

# **MANHASSET HIGH SCHOOL**



## **COURSE CATALOG 2024 - 2025**

January 6, 2024

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 2024-25 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, electronically, 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 student. As you are aware, *in early February* your student'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 student 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, Criminal Law).

In preparation for the electronic elective selection due date (**Tuesday, January 9, 2024**), 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 through the selected electronic process on Tuesday, January 9, 2024, so that the guidance staff can begin the elective course verification process.***

If you or your student has any questions about a particular course, please seek out any of the following people *prior to Tuesday, January 9, 2024*:

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

The administration, faculty, and staff are committed to assisting your student in their course selection process. Wishing you and your family a very Happy New Year.

Respectfully,

Richard Roder  
Secondary School Principal

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# **DISTRICT ADMINISTRATION**

## **BOARD OF EDUCATION**

Steven Panzik, President  
Jill Pullano, Vice President  
Nadia Giannopoulos, Trustee   Ted Post, Trustee   Erin Royce, Trustee

## **OFFICE OF THE SUPERINTENDENT OF SCHOOLS**

Gaurav Passi, Ed.D., Superintendent of Schools  
Donald Gately, Ed.D., Assistant Superintendent for Curriculum, Instruction, Personnel  
Allison Rushforth, Assistant Superintendent for Student Services  
Sam Gergis, Ed.D., Assistant Superintendent for Business and Operations

## **ADMINISTRATION OF MANHASSET HIGH SCHOOL**

Richard Roder, Principal	<a href="mailto:richard_roder@manhassetsschools.org">richard_roder@manhassetsschools.org</a>
Margaret Ronai, Interim Assistant Principal	<a href="mailto:margaret_ronai@manhassetsschools.org">margaret_ronai@manhassetsschools.org</a>
Paulette Williams, Interim Assistant Principal	<a href="mailto:paulette_williams@manhassetsschools.org">paulette_williams@manhassetsschools.org</a>

## **DISTRICT DIRECTORS**

Physical Education, Health & Athletics	Christine Raffo <a href="mailto:christine_raffo@manhassetsschools.org">christine_raffo@manhassetsschools.org</a>	267-7551
School Counseling Services	Kerry Fallon <a href="mailto:kerry_fallon@manhassetsschools.org">kerry_fallon@manhassetsschools.org</a>	267-7611
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Fine & Performing Arts	Joseph Owens, Ed.D. <a href="mailto:joseph_owens@manhassetsschools.org">joseph_owens@manhassetsschools.org</a>	267-7645
English Language Arts, Reading, & Libraries	Rebecca Chowske, Ed.D. <a href="mailto:rebecca_chowske@manhassetsschools.org">rebecca_chowske@manhassetsschools.org</a>	267-7582
Mathematics & Business	Lauren Tallarine <a href="mailto:lauren_tallarine@manhassetsschools.org">lauren_tallarine@manhassetsschools.org</a>	267-7570

## **DISTRICT COORDINATORS**

Instructional Technology	Richard Sevilla, Ed.D. <a href="mailto:richard_sevilla@manhassetsschools.org">richard_sevilla@manhassetsschools.org</a>	267-7540
Science & Technology Education	Teresa McGrath, Ed.D. <a href="mailto:teresa_mcgrath@manhassetsschools.org">teresa_mcgrath@manhassetsschools.org</a>	267-7560
Social Studies	Frank LaBianca, Interim <a href="mailto:frank_labianca2@manhassetsschools.org">frank_labianca2@manhassetsschools.org</a>	267-7576
World Languages & ENL	Christina Lang <a href="mailto:christina_lang@manhassetsschools.org">christina_lang@manhassetsschools.org</a>	267-7685

# SCHOOL COUNSELORS

## 2024-2025

Danielle Cerulli	danielle_cerulli@manhassetsschools.org	267-7615
Kimberly Cosenza	kcosenza@manhassetsschools.org	267-7620
Marcy Fogel	marcy_fogel@manhassetsschools.org	267-7619
Jennifer Landman	jlandman@manhassetsschools.org	267-7616
Lori Margulies	lori_margulies@manhassetsschools.org	267-7632
Kristen Ruthkowski	kristen_ruthkowski@manhassetsschools.org	267-7624

### Grade 9

*Alphabetical breakdown for the 9<sup>th</sup> grade will be determined at the end of the current school year.*

	Counselors	Caseload
<b>Grade 10</b>	Marcy Fogel Jennifer Landman Lori Margulies Kristen Ruthkowski Kim Cosenza Danielle Cerulli	A-DeM Den-Jin K-Mal Mar-Pet Pug-Ton Tri-Z
<b>Grade 11</b>	Marcy Fogel Jennifer Landman Lori Margulies Kristen Ruthkowski Kim Cosenza Danielle Cerulli	A-Cie Col-Hea Her-Mal Mar-Per Pet-Son Ste-Z
<b>Grade 12</b>	Marcy Fogel Jennifer Landman Lori Margulies Kristen Ruthkowski Kim Cosenza Danielle Cerulli	A-Cha Che-Gri Gru-Lea Leb-Not Nu-Swe Tak-Z

# 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
<b>Total</b>	<b>At least 22</b>		<b>Total</b>	<b>At least 22</b>

<u><b>Required Exams</b></u> <i>Passing score of 65 or above on the following exams:</i>	<u><b>Required Exams</b></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 <b>OR</b> Geometry <b>OR</b> Algebra 2	Regents Exam in Algebra <b>AND</b> Geometry <b>AND</b> Algebra 2
<b>ONE</b> Regents Exam in Science	<b>TWO</b> 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 ( <b>NOTE:</b> 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 <b>or</b> US History and Government**
* 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, however, must pass the language proficiency exam (or earn one (1) credit of World Language in high school) and receive permission from both the Director of Fine & Performing 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.

**\*\*** New York State permits students to replace 1 Social Studies Regents exam with 1 of 5 other approved assessments in the 4 plus 1 pathways option. Please see your counselor for more information.

***Graduation requirements are further delineated in Board of Education  
Policy 4772 and Regulation 4772-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, Special Education or General Education support classes.

### **COMMUNITY SERVICE GRADUATION REQUIREMENT:**

All 12<sup>th</sup> 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, Mr. Frank LaBianca* (Frank\_LaBianca2@manhassetsschools.org). Hours are accepted if performed after the completion of 11<sup>th</sup> grade, beginning July 1<sup>st</sup> and must be completed by April 5<sup>th</sup> of 12<sup>th</sup> grade.

*Up to five (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.).*

*All hours must get final approval from Mr. LaBianca, who will determine if the activity 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 recently has 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 21<sup>st</sup> 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 Theatre)
- Health
- Physical Education
- Reading/Writing 9-10 & Reading/Writing 11-12 (*the only classes not approved from the English Language Arts Department*)

If you have any questions, please consult your School Counselor.

***\* For additional information on the credentials above, you may access [www.nysed.gov](http://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 2024 - 2025 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 12<sup>th</sup> 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 12<sup>th</sup> grade student is at risk 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 school counselor.

## **FULL YEAR COURSES / HALF YEAR COURSES**

Full year (1 credit) courses meet every regular class day of the school year. Half year (½ 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 (11<sup>th</sup> grade students) and seniors (12<sup>th</sup> grade students) can take the equivalent of one credit each year on a Pass-Fail basis in an elective subject, with written permission from their parent/guardian, school counselor, coordinator or director, and classroom teacher. The Pass-Fail option also applies to elective courses taken in summer school, however, it may not include any Advanced Placement courses or a course that is satisfying a sequence requirement. **The deadline date for selecting a Pass-Fail Option for a full year course is the last day of Quarter One (November 8, 2024). The deadline for selecting a Pass-Fail Option for a fall half year course is the midpoint of Quarter One (October 2, 2024), or the midpoint of Quarter Three (March 3, 2025) 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 designation** - Math 9A, 10A - 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. Students are placed in these classes based on teacher recommendation.

### **HONORS AND ADVANCED PLACEMENT<sup>®</sup> 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<sup>®</sup> 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*). 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<sup>®</sup> 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 will 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.

## **COURSE RECOMMENDATIONS**

Course recommendations are made by teachers based on student achievement in their specific course only. Initial recommendations are made in early February based on achievement during the first semester, but can be amended by teachers through the end of the third marking period, if course performance changes.

When deciding if a recommendation into an AP/honors level course is appropriate, students should weigh the following:

- The rigor of all other recommended courses to ensure that the potential total workload is manageable.
- That their commitment to extracurricular activities will not hinder their ability to commit to a more demanding course load.

## **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 a minimum final grade of “B” in the preceding course.
- 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.
- All overrides must be finalized by June 30th.
- A student must remain in the Honors or AP course until the end of the first quarter (*November 8, 2024*). 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 24, 2025*).
  - The student’s grade in the higher-level course will carry over to the new course.

## **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 24, 2025*).
- 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.
- If a student drops a full-year course in the 2nd quarter and *does not* enroll in a comparable course, the dropped course will remain and a grade of “W” will appear on the transcript.

## **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.

## **DROPPING ELECTIVE COURSES**

After consultation with their school 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, 2024***). 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 2, 2024***) 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 2, 2024***) 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 24, 2025***).
- A full-year elective course dropped from a student’s schedule prior to the last day of the first quarter (***November 8, 2024***) 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 24, 2025***) 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 3, 2025*** (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 unweighted and weighted grade point average (GPA) is calculated at the completion of each school year. The official unweighted and weighted GPA, for purposes of accompanying college applications, which are submitted in the fall of senior year, is calculated at the conclusion of 11<sup>th</sup> grade. The weighted GPA will be re-calculated at the end of the 7<sup>th</sup> semester to determine the Valedictorian and Salutatorian of the graduating class. Courses taken in 8<sup>th</sup> 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 7<sup>th</sup> grade to count towards meeting the graduation requirement of twenty two (22) credits. As such, high school courses taken in 7<sup>th</sup> 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.

## UNWEIGHTED GPA

When calculating a student's unweighted 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 Physical Education courses, is divided into the total number of points accumulated.

Students are **not** permitted to retake 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 recalculate the final grade earned in the previously completed course.

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

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<sup>®</sup> level courses*). 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 weighted value 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 weighted value of 4.50.*

This policy applies to courses in this catalog that are designated with a "W" and the specific weighting before 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 unweighted GPA. Membership in Exemplars and the National Honor Society may be based on either an unweighted or a weighted GPA, as specified in their requirements.

### **VALEDICTORIAN/SALUTATORIAN**

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. Grades in Physical Education do not count toward a student's weighted GPA.

To be eligible for either designation, a student must have entered Manhasset High School no later than the midpoint of their sophomore year (grade 10). To be selected as a Valedictorian or Salutatorian, a student must be receiving an Advanced Regents diploma.

### **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.

### **REPEAT OF COURSE OFFERINGS**

Courses can only be taken for credit once and cannot be repeated to earn a higher grade. If the transcript of a completed summer course, including a Regents grade, is received from the Windsor School, the student will proceed to the next curricula level.

### **COURSE OFFERINGS**

Courses will run based upon sufficient enrollment, approval of the Board of Education and the approval of the 2024 - 2025 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. Successful completion of Foundations in Art is the minimal prerequisite for entry into all studio art electives other than Pre-AP Art and Design, AP Art and Design, and Advanced Studio Art which require the completion of Studio Art. This course meets every day for one semester.

***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 mediums that will be introduced. Art history and current issues in art may be studied as they relate to each art project. Studio art is a foundational course which serves as the main prerequisite for most other art courses. This course meets every day for the year.

***Grades 9, 10, 11, 12      1 credit***

## **65F151V Advanced Studio Art I**

This is a more rigorous, Honors-level, full year course for serious and highly motivated students. Students will continue to work on projects that cover the elements and principles of design while using a variety of medium. Students will have the opportunity to develop independent work as well as follow teacher directed, class assignments. Drawing, Painting and Sculpture will be the main visual art forms used in this course. This course meets every day for the year.

**Prerequisites:** Art teacher recommendation and successful completion of Studio Art.

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

## **65F152V Advanced Studio Art II**

This is a more rigorous, Honors-level, full-year course for serious and highly motivated students who will have the flexibility to work independently on unique, creative projects or follow teacher directed assignments. Projects can be used to round out or refine a portfolio or satisfy a personal creative interest. Drawing, Painting and Sculpture will be the main visual art forms used in this course. This course meets every day for the year.

**Prerequisites:** Art teacher recommendation and successful completion of Advanced I.

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

**65F160A      Pre-AP® Art and Design**

This course is the first part of a rigorous 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 (10<sup>th</sup> - 11<sup>th</sup> grade or 11<sup>th</sup> - 12<sup>th</sup> grade) in the program. Students in Pre-AP Art and Design begin the process of developing either a Drawing, 2D, or 3D portfolio that is a required component of the AP Art and Design exam and may also be used for college entrance presentations and scholarship competitions. Guided by inquiry, students will create and build skills through exploration, practice, and experimentation. They will explore materials and processes as well as be required to communicate their ideas and principles of art and design through written and visual expression. Students are expected to create art in class and at home. They are required to attend, on a weekly basis, one of the Life Drawing workshops offered either after school or in the evening. This course meets every day for the year.

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

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

**65F165A      AP® Art and Design**

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 and supportive writing that is a required component of the AP Art and Design Exam and which may also be used for college entrance presentations and scholarship competitions. Students enrolled in AP Art and Design must attend, on a weekly basis, one of the Life Drawing workshops offered either after school or in the evening. The expectation is that AP Art and Design students will spend a substantial amount of additional time completing artistic works related to their area of investigation. Students are required to submit a portfolio of work and supporting writing to the AP College Board in May.

This course meets every day for the year.

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

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

**65F167A      AP® Art History**

This most rigorous course is designed to allow students to examine major forms of artistic expression relevant to a variety of cultures evident in a wide range of periods from present times into the past. Students will acquire an ability to examine works of art critically, with intelligence and sensitivity, and to articulate their thoughts and experiences. Students are required to take the AP Art History exam in May. This course meets every day for the year.

**Prerequisite:** None

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

**65H111                      Architectural Drawing I**

Students in this course study the basics of architecture and house construction. This may include the design of a dwelling, the generation of a set of architectural plans, model building, and the use of CAD (computer-assisted drawing) technology. This course meets every day for one semester.

**Prerequisite:** None

**Grades 9, 10, 11, 12      ½ credit**

### **65H112 Architectural Drawing II**

This course continues the study of architecture and house construction design. This course may include the exploration of kitchen and bath design, model building, as well as building styles and architectural history. This course meets every day for one semester.

**Prerequisites:** 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 differentiating what we know about an object and what we see. Graphite, charcoal, pen & ink, and color pencils will be the primary media used in Drawing I. This course meets every day for one semester.

**Prerequisite:** Successful completion of Advanced 8th Grade Art, 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. Color pencil, pastels, oil pastels, ink, and scratchboard are all media that may be introduced. This course meets every day for one semester.

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

**Grades 10, 11, 12      ½ credit**

### **65H143 Drawing III**

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. Students may explore a range of mediums including but not limited to charcoal, pastels, oil pastels, ink, color pencil, monoprints, and scratchboard. Subject matter will be varied and concepts will be developed independently by each student with teacher approval. This course meets every day for one semester.

**Prerequisites:** Art teacher recommendation and successful completion of Drawing I & II or Painting I & II.

**Grades 10, 11, 12      ½ credit**

### **65H144 Drawing IV**

This course is a continuation of Drawing I, II, and III on a more advanced level for students who are self-motivated and wish to continue their exploration of drawing in a variety of media. Students may explore a range of mediums including but not limited to charcoal, pastels, oil pastels, ink, color pencil, monoprints, and scratchboard. Subject matter will be varied and concepts will be developed independently by each student with teacher approval. This course meets every day for one semester.

**Prerequisites:** Art teacher recommendation and 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 could include self-portrait, still life, and landscape. This course meets every day for one semester.

**Prerequisites:** Successful completion of either Advanced 8th grade art, Foundations in Art or Studio Art.

**Grades 10, 11, 12      ½ credit**



**65H136      Painting II**

This course is designed for students who have completed Painting I 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 may be addressed in the class. Other subject matter will be varied and concepts from Painting I will be reinforced. This course meets every day for one semester.

**Prerequisites:** Painting I.

**Grades 10, 11, 12      ½ credit**

**65H145      Painting III**

This course is a continuation of Painting I & II on a more advanced level. Students will refine their skills with watercolors, acrylics, and oils. Direct observation and independent projects will be more deeply addressed in the class. This course meets every day for one semester.

**Prerequisites:** Successful completion of Painting I & II.

**Grades 10, 11, 12      ½ credit**

**65H146      Painting IV**

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 independently. Students will have the opportunity to develop their own ideas for projects with teacher approval. This course meets every day for one semester.

**Prerequisite:** Successful completion of 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 every day for one semester.

**Prerequisite:** Successful completion of Advanced 8th Gr. Art, Foundations in Art, or Studio 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 every day 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 every day 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. This course meets every day for one semester

**Prerequisite:** Successful completion of Advanced 8th Gr. Art, 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 every day for one semester.

**Prerequisite:** Successful completion of Digital Photography I.

**Grades 10, 11, 12      ½ credit**

**65H166      3D Printing & Design**

This course will focus on designing and producing three-dimensional work using Sketch Up or similar CAD software. Production techniques will be explored, including creating models of student work by hand and by using 3D printers. Students who complete this course will have knowledge of principles of design thinking and will be able to use these principles to solve real-world problems. This course meets every day for one semester.

**Prerequisites:** Advanced 8th Gr. Art, Foundations in Art, or Studio Art.

**Grades 9, 10, 11, 12      ½ credit**

# Business

**All Business courses offered are electives. Courses within this department have not been approved by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility:**

## **45H806 Introduction to Business**

This course gives 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 9, 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, including instruction in special journals, posting, trial balancing, work sheets, financial statements, adjustments, and closing ledgers. Students will use the game of Monopoly to synthesize all the concepts learned in this course as they create their own real estate company. This class meets every day for one semester.

***Grades 10, 11, 12     ½ credit***

## **45H804 Business Law (*Rotated into schedule for 2024-2025 - alternates with Business Marketing*)**

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. This class meets every day for one semester.

***Grades 10, 11, 12     ½ credit***

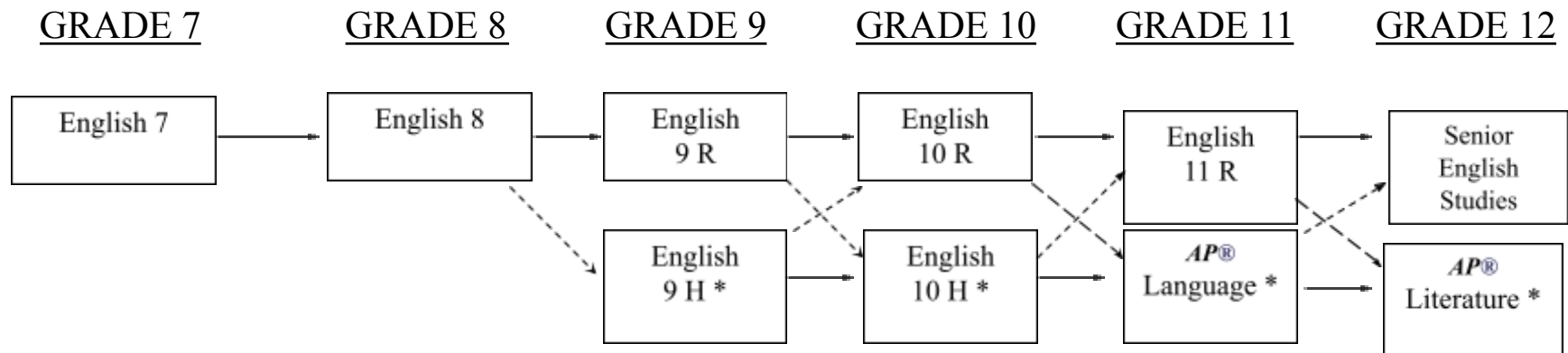
## **46805 Virtual Enterprise (\*NEW COURSE FOR 2024-2025)**

Virtual Enterprise transforms students into business professionals and entrepreneurs by bringing the workplace into the classroom. This workplace simulation enables students to understand how employees, teams, and departments interact with each other for the good of the company. Students conduct market research, work cooperatively to develop and write a business plan, design and implement a website, manage payroll, maintain 401(k) plans, and develop an annual report. The class selects a CEO and managers who oversee departments such as Accounting/Finance, Sales, Marketing, Human Resources, IT. By managing the day-to-day operations of a company, students not only develop business skills and an entrepreneurial mindset, they identify career pathways that align with their interests, talents, and aspirations. Technology is also incorporated as students use the Internet and social media to research and grow their business. Students will participate in trade shows throughout the year to present and market their virtual business in a competitive marketplace with both local and global schools/firms. This class meets every day for a full year.

Prerequisite: Successful completion of at least one H.S. Business course. Rising seniors without this prerequisite will be evaluated on a case-by-case basis by the Director of Math & Business for this year only.

***Grades 11, 12     1 credit***

# MANHASSET SECONDARY ENGLISH COURSES - 2024-2025



## 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  
 Broadcast Journalism I  
 Broadcast Journalism II  
 Broadcast Journalism III  
 College Broadcast Journalism IV  
 New Media I  
 New Media II  
 Communication: Creativity, Persuasion, & Problem Solving  
 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 *The Secret Life of Bees*, *Of Mice and Men*, *A Separate Peace*, *A Raisin in the Sun* and *The House on Mango Street*, nonfiction texts, short stories, poetry, and other literary works including Shakespeare's *Romeo and Juliet* and Homer's *The 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 Next Generation Standards for English Language Arts.

**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*, *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 Next Generation Standards for English Language Arts.

**Prerequisites:** A minimum grade of an "A-" 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*, *Something Wicked This Way Comes*,

*Lord of the Flies*, and independent reading. This is a modified version of the English 10R curriculum. This course is aligned to the New York State Next Generation Standards for English Language Arts.

**Prerequisite:** Recommendation by CSE.

**Grade 10**

**1 credit**

### **12FOO1R 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: *Something Wicked This Way Comes*, *Macbeth*, *The Crucible*, *Lord of the Flies*, and selected nonfiction works 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 Next Generation Standards for English Language Arts.

**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. Nonfiction 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 Next Generation Standards for English Language Arts 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 this 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 New York State Next Generation Standards for English Language Arts. All students must take the New York State Regents in English.

**Prerequisite:** Recommendation by CSE.

**Grade 11**

**1 credit**

### **13F001R English 11 R**

This course is focused on American literature and themes consistent with the 11<sup>th</sup> 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*, *The 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 11<sup>th</sup> grade students must take the New York State Regents exam in English Language Arts. This course is aligned to the New York State Next Generation Standards for English Language Arts.

**Grade 11**                      **1 credit**

### **13F001A      AP® English Language and Composition**

This rigorous course is for highly motivated 11<sup>th</sup> 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 nonfiction. 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 Next Generation Standards for English Language Arts.

**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)**

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### **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 Next Generation Standards for English Language Arts.

**Prerequisite:** Recommendation by CSE.

**Grade 12**                      **1 credit**

### **14F007      Senior English Studies**

Senior English Studies is a rigorous course for 12<sup>th</sup> 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, nonfiction 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 Next Generation Standards for English Language Arts.

**Grade 12**                      **1 credit**

#### **14FO11A AP® English 12 Literature and Composition**

This is a most rigorous course for 12<sup>th</sup> 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 Next Generation Standards for English Language Arts.

**NOTE:** As this is a college level course, students should plan to work an hour to an hour and a half (1 – 1 ½ hours) outside of class as part of their daily schedules.

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

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

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#### **15H210 Writing Techniques 9-10**

This course is designed primarily for students who either need extra help in English or who have not met New York State Learning Standards as determined by the 8<sup>th</sup> 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 for students in 11<sup>th</sup> or 12<sup>th</sup> 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**



## English Electives

### **15H018      Film Study and Basic Filmmaking**

Students in this course will view, write and analyze significant classic films from the 20<sup>th</sup> to the 21<sup>st</sup> 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 original film 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 9, 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 (*Po-Co-Ho*) 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. This course meets every day for one semester.

**Prerequisite:** Creative Writing

**Grades 9, 10, 11, 12      ½ credit**

### **15H030      New Media I**

In this introductory journalism (new media) course, students will receive a multifaceted foundation in the expanding field of journalism. They will explore the central tenets of interviewing and reporting, and then focus on developing their journalistic writing by creating different types of pieces (news, sports, opinion, photo etc.). In addition, students will discern strong, well-researched journalism by reading a variety of exemplary journalism pieces. Students will also gain a basic introduction to some of the main facets of digital journalism, which will be explored with more depth in New Media II. The course will culminate in a student-run modern newsroom, where students are assigned roles and run a publication. The course meets every day for one semester or every other day for a full year.

**Grades 9, 10, 11, 12      ½ credit**

### **15H031      New Media II**

In New Media II, students will explore the changing world of journalism, creating multimedia journalism that is consistent with media outlets today. These projects will include podcasting, digital narrative journalism (longform projects), blogging, and a photojournalism collection. Each project will allow students to explore topics relevant to Manhasset (school and community) and personal interests. The class will also evaluate social media and how it is connected to journalism. As a project-based course, students will develop a digital journalism portfolio, and ultimately develop a comprehensive online publication at the end of the course that will be shared with the school and community. The course meets every day for one semester or every other day for a full year.

**Prerequisite:** New Media I

**Grades 9, 10, 11, 12      ½ credit**

### **15H032      Broadcast Journalism I**

In this introductory broadcasting course, students will develop a foundation on the style and technology of broadcast journalism. They will learn the facets of written, audio, and video content production, applying journalistic skills to create diverse digital content, which may include pieces on school/community news and personal interests. Students will convey content by completing the following modules: radio news broadcast, video trailer production, video news packages, opinion documentary pieces. The course will culminate in a capstone project that sees students produce a news show by utilizing the knowledge gained from the course in producing, storyboarding, filming, reporting, and editing. The course meets every day for one semester.

**Grades 9, 10, 11, 12      ½ credit**

### **15H033      Broadcast Journalism II**

In this second course of the broadcasting sequence, students will begin to explore their personal interests in broadcasting, and work collaboratively to create digital content that demonstrates their growing expertise in their chosen broadcasting subspecialty. This course will focus on project-based learning, where each subspecialty will feature different potential projects for students to complete. Students may continue delving deeper into their subspecialty, or choose to explore the other facets of the course after earning a subspecialty badge, thereby indicating expertise. The broadcasting subspecialties will include the following: radio production, video news package production, documentary production, and editing. Within these projects, students will learn the 10 Elements of Journalism, 7 Elements of Newsworthiness, journalistic writing and research, as well as intermediate media literacy. Projects may include creating a weekly radio program, producing a diverse array of video news packages that indicate intricate knowledge of video camera use, directing a documentary that displays theatrical camera techniques, and utilizing Final Cut Pro X to develop creatively edited content. For the capstone project, students will create an online platform - Manhasset Broadcast Company (MBC) - to display the content produced during the year to the school and community. The course meets every day for a full year.

**Prerequisite:** Broadcast I

**Grades 9, 10, 11, 12      1 credit**

### **15H034      Broadcast Journalism III**

In this third course of the broadcasting sequence, students will produce *Good Morning Manhasset*, the secondary school's news show. At this point on the Broadcast track, students in the program will have developed a comprehensive set of skills that will have prepared them to produce the show and to prepare for the live broadcast requirements of Broadcast Journalism IV. Students will practice strong journalistic writing, research, and media literacy. Additionally, students will understand the complexities of strong framing/composition and shot types. Students will also have an ability to use all the broadcast equipment (e.g., broadcast fly-packs, audio, lighting, tricast console, etc.). In addition, students will have experience with editing equipment and Final Cut Pro X. Students then apply this knowledge to general show production and receive assignments (e.g., director,

cameras, board operator, talent, etc.) that will be distributed during weekly editorial meetings. The assignments will rotate, so all students experience all aspects of show production in a project-based format. A digital portfolio will serve as the course capstone. The course meets every day for a full year.

**Prerequisite:** Broadcast II

**Grades 10, 11, 12      1 credit**

### **15H035      College Broadcast Journalism IV**

In the fourth and final course of the broadcasting sequence, students will produce *Good Morning Manhasset*, the secondary school's news show, as well as live sports and special events coverage. Students will practice advanced elements of strong journalistic writing, research, and media literacy. Framing/composition, shot types, graphics package creation are embedded throughout the project-based learning course. Students will utilize all the broadcast equipment (e.g., broadcast fly-packs, Blackmagic cameras, audio, lighting, tricaster console, etc.). In addition, students will demonstrate mastery with editing equipment and Final Cut Pro X. Students then apply this knowledge to general show production and receive assignments (e.g., director, cameras, board operator, talent, etc.) that will be distributed during weekly editorial meetings. The assignments will rotate, so all students experience all aspects of show production in a project-based format. In addition, students will serve as mentors to the Broadcast III students. A digital portfolio will serve as the course capstone. The course meets every day for a full year. *College credit available through Hofstra University's Lawrence Herbert School of Communication.*

**Prerequisite:** Broadcast III

**Grades 12      1 credit (W: +0.25)**

### **15H036      Communication: Creativity, Persuasion & Problem-Solving**

This course aims to prepare students for the increasingly unpredictable and dynamic world they will enter after high school. Designed for non-traditional students, the course will use core texts, film, activities, thought experiments, graphic novels, podcasts, and TED talks to expose students to the logical, rhetorical, and argumentative concepts present in pre-AP and AP courses. The course meets every day for one semester.

**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 online sources, developing affirmative and negative constructive, 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**

## **Reading**

***Reading services in grades 9-12 are available. All require teacher recommendation. Please contact the Guidance or Reading department for more information.***

# English as a New Language

Students who are enrolled in the English as a New Language (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.*

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. The NYSITELL (New York State Identification Test for English Language Learners) is administered to evaluate a student’s proficiency in English and to ensure proper placement in the high school program. Participation in the ENL Program is required for students who qualify for services based on their performance on the NYSITELL. Depending on their level of English proficiency, students may be assigned to an integrated co-teaching English/ENL course and up to two periods of stand-alone ENL classes.

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

English/ENL courses are co-taught by an English teacher and an ENL teacher. 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     ENL Lab**

Students who have earned proficiency on the NYSESLAT (at the “Commanding” level) will receive on-going academic ENL support for up to two years after earning this level. As part of the CR Part 154 regulations, this on-going support is mandated. The students enrolled in this lab receive differentiated instruction based on their individual needs. In addition, students will have opportunities to further develop each of the four skills: reading, writing, listening and speaking. The course meets every other day for a full year. This course meets every other day for the year.

***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 10<sup>th</sup> grade.**

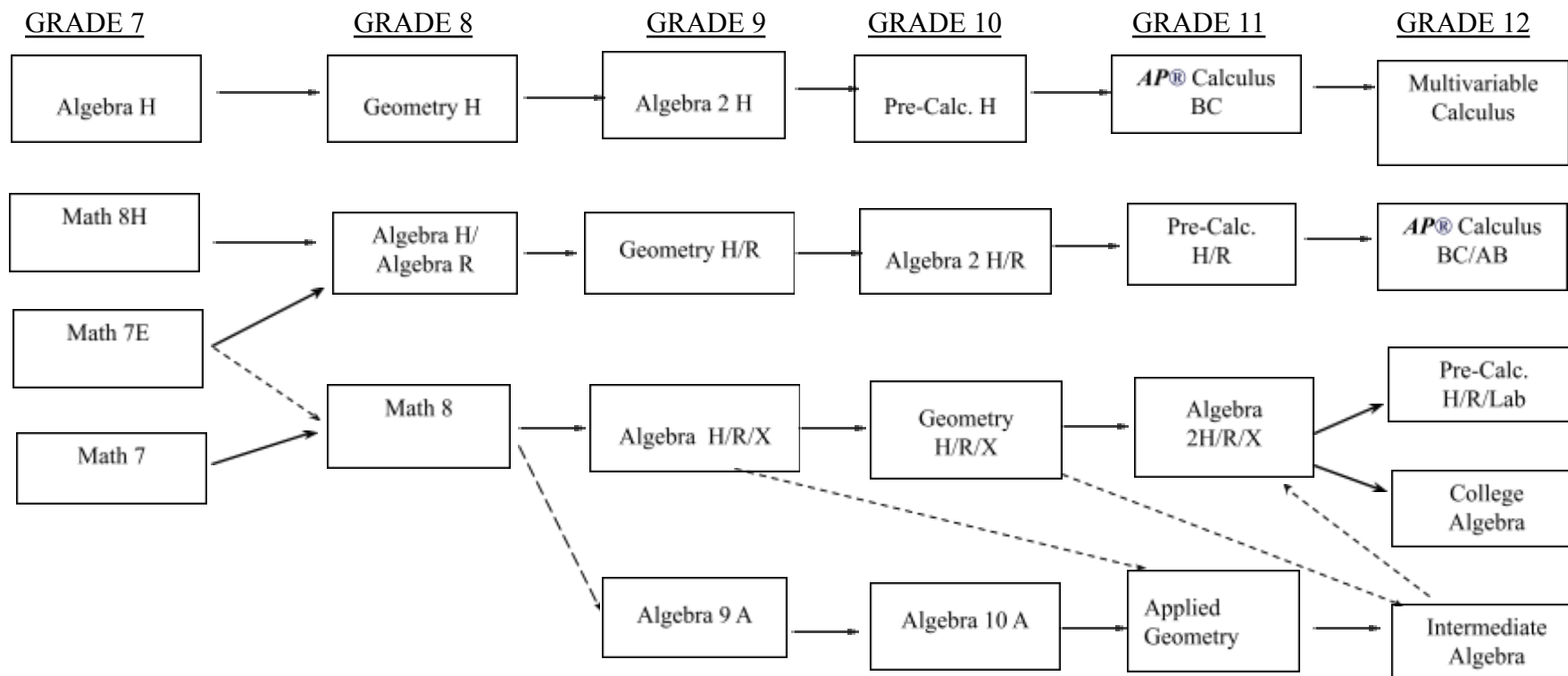
**This course has not been approved by the NCAA Clearinghouse, for purposes of determining a student athlete's GPA for eligibility.**

## **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.

***Grade 10      ½ credit***

# MANHASSET SECONDARY MATHEMATICS COURSES 2024-2025



## SEQUENCES

### PROBABLE

### ALTERNATIVE

**AP® Statistics** Prerequisite of a grade of at least B in Algebra 2 Honors or a grade of at least A- in Algebra 2 R and Math teacher recommendation; Students may also be concurrently enrolled in Algebra 2 Honors.

**AP® Computer Science A** can be taken after completion of Introduction to Computer Programming I & II and Geometry.

**AP® Computer Science Principles** can be taken after completion of Introduction to Computer Programming I & II and, ideally, AP Computer Science A. Interested rising seniors without the stated prerequisites should seek out the instructor.

**Algebra H/R/X, Math 10A, Geometry H/R/X, and Algebra 2 H/R/X** are courses that conclude with a Regents exam.

## Math Electives:

Math Research/Advanced Math Research  
 Mathematics of Sports and Games  
 AP Statistics  
 Computer Programming I/II  
 AP Computer Science A  
 AP Computer Science Principles

# 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 honors student in Mathematics is expected to maintain an average of at least a “B+” in order to be recommended for the subsequent math course at the honors level. Before considering an override from a non-Honors course to an Honors course within the math department, a student should consult with the teacher and/or District Director of Mathematics.*

## **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 the first course in the Regents mathematics sequence. 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. 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 the first course in the Regents mathematics sequence. 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. 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 at least “C” in Math 8 or a grade of “B+” in Math 7E.

**Grade 9                      1 credit**

## **41F111H      Algebra H**

This is the first course in the Regents mathematics sequence. This rigorous course covers the Algebra curriculum with linear, quadratic, and exponential functions, as well as descriptive statistics. We will be exploring these functions graphically, numerically, symbolically and verbally. This course also extends

well beyond the standards to explore connections between representations of various functions and the rationale for algebraic algorithms. Algebra Honors 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 “A-” in Math 7E, “B+” in Math 8H & Math teacher recommendation.  
**Grades 7, 8, 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.

**Prerequisites:** 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, with instruction on linear, quadratic, and exponential functions, as well as descriptive statistics. 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**

#### **42F201 Applied Geometry**

This is a course that is designed to cover the general requirements of a high school geometry course including such topics as congruence, similarity, symmetry, transformations, trigonometry, 2-d shapes, and 3-d figures. Students will progress towards the use of more precise/formal definitions and mathematical arguments. Students will be using the TI84/84+ graphing calculator. Please note that this course does NOT culminate in a NYS Regents exam.

**Prerequisites:** Successful completion of Algebra R, Algebra X, or Algebra 10 A and Math teacher recommendation.  
**Grades 10, 11 1 credit**

#### **42F201X Geometry X**

This is the second course in the Regents mathematics sequence. It covers such themes as constructions, congruence, similarity, triangles, polygons, circles, transformations, introductory trigonometry and 3-dimensional figures. The course involves using inductive and deductive reasoning to form mathematical conclusions with proofs in a variety of forms. 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 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 is the second course in the Regents mathematics sequence. This course focuses on topics in plane, coordinate, and solid geometry. The curriculum includes constructions, congruence, similarity, triangles, polygons, circles, transformations, introductory trigonometry, and 3-dimensional figures. 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 and Math teacher recommendation.  
**Grade 9, 10 1 credit**

#### **42F201H Geometry H**

This is the second course in the Regents mathematics sequence. This rigorous course focuses on topics in plane, coordinate, and solid geometry. The curriculum includes constructions, congruence, similarity,



triangles, polygons, circles, transformations, introductory trigonometry, and 3-dimensional figures. The course involves using inductive and deductive reasoning to form mathematical conclusions with proofs in a variety of forms. Additionally, various enrichment topics will be included beyond standards. 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 and Math teacher recommendation.

**Grades 8, 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.

**Prerequisites:** Recommendation by CSE and completion of Math 10.

**Grade 11 1 credit**

### **43F500 Intermediate Algebra**

This course provides for a continuation and extension of the skills and topics developed in Algebra and Geometry. It will expose students to topics such as polynomials, functions, rational expressions, exponential functions, sequences, series, & statistical analysis. It is designed to give the students a strong foundation for the more advanced Algebra 2 course at the Regents level or an entry-level mathematics course in college. This course will also spend time working through content typically required on standardized exams such as the SAT and/or ACT. This course does NOT culminate in a NYS Regents exam.

**Prerequisites:** Successful completion of either Applied Geometry or Geometry X and Math teacher recommendation.

**Grade 11, 12 1 credit**

### **43F501X Algebra 2 X**

This course completes the 3-year Regents sequence in mathematics. Students study various types of functions throughout the course including radical, rational, exponential, logarithmic, trigonometric, quadratic and higher order polynomials. Other topics include the remainder and factor theorems, complex numbers, and probability and statistics. 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 & Math teacher recommendation.

**Grade 11 1 credit**

### **43F501R Algebra 2 R**

This course completes the 3-year Regents 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 rigorous course completes the 3-year Regents 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. This is a more rigorous course that covers the Algebra 2 curriculum and various enrichment topics. 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 Algebra H and Geometry H and Math teacher recommendation.

**Grade 9, 10, 11 1 credit (W: +0.25)**

### **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). This course meets every day for the year.

**Prerequisites:** Successful completion of Algebra 2 or Algebra 2 X 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, matrices, vectors, and an introduction to Calculus including limits and continuity, derivatives and their applications. Students are required to have a graphing calculator (TI-84/84+ is recommended). The course meets every day for a full year.

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

Students who earn a B- in Algebra 2R may enroll in Pre-Calculus WITH a lab component (see below). If a student is recommended for College Algebra and wishes to enroll in Pre-Calculus WITH a lab component, they must use their ONE academic override for this purpose. A student recommended for College Algebra will not be allowed to override into Pre-Calculus without a lab component.

**Grades 11, 12 1 credit**

### **45N010L Pre-Calculus Lab**

This is a lab/workshop class for Pre-Calculus students who need or wish to consistently review course material. Students may be recommended by a teacher or they may enroll voluntarily. Students attend the lab period every other day for the full school year.

**Grades 11, 12**

### **45F010H Pre-Calculus H**

This more rigorous course has the same curriculum as Pre-Calculus with enrichment plus additional topics necessary for AP Calculus BC. 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. The course meets every day for a full year.

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

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

### **45F011A AP® Calculus AB**

This 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. The course meets every day for a full year.

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

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

**45N011AL AP® Calculus AB Lab**

This is a lab/workshop class for AP Calculus AB students who need or wish to consistently reinforce the course concepts. Students may be recommended by a teacher or they may enroll voluntarily. Students attend the lab period every other day for the full school year.

**Grade 12**

**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 including 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. The course meets every day for a full year.

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

**Grade 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 prerequisite 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 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 Stokes’ Theorem. The course meets every day for a full year.

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

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

**Mathematics Electives****45H900 Math Research**

This rigorous course is intended for students in honors level math classes who are seriously interested in researching mathematical topics that are not specifically studied as part of the regular math curriculum. Students **MUST** be conscientious and willing to work independently. All students are **required** to enter regional math competitions. This course meets every other day for the full year.

**Prerequisite:** Math teacher recommendation.

**Grades 8, 9, 10, 11, 12 ½ credit**

**45H903 Advanced Math Research**

This more rigorous course is for honors level math students in grades 9 through 12 who have completed Math Research. Students continue to research from the previous courses at a higher level. All students are **required** to enter regional math competitions and act as mentors for the first year Math Research students. This course meets every other day for the full year.

**Prerequisites:** Successful completion of Math Research AND Math teacher recommendation.

**Grades 9, 10, 11, 12 ½ credit (W + 0.125)**

**45H921 Introduction to Computer Programming I**

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 meets every day for a semester.

**Prerequisites:** Successful completion of 8<sup>th</sup> grade Math (7E, 8H, or 8R) and Math teacher recommendation.

**Grades 9, 10, 11, 12 ½ credit**

**45H922 Introduction to Computer Programming 2**

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 or every day for half the year. Completion of this course would prepare a student for an advanced placement course in computer science A. This course meets every day for a semester.

**Prerequisite:** Successful completion of Introduction to Computer Programming 1 or teacher recommendation.

**Grades 9, 10, 11, 12**      *½ credit*

**45H924 The Mathematics of Sports and Games**

Did you ever wonder how changes to rules might affect the outcomes of games? Curious about the role that strategy plays in common board games? Learn how to understand and interpret statistics reported in the media, create mathematical models to evaluate teams, and leverage data to inform strategic decisions in a variety of sports and games. This course will meet every other day for the full year.

**Prerequisites:** Successful completion of Algebra 1 and Math teacher recommendation.

**Grades 10, 11, 12**      *½ credit*

**45F013A AP® Statistics**

This rigorous course is an excellent option for any student who has successfully completed Algebra 2 or is currently enrolled in Algebra 2 Honors. The course may be taken concurrently with either Algebra 2 Honors, Pre-Calculus, Pre-Calculus Honors, AP Calculus or Multivariable Calculus. The topics for AP Statistics are divided into four major themes: Data Analysis, Data Collection, Probability, and Statistical Inference. Students are required to take the AP Statistics exam in May. Use of the TI84/84+ graphing calculator is necessary both in class and on the AP exam. The course meets every day for a full year.

**Prerequisites:** Concurrent enrollment in Algebra 2 H or successful completion of Algebra 2R with a grade of at least B+ and Math teacher recommendation

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

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**45F015A AP® Computer Science A**

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. The course meets every day for a full year.

**Prerequisites:** Completion of Introduction to Computer Programming I & II and Geometry and Math teacher recommendation. Rising seniors without these prerequisites should reach out to the instructor for possible enrollment in the course. This course meets every day for the year.

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

**45F016A      AP® Computer Science Principles**

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 6<sup>th</sup> unit devoted to the required AP performance task projects due by the end of April. The course requires students to take the AP exam given in May. The course meets every day for a full year. The course meets every day for a full year.

**Prerequisites:** Completion of Introduction to Computer Programming I & II, Math teacher recommendation and, ideally, completion of AP Computer Science A. Rising seniors without these prerequisites should reach out to the instructor for possible enrollment in the course. This course meets every day for the year.

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

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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.

**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. Musically advanced 9<sup>th</sup> 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. 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 pupils. 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 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 10, 11, 12      1 credit (W: +0.25)**

**65F530 Men's Choir**

This 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)**

**65H403 Music Production/Songwriting**

This course will explore music production and songwriting using the keyboard and a variety of instruments. Students will study introductory to intermediate-level music theory, analyze and perform popular songs of today and learn the basics of recording music. Students will learn to read and analyze chords while developing general musical literacy and dictation skills. Professional music production and notation software will be frequently used, including Logic Pro X and Sibelius. Independent and collaborative recording sessions will give students the opportunity to perform and create tracks on any instrument. Open to students of all musical backgrounds and abilities.

**Grades 9, 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 Music Production/Songwriting.

**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 PE 9/10**

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 for the year and will be conducted on a co-educational basis.

**Grades 9, 10                      ½ credit**

## **75H201 PE 11/12**

This Physical Education class is designed to meet lifetime 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 Cardiopulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED) for adults, children and infants. 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                      ½ credit**

## **75H103 PE Life Skills Adaptive**

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**

**75H106 Unified PE**

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, shuffleboard, bowling, disc golf); dance activities; jogging/walking activities; modification of traditional sport activities (e.g.: Kickball, Newcomb).

**Prerequisite:** Teacher recommendation

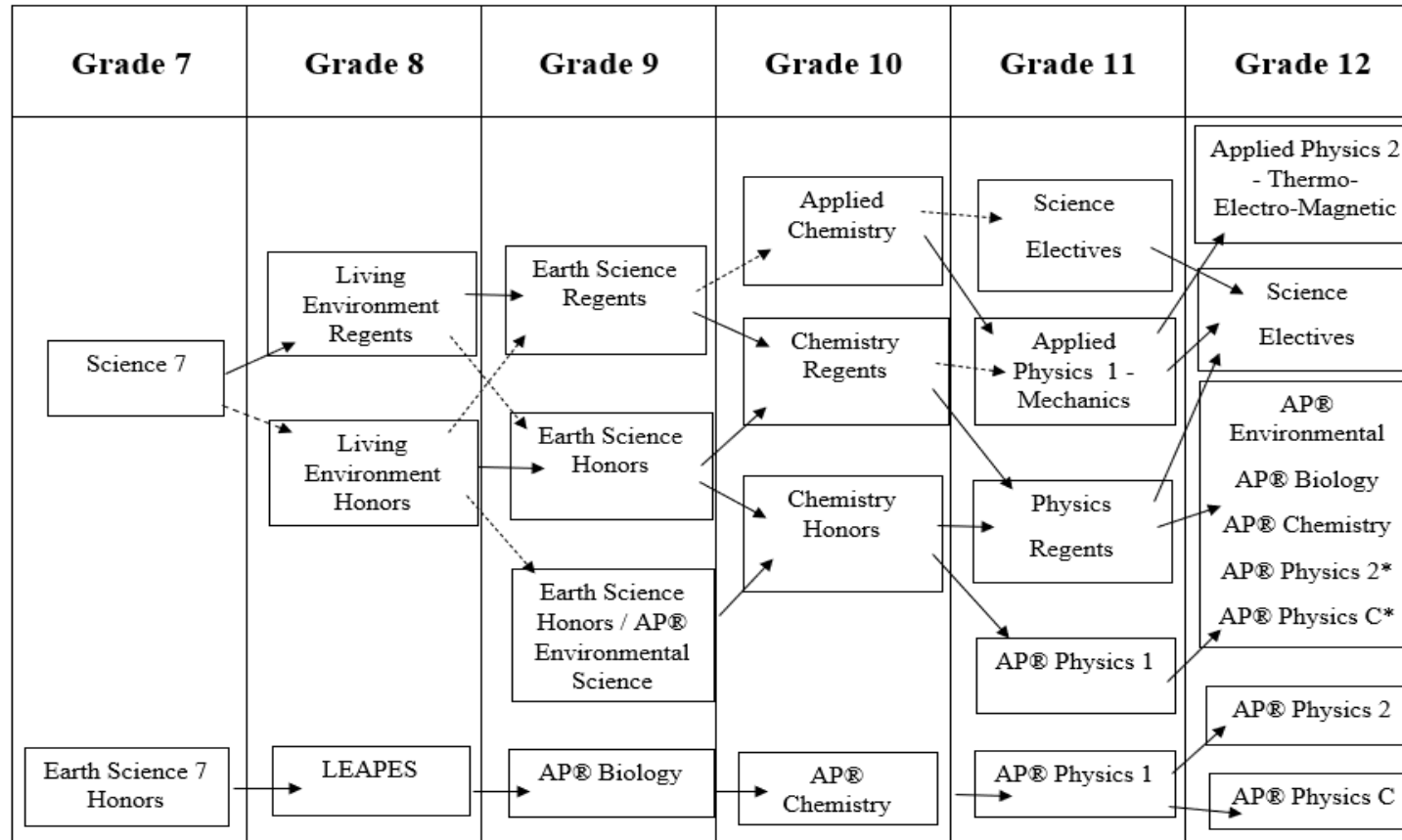
**Grades 9, 10, 11, 12**    *½ credit*

**Physical Education Elective****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 9, 10, 11, 12**    *½ credit*

# Manhasset Secondary Science Courses 2024-2025



**Sequences:** Probable —————> Alternative - - - - ->

## Pathways:

**Science Research:** Introduction to Science Research can be taken by students in grades 9-12. Advanced Science Research is open to students who have completed Introduction to Science Research. STS prep is open only to students in grade 12.

**Engineering (PLTW):** Introduction to Engineering can be taken by students in grades 9-10. Aerospace Engineering can be taken by students that have completed Introduction to Engineering. Principles of Engineering is available to students that have completed Aerospace Engineering. Computer Integrated Manufacturing is open only to students in grade 12 that have completed Principles of Engineering.

## **Science Electives:**

Criminalistics  
Anatomy & Physiology  
Marine Biology  
Physical & Social Impacts of Natural Hazards  
Astronomy  
Organic Chemistry

# Science

Three (3) credits of high school science are required for graduation. One course must be Living Environment and must include laboratory activities to meet the laboratory requirement of 1,200 minutes of hands-on experience with satisfactory laboratory reports. The second course must be from the Physical Setting and it is recommended that it include laboratory activities to meet the laboratory requirement of 1,200 minutes of hands-on experience with satisfactory laboratory reports. The final credit may be either a life science or a physical 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 the 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. 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.

**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 to receive targeted instruction to reinforce the content being taught in the Earth Science R class.

**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 grade of “A-” in Living Environment Honors or “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 examination 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 minimum final grade of “A” in each of the following courses: Living Environment Honors, current Math (minimum level Algebra H), English 8, and Science teacher recommendation. Meeting the minimum requirements does not guarantee placement into this exclusive course.

**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. 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.

**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 to receive targeted instruction to reinforce the content being taught in the Chemistry R class.

**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 previously 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 H, a test average of 95%, on the Earth Science Regents, and a Science teacher recommendation. Students must have completed Geometry and have successfully mastered or be concurrently enrolled in Algebra 2.

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

**35F004A Applied Physics 1: The Mechanical World**

This elective course 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 topics in mechanics, waves and sound, fluids, and aerodynamics. Laboratory activities and projects will be employed to complement the understanding of fundamental physics concepts. The course meets every day for a full year.

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

**Grades 11, 12 1 credit**

**35F004B Applied Physics 2: The Thermo-Electro-Magnetic World**

This elective course 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 topics in mechanics, waves and sound, fluids, and aerodynamics. Laboratory activities and projects will be employed to complement the understanding of fundamental physics concepts. The course meets every day for a full year.

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

**Grades 11, 12 1 credit**

**35N004X Physical Setting: Physics X**

This is a Response to Intervention (RTI) class for selected Physics students. Students attend a support period every other day for the full school year to receive targeted instruction to reinforce the content being taught in the Physics R class.

Grade 11, 12

**35F014A AP® Physics 1**

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 Regents or Honors 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)**

**35F018A AP® Physics 2**

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 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. The textbook, 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 both Living Environment and 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 day.

**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 Regents or Honors Chemistry and Science teacher recommendation.

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

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## **Science Electives**

### **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. This course meets every day for a full year. 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 current grade report, 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:** Successful completion of the Introduction to Science Research course and 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 science research course is only available to students in grade 12. Students must complete an independent research project with a mentor from a regulated research institution during the summer leading into their senior year. Coursework will involve the preparation of a Regeneron Science Talent Search research paper. In this course, students further develop the skills acquired from Introduction to Science Research and Advanced Science Research. The course includes advanced statistical analysis of data as well as an extended literature search of the research area. Students participate in local and regional competitions where they showcase and defend their work to professionals in their respective fields. Students also have the potential to get their work published.

**Prerequisites:** Advanced Science Research, teacher recommendation and completion of a science research program during the summer between 11<sup>th</sup> and 12<sup>th</sup> 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 college credit through RIT. This course meets every day for the year.

**Grades 9, 10        1 credit**

### **35F007     Aerospace Engineering**

This is the second-year high school level course in the PLTW (Project Lead the Way) Engineering Program. This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. Students would be eligible for college credit through select colleges and universities. This course meets every day for the year.

**Prerequisites:** Introduction to Engineering and teacher recommendation.

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

### **35F002     Principles of Engineering**

This is the third-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 college credit through RIT. This course meets every day for the year.

**Prerequisites:** Aerospace Engineering and teacher recommendation.

**Grade 11, 12        1 credit (W: +0.25)**

**35F008 Computer Integrated Manufacturing**

This is the fourth-year high school level course in the PLTW (Project Lead the Way) Engineering Program. Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system. Students would be eligible for college credit through RIT. This course meets every day for the year.

**Prerequisites:** Principles of Engineering.

**Grade 12      1 credit (W: +0.25)**

**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 every day 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 every day 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 every day for one full semester.

**Prerequisites:** Living Environment, Earth Science, and Chemistry.

**Grade 11, 12      ½ credit**

**35H007 Physical & Social Impacts of Natural Hazards**

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 every day 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**

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 every day for one full semester.

**Prerequisites:** Living Environment, Earth Science, and Chemistry.

**Grade 11, 12      ½ credit**

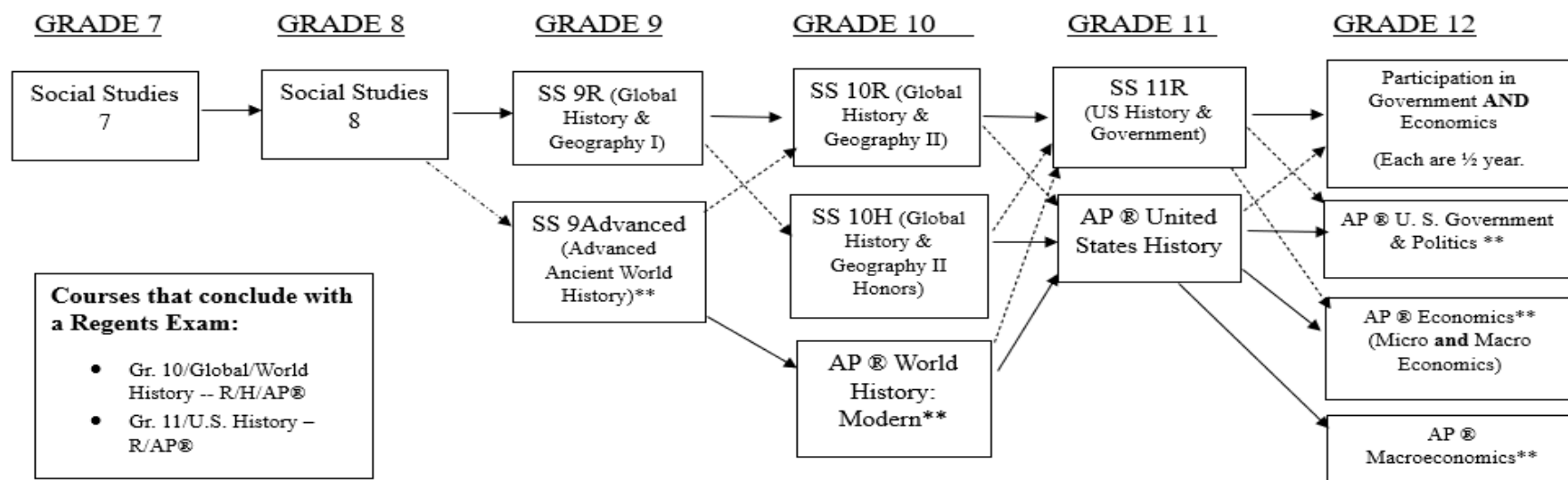
**35H009      Organic Chemistry**

This is a half-year course designed to provide students with a deeper foundation of organic compounds at the molecular level building upon the organic unit covered in Regents level Chemistry or higher. Topics covered will include structures and bonding, Lewis diagrams, resonance, stereochemistry, functional groups, and organic reactions. Students will engage in model building and discover real-life uses of organic molecules. This course meets every day for one full semester.

**Prerequisites:** Successful completion of Regents, Honors, or AP Chemistry and science teacher recommendation

**Grade 11, 12      ½ credit**

## MANHASSET SECONDARY SOCIAL STUDIES COURSES 2024-2025



### 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 take the full year AP® Government course with the ½ year Economics course or vice versa. Some students may take both full AP® Government and AP® Economics.

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

### Full year electives

Introduction to Social Science Research  
AP® Human Geography\*\*  
AP® Psychology\*\*  
AP® Seminar\*\*  
AP® Research\*\*

**\*\*Require teacher recommendation**

### Half-Year Electives

Criminal Law  
Human Rights  
Popular Culture in American Society

### 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.

# 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. 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.**

## **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**

Grade 9 begins a two-year global history course 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**

## **21F001A Social Studies 9 Advanced: Ancient World History**

This more rigorous college-level course is the first half of a two-year study to prepare students for the AP® World History: Modern course. Students must demonstrate a strong passion for the study of history and be independent learners. There is 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 10<sup>th</sup> grade.

**Prerequisites:** A minimum grade of “A” in Social Studies 8, teacher recommendation, and demonstrated academic maturity.

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

## **22F301 Social Studies 10**

This program concludes the two-year global history course begun in 9<sup>th</sup> grade. The course is a modified version of the Social Studies 10 R curriculum that is organized chronologically. 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 II.

**Prerequisite:** Recommendation by CSE.

**Grade 10 1 credit**

## **22F001R Social Studies 10 R - Global History and Geography**

This rigorous program for 10<sup>th</sup> grade students concludes the two-year global history course begun in 9<sup>th</sup> grade. Grade 10 provides a snapshot of the world circa 1750 and 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 II.

**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. Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. 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: Modern**

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:** A minimum grade of “B” in Social Studies 9 Advanced and Social Studies teacher recommendation.

**Grade 10**      **1 credit (W: +0.5)**

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### **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**

### **23F001R      Social Studies 11 R - United States History and Government**

This 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**

The Advanced Placement course in American History is a college-level course designed for those students entering 11th grade who have demonstrated high level critical thinking skills, the ability to write thematic and DBQ essays, and are able to read and synthesize college-level material. This more 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 eight themes related to America in the world. Students must be prepared to devote a minimum of seven-ten hours per week of preparation outside the classroom in order to adequately complete the reading and writing assignments. In May, students will be required to prepare for and take the Advanced Placement Exam in American History. In addition, students will be required to take the NY State 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 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 the 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**

**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**

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**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 decision 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 every day for a full day 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)**

**24F008A AP® Macroeconomics**

Advanced Placement Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system. This course emphasizes the study of national income and price determination, and develops students’ familiarity with economic performance measures, economic growth, and international economics. In addition, students will study basic economic concepts associated with macroeconomics such as supply and demand, fiscal and monetary policies, and international markets. AP Macroeconomics utilizes a college level text and is for students who would be challenged by a thorough analysis of economics concepts. Students are required to take the AP examination in May. For students to meet with success in this course, students should have already completed Algebra II and be able to perform mathematical computations without the use of a calculator. This course meets every day for a full year and fulfills the New York State requirement for Economics.

**Prerequisite:** A minimum grade of a “B+” in AP United States History or “A” in Social Studies 11R

**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 New York State graduation requirement for participation in government. This course meets every day for a full year.

**Prerequisite:** A minimum grade of “B” in Grade 11 Social Studies course

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

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**Social Studies Electives****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 databases 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 prerequisite for the AP® Capstone Program. This course meets every day for a full year.

**Grade 9, 10      1 credit**

### **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 (3) or higher in AP® Seminar, AP® Research, and four other AP® courses will be awarded an AP® Capstone Diploma from the College Board. Students who earn scores of three (3) or higher in AP® Seminar and AP® Research will be awarded an AP® Capstone Certificate from the College Board.

### **25F902      AP® Seminar**

This 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 Seminar exam in May. This course meets every day for a full year.

**Prerequisites:** A minimum grade of “A” in Social Studies 9R or “B+” in Social Studies 9 Advanced 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**

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, 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 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. This course meets every day for a full year.

**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)**

### **24F008A      AP® Human Geography**

This college level course introduces students to the systematic study of patterns and processes that have shaped human understanding, and use and alteration of Earth's surfaces. It explores the interaction of human beings and the environment from a global perspective. How has civilization been shaped by geography? How has the world been changed by human economic and political activity? Human Geography emphasizes map skills, analysis of data and interpretation of primary sources. Students are required to take the AP Human Geography exam in May. This course meets every day for a full year.

**Prerequisites:** A minimum grade of “A” in current Regents level core social studies course or “B+” in students' current honors or AP level core social studies course and Social Studies teacher recommendation.

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

**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 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. While the course is offered by the Social Studies department, the typical writing requirements are not emphasized; rather, this course focuses on scientific thinking and application. This course is a great introduction into the exciting field of psychology and allows students a glimpse into a college level introductory psychology course. 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. This course meets every day for a full year.

**Prerequisites:** A minimum grade of “A” in students’ current Regents level core social studies course or “B+” in students’ current honors or AP level core social studies course and Social Studies teacher recommendation.

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

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**24H050 Criminal Law**

The Criminal Law course offers an introductory examination of the Criminal Justice System in the United States. Students will examine criminal laws, the rights of the accused, trial procedure, policing and police use of force, jails/prisons, solitary confinement, the death penalty, the insanity defense, and serial killers. The course will include the examination of primary source criminal laws, landmark US Supreme Court cases, real life crime documentaries, and an analysis of bias in news reporting through the lens of criminal justice. This course meets every day for one semester.

**Grades 11, 12**      **½ credit**

**24H060 Pop Culture in American Society**

This course investigates the rise and evolution of popular culture in America from the 20<sup>th</sup> century until today, with particular attention to popular music, film, sports, television and the internet. We will explore the social and cultural contexts in which influential forms of popular culture like baseball, rock & roll, rap, sitcoms, comic book movies and social media emerged and analyze their impact on issues of race, and gender. In addition, we will consider how popular cultural forms have influenced (and been influenced by) the political landscape and evaluate the ways in which popular culture has been used to both advance and challenge the dominant culture in U.S. society. This course meets every day for one semester.

**Grades 9,10,11,12**      **½ credit**

**24H070 Human Rights**

This course offers the opportunity to study the social, economic, cultural and political forces that have shaped World history and impact the contemporary experience of our diverse communities. Students will study the various dimensions of human diversity: race, class, gender, sexuality, ability, and religion to understand power, inequality, oppression, and social justice in relationships. They will investigate various standpoints and positions, and think about marginalized standpoints and views. The course includes some sensitive topics and discussions that require an appropriate level of maturity. This course meets every day for one semester.

**Grades 10, 11, 12**      **½ credit**

# Special Education

**To the maximum extent appropriate, students with disabilities are offered special education support 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).

## **Resource Room**

Students in grades 9 through 12 are assigned to the Resource Room 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. Both courses 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. Students must complete ten crew hours each quarter. 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 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 perform scenes or monologues from these plays 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. This course meets every day for the year.

**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 more rigorous intermediate level course for Repertory Company students will focus on 19th-Century and 20th-century European Theatre, reading plays by Henrik Ibsen, Oscar Wilde, Bertolt Brecht, Jean Paul Sartre, Samuel Beckett, Eugene Ionesco, Harold Pinter, and Tom Stoppard. Daily quizzes on the readings, and scenes from these playwrights will be performed. Students will attend the New York State Theatre Education Association conference in January, perform a full-length play in mid-May, perform 10 hours of crew work for the high school musical in November, and the high school play in March. This course meets every day for the year.

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

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

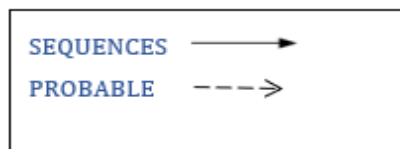
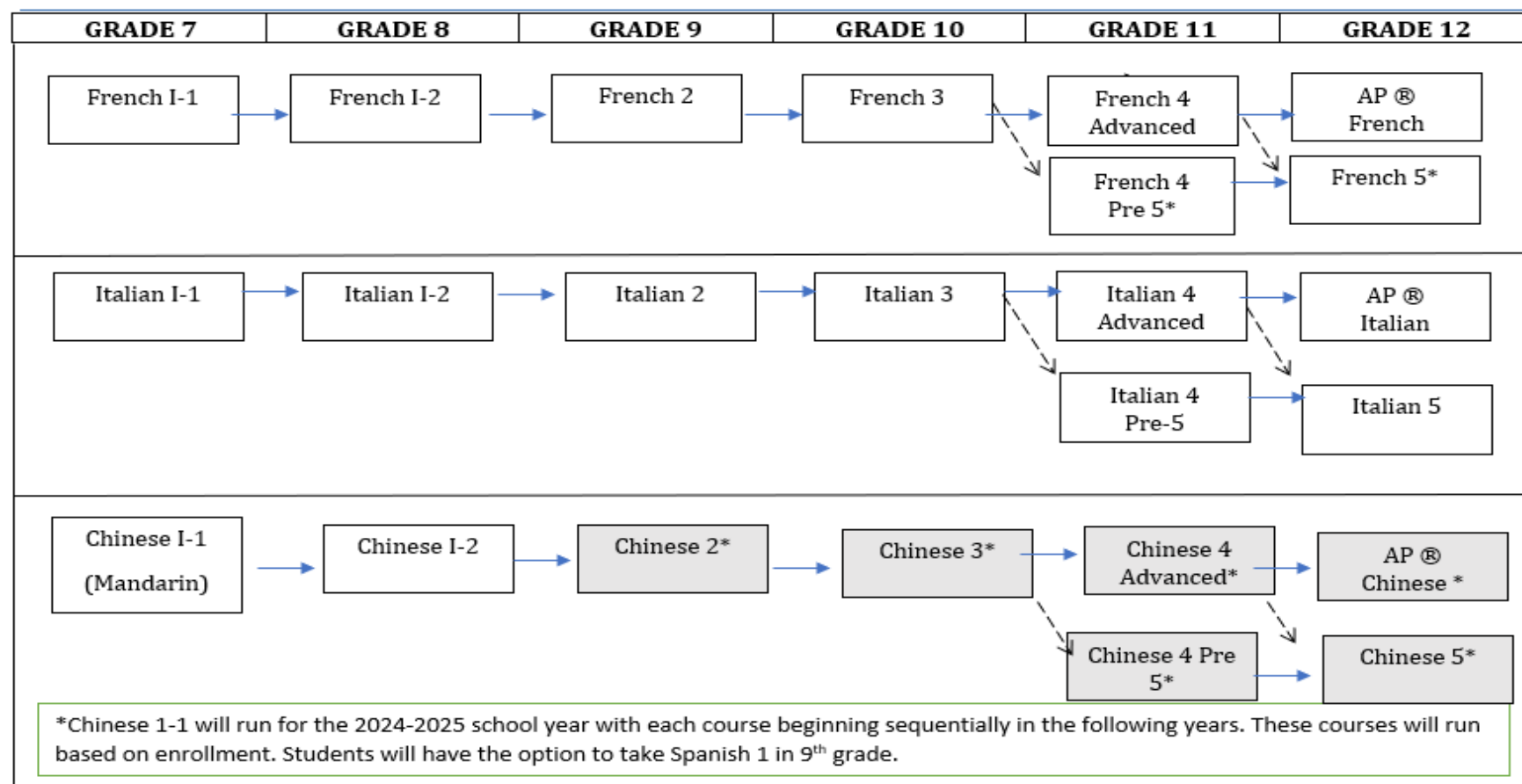
## **65F903H Advanced Acting: Repertory Company III**

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. 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. This course meets every day for the year.

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

**Grade 12 1 credit (W: +0.25)**

## WORLD LANGUAGE COURSES SEQUENTIAL MAP 2024-2025



Courses that require an approved  
Checkpoint A FLACS/NYSAWLA Exam:

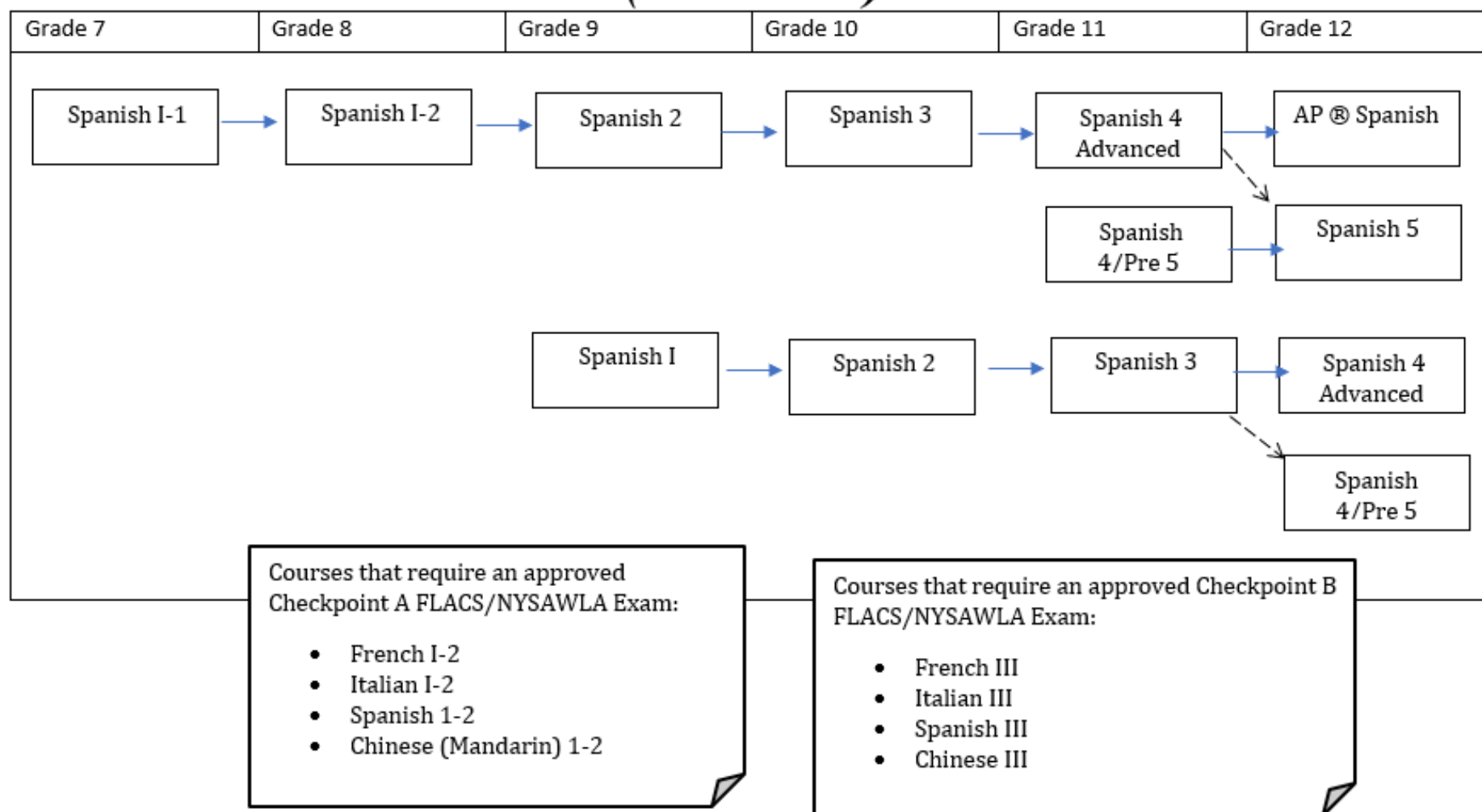
- French I-2
- Italian I-2
- Spanish 1-2
- Chinese (Mandarin) 1-2

Courses that require an approved Checkpoint B  
FLACS/NYSAWLA Exam:

- French III
- Italian III
- Spanish III
- Chinese III

# WORLD LANGUAGE COURSES - SEQUENTIAL MAP

## (continued)



# World Languages

To earn either a Regents diploma or an Advanced Designation Regents diploma, a student must earn three (3) credits and achieve a passing grade on the Checkpoint B NYSAWLA (New York State Association of World Language Administrators – formerly FLACS) Exam in French, Spanish or Italian. This exam is aligned to the New York State Next Generation State Standards for English Language Arts Literacy, the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness Standards for Learning Languages, and the New York State Learning Standards for World Languages (2021). All of the courses emphasize instruction focused on two anchor standards: Communication and Cultures. The Communication Anchor Standard includes integrated instruction in three modes of communication: presentational, interpersonal and interpretive. The Cultures Anchor Standard includes two standards: the Relating Cultural Practices and Products to Perspectives Standard and the Cultural Comparisons Standard.

## French

### **55F220      French II**

This course is offered to students who have completed the French 1-2 course and have passed the approved FLACS/NYSAWLA Checkpoint A 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 to improve the three modes of communication: interpretive, interpersonal and presentational. Students will develop their proficiency skills in the intermediate low to intermediate mid-range of the NY State Proficiency Ranges for Modern Languages.

**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 and written exercises. While students will once again work within the intermediate low to intermediate mid-range in the level III course, the proficiency level expectation will be progressively more challenging in terms of level of control of discourse type, function, context and accuracy, thus preparing students for more advanced language study. At the conclusion of this course, students take the approved FLACS/NYSAWLA Checkpoint B exam in French.

**Prerequisite:** Successful completion of French II

*Grades 10, 11, 12      1 credit*

## French Electives

### **55F240/55F250      French IV/ Pre-V, French 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. Units of study include *L’histoire de France and les Saveurs du Palais, Les*



*Myths de Paris, Les Legends du Moyen Age, Francophone Countries and Modern French Culture, and Literature.* Students will read *Le Petit Prince* and *The Hunchback of Notre Dame*. 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 within the intermediate mid to intermediate high range of the NY State Proficiency Ranges for Modern Languages. This full year course meets every day.

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

**Grades:** 11, 12     **1 credit**

### **55F240H     French IV Advanced**

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. Students will be introduced to the AP® French Language themes of *Family and Community, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges* and *Personal and Public Identities*. They 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 within the intermediate mid to intermediate high proficiency range of the NY State Proficiency Ranges for Modern Languages. Students must be willing to devote significant time and energy required for success. This full year course meets every day.

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

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

### **55F251A     AP® French Language**

This full year course will prepare students to successfully complete the AP French Language & Culture Examination. This program is 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. The AP® French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP® French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in French. The AP® French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (*e.g., tools, books, music, laws, conventions, institutions*); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are required to take the AP French Language and Culture Examination in May.

**Prerequisites:** French teacher recommendation and successful completion of French IV Advanced.

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

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## **Italian**

### **55F320     Italian II**

This course is offered for students who have passed the approved FLACS/NYSAWLA Checkpoint A 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 to improve the three modes of communication (interpretive, interpersonal and presentational). Students will develop their proficiency skills in the intermediate low to intermediate mid-range of the NY State Proficiency Ranges for Modern Languages.

**Prerequisite:** Successful completion of Italian I-2

**Grades 9, 10, 11, 12      1 credit**

### **55F330      Italian III**

This rigorous course emphasizes oral and written proficiency, listening, reading and vocabulary building. Students are introduced to new grammatical concepts through authentic settings, oral activities and written exercises. While students will work within the intermediate low to intermediate mid-range in the level III course, the proficiency level expectation will be progressively more challenging in terms of level of control of discourse type, function, context and accuracy, thus preparing students for more advanced language study. At the conclusion of this course, students take the approved FLACS/NYSAWLA Checkpoint B exam in Italian.

**Prerequisite:** Successful completion of Italian II

**Grades 10, 11, 12      1 credit**

## **Italian Electives**

### **55F340      Italian IV Pre-V**

This rigorous course is designed to offer students the opportunity to continue their passion for Italian in an academic setting to work toward mastery of Italian skills and knowledge of Italian culture. Students will develop their proficiency skills in the intermediate mid to intermediate high range of the NY State Proficiency Ranges for Modern Languages. Students refine their skills through the use of authentic materials. Instructional methods will be largely student-oriented, encouraging participation and higher-order thinking. Skills are further developed through discussions, readings, written compositions, oral presentations, and independent projects. Units of study include, but are not limited to, *Italian Film* and *Italian Literature*. Works of literature include *Le Avventure di Pinocchio*. Films of study include *La Vita è Bella*, *La Meglio Gioventù*, *Io Non Ho Paura* and *I Cento Passi*. This year long course meets every day.

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

**Grades 11, 12      1 credit**

### **55F340H      Italian IV Advanced**

This more rigorous course places major emphasis on current events, an in-depth study of Italy, and debates on critical-thinking topics. Students will be introduced to the AP® Italian Language themes of *Family and Community*, *Science and Technology*, *Beauty and Aesthetics*, *Contemporary Life*, *Global Challenges* and *Personal and Public Identities*. Students 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. Students must be willing to devote significant time and energy required for success. In this course, students will develop their proficiency skills in the intermediate mid to intermediate high range of the NY State Proficiency Ranges for Modern Languages. This year long course meets every day.

**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. Instructional methods will be largely student-oriented, encouraging participation and higher-order thinking. Units of study include, but are not limited to, *Italian Film* and *Italian Literature*. Works of study include *Volevo i Pantaloni*, *La Divina Commedia* and *Va Dove Ti Porta Il Cuore*. Films of study include *Romanzo Criminale*, *Cinema Paradiso*, *Pane e Tulipani* and *Pranzo di Ferragosto*. Additional readings include 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. Students will

develop their proficiency skills in the intermediate mid to intermediate high range of the NY State Proficiency Ranges for Modern Languages. This course meets every day for a year.

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

**Grades 11, 12**      **1 credit**

### **55F360**      **AP® Italian Language**

This full year course prepares students for successful completion of the AP® Italian Language & Culture Examination. This program is 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. The AP® Italian Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in Italian. This course engages students in an exploration of culture in both contemporary and historical contexts, develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are required to take the AP Italian Language and Culture Examination in May. This course meets every day for a year.

**Prerequisites:** Italian teacher recommendation and successful completion of Italian IV Advanced.

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

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## **Spanish**

### **51F110**      **Spanish I**

This rigorous course is an introduction to Spanish language and customs. Students begin to understand, speak, read, and write Spanish. Authentic materials and activities are used to maximize learning and improve the three modes of communication (interpretive, interpersonal and presentational). Students will develop their proficiency skills in the novice mid to novice high range of the NY State Proficiency Ranges for Modern Languages Units of study include *Personal Identification, House and Home, Educational Life, Health and Welfare, Shopping, and Community/Geography*.

**Grades 9, 10, 11, 12**      **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/NYSAWLA Checkpoint A exam in Spanish. This course emphasizes the study of thematic units and an understanding of language structure. Collaborative work and oral practice will improve oral communication in Spanish. Students will develop higher-order critical thinking skills through the integration of authentic Spanish reading materials to improve the three modes of communication (interpretive, interpersonal and presentational). Students will develop their proficiency skills in the intermediate low to intermediate mid-range of the NY State Proficiency Ranges for Modern Languages.

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

**Grades 9, 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 and written exercises. While students will once again work within the intermediate low to intermediate mid-range in the level III course, the proficiency level expectation will be progressively more challenging in terms of level of control of discourse type, function, context and accuracy, thus preparing students for more advanced language study. At the conclusion of this course, students take the approved FLACS/NYSAWLA Checkpoint B exam in Spanish.

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

**Grades 10, 11, 12**      **1 credit**

**Spanish Electives****55F140 Spanish IV Pre-V**

This rigorous course is designed to offer students the opportunity to continue their passion for Spanish in an academic setting to work toward mastery of Spanish skills and knowledge of Spanish and Latin X culture. Students will refine their skills through the use of authentic materials. Instructional methods will be largely student-oriented, encouraging participation and higher-order thinking. Skills are further developed through discussions, readings, written compositions, oral presentations, and independent projects. Units of study include, but are not limited to, *Traditions and Principles, Entertainment and Leisure, Technology, Work, Visual and Performing Arts, Language and Literature and Environment*. In this course, students will develop their proficiency skills in the intermediate mid to intermediate high range of the NY State Proficiency Ranges for Modern Languages. This course meets every day for a year.

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

**Grades 11, 12**      **1 credit**

**55F141 Spanish IV Advanced**

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 and Culture themes of *Family and Community, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges and Personal and Public Identities*. Students will be expected to begin to consider how these themes affect themselves, the community around them and the Spanish-speaking world. Students will develop greater fluency through readings and interactive oral and written activities. The course strives not to overemphasize grammatical accuracy at the expense of communication. Students will explore words, analyze its meaning, find root words, synonyms, and antonyms, and make linguistic comparisons. Students must be willing to devote significant time and energy required for success. In this course, students will develop their proficiency skills in the intermediate mid to intermediate high range of the NY State Proficiency Ranges for Modern Languages. This course meets every day for a year.

**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. 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. Instructional methods will be largely student-oriented, encouraging participation and higher-order thinking. Units of study include *Volunteer Work*, *Magical Realism*, *Immigration and Assimilation*, *Latin Cooking*, *Music*, *Environment* and *Travel*. Additional readings include current articles and videos from Spanish magazines and newspapers. The course emphasizes both written and conversational Spanish 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. Students will develop their proficiency skills in the intermediate mid to intermediate high range of the NY State Proficiency Ranges for Modern Languages. This course meets every day for a year.

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

**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 & Culture 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. The AP® Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP® Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in Spanish. The AP® Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are required to take the AP Spanish Language and Culture Examination in May. This course meets every day for a year.

**Prerequisites:** Spanish teacher recommendation and successful completion of Spanish IV Advanced.

**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 school counselor. The courses listed below are offered at Barry Tech.

***Grades 11, 12      4 credits***

## **Business/Information Services**

Business Service Skills  
Retail Skills

## **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  
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**

Computer Game Design and Programming Skills  
Graphic Skills  
Fashion Design Technology

## **Natural and Agricultural Sciences**

Animal Care  
Animal Care Skills  
Horse Science and Management  
Veterinary Science

# MANHASSET HIGH SCHOOL

## POTENTIAL COURSE SEQUENCE WORKSHEET

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

# **NOTES**