed, the students will organize an advertising campaign on many different levels to promote and sell their brand. Students will also have the ability to enter the King of the Hills competition (“Shark Tank”- like challenge) through the School to Business Partnership. |
| The Digital Generation: Creating a Professional Web Presence through Social Media Course #: 6045 Grades: 11, 12 Course Length: ½ year Credit: ½ | Creating a positive digital profile can be a challenging task for the 21 st century student. In this course, learn how to utilize the power of the internet and social media to enhance your web presence and digital profile. We will explore a number of topics including building a strong web presence, leveraging social media, creating and uploading video content, blended and distance learning as well as mobile devices as a learning tool. For the culminating activity students across districts will be required to produce digital content that can be used to educate younger students and all stakeholders in the educational community (i.e. community, parents, etc.) |

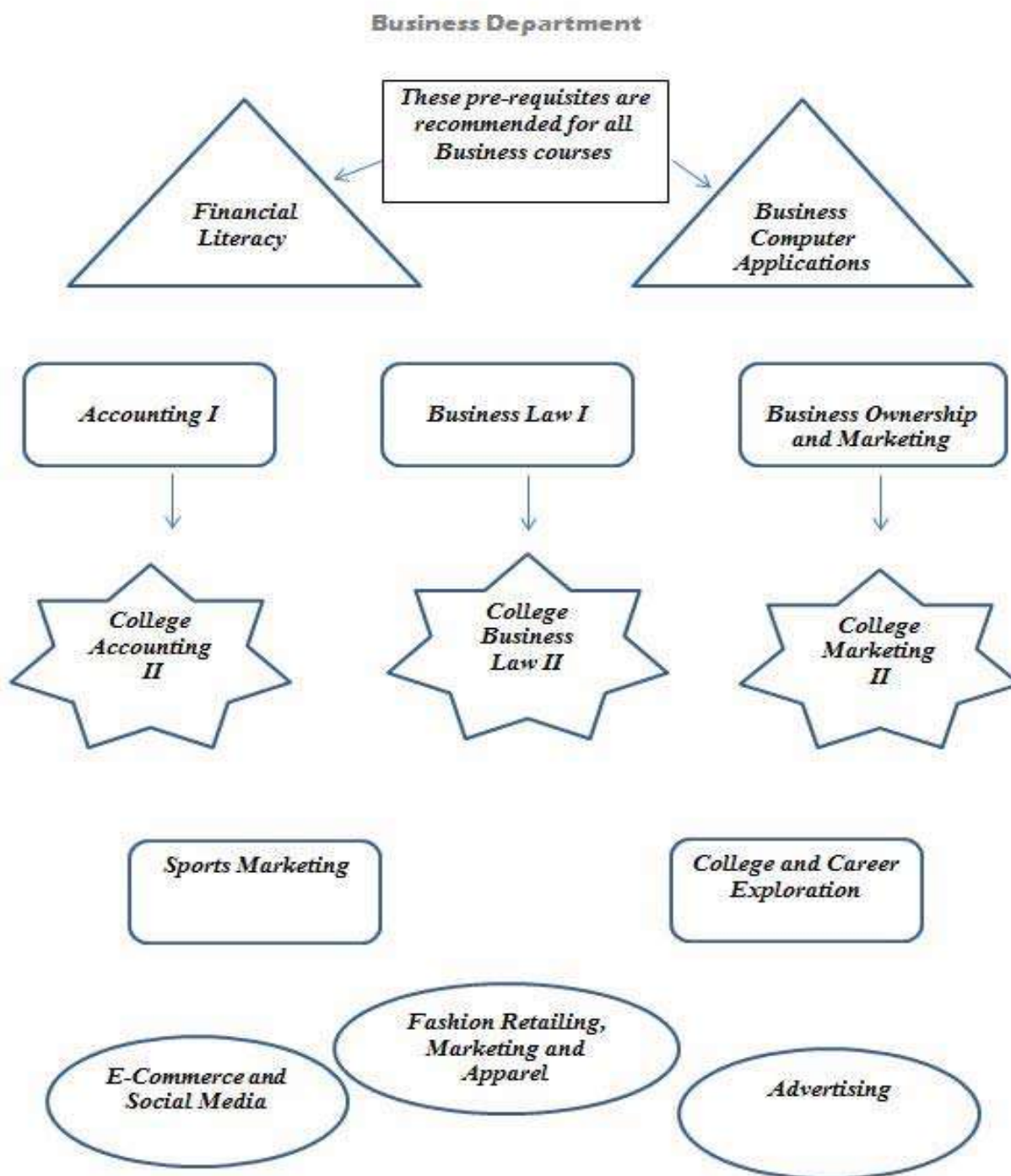
Business Department

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| E-Commerce and Social Media – How Technology and Teens are Changing Course #: 6035 Grades: 9, 10, 11, 12 Course Length: ½ year Credit: ½ | This course is designed to help students master advanced skills in electronic commerce and social media. Businesses worldwide face a fundamental change in the ways that teens interact with brands and each other. Social media has helped give teens and consumers a voice, connect them with their friends and other like-minded consumers, and has given them considerable power over marketers and brands. This course offers an overview of how marketing has changed due to the rise of social media. It will equip students with the relevant knowledge, perspectives, and practical skills required to develop effective marketing strategies. Many of the social media applications used by teens today will be discussed, including Twitter, Facebook, Instagram, YouTube and other relevant applications. |
| Sports Marketing Course #: 6038 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | The Business of Sports is the practice of utilizing teams, venues, athletes, sports events, and sports media to separate a brand from its competitors. Sports Marketers understand how to use the assets of sports entities individually, or in combination, to drive consumers to purchase products such as tickets and merchandise. This course will offer the student a framework to understand the sports business industry, and the impact that industry has on our economy. Students will learn through marketing and promotional concepts, how to succeed in sports business and lead their team/business to victory. |
| Fashion Retailing, Merchandising, and Apparel Course #: 6040 Grades: 9, 10, 11, 12 Course Length: ½ year Credit: ½ | Seventh Avenue look out! Get ready to learn about one of the most exciting and competitive businesses in the world! Fashion from all angles! Do you dream of designers such as Calvin Klein, Donna Karan, or Ralph Lauren? Students will be introduced to the terminology and fundamentals of the fashion industry in which marketing and retailing play a vital role. You will be introduced to the retail industry, retailing strategies, store operations, and retailing careers. This course is designed to give you the latest information on the trends which will affect every aspect of how you look and dress. |

Business Department

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| Senior Year Experience Course #: 6080 Grades: 12 Course Length: 1 year Credit: combined with English 12 and Gov. 2 credits Note: This course is taken in conjunction with Senior Experience English and Senior Experience Government/Economics. | Senior Year Experience is an interdisciplinary class that provides real-world application of the skills and knowledge students acquire prior to entering twelfth grade. In unique and meaningful ways, the course connects the learning that happens in the classroom to the larger world and business community. Senior Year Experience promotes independence, self-discipline, initiative, advocacy, and the ability to be an effective communicator and leader. Students attend a double-period humanities class three days per week and attend an internship of their choosing two days per week. The curricular portion of Senior Year Experience is taught by an English and Social Studies teacher and has been thematically designed around a host of modern global issues that affect students' daily lives. The internship portion of the class gives students hands-on work experience in their chosen profession/interest for a minimum of four hours per week. The curriculum bridges themes students study in class with their internship experiences. By gaining an understanding of these themes and real-world connections, students broaden their background knowledge and strengthen their ability to positively participate in the world around them. This course satisfies the English 12, and Government/Economics requirements, as well as a Business credit for the Business academy. Prerequisite: Successful completion of US History & Government and English 11 and an application process. Applicants for Senior Experience are reviewed and/or interviewed by a committee that may include administrators, teachers and guidance counselors. |
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Business Department



English Language Arts

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| Regents English 9 Course #: 1020 Grades: 9 Course Length: year Credit: 1 | English 9R begins students on a journey of self-discovery through the lens of transition and change. Students will read literary works that explore essential and guided questions within this theme, i.e., historical novels and plays, graphic novels, essays, articles, poems, and short stories. They will maintain a writing portfolio or a journal that includes responses to the literature, non-fiction, and informational texts they study throughout the year. Students will be required to complete one research paper for the year. The course concludes with a district-wide, departmental examination. Students are also expected to complete a summer reading assignment prior to the onset of the first marking period. |
| Honors English 9 Course #: 1010 Grades: 9 Course Length: year Credit: 1 | Honors English includes all of the components of English 9R plus the following: <ul style="list-style-type: none"> ▪ A year-long independent study project ▪ A more critical, in-depth study of all the genres covered in English 9R ▪ Advanced level text choices in all genres <i>Prerequisite:</i> Minimum of 85% in English 8 |
| Regents English 10 Course #: 1021 Grades: 10 Course Length: year Credit: 1 | In English 10R, students continue their study of change, but with a more specific focus on paradox as an element of both literature and life. Students will read literary works that explore the paradoxical nature of war and peace, love and hate, group and individual, gain and loss, hypocrisy and integrity, and superiority and inferiority. The genres of primary focus in this year are memoir, biography and autobiography, articles, essays, speeches, and 20 th century novels, short stories, plays, and poems. Students will advance their study of research and will complete one research paper for the year. The course concludes with a district-wide, departmental examination. Students are also expected to complete a summer reading assignment prior to the onset of the first marking period. |
| Honors English 10 Course #: 1011 Grades: 10 Course Length: year Credit: 1 | Honors English 10 includes all of the components of English 10R plus the following: <ul style="list-style-type: none"> ▪ A year-long independent study project ▪ A more critical, in-depth study of all the genres covered in Eng 10R ▪ Advanced level text choices in all genres <i>Prerequisite:</i> Minimum of 85% in English 9 or departmental recommendation. |
| Regents English 11 Course #: 1022 Grades: 11 Course Length: year Credit: 1 | In English 11R, students will study the American experience through the lens of American literature and popular culture asking the question, “How does a nation create, build, and sustain itself?” Students will examine literary works that explore the triumphs and challenges chronicled as the American experience. Within this context, and in addition to whole class shared texts in all genres, students will review skills and strategies needed for the New York State English Language Arts Regents Examination, and begin the study of literary criticism. They will be required to write a literary criticism paper using one of the following suggested literary theories: comparative literature, feminist, Marxist, reader response, or psychoanalytic. Students are also expected to complete a summer reading assignment prior to the onset of the first marking period. |

English Language Arts

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| <p>Honors English 11</p> <p>Course #: 1012</p> <p>Grades: 11</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>Honors English 11 includes all of the components of English 11R plus the following:</p> <ul style="list-style-type: none"> ▪ A year-long independent study project ▪ A more critical, in-depth study of all the genres covered in English 11R ▪ Advanced level text choices in all genres <p>Prerequisite: Minimum of 85% in English 10 or departmental recommendation.</p> |
| <p>AP Language and Composition</p> <p>Course #: 1016</p> <p>Grades: 11</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This course is designed for eleventh grade students who have exemplary performance in English, have demonstrated mastery level work, and want to experience a class on par with a college level English composition course. Building on the theme of the American experience outlined in 11R, students in AP Language and Composition will study American prose and poetry written from the 16th century through the 21st century. They will analyze both content of text and author's purpose in creating text. Students will learn how to determine the influence that an author's phrasing, word choice, rhetorical devices, and conventions have on the reader. They will use this study to enhance their own writing skills by applying the strategies of their studied authors to their own exposition. As stated in The College Board's description, "The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers." This course includes a required paper (research, literary criticism) and a summer reading assignment due on the first day of class.</p> <p>Prerequisite: A minimum average of 90% in English 10 and departmental recommendation. Students will be qualified and expected to take the AP Exam.</p> |
| <p>College Writing</p> <p>Course #: 1025</p> <p>Grades: 12</p> <p>Course Length: 1/2 year (fall)</p> <p>Credit: ½</p> <p>Note: Students must be enrolled in an English class every 1/2 year throughout their four years of high school. Seniors enrolled in College Writing in the fall must be enrolled in a spring 1/2 year English elective in order to fulfill this requirement for graduation</p> | <p>You have been accepted into college, but how will you prepare? This course is a simulation of the famous English 101 course that incoming college freshman are required to take as a prerequisite to further study. Get ahead of your future classmates by refining your skills in the areas of revision, peer response, close reading and textual explication, and literary-critical writing. This course will offer literary lectures, text-based whole-group discussions, collaborative study, and independent study. Students will be given specific, guided instruction in college level written response with a focus on completing writing summaries, analyses, comparisons of texts, and other expository forms such as narration, description, and argumentation.</p> <p>There is an emphasis on writing as a process: drafting, revision, and editing. In addition, all students are required to complete a summer reading assignment.</p> |

English Language Arts

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| <p>Senior Experience</p> <p>Course # 1080</p> <p>Grades: 12</p> <p>Course length: year</p> <p>Credit: 2</p> <p>Note: This 2 credit course is taken in conjunction with Senior Experience Social Studies and satisfies the English 12 and Government/Economics requirements. It is one of the qualifying classes for the Business Academy</p> | <p>Senior Year Experience is an interdisciplinary class that provides real-world application of the skills and knowledge students acquire prior to entering twelfth grade. In unique and meaningful ways, the course connects the learning that happens in the classroom to the larger world and business community. It promotes independence, self-discipline, initiative, advocacy, and the ability to be an effective communicator and leader. Students attend a double-period humanities class three days per week and attend an internship of their choosing two days per week. The curricular portion of Senior Year Experience is taught by an English and social studies teacher and has been thematically designed around a host of modern global issues that affect students' daily lives. The internship portion of the class gives students hands-on work experience in their chosen profession/interest for a minimum of four hours per week. The curriculum bridges themes students study in class with their internship experiences. By gaining an understanding of these themes and real-world connections, students broaden their background knowledge and strengthen their ability to positively participate in the world around them. This course satisfies the English 12 and Government/Economics requirements, and is one of the qualifying classes for the Business Academy.</p> <p>Prerequisite: Applicants for Senior Experience are reviewed and/or interviewed by a committee that may include administrators, teachers, and guidance counselors.</p> |
| <p>Honors College English</p> <p>Course #: 1017</p> <p>Grades: 12</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This course is part of the Long Island University Scholars Program. It carries optional 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. All aspects of expository and persuasive writing are emphasized, specifically literary theory/literary criticism. Students study various cultural aspects of literature – American, British, Medieval, Multicultural, World through various literary theory lenses – Psychoanalytic, Gender, Social Class, Marxist, Feminist, New Criticism, New Historicism, Reader Response, and others. A literary criticism paper is required. The course concludes with a final project or presentation. Students are expected to complete a summer reading assignment.</p> <p>Prerequisite: A minimum un-weighted average of 85 in English 11(CW Post requirement) or departmental recommendation.</p> |
| <p>AP Literature</p> <p>Course #: 1014</p> <p>Grades: 12</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This course is designed for twelfth grade students who have exemplary performance in English, have demonstrated mastery level work, and want to experience a class on par with a college level English literature course. Students in AP Literature will study a variety of literary genres from the 16th–21st century, and as stated in The College Board's description, will be "of recognized literary merit." Students will learn how to consider a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. Students will also learn to "consider the social and historical values [the work] reflects and embodies." They will use this study to enhance their own writing skills by applying the strategies of their studied authors to their own literary criticism and creative writing. This course includes a required paper (research, literary criticism) and a summer reading assignment due on the first day of class.</p> <p>Prerequisite: A minimum average of 90 in English 11 and departmental recommendation. Students will be qualified and expected to take the AP Exam.</p> |




English Language Arts

English Elective Courses




Students enrolled in elective courses must also be enrolled in one of the required grade level courses previously listed. In Grade 12, the spring elective may be used for required course credit. Following are the English Department electives:

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| <p>American Culture in the Age of Hollywood</p> <p>Course #: 1090 English</p> <p>Grades: 9, 10, 11, 12</p> <p>Course Length: 1/2 year</p> <p>(<u>Odd years only</u> beginning in September)</p> <p>Credit: ½</p> | <p>When you see films, photographs, and media images of actual events, have you ever wondered how closely they parallel reality? This course examines Hollywood's role in reflecting and defining what it means to be an American. Beginning in the early 20th century through present day, students will explore the relationship between Hollywood and the culture it tries to emulate, define, and influence. Students will read historical documents and view images and narratives in film, photography, and television that attempt to provide a lens into American culture and sensibility.</p> |
| <p>The Bible as Literature</p> <p>Course #: 1065</p> <p>Grades: 9, 10, 11, 12</p> <p>Course Length: 1/2 year</p> <p>(<u>Odd years only</u> beginning in September)</p> <p>Credit: ½</p> | <p>Quality literature portrays human experience, and many authors believe that literature itself is an art form. Its style of expression – its skillful technique and beauty – may be as significant as the content of the work. This course explores the influence the Bible has had on literature and contemporary popular culture, including other disciplines such as art, music, film, and history. The foundations of knowledge of the ancient world—which inform the understanding of the modern world—are biblical in origin. In this course, students will learn to read the Bible critically and interpret the book as they would any other literary text. They will be asked to complete writing assignments that are based in narration, exposition, and argumentation. To quote the <i>Dictionary of Cultural Literacy</i>, “No one in the English speaking world can be considered literate without a basic knowledge of the Bible.”</p> |
| <p>College Prep</p> <p>Course#: 1098(11th Grade) 1099 (12th Grade)</p> <p>Grades: 11/12</p> <p>Course length: Spring 1/2 year (juniors) Fall 1/2 year (seniors)</p> <p>Credit: ½</p> | <p>This course will take students through a more in-depth examination of their <i>Naviance</i> Interest Inventory, and use these results to identify career paths and their connections to college majors. Students will identify possible schools and complete the Common Application and their major college essays. Students will work on the college activity resume. A SAT/ACT testing schedule will be planned and students will be provided with online test prep courses to do on their own. This course is particularly good for students who plan on applying early decision or early action to college. The course will include guidance from the counselors on a push-in basis.</p> |
| <p>Comics and Graphic Novels as Literature</p> <p>Course#: 1069</p> <p>Grades: 9, 10, 11, 12</p> <p>Course length: 1/2 year</p> <p>(<u>Even years only</u> beginning in September)</p> <p>Credit: ½</p> | <p>This course will review the genre of comics and graphic novels. Students will read the texts of critically acclaimed writers/illustrators and explore how such works address the concepts of heroism, power, loyalty, and truth as well as social issues of war, poverty, AIDS, and coming of age. In addition, students will consider how artistry (color, graphics, and proportion) enhances the message of the work. Filmed versions of some novels will be viewed in order to understand the synthesis of words, music, color and images. Lastly, using the Comic Book Creator software, students will write and illustrate original comic strips and stories of their own. This course is designed for those students interested in the fields of writing, publishing, graphic design, and advertising.</p> |




English Language Arts

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| Creative Writing I Course #: 1050 Grades: 9, 10, 11, 12 Course Length: year Credit: 1  | This course is designed to help students develop original written works through craft study of short stories, essays, poems, novellas, and plays. Students are expected to develop complex pieces of writing within these genres. Literary works completed in this course will be considered for inclusion in the District's literary magazines and will be entered into a wide variety of writing competitions |
| Creative Writing II Course #: 1051 Grades: 10, 11, 12 Course Length: 1/2 year Credit: ½  | This course is designed to provide students with a more intense writing experience. Students will be expected to develop richer, longer, and more complex pieces of writing. Literary works completed in the course will be considered for inclusion in the literary magazine and will be entered into a wide variety of writing competitions. Prerequisite: Creative Writing I |
| Creative Writing III Course #: 1052 Grades: 10, 11, 12 Course Length: ½ year | Prerequisite: Creative Writing II |
| Creative Writing IV Course #: 1053 Grades: 10, 11, 12 Course Length: ½ year | Prerequisite: Creative Writing III |
| Debate Course #: 1061 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: 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. All research and presentation work will be done during class time. Prerequisite: Public Speaking or departmental permission. |
| Film Criticism Course #: 1066 Grades: 10, 11, 12 Course Length: 1/2 year Credit: ½ *Not recommended for grade 9 students. | There's more to critiquing a film than simply pointing your thumb up or down. In this class you will study various aspects of cinema and learn how to be an effective critic. Learn the art of film by examining cinematic history, the elements of filmmaking, and the impact of culture and society on critical and public perception of film. By reading the works of professional and non-professional critics, see how a critic's use of language can either enlighten or muddle the mind of the moviegoer. Projects for the class include: a final paper examining the work of a director of your choice, student led discussions/critiques of films viewed in class, journal entries, and presentation (both written and oral) of several formal critiques. |
| Hip Hop Literature and Culture Course #: 1076 Grades: 10, 11, 12 Course Length: 1/2 year (Odd years only beginning in September) Credit: ½ *Not recommended for grade 9 students. | This course explores the roots, perceptions, and role of Hip Hop in history, society, and media. In the class, we will explore Hip Hop as a literary form that expresses the frustrations, experiences, and ideas of artists. Students will identify themes, literary techniques, patterns, and issues in the works of rappers, emcees, and lyricists. They will also study visual and written texts about Hip Hop, and discuss the controversies and debates that surround and complicate the culture. Students will also be responsible for constructing and presenting written, verbal, and digital responses to the study of Hip Hop Literature. |

English Language Arts

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| <p>Journalism I: Media & News Literacy I</p> <p>Course #: 1041 Fall Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: ½</p>  | <p>Do you honestly even remember what it feels like to hold a printed newspaper? Are you obsessed with reddit? Have you visited a blog today, downloaded a Podcast, or followed the news through tweets? Do you watch <i>The Daily Show</i> for politics? Students enrolled in this course will be exposed to advancing technologies and trends, and learn how to navigate them in order to develop news literacy. This course will also look at the ethics, law, and history of journalism, which will enable students to better appreciate the power and responsibility of reliable information. Students will be taught the foundations of journalism by learning and practicing the skills necessary for clear, concise, and informative writing. The class also includes work with video broadcasting, podcasting, and web publishing. This is a great course for students interested in a communications or journalism major. Some products produced in class will be published in the school newspaper, yearbook, and our newspaper's WEBSITE.</p> |
| <p>Journalism II: Media & News Literacy II</p> <p>Course#: 1042 Spring Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: ½</p>  | <p>Students enrolled in 21st Century Journalism II will further explore all of the tools offered by advancing news technologies. This course is intended to provide students with a more rigorous and engaging experience. The purpose of this course is to continue supporting and developing the foundations of good journalism. Students will continue to learn and practice the skills necessary for clear, concise, and informative writing. Students will be reading and writing editorials, news articles, feature stories, and sports highlights. Students will also work with video editing and podcasting. Most of the products produced in class will be published in the school newspaper, yearbook, and our newspaper's NEW WEBSITE.</p> <p>Prerequisite: Journalism I</p> |
| <p>Modern Poetry</p> <p>Course #: 1026 Grades: 10,11,12 Course Length: 1/2 year (even years only beginning in September) Credit: ½</p> | <p>*Not recommended for grade 9 students. In this class, students will be introduced to the spoken word as a medium for conveying ideas as well as a space for collaboration and community. Students will study both traditional and contemporary poetry, exploring the forms, uses, and creative expression of written and performed poetry. Poets will form writing groups in which they will create and rehearse individual and group pieces for weekly in-class poetry competitions. This class is an exploration of ways to convey meaning and to tell stories through poetic devices, tone, and physical expression. Poems and performances are evaluated based on effort, progress, and development; no prior experience in writing or performing poetry is required.</p> |
| <p>Mythology & The Hero's Journey</p> <p>Course #: 1096 English Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: ½</p>  | <p>In this course, students will understand how mythology conveys the human experience, glean psychological, historical, and metaphysical insights from myth. The course entails an exploration of the function of myth--its structure, strategy, and technique, and an analysis of ancient and modern myths that reveal the universality of all myth, and its relevance to living in the modern world. Students will study ancient Greek, Roman, Native American, African, Norse, and other world myths to explore the themes of Creation, Psychology and Journey of the Self, Heroes and Their Tragic Counterparts, Trickster Tales, Maidens, Mothers and Matriarchs, Myths of Apocalypse, and the Study of Archetypes. Students will also study contemporary movies in order to bridge the gap between the ancient and modern meaning of myth making. Students will also visit the school planetarium and learn the legends and lore of the night sky. Field trips may include visiting The American Museum of Natural History and/or The Metropolitan Museum of Art in order to conduct primary research for culminating projects and reports.</p> |

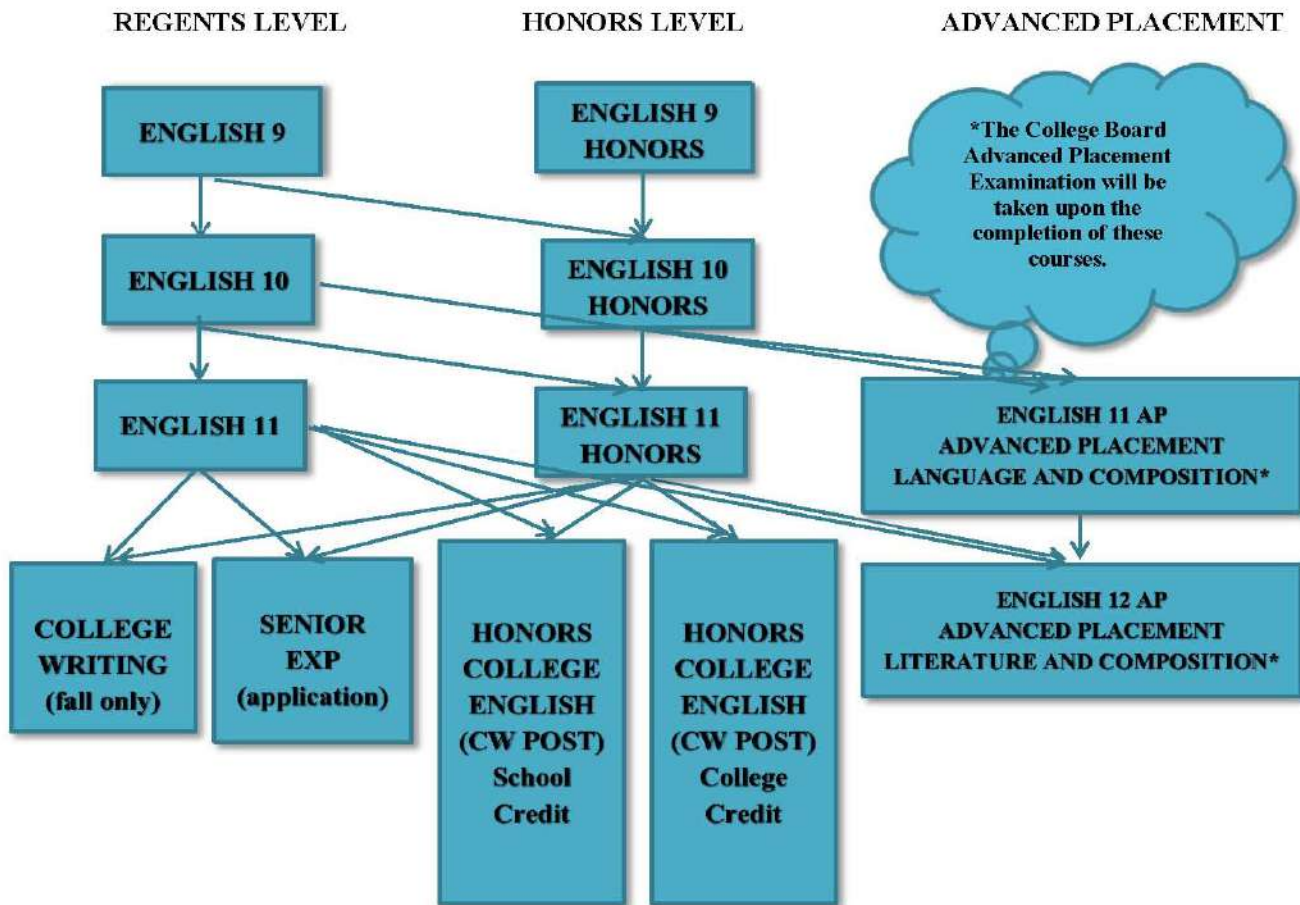
English Language Arts

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| <p>Public Speaking I</p> <p>Course #: 1058</p> <p>Grades: 9, 10, 11, 12</p> <p>Course Length: 1/2 year</p> <p>Credit: ½</p>  | <p>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, and memorable conclusion. It will also give students the opportunity to learn how to gather and use support materials 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.</p> |
| <p>Public Speaking II</p> <p>Course #: 1059</p> <p>Grades: 9, 10, 11, 12</p> <p>Course Length: 1/2 year</p> <p>Credit: ½</p>  | <p>This course will carry the process of oral communication to the 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 materials 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 will also experience the challenges of presenting a panel discussion and possibly a simple debate.</p> <p>Prerequisite: Public Speaking I</p> |
| <p>Reading and Writing Strategies I</p> <p>Course #: 1097</p> <p>Grades: 9</p> <p>Course Length: full year-A/B Schedule</p> <p>Credit: ½</p>  | <p>This course is designed for students who want to grow their performance in reading comprehension and expository and persuasive writing. Students are given a comprehension diagnostic at the onset of the 1/2 year to determine their reading levels and a writing baseline to determine their writing ability. Classroom instruction is then differentiated to address their assessed areas of difficulty and enhance their assessed strengths. At the end of the 1/2 year, students will receive a summative diagnostic to determine areas of growth. Students who meet ELA state guidelines for an additional English course will have priority of placement. Teacher recommended students will also receive special consideration.</p> |
| <p>Reading and Writing Strategies II</p> <p>Course #: 1098</p> <p>Grades: 10</p> <p>Course Length: full year A/B Schedule</p> <p>Credit: ½</p> | <p>This course is for tenth grade students who need support in reading comprehension and expository and persuasive writing in all content areas. Students who have received a teacher recommendation will have priority of placement. Incoming tenth graders who did not take the ninth grade version of this course will also receive placement priority. The course includes both a baseline and summative diagnostic to determine reading level and writing ability. Since this is the last high school level strategy support course offered in ELA, students are encouraged to take advantage of extra help and other extra-curricular academic support services offered by their content area teachers. This course will focus heavily on expanding students' familiarity with the types of reading and writing tasks found on the Global History and Geography Regents, which they will take in June, and on the ELA Regents, which they will take the following January.</p> |

English Language Arts

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| SAT/ACT Prep Course #: 1086 Fall All Days 1087 Fall A/B 1088 Spring All Days 1089 Spring A/B Grades: 9, 10, 11, 12 Course Length: 1/2 year, A/B Credit: ½ All Days ¼ A/B | Students preparing to take the PSAT/SAT exam will be instructed in vocabulary, reading comprehension, test taking strategies and essay writing techniques. Each student will be pre-tested to determine individual instructional needs, and each student will have ongoing individualized conferences to assess their progress. |
| The Search for Identity Course #: 1027 Grades: 9, 10, 11, 12 Course Length: 1/2 year (Even years only beginning in September) Credit: ½ | In this class you will explore the notion of “finding oneself” using a multitude of literary, psychological, philosophical, and sociological perspectives. With the help of “coming of age” books, films, articles, plays, and poetry that focus on a wide variety of topics, you will open your mind to the views of others. In doing so, you will develop a sense of self through empathy. Works by J.D. Salinger, Mitch Albom, Charles Baudelaire, Sylvia Plath, Neil Simon, John Hughes, and others will be examined. Texts for study may include <i>The Alchemist</i> , <i>Anthem</i> , <i>The Color of Water</i> , <i>Life of Pi.</i> , and <i>Siddhartha</i> among others. |
| Shakespeare Course #: 1060 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: 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 hijinks: dramatic aspects that underscore his observation “what fools these mortals be.” Class trips to the theatre and museums will be a part of this course. |
| Sports Literature Course #: 1028 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: ½ | Sports heroes, both real and fictional, have the ability to influence our lives in profound ways. This class will study the genre of sports lit and its impact on our personal lives and the larger world in which we live. Texts for study may include, <i>Shoeless Joe</i> , <i>Raging Bull: My Story</i> , <i>That Championship Season</i> , <i>Chariots of Fire</i> , and <i>Friday Night Lights</i> among others. |
| Theater Arts and Production I Course #: 1046 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: ½ | This course will serve as an introduction to the basics of theater in terms of acting and performance. Method acting, scene study, and directing will be some of the topics covered. There will be opportunity for experimentation with pantomime and improvisation. Students will learn characterization through scene study, and direction through production work. Projects will involve class members in both group and individual settings. The course will culminate in a series of one-act student produced and performed productions. |
| Theater Arts and Production II Course #: 1047 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: ½ | This course will further develop method acting, scene study, and directing with a more prominent focus more on developing improvisational skills. Projects will continue to involve both group and individual settings. The course will culminate in a series of one-act student produced and performed productions. |

English Language Arts



HIGH SCHOOL ELECTIVES

ANNUAL HALF-YEAR COURSES (.5 Credit)

College Prep
Creative Writing I and II
Debate
Film Criticism
Mythology and the Hero's Journey
Public Speaking I and II
SAT, Critical Reading and Writing
Shakespeare
Sports Literature
Theater Arts and Production I and II
21st Century Media & News Literacy I and II

BI-ANNUAL HALF-YEAR COURSES (.5 Credit)

American Culture in the Age of Hollywood
Comics and Graphic Novels as Literature
Hip Hop Literature and Culture
Modern Poetry
Search for Identity
The Bible as Literature

FULL-YEAR COURSES (.5 Credit)

Reading and Writing Strategies I
Reading and Writing Strategies II

Family and Consumer Science

Food and Nutrition Cluster:

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| Culture and Foods | This course will introduce students to the health, culture, food and nutrition habits of the most common ethnic and racial groups of various regions of the United States and other countries of the world. The course will include a survey of key ethnic, religious, and regional groups such as Native Americans, Europeans, Africans, Mexicans and Central Americans, Caribbean Islanders, South Americans, Chinese, Japanese, Koreans, Southeast Asians, Pacific Islanders, Greeks, Middle Easterners, and regional Americans. Students will become familiar with different meal patterns and food preparation used in regional and international cooking. A wide variety of foods selected from these groups will be prepared in this course. |
| Course #: 8012 | |
| Grades: 9, 10, 11, 12 | |
| Course Length: 1/2 year | |
| Credit: ½ | |

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| Gourmet Foods | This is an introductory course in gourmet food preparation. Students will learn to prepare a wide variety of foods. This course will give the student the skills necessary to be self-sufficient in the kitchen. Topics covered include kitchen safety, kitchen equipment, meal planning, food service and entertaining, principles of cooking, nutrition and career opportunities. Foods prepared will include: easy breakfasts, quick breads and yeast breads, pies, pizza, pasta, sauces, soups, salads, fruits and vegetable for garnishing, main meals, and gifts from the kitchen. Field trips, guest speakers and career opportunities are included in this course. |
| Course #: 8013 | |
| Grades: 9, 10, 11, 12 | |
| Course Length: 1/2 year | |
| Credit: ½ | |

Human Services and Family Studies Cluster:

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| Child Development I | This course provides study of the physical, emotional, intellectual, cultural and social development of the infant, toddler, and preschooler and is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. The course begins with an in-depth study of pregnancy, childbirth, and the care of the newborn. Daily routine, guidance, discipline, and other parenting skills, and caregiver and social concerns will be covered in depth |
| Course #: 8021 | |
| Grades: 9, 10, 11, 12 | |
| Course Length: 1/2 year | |
| Credit: ½ | |

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| Adolescent Psychology | This course will explore adolescent issues needs and values. Areas of concentration are self-esteem, communication, goal setting, leadership, dating, family and peer relationships, psychological disturbance and education through the adolescent years. Students will gain insights and draw conclusions concerning their role in society. This course will prepare students for successful adult roles as they learn to be more committed to their own personal growth. |
| Course #: 8022 | |
| Grades: 9, 10, 11, 12 | |
| Course Length: 1/2 year | |
| Credit: ½ | |

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| Food and Fitness | This is a half-year lab-based course tailored to the student who wants to investigate and then prepare healthier foods and understand the relationship of diet to physical fitness. During this course students will use computer systems to create a meal plan and exercise program for themselves, investigating traditional and non-traditional forms of exercise as well as current healthy eating regimens. An analysis of eating habits will help students determine what nutrients are lacking in their daily diets. They will then plan and prepare meals accordingly. Participants will then develop a personal exercise plan that emphasizes the inter-relationship between food habits and fitness. This course will help put students on the fast track to living a healthy lifestyle. It will also employ the use of 21st Century technology skills in developing healthier lifestyles. |
| Course #: 8025 | |
| Grades: 9, 10, 11, 12 | |
| Course Length: 1/2 year | |
| Credit: 1 | |

Health Department

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| Health Education Course #: 9203 Grades: 10, 11, 12 Course Length: 1/2 year Credit: 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; sexual health, personal safety and wellness; and communicable, chronic, and degenerative diseases. |
| Family Life and Human Sexuality Course #: 9205 Grades: 11, 12 Course Length: 1/2 year Credit: 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. <i>Prerequisite:</i> Health Education. |
| Sports Medicine Course #: 9206 Grades: 11, 12 Course Length: 1/2 year Credit: ½ | This elective course focuses on the physiological principles involved in athletic training and conditioning. Human anatomy, physiology and kinesiology will form the scientific basis in the recognition, prevention and treatment of athletic injuries. In addition the role of the athletic trainer will be covered in detail. Students will be encouraged to acquire practical experience as a student trainer with teams. <i>Prerequisite:</i> Regents Biology and Health Education |
| Holistic Nutrition Course #: 9210 Grades: 10, 11, 12 Course Length: 1/2 year Credit: ½ | <p>This is a 1/2 year course that will focus on what nourishes your body. Nutrition is a secondary source of energy. Primary foods, or nonfood sources of nourishment, are what really fuel us. Primary food goes beyond the plate, nurturing us on a deeper level. The four main primary foods are: Career (School), Relationships, Physical Activity and Spirituality. Of course, what we put in our body affects our health and wellness too. This course will provide a deeper understanding of how our bodies are nourished by providing hands-on experiences where you will have the opportunities to actually apply this knowledge to your personal life, because remember, your health is most affected by the things you do. Come experience how even small changes in your lifestyle behaviors will shift your health and wellness in big ways!</p> <p>This course will be designed with a hands-on approach where the students will actually be learning by doing. They will have the chance to apply health knowledge to their personal lives in the ways that feel right for them. Through these experiences they will get to see changes happening to their body and overall health and wellness.</p> <i>Prerequisite:</i> Health 10 |

Mathematics

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| Regents Algebra 1 Course #: 3020 Grades: 9 Course Length: year Credit: 1 | <p>This is the first of three Regents mathematics courses in the N. Y. State curriculum. Students will develop skills and processes to be applied to problem solving in a variety of settings including: linear equations, quadratics functions, absolute value and exponential functions, coordinate geometry, systems of equations, data analysis, right triangle trigonometry and probability. This course culminates with the N. Y. State Algebra 1 Regents. Passing the Algebra 1 Regents is a N. Y. State requirement for a high school diploma.</p> <p>Prerequisite: Minimum grade performance of 75% in Math 8.</p> |
| Regents Algebra 1 with Lab Course #: 3030/3031 Grades: 9 Course Length: year Credit: 1 | <p>This course follows the same curriculum as Regents Algebra 1. Additional time is provided to allow students to understand concepts through labs and hands-on activities. This course meets 7 ½ times a week and culminates with the N. Y. State Algebra 1 Regents. Passing the Algebra 1 Regents is a state requirement for a high school diploma.</p> <p>Prerequisite: Successful completion of Math 8</p> |
| Honors Geometry Course #: 3011 Grades: 9 Course Length: year Credit: 1 | <p>This is the second of three Regents mathematics courses in the N. Y. State curriculum. The honors material is discussed in great depth and includes challenging experiences and enrichment within the units of study. This course is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from other courses. This course culminates with the N.Y. State Geometry Regents exam.</p> <p>Prerequisite: Minimum grade performance of 85% in Honors Algebra 1</p> |
| Regents Geometry Course #: 3021 Grades: 9, 10, 11 Course Length: year Credit: 1 | <p>This is the second of three Regents mathematics courses in the N. Y. State curriculum. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinated approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence, similarity, properties of triangles, quadrilaterals, and circles will be covered. Three dimensional geometry will be explored. Dynamic geometry software will be used to assist in investigations. This course is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from other courses. This course culminates with the N.Y. State Geometry Regents exam.</p> <p>Prerequisite: Minimum grade performance of 80% in Algebra 1 or departmental recommendation.</p> |
| Regents Geometry with Lab Course #: 3038/3039 Grades: 10, 11 Course Length: year Credit: 1 | <p>This course follows the same curriculum as Regents Geometry. Additional time is provided to allow students to understand concepts through labs and hands-on activities. This course meets 7 ½ times a week and culminates with the N. Y. State Geometry Regents exam.</p> <p>Prerequisite: Successful completion of Regents Algebra 1.</p> |

Mathematics

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| Geometric Applications Course #: 3066 Grades: 10,11 Course Length: year Credit: 1 | This course provides students with an opportunity to explore Geometric concepts within the New York State Regents Geometry curriculum. Particular emphasis is placed on students being able to construct mathematically valid geometric arguments. Topics will include formal geometric proofs, the study of definition, postulate and theorem, logic, transformations, and properties of shapes. These combined skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. Prerequisite: Successful completion of Algebra 1 |
| Honors Algebra 2 Course #: 3012 Grades: 10 Course Length: year Credit: 1 | This is the third of three Regents mathematics courses in the N. Y. State curriculum. The curriculum discusses the Regents Algebra 2 and Trigonometry 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. This course culminates in the N. Y. State Algebra 2 Regents exam. Prerequisite: Minimum grade performance of 85% in Honors Geometry |
| Regents Algebra 2 Course #: 3022 Grades: 10, 11, 12 Course Length: year Credit: 1 | This is the third of three Regents mathematics courses in the N. Y. State curriculum. The course discusses 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 College Board SAT II Subject Test in Math Level I, may be taken at the completion of this course. This course culminates with the N.Y. State Algebra 2 Regents exam Prerequisite: Minimum grade performance of 80% in Regents Geometry or departmental recommendation. |
| Regents Algebra 2 w/ Lab Course #: 3033/3034 Grades: 11, 12 Course Length: year Credit: 1 | This course follows the same curriculum as Regents Algebra 2. 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 N. Y. State Algebra 2 Regents exam. Prerequisite: Successful completion of Regents Geometry or Advanced Algebra and departmental recommendation |
| Advanced Algebra Course #: 3067 Grades: 11, 12 Course Length: year Credit: 1 | This course provides students with an opportunity to explore Algebraic concepts within the New York State Regents Algebra 2 and Trigonometry curriculum. Particular emphasis is placed on students being able to construct mathematically valid algebraic arguments. Topics will include working with real, complex, quadratic, rational, irrational, exponential and logarithmic expressions and equations. The course culminates with a locally generated final exam. Prerequisite: Successful completion of Geometric Applications or Regents Geometry |
| Honors Pre-Calculus Course #: 3013 Grades: 11, 12 Course Length: year Credit: 1 | 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 calculus program in mathematics. The College Board SAT II Subject Test in Math Level II, may be taken upon completion of this course. Prerequisite: Minimum grade performance of 85% in Honors Algebra 2 and Trigonometry. |

Mathematics

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| Pre-Calculus Course #: 3024 Grades: 11, 12 Course Length: year Credit: 1 | This course integrates pre-calculus topics from advanced algebra, analytic geometry, and trigonometry, and then presents an introduction to calculus. The College Board SAT II Subject Test in Math Level II, may be taken upon completion of this course. Prerequisite: Minimum grade performance of 80% in Regents Algebra 2 and Trigonometry or successful completion of College Prep Algebra |
| College Prep Algebra Course #: 3023 Grades: 12 Course Length: year Credit: 1 | This course is intended for the college-bound senior. 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. Prerequisite: Successful completion of Regents Algebra 2 & Trigonometry |
| Trigonometry and Advanced Algebra Course #: 3073 Grades: 11, 12 Course Length: year Credit: 1 | Selected topics from the N. Y. State Regents Algebra 2 and Trigonometry curriculum are included in this course. 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 Advanced Algebra |
| AP Calculus BC/Lab Course #: 3015/3017 Grades: 12 Course Length: year Credit: 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. This course meets 7.5 periods per week. Students will be qualified and expected to take the Advanced Placement Examination. Prerequisite: Minimum grade performance of 93% in Honors Pre-Calculus and departmental recommendation. |
| AP Calculus AB Course #: 3014 Grades: 12 Course Length: year Credit: 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 Advanced Placement Examination. Prerequisite: Minimum grade performance of 85% in Honors Pre-Calculus and departmental recommendation. |
| Honors College Calculus Course #: 3019 Grades: 12 Course Length: year Credit: 1 | This is the L.I.U./C. W. Post college course in Calculus and Analytic Geometry. It carries optional 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. This course discusses the derivative of algebraic and trigonometric functions with applications to rates, maximization and graphing and integration and the fundamental theorem. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly. Prerequisite: Successful completion of Pre-Calculus or departmental recommendation. L.I.U./C. W. Post application, registration procedures, and tuition required for students selecting to receive college credit. |
| Pre-Calculus/College Calculus Course #: 3052 Grades: 12 Course Length: year Credit: 1 | This course is designed for non-accelerated students who demonstrated excellence in Algebra 2/Trigonometry and wish to take Calculus as a senior. This period and a half, Pre-Calculus/Calculus course first develops pre-calculus topics, followed by uncovering the derivative of algebraic and trigonometric functions with applications to rates, maximization and graphing and integration and the fundamental theorem. |

Mathematics

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| | <p>The C. W. Post college course, <u>Calculus and Analytic Geometry I</u>, is taught after completing the required Pre-Calculus curriculum. It carries optional 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. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly.</p> <p>Prerequisite: Minimum grade performance of 85% in Regents Algebra 2 and Trigonometry or permission of the department. L.I.U./ C. W. Post application, registration procedures, and tuition required for students selecting to receive college credit.</p> |
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| <p>Introduction to Statistics Course #: 3027 - A Day 3027 – B Day Grades: 9, 10, 11, 12 Course Length: ½ year Credit: ½</p> | <p>The course will provide a hands-on approach to statistical methods. Students will collect, analyze, display and make inferences about data. Through the use of technology such as Excel and Google Docs, students will use descriptive statistics to communicate their results from student surveys and project-based experiences. Statistics, testing hypotheses and estimating parameters will also be topics discussed in this course. Proficiency will be measured by class work, problem solving, homework and comprehensive examinations. Students who complete this course and Algebra 2 & Trigonometry will be well-prepared to be successful in AP Statistics.</p> <p>Corequisites: This course must be taken along with the typical full year math course. Minimum grade performance of 80% in Regents Math Courses (Algebra I, Geometry or Algebra 2 Trigonometry) or departmental recommendation</p> |
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| <p>AP Statistics Course #: 3028 Grades: 11, 12 Course Length: year Credit: 1</p> | <p>This statistics course develops the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It is equivalent to a one-1/2 year introductory, non-calculus based college course in statistics. AP statistics is a mathematics elective open to students who have completed Algebra 2 and Trigonometry. Students planning on taking AP Science or students who will be involved in the Research Program will benefit greatly from studying AP Statistics. Students will be qualified and expected to take the Advanced Placement Examination.</p> <p>Prerequisite: Minimum grade performance of 85% in Regents Algebra 2 and Trigonometry or departmental recommendation.</p> |
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| <p>Math SAT Prep Course # 3075 Fall A/B 3076 Spring A/B Grades: 10, 11, 12 Course Length: 1/2 year, A day or B day course Credit: ¼</p> | <p>Students preparing to take the PSAT/SAT/ACT exam will be instructed in: number and operations, algebra and functions, geometry, statistics, probability, and data analysis. Each student will be pre-tested to determine their individual instructional needs, and each student will have ongoing individualized conferences to assess their progress.</p> |
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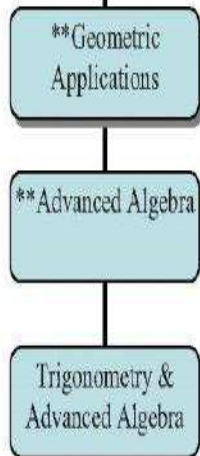
Mathematics

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| <p>Computer Programming 1: Lego Robotics</p> <p>Course #: 3040</p> <p>Grades: 9, 10, 11, 12</p> <p>Course Length: 1/2 year</p> <p>Credit: ½</p> | <p>This course is designed to teach core computer programming logic and reasoning skills using a robotics engineering context. It contains a sequence of projects and challenges organized around key robotics and programming concepts. You will learn how to program a robot to perform different tasks by utilizing a “drag and drop” programming software, while not spending much time building the robot itself. Successful completion of this course will prepare the students for future Computer Programming courses.</p> <p><i>Prerequisite:</i> Successful completion of Math 8 or departmental recommendation</p> |
| <p>Computer Programming 2: Java</p> <p>Course #: 3041</p> <p>Grades: 9, 10, 11, 12</p> <p>Course Length: 1/2 year</p> <p>Credit: ½</p> | <p>This course is an extension of Computer Programming 1 with additional emphasis on program design and the utilization of Java. Programming concepts will be applied to real world situations and gaming will be introduced. Successful completion of this course will prepare the students for future Computer Programming courses.</p> <p><i>Prerequisite:</i> Successful completion of Computer Programming 1 or departmental recommendation</p> |
| <p>Computer Programming 3: Gaming</p> <p>Course #: 3042</p> <p>Grades: 10, 11, 12</p> <p>Course Length: 1/2 year</p> <p>Credit: ½</p> | <p>This course is an extension of Computer Programming 2 with emphasis on creating gaming applications. Exploration of different coding techniques to produce “games” will be discovered in this course.</p> <p><i>Prerequisite:</i> Successful completion of Computer Programming 2 or departmental recommendation</p> |
| <p>Computer Programming 4: Applications</p> <p>Course #: 3043</p> <p>Grades: 10, 11, 12</p> <p>Course Length: 1/2 year</p> <p>Credit: ½</p> | <p>This course is an extension of Computer Programming 3 with emphasis on creating applications. Exploration of programming for android devices will be discovered in this course.</p> <p><i>Prerequisite:</i> Successful completion of Computer Programming 3 or departmental recommendation</p> |
| <p>AP Computer Science A</p> <p>Course #: 3044</p> <p>Grades: 11, 12</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>The content of Computer Science A is a subset of Computer Science AB. In brief Computer Science A consists of a study of:</p> <ol style="list-style-type: none"> 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. <p>Students will be qualified and expected to take the Advanced Placement Computer Science A Exam.</p> <p><i>Prerequisite:</i> Successful completion of Computer Programming 1 and Computer Programming 2</p> |

Mathematics

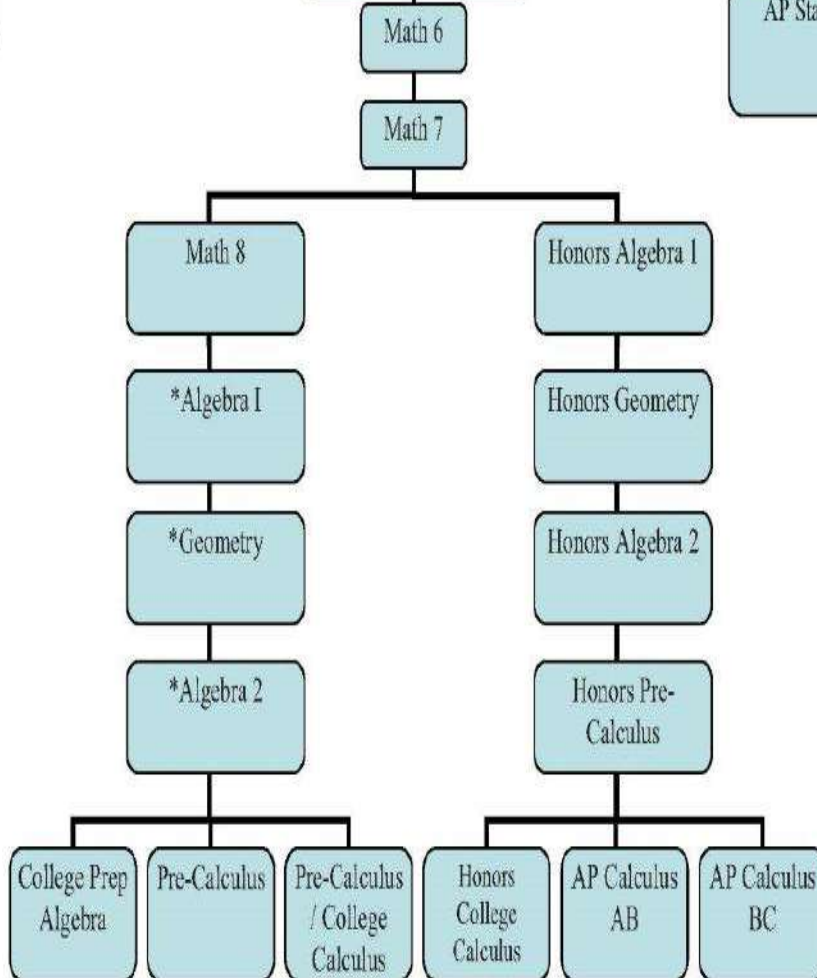
Mathematics Department 2015- 2016

Regents Diploma



**** Advanced Algebra and Geometric Applications are not NCAA approved**

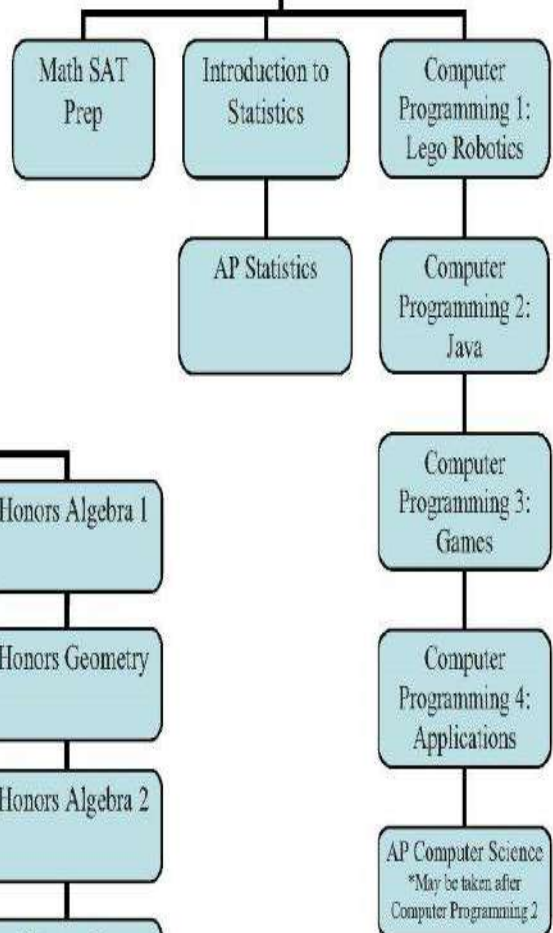
Diploma With Distinction



*** Students may be recommended to enroll in a Lab class for Algebra 1, Geometry or Algebra 2**

Students may move up or down between these paths based upon their performance.

Electives



Music Department

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| Concert Choir Course #: 9101 Grades: 9-12 (Boys) 11-12 (Girls) Course Length: year Credit: 1 | <p>This ensemble provides an opportunity for singers to perform both standard and advanced choral music focusing on mixed choir literature in a wide variety of genres. Students should have prior choral experience, intermediate choral technique and a sight-reading ability. Weekly pullout lessons on a rotating basis are required of each student where sight-singing, ear training and vocal techniques will be emphasized. Attendance at all school concerts and scheduled performances are required. Students may also be asked to perform at local and regional competitions as well as NYSSMA Major Organization Festivals.</p> <p>Prerequisite: Departmental recommendation.</p> |
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| Women's Choir Course #: 9102 Grades: 9 and 10 (girls only) Course Length: year Credit: 1 | <p>This ensemble provides an opportunity for soprano and alto singers to perform both standard and advanced choral music focusing on treble choir literature in a wide variety of genres. Students should have prior choral experience, intermediate choral technique and sight-reading ability. Weekly pullout lessons on a rotating basis are required of each student where sight-singing, ear training and vocal techniques will be emphasized. Attendance at all school concerts and scheduled performances are required. Students may also be asked to perform at local and regional competitions as well as NYSSMA Major Organization Festivals.</p> <p>Prerequisite: Departmental recommendation.</p> |
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| Band Course #: 9109 Grades: 9 Course #: 9103 Grades: 10, 11, 12 Course Length: year Credit: 1 | <p>The high school band is comprised of a marching band and two separate concert bands. During the football season and for all required marching performances, all band students participate as a member of the marching band. Participation requirements for marching band include parades, football games, competitions and homecoming events. During concert season, the band will be divided into a 9th-10th grade band and an 11th-12th grade band. Participation requirements for the two concert bands include school concerts, festivals, graduation, district festivals, the NYSSMA Major Organizations Festival (if applicable) and/or equivalent competitions. Standard concert band and wind ensemble literature will be explored and performed throughout the school year. One lesson per week on a rotating period basis is required of all students in the program. Students are also encouraged to attend a three-day band camp at the end of August during which time uniforms are distributed and marching band music is rehearsed.</p> <p>Prerequisite: Departmental recommendation</p> |
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| Orchestra Course #: 9110 Grades: 9-10 Course #: 9104 Grades: 11, 12 Course Length: year Credit: 1 | <p>This course provides experience in reading and performing standard symphony orchestra literature with an emphasis on improvement of individual and ensemble instrumental technique. One lesson 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.</p> <p>Prerequisite: Departmental recommendation.</p> |
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Music Department

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| Music Theory I Course #: 9105 Grades: 9, 10, 11, 12 Course Length: year Credit: 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 |
| Music Theory II Course #: 9106 Grades: 10, 11, 12 Course Length: year Credit: 1 | Music Theory II provides an advanced study of music literature and theoretical practices, including ear training and sight reading. This course is designed for the more serious-minded student looking to pursue a career in music. Prerequisite: Music Theory I |
| Music In Our Lives Course #: 9108 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | As an extension of the middle school “Music Explorations” curriculum, this exciting course is designed to meet the needs of the music student not enrolled in one of our performing ensembles (band, chorus, orchestra) but who wishes to fulfill the one credit arts graduation requirement by being involved in the wonderful world of music! Students will be utilizing the latest state-of-the-art music technology in our newly established high school music labs. With an emphasis on music appreciation and exploration, student experiences will include; listening, analysis, performing, composing and using basic music skills and technology to create their own music. Project-based assessments will be required of each student. This course fulfills the NYSED 1 credit arts requirement for graduation. Prerequisite: An interest in and/or appreciation of music! |
| Music Production Technology Course #: 9112 Grades: 10, 11, 12 Course Length: year Credit: 1 | Students will receive instruction in the fundamental elements of music technology. This course provides traditional and non-traditional music students with the ability to record, edit, compose, arrange, and notate music using some of the latest technologies. Emphasis will be placed on the integration of musical performance skills and navigation of various types of music software. A portfolio of musical projects will be produced using a variety of music applications. This course is designed as an elective for students in grades 10-12 who have already completed one high school music credit. This course <u>does not</u> fulfill the N. Y. State Education Department 1.0 credit in the arts for graduation. Prerequisite: 1 year of either: Band, Chorus, Orchestra, Music Theory or Music in Our Lives or a strong music and technology background under departmental recommendation. |

Music Department

Half Hollow Hills Music Conservatory

Half Hollow Hills Music Conservatory is a district-sponsored program designed to recognize student commitment and achievement in musical performance and/or musical composition. The program includes academic, leadership and performance-based components connected to our music curriculum.

The Conservatory will allow students the opportunity for and provide the skills necessary in preparing for a career in music and/or in entering a music college or conservatory. Through a rigorous and disciplined focus, students will participate in musical activities in performance and/or composition, self-reflection, historical context and multiculturalism.

Graduates are prepared to begin an advanced degree in a competitive college environment. Students who choose to participate in the Music Conservatory will receive a strong foundation in musical concepts, and the skills necessary to move forward as independent, responsible, and self-directed learners. Students will gain the confidence needed to develop repertoire, take risks, and turn challenges into numerous possibilities for their future career choices.

Upon completion of the corresponding program requirements, students' transcripts will indicate a Distinction in Music or Advanced Distinction in Music. **The appropriate club advisors and your guidance counselor must sign completed forms before submission to your primary music teacher by June 1.**

Program Overview:

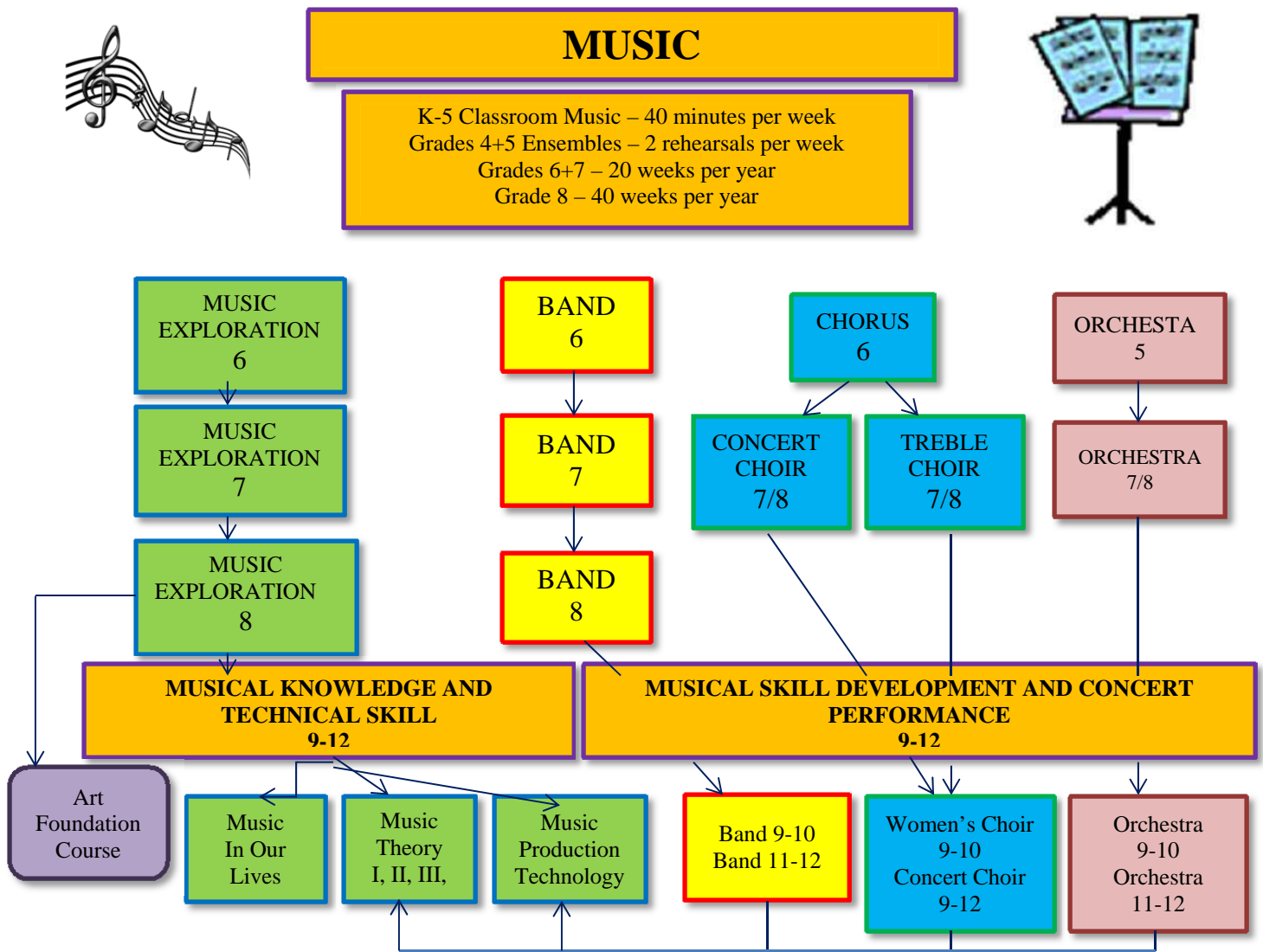
Distinction in Music

- 4 Music credits
- Overall average: 85% minimum
- 2 years of NYSSMA All-State Solo Ratings (Guitar/Piano included): 6A in first year and 6A+ in second year
- Active member in good standing of the Tri-M Music Honor Society (one-year minimum)
- Active member in good standing for a minimum of **two** full years in any **one** of the following: Jazz Band, Cross-Campus Chamber Choir, Cross-Campus Chamber Orchestra, Cross-Campus Wind Ensemble, Blue Notes/Vocal Jazz Ensemble, Spring Musical Pit Orchestra

Advanced Distinction in Music

- 5 Music credits
- Overall average: 90% minimum
- Receive a NYSSMA Solo Rating of All-State 6A+ for **two** years (Guitar/Piano students included)
- Active member in good standing of the Tri-M Music Honor Society (two-year minimum)
- Active member in good standing for a minimum of two (2) full years in any **auditioned ensemble**: Jazz Band, Cross-Campus Chamber Choir, Cross-Campus Chamber Orchestra, Cross-Campus Wind Ensemble, Blue Notes Ensemble
- Performance of a senior recital. Students seeking the Advanced Distinction will present repertoire to the Music Conservatory committee for approval

Music Department



NOTE: “Music Exploration **” students may take either “Music in Our Lives” or a foundation art course to satisfy the required one (1) unit High School 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

Fine 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

Physical Education – 1 year (40 weeks) = ½ credit A/B Schedule

Physical Education is a N. Y. State required course. Successful completion totaling 2 units of credit of Physical Education in Grades 9-12 (4 years) is necessary for graduation.

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 N. Y. State. A pupil is required to have a cumulative passing average in physical education each year he/she is in school prior to graduation. **ALL pupil physical education grades are a part of and are included in the grade point average.**

Individual activities strand – weight training, golf, tennis, badminton, yoga, fitness testing, aerobics, dance.

Team sports activities strand – flag football, volleyball, ultimate Frisbee, whiffle ball, floor hockey, fitness testing, softball, track and field

Outdoor Education orienteering, rock climbing, practicing fly fishing skills on land, winter hiking on school grounds, ropes elements course, amazing race themed challenge, outdoor education skills (knot tying, weather identification, plant and animal identification, wilderness survival, tent assembly, gear packing, first aid, map reading).

Physical Education Department

General Physical Education Program

The physical education experience is designed to facilitate and include a variety of sport and physical activities for all Half Hollow Hills High School Students. To accomplish this objective, the benefits of sport and physical activity are taught through 8 different categories. These activities have been designed to provide a maximum opportunity for all students and meet the N.Y.S. Learning Standards listed below.

Learning 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.

Learning Standard 1B: Students will design personal fitness programs to improve aerobic endurance, flexibility, muscular strength, endurance, and body composition.

Learning Standard 2A: Students will demonstrate responsible personal and social behavior while engaged in physical activity.

Learning Standard 2B: Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

Learning Standard 2C: Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Learning Standard 3A: Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.

Learning Standard 3B: Students will be informed consumers and able to evaluate facilities and programs.

Learning Standard 3C: Students will be aware of some career options in the field of physical education and sports.

Physical Education Department

Sport and Physical Activity Menu

| Team Passing Games | Net/Wall Games | Target Games | Striking/Fielding Games |
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| Basketball Floor Hockey Flag Football Soccer(outdoor) Team Handball Ultimate Frisbee | Badminton Handball Pickle-Ball Table Tennis Tennis Volleyball | Golf | Softball Floor Hockey |

| Dance & Aesthetics | Outdoor Activities | Personal Performance Activities | Fitness Activities |
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| Ballroom Dance, Creative Dance Dance Dance Revolution (DDR) Square Dance | Adventure Education Orienteering Wall Climbing Project Adventure | Self Defense ***Swimming (HSW) Walk for fitness Yoga | Cardio Kick-Boxing (11 /12) Pilates (11/12) Step Aerobics (11/12) Weight Training (11/12) Tae Bo (11&12) |

*** These courses are only available at High School West facilities.

In **9th and 10th** grade students have a set curriculum. The design is to expose the students to a variety of units found throughout the sports menu during the first two years of physical education.

The **11th and 12th** grade students have a choice of units from the sports menu based on space availability and equipment availability. All students are working towards competency and proficiency levels for graduation.

Competency -Students should be able to participate in an adult recreational level of the game, suitable for a health-enhancing level of play.

Proficiency- Students should be able to participate in some activities beyond the level of competency. Proficiency assumes more advanced performance of skills and strategy and the ability to demonstrate the leadership in the game or activity through helping other players.

Physical Education Department

Physical Education Activities May Include:

Adapted Physical Education- A program designed to meet the individual needs of those students who have an IEP (Individualized Education Plan).

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.

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.

Cardio Kick-Boxing (11 & 12 grade) - A cardiovascular, fat burning workout using different styles of kick boxing, boxing and martial arts techniques.

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.

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.

Orienteering-This course will focus on learning how to navigate the outdoors using a map and compass. Locating specific geographic features in the woods, timed from start to finish, participants will compare their time and route choices with others, and enjoy recreational orienteering without competition.

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.

Science Department

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| <p>Living Environment Foundations in Biology</p> <p>Course #: 4068</p> <p>Grades: 9</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This laboratory oriented and practical science course is designed to meet the needs of a select student population. 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, while focusing on specific scientific and academic skills required in a Regents program. Specific lessons addressing chart reading, laboratory techniques and other critical components are given special emphasis. These skills, combined with lessons in study skills, are designed to prepare students for the Living Environment Regents examination. The class meets 7½ periods per week and completion of this course meets part of the N.Y.S. graduation requirement.</p> <p>Prerequisite: Staff and/or counselor recommendation.</p> |
| <p>Physical Setting – Earth Science</p> <p>Course #: 4020</p> <p>Grades: 9</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>In this course, students study the basic 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.</p> <p>Prerequisite: Successful completion of 8th grade science</p> |
| <p>Living Environment - Biology</p> <p>Course #: 4022</p> <p>Grades: 10, 11, 12</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This laboratory oriented and practical science course is designed to meet the needs of a select student population. 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, while focusing on specific scientific and academic skills required in a Regents program. Specific lessons addressing chart reading, laboratory techniques and other critical components are given special emphasis. These skills, combined with lessons in study skills, are designed to prepare students for the Living Environment Regents examination. The class meets 7½ periods per week and completion of this course meets part of the N.Y.S. graduation requirement.</p> <p>Prerequisite: Successful completion of Earth Science Regents.</p> |
| <p>Living Environment – Biology Honors</p> <p>Course #: 4012</p> <p>Grades: 9</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>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.</p> <p>Prerequisite: 85% in Honors Earth Science or departmental recommendation.</p> |

Science Department

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| <p>AP Biology</p> <p>Course #: 4042</p> <p>Grades: 11, 12</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>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.</p> <p>Prerequisite/Co-requisite: 90% in Honors Living Environment and Honors Chemistry and/or departmental recommendation.</p> |
| <p>Physical Setting - Chemistry</p> <p>Course #: 4024</p> <p>Grades: 10, 11, 12</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>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.</p> <p>Prerequisite: Regents Living Environment and Regents Algebra.</p> |
| <p>Physical Setting – Chemistry Honors</p> <p>Course #: 4014</p> <p>Grades: 10, 11</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>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.</p> <p>Prerequisite: 85% in Honors Living Environment and departmental recommendation.</p> <p>Co-requisite: Algebra 2 and Trigonometry</p> |
| <p>Practical Chemistry (A and B)</p> <p>Course #: A4060 B4061</p> <p>Grades: 12</p> <p>Course Length: 1/2 year</p> <p>Credit: ½</p> | <p>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 1/2 year course meets five periods per week and concludes with a final examination. Chemistry B requires Chemistry A as a prerequisite.</p> <p>Prerequisite: Regents Living Environment and/or departmental recommendation.</p> |

Science Department

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| AP Chemistry Course #: 4044 Grades: 11, 12 Course Length: year Credit: 1 | <p>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 basic 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 are expected to take the Advanced Placement examination in May. The course meets 7½ periods per week.</p> <p>Prerequisite: 90% in Honors Living Environment, Honors Chemistry, Honors Algebra 2 and Trigonometry and/or departmental recommendation.</p> |
| Physical Setting - Physics Course #: 4026 Grades: 11, 12 Course Length: year Credit: 1 | <p>This is a challenging physical science course exploring the relationships between matter and energy. The course investigates matter, energy, mechanics, sound, light and electricity 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.</p> <p>Prerequisite: Regents Chemistry, Regents Algebra 2 and Trigonometry and/or departmental recommendation.</p> |
| Physical Setting - Physics Honors Course #: 4016 Grades: 11, 12 Course Length: year Credit: 1 | <p>This course is enriched and an academically more rigorous course than the Regents Physical Setting-Physics course. In addition, this course will enable students to further develop their skills and techniques in the application of mathematics as the language of physics. 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.</p> <p>The course meets 7 ½ 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.</p> <p>Prerequisite: 85% in Honors Chemistry, Honors Algebra 2 and Trigonometry and/or departmental recommendation.</p> |
| AP Physics 1 & 2 Course #: 4038 Grades: 11, 12 Course Length: year Credit: 1 | <p>This advanced course is designed to be an algebra-based physics course equivalent to a general physics course usually taken during the first year of college. This challenging course will cover content outlined in both AP Physics 1 and AP Physics 2 in a single year. Students that plan to enroll in AP Physics C before graduation are encouraged to enroll. Topics such as Newtonian mechanics, fluid mechanics, thermodynamics, electricity and magnetism, waves and optics, modern physics are presented in considerable depth. This course fulfills the laboratory science requirement and will prepare students for the AP Physics 1, AP Physics 2, and the NYS Regents Physics exams. This course meets 10 periods per week.</p> <p>Prerequisite: 90% in Honors Chemistry, Honors Algebra 2 and Trigonometry and/or department recommendation.</p> |

Science Department

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| <p>AP Physics C Level</p> <p>Course #: 4046</p> <p>Grades: 12</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>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 1/2 year 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 expected to take the Advanced Placement Physics level “C” examination in May. This course meets 7½ periods per week.</p> <p>Prerequisite: 90% in AP Physics 1 & 2 and departmental recommendation.</p> <p>Co-requisite: AP Calculus AB or BC</p> |
| <p>Practical Physics (A and B)</p> <p>Course #: A4070 B4071</p> <p>Grades: 12</p> <p>Course Length: 1/2 year</p> <p>Credit: ½</p> | <p>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 1/2 year course meets five periods per week, and concludes with a district wide final examination.</p> <p>Prerequisite: Physical Setting Chemistry or Practical Chemistry</p> |
| <p>Living Environment AP Environmental Science (LEAPES)</p> <p>Course #: 4048</p> <p>Grades: 9</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This course is an advanced alternative to Honors Biology for 9th grade students. It follows a combined curriculum of both Honors Biology and AP Environmental Science. This course is designed to explore environmental topics with a special focus on the biological sciences. Due to the fast pace and depth of material, extensive work outside the classroom will be required. All students will be required to take the AP exam in May and the Living Environment Regents exam in June. Students are encouraged to take the College Board SAT II Subject Test in Biology-E. Summer assignments are mandatory</p> <p>Prerequisite: Placement by teacher and department recommendation only. To qualify for consideration, students must maintain a 95% average in Honors Earth Science and successfully complete all pre-AP assignments.</p> |

Science Department

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| AP Environmental Science Course #: 4028 Grades: 11, 12 Course Length: year Credit: 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 develop solutions to address them. The focus of the course is to investigate the scientific principles behind the environmental problems and issues. Students are also encouraged to become involved with science research. Upon successful completion of the course, students will be expected to sit for the corresponding Advanced Placement examination in May. Prerequisite: 90% or higher in three years of high school laboratory science such as Regents Chemistry and/or departmental recommendation. |
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| AP Psychology Course #: 4090 Grades: 11, 12 Course Length: year Credit: 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 1/2 year 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 are expected to take the AP examination in Psychology. Prerequisite: 90% or higher in two years of high school laboratory science such as Regents Chemistry and/or departmental recommendation. |
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Elective Science Courses:

College & Career Readiness – each of the following science electives will include a research assignment (research paper, research presentation, research project) that will require students to conduct a sustained research project to answer a self-generated question. Students will be expected to use multiple, reliable sources to synthesize a single project that demonstrates a deep understanding of the subject of study

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| Astronomy Course #: 4051 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: 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 1/2 year. Prerequisite: Regents Earth Science and/or departmental recommendation. |
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| Forensic-Criminalistics Science Course #: 4091 Grades: 11, 12 Course Length: 1/2 year Credit: 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. |
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Science Department

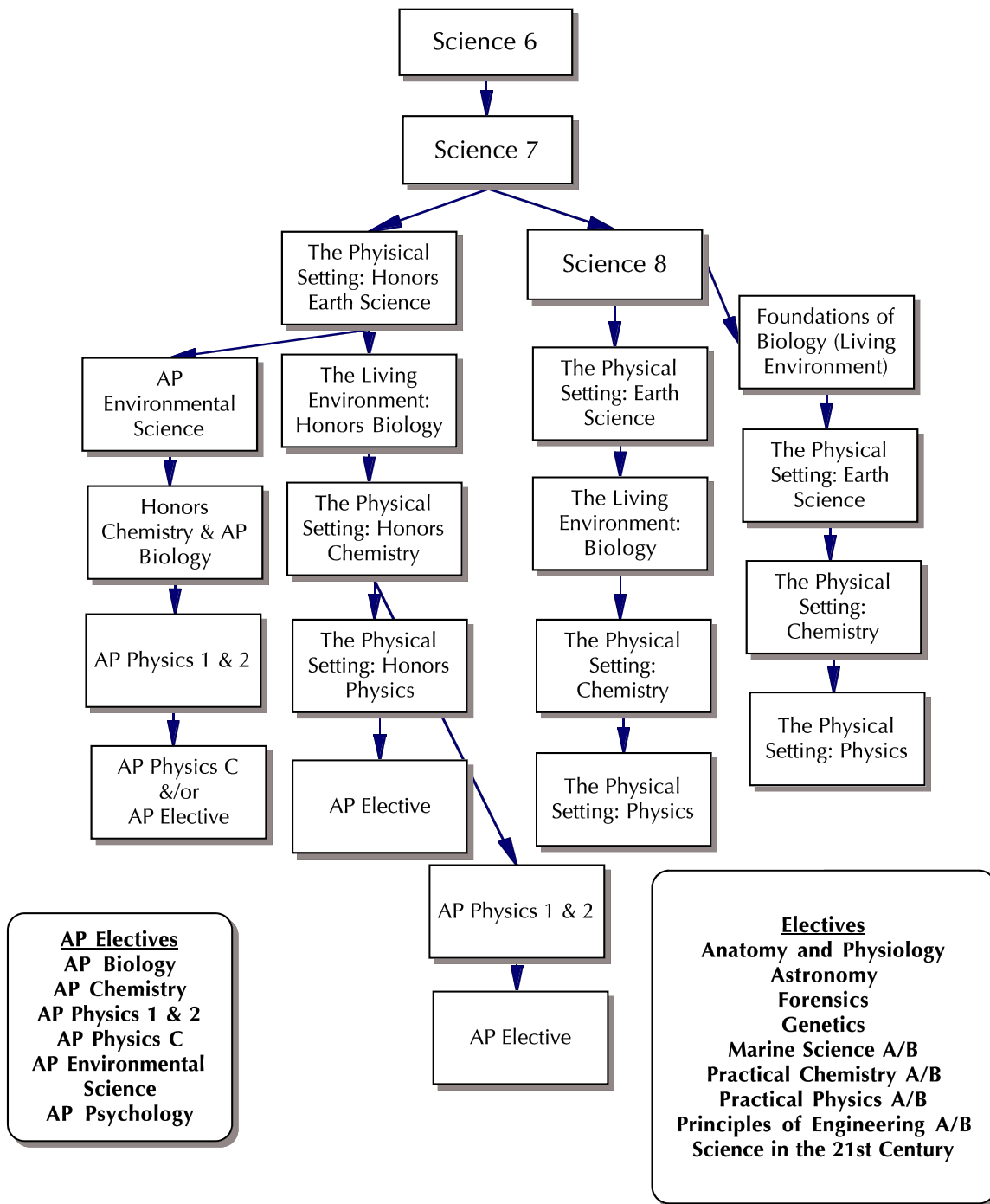
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| Genetics Course #: 4056 Grades: 10, 11, 12 Course Length: 1/2 year Credit: ½ | This exciting elective will be of great interest to students contemplating careers in law, law enforcement, medicine, agriculture and business. Students will be exposed 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 1/2 year. Prerequisite: Regents Living Environment and/or departmental recommendation. |
| Marine Science (A and B) Course #: A4075 B4076 Grades: 11, 12 Course Length: 1/2 year Credit: 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 1/2 year course concludes with a final examination and meets 5 periods per week. Prerequisite: Marine Science B requires Marine Science A. |
| Principles of Engineering (A and B) Course #: (A) 4077 (B) 4078 Grades: 9,10, 11, 12 Course Length: ½ year Credit: ½ credit <i>(Please note: 9th graders who complete Earth Science in Middle School are eligible to enroll in Principals of Engineering.)</i> | This course prepares students for a post-secondary education in a variety of engineering disciplines. Principles of Engineering A emphasizes mechanical, civil, and/or architectural engineering programs. Principles of Engineering B emphasize electrical, computational, systems, and robotics engineering programs. The course will expose students to the engineering design algorithm for solving design problems, as well as acquaint them to fundamental mathematics and physics principles necessary for a post-secondary study of engineering. Students will work in teams to design, create, and test projects related to the various disciplines mentioned. The class will meet five periods per week and concludes with a final exam. Prerequisite: Successful completion of Earth Science. *Principles of Engineering A is not a prerequisite for Principles of Engineering B |
| Anatomy and Physiology Course #: 4092 Grades: 11, 12 Course Length: 1/2 year Credit: ½ | This course begins with an introduction in the human body and the key chemistry concepts needed to understand its processes. Each of the nine systems of the body is covered in detail and laboratory experiences are provided related to the body system being studied. This class will meet five periods per week and conclude with a final examination. Prerequisite: Living Environment |

Science Department

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| Science in the 21st Century Course #: 4080 Grades: 11, 12 Course Length: year, every other day Credit: ½ | <p>This course will provide students opportunities to investigate some of the most pressing scientific problems that are facing the human population. Problems associated with antibiotic resistance, global climate change, genetically modified foods, pollution, alternative energy generation, increases in human population, and others will be discussed and investigated. Enrolled students will develop a scientific understanding of the various global issues and investigate possible solutions. Students will also examine the political, social, and economic complications associated with each solution. The course is designed to increase the scientific literacy of our students today and prepare them to make informed choices, as they become the decision makers of tomorrow.</p> <p><i>Prerequisite:</i> Two units of high school science including Living Environment Biology.</p> |
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Science Department

Science Department



Social Studies Department

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| Regents Global History and Geography I Course #: 2020 Grades: 9 Course Length: year Credit: 1 | <p>This course is the first year of a two-year required course of study in world history. Students will learn about the Ancient World, Expanding Zones of Exchange and Encounter from 500 - 1200, 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 NY State Standards of geography, history, economics and government. Students will analyze and evaluate historical documents, and will write descriptive and document-based essays on the important themes in world history. The course concludes with a district final examination.</p> <p>Prerequisite: Mastery Social Studies 8</p> |
| Honors Global History and Geography I Course #: 2010 Grades: 9 Course Length: year Credit: 1 | <p>This course is the first year of a two-year required course of study in world history. The course follows a chronological approach beginning with a study of Paleolithic and Neolithic times and concludes with a close look at Europe during the Age of Discovery. The course emphasizes an understanding of the major developments and trends in world history, as well as teaching and promoting historical thinking and writing skills. Students will analyze and evaluate historical documents as well as compare secondary accounts of the past. The course concludes with a district final examination. Students who take this course will continue their study of world history in 10th grade and will be prepared to take either AP World History or Honors Global History and Geography II.</p> <p>Prerequisite: Minimum of 90% average in Mastery Level 8 Social Studies and departmental/teacher recommendation.</p> |
| Regents Global History and Geography II Course #: 2021 Grades: 10 Course Length: year Credit: 1 | <p>This is the second year of a two-year required sequence in Global History and Geography. Students will learn about the Age of Revolution, major world events of the 19th and 20th centuries, and to make connections to current events. The NY State Standards of geography, world history, economics and government will be emphasized. Students will analyze and evaluate historical documents and will write descriptive and document-based essays on the important themes in world history. Students will take a Regents examination covering two years of Global History and Geography at the conclusion of the course.</p> <p>Prerequisite: Successful completion of Regents Global History and Geography I.</p> |
| Honors Global History and Geography II Course #: 2011 Grades: 10 Course Length: year Credit: 1 | <p>This is the second year of a two-year required sequence in Global History and Geography. Students will learn about the Age of Revolution, major events and trends of the 19th and 20th centuries, and to make connections to current events. They will analyze and evaluate historical documents and will write descriptive and comparative essays on turning points in world history. The NY 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. Materials and assignments are more rigorous. At the conclusion of the course students will take a Regents examination covering two years of Global History and Geography.</p> <p>Prerequisite: 85% average in Global I Honors and departmental/teacher recommendation.</p> |

Social Studies Department

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| <p>AP World History</p> <p>Course #: 2009</p> <p>Grades: 10</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This is a college-level course that continues the 9th grade study of world history. Focused on world history from 1450 to the present, this course builds upon the skills, habits of mind, and knowledge that students were introduced to in the 9th grade. The course emphasizes an understanding of the major developments and trends in world history, as well as teaching and promoting historical thinking and writing skills. Students in this course will analyze and evaluate historical documents and will write descriptive comparative and change-over-time essays, as well as document-based essays on the important themes in world history. This is a college level course and students will take both the College Board World History examination and the Regents examination in Global History at the conclusion of this course.</p> <p>Prerequisite: 90% average in Honors Global History and Geography I and departmental/teacher recommendation. A summer assignment will be required.</p> |
| <p>Regents United States History and Government</p> <p>Course #: 2022</p> <p>Grades: 11</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This course is mandated by NY State and is designed to provide students with a survey of the major events and trends in our nation's history. The course stresses an understanding of enduring Constitutional issues that have impacted our political, economic and social history. 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.</p> <p>Prerequisite: Successful completion of Regents Global History and Geography II.</p> |
| <p>Honors United States History and Government</p> <p>Course #: 2012</p> <p>Grades: 11</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>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 document-based essays. Students will take the Regents examination in United States History and Government at the conclusion of the course.</p> <p>Prerequisite: 85% average in Honors Global History and Geography II and departmental/teacher recommendation.</p> |
| <p>AP United States History</p> <p>Course #: 2014</p> <p>Grades: 11</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This college-level course emphasizes major themes of American history from the founding of the first colonies to the present. Historical thinking skills and habits of mind including evaluating evidence, creating arguments, 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 both the College Board Advanced Placement Exam in United States History and the United States History and Government Regents Examination at the conclusion of the course.</p> <p>Prerequisite: 85% average in AP European History or 90% average in Honors Global History and Geography II and departmental/teacher recommendation. A summer assignment will also be required.</p> |

Social Studies Department

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| <p>Regents Social Studies 12: Part I Part I – Regents Participation in Government <u>Students must pass Part I and Part II to fulfill graduation requirement</u></p> <p>Course #: 2024 Grades: 12 Course Length: ½ year Credit: ½</p> | <p>The course curriculum will create an active and involved citizen who will explore important topics in all levels of government. Students will be encouraged to make connections between the structure of governmental processes and the role of the citizen in influencing this process.</p> <p><i>Prerequisite:</i> Regents United States History and Government</p> |
| <p>Regents Social Studies 12: Part II Regents Economics <u>Students must pass Part I and Part II to fulfill graduation requirement</u></p> <p>Course #: 2025 Grades: 12 Course Length: ½ year Credit: ½</p> | <p>Students will participate in learning activities that will enhance understanding of the principles and theories that are the foundation of our economic system. Students will study topics such as the global economy, the United States economic system, enterprise system, labor and business, personal finance, fiscal and monetary policy, and the impact of globalization on the nation's economy.</p> <p><i>Prerequisite:</i> Regents United States History and Government</p> |
| <p>Honors Social Studies 12: Part I Honors Participation in Government <u>Students must pass Part I and Part II to fulfill graduation requirements.</u> Government</p> <p>Course #: 2017 Grades: 12 Course Length: ½ year Credit: ½</p> | <p>Students will explore the concepts of justice, equality, responsibility and virtue within the American experience. Materials and assignments are more rigorous than those used in the Regents level course.</p> <p><i>Prerequisite:</i> 90% average in Honors United States History and Government and departmental/teacher recommendation.</p> |
| <p>Honors Social Studies 12: Part II Honors Economics <u>Students must pass Part I and Part II to fulfill graduation requirements.</u></p> <p>Course #: 2018 Grades: 12 Course Length: ½ year Credit: ½</p> | <p>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. Materials and assignments are more rigorous than those used in the Regents level course.</p> <p><i>Prerequisite:</i> 90% average in Honors United States History and Government and departmental/teacher recommendation.</p> |
| <p>AP Economics (Macro/Micro) and American Government</p> <p>Course #: 2016 Grades: 12 Course Length: year Credit: 1</p> | <p>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. This is a college level course and students will take the College Board Advanced Placement Exam in both Macroeconomics and Microeconomics. This course fulfills Economics and Government requirements for graduation.</p> <p><i>Prerequisite:</i> 85% average in AP United States History or 90% average in Honors United States History and Government and departmental/teacher recommendation. A summer assignment will also be required.</p> |

Social Studies Department

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| <p>Advanced Placement United States Government and Politics and Economics</p> <p>Course #: 2015</p> <p>Grades: 12</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>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 explored include: On what basis does the legitimacy of ethnic cleavages affect a political and economic system? Does the free market system operate effectively in the 21st century? How does government policy influence the economy? How do economic and political conditions influence the development of the American Constitution? This is a college level course and students will take the College Board Advanced Placement Exam in United States Government and Politics. This course fulfills economics and government requirements for graduation. <i>Prerequisite:</i> 85% average in AP United States History or 90% average in Honors United States History and Government and departmental/teacher recommendation. A summer assignment will also be required.</p> |
| <p>Senior Experience</p> <p>Course #: 2080</p> <p>Grades: 12</p> <p>Course Length: year</p> <p>Credit: 2</p> <p>Note: This 2 credit course is taken in conjunction with Senior Experience English and satisfies the English 12 and Government/Economics requirements. It is one of the qualifying classes for the Business Academy.</p> | <p>Senior Year Experience is an interdisciplinary class that provides real-world application of the skills and knowledge students acquire prior to entering twelfth grade. In unique and meaningful ways, the course connects the learning that happens in the classroom to the larger world and business community. Senior Year Experience promotes independence, self-discipline, initiative, advocacy, and the ability to be an effective communicator and leader. Students attend a double-period humanities class three days per week and attend an internship of their choosing two days per week. The curricular portion of Senior Year Experience is taught by an English and Social Studies teacher and has been thematically designed around a host of modern global issues that affect students' daily lives. The internship portion of the class gives students hands-on work experience in their chosen profession/interest for a minimum of four hours per week. The curriculum bridges themes students study in class with their internship experiences. By gaining an understanding of these themes and real-world connections, students broaden their background knowledge and strengthen their ability to positively participate in the world around them. <i>Prerequisite:</i> Successful Completion of US History & Government and English 11 and an application process.</p> |

Social Studies Department

The Courses Listed Below Are Electives and Do Not Satisfy The Twelfth Grade Requirement

Social Studies Elective courses deepen students understanding of the important concepts and ideas connected to the course topics. Social Studies electives allow students to explore areas of interest, as well as to explore topics that they are unfamiliar with. Many of the electives include a study of current events/issues and help students to better understand the world around them. Students who choose to take a Social Studies elective will be expected to participate in deliberate discussions and/or to conduct research.

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| AP European History Course #: 2013 Grades: 11 & 12 with teacher and/or departmental recommendation Course Length: year Credit: 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. This is a college level course and students will take the College Board Advanced Placement Exam in European History. |
| AP Human Geography Course #: 2040 Grades: 9, 10, 11, & 12 with teacher and/or departmental recommendation Course Length: year Credit: 1 | This college level course introduces students to the importance of spatial organization, including the location of places, people and events, and the connections among places and landscape and the understanding of human life on Earth. While history poses “When and why?” human geography asks “Where and Why?” Students will explore population and the ways in which the human population is organized geographically, cultural patterns and processes and the way geographers assess cultural groups as defined by language, religion, race, ethnicity, and gender, the political organization of space, industrial and economic development as it relates to space utilization, and urban land use, as well as other provocative topics. Several projects will be assigned. This is a college level course and students will be expected to take the AP Human Geography exam. A summer assignment will be required. |
| Exploring Teaching Course #: 2065 Grades: 10, 11, 12 Course Length: ½ year Credit: ½ | This course introduces students to the fundamental understandings of teaching and learning. Students will explore cognition with attention to learning style theory, critical thinking skills, the multiple intelligences, learning styles and learning disabilities. Students will have the opportunity to analyze themselves as learners. Later in the course, students will examine the basic skills of teaching including basic lesson design, questioning skills, class management strategies and the selection of effective learning materials. Opportunities for visitation to elementary classrooms will be arranged. Students will be required to create actual lessons and conduct them in elementary classrooms. This course is designed for students who are considering careers in education. It will provide a foothold for students pursuing undergraduate programs in education in any college or university. Participants are strongly encouraged to join the Future Educators’ Club as an adjunct to this course. |

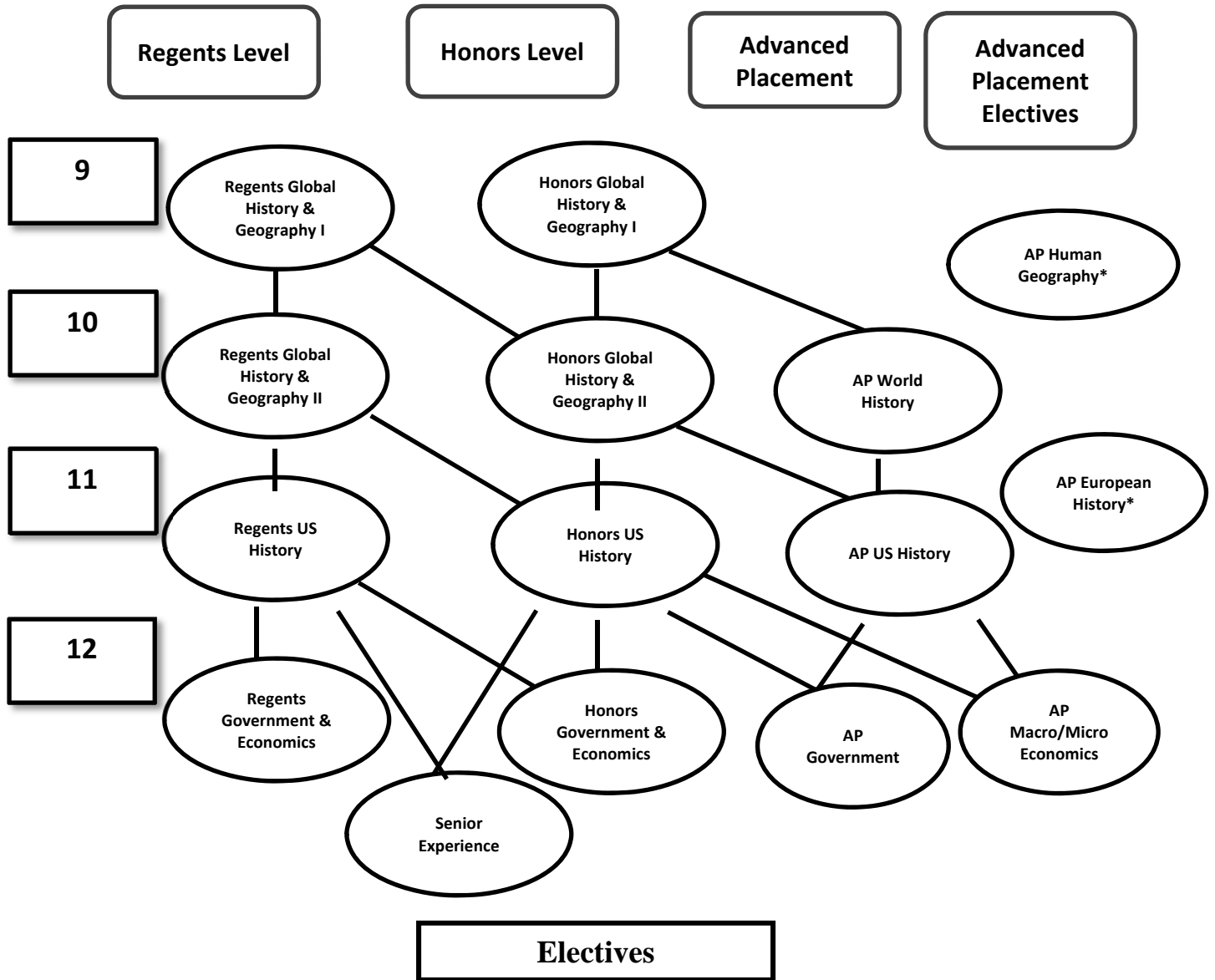
Social Studies Department

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| Ethics Course #: 2066 Grades: 10, 11, 12 Course Length: ½ year Credit: ½ | This course is designed to examine current ethical questions regarding the world that we live in. The issues will be explored through scientific/legal/sociological perspectives. Some of these issues may include steroid use, vaccination policies, genetic testing, euthanasia, and others. This course is designed to heighten students' awareness and illustrate the frequent conflicts that confront government as well as the individual when trying to balance scientific data and civil liberties. |
| Experience in Law: Civil and Constitutional Law Course #: 2055 Grades: 10, 11, 12 Course Length: year Credit: 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. |
| Holocaust, Human Rights & Genocide Course #: 2056 Grades: 10, 11, 12 Course Length: ½ year Credit: ½ | This course focuses on issues of the Holocaust and genocide, including the social, behavioral, and cultural origins of genocide and mass violence and will explore ways to better understand their consequences and legacies. In addition, students will learn about human rights and why they are central to understanding justice and equality. Students will explore numerous resources in their studies including eyewitness accounts, United Nations reports, human rights documents, literature, film, art and media to encourage critical thinking. |
| Criminal Justice Course #: 2053 Grades: 9, 10, 11, 12 Course Length: ½ year Credit: 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. |
| Race in America Course #: 2059 Grades: 9, 10, 11, 12 Course Length: ½ year Credit: ½ | This course will examine the political, legal, and cultural development of the African-American community. Students will begin with an exploration of the significant African civilizations and empires. It will trace the slave experience, the development of Jim Crow and segregation, as well as the development and significance of the civil rights movement. Contemporary issues will be examined. The course will emphasize discussion and the examination of primary source documents such as film, photographs, and music. |
| Psychology Course #: 2050 Grades: 9, 10, 11, 12 Course Length: ½ year Credit: 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. |

Social Studies Department

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| Sports in American History and Society Course #: 2051 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: ½ | This course is one in which students will discover 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; and additional social issues such as athletes as role models and possible connections between violence in sports and violence in society. |
| Sociology Course #: 2058 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: 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. |

Social Studies Department



| 9, 10, 11, & 12 | 10, 11, & 12 | Advanced Placement |
|--------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criminal Justice | Exploring Teaching | AP European History* (11 & 12) <i>Beginning in 2014 – 15, this course is an elective and does not fulfill any social studies requirement for graduation.</i> |
| Psychology | Ethics | AP Human Geography* (9 – 12) |
| Race in America | Experiences in Law* | |
| Sports in American History & Society | Holocaust, Genocide & Human Rights | |
| Sociology | | |

World Languages

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| Introduction to Spanish Course #: 5043 Grades: 9, 10, 11, 12 Course Length: year Credit: 1 | This course is for those students who did not fully complete Checkpoint A at the middle school or who are new to the District with no prior study of a language. 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 N. Y. State Syllabus “Modern Languages for Communication”. Passing this course satisfies the graduation requirement for a High School Regents Diploma Prerequisite: None or failure to meet Checkpoint A requirements at the middle school |
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| Course | Course #: | This course is the continuation of Language 7 and 8 in the middle school. Students must have passed Mastery Language 8 and the locally developed examination in the middle school in order to take this course. This course is part of a two year sequence in Checkpoint B of the N. Y. State curriculum and students will take the locally developed examination upon completion of Language 10. 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 and the locally developed assessment in French, Italian or Spanish |
| Regents French 9 | 5015 | |
| Regents Italian 9 | 5055 | |
| Regents Spanish 9 | 5035 | |
| Grades: 9, 10 Course Length: year Credit: 1 | | |

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| Mastery Level Mandarin Chinese 9 Course #: 5080 Grades: 9 Course Length: year Credit: 1 | This course is the continuation of Language 7 and 8 in the middle school. Students must have passed Mastery Level Mandarin Chinese 8 and the locally developed assessment in the middle school in order to take this course. This course is part of a two year sequence in Checkpoint B of the N. Y. State curriculum and students will take the locally developed assessment upon completion of Mastery Level Mandarin Chinese 10. 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/characters as outlined in the learning standards for Languages Other Than English as well as developing cross cultural skills and understandings. Grade 9 Honors Recognition For Mandarin Chinese: <u>Upon successful completion of the course at the end of grade nine, students achieving a 90 or above as a final grade will receive Honors credit and the class will be indicated as H Chinese II on the transcript.</u> Those receiving below a 90 as a final grade will continue to receive Regents level credits. Prerequisite: Successful completion of Chinese 7 and 8 and passing the locally developed assessment in Mandarin Chinese. |
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World Languages

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| <p>Mastery Level Mandarin Chinese 10</p> <p>Course #: 5081</p> <p>Grades: 10</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>This course is the continuation of Language 9. Students must have passed Mastery Level Mandarin Chinese 9 in order to take this course. This course is part of a two year sequence in Checkpoint B of the N.Y. State curriculum. Students will take the locally developed assessment upon completion of Mastery Level Mandarin Chinese 10. 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 locally developed examination. This course terminates with a mandatory examination. Passing of this course and of the examination fulfills the graduation requirement for a Regents Diploma with Advanced Designation.</p> <p><i>Prerequisite:</i> Successful completion of Chinese 9</p> <p>Grade 10 Honors Recognition For Mandarin Chinese: <u>Upon successful completion of the course at the end of grade ten, students achieving a 90 or above as a final grade will receive Honors credit and the class will be indicated as H Chinese III on the transcript.</u> Those receiving below a 90 as a final grade will continue to receive Regents level credits.</p> |
| <p>Mastery Level Mandarin Chinese 5A/5B</p> <p>Course #: 5082</p> <p>Grades: 11, 12</p> <p>Course Length: year</p> <p>Credit: 1</p> | <p>These courses will be offered on a rotating basis each year to juniors and seniors together & each course is independent of the other. In each course, students will gain knowledge of approximately 300 new characters while being completely immersed in Mandarin. Culturally-rich topics such as literature, civilization of Mandarin speaking countries, geography, the history of Chinese festivals, as well as exchanges beneficial in a business context will be studied. Additionally, a variety of artifacts will be explored, such as primary & secondary sources, current events and authentic situations to enhance both linguistic and cultural acquisition. Each course culminates in a mandatory final exam and all performance indicators are aligned with New York State's standards for LOTE.</p> |

World Languages

| Course | Course# | <p>This course is the second year of a two year sequence which completes Checkpoint B of the N. Y. 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 locally developed final examination. Passing of this course and of the examination fulfills the graduation requirement for a Regents Diploma with Advanced Designation.</p> <p>Prerequisite: Successful completion of Language 9</p> |
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| Regents French 10 | 5016 | |
| Regents Italian 10 | 5056 | |
| Regents Spanish 10 | 5036 | |
| <p>Grades: 10, 11, 12 Course Length: year Credit: 1</p> | | |

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| <p>French 11 Culture and Literature Course #: 5017 Grades: 11 Course Length: year Credit: 1</p> | <p>This course is for students who have completed the French 10 locally developed examination and wish to continue their study of French in Grade 11. The course includes the study of cultural and historical figures, French 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.</p> <p>Prerequisite: Successful completion of Regents French 10</p> |
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World Languages

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| Italian 11 Culture and Literature Course #: 5057 Grades: 11 Course Length: year Credit: 1 | This course is for students who have successfully completed the Italian 10 course and the locally developed examination and wish to continue study of Italian in Grade 11. 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 10. |
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| Spanish 11 Culture and Literature Course #: 5037 Grades: 11 Course Length: year Credit: 1 | This course is for students who have successfully completed the Spanish 10 course and the locally developed examination and wish to continue study of Spanish in Grade 11. 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, El Quixote 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 excerpts from literature, Spanish films, and appreciation of works of art by various Spanish artists. Prerequisite: Successful completion of Regents Spanish 10 |
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| Course | Course # | This course is for ninth grade students who maintained a high grade point average in Mastery Language course in the middle school and who received a 90 or above on the locally developed assessment taken at the completion of the course in Grade 8. This Honors course is accelerated, 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 (90%) in Mastery Language and 90% or above on the locally developed examination in French, Italian or Spanish |
| Honors French II | 5011 | |
| Honors Italian II | 5051 | |
| Honors Spanish II | 5031 | |
| Grades: 9 Course Length: year Credit: 1 | | |

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| Course: | Course # | This Honors course completes Checkpoint B of the N. Y. State Standards for Languages Other Than English and terminates with a mandatory locally developed 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 that is expected to continue with advanced studies in French, Italian or Spanish. Passing this course and the locally developed examination fulfills the N. Y. State graduation requirement for a diploma with Advanced Designation. Prerequisite: Honors Language II. |
| Honors French III | 5012 | |
| Honors Italian III | 5052 | |
| Honors Spanish III | 5032 | |
| Grades: 10 Course Length: year Credit: 1 | | |

World Languages

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| Course: | Course #: | This course is designed to help students begin their preparation for the AP Language exam and course in grade 12. This course will transition students from checkpoint B by fine tuning previously learned material. In addition, through the exploration of literary and artistic themes in music, films and short stories, students develop rich, precise and idiomatic vocabulary necessary for advanced study. Furthermore, advanced study of grammar and the application of complex structures to spoken language will also be a focus. Though this course is a rigorous one, it is designed to alleviate the pressure of preparing for the AP exam in grade 12. This course concludes with a district-wide departmental examination. Prerequisite: Honors Language III. |
| Honors French IV | 5013 | |
| Honors Italian IV | 5053 | |
| Honors Spanish IV | 5033 | |
| Grades: 11 Course Length: year Credit: 1 | | |

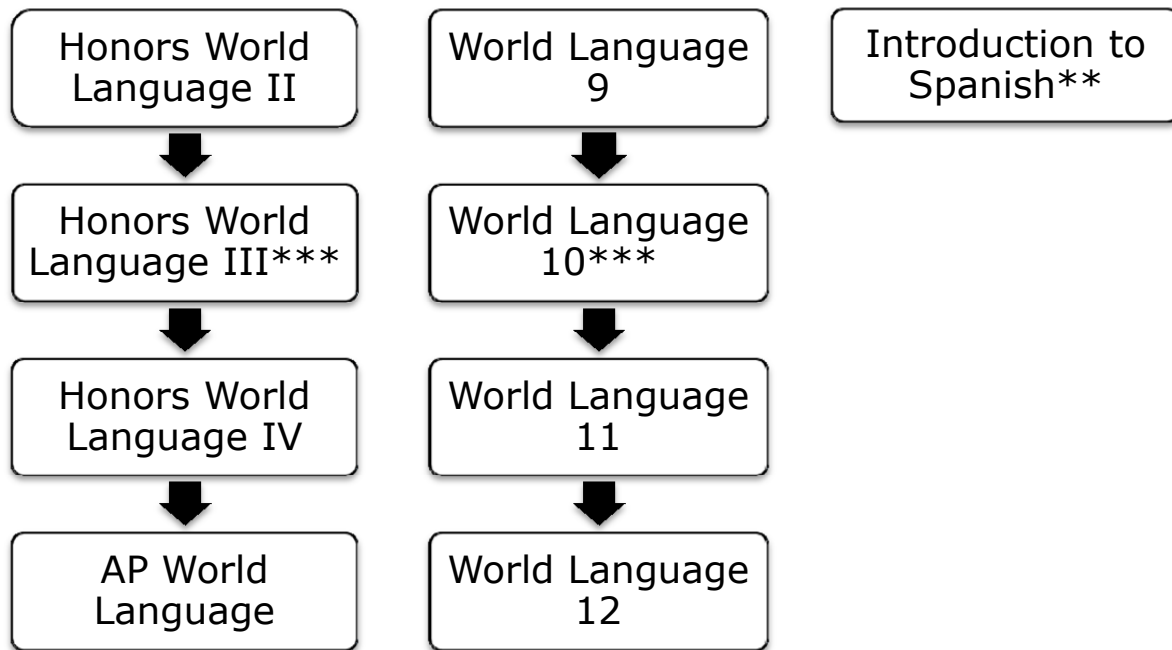
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| Course | Course #: | These are exciting courses for students who have completed French, Italian or Spanish 11 Culture and Literature. Students will have the opportunity to continue their study of the French, Spanish and Italian culture and lifestyles in new and exciting ways as reflected in music, art, film, dance, cuisine and varied types of literature. Spanish 12 focuses on Latin America, French 12 focuses on the regions of France as well as other Francophone countries and Italian 12 focuses on the various regions of Italy. Students will have the option of registering for college credit through Stony Brook University's ACE program. Prerequisite: Successful completion of French, Italian or Spanish 11 |
| French 12 | 5019 | |
| Italian 12 | 5058 | |
| Spanish 12 | 5038 | |
| Grades: 12 Course Length: year Credit: 1 | | |

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| Course | Course #: | 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 linguistic, cultural and literary topics. At this level the language becomes the means to acquire deeper knowledge of the culture and literature. Students develop attitudes and skills which will provide success in the critical first year of college. Students will be qualified and expected to take the Advanced Placement Examination for possible college credit. Prerequisite: Honors Language IV |
| AP French | 5014 | |
| AP Italian | 5054 | |
| AP Spanish | 5034 | |
| Grades: 12 Course Length: year Credit: 1 | | |

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| American Sign Language 10 | | This course is for those students who took American Sign Language 9. This course is the second part of the two year sequence in Checkpoint B of the N. Y. State Curriculum. This course culminates with a locally developed examination. The ASL sequence terminates upon the completion of ASL 10. Prerequisite: ASL 9 |
| Course #: | 5062 | |
| Grades: | 10, 11, 12 | |
| Course Length: | year | |
| Credit: | 1 | |

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| Independent Study in Arabic, Chinese, German, Greek, Hebrew, Japanese, Russian, American Sign Language | | Students interested in learning a new language which is not offered in the regular World Language Program find this after school 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. Along with regular class assessments, a mandatory midterm and final exam are given to students in January and June. **Grades earned in the Independent Study Program are not computed in the student's average but are noted on the transcript. These courses may <u>NOT</u> be taken instead of the regular school offerings for graduation requirements. |
| Course #: | 5500's | |
| Grades: | 9, 10, 11, 12 | |
| Course Length: | year | |
| Credit: | 1 | |

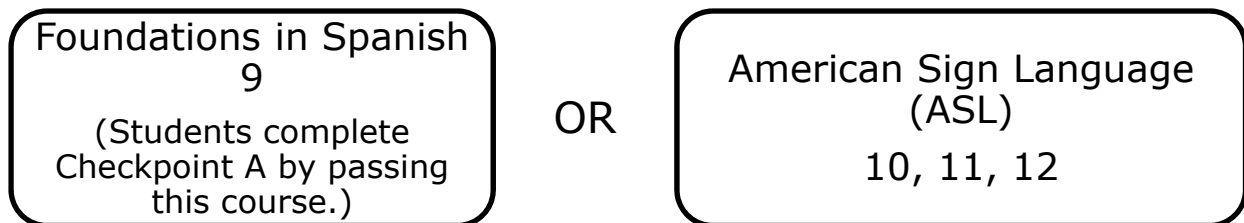
World Languages



**** Students who do not meet Checkpoint A at the middle school level or new entrants to the district who have not studied a language other than English.**

*****Students take the FLACS Checkpoint B Examination.**

World Language Courses for Students with an I.E.P. (Individual Education Plan)



WILSON TECHNOLOGICAL CENTER

9501 A.M.

9507 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:

| <u>Course</u> | <u>Grade(s) Offered</u> | <u>Length of Course</u> | <u>Credit</u> |
|----------------------------------------|-------------------------|-------------------------|---------------|
| Construction Careers | | | |
| Architectural Design/ CAD | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Carpentry | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Construction Electricity | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Heating/ Ventilation/ Air Conditioning | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Welding | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Graphics & Media Careers | | | |
| Advertising/ Graphic Design | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Audio Production | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Digital Film and Video Production | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Professional Photography | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Health Careers | | | |
| Medical Assisting | 11-12 | 2 yrs. | 4 ½ or 9 |
| Medical Laboratory | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Nurse Assisting | 11-12 | 1 yr. | 4 ½ |
| Physical Therapy Aide | 11-12 | 1 yr. | 4 ½ |
| Professional Health Careers | 12 | 1 yr. | 4 ½ |
| Service Careers | | | |
| Certified Personal Trainer | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Cosmetology | 11-12 | 2 yrs. | 9 |
| Criminal Justice | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Culinary Arts | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Early Childhood Education | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Equine Studies | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Fashion Merchandising/ Design | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Veterinary Assisting | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Technical Careers | | | |
| Computer Networking | 11-12 | 2 yrs. | 4 ½ or 9 |
| Computer Technology for Business | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Electronics/ Robotics/ Computer Repair | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Transportation Careers | | | |
| Aircraft Technology | 11-12 | 2 yrs. + 7 wks. | 9 |
| Auto Body Repair | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Automotive Technology | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Aviation Science/ Flight | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |
| Marine & Motor Sports Technology | 11-12 | 1 or 2 yrs. | 4 ½ or 9 |

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

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

CULTURAL ARTS PROGRAM

9530 A.M.

9533 P.M.

The BOCES (Board of Cooperative Education Services) Cultural Arts Program may be selected by students who are talented in dance or theatre 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 and approval from the Office of the Assistant Superintendent of Research Assessment and Special Services.

9518 A.M.

9517 P.M.

The BOCES (Board of Cooperative Education Services) Cultural Arts Program may be selected by students who are talented in **dance** or **theatre**, 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 and approval from the office of the Assistant Superintendent of Research Assessment and Special Services.**

COLLEGE COURSES

Long Island University High School Scholars Program - a cooperative program between C. W. Post Center of Long Island University and Half Hollow Hills - enables qualified high school seniors to enroll in Long Island University 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 **LIUHSSP** program will be fully matriculated students meeting all admissions criteria established by the faculty of Long Island University. College credit is available in **College English** and **College Calculus**. **LIUHSSP** students are provided with a C.W. Post identification card valid through the entire academic year. Upon completion of the senior year of high school, matriculated students may continue their degree study at any center of Long Island University.

INTERNSHIP PROGRAM

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| Gurwin Jewish Geriatric Center Internship Program (C.A.R.E. Program) Course #: 6084 Grades: 9, 10, 11, 12 Course Length: 1/2 year Credit: 1/2 Course is graded Pass/Fail | This 1/2 year long internship is conducted after school, once a week, for 15 weeks and 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. <i>Priority given to upperclassmen.</i> |
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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 such as Hebrew, Greek, Russian. Courses in Independent Study will not be computed in the student's average.

HALF HOLLOW HILLS SCHOOLS COURSE SELECTION

WORKSHEET

Last Name (Print) First Name (Print) Middle Initial Student ID#

Home Telephone# Guidance Counselor

Circle One: **HS EAST** **HS WEST**

| | Subject | Course Name | Course Number | Credits |
|---|--------------------|-------------|---------------|---------|
| 1 | English | | | |
| 2 | Social Studies | | | |
| 3 | Math | | | |
| 4 | Science | | | |
| 5 | Foreign Language | | | |
| 6 | Art or Music | | | |
| 7 | Physical Education | | | |

- Students must circle Lunch unless they are enrolling in a full 9 period course program.

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|---|-------------------|---------------------|------------------|-----------------------|-------------------------|
| 8 | 9701 Lunch (Fall) | 9702 Lunch (Spring) | 9703 Lunch(Year) | 9704 Lunch (Fall) A/B | 9705 Lunch (Spring) A/B |
|---|-------------------|---------------------|------------------|-----------------------|-------------------------|

List Electives Below: Refer to the course description listed in the Infinite Campus Scheduler for elective options. **Students are strongly encouraged to list electives based on order of preference!** Electives are determined by enrollment, availability, and placement in the schedule, therefore, **alternate electives** should also be listed below.

| FIRST CHOICE ELECTIVES | | | ALTERNATE ELECTIVES | | |
|------------------------|---------|-----|---------------------|---------|-----|
| Code: | Course: | Cr. | Code: | Course: | Cr. |
| Code: | Course: | Cr. | Code: | Course: | Cr. |
| Code: | Course: | Cr. | Code: | Course: | Cr. |
| Code: | Course: | Cr. | Code: | Course: | Cr. |

- Students are strongly encouraged to enroll in the **five major academic subjects** through their high school experience.

TOTAL CREDITS: