

Manhasset High School



Course Catalog 2018 - 2019

MANHASSET HIGH SCHOOL

COURSE CATALOG

2018-2019

January 5, 2018

Dear Parents/Guardians and Students:

The course catalog has been compiled to inform you of the options available in the various academic departments during the 2018-2019 school year. This comprehensive booklet identifies required courses for graduation, prerequisites that must be completed in order to pursue specific academic sequences, as well as elective courses. The course catalog is being distributed in school to the students currently enrolled in grades 8 through 11.

We would ask that you familiarize yourselves with the course information and discuss the best available choices that meet the interests and needs of your son / daughter. As you are aware, *in early February* your son's / daughter's current teachers in the core academic areas - English, Mathematics, Science, Social Studies, and World Language departments - will be entering recommendations for their students who are taking required coursework towards a Regents / Advanced Designation Regents Diploma (*e.g.* English 9R, Geometry Honors). As such, ***at this time***, we are asking your son / daughter to consider their preferred ***elective*** classes. Please note, courses taken above and beyond a graduation requirement are considered to be electives and, therefore, should be selected from the ***electives*** offering sheet (*e.g.* Spanish I as an additional World Language, Science Research, Creative Writing).

In preparation for the grade level assemblies that will take place on **Tuesday, January 9, 2018**, we ask that each student complete the appropriate grade level elective form that is located at the back of the catalog. They should choose three (3) credits of electives, ranking them in order of interest, with #1 being their first choice. These electives may be any combination of half year and full year elective courses. Please note that enrollment in courses marked with an asterisk (*) remain subject to meeting any relevant prerequisites and the approval of the appropriate subject area teacher. ***Students in grades 8 through 11 must submit these grade level elective forms at the assemblies on Tuesday, January 9, 2018, so that the guidance staff can begin the elective course entry process.***

If you or your son / daughter have any questions about a particular course, please seek out any of the following people *prior to Tuesday, January 9, 2018*:

1. Their current teacher in that particular subject area, or
2. The District Coordinator of the particular department offering the course, or
3. Their guidance counselor.

The administration, faculty, and staff are committed to assisting your son / daughter in their course selection process and wish them the best.

Respectfully,

Dean Schlanger

Dr. Dean Schlanger
Secondary School Principal

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DISTRICT ADMINISTRATION

BOARD OF EDUCATION

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Ann Marie Curd, Vice President
Patricia Aitken, Trustee
Christine Monterosso, Trustee
Carlo Prinzo, Trustee

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Vincent Butera, Ed. D Superintendent of Schools
Anthony Ambrogio, Ed. D Administrator for the Arts and Human Resources
Rosemary Johnson, Deputy Superintendent for Business & Finance
Charles Leone, Ed. D Assistant Superintendent for Curriculum & Instruction

ADMINISTRATION OF MANHASSET HIGH SCHOOL

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Kelly Ramsey, Dean of Students	kelly_ramsey@manhassetsschools.org

DISTRICT ADMINISTRATORS

Administrator for the Arts	Anthony Ambrogio aambrogio@manhassetsschools.org	267-7641
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Director of Guidance & Counseling Services K-12	Jane Grappone jgrappon@manhassetsschools.org	267-7611
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Instructional Technology & Libraries	Sean Adcroft sadcroft@manhassetsschools.org	267-7540
English Language Arts & Reading	Rebecca Chowske, Ed. D rebecca_chowske@manhassetsschools.org	267-7582
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Science, Health & Technology	Thomas Elkins thomas_elkins@manhassetsschools.org	267-7560
Secondary Special Education	Stewart Grabelsky stewart_grabelsky@manhassetsschools.org	267-7672
Social Studies	Mara Steindam mara_steindam@manhassetsschools.org	267-7576
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SCHOOL COUNSELORS

2018-2019

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Grade 9

Alphabetical breakdown for the 9th grade will be determined at the end of the current school year.

Grade 10	Counselors Marcy Fogel Jennifer Landman Lori Margulies Kristen Ruthkowski Kim Cosenza Danielle Cerulli	Caseload A-Cra Cre-Hor Hs-Lou Low-Pa Pe-Stev Stew-Z
Grade 11	Marcy Fogel Jennifer Landman Lori Margulies Kristen Ruthkowski Kim Cosenza Danielle Cerulli	A-Chen, B. Chen, H.-Gah Gar-Lac Lap-Onl Ono-Sim Sin-Z
Grade 12	Marcy Fogel Jennifer Landman Lori Margulies Lori Margulies Kristen Ruthkowski Kim Cosenza Danielle Cerulli	A-C Der-Ji D'A-Del / Ka McL-Oh / Y-Z Ke-McK Ol-Sh Si-X

MANHASSET HIGH SCHOOL

GRADUATION REQUIREMENTS

To earn a Manhasset High School diploma, a student must earn at least 22 credits, distributed in the following subject areas: (1 full year course = 1 credit ½ year course = ½ credit)

Regents Diploma

Advanced Designation Regents Diploma

<i>Required Courses</i>	<i>Credits</i>		<i>Required Courses</i>	<i>Credits</i>
English	4		English	4
Math	3		Math	3
Science	3, including 1 life & 1 lab science		Science	3, including 1 life & 2 lab sciences
Social Studies	4		Social Studies	4
World Language	3 *		World Language	3 *
Art/Music/Theatre	1		Art/Music/Theatre	1
Health	½		Health	½
Physical Education	2		Physical Education	2
Elective Courses	1 ½		Elective Courses	1 ½
Total	At least 22		Total	At least 22

<u>Required Exams</u> <i>Passing score of 65 or above on the following exams:</i>	<u>Required Exams</u> <i>Passing score of 65 or above on the following exams:</i>
Regents Exam in English Language Arts	Regents Exam in English Language Arts
Regents Exam in Algebra OR Geometry OR Algebra 2	Regents Exam in Algebra AND Geometry AND Algebra 2
ONE Regents Exam in Science	TWO Regents Exams in Science – One of which needs to be life science and the other a lab science
One or two Regents Exam in Social Studies (NOTE : All students must take both exams). Students passing only one SS exam must pass an additional math or science exam	Regents Exam in Global History and Geography AND US History
* Regents Alternative Exam in World Language	* Regents Alternative Exam in World Language

* **Alternative method of satisfying the World Language requirement:**

A student who does not choose to take a World Language can earn a five-credit sequence in Art. The student must, however, pass the language proficiency exam (or earn one (1) credit of World Language in high school) and receive permission from both the Administrator of Human Resources & the Arts and the World Language Coordinator.

A student with disabilities may be exempt from the World Language graduation requirement if determined by the Committee on Special Education and noted on the student's Individual Education Plan.

*Graduation requirements are further delineated in Board of Education
Policy 4770 and Regulation 4770-R*

MINIMUM ANNUAL COURSE REQUIREMENT:

In addition to Physical Education, all students are required to take six (6) academic courses each semester, with the exception of students whose schedules include Resource Room, Learning Lab, Special Education or General Education support classes.

COMMUNITY SERVICE GRADUATION REQUIREMENT:

All 12th grade students must complete a minimum of 15 hours of community service. The community service project(s) *must be with non-profit organizations and be approved by the administrator in charge of community service, Ms. Mara Steindam* (mara_steindam@manhassetschools.org). Hours are accepted if performed after the completion of 11th grade, beginning July 1st and must be completed by April 15th of 12th grade.

Beginning with the class of 2018, up to 5 hours of this graduation requirement can be fulfilled by participating in pre-approved extra-curricular special events, sponsored by MHS organizations. (i.e., CASA speaker series, volunteering with honor society inductions, school clubs' speaker series, etc.) *Students who have already completed 100 hours of service through the Presidential Volunteer Service Award can choose to meet this graduation requirement for all 15 hours by participating in the special events noted above.*

All hours must get final approval from Ms. Steindam to determine if it fulfills the community service graduation requirement.

RECOMMENDED COLLEGE PREPARATORY COURSE OF STUDY

To prepare for college, the following are recommended minimum years of study, however, it is advisable for parents / guardians and students to refer to individual college websites and catalogs as requirements vary depending upon the college / university and program selected.

4 years of English
4 years of Math
4 years of Science
4 years of Social Studies
3 - 4 years of World Language

NON-DIPLOMA HIGH SCHOOL EXITING CREDENTIALS*

- **Career Development and Occupational Studies Commencement Credential**

This is available to students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSAA)

In addition to receiving a Regents or Advanced Regents diploma students interested in earning this credential must also: (1) complete a career plan; (2) demonstrate attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and foundational skills; (3) satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least fifty-four (54) hours of work-based learning); and (4) have at least one (1) completed employability profile.

- **Skills and Achievement Commencement Credential**

This is available to students with severe disabilities who have been instructed and assessed on the alternate performance level for the state learning standards (NYSAA).

MULTIPLE PATHWAYS

The New York State Board of Regents has recently approved new options for students to meet the State's high school graduation requirements. The new regulations establish multiple, comparably rigorous pathways to graduation, including pathways in Career and Technical Education (CTE); Science, Technology, Engineering and Mathematics (STEM); the Arts; Biliteracy (languages other than English); and the Humanities. The goals of the new options are to improve New York State's graduation rate, increase the percentage of students who graduate prepared for college and careers, and help prepare more students for success in a 21st century economy.

NCAA CLEARINGHOUSE

The following department courses have **not been approved** by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

- Business
- ENL
- Fine & Performing Arts (art, music and theater)
- Health
- Physical Education
- Reading/Writing 9-10 & Reading/Writing 11-12 (*the only classes not approved from the English Language Arts Department*)
- Science of Natural Disasters (*the only class not approved from the Science Department*)

If you have any questions, please consult your counselor.

**** For additional information on the credentials above, you may access www.nysed.gov and/or contact the Office of Special Education or the High School Counseling Center***

IMPORTANT ITEMS

The information contained in this course catalog is accurate as of its publication. Any changes will be communicated to students and parents / guardians in a timely manner. Courses will be run based on sufficient enrollment and the approval of the 2018 - 2019 school budget; this particularly applies to those courses listed as new course offerings. Excess demand for a particular course may result in a waiting list.

PARTICIPATION IN GRADUATION EXERCISES

Only those 12th grade students who have successfully met all graduation requirements will be permitted to participate in the graduation ceremony and receive a diploma. In the event a 12th grade student is in danger of failing a course or courses required for graduation, a written statement will be sent to the student's parent/guardian by certified mail in February and/or April alerting the student and their parent / guardian to this possibility.

NOTIFICATION OF FAILURE

Every effort is made to monitor the work of failing students by offering help and guidance to those in difficulty. (Seniors close to graduation receive special attention.) Teachers use interim reports to communicate progress to parents / guardians. Once a teacher has determined that a failure is definite, the teacher will notify the student's parent / guardian. The teacher must concurrently provide written notification to the student's guidance counselor.

FULL YEAR COURSES / HALF YEAR COURSES

Full year (1 credit) courses meet every regular class day of the school year. Half year ($\frac{1}{2}$ credit) courses typically meet every day for one semester (*i.e.*, one half of the school year). Half credit courses may also be offered on an alternating day basis throughout the full school year, depending on the unique staff and / or student scheduling needs in a particular school year. Student placement in the core academic classes and many electives is determined based on teacher recommendation and department prerequisites, as noted in this course catalog.

PASS-FAIL OPTION

Juniors and seniors can take the equivalent of one credit each year on a Pass-Fail basis in an elective subject, with written permission from parent, guidance counselor, coordinator or director, and classroom teacher. The Pass-Fail option also applies to elective courses taken in summer school; however it does not include any Advanced Placement courses or a course that is satisfying a sequence requirement. **The deadline date for a full year course is the last day of Quarter One (November 8, 2018).** The deadline date for a fall half year course is the midpoint of Quarter One (October 5, 2018) or Quarter Three (March 8, 2019) for a spring half year course.

RESPONSE TO INTERVENTION SERVICES

Response to Intervention Services (RTI) are offered to students in select regular education Math and Science courses. These courses, referred to as **X** classes, are taught by regular education teachers. Math X classes are scheduled to meet every day, as well as an additional period on alternating days. As such, all enrolled students meet with their teacher nine (9) times in a six (6) day cycle. In Science, X classes meet every other day, with a certified subject area teacher, in addition to the regular classes that students attend daily. Students are recommended for these classes based on teacher recommendation.

Classes indicated with an **A** - Math 9A, 10A, 11A and 12A - are general education classes, taught by general education teachers. Math 9A and 10A cover the content from Algebra and students take the Regents exam at the conclusion of the second year. Math 11A and 12A are non-Regents level math courses. Students are placed in these classes based on teacher recommendation.

HONORS AND ADVANCED PLACEMENT® COURSES

Honors and Advanced Placement (AP) courses in all subject areas are more rigorous and significantly more challenging and, therefore, require greater time and effort to meet course demands, including homework. According to district policy, AP® courses (as well as Multivariable Calculus) are presently weighted by receiving an additional value of 0.5 (for full year courses) and a value of 0.25 (for half year AP level courses, such as Social Science STS Prep). Grades received in Honors / Pre-AP courses will be weighted by receiving an additional value of 0.25 (*for full year courses*) and 0.125 (*for a half year course*) in the determination of a student's weighted grade point average (*see weighted grades on page 12 for additional details*).

ADVANCED PLACEMENT PROGRAM

Students are offered college level courses through the Advanced Placement Program (AP) of the College Board. These courses include an AP examination in May and may also include a required Regents exam in June. ***Please note:*** Students who take an AP course are required to take the corresponding AP Examinations that are administered by the College Board. These tests require payment of an examination fee that is determined by the College Board. If a student does not make a "good faith effort" at taking the exam, the course designation and weighting may be changed from AP to Honors on the student's transcript. A student may or may not be awarded college credit, depending upon the scores achieved on the AP exam(s) and the policy of the college or university in which the student enrolls.

HONORS OVERRIDE

If a high school student is not recommended for placement in an Honors or AP course, the parent / guardian may exercise an Honors Override. The following policies will apply:

- To qualify for such consideration, the student must have earned at least a "B" average in the preceding course. ***With regard to Social Studies 9 Pre-AP World History, a student must have earned a minimum grade of "A" in Social Studies 8.***
- A student must have participated in all screening procedures used to determine the Honors or AP recommendation.
- Only one Override may be exercised per student, per year.
- Overrides are not applicable to Art, Music or Theatre courses.
- A student must remain in the Honors or AP course until the end of the first quarter (***November 8, 2018***). The student's grade in the higher level course will carry over to the new course.
- If a student elects to change the level of the course after the completion of the first quarter, students will understand that:
 - Any change must be made prior to the end of the second quarter (***January 25, 2019***).
 - The student's grade in the higher level course will carry over to the new course.

INCOMPLETE GRADES

If a student receives a grade of "Incomplete" at the end of any marking period, the student has ten (10) school days to complete all missing assignments/assessments. At that time the teacher will submit the grade earned. Any further extension beyond the allowed ten (10) days can only be approved by the Principal.

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CHANGING OF A CORE ACADEMIC COURSE

A new core course, of comparable level, may only be added to a student schedule within the first ten (10) days after the start of a school year. Courses of a greater level cannot be added, as the time frame for exercising the high school's honors override policy would have passed.

A student who was recommended for a particular level of a required course (*i.e.*, AP, Honors, Regents, or X) may find that the rigor of the course is more difficult than they had anticipated. If they prefer to enroll in another level of the same subject, the following policies will apply:

- The level of a full-year course cannot be changed after the last day of the second quarter (**January 25, 2019**).
- If the level of a full-year course is changed **at any time**, students will understand that their grades in the higher level course will carry over to the new course.

DROPPING ELECTIVE COURSES

After consultation with their guidance counselor, who will confer with the parent / guardian, teacher, and District Coordinator, a student who wishes to drop a course that is not required for graduation will understand that the following policies will apply:

- A half-year elective course cannot be dropped after the last day of the first quarter (**November 8, 2018**). However, a half-year elective course cannot be dropped _____ if it will result in a student having fewer than six (6) academic courses for the semester, excluding Physical Education.
- A half-year elective course dropped from a student's schedule prior to the midpoint of the first quarter (**October 5, 2018**) will not appear on the student's transcript.
- Students who drop a half-year elective course and receive approval to do so after _____ the midpoint of the first quarter (**October 5, 2018**) will understand that the course grade will appear as a "W" (withdrawn) on the student's transcript.
- A full-year elective course cannot be dropped after the last day of the second quarter (**January 25, 2019**)
- A full-year elective course dropped from a student's schedule prior to the last day of the first quarter (**November 8, 2018**) will not appear on the student's transcript.
- Students who drop a full-year elective course and receive approval to do so during the second quarter (**prior to January 25, 2019**) will understand that the course grade will appear as a "W" (withdrawn) on the student's transcript.
- A half-year elective course dropped from a student's schedule prior to the midpoint of the third quarter will not appear on the student's transcript.
- Students who drop a half-year elective course and receive approval to do so after **March 8, 2019** (the midpoint of the third quarter) will understand that the course grade will appear as a "W" (withdrawn) on the student's transcript.

GRADE POINT AVERAGES (GPA)

A student's un-weighted and weighted grade point average (GPA) is calculated at the completion of each school year. The official un-weighted and weighted GPA, for purposes of accompanying college applications, which are submitted in the fall of senior year, is calculated at the conclusion of 11th grade. The weighted GPA will be re-calculated at the end of the 7th semester to determine the Valedictorian and Salutatorian of the graduating class. Courses taken in 8th grade that carry high school credit (*e.g.*, math, science, and world language) are included in the GPA calculation. *At this time, New York State does not permit courses taken in the 7th grade to count towards meeting the graduation requirement of twenty two (22) credits. As such, high school courses taken in 7th grade will neither appear on the transcript nor be included in the calculation of a student's GPA.* All Regents and Checkpoint B World Language exam grades, regardless of the school year in which they were taken, will appear on a student's transcript.

UN-WEIGHTED GPA

When calculating a student's un-weighted GPA, the numeric values indicated below are assigned to each letter grade received. Half-credit courses are given half values. In order to determine the GPA, the total number of subjects completed, with the exception of PE courses, is divided into the total number of points accumulated.

Students are not permitted to re-take courses in summer school for the sole purpose of achieving a higher grade. Students may, however, re-take a Regents or Checkpoint B World Language exam in order to improve their performance on the exam. If a student earns a higher Regents grade, that grade will appear on the transcript but it will not be used to re-calculate the final grade earned in the previously completed course.

Effective September 2013, a new grading system was implemented for the 2013-2014 school year and beyond to include an A+ grade. The letter grades and their corresponding quality point values are indicated in the chart below:

A+	4.33	B+	3.33	C+	2.33	D+	1.33
A	4.00	B	3.00	C	2.00	D	1.00
A-	3.67	B-	2.67	C-	1.67	F	0

WEIGHTED GRADES

As of the 2013 - 2014 school-year, grades received in AP courses (as well as Multivariable Calculus) will be weighted by receiving an additional value of 0.5 (*for full year courses*) and an additional value of 0.25 (*for half year AP® level courses, such as Social Science Intel Prep*). Grades received in Honors/Pre-AP courses will be weighted by receiving an additional value of 0.25 (*for full year courses*) and 0.125 (*for half year courses*).

For example, a student earning an “A” in a Regents level course (e.g. English 9 R) will receive a value of 4.00. A student earning an “A” in a weighted honors level course (e.g. English 10 Honors) will receive a value added of 0.25 for a total of 4.25. A student earning an “A” in a weighted AP level course (e.g. AP English 11) will receive a value added of 0.50 for a total of 4.50.

This policy applies to courses in this catalog that are designated with a “W”, and the specific weighting applicable to each course is noted. Weighted grades and GPA’s are reflected on a student’s transcript only, not on the report card. Recognitions for High Honor Roll and Honor Roll are determined on the basis of the un-weighted GPA. Membership in Exemplars and the National Honor Society may be based on either an un-weighted or a weighted GPA.

VALEDICTORIAN/SALUTATORIAN

Effective with the class of 2014 and thereafter, the Valedictorian and Salutatorian will be selected at the end of the second quarter of senior year (*i.e.*, **seven semesters**) based upon the cumulative, **weighted** GPA for courses taken at Manhasset High School. To be eligible for either designation, a student must have entered Manhasset High School no later than the midpoint of their sophomore year. To be selected as a Valedictorian or Salutatorian a student must be receiving an Advanced Regents diploma. Grades in Physical Education do not count toward a student’s un-weighted or weighted GPA.

ACCELERATED SUMMER SCHOOL

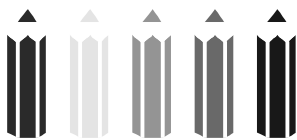
Course grades and Regents exam scores earned in accelerated full year summer school courses, will be indicated on the student’s transcript and calculated in the student’s GPA. Students must receive approval prior to accelerating over the summer.

TRANSFER COURSES

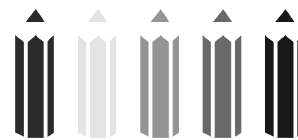
Courses taken at other academic institutions will be reflected on the transcript but are only calculated in the GPA if they culminate in a Regents examination.

COURSE OFFERINGS

Courses will run based upon sufficient enrollment, approval of the Board of education and the approval of the 2018 - 2019 school budget.



Art



One (1) credit of Art, Music, and / or Theatre is required for graduation to attain either a Regents diploma or an Advanced Designation Regents diploma. Any of the following courses may count toward satisfaction of this one credit requirement.

Courses within this department have *not been approved* by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

65H124 Foundations in Art

Students in this half-year introductory course explore the elements and principles of design using a variety of artists' media in a creative working environment. Acrylic paints, color-pencils, and graphite are just some of the possible media that will be introduced. Art history and current issues in art may be studied as they relate to each project. This course meets daily for one semester. Foundations in Art is the minimal prerequisite for entry into all studio art electives other than Pre-AP Studio Art and AP Studio Art, which require the completion of Studio Art.

Grades 9, 10, 11, 12 ½ credit

65F122 Studio Art

Students in this full-year introductory course explore the elements and principles of design using a variety of artists' media in a creative working environment. Acrylic paints, color pencils, and graphite are just some of the possible media that will be introduced. Art history and current issues in art may be studied as they relate to each art project. Only students who have successfully completed Studio Art may enroll in Pre-AP Studio Art and AP Studio Art.

Grades 9, 10, 11, 12 1 credit

65F151V Advanced Studio Art I

This is a more rigorous full year course for serious and highly motivated students who will develop one major multi-faceted project over the course of the year. The full figure self-portrait is treated thematically in a variety of ways. An in-depth study of acrylic painting techniques as well as color theory is a major component of the class.

Prerequisites: Art teacher recommendation, successful completion of Foundations in Art or Studio Art.

Grades 10, 11, 12 1 credit (W: +0.25)

65F152V Advanced Studio Art II

This is a more rigorous full year course for serious and highly motivated students who wish to work independently on special creative projects. Each student will develop a project proposal that will be reviewed by the teacher. If accepted, the student will pursue the project until completion. Approximately one project will be completed per quarter. Projects can be used to round out or refine a portfolio or satisfy a personal creative interest.

Prerequisites: Art teacher recommendation, successful completion of Studio Art Advanced I.

Grades 11, 12 1 credit (W: +0.25)

65F160A Pre-AP® Studio Art

This more rigorous course is the first part of a two year program which enables highly motivated students to perform at the college level while still in high school. Though a highly motivated student may conceivably complete the AP portfolio in one year, each student should expect to work two years (10th - 11th grade or 11th - 12th grade) in the program. Students in Pre-AP Studio Art begin to develop a portfolio that is a required component of the AP exam in Studio Art and which may also be used for college entrance presentations and scholarship competitions. Each student will produce either a drawing portfolio or a 2-D design portfolio. Working within an independent framework, the classroom period will be devoted to individual critiques, brainstorming, and solving technical problems within the studio setting. Students are encouraged to find a variety of solutions through an evolving framework of ideas rather than pre-conceived outcomes.

Prerequisites: Successful completion of Studio Art, recommendation by the Studio Art teacher, portfolio review, and approval of the Pre-AP Studio Art teacher.

Grades 10, 11 1 credit (W: +0.25)

65F165A AP® Studio Art

This most rigorous course is the second part of a two year program which enables highly motivated students to perform at the college level while still in high school. Students will continue to develop their portfolio that is a required component of the AP exam in Studio Art and which may also be used for college entrance presentations and scholarship competitions. Students enrolled in AP Studio Art must attend, on a weekly basis, the Life Drawing workshops offered both after school and in the evening. The expectation is that AP Studio Art students will spend a substantial amount of additional time completing artistic works related to their area of concentration.

Prerequisites: Successful completion of Pre-AP Studio Art, recommendation by the Pre-AP Studio Art teacher, portfolio review, and approval of the AP Studio Art teacher.

Grades 11, 12 1 credit (W: + 0.5)

65H111 Architectural Drawing I

Students in this course study the basics of architecture and house construction through the design of a dwelling and generation of a set of plans. This course uses CAD (computer-assisted drawing) technology which produces plans, as well as three-dimensional renderings of students' designs. This course meets daily for one semester.

Prerequisite: None

Grades 9, 10, 11, 12 ½ credit

65H112 Architectural Drawing II

This course continues the study of residential construction and design. Students will explore Kitchen and Bath design as well as building styles and architectural history. Students construct 3-D models of their architectural designs. This course meets daily for one semester.

Prerequisites: Recommendation of teacher of Architectural Drawing I and successful completion of Architectural Drawing I.

Grades 9, 10, 11, 12 ½ credit

65H133 Drawing I

Drawing is the core skill that drives all other endeavors in the visual arts. In this class, students will begin to explore various drawing media as well as concepts inherent in the act of drawing. The first skill that a student must master is the ability to truly see the intended subject; therefore, an emphasis will be placed on direct observation drawing. Graphite, pen & ink and color pencils will be the primary media used in Drawing I. This course meets daily for one semester.

Prerequisite: Successful completion of Foundations in Art or Studio Art.

Grades 10, 11, 12 ½ credit

65H134 Drawing II

This course is designed for students who are self-motivated and want to further explore drawing in a variety of media. Charcoal, pastels, oil pastels and brush & ink are all media that may be introduced. This course meets daily for one semester.

Prerequisites: Art teacher recommendation and successful completion of Drawing I.

Grades 10, 11, 12 ½ credit

65H143 Drawing III (New Course)

This course is a continuation of Drawing I & II on a more advanced level for students who are self-motivated and wish to continue their exploration of drawing in a variety of media such as charcoal, pastels, oil pastels and brush & ink. Other subject matter will be varied and concepts will be developed independently by each student with teacher approval. This course meets daily for one semester.

Prerequisite: Art teacher recommendation, successful completion of Drawing I & II or Painting I & II

Grades 10, 11, 12 ½ credit

65H144 Drawing IV (New Course)

This course is a continuation of Drawing I & II on a more advanced level for students who are self-motivated and wish to continue their exploration of drawing in a variety of media such as charcoal, pastels, oil pastels and brush & ink. Abstraction and direct observation will be more deeply addressed in the class. Other subject matter will be varied and concepts will be developed independently by each student with teacher approval. This course meets daily for one semester.

Prerequisite: Art teacher recommendation, successful completion of Drawing I, II, & III or Painting I, II, & III

Grades 10, 11, 12 ½ credit

65H135 Painting I

This course is designed to introduce a student to various painting methods and media. The concepts of Value (tint and shade), Chroma (bright and dull), and Color theory will be explored. Watercolor and Acrylics are the primary media used in Painting I. Subject matter will include self-portrait, still life, and landscape. This course meets daily for one semester.

Prerequisites: Art teacher recommendation, successful completion of Foundations in Art or Studio Art.

Grades 10, 11, 12 ½ credit

65H136 Painting II

This course is designed for students who are self-motivated and want to further explore painting in a variety of media. In addition to watercolors and acrylics, oils may be introduced. Abstraction and direct observation are two approaches to Painting that will be addressed in the class. Other subject matter will be varied and concepts will be developed independently by each student with teacher approval. This course meets daily for one semester.

Prerequisite: Art teacher recommendation, successful completion of Drawing I or Painting I.

Grades 10, 11, 12 ½ credit

65H145 Painting III (New Course)

This course is a continuation of Painting I & II on a more advanced level. Students will refine their skills with watercolors, acrylics, and oils. Abstraction and direct observation will be more deeply addressed in the class. Other subject matter will be varied and concepts will be developed independently by each student with teacher approval. This course meets daily for one semester.

Prerequisite: Art teacher recommendation, successful completion of Drawing I & II or Painting I & II

Grades 10, 11, 12 ½ credit

65H146 Painting IV (New Course)

This course is a continuation of Painting I, II & III on an advanced level. Students will use their previously developed skills with watercolors, acrylics, and oils to work in abstraction and direct observation will be more deeply addressed in the class. Other subject matter will be varied and concepts will be developed independently by each student with teacher approval. This course meets daily for one semester.

Prerequisite: Art teacher recommendation, successful completion of Drawing I, II, & III or Painting I, II, & III

Grades 10, 11, 12 ½ credit

65H171 Computer Graphics I

Students will explore the components of the Adobe Creative Suite to create artwork that emphasizes the elements and principles of design. Students learn to solve problems and become critical thinkers using the computer as a tool for image making and design. This course meets daily for one semester.

Prerequisite: Successful completion of Foundations in Art.

Grades 10, 11, 12 ½ credit

65H172 Computer Graphics II

This course is a continuation of Computer Graphics I on an advanced level. Students will refine their skills with the Adobe Creative Suite and other software packages to produce graphics and artwork on a high level. This course meets daily for one semester.

Prerequisite: Successful completion of Computer Graphics I.

Grades 10, 11, 12 ½ credit

65H173 Computer Graphics III

This course is for advanced students who want to further their knowledge in the field of Fine Art and Graphic Design. Coursework may integrate digital video and concepts of media arts. This course meets daily for one semester.

Prerequisite: Successful completion of Computer Graphics II.

Grades 11, 12 ½ credit

65H180 Digital Photography

This course will help students explore the fundamentals of digital photography. Four areas of instruction will be emphasized: developing a basic understanding of how cameras work, composition, lighting and use of photo editing software. At the end of this course students will know how to use various features of the camera to have creative control of photographs, be able to decide what type of lighting to use in a given situation to produce optimum results, see how photographic composition can make or break a photograph and understand how to use basic photo editing software to improve the overall appearance of images.

Prerequisite: Successful completion of Foundations in Art or Studio Art.

Grades 10, 11, 12 ½ credit

65H181 Animation

This is an introductory class to the history and techniques of film animation which will cover animation key figures, drawing for animation, animation principles (and utilizing computer compositing software) and action analysis. Students will be able to explain the importance of significant figures and events in animation history, demonstrate an understanding of ‘sculptural’ drawing for animation, demonstrate an understanding of basic animation principles and techniques, display skills in drawing, animation and acting by means of ‘action analyses’, make use of computer aided software to create animations, explain how storyboards play an important role in planning for an animated project and understand how animated backgrounds consider character ‘staging’ in their designs.

Prerequisite: Successful completion of Foundations in Art or Studio Art.

Grades 10, 11, 12 ½ credit

65H1802 Digital Photography II

This course is a continuation of Digital Photography I on an advanced level. Students will refine their skills in camera utilization, composition, lighting and advanced use of photo editing software to have increased creative control of photographs and produce optimal photographic results. This course meets daily for one semester.

Prerequisite: Successful completion of Digital Photography I.

Grades 10, 11, 12 ½ credit

65H1813 Animation II

This course is a continuation of Animation I on an advanced level. Students will refine their understanding and application of animation principles and action analysis. Students will demonstrate growth in their application of basic animation principles and techniques, display skills in drawing, animation and acting by means of ‘action analyses’ and make use of computer aided software to create animations. This course meets daily for one semester.

Prerequisite: Successful completion of Animation I.

Grades 10, 11, 12 ½ credit

Business



All Business courses offered are considered to be electives

Courses within this department have **not been approved** by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

45H804 Business Law

In this course, students will gain an understanding of the law as it relates to them. Students will learn the role the law can play in their future and in the lives of their family and friends. They will also work to gain a greater understanding of basic legal vocabulary. Topics to be covered include torts, contracts, personal property, landlord/tenant, credit and debt, and employee rights and responsibilities. Students will analyze real cases from history and from courtroom TV shows and will simulate courtroom cases in class. Lawyers will come into the class as guest speakers. This class meets every day for one semester.

Grades 10, 11, 12 ½ credit

45H806 Introduction to Business

This course gives the students a thorough overview of all aspects of the business world. Using case studies and classroom simulations, students will learn about economic systems of the world, the business cycle, preparation and analysis of financial documents, stocks and bonds, ethics and social responsibility, and entrepreneurship. A culminating project will be to prepare a comprehensive business plan, and present it to the class in a Shark Tank format. This class meets every day for one semester.

Grades 10, 11, 12 ½ credit

45H807 Accounting I

Accounting is the backbone of any business. Students who take this course will have a marketable skill for a lifetime. This course covers a broad range of accounting principles. Using computers, students will work through the accounting cycle and end-of-year procedures for a business. It includes instruction in special journals, posting, trial balancing, work sheets, financial statements, adjustments, and closing ledgers. This class meets every day for one semester.

Grades 10, 11, 12 ½ credit

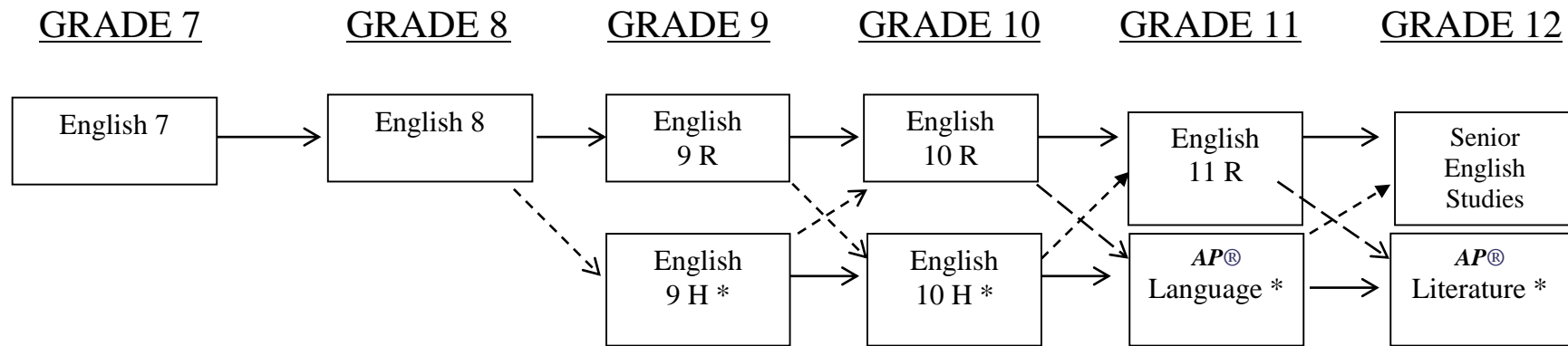
45H808 Accounting II

In this course, students will progress to accounting for the more complex situation of an incorporated business. In addition to preparing financial statements and performing more complex analysis, we will also cover payroll records and taxes, accounting for uncollectable accounts and sales returns, accounting for stocks, inventory valuation, depreciation, and accruals and deferrals.

Prerequisite: Successful completion of Accounting I.

Grades 10, 11, 12 ½ credit

ENGLISH COURSES - SEQUENTIAL MAP - 2018-2019



SEQUENCES

PROBABLE →

ALTERNATIVE ----->

* Placement in Honors and AP courses made via teacher recommendation or the Honors override process.

Courses that conclude with a Regents Exam:

- English 11
- English 11 R
- AP Language

ELECTIVES

Creative Writing
 Advanced Creative Writing
 Journalism
 Film Study
 Speech/Debate

English



Four (4) credits of high school English are required for graduation. To attain either a Regents diploma or an Advanced Designation Regents diploma, a student must pass the Regents exam in English Language Arts.

11F301 English 9

This course parallels the English 9R curriculum through the study of literature and an understanding of language structure. Collaborative work and oral presentations will encourage students to employ higher-order thinking skills as well as improve oral communication. Independent reading and homework assignments are integral to the course and encourage students to analyze material critically. This is a modified version of the English 9R curriculum. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Prerequisite: Recommendation by CSE.

Grade 9 1 credit

11F001R English 9 R

English 9R is a rigorous course with a curriculum that appeals to various learning styles. This course emphasizes the study of literature and the development of writing skills; creative activity and critical thought promote an understanding of language structure. Through novels and plays such as Tuesdays With Morrie, The Five People You Meet in Heaven, Of Mice and Men, A Separate Peace, A Raisin in the Sun and The House on Mango Street, non-fiction texts, short stories, poetry, and other literary works including Shakespeare's Romeo and Juliet and Homer's Odyssey, students interpret the relationship of form and style to content. Writing includes a research paper, expository, argument, persuasion, and creative pieces. Students acquire vocabulary and grammar proficiency and oral presentations encourage students to employ higher-thinking skills and improve oral communication. Independent reading and homework assignments are integral and encourage students to analyze material critically. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Grade 9 1 credit

11F001H English 9 H

English 9 Honors is a more rigorous course that emphasizes the writing process and the study of various literary genres that include short stories, poetry, epics and tragedies. The "Hero's Journey" theme forms the basis for discussion of fiction and non-fiction works including, but not limited to: Beowulf, Grendel, The Odyssey, The Orestia, The Epic of Gilgamesh, Iphigenia in Aulis, Julius Caesar, and Romeo and Juliet. Students also read non-fiction selections in conjunction with major works throughout the year. Students write a research paper, expository, argument, and narrative essays, reflective journals and creative pieces. Group presentations are also an integral component of this course, as are vocabulary development and grammar skills. Students are encouraged to find their voices in both class discussions and oral presentations. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Prerequisites: A minimum grade of a "B+" in English 8 and English teacher recommendation.

Grade 9 1 credit (W: +0.25)

12F301 English 10

English 10 emphasizes the study of different literary genres including drama, novels, and poetry. The course is designed to integrate skills such as vocabulary development, spelling, grammar and usage. Literature in this course includes: To Kill a Mockingbird, Macbeth, Inherit the Wind, Lord of the Flies, Animal Farm and independent reading. This is a modified version of the English 10R curriculum. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Prerequisite: Recommendation by CSE.

Grade 10 1 credit

12F001R English 10 R

English 10R is a rigorous course which emphasizes the study of different literary genres including drama, novels, poetry and short stories. The curriculum integrates skills such as vocabulary development, spelling, grammar, usage, notetaking and study skills. Writing includes a research paper, literary analysis, and persuasive and argument essays. Creative writing includes original memoirs, poetry and short stories. Students reinforce and extend principles of research that serve as background information for understanding select pieces of literature. A complete research unit focuses on an individual poet and analysis of selected poems. Students participate in classroom and small group discussions and give both formal and informal presentations. Literature for the course includes but is not limited to: The Color of Water, The Glass Castle, Macbeth, The Crucible, Lord of the Flies, To Kill a Mockingbird and selected nonfiction works such as the “I Have a Dream” speech and additional texts thematically related to major works. Students also select, read and report on outside independent reading books. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Grade 10 1 credit

12F001H English 10 H

English 10 Honors is a more rigorous course designed to challenge students who seek an in-depth study of literature and writing. Readings such as Outliers and Boy’s Life, A Tale of Two Cities, Frankenstein, Falling Leaves, and Macbeth are anchored in American and British literature; outside readings are related thematically to units of study. Non-fiction texts, such as How to Read Literature Like a Professor are also read in conjunction with major works covered in the course. Students complete a research-based paper and projects, as well as expository, argument and narrative writings. The writing process is emphasized in the first semester. The second semester includes writing pieces that help students develop rhetorical skills such as tone, attitude, and writer’s voice. Students learn how to integrate research skills, writing skills, and oral presentation skills in order to present and defend an informed opinion. Vocabulary acquisition and grammar/usage skills are an integral part of the program. Students are expected to participate actively in class discussion, small group work, formal and informal presentations, and dramatic readings and performances. This course is aligned to the New York State Standards for English Language Arts and Literacy and is comparable to a pre – AP level course.

Prerequisites: A minimum grade of a “B+” in English 9 H or a grade of an “A” in English 9 R and English teacher recommendation.

Grade 10 1 credit (W: +0.25)

13F301 English 11

English 11 centers on American Literature and themes consistent with the American history social studies curriculum. Readings in the course will explore the promises and limitations of the American dream. Key novels include The Great Gatsby and Catcher in the Rye. Other works include essays, poems, and plays such as Death of a Salesman, Lost in Yonkers and Othello. This course is a modified version of the English 11R curriculum. This course is aligned to the State Standards for English Language Arts and Literacy. All students must take the New York State Regents in English. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Prerequisite: Recommendation by CSE.

Grade 11 1 credit

13F001R English 11 R

This is a rigorous course focused on American literature and themes consistent with the 11th grade American History social studies curriculum. Readings in the course will explore the promises and the limitations of the American dream. Key novels include The Great Gatsby and Catcher in the Rye and Narrative of the Life of Frederick Douglass. Other works include essays, poems, and plays such as Death of a Salesman, Lost in Yonkers, and Othello. Students develop writing portfolios that include argument essays and text-dependent responses. Each quarter will include an oral presentation, in-depth vocabulary study, and a performance-based project. Two key presentations include our “Shark Tank” research project and a spoken word performance unit. All 11th grade students must take the New York State Regents exam in English Language Arts. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Grade 11 1 credit

13F001A AP® English Language and Composition

This most rigorous course is for highly motivated 11th grade students willing to enroll in a challenging college-level English course. Students examine issues of author’s voice, intent, and context. They become adept at analyzing a writer’s rhetorical purpose and in discussing (orally and in writing) the strategies and devices a writer uses to fulfill that purpose. Students will craft various genres of writing including research-based persuasive essays, social analysis and criticism, literary analysis, and creative writing, including satire. Students must be willing to undertake a demanding reading schedule that includes selections from fiction and non-fiction. Longer works include Pride and Prejudice, The Great Gatsby, The Scarlet Letter, The Grapes of Wrath, and Othello. Shorter works include Candide, A Modest Proposal, Narrative of the Life of Frederick Douglass and argumentative essays of social criticism. Class participation is an essential responsibility of students in this course. Students in AP English Language are required to take the New York State Regents exam in English Language Arts and the AP exam in English Language and Composition. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Prerequisites: A minimum grade of a “B+” in English 10 H or a grade of an “A” in English 10 R and English teacher recommendation.

Grade 11 1 credit (W: +0.5)

14F301 English 12

This course is designed to develop listening, note-taking, outlining, and study skills. Students will use a variety of writing assignments such as journals, dialectical writings, personal narratives, college essays, poetry, and research papers in order to recognize the importance of revision and the composition process. Readings will include a broad range of literary works and an analysis of a variety of literary elements and techniques. This course is a modified version of the Senior English Studies curriculum. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Prerequisite: Recommendation by CSE.

Grade 12 1 credit

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14F007 Senior English Studies

Senior English Studies is a rigorous course for 12th grade students. Students will develop close reading skills necessary for college-level literature, discourse, composition and presentation. Written assignments include personal narrative, persuasive, expository and analytical essays. A cumulative research paper is required in the fourth quarter. On a daily basis students use technology by employing Chromebooks for researching and submitting material. Readings include, but are not limited to, Angela's Ashes, The Kite Runner, Night, Fences, Antigone, Metamorphosis, The Comedy of Errors, and The Life of Pi and various short stories, non-fiction articles, and classic and contemporary poetry. Throughout the school year, several projects culminate in oral presentations and seminar discussions. This course is aligned to the New York State Standards for English Language Arts and Literacy.

Grade 12

1 credit

14F011A AP® English 12 Literature and Composition

This is a most rigorous course for 12th grade students willing to enroll in a challenging college-level English course. The course emphasizes the development of skills in critical reading of imaginative and discursive literature. A variety of writing assignments include journal writing, timed analytic writings, personal essays, literary analysis, and a literary research paper. The primary mode of instruction is discussion and students must participate actively. Students must also undertake a rigorous reading schedule which may include such works as The Things They Carried, The Tender Bar, Night, Oedipus Rex, Antigone, King Lear, Hamlet, and A Streetcar Named Desire. An extensive poetry unit teaches both the form and content of classical and contemporary works. Selected short stories, essays and literary criticism are taught in conjunction with major works and preparation for the AP Literature exam. Challenging independent reading culminates in a literary research paper. Students are required to take the AP exam in English Literature and Composition. This course is aligned to the New York State Standards for English Language Arts and Literacy.

NOTE: As this is a college level course, students should plan to work an hour to an hour and a half outside of class as part of their daily schedules.

Prerequisites: A minimum grade of a “B+” in AP English Language and Composition or a grade of an “A” in English 11 R and English teacher recommendation.

Grade 12

1 credit (W: +0.5)

15H210 Writing Techniques 9-10

This course is designed primarily for mainstreamed students who either need extra help in English or who have not met New York State Learning Standards as determined by the 8th grade English Language Arts assessment (ELA) and additional criteria, such as teacher recommendation. Class size is limited, allowing for small group instruction and greater student/teacher interaction. As part of the state-mandated Response to Intervention (RTI) program, this course reinforces both reading and writing skills including the writing process, essay, narrative and creative writing, writing in response to literature and preparing for the New York State Regents exam. Self-reflection and peer evaluation are encouraged. Students work in an environment specifically designed to foster a positive experience with writing and will focus on areas that need improvement. This course meets every other day for the full year. This course has not been approved by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

Prerequisite: English teacher recommendation.

Grades 9, 10

½ credit

15H408R Regents Reading and Writing Techniques

This course is designed as a support class for students in 11th or 12th grade who will be taking the New York State Regents in English Language Arts. Preparation includes extensive work in writing analytical and argument essays and reading for critical analysis. Teachers work with students in small class settings to practice the ELA Regents tasks and to support improved reading comprehension and writing skills. This course meets *either* every day for one semester *or* every other day for the full school year. This course has **not been approved** by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

Prerequisite: English teacher recommendation
Grades 11, 12 ½ credit

85F101 Read 180

This course emphasizes reading comprehension and the development of writing skills. This course directly addresses individual needs through differentiated instruction and through the use of adaptive and scientifically research-based instructional software.

Prerequisite: Recommendation by CSE.
Grades 9, 10, 11, 12 1 credit

15H018 Film Study: From Classics to Comedy Students in this course will view, write and analyze significant classic films from the 20th to the 21st century. Students in this class learn cinematic vocabulary, identifying directors' purpose, and exploring storyboard creation, animation, and script writing. This introductory course covers multiple genres such as: classics, westerns, science fiction, drama, action, horror, comedy, animation and documentary. Movie selections vary from year to year; the films viewed offer students the opportunity to explore the craft of film creation and development in each of the genres covered. Students will write reviews, submit projects, and present researched material to the class. A final project is due at the end of the semester. The course meets every day for one semester or every other day for a full year.

Grades 10, 11 12 ½ credit

15H025 Creative Writing

Creative Writing addresses a wide range of abilities and interests; its goal is to develop a student's understanding of style, voice and narrative in literary genres. Students write short fiction, creative nonfiction, one-act plays and poetry. Students will have the opportunity to experiment with dialogue, description, imagery, point of view and allusion. Works by successful writers act as models and the class frequently participates in a peer workshop to enhance critical literary judgment. Students develop writings for publication in *Phoenix*, the Manhasset High School literary journal, and for performance in the Poetry Coffee House (*PoCoHo*) events. Students are encouraged to enter works in local and national juried writing contests. This course meets every day for one semester.

Grades 9, 10, 11, 12 ½ credit

15H026 Advanced Creative Writing Workshop

Do you ever feel that you could get more out of your writing experience? Do you wish you had time to delve deeper into your favorite genre of writing? Does advancing your collection of literary techniques and styles interest you? Advanced Creative Writing Workshop is a course that will help those who want to build and finesse their words and uncover the artful process of writing. This student-centered class is intended for lovers of the written word, writers with a passion for the literary arts, and those who want to build a portfolio of their written work in their favorite genre. This class will expand students' views of the way authors write, the way they, as emerging authors, write, and how the experience of artful reading brings depth and breadth to the writing experience. We will look at both classic and contemporary short stories, poems and narrative essays as ways in which to enter into conversations with our own writing, developing style, voice, meaning, and purpose. Students will leave with a portfolio of their own writing they can use to enter contests, submit for publication or for personal projects and explorations. Student writers will emerge with a greater sense of their writing skill, process, and talent.

Pre-requisite: Creative Writing

Grades 9, 10, 11, 12 ½ credit

15H030 Journalism: From the Printed Page to the Digital Era

Students in this course will examine the changing field of journalism. Topics we explore include journalistic ethics, the history and the future of journalism—from print to digital media—notable figures in the industry, interview techniques and strategies and the stages of editorial production. After critiquing the work of published writers, students will study the components of a newspaper and write their own news and feature articles, editorials and film and book reviews, and will also publish their work in *Indian Ink*, the online school newspaper. Students will also critique techniques and practices of digital, online, and broadcast media. This course, which meets every day for one semester, will culminate with students creating components of an online newspaper and accompanying digital broadcast.

Grades 9, 10, 11, 12 ½ credit

15H038 Speech and Debate

In this course students learn the two major aspects of effective communication. After studying the essential ingredients of public speaking, students write and present a variety of speeches including information based and persuasive speeches. During the second half of the semester, students learn the art of Lincoln-Douglas debate, the format used by high school and college forensic leagues throughout the United States. After studying debate essentials, students work in cooperative learning groups utilizing print and on-line sources, developing affirmative and negative constructives, cross-examination questions and rebuttals on a debate topic relevant to our contemporary world. This course meets every day for one semester.

Grades 9, 10, 11, 12 ½ credit

English as a New Language

Students who are enrolled in the ENL Program are exempt from taking a World Language until they are able to demonstrate proficiency in English. Proficiency is achieved by a student earning the “Commanding” proficiency level on the NYSESLAT (New York State English as a Second Language Achievement Test). Once proficiency is achieved, a student is required to enroll in a World Language class one (1) full school year after achieving proficiency.

Students enrolled in the English as a New Language program can earn one (1) high school English credit one time.

Courses within this department have not been approved by the NCAA Clearinghouse, for purposes of determining a student athlete’s GPA for eligibility:

11F501R/12F501R/13F501R/14F507 English/ENL Grades 9-12

Students must be tested when they enter a New York State Public School for the first time and if a language other than English is indicated on the Home Language Questionnaire at the time of registration. Effective February 1, 2014, the NYSITELL (New York State Identification Test for English Language Learners) is given to evaluate a student’s proficiency in English and to insure proper placement in the high school program. Participation in the ENL Program is required for students who do not receive a passing score on the NYSITELL. Depending on their degree of English proficiency, students may be assigned to an integrated co-teaching English/ENL class and up to two periods of stand-alone ENL classes. A student will earn one credit for the integrated English/ENL class and one credit for each of the stand-alone ENL classes.

Grades 9, 10, 11, 12 1 credit

15N115/15N116 ENL 9-10/11-12

If a determination is made, as per the NYSESLAT exam or the NYSITELL, that a student’s English language proficiency is at the “Entering” or “Emerging” level, the student is enrolled in a stand-alone, credit-bearing section of ENL instruction until such time as the student demonstrates performance at the “Transitioning” level or higher on a subsequent administration of the NYSESLAT.

Grades 9, 10, 11, 12 1 credit

85F102 Read 180 ENL

Students who have earned proficiency on the NYSESLAT will receive on-going ENL support for up to two years after earning this level. This course emphasizes reading comprehension and the development of writing skills. This course directly addresses individual needs through differentiated instruction and through the use of adaptive and scientifically research-based instructional software.

Grades 9, 10, 11, 12 ½ credit

Health Education

One-half (½) credit of high school Health Education is required for graduation for either a Regents diploma or an Advanced Designation Regents diploma. This course is usually taken during 10th grade.

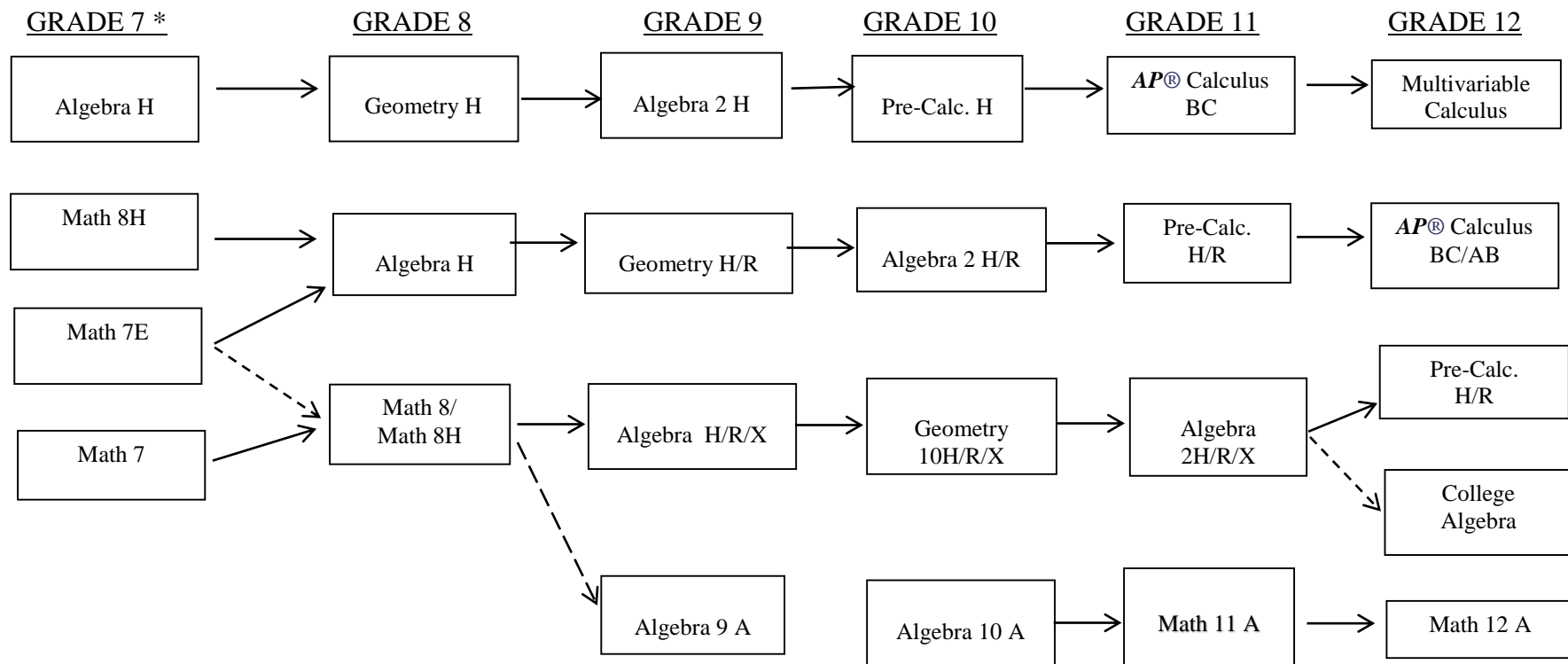
72H001 Health 10

This course addresses critical health issues and behaviors of relevance to teenagers. A variety of learning experiences are used to explore major areas including holistic health, self-awareness, drug dependency and human sexuality. Topics are covered within the context of developing life skills: self-improvement, communication skills, stress management, and social skills. Emphasis is placed on student participation. This course meets every day for one semester, or every other day for the full school year. This class meets the state graduation requirement for Health Education. This course has **not been approved** by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

Grade 10

½ credit

MATHEMATICS COURSES - SEQUENTIAL MAP - 2018-19



SEQUENCES

PROBABLE →

ALTERNATIVE - - - - ->

AP® Statistics can be taken after completion of Algebra 2 with a minimum grade of a B.

AP® Computer Science can be taken after completion of Introduction to Computer Programming I & II and Algebra 2.

AP® Computer Science Principles can be taken after completion of Algebra.

Mathematics Research I / II and **Introduction to Computers** are electives that students can take in addition to the required core math courses.

* High school courses taken in 7th grade will not be reflected on student's transcript; however, all Regents exam results will be shown on a student's transcript.

Courses that conclude with a Regents Exam:

- Algebra - H / R / X / 10 A
- Geometry - H / R / X
- Algebra 2 - H / R / X

Mathematics



Three (3) credits of high school mathematics are required for graduation. For a Regents diploma, a student must pass one (1) Regents exam in mathematics. For an Advanced Designation Regents diploma, a student must pass three (3) Regents exams in mathematics.

An accelerated student in Mathematics is expected to maintain an average of at least a “B+”. The homework assignments are significantly more challenging and require more time to complete. Accelerated students whose average falls below this level will be counseled by their teacher and guidance counselor as to the most appropriate course for the following year.

41F303 Algebra 9

This course is the first year of a two year sequence in Algebra. It focuses on the fundamental concepts of Algebra and the reinforcement of basic algebraic skills. This course directly addresses individual needs through differentiated instruction. Students will be using the TI84/84+ graphing calculator. Students take the Algebra Regents exam at the conclusion of the two year sequence.

Prerequisite: Recommendation by CSE.

Grade 9 1 credit

41F111 Algebra 9 A

This course is the first year of a two year sequence in Algebra. Students take the Algebra Regents exam at the conclusion of the two year sequence. The curriculum reinforces basic algebraic skills. Students will be using the TI84/84+ graphing calculator.

Prerequisite: Math teacher recommendation.

Grade 9 1 credit

41F111X Algebra X

This is a rigorous one-year course which covers the curriculum of Algebra. To provide adequate support for students, the course meets nine (9) times per cycle: one period every day and a double period every other day. Students take the Algebra Regents exam at the conclusion of the school year in June. Students will be using the TI84/84+ graphing calculator.

Prerequisite: Math teacher recommendation.

Grade 9 1 credit

41F111R Algebra R

This is a rigorous course. The curriculum focuses on linear, quadratic, and exponential functions, as well as descriptive statistics. We will be exploring these functions graphically, numerically, symbolically and verbally. Functions are used to model relationships between two quantities in real-life situations. Students take the Algebra Regents exam at the conclusion of the school year in June. Students will be using the TI84/84+ graphing calculator.

Prerequisites: Math teacher recommendation and a grade of “C” or better in Math 8.

Grade 9 1 credit

41F111H Algebra H

This more rigorous course covers the Algebra curriculum and extends beyond. Students in this course are required to do independent honors packets. The course is intended for those with superior math ability and a strong interest in the subject area. Students take the Algebra Regents exam at the conclusion of the school year in June. Students will be using the TI84/84+ graphing calculator.

Prerequisites: A grade of at least “B+” in Math 7E or Math 8H, or a grade of “A” in Math 8 with a math teacher recommendation.

Grades 9 1 credit (W: +0.25)

42F305D Algebra 10

This course is the second year of a two year sequence in Algebra. Students take the Algebra Regents exam in June. Students will be using the TI84/84+ graphing calculator.

Prerequisite: Recommendation by CSE; Successful completion of Algebra 9.

Grade 10 1 credit

42F211X Algebra 10 A

This course is the second year of a two year sequence in Algebra. Students take the Algebra Regents exam in June. Students will be using the TI84/84+ graphing calculator.

Prerequisite: Successful completion of Algebra 9A.

Grade 10 1 credit

42F201X Geometry X

This is a rigorous one-year course which covers the curriculum of the Geometry syllabus. To provide adequate support for students, the course meets nine (9) times per cycle: one period every day and a double period every other day. Students take the Geometry Regents exam in June. Students will be using the TI84/84+ graphing calculator.

Prerequisites: Successful completion of Algebra R or Algebra X and Math teacher recommendation.

Grade 10 1 credit

42F201R Geometry R

This rigorous curriculum focuses on topics in plane, coordinate, and solid geometry. The curriculum includes constructions, logic, congruence, similarity, triangles, polygons, circles, and transformations. The course involves using inductive and deductive reasoning to form mathematical conclusions with proofs in a variety of forms. Students will take the Geometry Regents in June. Students will be using the TI84/84+ graphing calculator.

Prerequisites: Successful completion of Algebra R with a grade of at least “C” and Math teacher recommendation.

Grade 9, 10 1 credit

42F201H Geometry H

This is a more rigorous course that includes various enrichment topics. Students in this course are required to do independent honors packets. This course is intended for those with superior math ability and a strong interest in the subject area. Students will take the Geometry Regents in June. Students will be using the TI84/84+ graphing calculator.

Prerequisites: A grade of at least “B+” in Algebra H, or a grade of “A” in Algebra R with a math teacher recommendation.

Grades 9, 10 1 credit (W: +0.25)

43F303 Math 11

This course reinforces general math skills and extends these skills to include some pre-algebra and algebra topics, and use these skills in a variety of practical, consumer, business, and occupational applications. Course topics include formulas, simple equations, basic statistics, ratio and proportion, and applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, managing personal income, and investment.

Prerequisite: Recommendation by CSE and completion of Math 10

Grade 11 1 credit

43F011 Math 11 A

This course challenges students to solve real-world problems using concepts of algebra, trigonometry and geometry. Applications in probability and statistics are incorporated in the course. Function concepts will be used to develop the relationships between algebra and geometry. The mathematical portion of the PSAT/SAT exams will be reviewed. The graphing calculator will also be utilized during the course. Students will be using the TI84/84+ graphing calculator.

Prerequisites: *Successful completion of Algebra 10A and Math teacher recommendation.*

Grades 11, 12 1 credit

43F501X Algebra 2 X

This rigorous course is intended for students who have completed Geometry. The curriculum is the same as that of Algebra 2 R; however, in order to provide adequate support for students, the course meets nine (9) times per cycle: one period every day and a double period every other day. Students will take the Algebra 2 Regents exam in June. Students will be using the TI84/84+ graphing calculator.

Prerequisites: Successful completion of Geometry X or Geometry R and Math teacher recommendation.

Grade 11 1 credit

43F501R Algebra 2 R

This rigorous course completes the 3-year sequence in mathematics. Students study various types of functions throughout the course: radical, rational, exponential, logarithmic, trigonometric, quadratic and higher order polynomials. Other topics include the remainder and factor theorems, complex numbers, and probability and statistics. Students will take the Algebra 2 Regents exam in June. Students will be using the TI84/84+ graphing calculator.

Prerequisites: A grade of at least “B-” in Geometry R and Math teacher recommendation.

Grades 10, 11 1 credit

43F501H Algebra 2 H

This is a more rigorous course that includes enrichment on prime numbers, more challenging factoring, and exploration of polynomial graphs and independent honors projects. Students will take the Algebra 2 Regents exam in June. Students will be using the TI84/84+ graphing calculator.

Prerequisites: A grade of at least “B+” in Geometry H, or a grade of “A” in Geometry R with a math teacher recommendation.

Grade 10, 11 1 credit (W: +0.25)

44F011 Math 12 A

This course provides for a continuation and extension of the skills and topics developed in Math 11A. It has a balance mixture of abstract mathematical ideas with concrete or real-world applications. It presents mathematics in a problem-solving mode and is designed to give the students a strong foundation for an entry-level mathematics course in college.

Prerequisites: Successful completion of either Math 11A or Algebra 2X and Math teacher recommendation

Grade 12 1 credit

43F030 College Algebra

This course covers the concepts of functions and relations, algebra review, systems of equations and inequalities, logic, sequences, mathematical systems, probability, statistics, matrix algebra, and financial algebra. Students are required to have a graphing calculator (TI84/84+ is recommended).

Prerequisites: Successful completion of Algebra 2 and Math teacher recommendation

Grades 11, 12 1 credit

45F010 Pre-Calculus

This rigorous course covers the concepts of functions and relations, conic sections, advanced trigonometry, sequences and series, mathematical induction, and an introduction to Calculus including limits and continuity, derivatives and their application. Some projects are included. Students are required to have a graphing calculator (TI-84/84+ is recommended).

Prerequisites: A grade of at least “B” in Algebra 2 and Math teacher recommendation

Grades 11, 12 1 credit

45F010H Pre-Calculus H

This more rigorous course has the same curriculum as Pre-Calculus with enrichment within each unit. Students are required to have a graphing calculator (TI-84/84+ is recommended). Students in this course start an AP calculus curriculum during the spring semester.

Prerequisites: A grade of at least “B+” in Algebra H or a grade of “A” in Algebra 2 R and Math teacher recommendation.

Grades 11, 12 1 credit (W: +0.25)

45F011AL AP® Calculus AB with Lab

This most rigorous course covers one semester of college calculus including topics such as algebraic and transcendental functions, differential and integral calculus. All topics outlined in the Advanced Placement syllabus for Calculus AB are included. As an added support for students, the course meets nine (9) times per cycle: one period every day and a double period every other day. Students are required to take the AP Calculus AB exam in May. Students will be using the graphing calculator.

Prerequisites: Completion of Pre-Calculus and Math teacher recommendation.

Grade 12 1 credit (W: +0.5)

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45F011A AP® Calculus AB

This most rigorous course covers one semester of college calculus including topics such as algebraic and transcendental functions, differential and integral calculus. All topics outlined in the Advanced Placement syllabus for AB Calculus are included. Students are required to take the AP Calculus AB exam in May. Students will be using the graphing calculator.

Prerequisites: A grade of at least “B-” in Pre-Calculus H or a grade of “B+” in Pre-Calculus and Math teacher recommendation.

Grade 12 *1 credit (W: +0.5)*

45F012A AP® Calculus BC

This most rigorous course covers one full year of college calculus. It includes all topics of AP Calculus AB plus topics such as improper integrals, parametric equations, polar coordinates and power series. Students are required to take the AP Calculus BC exam in May. Students will be using the TI84/84+ graphing calculator.

Prerequisites: A grade of at least “B+” in Pre-Calculus H and Math teacher recommendation.

Grade 12 *1 credit (W: +0.5)*

45F013A AP® Statistics

This most rigorous course is an excellent option for any student who has successfully completed Algebra 2 & Trigonometry. The course may be taken concurrently with either Pre-Calculus or AP Calculus. The topics for AP Statistics are divided into four major themes: Exploratory Analysis, Planning a Study, Probability, and Statistical Inference. Students are required to take the AP Statistics exam in May. Students will be using the TI84/84+ graphing calculator.

Prerequisites: A grade of at least “B” in Algebra 2 R Math teacher recommendation.

Grades 11, 12 *1 credit (W: +0.5)*

45F014A Multivariable Calculus

Multivariable Calculus is a most rigorous advanced course equivalent to a college-level Calculus III course. The pre-requisite for taking the course is completion of AP Calculus BC with a score of 4 or 5 on the AP exam. Topics covered in the course will focus on 3-space and vector-valued functions. Some of these topics will include partial derivatives, multiple integrals, vector fields, line integrals and surface integrals. The course will end with a study of the three capstone theorems of Multivariable Calculus: Green’s Theorem, the Divergence Theorem and Stoke’s Theorem.

Prerequisites: A grade of 4 or 5 on the AP Calculus BC exam and Math teacher recommendation.

Grade 12 *1 credit (W: +0.5)*

45F015A AP® Computer Science

This is a most rigorous college level course in programming using the Java language. The course emphasizes object-oriented programming methodology with a concentration on problem-solving and algorithm development. A primary objective is to learn how to write logically structured, well-documented computer programs. The major emphasis is on programming methodology, algorithms, and data structures. Students are required to take the AP Computer Science exam in May.

Prerequisites: Completion of Introduction to Computer Programming I & II or math teacher recommendation and completion of Algebra 2.

Grades 10, 11, 12 *1 credit (W: +0.5)*

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45F016A AP® Computer Science Principles (New Course Offering)

This is a more rigorous college level course designed to introduce entry level high school students to the foundations of modern computing. The course covers a broad range of foundational topics that include algorithms, the internet, big data, digital privacy and security, programming and the societal impacts of computing. This course contains 5 core units of study with the 6th unit devoted to the required AP performance task projects due by the end of April. The course also requires students to take the AP exam given in May.

Prerequisites: Completion of Algebra

Grades 9, 10, 11, 12 1 credit (W: +0.5)

45H901 Math Research I**45H902 Math Research II**

This rigorous course is intended for students in honors level math classes who are seriously interested in researching mathematical topics. Topics specifically are those not studied as part of the regular math curriculum. Students should be conscientious and willing to work independently. All students are required to enter regional math competitions. Both Math Research I and Math Research II generally meet every day for one semester.

Prerequisite: Math teacher recommendation.

Grades 8, 9, 10, 11, 12 Math Research I ½ credit

Math Research II ½ credit

45H903/45F903V Advanced Math Research (half year course/full year course)

This more rigorous course is for honors level math students in grades 9 through 12 who have completed Math Research I and II. Students continue to research from the previous courses at a higher level. Math research papers are submitted to regional and national competitions such as Siemens Competition, the Intel Science Competition, and the Long Island Science and Engineering Fair. Advanced Math Research may be taken as either a ½ credit or a 1 credit course. Students who take Advanced Math Research as a ½ credit course may be scheduled either every day for one semester or every other day for the full year.

Prerequisites: Successful completion of both Math Research I and Math Research II and Math teacher recommendation.

Grades 8, 9, 10, 11, 12 45H903 Half Year ½ credit (W + 0.125)

45F903V Full Year 1 credit (W: +0.25)

45H921 Introduction to Computer Programming I (Java)

This is a rigorous course where students explore the concepts of object-oriented programming using Java, which is currently one of the most popular programming languages in use. It is widely used in programming for application software and web applications. The focus of the course is on building, using, and modifying objects, the use of primitive data, logical structures, and inheritance. This course typically meets every day for a semester.

Prerequisites: Successful completion of Algebra and Math teacher recommendation.

Grades 9, 10, 11, 12 ½ credit

45H922 Introduction to Computer Programming 2 (Java)

This is a rigorous course where students explore the concepts of object-oriented programming using Java, which is currently one of the most popular programming languages in use. It is widely used in programming for application software and web applications. The focus of the course is creating user-made objects and classes, and implementing them into arrays. This course typically meets either every other day for the full year. Completion of this course would prepare a student for an advanced placement course in computer science A.

Prerequisites: Successful completion of Introduction to Computer Programming 1 (Java) or teacher recommendation.

Grades 9, 10, 11, 12 ½ credit

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Music



One credit of Art, Music, and/or Theatre is required for graduation to attain either a Regents diploma or an Advanced Designation Regents diploma. Any of the following courses may count toward satisfaction of this one credit requirement.

Courses within this department have *not been approved* by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

65F440 Concert Orchestra

This rigorous performance-based class performs as a concert orchestra and as a full orchestra. Students learn advanced string techniques through the performance of a wide variety of musical selections. In addition to class attendance, students must also attend weekly small group instructions which are scheduled on a rotating basis. Students are expected to practice orchestral repertoire and supplemental material outside of class time. Grades in the course are based on satisfactory performance, exemplary conduct, attendance at all rehearsals and the meeting of all class requirements. Three major performances are mandatory and serve as exams. Musically advanced 9th graders may be invited to join the ensemble on a trial basis depending upon the ensemble's instrumentation needs and at the teacher's discretion.

Prerequisites: Music teacher recommendation and audition of pupils who play a string instrument.
Grades 9, 10, 11, 12 1 credit

65F443H Symphonic Orchestra

This more rigorous performance-based class explores college level music. Enrollment is limited to 36 students based on balanced instrumentation. Students must be able to play on an advanced level. This group performs a variety of orchestral and chamber music at school concerts, community functions and competes at festivals. Students combine with selected wind and percussion players to form a symphony orchestra. In addition to class attendance, students must also attend weekly small group instructions which are scheduled on a rotating basis. Students are expected to practice orchestral repertoire and supplemental material outside of class time. Grades in the course are based on satisfactory performance, exemplary conduct, attendance at all rehearsal and performances and the meeting of all class requirements. All performances are mandatory and serve as exams.

Prerequisites: Music teacher recommendation and audition of pupils who play a string instrument. Students must perform at NYSSMA Level V.
Grades 10, 11, 12 1 credit (W: +0.25)

65F450 Concert Band

This rigorous performance-based class explores literature appropriate for the development of rhythm, tone, pitch, balance and blend within the band. Grades in the course are based on satisfactory performance, exemplary conduct, participation in required class instruction on a rotating lesson schedule, and attendance at all required rehearsals. Three major performances are mandatory and serve as exams.

Prerequisites: Music teacher recommendation and audition of pupils who play brass, woodwind or percussion instruments.
Grades 9, 10, 11, 12 1 credit

65F451H Symphonic Wind Ensemble

This more rigorous performance-based class explores advanced literature to be performed at concerts and festivals. Enrollment is typically limited to 48 students based on balanced instrumentation. Grades in the course are based on satisfactory performance, exemplary conduct, participation in required class instruction on a rotating lesson schedule, and attendance at all required performances. Three major performances are mandatory and serve as exams.

Prerequisites: Music teacher recommendation and audition of pupils who play brass, woodwind or percussion instruments. Students must perform at NYSSMA Level V.

Grades 10, 11, 12 1 credit (W: +0.25)

65F510 Concert Choir

This rigorous performance-based class focuses on personal growth and development of the entire individual through the art of singing and performance. It is open to all students who love singing, are willing to work as a team and can work cooperatively with peers. A variety of musical styles, languages and performance approaches is employed. Music selected reflects an aggressive standard typically expected of advanced high school singers. Required small group rotation lessons augment daily rehearsals of the choir. Three major performances are mandatory and serve as exams. Outside performances are offered to a select group of singers.

Grades 9, 10, 11, 12 1 credit

65F510H Symphonic Choir

This more rigorous performance-based class provides opportunities to perform college level music. Individuals are offered leadership positions and may have the opportunity to conduct the choir at rehearsals and performances. Substantial demands are made on singers in terms of time, musical ability, dedication, and behavior. Students may compete in local, regional or national festivals. Students will demonstrate the ability to sing and learn music independently. Advanced performers have the opportunity to be selected for small vocal ensembles: Jazz Choir, Manhasset Kinsmen, and/or the Select Ensemble; if selected, they must attend all rehearsals associated with their ensemble. Three major performances are mandatory and serve as exams. Required small group rotation lessons augment daily rehearsals of the choir. Enrollment is limited to a maximum of 54 students based on balanced vocal parts.

Prerequisites: Music teacher recommendation and audition of pupil. Students must receive a minimum score of 93 on a NYSSMA Level V/VI vocal solo (or the equivalent). Students must be able to successfully sight-sing their individual voice part from a standard piece of choral literature and to incorporate the expressive elements contained therein.

Grades 10, 11, 12 1 credit (W: +0.25)

65F520 Women's Choir

This rigorous performance-based class develops and cultivates the female singer. While vocal technique, aural skills, and sight-reading are studied, the comprehensive development of the musician is emphasized. Music literature, written expressly for women, from a diverse repertoire of genres, cultures, and periods is studied for performance. Required small group rotation lessons augment daily rehearsals of the choir. Three major performances are mandatory and serve as exams. Opportunities exist for select singers to perform with other chamber ensembles both within and outside the school.

Prerequisites: Music teacher recommendation, participation in Middle School chorus and/or audition.

Grades 9, 10, 11, 12 1 credit

65F520H Women's Choir Honors

This more rigorous performance-based class is for students who demonstrate the ability to sing and learn music independently. Students have the opportunity to be selected for small vocal ensembles: Jazz Choir and/or the Select Ensemble; if selected, they must attend all rehearsals associated with their ensemble. Three major performances are mandatory and serve as exams. Required small group rotation lessons augment daily rehearsals of the choir. Enrollment is limited to a maximum of 16 students with balanced vocal parts.

Prerequisites: Music teacher recommendation and audition of pupil. Students must receive a minimum score of 93 on a NYSSMA Level VI vocal solo (or the equivalent). Students must be able to successfully sight-sing their individual voice part from a standard piece of choral literature and to incorporate the expressive elements contained therein.

Grades 9, 10, 11, 12 1 credit (W: +0.25)

65F530 Men's Choir

This rigorous performance-based class focuses on personal growth and development of the entire individual through the art of singing and performance. Music literature, written expressly for men, from a diverse repertoire of genres, cultures, and periods is studied for performance. It is open to all male students who love singing, are willing to work as a team. Music selected reflects an aggressive standard typically expected of advanced high school singers. Small group rotation lessons augment daily rehearsals of the choir. Three major performances are mandatory and serve as exams. Required small group rotation lessons augment daily rehearsals of the choir. Outside performances are offered to a select group of singers.

Grades 9, 10, 11, 12 1 credit

65F530H Men's Choir Honors

This more rigorous section of Men's Chorus requires additional work and study. It is open to all male students who have demonstrated by experience and audition a comprehensive understanding of vocal technique and mastery in reading music. Along with the requirements for Men's Chorus, those who receive honor's credit are expected to show leadership and maturity both by their performance and their behavior. Small group rotation lessons augment daily rehearsals of the choir. Three major performances are mandatory and serve as exams. Required small group rotation lessons augment daily rehearsals of the choir. Outside performances are offered to a select group of singers.

Prerequisites: Previous choral music experience, audition, and interview.

Grades 10, 11, 12 1 credit (W: +0.25)

65H401 Electronic Keyboard I

Open to all students regardless of previous musical experience. Each student practices at an individual workstation to develop keyboard skill and to gain an understanding of music notation. Practice habits are developed and there is a mandatory recital at the end of the semester which serves as the final exam. Students work independently as well as one on one with the instructor. Enrollment is limited. This course meets every day for one semester.

Grades 10, 11, 12 ½ credit

65H402 Electronic Keyboard II

Emphasis is placed on refining playing skills. Music is selected, with student input, to aid in technical development. There is a mandatory recital at the end of the semester which serves as the final exam. This course meets every day for one semester.

Prerequisite: Successful completion of Electronic Keyboard I or by audition.

Grades 10, 11, 12 ½ credit

65H421H Music Theory I/ Keyboard Harmony (Honors)

Using the computer and keyboard, students develop music skills and knowledge by composing and arranging original music in this rigorous course. Students experiment with various sounds and styles to develop a portfolio of their own works. Compositions are performed for class. Observations are shared regarding the success of individual pieces. Students refine listening skills through ear-training and dictation involving rhythmic, melodic and harmonic structures. This course meets every day for one semester.

Prerequisite: Successful completion of Electronic Keyboard II or by instructor's permission.

Grades 10, 11, 12 *½ credit (W: +0.25)*

65H422H Music Theory II / Keyboard Harmony (Honors)

This more rigorous course integrates more complex musical ideas into composition. Students work on advancing compositional skills to produce works which can be performed live. Emphasis is placed on thematic material and orchestration. Students compose polyphonic music and a song using the computer and electronic keyboard. This course meets every day for one semester.

Prerequisite: A grade of at least a "B" in Music Theory I or by instructor's permission.

Grades 10, 11, 12 *½ credit (W: +0.25)*

Physical Education



Two credits (8 semesters) of high school Physical Education are required for graduation for either a Regents diploma or an Advanced Designation Regents diploma.

Courses within this department have **not been approved** by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

A major objective of the high school physical education curriculum is to promote physical fitness and develop motor skills through regular participation in a variety of vigorous, physical activities. Instructional efforts are arranged in meaningful progression to provide for increased knowledge, strategies, proficiencies, and levels of participation in team, dual, and individual sports.

75H101/102 PE 9/10 (Fall/Spring)

This Physical Education class is designed as both a fall and spring semester course to meet the needs of the transitioning student into High School. Students will experience a variety of collaborative cooperative games, and an orientation to the Fitness Center. Team sports will provide numerous opportunities for students to be engaged in game play, skill development and proficiency. Team activities such as flag football, soccer, speed away, volleyball, basketball, floor hockey ultimate frisbee and collaborative cooperative adventure activities will be included. Skills for the variety of sports will be introduced, and reviewed, and emphasis on cooperation and sportsmanship will be addressed. A unit will be taught in Cardio Pulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED) for adult, child and infant. This training goes beyond the NYSED mandate of "hands only" CPR. Students will be offered the opportunity for American Red Cross certification, which is useful for personal use or for lifeguarding, babysitting, Girl Scouts, Boy Scouts or any other specific requirements. Classes meet every other day and will be conducted on a co-educational basis.

Grades 9, 10 *¼ credit each successful semester*

75H201/202 PE 11 - 12 (Fall/Spring)

This Physical Education class is designed to meet life time sport initiatives, collaborative, cooperative skills, decision making, and good sportsmanship. Emphasis will be given to teaching skills and strategies of individual and partner sports. Activities will include, badminton, tennis, volleyball, team handball, personal fitness, pickle ball, golf, and team sports. Emphasis shifts to lifetime sports and fitness activities that will be meaningful to students in years ahead so they may make wise decisions regarding their use of increasing leisure time. Further emphasis is placed on personal fitness, and promotion of lifelong participation in lifetime sports activities. Classes meet every other day and will be conducted on a co-educational basis. A unit will be taught in Cardio Pulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED) for adult, child and infant. This training goes beyond the NYSED mandate of "hands only" CPR. Students will be offered the opportunity for American Red Cross certification, which is useful for personal use or for lifeguarding, babysitting, Girl Scouts, Boy Scouts or any other specific requirements. The class is a semester based course.

Grades 11, 12 *¼ credit each successful semester*

75H103 PE Life Skills Adaptive (Grades 9 - 12)

This Physical Education class is designed to meet the unique needs of those students whose physical condition precludes participation in the regular physical education program. Physical education and recreational activities will be modified to meet the individual's special needs.

Grades 9, 10, 11, 12 ½ credit

75H104 Fitness Training

A physical education elective geared towards fitness. Students will learn basic and advanced exercises of cardiovascular and strength training. Students will learn to develop a workout based on their personal goals or specific sports. Students will show improvement through the progress of the class.

Grades 11, 12 ½ credit

75H105 Project Adventure

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

Grades 11, 12 ½ credit

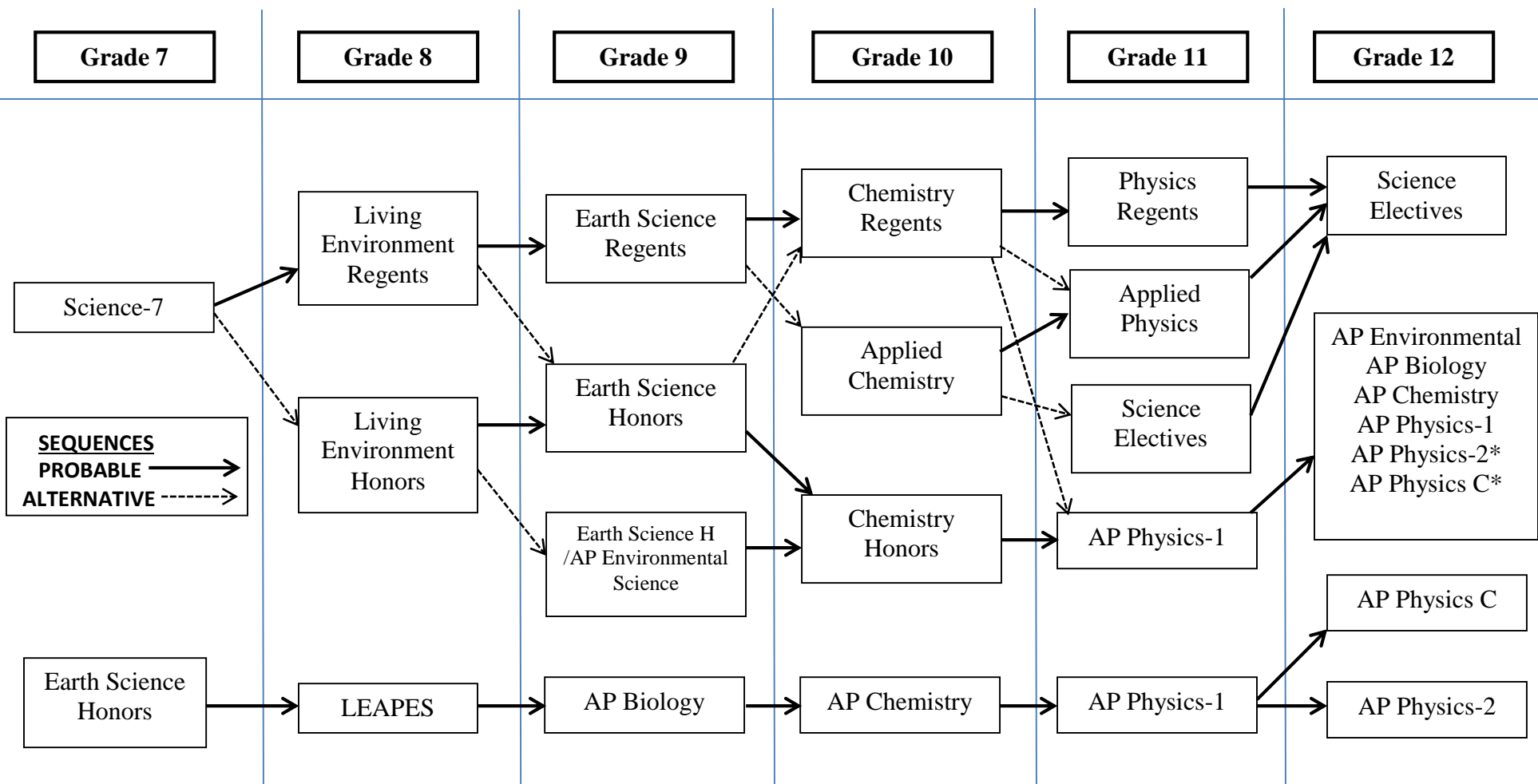
75H106 Alternative PE (*New Course Offering*)

This course would be an alternative to the traditional Physical Education activity model. The course will incorporate cooperative games (orienteering, low elements); fitness activities; backyard games (frisbee, shuffle board, bowling, disc golf); dance activities; jogging/walking activities; modification of traditional sport activities (ex: Kickball, Newcomb).

Prerequisite: Teacher recommendation

Grades 9, 10, 11, 12 ½ credit

MANHASSET SECONDARY SCIENCE COURSES 2018-2019



Various ½ credit science electives are offered for 11th & 12th graders. These electives offerings can change from year to year.

SCIENCE RESEARCH

- INTRODUCTION TO SCIENCE RESEARCH CAN BE TAKEN BY STUDENTS IN THE 9TH THROUGH 12TH GRADES.
- ADVANCED SCIENCE RESEARCH IS OPEN TO STUDENTS WHO HAVE COMPLETED INTRODUCTION TO SCIENCE RESEARCH.
- STS PREP IS OPEN TO STUDENTS IN GRADE 12.

***Both AP Physics C and AP Physics-2 require the successful completion of either Physics Regents or AP Physics-1.**

Science



Three (3) credits of high school science are required for graduation, one of which must be a laboratory science. For a Regents diploma, a student must pass one Regents exam in science. For an Advanced Designation Regents diploma, a student must pass two Regents exams in science.

31F301 Physical Setting: Earth Science

This course is designed to provide students with a general understanding of earth motions and processes in astronomy, geology, and meteorology. It is a modified version of Earth Science Core curriculum. Students enrolled in this course must successfully complete 1,200 minutes of hands-on laboratory work and will take the New York State Regents examination in Earth Science. This course meets for a single period every day.

Prerequisite: Recommendation by CSE.

Grades 9, 10 1 credit

31F002R Physical Setting: Earth Science R

This is a rigorous course designed to provide students with an understanding of earth motions and processes in astronomy, geology, and meteorology. The course stresses the understanding and application of concepts through the collection and analysis of data from laboratory investigations. Students enrolled in the course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents examination. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

Grade 9 1 credit

31N602X Physical Setting: Earth Science X

This is a Response to Intervention (RTI) class for selected Earth Science students. Students attend a support period every other day for the full school year.

Grade 9

31F002H Physical Setting: Earth Science Honors

This is a more rigorous course that extends beyond the Earth Science core curriculum. Topics will be studied at greater depth and will include more mathematical application. Assignments are more demanding and laboratory activities and reports are more challenging. This course is designed for students with superior ability and high interest in science. Students enrolled in the course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents examination. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

Prerequisites: Final average of “A-“ in Living Environment Honors or an “A” in Living Environment Regents, and teacher recommendation.

Grade 9 1 credit (W: +0.25)

35F020A Earth Science H / AP® Environmental Science

This most rigorous course follows a combined curriculum outlined by New York State and the College Board. A college textbook is utilized. Homework, laboratory work, reports and study requirements are all college-level. The course is designed to explore environmental topics at a rigor equivalent to that of a first year college course. Due to the fast pace and depth of material, extensive work outside the classroom and during the summer will be required. Topics include: forms of pollution, population growth, the use of natural resources, genetics, evolution, biochemistry, and ecology. Topics and laboratory work in this class will allow students to understand the interrelationships of the natural world, to identify and to analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving them. Students are required to take the AP Environmental Science exam in May and the Earth Science Regents exam in June. Students enrolled in the course must successfully complete a minimum of 1,200 minutes of hands-on laboratory work. This course meets for a double period every day.

Prerequisites: All students must have a final grade of “A” in each of the following courses: Living Environment Honors, Algebra H and English 8 and Science teacher recommendation.

Grade 9 1 credit (W: +0.5)

35F311 Living Environment

This laboratory course is designed to introduce students to important concepts about our Living Environment and, although modified, follows the Living Environment Core curriculum. This course is organized to meet the individual needs of the students and provide an opportunity to investigate the diversity of life forms through the study of biochemistry to ecosystems. Students must successfully complete 1,200 minutes of hands-on laboratory work and are required to take the New York State Regents examination. This course meets for a single period every day.

Prerequisite: Recommendation by CSE.

Grades 9, 10 1 credit

35F003 Applied Chemistry

This is an elective course that is designed to cover the general requirements of a high school chemistry course and characterize the properties of matter and how it reacts. Students investigate the structure, composition, properties, and reactions of matter. Laboratory activities will be employed to complement the understanding of fundamental concepts.

Prerequisites: Successful completion of Living Environment Regents, Earth Science Regents and Algebra.

Grades 10, 11, 12 1 credit

35F003R Physical Setting: Chemistry R

This is a rigorous laboratory course that is designed to cover the requirements of the Chemistry Core Curriculum. Students investigate the structure, composition, properties, and reactions of matter. Students will be expected to develop laboratory skills that will enable them to perform specific types of analyses. Laboratory problems are employed to complement the understanding of fundamental concepts. Students enrolled in this course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents Examination. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions. **Prerequisites:** Successful completion of Living Environment Regents and Earth Science Regents.

Grades 10, 11, 12 1 credit

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35F003X Physical Setting: Chemistry X

This is a Response to Intervention (RTI) class for selected Chemistry students. Students attend a support period every other day for the full school year.

Grades 10, 11, 12

35F003H Physical Setting: Chemistry H

This is a more rigorous course that extends beyond the core Chemistry curriculum, with greater emphasis on quantitative work and theoretical aspects of chemistry. Topics will be studied in greater depth and will include material covered on the SAT Subject Test in Chemistry. This course is designed for students with superior ability and high interest in science and mathematics. Extensive homework and laboratory reports are required. Preference will be given to students in the accelerated science program. Students enrolled in the course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents examination. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

Prerequisites: A final grade of at least “A-“ in Earth Science Honors and Science teacher recommendation. It is also strongly recommended that the student has either successfully mastered or is concurrently enrolled in Algebra 2.

Grades 10, 11

1 credit (W: +0.25)

35F004 Applied Physics (NEW COURSE OFFERING)

This is an elective course that is designed to cover the general requirements of a high school physics course. It includes investigation of fundamental aspects of the physical world and addresses mechanics, waves, electricity and atomic physics. Laboratory activities will be employed to complement the understanding of fundamental concepts.

Prerequisites: Successful completion of Living Environment Regents, Earth Science Regents, & Chemistry.

Grades 11, 12

1 credit

35F004R Physical Setting: Physics R

This rigorous laboratory course covers and enriches the Physics Core Curriculum. It includes investigation of fundamental aspects of the physical world and addresses mechanics, waves, electricity and atomic physics. Modern developments in physics and applications to technology are included. Students enrolled in this course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents Examination in Physics. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

Prerequisites: Chemistry. Strongly recommended that the student has either successfully completed or is concurrently enrolled in Algebra 2R.

Grades 11, 12

1 credit

35F014A AP® Physics 1

This is a most rigorous course. Students who have demonstrated superior achievement and interest in science and math should take it in place of Regents Physics. This is a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits, electrostatics, waves and modern physics. A college textbook is utilized. Homework, laboratory work and reports, and study requirements are college level. Emphasis will be on basic principles and problem solving methods. Preference will be given to students in the accelerated science program. Students enrolled in the course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Physics Regents examination. Students are required to take the AP Physics 1 Exam and the Regents Exam. This course meets for a double period every day.

Prerequisites: Successful completion of Chemistry, and Science teacher recommendation. It is strongly recommended that the student has successfully mastered Algebra 2.

Grades 11, 12

1 credit (W: +0.5)

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35F018A AP® Physics 2

This is a most rigorous course. Students who have demonstrated superior achievement and interest in AP Physics 1 should consider taking this second level, college course. AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. A college textbook is utilized. Homework, laboratory work and reports, and study requirements are college level. Emphasis will be on basic principles and problem solving methods. Students are required to take the AP Physics 2 Exam. This course meets for a double period every other day for laboratory sessions.

Prerequisites: Mastery of the learning objectives in AP Physics 1 or in Regents Physics, science teacher recommendation and strongly recommended that the student has successfully mastered Algebra 2H.

Grades 11, 12 **1 credit (W: +0.5)**

35F016A AP® Physics C

This is a most rigorous course. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering and is parallel to mathematics courses that include AP Calculus BC. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the AP Physics B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas. This course is the first part of a sequence which, in many colleges, is a very intensive one-year course. Students are required to take the two parts of the AP Physics C Exam. This course meets for a double period every other day for laboratory sessions.

Prerequisites: Mastery of Regents Physics or AP Physics 1 and Science teacher recommendation.

Co-requisite: Enrollment in AP Calculus BC

Grades 11, 12 **1 credit (W: +0.5)**

35F015A AP® Biology

This is a most rigorous course that addresses the topics covered in a first year college biology course. A college textbook is utilized. Homework, laboratory work and reports, and study requirements are college level. Topics include molecules and cells, heredity and evolution, and organisms and populations. The goals of AP Biology are to help students develop a conceptual framework for modern biology and experience science as a process. Students are required to take the AP Biology Exam. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions. (*Note:* This course should not be taken instead of a Physics course.)

Prerequisites: Successful completion of Geometry and Science teacher recommendation.

Grade 9, 11, 12 **1 credit (W: +0.5)**

35F013A AP® Chemistry

This most rigorous course is equivalent to a first year college chemistry course in content and laboratory requirements. It is designed for students with superior achievement in science and mathematics. A college textbook is utilized. Homework, laboratory work and reports, and study requirements are college level. Students are required to take the AP Chemistry exam. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

Prerequisites: Successful completion of Algebra-2 and Science teacher recommendation.

Grade 10, 11, 12 **1 credit (W: +0.5)**

35F017A AP® Environmental Science

This is a most rigorous course that addresses the topics of an introductory one semester college course in environmental science. A college textbook is utilized. Homework, laboratory work and reports, and study requirements are college level. Topics and laboratory work in this class will allow students to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving them. Students are required to take the AP Environmental Science exam. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

Prerequisites: Successful completion of Chemistry and Science teacher recommendation.

Grade 11, 12 1 credit (W: +0.5)

35F900 Introduction to Science Research

This rigorous research course, which requires a student to be an independent learner with a high degree of motivation and initiative, provides the background and encouragement for students to pursue research in science. Students will be trained in problem-solving, research skills, and computer use and library research. Emphasis is placed on laboratory work. Students will develop expertise with experimental design, data interpretation and analysis through a series of hands-on activities, culminating with an individual research project. Two sections of this course are run each year.

Requirements for consideration: Students will be required to submit an application to be considered for acceptance into the program. The application will include a short essay and a written recommendation from a science teacher.

Grades 9, 10, 11, 12 1 credit

35F901H Advanced Science Research

This is a more rigorous research course that requires a student to have an even higher degree of motivation and initiative. Students will plan and develop independent research that potentially will be presented for competition in major contests. This course may be taken for one, two, or three years. It is offered either every day for a full period or on alternating days from 7:30-9:00 AM.

Prerequisites: The Introduction to Science Research course as well as research teacher and science teacher recommendations. Students should demonstrate strong science and math skills.

Grades 10, 11, 12 1 credit (W: +0.25)

35F911H STS Prep

This most rigorous research course is only available to seniors. Coursework will involve the preparation of Regeneron Science Talent Search and Siemens research papers. The course includes advanced statistical analysis of data as well as an extended literature search of the research area.

Prerequisites: Advanced Science Research, Teacher recommendation and completion of a science research program during the summer between 11th and 12th grades.

Grade 12 1 credit (W: +0.5)

35F001 Introduction to Engineering Design

This rigorous high school level foundation course in the PLTW (Project Lead the Way) Engineering Program. Students are introduced to the engineering profession and the engineering design process. Utilizing the activity-project-problem-based teaching pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students would be eligible for AP + PLTW recognition and college credit through RIT.

Grades 9, 10 1 credit

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35F002 Principles of Engineering (NEW COURSE OFFERING)

This is the second year high school level course in the PLTW (Project Lead the Way) Engineering Program. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students would be eligible for AP + PLTW recognition and college credit through RIT.

Prerequisites: Introduction to Engineering Design.

Grade 10

1 credit

35H002 Environmental Science

In this half year course students will study the factors that shape and challenge our environment. Human interactions with and impacts on the environment will be addressed. Current events will be studied. This course meets for one full semester.

Prerequisites: Living Environment, Earth Science, and Chemistry.

Grade 11, 12

½ credit

35H003 Criminalistics

This is a half year course designed to familiarize students with the general techniques and issues involved in forensic science and biotechnology. Students will investigate forensic applications to criminal, civil and consumer law and police procedures. Students will also investigate case studies of historical crimes. This course meets for one full semester.

Prerequisites: Living Environment, Earth Science, and Chemistry.

Grade 11, 12

½ credit

35H004 Anatomy & Physiology

In this half year course students will study the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Students will engage in many topics related to truly understanding the structure and function of the human body. This course meets for one full semester.

Prerequisites: Living Environment, Earth Science, and Chemistry.

Grade 11, 12

½ credit

35H006 Marine Biology

In this half year course students will explore the major factors that affect aquatic and marine life. Special emphasis will be given to the marine environment, and human impact on the marine ecosystem. The chemistry, physics, and biology of water and ecosystems are thoroughly investigated. This course meets for one full semester.

Prerequisites: Living Environment, Earth Science, and Chemistry.

Grade 11, 12

½ credit

35H007 Science of Natural Disasters

In this half year course students will explore the scientific foundations behind some of the Earth's most devastating natural disasters. Through case studies and historical research students will learn the science that underlies these tragic events. Topics of study may include earthquakes, volcanoes, tsunamis, severe storms, and asteroid impacts. This course meets for one full semester. This course has **not been approved** by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

Prerequisites: Living Environment, Earth Science, and Chemistry.

Grade 11, 12

½ credit

35H008 Astronomy (NEW COURSE OFFERING)

This is a half year course that introduces students to basic astronomical concepts. The topics addressed are: the size and scale of our solar system, galaxy, and universe; our Sun and our Moon; the constellations in our sky; both ancient and modern astronomers; how stars burn fuel; the methods scientists use to study distant stars; the birth, life, and death of stars; the planets within our own solar system; space exploration missions and the search for extraterrestrial life.

This course meets for one full semester.

Prerequisites: Living Environment, Earth Science, and Chemistry.

Grade 11, 12 ½ credit

MANHASSET SECONDARY SOCIAL STUDIES COURSES 2018-2019

GRADE 7

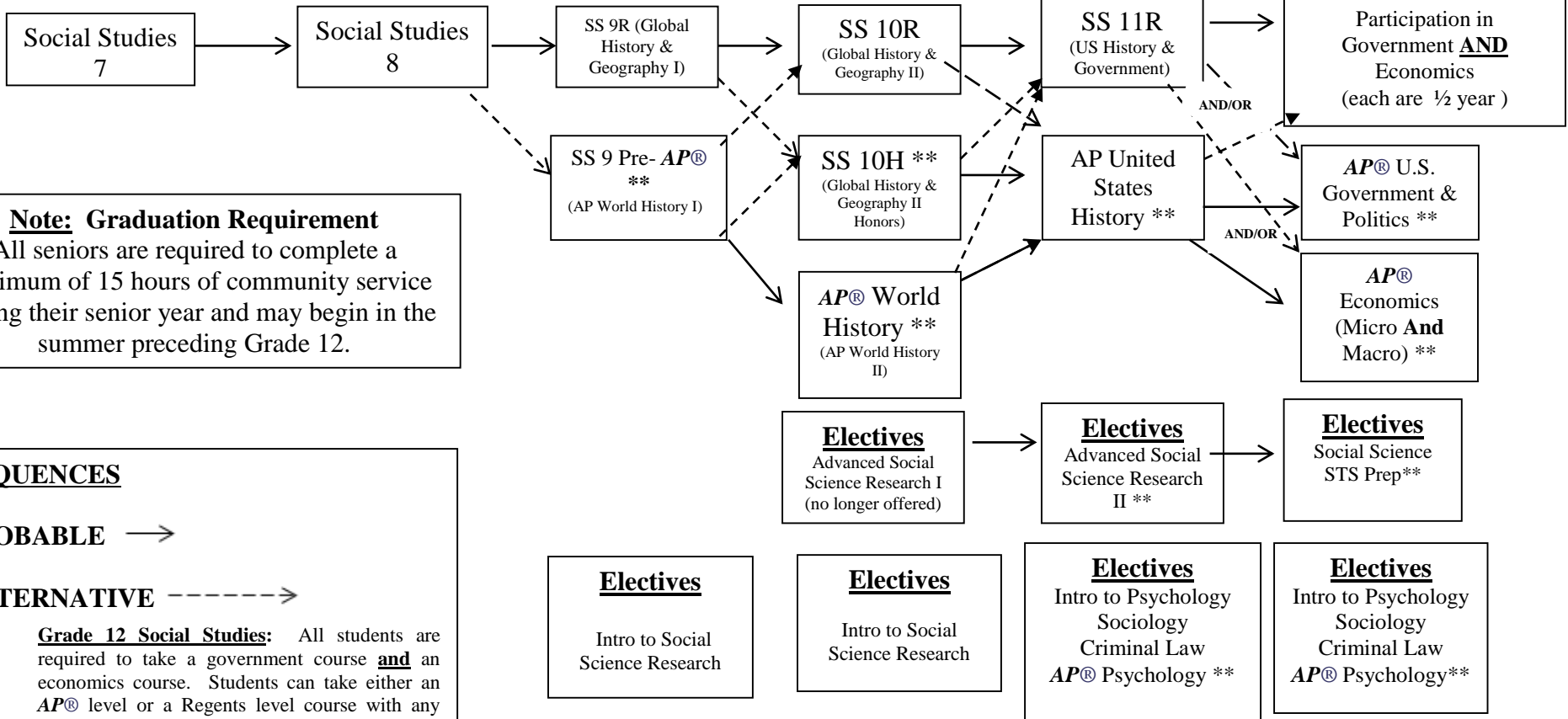
GRADE 8

GRADE 9

GRADE 10

GRADE 11

GRADE 12



Note: Graduation Requirement

All seniors are required to complete a minimum of 15 hours of community service during their senior year and may begin in the summer preceding Grade 12.

SEQUENCES

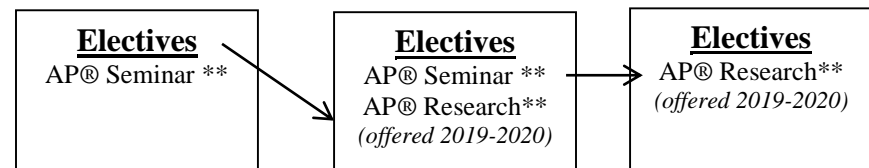
PROBABLE →

ALTERNATIVE ----->

Grade 12 Social Studies: All students are required to take a government course and an economics course. Students can take either an **AP®** level or a Regents level course with any combination. For example, students can take the full year **AP®** Government course with the ½ year Economics course or vice versa. Some students may take both full year **AP®** Government and **AP®** Economics.

**** These courses require teacher recommendation.**

AP® Capstone Program: (**electives requiring teacher recommendation)



Social Studies



Four (4) credits of high school social studies are required for graduation. All students are required to take the Global History & Geography Regents and United States History & Government Regents exams. To earn a high school diploma, all students must take and pass the following Social Studies courses: Social Studies 9, 10 and 11, and a minimum of a semester each of Government and Economics. Students are required to take both the Global History/Geography and United States History/Government Regents exams. To earn a Regents Diploma, students must pass one or both of the two Regents exams. Students who do not pass both will be required to pass an additional Regents exam in math or science. To earn an Advanced Regents Diploma, students must pass both Social Studies Regents exams.

As noted on page 7, all students must complete 15 hours of community service with non-profit organizations. The projects related to this service must be approved by Ms. Steindam and must be completed between July 1st of the year preceding senior year and April 15th of senior year.

Social Studies Practices

Gathering, Using, and Interpreting Evidence
Chronological Reasoning and Causation
Comparison and Contextualization

Geographic Reasoning
Economics and Economics Systems
Civic Participation

21F301 Social Studies 9

This program teaches global history organized chronologically. It begins with the earliest civilizations through 1750. It is a modified version of the Social Studies 9R curriculum. Students enrolled in this course will focus on global relationships.

Prerequisite: Recommendation by CSE.

Grade 9 **1 credit**

21F001R Social Studies 9 R - Global History and Geography

This rigorous program for grade 9 begins a two-year global history course. Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact and ends at 1750. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. Instruction includes continued development of document analysis and essay writing skills.

Grade 9 **1 credit**

21F001H Social Studies 9 Pre-AP World History I

This more rigorous college-level course is the first half of a two-year study to prepare students for the AP World History course. Students must demonstrate a strong passion for the study of history and be independent learners. There is great emphasis on sophisticated historical thinking skills, high-level synthesis and analysis, extensive writing assignments and in-depth readings of source materials. A college level text is used. Students complete their Global History requirement for graduation by taking course 24F005A, AP World History in 10th grade.

Prerequisites: Students will be considered for placement in the course based upon the following criteria: a minimum grade of A in Social Studies 8 and teacher recommendation, the Social Studies 9 Pre-AP World History placement assignment score (administered in January prior to the course), and demonstrated academic maturity. As noted on page 10 under Honors Override, only students with a minimum grade of A in Social Studies 8 can be considered for an override.

Grade 9 **1 credit (W: +0.25)**

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22F301 Social Studies 10

This program concludes the two year global history course begun in 9th grade. The course is organized chronologically. It is a modified version of the Social Studies 10R curriculum. Students enrolled in this course will focus on the period after 1750 with emphasis on geography, history, economics, and global relationships. Students will take the New York State Regents in Global History and Geography.

Prerequisite: Recommendation by CSE.

Grade 10 1 credit

22F001R Social Studies 10 R - Global History and Geography

This rigorous program for 10th grade students concludes the two-year global history course begun in 9th grade. Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. There is continued instruction in document analysis and essay writing skills. Students will take the New York State Regents in Global History and Geography.

Grade 10 1 credit

22F001H Social Studies 10 H – Global History and Geography

Students recommended for this more rigorous Global History course will be independent learners who demonstrate advanced reading comprehension and will complete extensive writing assignments that make use of charts, graphs, maps and readings and require a higher level of analysis. The program concludes the two year global history course begun in 9th grade. Students will take the New York State Regents in Global History and Geography.

Prerequisite: A minimum grade of “A” in Social Studies 9R and Social studies teacher recommendation.

Grade 10 1 credit (W: +0.25)

24F005A AP® World History

This most rigorous course develops greater understanding of the evolution of global processes and contacts in different types of human societies through a combination of factual knowledge and analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, global themes and attention to contacts among societies form the organizing principles to address change and continuity and create the core of a World History course. Students are required to take the Advanced Placement World History exam in May and the New York State Regents in Global History and Geography in June. Students may elect to take the College Board SAT Subject Test in World History.

Prerequisites: Completion of Social Studies 9 Pre-AP and Social studies teacher recommendation.

Grade 10 1 credit (W: +0.5)

23F301 Social Studies 11

This chronologically organized course in United States History is a modified version of the Social Studies 11R curriculum. The emphasis is on the United States as an industrial nation. Constitutional and legal issues are explored, as well as issues of international involvement. Students will take the New York State Regents in United States History and Government.

Prerequisite: Recommendation by CSE.

Grade 11 1 credit

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23F001R Social Studies 11 R United States History and Government

This rigorous course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century and the Cold War. Students explore the expansion of the federal government, the threat of terrorism and the place of the United States in an increasingly globalized and interconnected world. Instruction includes continued development of document analysis and essay writing skills. Students will take the New York State Regents in United States History and Government.

Grade 11 1 credit

24F002A AP® United States History

This most rigorous course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP US History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. Students are required to take the AP United States History exam in May and the United States History and Government Regents exam in June. Students may elect to take the College Board SAT Subject Test in U.S. History.

Prerequisite: A minimum grade of "B+" in Social Studies 10H or "A" in Social Studies 10R and Social Studies teacher recommendation.

Grade 11 1 credit (W: +0.5)

24F301 Social Studies 12

This course includes the basic concepts and understandings of the economy and government of the United States. It emphasizes a practical understanding of personal finance, economic systems and current public issues. It is a modified version of the Economics and Participation in Government curriculum. This course meets the state graduation requirement for participation in government.

Prerequisite: Recommendation by CSE.

Grade 12 1 credit

24H010 Economics

This rigorous course, "Economics, the Enterprise System, and Finance," examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States and the role of entrepreneurs in our economy, as well as the impact of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges. This course meets every day for one semester and meets the state graduation requirement in economics.

Grade 12 ½ credit

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24H020 Participation in Government

This rigorous course aims to provide students with opportunities to become engaged in the political process by learning the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy. This course meets every day for one semester and meets the state graduation requirement for participation in government.

Grade 12 *½ credit*

24F007A AP® Economics: Micro & Macro

This most rigorous full year AP Economics course prepares students for two 2-hour exams; one exam in Microeconomics and one in Macroeconomics. Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decisions makers, both consumers and producers, within the economic system. The primary emphasis is on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Macroeconomics provides a thorough understanding of the economic principles that apply to an economic system as a whole. The emphasis is on the study of national income and price-level determination, and also economic performance measures, the financial sector, stabilization policies, economic growth and international economics. Students are required to take both AP exams in Microeconomics and Macroeconomics. This course meets the state graduation requirement in economics.

Prerequisite:, A minimum grade of “B+” in AP United States History or “A” in Social Studies 11R and Social Studies teacher recommendation. Also, *it is strongly recommended that the student has successfully mastered Pre-Calculus.*

Grade 12 *1 credit (W: +0.5)*

24F120A AP® United States Government and Politics

This most rigorous college level course provides students with an analytical perspective in government and politics in the United States. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. government and politics. Students are required to take the AP United States Government and Politics exam in May. This course meets the state graduation requirement for participation in government.

Prerequisite: A minimum grade of “B+” in AP United States History or “A” in Social Studies 11R and Social Studies teacher recommendation.

Grade 12 *1 credit (W: +0.5)*

22F910 Social Science Research

This introductory one-year course for students interested in social science research may be a stand-alone elective course or can serve as a foundation for further study should they choose to be considered for the AP Capstone Program. Students are taught how to create a researchable topic for an original question, use computer data bases and library resources to locate background information, design an experiment, survey or field study, use computer statistical software to record and analyze results, and write a social science report. Students work individually, in small groups and on common class projects. Students participate in local and regional research competitions.

Note: *This course is not a pre-requisite for the AP® Capstone Program. See the course description on the following page for more information on the AP® Capstone program.*

Grades 9, 10 *1 credit*

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25H902H Advanced Social Science Research II

This is a more rigorous research course. Advanced Social Science Research II students will begin pursuing a social science topic that will be the basis of their submission to the Regeneron Science Talent Search in November of 12th grade. This research process will include exploring a topic, creating an original question, designing and administering a research instrument, analyzing the statistical data, and beginning to write the results in a scientific paper. The class will meet on alternating days for the entire school year.

Prerequisites: Successful completion of Advanced Social Science Research I with a minimum grade of “A-” and Social studies teacher recommendation. *Course will be discontinued after the ‘18-‘19 school year.*

Grades 11 ½ credit (W: +0.125)

25H910 Social Science STS Prep (NEW COURSE NAME; FORMERLY SOCIAL SCIENCE INTEL PREP)

This most rigorous research course meets daily in the fall semester and is open only to 12th grade students who have completed the required research related to their Regeneron Science Talent Search research project. Students must complete and submit the required Regeneron Science Talent Search research paper in social science. The course will involve advanced statistical analysis of data as well as an extended literature search for the paper. All papers will be submitted to the Regeneron Science Talent Search in November.

Prerequisites: Successful completion of Advanced Social Science Research II with a minimum grade of “A-”, Social studies teacher recommendation and an approved STS project.

Grade 12 ½ credit (W: +0.25)

AP® Capstone Program

This is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are highly valued in today’s world. Students who earn scores of three or higher in AP® Seminar, AP® Research, and four other AP® courses will be awarded an AP® Capstone Diploma from College Board. Students who earn scores of three or higher in AP® Seminar and AP® Research will be awarded an AP® Capstone Certificate from College Board.

25F902 AP® Seminar

This most rigorous college level course is the first year foundation of the AP® Capstone program. Students engage in the sustained practice of investigating issues from multiple perspectives. Students will cultivate analysis and writing skills to craft, communicate and defend evidence-based arguments and will be assessed through a team project and presentations and an individual essay and presentation. All students must take the AP® exam in May.

Prerequisites: A minimum grade of “A “ in Social Studies 9R or “B+” in Social Studies 9 Pre-AP and Social Studies teacher recommendation for grade 10 entry. A minimum grade of “A “ in Social Studies 10R or “A-” in Social Studies 10 Honors or “B+” in AP World History and Social Studies teacher recommendation for grade 11 entry.

Grade 10, 11 1 credit (W: +0.5)

25F903 AP® Research *(To be introduced for the 2019-2020 school year)

This most rigorous college level course is the second year of the AP® Capstone program. Students develop the skills and discipline necessary to conduct independent research to produce and defend a scholarly academic thesis. It allows students to explore deeply an academic topic, problem, or issue of individual interest and through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation. In this course, students further develop the skills acquired in the AP® Seminar course by learning about and understanding research methods; employing ethical research practices; and accessing, and analyzing, and synthesizing information as they address their research question. The course culminates in an academic thesis paper and a presentation, performance, or exhibition with an oral defense presented to a panel as part of the AP® score. For students who intend to prepare their papers for submission to Regeneron Science Talent Search, this process will be initiated at the completion of the AP® Research program.

Prerequisites: Successful completion of AP® Seminar with a minimum grade of “B+” and AP® Seminar teacher recommendation.

Grade 11, 12 1 credit (W: +0.5)

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24F030A AP® Psychology

This most rigorous college level course focuses on psychology as a science. The course is an intensive survey of the major aspects of Psychology and is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods of psychologists use in their science and practice. The very broad scope of this course requires students to be self-motivated, read at a very high level for both content and meaning, and have a strong science aptitude. The course includes some sensitive topics and discussions that require an appropriate level of maturity. Students are required to take the AP Psychology exam in May.

Prerequisites: A minimum grade of “A-” in Living Environment R or a minimum grade of “B+” in Living Environment H and Social studies teacher recommendation.

Grades 11, 12 1 credit (W: +0.5)

24H030 Psychology: an Introduction

This course presents a general overview of psychological theories and practices in current use with specific application to psychological well-being. Contemporary issues and new developments in psychology are discussed. This course meets every day for one semester.

Grades 11, 12 ½ credit

24H040 Sociology

This course introduces students to the nature and methods of sociology through the study of such topics as socialization, the nature of institutions, social stratification and deviant behavior. The remainder of the course includes a study of selected problems related to social institutions and contemporary issues. This course meets every day for one semester.

Grades 11, 12 ½ credit

24H050 Criminal Law

This course is an introduction to criminal law in the United States. Course topics include a study of major crimes, rights of the accused, search and seizure, arrest and criminal court processes, the prison system, the death penalty and solitary confinement, serial killers and the insanity defense, and juvenile criminal law. Students will utilize documentaries and current events in order to analyze the application of criminal law today. This course meets every day for one semester.

Grades 11, 12 ½ credit

Special Education

To the maximum extent appropriate, students with disabilities are offered special education supports and services in the least restrictive environment. These supports and services are designed to meet the individual needs of students and are recommended by the Committee on Special Education and approved by the Board of Education. For students with disabilities, a full continuum of services is available including:

Declassification Support Services

These services are provided to a student and/or to a student's teachers to facilitate the transition from special education support to full time enrollment in regular education. Test accommodations are generally included in Declassification Support Services.

Related Services

These services include speech/language therapy, psychological services, physical therapy, occupational therapy, counseling and all other appropriate support services as specified on a student's Individual Education Plan (IEP).

Learning Laboratory

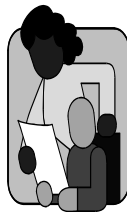
This program is an alternative to the traditional resource room program. Students in grades 9 through 12 are assigned to the Learning Laboratory where they work in cooperative learning groups. Emphasis is placed on research, writing and editing skills. Independence, accountability and self-advocacy are encouraged in this unique academic environment.

Integrated Co-Teaching Services

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students on a daily basis in regents level classes, grades 9 through 11. The instructional team consists of one general education teacher and one special education teacher.

Special Class Programs

These classes are provided, on a daily basis, to students with disabilities who require a small and structured setting to meet their instructional needs in specific content areas.



Theatre



One (1) credit of Art, Music, and/or Theatre is required for graduation to attain either a Regents diploma or an Advanced Designation Regents diploma. Any of the following courses may count toward satisfaction of this one (1) credit requirement.

Courses within this department have not been approved by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:

65F912 Theatre in Action: Technical Theatre and Introductory Acting

This course introduces students to the exciting and challenging worlds of technical theatre and acting. Students may enroll in either a full-year course or a one-semester course. All classes meet daily. Both courses will focus on the fundamentals of set construction, costume production, makeup application, and lighting. Students will be assessed on projects they complete in each of these areas, some of which requires the use of power tools and machinery. In lieu of traditional homework assignments, students will also be required to complete ten crew hours each quarter outside of the regularly scheduled class meeting times. The full-year course will also focus on acting. Students will learn the fundamentals of acting by identifying a character's objectives, beats, and obstacles in assigned scenes. Students will be assessed on their ability to perform memorized scenes from plays.

Grades 9, 10, 11, 12 65F912 Full Year 1 credit

65F901 Acting Concentration: Repertory Company I

In this entry level Repertory Company class, students will study important American theatrical literature including works by Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, August Wilson, and Tony Kushner. Students will also perform scenes or monologues from these plays, attend the New York State Theatre Education conference in January (optional), and perform in a fully-mounted production in mid-May. Assessments will include scene work, author tests, daily reading quizzes, and ten hours of crew work each quarter.

Prerequisite: Approval of the teacher, successful completion of Theatre in Action, and an audition of a fully memorized monologue.

Grades 10, 11, 12 1 credit (W: +0.25)

65F902H Intermediate Acting: Repertory Company II

This is a more rigorous intermediate level course for Repertory Company, where a student will focus on 19th-Century and 20th-century European theatre. They will read plays by Henrik Ibsen, Oscar Wilde, Bertolt Brecht, Jean Paul Sartre, Samuel Beckett, Eugene Ionesco, Harold Pinter, and Tom Stoppard. Students will be quizzed daily on the readings. Students will also be performing scenes from the works of these playwrights. In addition, students will attend the New York State Theatre Education Association conference in January and perform a full-length play in mid-May, and perform 10 hours of crew work for the high school musical in November and the high school play in March.

Prerequisite: Successful completion of Fundamentals of Acting: Repertory Company.

Grades 11, 12 1 credit (W: +0.25)

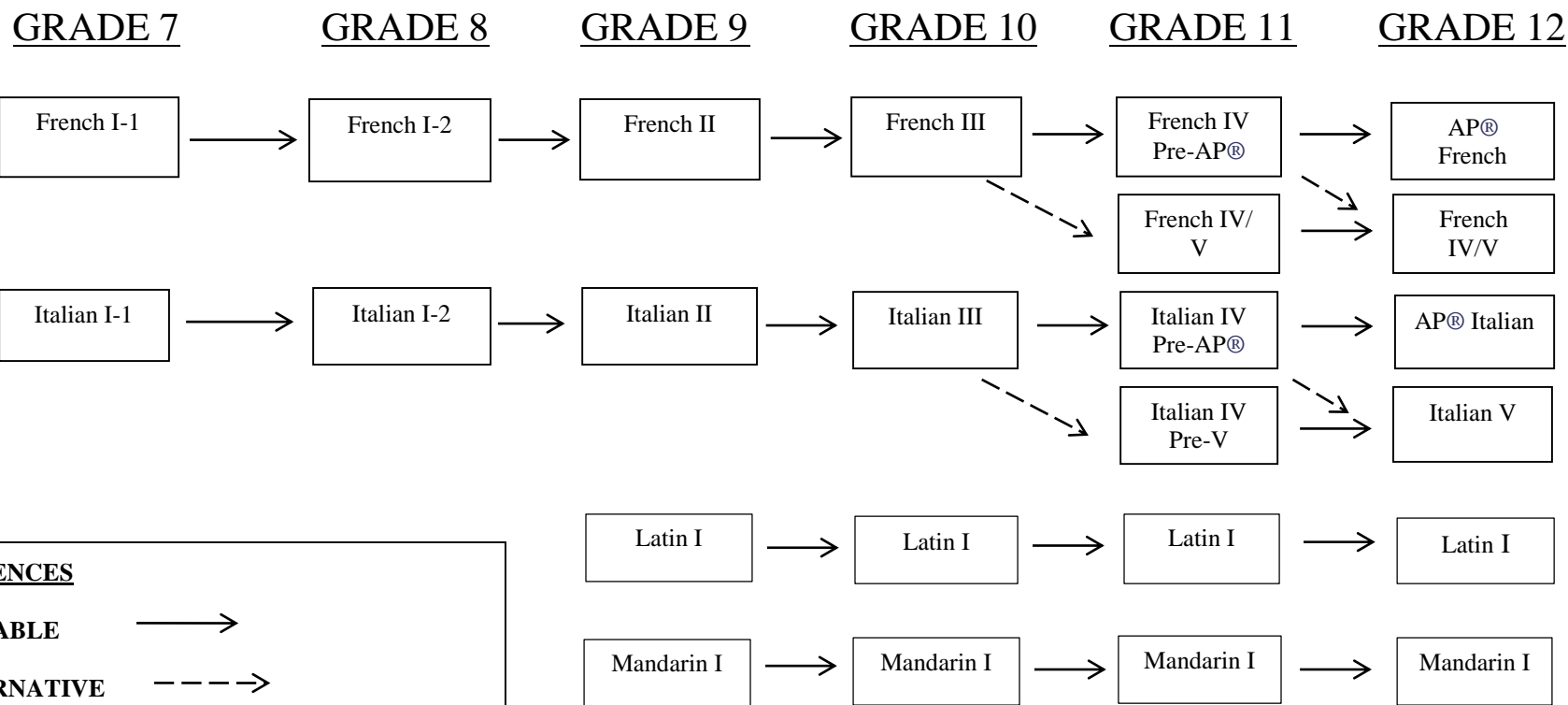
65F903H Advanced Acting: Repertory Company III

This is a more rigorous advanced level course for Repertory Company, where students will read such plays as *A Doll's House*, *The Importance of Being Earnest*, *Mother Courage and Her Children*, *No Exit*, *Waiting for Godot*, *The Bald Soprano*, *The Homecoming*, and *Rosencrantz and Guildenstern are Dead*. Quizzes on the readings will be given daily, and scenes from these plays will be performed. In addition, students will be required to perform 10 hours of crew for the high school musical in November and the high school play in March. They will also be featured in a full-length play performed in mid-May and may apply to work at the New York State Theatre Education Association conference in January.

Prerequisite: Successful completion of Intermediate Acting: Repertory Company II.

Grade 12 1 credit (W: +0.25)

WORLD LANGUAGE COURSES SEQUENTIAL MAP - 2018-2019



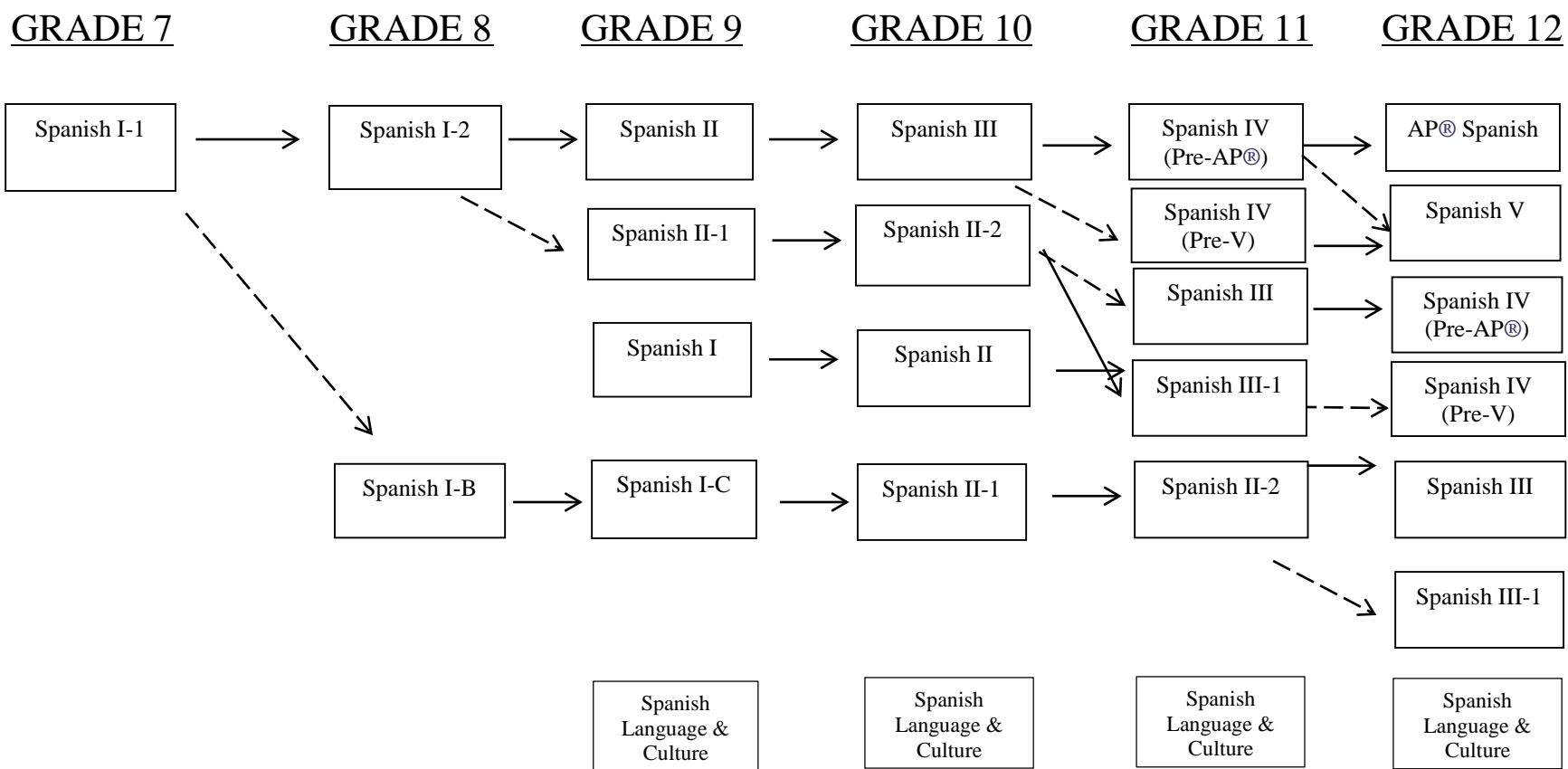
Courses that require an approved Checkpoint A FLACS Exam:

- Spanish I-B, Spanish I-2, Spanish I-C
- French I-2
- Italian I-2

Courses that require an approved Checkpoint B FLACS Exam:

- Spanish III, Spanish III-1
- Italian III
- French III

WORLD LANGUAGE COURSES - SEQUENTIAL MAP *(continued)*



SEQUENCES

PROBABLE

→

ALTERNATIVE

- - - ->

World Languages



To earn either a Regents diploma or an Advanced Designation Regents diploma, a student must earn three credits and achieve a passing grade on an approved Checkpoint B FLACS (Foreign Language Association of Chairpersons and Supervisors) Exam in French, Spanish or Italian. This exam is aligned to the State Standards for English Language Arts Literacy and the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness Standards for Learning Languages.

French

55F220 French II

This rigorous course is offered to students who have completed the French 1-2 course and have passed the approved FLACS Checkpoint A replacement exam in French. This course emphasizes the study of thematic units and an understanding of language structure. Collaborative work and oral practice will encourage students to improve oral communication in French. Students will develop higher-order critical thinking skills through the integration of authentic French reading materials, and they will use these materials to improve their writing skills.

Prerequisite: Successful completion of French I-2.

Grades 9, 10, 11, 12 1 credit

55F230 French III

This rigorous course is a continuation of French II. Emphasis is placed on oral and written proficiency, listening, reading and vocabulary building. Students are introduced to new grammatical concepts through authentic settings, oral activities, written exercises, and homework. This course provides opportunities to develop skills necessary for more advanced language study. At the conclusion of this course, students take the approved FLACS Checkpoint B replacement exam in French.

Prerequisite: Successful completion of French II.

Grades 10, 11, 12 1 credit

55F240/55F250 French IV/V

This rigorous course is a two-year course designed to offer students the opportunity to continue their passion for French in an academic setting to work toward mastery of French skills and Francophone knowledge. Students will sharpen their four language skills by building vocabulary, improving grammar, speaking at a regular rate of speech and increase their level of understanding of spoken French with different accents. The instructional methods will be largely student-oriented, encouraging participation and higher-order thinking. Readings include French and Francophone authors and current articles and videos from French magazines and newspapers. The course emphasizes both written and conversational French based on topics of interest to the students. Students use authentic sources such as television and radio programs and the Internet to do research and refine their language skills.

Prerequisites: French teacher recommendation and successful completion of French III (for level IV course) or French IV/French IV Pre-AP (for level V course).

Grades 11, 12 1 credit each year

55F241 French IV Pre-AP®

This more rigorous course places major emphasis on current events, an in-depth study of France and Francophone countries, and debates on critical-thinking topics. A thorough study of grammatical structures is also undertaken to prepare the serious language student for the AP course. Students will be introduced to the AP French Language themes and will be expected to begin to consider how these themes affect themselves, the community around them and the Francophone world. Students will develop greater fluency through readings and interactive oral and written activities. Grammatical structures are taught, reviewed, reinforced, and implemented in the writing of essays and through oral presentations. Students must be willing to devote the time and energy required for success.

Prerequisites: French teacher recommendation and successful completion of French III.

Grades 11, 12 1 credit (W: +0.25)

55F251A AP® French Language

This most rigorous course is intended to prepare students for successful completion of the required AP French Language Examination. It is a full year program designed for students capable of doing college-level work in French, who are willing to devote the time and energy to complete a most rigorous course of study. While students continue to develop the four language skills (listening, speaking, reading, and writing), emphasis is placed on developing a high level of proficiency in understanding the spoken language in formal and conversational situations, in reading and comprehending Francophone literature, and in using vocabulary and grammar correctly. Students are required to take the AP Examination in May. This course is available only to students who have demonstrated superior achievement in language study and upon prior recommendation by the World Language Department.

Prerequisites: French teacher recommendation and successful completion of French IV Pre-AP.

Grade 12 1 credit (W: +0.5)

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Italian

55F320 Italian II

This rigorous course is offered for students who have completed the Italian I-2 course and have passed the approved FLACS Checkpoint A replacement exam in Italian. This course emphasizes the study of thematic units and an understanding of language structure. Collaborative work and oral practice will encourage students to improve oral communication in Italian. Students will develop higher-order critical thinking skills through the integration of authentic Italian reading materials and they will use these materials to improve their writing skills.

Prerequisite: Successful completion of Italian I-2

Grades 9, 10, 11, 12 1 credit

55F330 Italian III

This rigorous course is a continuation of Italian II. Emphasis is placed on oral and written proficiency, listening, reading and vocabulary building. Students are introduced to new grammatical concepts through authentic settings, oral activities, written exercises, and homework. This course provides opportunities to develop skills necessary for more advanced language study. At the conclusion of this course, students take the approved FLACS Checkpoint B replacement exam in Italian.

Prerequisite: Successful completion of Italian II

Grades 10, 11, 12 1 credit

55F340 Italian IV Pre-V

This rigorous course is designed to help students refine speaking, listening, reading, and writing skills through a variety of techniques and use of media. Skills are further developed through discussions, readings, written compositions, oral presentations, and independent projects. Grammatical concepts are integrated into oral and written activities. Readings include Italian authors and current articles and videos from Italian magazines and newspapers. The course emphasizes both written and conversational Italian based on topics of interest to the students. Students use authentic sources such as television and radio programs and the Internet to do research and refine their language skills.

Prerequisites: Italian teacher recommendation and successful completion of Italian III.

Grades 11, 12 1 credit

55F340H Italian IV Pre-AP®

This more rigorous course places major emphasis on current events, an in-depth study of Italy, and debates on critical-thinking topics. A thorough study of grammatical structures is also undertaken to prepare the serious language student for the AP course. Students will be introduced to the AP Italian Language themes and will be expected to begin to consider how these themes affect themselves, the community around them and the Italian-speaking world. Students will develop greater fluency through readings and interactive oral and written activities. Grammatical structures are taught, reviewed, reinforced, and implemented in the writing of essays and through oral presentations. Students must be willing to devote the time and energy required for success.

Prerequisites: Italian teacher recommendation and successful completion of Italian III.

Grades 11, 12 1 credit (W: +0.25)

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55F350 Italian V

In this rigorous course, skills are further developed through discussions, readings, written composition, oral presentation, and independent projects. Grammatical concepts are integrated into oral and written activities. Readings include Italian authors and current articles from Italian magazines and newspapers. Also students will learn the language through Italian cinema. The course emphasizes both written and conversational Italian based in topics of interest to the students. Students use authentic sources such as television and radio programs and the Internet to do research and refine their language skills.

Prerequisites: Italian teacher recommendation and successful completion of Italian IV Pre-V or Italian IV Pre-AP.

Grades 11, 12 1 credit

55F360 AP® Italian Language

This most rigorous course is intended to prepare students for successful completion of the required AP Italian Language Examination. It is a full year program designed for students capable of doing college-level work in Italian, who are willing to devote the time and energy to complete a most rigorous course of study. While students continue to develop the four language skills (listening, speaking, reading, and writing), emphasis is placed on developing a high level of proficiency in understanding the spoken language in formal and conversational situations, in reading and comprehending Italian literature, and in using vocabulary and grammar correctly. Students are required to take the AP Examination in May. This course is available only to students who have demonstrated superior achievement in language study and upon prior recommendation by the World Language Department.

Prerequisites: Italian teacher recommendation and successful completion of Italian IV Pre-AP.

Grade 12 1 credit (W: +0.5)

Latin

55F410 Latin I

This rigorous course introduces students to the Latin language, and the daily life, institutions and customs of the Romans. Emphasis is on the acquisition of a large active and passive vocabulary. Through extensive study of word derivation and word building, students expand their English vocabulary and their understanding of the English language.

Grades 9, 10, 11, 12 1 credit

Spanish

51F100 Spanish Language and Culture (New Course Offering)

This course is an introduction to the Spanish language and diverse cultures of the Spanish-speaking world. Communicative proficiency is developed in real-life situations through basic, practical use of the language designed to address the individual needs of the students in this course. Instruction will be provided in a co-teaching setting. Successful completion of this elective course would fulfill the minimum state requirement of one year of language study.

Prerequisite: Recommendation by CSE.

Grades 9, 10, 11, 12 1 credit

51F110 Spanish I

This rigorous course is an introduction to Spanish language and customs. Students begin to understand, speak, read, and write Spanish. Authentic activities are used to maximize learning. Homework is an integral part of the course, serving as pre- and post-class reinforcement. Grammar is introduced and developed through reading and writing activities. Comprehension and speaking skills are stressed.

Grades 9, 10, 11, 12 1 credit

51F113 Spanish I-C

This course is designed for students who have completed Spanish I-B. This course directly addresses individual needs through differentiated instruction and is offered to assist students who have demonstrated difficulties in learning a world language. Students are introduced to Spanish language and customs and begin to understand, speak, read, and write Spanish. Authentic activities are used to maximize learning. Homework is an integral part of the course, serving as pre- and post-class reinforcement. Grammar is introduced and developed through reading and writing activities. Comprehension and speaking skills are stressed. At the conclusion of the course, students take the approved FLACS Checkpoint A replacement examination in Spanish.

Grade 9 1 credit

55F120 Spanish II

This rigorous course is offered to students who have completed Spanish I or Spanish I-2 and have passed the approved FLACS Checkpoint A replacement exam in Spanish. This course emphasizes the study of thematic units and an understanding of language structure. Collaborative work and oral practice will encourage students to improve oral communication in Spanish. Students will develop higher-order critical thinking skills through the integration of authentic Spanish reading materials and they will use these materials to improve their writing skills.

Prerequisite: Successful completion of Spanish I-2 or Spanish I.

Grades 9, 10, 11, 12 1 credit

55N103 Spanish II-1

This course follows the Spanish II curriculum but is designed as the first year of a two year sequence for Spanish II. It directly addresses individual needs through differentiated instruction and is designed for those students who have completed either Spanish I or Spanish I-2 and need additional time and support to develop proficiency in the four language skills: listening, speaking, reading, and writing. Authentic activities are used to maximize learning. Grammatical concepts are stressed through written exercises, structured drills, and homework. Students receive credit only upon completion of both Spanish II-1 and Spanish II-2.

Prerequisites: Spanish teacher recommendation and successful completion of Spanish I-2 or Spanish I.

Grades 9, 10, 11

55F104 Spanish II-2

This course follows the Spanish II curriculum but is designed as the second year of a two year sequence for Spanish II. The course directly addresses individual needs through differentiated instruction and is designed for those students who have completed Spanish II-1 and need additional time and support to develop proficiency in the four language skills: listening, speaking, reading, and writing. Authentic activities are used to maximize learning. Grammatical concepts are stressed through written exercises, structured drills, and homework. Students receive credit only upon completion of both Spanish II-1 and Spanish II-2. The final grade for the course is determined by weighing the final grades in Spanish II-1 and Spanish II-2 courses as 1/3 and 2/3, respectively. Students successfully completing this course may continue to either Spanish III or Spanish III-1.

Prerequisite: Spanish teacher recommendation and successful completion of Spanish II-1.

Grades 10, 11, 12 1 credit

55F130 Spanish III

This rigorous course is a continuation of the Spanish II or the Spanish II-2 courses. Emphasis is placed on oral and written proficiency, listening, reading and vocabulary building. Students are introduced to new grammatical concepts through authentic settings, oral activities, written exercises, and homework. This course provides opportunities to develop skills necessary for more advanced language study. At the conclusion of this course, students take the approved FLACS Checkpoint B replacement exam in Spanish.

Prerequisite: Spanish teacher recommendation and successful completion of either Spanish II or Spanish II-2.

Grades 10, 11, 12 1 credit

55F105 Spanish III-1

This course directly addresses individual needs through differentiated instruction and is designed for students who require additional support. Emphasis is placed on oral and written proficiency, listening, reading and vocabulary building. Students are introduced to new grammatical concepts through authentic settings, oral activities, written exercises, and homework. At the conclusion of this course, students take the approved FLACS Checkpoint B replacement exam in Spanish.

Prerequisites: Spanish teacher recommendation and successful completion of Spanish II or Spanish II-2.

Grades 10, 11, 12 1 credit

55F140 Spanish IV Pre-V

This rigorous course is designed to help students refine speaking, listening, reading, and writing skills through a variety of techniques and use of media. Skills are further developed through discussions, readings, written compositions, oral presentations, and independent projects. Grammatical concepts are integrated into oral and written activities. Readings include Spanish and Latin American authors and current articles from Spanish magazines and newspapers. The course emphasizes both written and conversational Spanish based on topics of interest to the students. Students use authentic sources such as television and radio programs and the Internet to do research and refine their language skills.

Prerequisite: Spanish teacher recommendation and successful completion of Spanish III or Spanish III-1.

Grades 11, 12 1 credit

55F141 Spanish IV Pre-AP®

This more rigorous course places major emphasis on current events, an in-depth study of Spanish American literature, and debates on critical-thinking topics. Students will be introduced to some of the AP Spanish Language themes and will be expected to begin to consider how these themes affect themselves, the community around them and the Spanish-speaking world. A thorough study of grammatical structures is also undertaken to prepare the serious language student for the AP course. Students develop greater fluency through readings and interactive oral and written activities. Grammatical structures are taught, reviewed, reinforced, and implemented in the writing of essays and through oral presentations. Students must be willing to devote the time and energy required for success.

Prerequisites: Spanish teacher recommendation and successful completion of Spanish III.

Grades 11, 12 1 credit (W: +0.25)

55F150 Spanish V

In this rigorous course, skills are further developed through discussions, readings, written composition, oral presentation, and independent projects. Grammatical concepts are integrated into oral and written activities. Readings include Spanish and Latin American authors and current articles from Spanish magazines and newspapers. Also students will learn the language through Spanish-speaking films. The course emphasizes both written and conversational Italian based in topics of interest to the students. Students use authentic sources such as television and radio programs and the Internet to do research and refine their language skills.

Prerequisites: Spanish teacher recommendation and successful completion of Spanish IV Pre-V or Spanish IV Pre-AP.

Grades 11, 12 1 credit

55F160 AP® Spanish Language

This most rigorous course is intended to prepare students for successful completion of the required AP Spanish Language Examination. It is a full year program designed for students capable of doing college-level work in Spanish, who are willing to devote the time and energy to complete a most rigorous course of study. While students continue to develop the four language skills (listening, speaking, reading, and writing), emphasis is placed on developing a high level of proficiency in understanding the spoken language in formal and conversational situations, in reading and comprehending Spanish literature, and in using vocabulary and grammar correctly. Students are required to take the AP Examination in May. This course is available only to students who have demonstrated superior achievement in language study and upon prior recommendation by the World Language Department.

Prerequisites: Spanish teacher recommendation and successful completion of Spanish IV Pre-AP.

Grade 12 1 credit (W: +0.5)

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VOCATIONAL AND TECHNICAL PROGRAMS

15F891 (AM) Trade & Technical Training

15F892 (PM) Trade & Technical Training

Technical and trade program training is available at the Joseph M. Barry Career and Technical Education Center in Westbury (BOCES). Instruction is provided in over 40 different occupational areas. These programs are extensions of the Manhasset School District program; a half day is spent at Barry Tech and a half day is spent at Manhasset High School. Interested students should talk with their guidance counselor. The courses listed below are offered at Barry Tech.

Grades 11, 12 4 credits

Business/Information Services

Business Service Skills
Retail Skills
Virtual Enterprise

Health Services

Certified Personal Trainer –
Performance Fitness Instructor
Dental Assistant
Health Skills
Medical Assisting
Nurse Assisting
Pharmacy Technician
Physical Therapy Aide

Engineering/Technology

Auto body/Auto Collision Center
Auto Skills
Automotive Technology
Aviation Operations
Carpentry
Computer Technology
Computer Network Technology
Network Cabling Technician/ Home Technology Integration
Construction Electricity
Construction Trades
Construction Trade Skills
Heating, Ventilation, and Air Conditioning
Plumbing
Small Engine Repair
Small Engine Repair Skills
Welding

Human and Public Services

Barbering Technician
Child Development
Cosmetology
Cosmetology Skills
Culinary Arts
Culinary Arts Skills
Police Science and Criminal Justice

Arts and Humanities

Graphic Design
Graphic Skills
Fashion Design Technology
Video Production & Digital Film Making

Natural and Agricultural Sciences

Animal Care
Animal Care Skills
Horse Science and Management
Veterinary Science

18F901 Career Exploration and Development I

Students in this course will identify and develop the skills that match their interests and aptitudes to career options. There will be a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning foundational skills such as reading, writing, thinking, and interpersonal skills.

Prerequisite: Recommendation by CSE.

Grades 9, 10, 11, 12 1 credit

18F902 Career Exploration and Development II

This course is designed to help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. Topics will cover career planning and selection, money management, communication skills, interpersonal skills, and personal responsibility. Employment or internship may be a required component of this course. Completion of this course is required for a Career Development and Occupational Studies credential.

Prerequisite: Recommendation by CSE.

Grades 9, 10, 11, 12 1 credit

18F903 Consumer Economics and Personal Finance

This course will provide students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts and consumer protection.

Prerequisite: Recommendation by CSE.

Grades 9, 10, 11, 12 1 credit

MANHASSET HIGH SCHOOL

POTENTIAL COURSE SEQUENCE WORKSHEET

GRADE 9	GRADE 10
1. <u>English</u> _____	1. <u>English</u> _____
2. <u>Social Studies</u> _____	2. <u>Social Studies</u> _____
3. <u>Math</u> _____	3. <u>Math</u> _____
4. <u>Science</u> _____	4. <u>Science</u> _____
5. <u>Science Lab/P.E.</u> _____	5. <u>Science Lab/P.E.</u> _____
6. <u>World Language</u> _____	6. <u>World Language</u> _____
7. <u>Art/Music</u> _____	7. <u>Health/Elective</u> _____
8. <u>Elective</u> _____	8. <u>Elective</u> _____
9. <u>Lunch</u> _____	9. <u>Lunch</u> _____
<u>Notes:</u>	<u>Notes:</u>
GRADE 11	GRADE 12
1. <u>English</u> _____	1. <u>English</u> _____
2. <u>Social Studies</u> _____	2. <u>Social Studies</u> _____
3. <u>Math</u> _____	3. <u>Math</u> _____
4. <u>Science</u> _____	4. <u>Science</u> _____
5. <u>Science Lab/P.E.</u> _____	5. <u>Science Lab/P.E.</u> _____
6. <u>World Lang/Elective</u> _____	6. <u>World Lang/Elective</u> _____
7. <u>Elective</u> _____	7. <u>Elective</u> _____
8. <u>Elective</u> _____	8. <u>Elective</u> _____
9. <u>Lunch</u> _____	9. <u>Lunch</u> _____
<u>Notes:</u>	<u>Notes:</u>

GRADE 8

Living Environment _____

Math _____

World Language _____

**HANDBOOK HIGH SCHOOL
COURSE SELECTIONS
Grade Eight 8
2018-2019**

Student Name _____			
Current Grade _____		Counselor _____	
Please select a combination of full year and/or half year <u>elective</u> courses that total 3 credits. Indicate your preferences by ranking each course. (Ex. Your top elective choice should be "1", your second choice "2", etc.) in the rank choice column.			
<i>*Please check the prerequisites on all courses found in the course catalog.</i>			
Elective Choices for Grade 8 into Grade 9 for 2018-2019			
Rank Choice	COURSE TITLE	COURSE NO.	CREDIT
	Art		
	Foundations in Art	65H124	1/2
	Studio Art	65F122	1
	Architectural Drawing I	65H111	1/2
	Architectural Drawing II	65H112	1/2
	English		
	Creative Writing Workshop	15H025	1/2
	Speech and Debate	15H038	1/2
	Advanced Creative Writing	15H026	1/2
	Journalism	15H030	1/2
	Mathematics		
	*Math Research I	45H901	1/2
	*Math Research II	45H902	1/2
	*Intro to Computer Programming I	45H921	1/2
	*Intro to Computer Programming II	45H922	1/2
	*AP Computer Science Principles	45F016A	1
	Music		
<i>Recommendations for band, chorus, and orchestra are automatically input by a student's current music teacher.</i>			
	Science		
	*Introduction to Science Research	35F900H	1
	Intro to Engineering Design	35F001	1
	Social Studies		
	*Social Science Research	22F910	1
	Theatre		
	Theatre in Action (full year)	65F912	1
	World Language		
	Spanish I	51F110	1
	Latin I	51F410	1

If you wish to audition for band, chorus, or orchestra, **and you are not currently enrolled**, please indicate your choice here: _____

If you wish to drop band, chorus or orchestra next year, initial here: _____

***Pending Departmental Approval**

NOTES

HANBRASSET HIGH SCHOOL
COURSE SELECTIONS
Grade 9 into 10
2018-2019

Student Name _____			
Current Grade _____	Counselor _____		
<p>Please select a combination of full year and/or half year <u>elective</u> courses that total <u>2 and 1/2</u> credits. Indicate your preferences by ranking each course. (Ex. Your top elective choice should be "1", your second choice "2", etc.) in the rank choice column.</p>			
<p><i>Please check the prerequisite on all courses found in the course catalog</i></p>			
Rank Choice	COURSE TITLE	COURSE NO.	CREDIT
	Art		
	Foundations in Art	65H124	1/2
	Studio Art	65F122	1
	*Drawing I	65H133	1/2
	*Drawing II	65H134	1/2
	*Drawing III	65H143	1/2
	*Drawing IV	65H144	1/2
	*Painting I	65H135	1/2
	*Painting II	65H136	1/2
	*Painting III	65H145	1/2
	*Painting IV	65H146	1/2
	Computer Graphics I	65H171	1/2
	Computer Graphics II	65H172	1/2
	Architectural Drawing I	65H111	1/2
	Architectural Drawing II	65H112	1/2
	Digital Photography	65H180	1/2
	Animation	65H181	1/2
	Digital Photography II	65H182	1/2
	Animation II	65H183	1/2
<p>Recommendations for Advanced or AP Studio Art are input by the student's current art teacher</p>			
	Business		
	Business Law	45H804	1/2
	Intro to Business	45H806	1/2
	Accounting 1	45H807	1/2
	Accounting 2	45H808	1/2
	English		
	Film Study	15H018	1/2
	Creative Writing	15H025	1/2
	Speech and Debate	15H038	1/2
	Advanced Creative Writing	15H026	1/2
	Journalism	15H030	1/2
	Mathematics		
	*Math Research I	45H901	1/2
	*Math Research II	45H902	1/2
	*Advanced Math Research	45F903V	1
	*Advanced Math Research	45H903V	1/2
	Intro Computer Programming I	45H921	1/2
	Intro Computer Programming II	45H922	1/2
	Statistics	45H923	1/2
	*AP Computer Science	45F015A	1
	*AP Computer Science Principles	45F016A	1

*Pending Departmental Approval

OVER

**HARRISSET HIGH SCHOOL
COURSE SELECTIONS
Grade 11 only
2018-2019**

COURSE	COURSE TITLE	COURSE NO.	CREDIT
	Music		
	Electronic Keyboard I	ESM401	1/2
	Electronic Keyboard II	ESM402	1/2
	Music Theory I/Keyboard Harmony I	ESM421	1/2
	Music Theory II/Keyboard Harmony II	ESM422	1/2
Recommendations for band, chorus, and orchestra are listed by the student's counselor.			
	Science		
	*Introduction to Science Research	35P300H	1
	*Advanced Science Research	35P301H	1
	Intro to Engineering Design	35P301	1
	*Principles of Engineering	35P302	1
	Social Studies		
	*Social Science Research	22P310	1
	*AP Seminar	24P302	1
	Theater		
	Theater in Action (Full year)	65P312	1
	Repeating Company I	65P301	1
	World Language		
	Spanish I	51P410	1
	Latin I	51P410	1

If you wish to add lines for band, chorus, or orchestra, and you are not currently enrolled, please indicate your choice here:

If you wish to add lines for Advanced or AP art, and you are not currently enrolled in an art course, please indicate your choice here:

If you wish to drop band, chorus, or orchestra, for the 2018-2019 school year, please indicate here:

NOTE: All students in grade 11 are automatically scheduled for a 1/2 credit of Health 11

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OVER

**HANNASETT HIGH SCHOOL
ELECTIVE COURSE SELECTIONS
Grade 11/12/13
2010-2013**

Student Name _____		Grade	
Current Grade _____		Counselor _____	
<p>Please select a combination of full year and/or half year elective courses that total 3 credits. Indicate your preference by ranking each course. (Ex. Your top elective choice should be "1", your second choice "2", etc.) in the rank choice column.</p>			
Rank Choice	COURSE TITLE	COURSE NO.	CREDIT
	Art		
	Foundations in Art	65H124	1/2
	Studio Art	65F122	1
	*Drawing I	65H133	1/2
	*Drawing II	65H134	1/2
	*Drawing III	65H143	1/2
	*Drawing IV	65H144	1/2
	*Painting I	65H135	1/2
	*Painting II	65H136	1/2
	*Painting III	65H145	1/2
	*Painting IV	65H146	1/2
	Computer Graphics I	65H171	1/2
	Computer Graphics II	65H172	1/2
	Computer Graphics III	65H173	1/2
	Architectural Drawing I	65H111	1/2
	* Architectural Drawing II	65H112	1/2
	Digital Photography	65H180	1/2
	Animation	65H181	1/2
	Digital Photography II	65H182	1/2
	Animation II	65H183	1/2
Recommendations for Advanced or AP Studio Art are input by the student's current art teacher			
	Business		
	Business Law	45H804	1/2
	Intro to Business	45H806	1/2
	Accounting	45H807	1/2
	Accounting 2	45H808	1/2
	English		
	Film Study	15H018	1/2
	Creative Writing Workshop	15H025	1/2
	Advanced Writer's Workshop	15H026	1/2
	Journalism	15H030	1/2
	Speech and Debate	15H038	1/2
	Mathematics		
	Intro Computer Programming I	45H921	1/2
	Intro Computer Programming II	45H922	1/2
	Statistics	45H923	1/2
	*Advanced Math Research	45H903	1/2
	*Advanced Math Research	45H903V	1
	AP Statistics	45F013A	1
	*AP Computer Science	45F015A	1
	*AP Computer Science Principles	45F016A	1

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**MANHASSET HIGH SCHOOL
ELECTIVE COURSE SELECTIONS
Grade 10 into 11
2018-2019**

Rank Choice	COURSE TITLE	COURSE NO.	CREDIT
	Music		
	Electronic Keyboard I	65H401	1/2
	Electronic Keyboard II	65H402	1/2
	Music Theory I/Keyboard Harmony H	65H421	1/2
	Music Theory II/Keyboard Harmony H	65H422	1/2
Recommendations for band, chorus, and orchestra are input by the student's current music teacher			
	Science		
	*Introduction to Science Research	35F300H	1
	*Advanced Science research	35F301H	1
	Intro to Engineering Design	35F001	1
	Environmental Science	35H002	1/2
	Criminalistics	35H003	1/2
	Anatomy & Physiology	35H004	1/2
	Marine Biology	35H006	1/2
	Science of Natural Disasters	35H007	1/2
	Astronomy	35H008	1/2
	Social Studies		
	*AP Psychology	24F030A	1
	*AP Seminar	24F902	1
	Psychology: An Introduction	24H030	1/2
	Sociology	24FH040	1/2
	Criminal and Civil Law	24H050	1/2
	*Advanced Social Science Research II	25H902	1/2
	Theatre		
	Theatre in Action (full year)	65F312	1
	*Repertory Company I	65F301	1
	*Repertory Company II	65F302	1
	World Language		
	Spanish I	51F110	1
	Latin I	51F410	1
	Physical Education		
	Fitness Training	75H104	1/2
	Project Adventure	75H105	1/2

If you wish to audition for band, chorus, or orchestra, **and you are not currently enrolled**, please indicate your choice here:

If you wish to audition for Advanced or AP art, **and you are not currently enrolled in an art course**, please indicate your choice here:

Initial here if you wish to discontinue band, chorus or orchestra for 2018-19: _____

Initial here if you wish to discontinue second language for 2018-19: _____

Initial here if you wish to be scheduled for the minimum 5 period day, plus PE: _____

			OVER

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**HARRISSET HIGH SCHOOL
COURSE SELECTIONS
Grade 11 into 12
2018-2019**

Student Name _____			
Current Grade _____		Counselor _____	
<p>Please select a combination of full year and/or half year elective courses that total 3 credits. Indicate your preference by ranking each course. (Ex. Your top elective choice should be "1", your second choice "2", etc.) in the rank choice column.</p>			
Elective Choices for Grade 11 into Grade 12 for 2018-2019			
Rank Choice	COURSE TITLE	COURSE NO.	CREDIT
	Art		
	Foundations in Art	65H124	1/2
	Studio Art	65F122	1
	*Drawing I	65H133	1/2
	*Drawing II	65H134	1/2
	*Drawing III	65H143	1/2
	*Drawing IV	65H144	1/2
	*Painting I	65H135	1/2
	*Painting II	65H136	1/2
	*Painting III	65H145	1/2
	*Painting IV	65H146	1/2
	Computer Graphics I	65H171	1/2
	Computer Graphics II	65H172	1/2
	Computer Graphics III	65H173	1/2
	Architectural Drawing I	65H111	1/2
	Architectural Drawing II	65H112	1/2
	Digital Photography I	65H180	1/2
	Animation I	65H181	1/2
	Digital Photography II	65H182	1/2
	Animation II	65H183	1/2
Recommendations for Advanced or AP Studio Art are input by the student's current art teacher			
	Business		
	Business Law	45H804	1/2
	Intro to Business	45H806	1/2
	Accounting I	45H807	1/2
	Accounting II	45H808	1/2
	English		
	Film Study	15H018	1/2
	Creative Writing	15H025	1/2
	Advanced Creative Writing	15H026	1/2
	Journalism	15H030	1/2
	Speech and Debate	15H038	1/2
	Mathematics		
	Intro Computer Programming I	45H921	1/2
	Intro Computer Programming II	45H922	1/2
	Statistics	45H923	1/2
	*Advanced Math Research	45H903	1/2
	*Advanced Math Research	45F903V	1
	AP Statistics	45F013A	1
	*AP Computer Science	45F015A	1
	*AP Computer Science Principles	45F016A	1

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HARRISSET HIGH SCHOOL
COURSE SELECTIONS
Grade 11 into 12
2018-2019

Rank Choice	COURSE TITLE	COURSE NO.	CREDIT
	Music		
	Electronic Keyboard I	65H401	1/2
	Electronic Keyboard II	65H402	1/2
	Music Theory I/Keyboard Harmony H	65H421	1/2
	Music Theory II/Keyboard Harmony H	65H422	1/2
Recommendations for band, chorus, and orchestra are input by the student's current music teacher			
	Theatre		
	Theatre in Action (full year)	65F912	1
	* Repertory Company I	65F901	1
	* Repertory Company II	65F902	1
	* Repertory Company III	65F903	1
	Science		
	*Intra Science Research	35F900H	1
	*Advanced Science Research	35F901H	1
	*STS Prep	35F911H	1
	Intra to Engineering Design	35F001	1
	Environmental Science	35H002	1/2
	Criminal Justice	35H003	1/2
	Anatomy & Physiology	35H004	1/2
	Marine Biology	35H006	1/2
	Science of Natural Disasters	35H007	1/2
	Astronomy	35H008	1/2
	Social Studies		
	* AP Psychology	24F030A	1
	Psychology: An Introduction	24H030	1/2
	Sociology	24H040	1/2
	Criminal and Civil Law	24H050	1/2
	* Social Science STS Prep	25H910	1/2
	World Language		
	Spanish I	55F110	1
	Latin I	55F410	1
	Physical Education		
	Fitness Training	75H104	1/2
	Project Adventure	75H105	1/2
<p>If you wish to audition for Advanced or AP Art, or a music career, and use one and successfully enrolled in at least one</p> <p>please indicate your choice here:</p> <p>Initial here if you wish to drop band, chorus or orchestra for 2018-19 _____</p> <p>Initial here if you wish to drop second language for 2018-2019 _____</p> <p>Initial here if you wish to be scheduled for the minimum Special day, plus PE _____</p> <p style="text-align: right;"><i>Initials</i></p>			

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