Middle Country Central School District

Centereach  Newfield

Course Offering Book 2020-2021

Victoria Diaferia/CHS
MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT
AT CENTEREACH

BOARD OF EDUCATION
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Danielle Rapisarda, Assistant Principal

NEWFIELD HIGH SCHOOL
Scott Graviano, Principal
Brigit DiPrimo, Assistant Principal
Lori Mazza, Assistant Principal
Kim Pelan, Assistant Principal

PUBLIC NOTIFICATION
The Middle Country CSD hereby notifies eligible students, parents, employees and the general public that it offers educational opportunities, including special and occupational education, without regard to age, race, religion, sex, color, marital status, national origin or disability and offers employment opportunities without regard to age, race, religion, sex, color, marital status, national origin or disability. Inquiries regarding this policy should be directed to:
Title IX Compliance Officer
Francine McMahon, Deputy Superintendent for Instruction
843rd Street
Centeredach, NY 11720

MISSION STATEMENT
The mission of the Middle Country Central School District is to empower and inspire all students to apply the knowledge, skill and attitudes necessary to be creative problem solvers, to achieve personal success, and to contribute responsibly in a diverse and dynamic world.
Dear Student,

Course selection is one of the most important tasks that you will participate in during your high school career. Students should always challenge themselves by taking the most demanding education program possible. As you choose courses, be sure to keep in mind your career goals. Your high school program must be challenging in order to adequately prepare you for the future.

Each year our students graduate from Centereach and Newfield High Schools and are able to go directly into meaningful college and career placements. These opportunities only become available when students pursue an appropriate and challenging course of study while in high school.

The Course Offering book is developed to provide a detailed summary of the comprehensive courses offered at Centereach and Newfield High Schools. Please study this book carefully and follow all the course-selection guidelines as indicated by your school counselor. You should thoroughly research the many options that are available to you for next year. Once you have made your program choices, we will build a “Master Schedule” based on your course requests. You will be held accountable for the choices you make. It is expected that next year, you will attend and complete all the courses you have chosen during the selection process. This especially pertains to those students who choose to enroll in AP classes. Students should bear this in mind during the selection process.

We are hopeful that you will take this process very seriously. Any questions should be discussed with your school counselor as soon as possible.

Sincerely,

Thomas Bell
Thomas Bell, Principal
Centereach High School

Scott Graviano
Scott Graviano, Principal
Newfield High School

Jennifer Harrison
Jennifer Harrison, Ed.D.
Director of Pupil Personnel Services

Mark Palios
Mark Palios
Coordinator of Guidance and Counseling Services

High School Guidance Counselors

**Centereach High School**
- Christopher Siragusa, Team Leader
- Kristina Arizmendi
- Carolyn Cifuni
- Ricardo Rivera
- Alison Shumway-Wong
- Pamela Thomas

**Newfield High School**
- Michael Massari, Team Leader
- Paul Capuano
- Ryan McNeely
- Laurie Montalto
- Keri Seif
- Mike Zodda

January 2020
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GRADUATION REQUIREMENTS

Diplomas will be awarded to students who meet the requirements set forth below. Only those students meeting these requirements will be allowed to participate in the graduation ceremony.

### Local Diploma

<table>
<thead>
<tr>
<th>Required Credits</th>
<th>Required Credits</th>
<th>Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Math (A)</td>
<td>Math (A)</td>
<td>Math (A)</td>
</tr>
<tr>
<td>Science (B)</td>
<td>Science (B)</td>
<td>Science (B)</td>
</tr>
<tr>
<td>World Languages (WL)</td>
<td>World Languages (WL)</td>
<td>World Languages (WL)</td>
</tr>
<tr>
<td>Music/Visual Arts</td>
<td>Music/Visual Arts</td>
<td>Music/Visual Arts</td>
</tr>
<tr>
<td>Health</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td><strong>Credit Total</strong></td>
<td><strong>Credit Total</strong></td>
<td><strong>Credit Total</strong></td>
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<tr>
<td>(minimum credits required for diploma)</td>
<td>(minimum credits required for diploma)</td>
<td>(minimum credits required for diploma)</td>
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<td>2</td>
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<tr>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total Exams Required</strong></td>
<td><strong>Total Exams Required</strong></td>
<td><strong>Total Exams Required</strong></td>
</tr>
<tr>
<td><strong>Regents Examination in</strong></td>
<td><strong>Regents Examination in</strong></td>
<td><strong>Regents Examination in</strong></td>
</tr>
<tr>
<td>ELA (Common Core)</td>
<td>ELA (Common Core)</td>
<td>ELA (Common Core)</td>
</tr>
<tr>
<td>Math Regents Exam</td>
<td>Math Regents Exam</td>
<td>Math Regents Exam</td>
</tr>
<tr>
<td>Global History &amp; Geography</td>
<td>Global History &amp; Geography</td>
<td>Global History &amp; Geography</td>
</tr>
<tr>
<td>Regents</td>
<td>Regents</td>
<td>Regents</td>
</tr>
<tr>
<td>US History Regents</td>
<td>US History Regents</td>
<td>US History Regents</td>
</tr>
<tr>
<td>Science Regents</td>
<td>Science Regents</td>
<td>Science Regents</td>
</tr>
</tbody>
</table>

### Regents Diploma

<table>
<thead>
<tr>
<th>Required Exams (passing score of 65 and above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Examination in ELA (Common Core)</td>
</tr>
<tr>
<td>Math Regents Exam</td>
</tr>
<tr>
<td>Global History &amp; Geography Regents</td>
</tr>
<tr>
<td>US History Regents</td>
</tr>
<tr>
<td>Science Regents</td>
</tr>
</tbody>
</table>

### Advanced Regents Diploma

<table>
<thead>
<tr>
<th>Required Exams (passing score of 65 and above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Examination in ELA (Common Core)</td>
</tr>
<tr>
<td>Algebra 1 Common Core Regents</td>
</tr>
<tr>
<td>Geometry Common Core Regents</td>
</tr>
<tr>
<td>Algebra 2 Common Core Regents</td>
</tr>
<tr>
<td>Global History &amp; Geography Regents</td>
</tr>
<tr>
<td>US History Regents</td>
</tr>
<tr>
<td>Life Science Regents</td>
</tr>
<tr>
<td>Physical Science Regents</td>
</tr>
<tr>
<td>WL Checkpoint B (C)</td>
</tr>
</tbody>
</table>

(A) Students are required to take a Math class for every year of their high school enrollment.

(B) Students are required to take a Science class for 3 years of their high school enrollment.

(C) Students may substitute 5 credits in Art, Music, Career and Technical Education (CTE), in lieu of 3 WL credits.

- For the (Class of 2024) and beyond students are required to complete a capstone research experience between the spring of freshman year and the fall of senior year.
### Students Entering Grade 12 during the 2020-2021 School Year

If student first entered grade 9 in the 2017-2018 school year:

<table>
<thead>
<tr>
<th>Must Pass Regents Examinations in:</th>
<th>Principal May Waive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Regents Examination in ELA (Common Core)</td>
<td>• Science</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• Global History &amp; Geography</td>
</tr>
<tr>
<td>• United States History &amp; Government</td>
<td></td>
</tr>
</tbody>
</table>

### Students Entering Grade 11 during the 2020-2021 School Year

If student first entered grade 9 in the 2018-2019 school year:

<table>
<thead>
<tr>
<th>Must Pass Regents Examinations in:</th>
<th>Principal May Waive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Regents Examination in ELA (Common Core)</td>
<td>• Global History &amp; Geography</td>
</tr>
<tr>
<td>• Mathematics</td>
<td></td>
</tr>
<tr>
<td>• United States History &amp; Government</td>
<td></td>
</tr>
<tr>
<td>• Science</td>
<td></td>
</tr>
</tbody>
</table>

### Students Entering Grade 10 during the 2020-2021 School Year

If student first entered grade 9 in the 2019-2020 school year:

<table>
<thead>
<tr>
<th>Must Pass Regents Examinations in:</th>
<th>Principal May Waive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Regents Examination in ELA (Common Core)</td>
<td>• No examinations may be waived.</td>
</tr>
<tr>
<td>• Mathematics</td>
<td></td>
</tr>
<tr>
<td>• Global History &amp; Geography</td>
<td></td>
</tr>
<tr>
<td>• United States History &amp; Government</td>
<td></td>
</tr>
<tr>
<td>• Science</td>
<td></td>
</tr>
</tbody>
</table>

### Students Entering Grade 9 during the 2020-2021 School Year

If student first entered grade 9 in the 2020-2021 school year:

<table>
<thead>
<tr>
<th>Must Pass Regents Examinations in:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Regents Examination in ELA (Common Core)</td>
<td></td>
</tr>
<tr>
<td>• Mathematics</td>
<td></td>
</tr>
<tr>
<td>• Global History &amp; Geography</td>
<td></td>
</tr>
<tr>
<td>• United States History &amp; Government</td>
<td></td>
</tr>
<tr>
<td>• Science</td>
<td></td>
</tr>
</tbody>
</table>
LEVEL OF INSTRUCTION

The philosophy and expectation of the Middle Country Central School District is that all students will achieve a Regents Diploma.

Regents
Regents level courses are courses leading to the successful completion of graduation requirements.

Honors
Honors level courses provide increased rigor over and above the requirements of Regents level courses.

College Tie-In Program
Middle Country’s College Tie-In Program is offered in conjunction with local colleges and universities. This program enables high school students to enroll in college level courses and earn college credit while remaining in their high school setting. Students are given the opportunity to accelerate their academic pursuits and benefit from enriched instruction in the secondary school. The cost of a College Tie-In course ranges between $150 and $490 per three credits. Registration must be completed through the college. There may be an application fee. L.I.U. requires students to pay tuition for both semesters 1 and 2 in the fall (approximately $290).

The participating college will review high school transcripts and determine eligibility for college tie-in program. Each college has their own individual GPA requirement (i.e. 80). An official college drop form must be filed when a student no longer wishes to participate according to the college’s individual drop rates. Students must adhere to the individual college enrollment procedures.

These academic programs are approved by the New York State Education Department and accredited by the Middle States Association of Colleges and Secondary Schools. Coursework completed with a “C” or better may be transferable to other institutions of higher learning in the Unites States.

Students are financially liable to the colleges for all courses for which a registration card is submitted. The Middle Country School District is not involved with any student’s financial obligations. The Middle Country School District does not issue transcripts for courses taken through the College Tie-In Program. Transcripts must be obtained directly from the college or university’s registrar’s office.

Students are responsible for contacting individual colleges to which they intend to apply to determine whether or not these courses are transferable.

Advanced Placement
These courses are offered to provide students with enrichment and/or accelerated opportunities. All students are expected to sit for Advanced Placement examinations. The fee for each AP exam is approximately $94.

CLASS RANK

A student’s weighted class rank is officially determined in the fall of his/her senior year. Rank is based upon grades students have achieved in all credit bearing high school courses with the exception of the following: physical education, Pass/Fail courses, work-study or credit by examination. High school courses taken in the eighth grade are included in the ranking. In the case of repeated failed courses, both final grades will appear on the student transcript. The higher final grade will be calculated for the Grade Point Average (G.P.A.). Each course level (e.g. Regents, honors, advanced placement) is assigned a weight based on degree of difficulty, rigor and expectations.

Weighted G.P.A. and class rank for the classes of 2020 and 2021 as well as class of 2022 are calculated as follows:

<table>
<thead>
<tr>
<th>Weighting listed in Course Offering Book</th>
<th>Classes of 2020 and 2021: Class Rank</th>
<th>Classes of 2020 and 2021: Weighted G.P.A.</th>
<th>Class of 2022 and beyond: Class Rank &amp; Weighted G.P.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Class Grade Multiplied by 3</td>
<td>3 Points Added to Course Grade</td>
<td>No Modification of Course Grade</td>
</tr>
<tr>
<td>1.05</td>
<td>Class Grade Multiplied by 4</td>
<td>4 Points Added to Course Grade</td>
<td>Course Grade Multiplied by 1.05</td>
</tr>
<tr>
<td>1.1</td>
<td>Class Grade Multiplied by 5</td>
<td>5 Points Added to Course Grade</td>
<td>Course Grade Multiplied by 1.1</td>
</tr>
</tbody>
</table>
**COURSE AND CURRICULUM SELECTIONS AND LIMITATIONS**

**Schedule Changes/Dropping a Course**

Planning a program of study each academic year is one of the most important tasks a student will complete. They will be guided by their parents, faculty, counselors and administrators. Certainly, we want students and parents to be satisfied that they have made the best possible choices from among those offered by Middle Country’s exceptional curriculum. Firm choices must be made when selecting courses during program planning. The master schedule is built on initial student requests. Once it is completed, it is extremely difficult to accommodate scheduling changes. However, students may make sound educational schedule changes for the following reasons only:

- Completion of summer school course work
- Failure to complete a prerequisite course
- Failing or non-qualifying grades in summer school courses
- Authentic, documented health reasons

Students in Grades 9, 10, 11 and 12 may not schedule more than 8 instructional periods. Students are expected to take courses in a logical sequence.

Student requests for schedule changes will not be considered after **April 17, 2020**.

**ALL STUDENTS MUST SCHEDULE A LUNCH.**

Students attending Eastern Long Island – Academy of Applied Technology have until the third week in October to drop without penalty.

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**NYSED DIPLOMA PATHWAYS**

**NYSED Diploma Types**

- Advanced Regents Diploma with Mastery in Mathematics and/or Science
- Advanced Regents Diploma with Honors Designation
- Advanced Regents Diploma
- Regents Diploma with Honors
- Regents Diploma
- Local Diploma

**Technical Endorsement on Diploma**

Students enrolled in an approved school district or Eastern Long Island – Academy of Applied Technology who successfully complete all requirements earn a technical endorsement to be affixed to the high school diploma.
SUMMER SCHOOL

The Middle Country Central School District does not offer academic summer school. However, students who wish to retake a State Exam during the New York State August testing period may do so if they meet the testing requirements (i.e., science labs). Students denied credit after 35 absences in a full year course and 18 absences in half-year courses are ineligible for credit Recovery and must repeat failed course work.

SPECIAL PROGRAM OPPORTUNITIES

Community Service

All students are encouraged to participate in the Community Service initiative throughout high school. Community Service is not a graduation requirement; it is an important part of a student's high school career because Community Service:

- Helps students explore interests
- Is a rewarding experience
- Enhances a student's college and scholarship application

Students are recognized at graduation for their participation when they complete a minimum of 100 hours of Community Service. Community Service Cords are worn by these seniors during the graduation ceremony. Community Service will be noted every year on each participant's transcript when they complete a minimum of 25 hours in a school year. The Community Service Booklet is updated yearly and is posted on the Guidance website.

Regents Challenge

In accordance with NYS Part 100.5 regulations, students may request to earn course credit by examination (Regents Challenge). A formal written request from the parent must be presented to the guidance office or an administrative office. The written request must be received prior to the first day of the second quarter. It must indicate the parent/student's desire for the student to challenge a Regents Exam to earn course credit (by examination).

ACT/PSAT/SAT Preparation (Adult Education)

The MCCSD, in partnership with the Community & Continuing Education Program (Adult Ed) offers courses both in the fall and the spring to support student preparation for the PSAT/SAT/ACT exams. These preparation workshops are offered to all secondary students in the evening. Participants will be shown proven test-taking strategies and review the content on the math, critical reading and writing sections. Courses include practice tests and score reports. Materials are included in the cost of the workshop. The course catalog is mailed to residents and posted on the MCCSD Website. The district provides free SAT and ACT test preparation through Method Test Prep, an online program that students may use throughout high school. Information on how and when to prepare for college admissions exams, as well as information on how students may access their MTP accounts, is available with your child’s guidance counselor.

Eastern Long Island – Academy of Applied Technology

Occupational Educational Programs are conducted at the Islip and Brookhaven Technical Centers. Many career-oriented courses are offered and can be taken as one or two year programs. Middle Country students who enroll in Occupational Programs will attend their home school each morning for one-half day's instruction in required subjects and will then be transported to the respective program centers in the afternoon. These programs are available only to 12th graders and 11th graders seeking a two-year technical program. Students interested in any of these programs should request a conference with their school counselor and review the Middle Country Central School District Guidelines. All applications must be received by Friday, March 13, 2020.

English as a New Language (ENL)

The English as a New Language program is designed for students whose native language is other than English. Placement in the ENL program occurs in accordance with NYS Part 154 Regulations. Courses within the program focus on all four language modalities: reading, writing, speaking, and listening to support students' academic success. The program also supports students in their transition to the mainstream English language classroom while respecting their unique cultural identities.

Student Activities

The District offers a variety of after-school programs to supplement the instructional program. Participation in these activities are viewed by colleges as a sign of a well-rounded student. For more information about the extra-curricular activities contact:

- Centerreach High School 285-8109
- Newfield High School 285-8300
# MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT
## ACTIVITIES & CLUBS

| Art Club | Mock Trial |
| Best Buddies Club | Musical Production |
| Book Club | Newspaper |
| Chamber Orchestra | Robotics |
| Class Officers | Science Club |
| D.E.C.A. | Speech and Debate Club |
| Drama Club | Stage Band |
| Environmental Club | Students Against Destructive Decisions (S.A.D.D.) |
| General Organization/Student Council | VICA/Skills USA |
| GSA (Gay, Straight Alliance) | Video Club |
| Leaders Club | Vocal Ensemble |
| Literary Magazine | World Language Club |
| Marching Band | Yearbook |
| Math Team | Youth for Humanity |

*Please note club offerings may vary based upon student enrollment and interest. Please check with your school for updated details.*

# HONOR SOCIETIES

**French Honor Society**
**Italian Honor Society**
**National Art Honor Society**
**National Honor Society**

**National Technical Honor Society**
**Spanish Honor Society**
**Thespian Honor Society**
**Tri-M Musical Honor Society**

# MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT SPORTS

## Fall

### Girls
- Cheerleading
- *Cross Country
- Field Hockey
- *Gymnastics
- Soccer
- *Tennis
- Volleyball
- Kickline

### Boys
- *Cross Country
- Football
- *Golf
- Soccer

## Winter

### Girls
- Basketball
- *Bowling
- Cheerleading
- Fencing
- *Winter Track
- Kickline

### Boys
- Basketball
- *Bowling
- Fencing
- *Winter Track
- Wrestling

## Spring

### Girls
- *Lacrosse
- *Track & Field
- Softball

### Boys
- Baseball
- *Lacrosse
- *Tennis
- *Track & Field

*Middle Country Teams*

# Interscholastic Athletics

The Board of Education subscribes to the rules and regulations of the New York State Public High School Athletic Association and Section XI. The athletic program meets the needs of the individual student. Participation by our secondary students is extensive. It is our belief that there is much to be learned both in the classroom and in extracurricular activities. However, the student's primary goal is to learn and achieve in academics. A District eligibility policy has been established to govern student participation in both extracurricular and/or interscholastic activities. The eligibility policy includes both academic and behavioral criteria. Please check with your high school to confirm which clubs, organizations, and sports will be available.
The National Collegiate Athletic Association (NCAA), an organization founded in 1906, which has established rules on eligibility, recruiting, and financial aid, regulates many college sports. The NCAA has three membership divisions: Division I, Division II, and Division III. If you are planning to enroll in college as a freshman and wish to participate in Division I or Division II sports, you must be certified by the NCAA Initial Eligibility Clearinghouse. The Clearinghouse will recalculate your academic information and determine if you meet the NCAA’s initial eligibility requirements. Student athletes are required to send their SAT/ACT scores electronically from the test center. Students must use Code 9999. The application fee is approximately $80. Students must register online at: www.eligibilitycenter.org

Division 1 Requirements:
- Complete a core curriculum of at least 16 academic courses from the list of approved courses
- A minimum G.P.A. and SAT/ACT that meets the qualifier index
- Graduate from high school

Division 2 Requirements:
- Complete a core curriculum of at least 16 academic courses from the list of approved courses.
- A minimum combined SAT score of 820 or a 68-total score on the ACT and a minimum recalculated GPA of 2.0 on a 4.0 scale (core subjects).
- The certification process will begin in the beginning of your senior year.
- Your school counselor is available to assist you with your course selection as it relates to NCAA Eligibility.

School Counseling Services

School Counselors are an excellent resource when concerns or questions arise regarding course selection and post-secondary planning. Through appointments, counselors are available to work with students, guiding them through selection of stimulating yet realistic academic programs of study. Additionally, counselors work together with staff and families to prepare students with the knowledge and critical skills needed to adapt to challenges in life, higher education and future employment.

The School Guidance Counseling staff are also available for the following services:
- Counseling on student/staff concerns
- Annual scheduling
- Vocational and Career Exploration
- Assistance with post-secondary opportunities
- Conferences with staff, parents and students
- Technology assistance (programs such as Naviance, PowerSchool Parent/Student Portal, Websites such as NCAA, CollegeBoard)
- New Student Orientation
- Interpretation of standardized testing scores
- Coordination of Academy of Applied Technology Programs
**COLLEGE PREPARATION**

**Students must include their high school code (listed above) in the SAT/ACT application in order for their counselor and high school to receive results.**

**PSAT (Preliminary Scholastic Assessment Test)**
This exam is offered in October to Junior and Sophomore students to become familiar with the format of the SAT. Juniors are eligible for the National Merit Scholarship. This score is not made available to colleges and is best used as a reference to identify strengths and weaknesses. PSAT/SAT courses are offered through Continuing Education in both the fall and in the spring.

**SAT (Scholastic Assessment Test)**
Students should anticipate taking this test in the second semester of their junior year. Additional retakes can be taken in October, November, and/or December of their senior year. Students may register online at www.collegeboard.com. Students should submit the CEEB code for the appropriate high school to receive all test scores.

Test takers must present their admission tickets and an acceptable photo ID to enter the test center. Students without a photo ID and an admission ticket will not be permitted to take college entrance exams. **College Board requires that your student photo must appear on your admission ticket. This photo has to be a close-up; headshot only. No other friends, and/or relatives may be in the photo.**

**SAT Subject Tests**
Competitive colleges may require subject tests for admission. Subject tests should be taken in June of the year that the subject is completed. Students may register online at: www.collegeboard.com (for SAT subject test)

**ACT (American College Testing)**
This achievement test is also accepted by most colleges/universities for admission. Students should anticipate taking the test in the spring of their junior year and fall of their senior year. Students may register online at: www.actstudent.org (for the ACT).

**Scholarship Opportunities:**
As part of the college process, all seniors should take full advantage of scholarship information that is made available throughout the year:

- **Roads to Scholarship:** Nationally recognized scholarships which can be found on the district school website and Naviance, which is a post-secondary planning tool that is used throughout high school with student's counselors.
- **Local Scholarship Booklet:** Available electronically on the district website. Scholarships offered by school and community organizations.

**Test of English as a Foreign Language (TOEFL)**
The purpose of this test is to evaluate the English proficiency of students whose native language is not English. Please check with your counselor for further details. This test can be used in place of the SAT. Students must register online at: http://www.ets.org/toefl

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**ADVANCED PLACEMENT COURSES**

The following AP courses are offered at each high school pending enrollment. Each AP course has a corresponding exam that schools worldwide administer in May, except for Studio Art, which is a portfolio assessment. Why participate? (1) Gain the Edge in College Preparation; (2) Stand Out in the College Admissions Process; (3) Broaden Your Intellectual Horizon; (4) Colleges may grant credit based on the results of the exam. Please check the full course descriptions in the individual department sections for more details. Students may take (or retake) an AP exam every time it is offered. They may also withhold or cancel their AP scores with a fee paid to the College Board. For further information, visit http://collegeboard.com/student/testing/ap/about.html

**Art**
- Studio Art - AP (11, 12)
- Art History - AP (10, 11, 12)

**English**
- English Language & Composition - AP (11, 12)
- English Literature & Composition - AP (12)
- Capstone Seminar – AP (10, 11, 12)

**Mathematics**
- Calculus AB - AP (11, 12)
- Calculus BC - AP (12)
- Computer Science A - AP (11, 12)
- Capstone Statistics – AP (11, 12)

**Music**
- Music Theory - AP (11, 12)

**Science**
- Biology - AP (11, 12)
- Chemistry – AP (10, 11, 12)
- Environmental Science - AP (10, 11, 12)
- Physics C Mechanics - AP (11, 12)

**Social Studies**
- Economics - AP (12)
- European History - AP (11, 12)
- US Government & Politics - AP (12)
- Psychology - AP (11, 12)
- United States History - AP (11, 12)
- World History - AP (10, 11, 12)

**Technology**
- Computer Science Principals – AP (10, 11, 12)

**World Languages**
- French Language & Culture - AP (11, 12)
- Italian Language & Culture - AP (11, 12)
- Spanish Language & Culture - AP (11, 12)
COLLEGE TIE COURSES

How do “College Tie” programs compare to the AP Program?
The difference between these programs is that the award of college credit is based on the grade you earn for the work you accomplish during the semester, and is not dependent on an examination.

Why become a “College Freshman” with advanced standing?
- Save Money
- Course Requirements Waived
- Start College With Credits That May Transfer

NOTE: It is the responsibility of the student to contact colleges and confirm credit transfer policies.

**VERY IMPORTANT!**
*Tuition cost as of the posting of the 2020-2021 Course Offering Booklet
**L.I.U. requires students to pay tuition for both semesters 1 and 2 in the fall (approximately $290)
Note: Colleges cannot guarantee transfer credit in advance.
Transfer credit practices vary by school. MCCSD recommends that students contact colleges that they are interested in attending and ask about “transfer credit policies”.

**L.I.U. Long Island University High School Scholar
https://www.liu.edu/CWPost/High-School-Scholars-Program

*Approximately $290 per course & one-time $70 application fee
L.I.U. offers a $10,000 renewable scholarship to potential freshmen (3.5/92)

College English 3 credits per semester
College Child Development 3 credits

SCCC Suffolk County Community College Beacon Program
https://www.sunysuffolk.edu/explore-academics/college-for-hs-students/excelior-program/index.jsp

Approximately *$60 per credit
Combining the Beacon courses may satisfy one semester of study and corresponding tuition at SCCC.

College WL 1 (French, Italian & Spanish) 3 credits
AP WL/College WL 2 (French, Italian & Spanish) 3 credits
College Precalculus 4 credits
College Calculus 4 credits
College Statistics 3 credits
College Economics 3 credits
College Intro. to Criminal Justice 3 credits
College Intro. to Sociology 3 credits
College Music Theory 7 credits
AP/College Music Theory 7 credits
College Computer Graphics 3 credits

SUNY Albany
https://www.albany.edu/uhs/

Approximately *$150 per credit
College Science Research 4 credits/year

SUNY Farmingdale
https://www.farmingdale.edu/academics/university-in-the-high-school.shtml

Approximately* $150 per course (Free & Reduce Lunch Tuition discount $75)
College Business Law 3 credits
Virtual Enterprises 3 credits per semester
College Intro. to Web Design 3 credits
College Accounting 3 credits per semester
Computer Networking 3 credits
College MS Office 3 credits
Freshman courses, grades, and credits all become part of a student’s transcript, and will determine class rank during senior year. Freshman honors, activities, community service and awards can be included on college and scholarship applications. It is important during the 9th grade year to monitor academic progress, become involved in after-school activities, and plan for appropriate 10th grade courses.

Ninth grade students will take core courses including English, Math, Lab Science, WL and Social Studies. A full schedule will be made to include lunch, physical education and WL when applicable, for a total of 8 instructional periods.

In 9th grade, students will complete the Arts requirement (see chart below) needed for graduation. In addition to the Arts requirement, freshman may choose two half-credit electives or a one credit elective. Course descriptions are found in the course offering book. Courses with (*) have prerequisites or require department recommendation.

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<th>Course Name</th>
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<tr>
<td>FCS 112</td>
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<td>FCS 116</td>
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<td>MUS 120</td>
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(*) must be taken together to satisfy the Arts requirement)

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<td>ENG 446</td>
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<td>OCC 113</td>
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<td>FCS 104</td>
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<td>Housing and Interior Design (.5cr)</td>
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<td>SCI 114</td>
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<td>MUS 133</td>
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<td>ART 120</td>
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<td>TEC 119</td>
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<td>Real World – Career &amp; Finance (.5cr)</td>
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<td>TEC 111</td>
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<td>TEC 122</td>
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<td>TEC 124</td>
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<td>ART 133</td>
<td>Sculpture/Ceramics 1 (.5cr)</td>
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<td>ART 134</td>
<td>Sculpture/Ceramics 2 (.5cr)*</td>
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<tr>
<td>OCC 116</td>
<td>Sports and Entertainment Marketing (.5cr)</td>
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<tr>
<td>OCC 117</td>
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<tr>
<td>ART 101</td>
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<td>ART 118</td>
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<td>MUS 124</td>
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<td>OCC 128</td>
<td>Web Animation &amp; Mobile Apps (.5cr)</td>
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<td>OCC 120</td>
<td>Web Design (.5cr)</td>
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<tr>
<td>TEC 123</td>
<td>Woodworking Technology (.5cr)</td>
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</tbody>
</table>
## ART Course Sequence

**Five Credit Sequence:** Includes Studio in Art, a Major Course Sequence, 1 Credit from Elective Courses, and Advanced Placement Courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Major Courses</th>
<th>Elective Courses</th>
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</thead>
<tbody>
<tr>
<td>9th</td>
<td>Studio in Art*</td>
<td>Computer Graphics 1 &amp; 2, Crafts 1, Crafts 2, Photography 1 &amp; 2</td>
</tr>
<tr>
<td>10th</td>
<td>Studio in Art*, AP Art History*, Drawing &amp; Painting, Photography 1 &amp; 2, Computer Graphics 1, Computer Graphics 2, Sculpture/Ceramics 1, Sculpture/Ceramics 2</td>
<td>Crafts 1, Crafts 2, Art Fashion, Illustration &amp; Design, Video Production 1 &amp; 2</td>
</tr>
</tbody>
</table>

*May be used to satisfy 1 credit NYS Arts Graduation Requirement.*
The Visual Arts will inspire students to create through computer graphics, photography, painting, drawing, video, history, ceramics and sculpture. In the 21st century, art students will develop critical thinking skills, self-direction and knowledge through hands-on learning experiences in a variety of media and technology based learning. Students will gain global knowledge though the study of past and present diverse cultures in the visual arts. Students will acquire leadership skills, creative problem-solving skills and gain personal responsibility through the progressive development of an individual portfolio.

**STUDIO IN ART (ART 101)**
1 Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

A comprehensive one-year foundation course in the Visual Arts, Studio in Art is designed to satisfy the NYS Art requirement for high school graduation. This course is required for Art majors seeking to complete a five-credit sequence in Visual Arts. Students acquire the necessary skills and techniques for art production, study art history, the worlds of master artists and gain insight into art criticism and aesthetic theory. An acceptable portfolio of artwork in various media is required to successfully complete the course. This course may be used to satisfy the Fine Arts Requirement for graduation.

**CRAFTS 1 (ART 102)**
½ Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This course is designed to explore and define works of art from diverse cultures. Students will gain a better understanding of what crafts are and how they can be created. Students may work with a variety of materials including clay, metal, fabric and paper. Students will create projects such as: masks, origami, wind chimes, dream catchers, book binding, wood burning, glass and recycled arts.

**CRAFTS 2 (ART 103)**
½ Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: Crafts 1

This course is designed to build on the skills and techniques taught in Crafts 1. Projects used may include beadwork, jewelry making, batik, ceramics, tile work and reclaimed art. In addition, this class will focus on crafts as part of our society and commercial industry by implementing the creation of design, display and marketing.

**DRAWING AND PAINTING (ART 110)**
1 Credit  Weight 1.0  
Grades: 10, 11, 12  
Prerequisite: Studio in Art

This course involves in-depth work in drawing and painting. The student will explore techniques in the following media: charcoal, pastel, watercolor and acrylic paint. The student will be encouraged to solve individual problems, and to develop a personal style of expression. The student will develop an individual portfolio of 7-10 pieces. Artistic, verbal and written skills with regard to art and artists are developed.

**ADVANCED DRAWING AND PAINTING H (ART 111)**
1 Credit  Weight 1.05  
Grades: 11, 12  
Prerequisite: Drawing and Painting or Departmental Recommendation

This advanced course will provide students with the opportunity to develop directed studies in drawing and painting. Advanced technique and historical understanding of drawing still life, model drawing, printmaking, painting, landscapes, and two-dimensional design will be developed as part of this course. The student will develop skills in stretching and priming canvas. A portfolio of 12-15 pieces will be developed, along with artistic, verbal and written skills. Upon completion of the course, students may elect AP Studio Art coursework with a focus in drawing and painting for college credits.
AP ART HISTORY (ART 200)
1 Credit  Weight 1.1
Grades: 10, 11, 12
Prerequisite: Studio Art or Departmental Recommendation
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index

AP Art History emphasizes understanding art in the context of world cultures. This course explores the influence of religion, social/political issues and gender on works of art. The specific course objective is to prepare students for the Advanced Placement Exam in Art History as prescribed by the College Board. This course may be used to satisfy the Fine Arts requirement for graduation. All students are expected to sit for the AP examination at the end of the course. This course may be used to satisfy the Fine Arts Requirement for graduation.

AP STUDIO ART (ART 112)
1 Credit  Weight 1.1
Grades: 11, 12
Prerequisite: Departmental Recommendation
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index

This course is designed for the most advanced art student. Students will gain first-hand experience with art exploration, communication, critical thinking and production. Upon completion of this class, students will develop a college level portfolio of art work. Students will choose one area of study in 2-D Media from: computer graphics, drawing and painting, mixed media, or photography. Students may opt to take this course again in a different focus area. All students are expected to sit for the AP Examination at the end of the course.

PHOTOGRAPHY 1 (ART 120)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This course is designed to give the student an opportunity to explore the fine art and culture of photography. The history and early development of photography will be explored through both traditional film photography, darkroom printing and digital photographic techniques. The emphasis will be placed on bridging both traditional and digital photographic techniques. Photography projects explored will focus on composition, elements of art and principles of design, basic black and white traditional techniques as well as digital editing. Current Adobe Photoshpot software will be used in a lab setting.

PHOTOGRAPHY 2 (ART 121)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Photography 1

This course gives the student the chance to further explore the fine art and culture of photography. Students will engage in various photographic activities that will prepare them for both in the classroom, and on location photography linked to today’s technology. Students will further explore the ability to photograph with a creative eye and apply advanced technical concepts to their personal work in both a traditional and digital lab setting. Projects will prepare students and provide experience in skills linked to the photography workforce, such as photo journalism, and photographic restoration. Current Adobe Photoshpot software will be used in a lab setting.

ADVANCED PHOTOGRAPHY H (ART 122)
1 Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: Photography 2 or Departmental Recommendation

This full year course encourages photography students to be self-motivated, critical thinkers and encourages their visual knowledge to efficiently capture and communicate image content. Digital and traditional applications will be mastered. Students will explore the Fine Art of Photography, both on location and in the portrait/still life studio. Projects may include: Architecture, Studio, Advertising, Landscape and Stock Photography. Students will explore careers in photography while preparing a personal portfolio. Upon completion of the course, students may elect AP Studio Art coursework with a focus in photography for college credit. Students will be encouraged to exhibit their artwork in local galleries. Current Adobe Photoshop software will be used in a lab setting.

SCULPTURE/CERAMICS 1 (ART 133)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This course is designed as an art course featuring the fundamental principles of three-dimensional design, shape, form, movement and space. Students will explore and use such materials as clay, metal, plaster, stone and wood. Emphasis is on students achieving an understanding through modeling, carving, casting, hand building, and assembling to create art and utilitarian objects. Ceramic and pottery techniques with the potter’s wheel and constructions will also be explored in this course.

SCULPTURE/CERAMICS 2 (ART 134)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Sculpture/Ceramics 1

This course is the advanced version of Sculpture/Ceramics 1. It is designed as an advanced art course featuring the more advanced principles of three-dimensional design, shape, form, movement and space. Students will continue to explore and use such materials as clay, metal, plaster, stone and wood. Ceramics and pottery techniques with the potter’s wheel and constructions will continue to be explored in this course.
ADVANCED SCULPTURE/CERAMICS H (ART 135)
1 Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: Sculpture/Ceramics 2

This course is the most advanced version of Sculpture/ Ceramics. It features the most advanced principles of three-dimensional design, shape, form, movement and space. Students will master sculpture/ceramics using materials such as clay, metal, plaster, stone and wood. Ceramic and pottery techniques with a potter’s wheel and constructions will also be explored in this course. Upon completion of the course, students may elect AP Studio Art coursework with a focus in 3D for college credit.

COMPUTER GRAPHICS IN ART & DESIGN 1 (ART 140)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This course introduces students to the software programs used in the graphic design industry. Students will learn design skills and apply them to projects such as posters, logos, and CD cover designs. Photoshop and Illustrator are the programs utilized in this course. This course is open to art majors, as well as to non-art majors.

COMPUTER GRAPHICS IN ART & DESIGN 2 (ART 141)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Computer Graphics in Art & Design 1 or Departmental Recommendation

This course will expand on the skills learned in Computer Graphics 1. Advanced concepts in Photoshop, Illustrator, and Flash will be introduced. Students will create their own graphics and use them to create an animation using Flash 5.0.

COLLEGE COMPUTER GRAPHICS (ART 142)
1 Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: Computer Graphics in Art and Design 2 or Departmental Recommendation

This course is designed for students with proven skills in computer graphics who are exceptionally motivated and have expressed an interest in continuing to develop advanced PC based computer generated art, including animation, 3-D modeling, photo editing, using Photoshop, Creative Cloud CC & Illustrator. Students will design their own portfolio website. Through a partnership with Suffolk Community College, students have the opportunity to earn 3 college credits for this study of College Computer Graphics.

ART FASHION, ILLUSTRATION & DESIGN (ART 153)
Formerly Art of Fashion
½ Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: Studio in Art or Departmental Recommendation

This course covers the development of fashion design and fashion illustration, the function of enhancing the figure and the process involved in preparing fashion illustrations. The student learns the basic principles of creative design, proportions of portrait and human figures, accessories such as shoes, bags and jewelry, the appropriate fabrics, the nature of the garment industry, and the world of fashion.

VIDEO PRODUCTION 1 (TEC 117)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

Students will gain the knowledge, tools and techniques needed to produce short films. Hands-on experience will give students a chance to learn all of the steps of the video completion process from idea conception, script and storyboard writing, camera operation to post production (editing). A two gigabyte or higher flashcard is required for the course. This course can be used for art or technology sequence.

VIDEO PRODUCTION 2 (ART 118)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Video Production 1

Video Production 2 is an advanced level course that will build on knowledge and skills learned in Video Production 1 and hands-on experiences with digital video techniques, editing and production. Students will explore and execute advanced skills in digital video and editing software. A two gigabyte or higher flashcard is required for the course. This course may be used for art or technology sequence.
**CAREER AND TECHNICAL EDUCATION**

**CTE Students** are students who are enrolled at an accredited secondary school, seeking a high school diploma, and enrolled in a CTE program. CTE programs are located in local high schools and Eastern Long Island – Academy of Applied Technology (formerly known as Eastern Suffolk BOCES) and provide academic and technical instruction in the areas of agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education and technology education. The Middle Country Central School District offers the following CTE programs:

**Business Education** is a program of study whose purpose is to provide students with their skills, attitudes and competencies to be successful in post-secondary study, the workforce, and as adult consumers. Students begin to learn the knowledge and skills in finance, marketing, management, entrepreneurship, accounting, communications and business technology. A comprehensive business and marketing education program in conjunction with academic study will most effectively prepare a student for lifelong success.

**Family and Consumer Sciences** education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse global society. The unique focus is on families, work, and their inter-relationships.

**Technology Education** is a program of instruction designed to assist all students in meeting State intermediate standards for technology. Technology education uses concepts of science, mathematics, social science, and language arts in a hands-on, systems-based approach to problem solving that guides students in the understanding, design, and development of systems, devices, and products to serve human needs and wants.

**Cosmetology Students** develop employability skills, work ethics, and leadership abilities. Trade programs expose students to technical knowledge and skills and related occupational information. Students are prepared for employment in a variety of semi-professional or technical occupations and for post-secondary education.

### CAREER EDUCATION PATHWAYS

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</tr>
<tr>
<td>College Introduction to Web Design</td>
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<tr>
<td>College Virtual Enterprises</td>
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<tr>
<td>Computer Repair</td>
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<tr>
<td>International and Regional Foods</td>
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<tr>
<td>Robotics 2</td>
<td></td>
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<tr>
<td>AP Computer Science Principles</td>
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<tr>
<td>College Business Law</td>
<td></td>
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<tr>
<td>College Microsoft Office</td>
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<tr>
<td>Computer-Aided Design</td>
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<tr>
<td>Culinary Techniques</td>
<td></td>
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<tr>
<td>Parenting</td>
<td></td>
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<tr>
<td>Visual C++ Programming</td>
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<table>
<thead>
<tr>
<th>Grade 11-12</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Accounting</td>
<td></td>
</tr>
<tr>
<td>Cosmetology 1</td>
<td></td>
</tr>
<tr>
<td>Video Production 1</td>
<td></td>
</tr>
<tr>
<td>Computer Networking</td>
<td></td>
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<tr>
<td>Cosmetology 2</td>
<td></td>
</tr>
<tr>
<td>Work-Based Learning Program (WBL)</td>
<td></td>
</tr>
</tbody>
</table>
Technical and trade education courses are offered in a wide range of occupations by The Academy of Applied Technology at three centers on a half-day basis (periods 6-9 only). **These programs are either one- or two-year courses of study and are entered in the Junior or Senior year. Students entering the second year of a 2-year program must reapply and meet eligibility criteria.** When students enroll in occupational education courses, they remain Middle Country Central School District students. Students receive four credits for The Academy course work.

### Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Requirement</th>
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</thead>
</table>
| Tuesday, December 17, 2019 (NHS)  
Wednesday, December 19, 2019 (CHS) | Student attends building informal assembly regarding The Academy and the admissions process.                                                   |
| Wednesday, February 5, 2020 | Student attends school sponsored field trip during school hours to The Academy. **Student must attend either the field trip or parent open house to apply to the program.** Student who is absent may substitute a meeting with their counselor to discuss program options. |
| Thursday, February 6, 2020 | Parent attends Open House at The Academy.                                                                                                                                                        |
| Friday, February 7, 2020 | Student pick up an application from the Guidance Office. Student must have visited the Academy to apply.                                                                                           |
| Friday, March 13, 2020 | Completed Academy applications are due to the Guidance Office. **Late applications will not be accepted. The technical centers offer admission by application only.** The application process does not guarantee acceptance. |
| Monday, March 16, 2020 | Applications are received by the Placement Team for review.                                                                                                                                          |
| Monday, March 23, 2020 | Academy acceptances are announced. All applicants will be notified of their status by their school counselor. After the Academy applications are approved in March, a third quarter review of grades and attendance will determine the status of an application. |
| Wednesday, April 1, 2020 | Parent attends Open House Islip Career Center.                                                                                                                                                      |

### Additional Criteria for Eligibility

1. Acceptance into an Academy program is contingent upon maintaining the requirements for attendance according to MCCSD Attendance Policy (Board Policy #5100).
2. Students not making satisfactory progress are not eligible for Technical Center coursework/programs. Satisfactory progress is defined as passing all scheduled coursework throughout the 2019-2020 school year.
3. Students in the graduating classes of 2021 & 2022 must have Junior/Senior status completed prior to beginning an Academy program in the fall. The Academy program will become a part of the applicant's four-year plan.
4. Applicants are required to write a short essay which demonstrates the following:
   - A serious commitment in attending occupational courses
   - How the program you chose fits in with your future plans
5. The technical centers offer admission by application only.
6. BOCES requests that Middle Country attach disciplinary records to all applications.

Acceptance to an Academy Technical Program is based on school record, attendance, Academy visitation, building informational assemblies, and the recommendation by the placement team (high school representatives and district personnel). Students who are accepted into the Academy program will be monitored by district personnel and must comply with the MCCSD Attendance Policy (in all classes). Additionally, any student denied credit in any 10th/11th grade course, in accordance with the district’s high school attendance policy, shall be deemed ineligible to participate in an Academy vocational training program in 11th grade. A final review of each student’s eligibility will be conducted at the end of the school year. Students not making satisfactory progress will be removed from their Academy placement before Friday, October 23, 2020.
LIST OF ACADEMY COURSES

Below is a listing of Eastern Long Island – Academy of Applied Technology (formerly Eastern Suffolk BOCES). If you are interested in taking any of these courses, you must see your guidance counselor and follow the Middle Country Central School District Guidelines. These courses are open to 11th or 12th grade students only. Students applying to any “Health Career” programs will be drug tested at their own expense.

TECHNICAL CENTER

(Students are scheduled for periods 1-5 at the high school; then the bus leaves at 11:00 a.m. and returns at 3:30 p.m.)
Middle Country students must attend the afternoon BOCES CTE sessions only, there are no accommodations for morning programs.

<table>
<thead>
<tr>
<th>COURSES FOR JUNIORS</th>
<th>LENGTH OF COURSE</th>
<th>CREDITS PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology 1 &amp; 2 (ZBC 23A) (ZBC 23B)</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Auto Body Repair &amp; After Market Accessories (ZBC 104)</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Aviation Professional Pilot Training (ZBC 106) (ZBC 206)</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Carpentry/Residential Construction and Home Improvement (ZBC 12A)</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Culinary Arts/Restaurant Operations Management (ZBC 14A) (ZBC 14B)</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Electric Trade and Alternative Energy 1 &amp; 2 (ZBC 20A) (ZBC 20B)</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Heating, Ventilation and Air Conditioning/HVAC 1 &amp; 2 (ZBC 101)(ZBC 201)</td>
<td>1 or 2 years</td>
<td>4</td>
</tr>
<tr>
<td>Marine/Motorsports Technology (ZBC 161)</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Plumbing &amp; Heating 1 &amp; 2 (ZBC 17A) (ZBC 17B)</td>
<td>1 or 2 years</td>
<td>4</td>
</tr>
<tr>
<td>Welding/Metal Fabrication (ZBC 128)</td>
<td>2 years</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES FOR SENIORS</th>
<th>LENGTH OF COURSE</th>
<th>CREDITS PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Science (ZBC 102)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Art Design &amp; Visual Communications (ZBC 108)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Audio Production (ZBC 103)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Aviation Professional Pilot Training (ZBC 106) (ZBC 206)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Barbering (ZBC 109)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certified Personal Trainer (ZBC 113)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Medical Assisting (ZBC 111)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science and App Development</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Computer Integrated Manufacturing (ZBC 241)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Computer Technology &amp; Repair (ZBC 112)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Culinary Arts/Restaurant Operations Management (ZBC 14A) (ZBC 14B)</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Dental Chairside Assisting (ZBC 120)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Drone Technology</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Early Childhood Education (ZBC 22A)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Engineering (ZBC 242)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Fashion Merchandising and Design (ZBC 123)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Law Enforcement (ZBC 124)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Licensed Practical Nursing (ZB126)</td>
<td>1 year plus 7 months</td>
<td>4</td>
</tr>
<tr>
<td>Marine/Motorsports Technology (ZBC 161)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Nurse Assisting (ZBC 125)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Physical Therapy Aide</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Professional Photography/Digital Photography (ZBC 18A)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>TV, Video &amp; Digital Film Productions (ZBC 127)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Welding/Metal Fabrication (ZBC 128)</td>
<td>1 year</td>
<td>4</td>
</tr>
</tbody>
</table>

CAREER CENTER
SSNTES-BOCES Occupational Education

(Students are scheduled for periods 1-4 at their high school; bus leaves 10:15 a.m. and returns at 2:30 p.m.)

<table>
<thead>
<tr>
<th>AUTO BODY REPAIR &amp; REFINISHING</th>
<th>Food Preparation/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO FRONT END &amp; BRAKES</td>
<td>Health Related Occupations</td>
</tr>
<tr>
<td>AUTO SERVICE</td>
<td>Horticulture</td>
</tr>
<tr>
<td>CANINE CAREERS</td>
<td>Introduction to Baking</td>
</tr>
<tr>
<td>CARPENTRY</td>
<td>Introduction to Barbering</td>
</tr>
<tr>
<td>COMPUTER GRAPHIC ARTS TECHNOLOGY</td>
<td>Introduction to Cooking</td>
</tr>
<tr>
<td>COSMETOLOGY</td>
<td>Retail Store Services</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION</td>
<td>Supermarket &amp; Warehouse Occupations</td>
</tr>
<tr>
<td>ELECTRONICS</td>
<td>Transportation Service</td>
</tr>
<tr>
<td>FACILITIES MAINTENANCE</td>
<td></td>
</tr>
</tbody>
</table>
BUSINESS

5-CREDIT SEQUENCE RECOMMENDED
REAL WORLD – CAREER AND FINANCE
VIRTUAL CONSUMER SKILLS
PLUS TWO (2) CREDITS FROM EACH COLUMN:

Career Sequence
Marketing/Management
• Entrepreneurship - ¾ Credit
• Fashion Merchandising – ½ Credit
• Sports and Entertainment Marketing – ½ Credit
• Sports Management – ½ Credit
• College Accounting – 1 Credit
• College Business Law – ½ Credit
• College Microsoft Office – ½ Credit
• College Virtual Enterprise – 1 Credit

Career Sequence
Computers
• Visual C++ Programming - 1 Credit
• Web-Animation and Mobile Apps – ½ Credit
• Web Design – ½ Credit
• College Accounting – 1 Credit
• College Introduction to Web Design – 1 Credit
• College Microsoft Office – ½ Credit
• College Virtual Enterprise – 1 Credit

Courses in bold indicate a course offering college credit. Students can earn from 3 to 6 college credits per course.

This sequence can be used in lieu of World Languages requirement for Advanced Regents Diploma

4 + 1 CTE GRADUATION PATHWAY
ENTREPRENEURSHIP / VIRTUAL ENTERPRISE

Course Work
• Real World- Career and Finance - ½ Credit
• Entrepreneurship - ¾ Credit
• College Accounting (SUNY Farmingdale) - 1 Credit
• College Business Law (SUNY Farmingdale) – ½ Credit
• College Virtual Enterprise (SUNY Farmingdale) - 1 Credit

3 ¾ Credits

Work-Based Learning Activities
Career Focused Field Trips (Workplace Tour)
Guest/Industry Speakers
Career Fair
Job Shadowing
Career Exploration Challenge
Research Project (with industry involvement)
Service Learning (Community Service)
DECA
National Technical Honor Society
Virtual Enterprise

54 Hours

Technical Assessment: NOCTI – Virtual Enterprise Certification Assessment

Students must take Real World-Career and Finance as a prerequisite course for the Graduation Pathway. Students receive a Regents Diploma and a CTE Technical Endorsement upon completion. The Pathway can be used to satisfy a 5th Regent requirement for graduation.
BUSINESS

The vision of the Business Department supports the creation of successful programs that connect middle and high school with post-secondary institutions, building collaborations with the workforce, and equipping our students with the necessary 21st century skills which employers require. The Business Education courses are designed to achieve the following:

- Computer Literacy
- Prepare students for entry-level positions in today’s labor markets
- Offer all students a vast array of elective subjects for their own personal use
- Prepare students for further study in Business at the post-secondary level

**CTE Endorsement**

Students in the NYS CTE Certification Sequence in Business Management have the opportunity to earn a CTE endorsement on their diploma. The CTE endorsement is imprinted on a seal affixed to the diploma and includes the phrase, Career and Technical Endorsement.

In addition to course credit requirements outlined on the previous page, successful completion of a quality work-based learning experience and a passing score on the NOCTI Pathway Assessment for Accounting. See your school counselor for details.

**REAL WORLD–CAREERS AND FINANCE (OCC 127)**

1/2 Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

Explore careers that match your interests and personality. Create resumes, complete job applications, and prepare for the job interview. Learn about personal finances, budgeting decisions, banking, credit and taxes. This class is all you need to know to survive on your own. Internet research, Virtual Business Personal Finance simulation and guest speakers will be used throughout the curriculum to enhance learning.

**VIRTUAL CONSUMER SKILLS (OCC 105)**

1/2 Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

Students will learn about homeowner, automobile, health and life insurance. Consumer rights, investment opportunities and how to plan for retirement is also discussed. These skills will enable students to become self-sufficient and financially independent. Helping students to become knowledgeable consumers will enable them to make the best use of their resources. A computer simulation will focus on finance and money management. Concepts learned in this class will be reinforced by guest speakers from the business world.

BUSINESS/MARKETING

**Business/Marketing** is a broad and diverse discipline that enables students to prepare for entry-level employment and to fulfill business-related and personal responsibilities. The sequences of courses in Business/Marketing Education are designed to ensure the correlation of business and marketing education and to provide a variety of options for students to meet sequence requirements while developing broad-based, transferable skills, and specialized competencies.

One credit of The Real World – Career and Finance, Virtual Consumer Skills plus Word Processing core courses are required for the Business/Marketing five (5) credit sequence.

**SPORTS AND ENTERTAINMENT MARKETING (OCC 116)**

1/2 Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

A unique and innovative course designed for individuals with an interest in the sports industry. Students will be exposed to the selling of sports and the use of sports to sell other products. Instructional areas include: an orientation to the sports industry, market analysis, decision-making, product design and promotion, sponsorship and advertising. Internet activities, guest speakers, and field trips round out the student’s experience.

**SPORTS MANAGEMENT (OCC 117)**

1/2 Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

Students will be introduced to the business of sports. Topics include: management leadership styles, special events management, facilities management, managing professional sports, sports ethics, Title IX and bias in sports. Students should be able to work in small groups and conduct independent research. Internet activities, guest speakers, and field trips complete the student’s experience.
FASHION MERCHANDISING (OCC 113)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This course is designed to introduce students to the fundamentals of fashion, fads and trends, how fashion develops and spreads, and the role of style and fashion in contemporary society. Students will understand the fashion movement with a focus on the fashion cycle. An introduction to visual merchandising, store layout and window displays will also be a focus of this class. Students will be able to understand competition, quality, promotional activities, store image and fashion terminology. Students will look at the psychology of consumer behavior, how consumers make fashion purchasing decisions, and spending characteristics at different stages of life.

WEB DESIGN (OCC 120)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

In this one semester course, students will become familiar with basic web design programs and scripting languages. This course will focus on HTML, and XHTML. Students will learn how to layout an ethical web site and learn the importance of navigational ease of web sites. Students must have organizational skills, knowledge of the keyboard, and an understanding of the computer. This course can be used for a technology or business concentration.

WEB ANIMATION AND MOBILE APPS (OCC 128)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

In this one semester course, students who would like to pursue a career in Internet and mobile app design will create complex web sites through an introduction to mobile apps using the software applications Flash CS6. Through an introduction to app design, students will create interactive animations using Flash CS6. This includes advanced HTML techniques and Action Scripting. Students will learn the fundamentals of user interface design, touch controls, graphics editing, app design/implementation and integration with the web application Dreamweaver. This course can be used for a technology or business concentration.

COLLEGE ACCOUNTING (SUNY Farmingdale) (OCC 106)
1 Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: None

Planning on majoring in accounting or business management in college? Did you know that college business programs require their students to learn the basics of accounting? There is always a need for accountants in the job market. Get your accounting foundation now with this college level accounting course designed for the motivated student. The topics covered are those in a college introductory course. Current computer software applications will be utilized. This course will be offered as a college tie-in course with SUNY Farmingdale. Students can earn six (6) college credits in accounting by successfully completing this course. Students will be introduced to Word and Excel. All notes and financial statements will be done in Word and Excel respectively. This course can be used for math. Approximate cost is $150 per course.

ENTREPRENEURSHIP (OCC 111)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

Students will explore the “ins” and “outs” of promoting and selling goods and services. In addition, students will learn how businesses target customers and develop marketing strategies for their customers. Students will complete case studies and team projects, while learning how to start a business. Students will be provided the opportunity to identify and understand the risks and rewards of business ownership and to further develop communication and presentation skills.

COLLEGE MICROSOFT OFFICE (SUNY Farmingdale) (OCC 411)
½ Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: None

College Microsoft Office emphasizes the knowledge and skills essential in handling everyday personal business communications. Word processing will help students in all academic courses and open the door to basic computer application courses. As a part of this course, students will learn various types of formatting of essential business documents using the latest versions of Microsoft Word, as well as creating presentations using Microsoft PowerPoint. Working with spreadsheets, students will learn to manipulate data and present it in a professional manner using the latest version of Microsoft. Approximate cost is $150 per course for college credit.
**EMPLOYABILITY AND WORK-BASED LEARNING COURSE**

(OCC 129)

1/2 Credit  Weight: 1.0
Grades: 11, 12
Prerequisite: None

This course incorporates a structured approach allowing students to analyze and reflect on their learning both in the classroom and through outside internship opportunities. With the focus on the enhancement of employability skills, development of personal career plans and improvement of career management skills, students will develop and manage their careers effectively. Students will be exposed to the world of work; using a combined approach of formal curriculum and work-based experiences. Work experience hours are typically acquired through after school internships or weekend opportunities. This course will set a foundation for students to gain the experience and/or hours needed in order to work towards the requirements necessary in obtaining the Career Development and Occupational Studies Commencement Credential (CDOS). Students may take this course multiple times for credit.

**COLLEGE INTRO TO WEB DESIGN (SUNY Farmingdale)**

(OCC 423)

1 Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: Web 1

This is an introductory web page authoring course in which students will learn how to design a web page using XHTML and CSS. In addition to the introductory topics of changing text appearance and layout, advanced topics such as tables, frames, graphics and styles will be covered. The College Web Course provides the fundamental skills in programming design logic and fundamental algorithm techniques. Emphasis will be on problem formulation, analysis and solution design using structured programming concepts. Learned concepts are to be applied to real problems using case studies and research throughout the course to present a variety of problems and enable students to apply systems analysis and design techniques to their solutions. A combination of XHTML and CSS are taught. This course will be offered as a college tie-in with SUNY Farmingdale. Students will be able to obtain three (3) college credits upon successful completion of this course. **Approximate cost** is $150 per course. SUNY Farmingdale will review high school transcripts in partnership with instructor and determine eligibility for the college tie course. **This course can be used for a technology and business sequence, or math credit.**

**COLLEGE BUSINESS LAW (SUNY Farmingdale) (OCC 412)**

1/2 Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: None

Business Law is designed to acquaint students with basic legal rights and problems. Students will explore the judicial system, court procedures, ethics, torts and legal issues such as marriage (family law), employment law, real estate (property law), corporate law, and contract law with the use of case studies and online research. This course will be offered as a college tie-in course with SUNY Farmingdale. Students may earn three (3) college credits in law by successfully completing this course. **Approximate cost** is $150 per course. SUNY Farmingdale will review high school transcripts in partnership with instructor and determine eligibility for the college tie course.

**COLLEGE VIRTUAL ENTERPRISES (6 credits at SUNY Farmingdale) (OCC 124)**

1 Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: Any ½ Credit in Business Ed. Course

Virtual Enterprises is a simulated business that is set up and run by students with the guidance of a teacher/facilitator. This program allows students to experience all facets of being an employee in a firm in an actual business environment. Students are involved in human resources, accounting, product development, production, distribution, marketing and sales, web design, IT, and social media. They will engage in trade with other practice firms around the world. The goal of Virtual Enterprise is to create a learning environment that integrates school and the workplace to enhance learning. Students will attend two field trips to promote their firm's Business Plan and participate in Trade Shows both on Long Island and in NYC. This course will be offered as a college tie-in course with SUNY Farmingdale. Students can earn six (6) college credits by successfully completing this course. **Approximate cost** is $150 per course. As a “skills” performance based class, students may take this course an additional time.
COSMETOLOGY

COSMETOLOGY PROGRAM

Cosmetology 1
Total – 3 credits

Cosmetology 2
• Integrated Science
• Integrated English
• Integrated Work Based Learning
Total – 4 credits
• Real World – Career and Finance
• Virtual Consumer Skills
Total – 1 credit

Students must complete 1000 clock hours to be eligible for the New York State Licensing Examination.

A student who successfully completes the Cosmetology Program will earn a total of 8 credits.

COSMETOLOGY

The Cosmetology Program courses are designed to provide students with 21st century employment preparation skills. Acquisition of these skills will be obtained through the use of SmartBoards, Cyber Imaging and current Salon Management Software. Students in this program learn scientific principles involved in the care of hair, skin and nails. The Cosmetology curriculum includes anatomy, chemistry and specific skill topics such as permanent waving and chemical relaxing. Required skills include manual dexterity, creativity, artistic ability and good people skills.

CTE ENDORSEMENT

Students in the Cosmetology Program have the opportunity to earn a New York State Career and Technical Education (CTE) Endorsement on their diploma. The technical endorsement is imprinted on a seal affixed to the diploma and includes the phrase, Career and Technical Endorsement. See your school counselor for details.

COSMETOLOGY 1 (OCC 132)
3 Credit  Weight 1.0
Grades: 11, 12
Prerequisite: None

The introductory course to the field of cosmetology includes providing the services of natural hair styling, esthetics (skin care), nails, waxing, and the study of anatomy and physiology related to beauty culture operation. Cosmetology also includes providing services to the hair, head, face, neck or scalp. The course is also concerned with the total development of the individual student both as a person and as a worker. Emphasis is on basic cosmetology skills, personal grooming and business attitude within the field of cosmetology. This course provides clock hours and knowledge, both theoretical and practical, toward qualifying for the New York State Licensing Examination requirement. Students will have the opportunity to be involved in local, state, regional, and national competitions and organizations.

Students will be responsible for purchasing any kits and/or safety materials required to complete the two-year program.

Approximate cost for the course is $350.00.

COSMETOLOGY 2 (OCC 133)
4 Credits  Weight 1.0
Grades: 11, 12
Prerequisite: Cosmetology 1

This advanced course emphasizes creativity, artistic flair and trade skills, with specialization in hair cutting, blow drying, hair coloring, styling, and permanent waving. It also includes study of the fundamentals of applied cosmetology, the use of chemicals, and the study of materials used in the trade. It also includes two days a week of clinic, which enables students to learn and work in a salon atmosphere. The clinic is open to students, staff and community members. This course provides clock hours toward qualifying for the New York State Licensing Examination requirement of 1000 hours. The students will be prepared to pass a written and practical examination which will be administered by New York State Division of Licensing for Cosmetology.

Approximate cost for the course is $150.00.
FAMILY AND CONSUMER SCIENCES

Career Sequence Education
- Life Span Studies
- Parenting
- College Child Development

Career Sequence Design
- Fashion Design and Apparel Construction
- Housing and Interior Design

Career Sequence Food Services
- Food and Nutrition
- Culinary Techniques
- International and Regional Foods

Careers in Education Services
- Educator
- Child Development
- Home Health Care
- Physician
- Psychologist
- Social Services
- Social Worker

Careers in Design
- Advertising
- Architect
- Fashion Design
- Interior Design
- Management
- Marketing
- Retail

Careers in Food
- Chef
- Dietician
- Food Critic Food
- Designer
- Food Stylist
- Magazine Editor
- Restaurant Owner
Family and Consumer Sciences helps prepare students for family life, work life, and future careers by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation. The goal of Family and Consumer Sciences is to improve the well-being of the family through educational programs, which include four content clusters: (1) Home and Personal Management, (2) Food and Nutrition, (3) Textiles and Design, and (4) Human Development. These courses facilitate development of students’ 21st century skills relevant to home and career life.

FOOD AND NUTRITION (FCS 104) (CORE)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None
This is an introductory course for the beginner chef that covers all the basics of food preparation with a focus on nutritional awareness. Topics include ingredients, nutrients, cooking methods, terminology, equipment, and procedures. The class includes lecture, demonstration and participation in basic food production (including the preparation of eggs, batters, vegetables, starches, pizza, cookies and cakes). Students will also explore careers in the food service industry. Field trips, food demonstrations and guest speakers enhance the curriculum.

CULINARY TECHNIQUES (FCS 110)
½ Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: None
This course reviews basic food management skills with a concentration on food preparation and presentation using more advanced recipes and equipment. Foods production includes the preparation of eggs, batters, pasta, vegetables, meats, salads and dressings and desserts. Theory and practice of cooking methods such as frying, roasting, broiling, griddle work and sautéing, as well as demonstration and participation in cake decorating and design. Participate in food lab competitions (Cupcake Wars, Chopped, Cake Decorating Contest, and more). Careers requiring culinary skills will be explored. Field trips, food demonstrations and guest speakers enhance the curriculum.

INTERNATIONAL AND REGIONAL FOODS (FCS 111)
½ Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: None
This course will focus on helping the student gain a greater understanding of food patterns of various countries and regions. Emphasis is placed on student’s production and presentation of complete menus and techniques as they apply to local, European and Asian cuisines. Students are expected to cook at least once a week. They will also evaluate foods and explore career opportunities. Field trips, food demonstrations and guest speakers enhance the curriculum.

LIFE SPAN STUDIES (FCS 108)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None
This is an informative and interactive class that focuses on the adolescent, particularly why one looks, thinks, feels, and acts a certain way. Emphasis is placed on developing strengths, recognizing weaknesses, and improving personal relationships. Educational videos, internet resources and active discussions engage and enlighten students in this life skills course.

FASHION DESIGN AND APPAREL CONSTRUCTION (FCS 112)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None
If you are interested in fashion trends, styles or pursuing a career in the fashion industry, this class is for you. This project-based course introduces you to the world of fashion; along with fashion history, textiles, personal appearance, clothing design and redesign, selection, construction and evaluation of ready-made garments. Students will learn basic hand and machine sewing techniques while exploring fashion design, retail management and other career opportunities. Field trips may be taken to local fashion exhibits.
*This course may be applied toward the mandatory 1 credit Art/Music Graduation Requirement in conjunction with Housing and Interior Design.

HOUSING AND INTERIOR DESIGN (FCS 116)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None
This project-based course provides students the opportunity to develop skills in applying the elements and principles of design to interiors, while allowing the students to explore their creativity. Projects are integrated throughout the course to provide applications of housing styles and trends, furniture styles and placement, design and function of space, and designing floor plans. Students will also explore the many careers available in this field.
*This course may be applied toward the mandatory 1 credit Art/Music Graduation Requirement in conjunction with Fashion Design and Apparel Construction.

PARENTING (FCS 109)
½ Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: None
This course focuses on the vast number of choices individuals make in relation to parenting. The economic, social, educational, and physical conditions that influence parenting are identified and their implications explored. The course includes infant simulators to offer real-life experiences that include substance abuse education, prenatal care, child care skills, infant safety and CPR, and Shaken Baby Syndrome.

COLLEGE CHILD DEVELOPMENT (LIU) (FCS 121)
½ Credit  Weight 1.05
Grades: 11, 12
Prerequisite: Parenting (FCS 109) and Administrative Approval
Taught under the auspices of the Long Island University with direct input from the visiting college professors, this course will introduce students to the child education and care profession through a careful, psychology-grounded study of child development. It is designed to increase understanding of the basic concepts related to the developmental characteristics of children. This course is the foundation for planning age-appropriate activities and establishing guidelines and expectations of children, while offering an opportunity to study the various developmental domains (social, emotional, cognitive/language and physical). Under the direction of a qualified teacher, there will be opportunities for high school students to observe children in a variety of school settings. In addition, students will also engage in mock lesson planning. This course requires students to participate in field trips throughout the semester. Students can earn three (3) college credits upon successful completion of the course. The cost is approximately $290.
## TECHNOLOGY

### 5-Credit Sequence
Design and Drawing for Production

**RECOMMENDED**
PLUS FOUR (4) CREDITS FROM THE FOLLOWING:

### CAREER SEQUENCE
**DRAFTING**

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Shaded Boxes – College Tie-In and Advanced Placement Courses – Students can earn 3 to 6 credits

Sequence can be used in lieu of World Languages requirements for Advanced Regents Diploma
Technology Education provides students with technical skills, integrated activities, knowledge and attitude necessary for successful performance in a globally competitive 21st century workplace. Students learn about and from technology by applying technological principles and concepts as well as abstract ideas and concepts of mathematics, science, language arts, the fine arts and social studies. Through the study of technology, students develop an understanding of the importance and role of technology in our society and the economy and its impacts upon the environment.

**DESIGN AND DRAWING FOR PRODUCTION (TEC 107)**

1 Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This is the gateway to all technology courses, designed to test the imagination of the student and places emphasis on creative problem solving, designing and technical drawing. The student will be asked to develop solutions to various design or product problems. The proposed solutions are researched, sketched, refined and rendered as technical drawings. **This course can be used by students to meet the NYS Arts requirement.**

**PROGRAMMING AND SOFTWARE DESIGN (TEC 119)**

½ Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: Algebra 1

Programming and Software Design provides students with an overview of the technological and creative aspects of programming and software design, from business software to video games, in an easy-to-follow format. This course is designed for students who are interested in computers, programming and software, as a career or hobby. It is designed to introduce the student to the software design industry and the basic processes necessary to complete the design of software. This course also explores the history of games, the game development cycle, game careers and the social impact of games.

**ELECTRONICS 1 (TEC 108)**

½ Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This is a great beginning for any student interested in electronics as either a hobby or as a career interest. The majority of class time is spent with hands-on activities building and testing electronic circuits. Students will gain the real-world skills of using multimeters and learning how to solder. The course concludes with a soldered circuit board project that can be taken home.

**ELECTRONICS 2 (TEC 109)**

½ Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: Electronics 1

Who is Nikola Tesla? Explore the basics of AC electronics to find out! The majority of class time will be spent with hands-on activities building and testing electronic circuits. Students will discover how alternating currents work, as well as build and troubleshoot different types of amplifiers and communication devices. The course concludes with a soldered circuit board project that can be taken home.

**ARCHITECTURAL DRAWING (TEC 101)**

½ Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This course covers architectural/structural drafting, architectural art, civil/structural technologies, and layout design. Students will design and draw working blueprints of a home, including floor plans, elevations, plot plans, and isometric drawings of the residence. This course is designed to develop students’ skills in construction, technical lettering, freehand sketching, use of various scales, computer-aided drafting and interior design.
ROBOTICS 1 (TEC 112)

½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This introductory course is a hands-on and project-based approach to learning. Students will design and build robots utilizing VEX IQ robotics kits. Students will work in groups to complete various classroom activities designed to challenge their problem-solving capabilities. Students will program autonomous functions into the robots utilizing ROBOTC software. The course is perfect for students interested in the field of robotics, programming and electronics.

ROBOTICS 2 (TEC 124)

½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Robotics 1 (TEC 112)

This is an advanced robotics course designed to challenge a student’s understanding and knowledge of robotics through hands-on and project-based learning. Students utilize the VEX Robotics V5 competition platform. They will work in groups to complete various classroom activities designed to challenge their problem-solving capabilities. Students will be programming the robots using VEX Coding Studio software.

This course utilizes the same robot platform and program used by our Robotics Clubs for VEX Robotics Competitions. All students interested in competing are encouraged to take this course.

RESIDENTIAL STRUCTURES (TEC 111)

½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This course is an in-depth study of house construction. The student will be introduced to the many skills and systems involved in constructing residential structures. Students will study environmental impact and economic consequences of construction. Students will build a scale model of a three-bedroom ranch house.

WOODWORKING TECHNOLOGY (TEC 123)

(PROGRAM OFFERED AT NEWFIELD HIGH SCHOOL)

½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This hands-on course will teach students the art of woodworking through various experiences in using hand and power woodworking tools. Students will learn how to handle materials and use tools in the design of woodworking projects under the direction of the instructor. Related occupations and the requirements for entry into the industry will be discussed. Students will be able to utilize these new skills in their personal lives as well as in many rewarding careers. Centered on the new teachers interested in enrolling in this course must be willing to be transported to NHS.

VISUAL C++ PROGRAMMING (TEC 115)

1 Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: Algebra 1

This course is an introduction to concepts and methods of object-oriented programming (OOP) using MS Visual C++. Students will be introduced to procedural writing and object-oriented programming design methodology. Topics include: variable and constant declarations, if... then statements, loops, functions, arrays, strings, pointers, structures and an introduction to classes and objects. This course is designed for students who would like to pursue a career, or who are interested in, computer programming, advanced web design, engineering or graphics. This course can be used for Math, Technology, or Business credit.

COMPUTER-AIDED DESIGN (TEC 102)

½ Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: None

In this hands-on activity-based class students will use CAD software to design and draw products and use 3D printing technology to create tangible objects. Students will be in a design environment, generate conceptual design sketches, create design layouts, create models and prototypes, understand and integrate manufacturing principles into design. This course offers instruction and practical experience in all facets of design.

ADVANCED COMPUTER-AIDED DESIGN (TEC 103)

½ Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: Computer Aided Design

This course is an extension of Computer-Aided Design. Students will be able to develop a complete set of working architectural drawings. This course also explores the ability to draw and view drawings in 3D.

COMPUTER REPAIR (TEC 116)

1 Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: Algebra 1

Students will learn how to install, maintain, troubleshoot and repair computers. The students will learn in a STEM environment using hands-on skills and creative problem-solving techniques for "in-demand" computer job skills like computer repair, networking, cyber security issues, data encryption and computer forensics.

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COLLEGE INTRODUCTION TO WEB DESIGN (OCC 423)
(SUNY Farmingdale)
1 Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: Web 1

This is an introductory web page authoring course in which students will learn how to design a web page using HTML and CSS. In addition to the introductory topics of changing text appearance and layout, advanced topics such as tables, frames, graphics and styles will be covered. The College Web Course provides the fundamental skills in programming design logic and fundamental algorithm techniques. Emphasis will be on problem formulation, analysis and solution design using structured programming concepts. Learned concepts are to be applied to real problems using case studies and research throughout the course to present a variety of problems and enable students to apply systems analysis and design techniques to their solutions. A combination of HTML, CSS and JavaScript are taught. This course will be offered as a college tie-in with SUNY Farmingdale. Students will be able to obtain three (3) college credits upon successful completion of this course. Approximate cost is $150 per course. SUNY Farmingdale will review high school transcripts in partnership with instructor and determine eligibility for the college tie course. This course can be used for math credit.

COMPUTER NETWORKING (SUNY Farmingdale) (TEC 404)
1 Credit  Weight 1.05
Grades: 11, 12
Prerequisite: None

Computer networking and cyber security will be the emphasis of this class. The students will learn in a STEM environment using hands-on skills and creative problem-solving techniques for “in-demand” computer job skills. This course will cover the history and fundamentals of network design and cabling infrastructure; technologies and protocols (OSI reference model, token ring, Ethernet, TCP/IP, and IPX); communications (bridging, routing, LAN switching, and VLANs); and the tools necessary to troubleshoot and design the network (ping, telnet, FTP, SNMP, RMON, and Network Management Software). Students will be able to obtain three (3) college credits upon successful completion of this course. Approximate cost is $150 per course. SUNY Farmingdale will review high school transcripts in partnership with instructor and determine eligibility for the college tie course.

AP COMPUTER SCIENCE PRINCIPLES (TEC 409)
1 Credit  Weight 1.1
Grades: 10, 11, 12
Prerequisite: Algebra 1 Common Core or Departmental Recommendation

This course will introduce students to the creative aspects of programming and how to think algorithmically to solve problem efficiently. Languages include C, PHP, JavaScript plus SQL, CSS, and HTML. Prior programming experience is not required. Computer science experience has become imperative for today’s students and the workforce of tomorrow. This course is modeled after Harvard University’s extremely popular course Computer Science 50. This course can be used towards a technology sequence or math credit. All students are expected to sit for the AP examination at the end of the course.

VIDEO PRODUCTION 1 (TEC 117)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

Video Production students will gain the knowledge, tools and techniques needed to produce short films. Hands-on experience will give students a chance to learn all of the steps of the video completion process from idea conception, script and storyboard writing, camera operation and post production (editing). This course can be used for art or technology sequences.

VIDEO PRODUCTION 2 (ART 118)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Video Production 1

Video Production 2 is an advanced level course that will build on the knowledge and skills learned in Video Production 1. The curriculum provides students with advanced knowledge and hands-on experiences with digital video techniques, editing and production. Computers, along with scanners, full color printers and digital video cameras are supplied in the media lab. Students will explore and execute advanced skills in digital video and editing software. Students pursuing careers in film, video and TV production, art, electronic media and computer graphics will benefit from this curriculum. A two gigabyte or higher flashcard is required for the course. This course can be used for art or technology sequences.
ENGLISH
Course Sequence

FULL-YEAR COURSES

12th Grade
AP Literature & Composition
or
College English

Senior Half-Year Courses
(Choose Two)
Contemporary Issues in Literature
Greatest Hits in Literature
Heroic Journeys in Literature
Literacy in the Digital Age

9th Grade
ELA 9 or
ELA 9 H

10th Grade
AP Capstone Seminar
or
ELA 10 or
ELA 10 H

11th Grade
AP Language & Composition
or
ELA 11 or
ELA 11 H

1½ Credits

Electives

Freshman
Advanced Creative Writing
Creative Writing
Exploring Mythology
Journalism

Sophomore
Advanced Creative Writing
Creative Writing
Exploring Mythology
Journalism
Public Speaking
Speech and Debate

Juniors
Advanced Creative Writing
Creative Writing
Exploring Mythology
Journalism
Public Speaking
Speech and Debate
AP Capstone Seminar

Seniors
Advanced Creative Writing
Contemporary Issues in Literature
Creative Writing
Exploring Mythology
Journalism
AP Capstone Seminar
Greatest Hits in Literature
Heroic Journeys in Literature
Literacy in the Digital Age
Public Speaking
Speech and Debate
The English program is designed to support students in developing 21st century literacy competencies and provide students with the tools to appreciate and evaluate a broad scope of literature. The English program will emphasize practice in reading, researching, listening, writing and speaking, while giving students a chance to explore various literary genres and text types. Because all English courses are aligned with the NYS ELA Learning Standards, students will develop the skills to analyze information, think critically, apply knowledge to new situations, collaborate, and communicate effectively. In all English electives, students will be expected to read and write various texts critically and creatively. High school students must take one credit of English during each year of attendance. All students are required to take the Regents Examination in English Language Arts (Common Core) for graduation.

**GRADE 9**

**ENGLISH LANGUAGE ARTS 9 H (ENG 104)**
1 Credit  Weight 1.05
Prerequisite: Departmental Recommendation

This course is fully aligned with the NYS ELA Standards and will prepare students for mastery on the ELA Regents Examination and success in English AP courses in grades 11 and 12 or College English in grade 12. Students enrolled in this honors course will engage in topics and a sequence of skills that extend beyond those presented in the Regents-level course. Because students will be required to meet grade-level expectations with more independence, it is essential that they possess a strong work ethic and proficiency in reading, writing, listening, speaking, and researching. Students will be rigorously evaluated in their ability to write narrative, expository, and argumentative texts, complete an inquiry-based research paper, insightfully and thoroughly analyze complex fiction and nonfiction texts, contextualize and integrate ideas, and demonstrate an appreciation for authorial craft.

**ENGLISH LANGUAGE ARTS 9 (ENG 105)**
1 Credit  Weight 1.0
Prerequisite: None

This course is fully aligned with the New York State ELA Standards and is designed to prepare students for success on the ELA Regents Examination at the end of grade 11. In this course, students will receive support as they enhance their skills in reading, writing, listening, speaking, and research. Students will analyze an array of text types and complexity levels; write extensively to enhance skills in argumentation, narration, and exposition; and complete an inquiry-based research paper. Students will also participate in frequent text-based, student-centered discussions.

**GRADE 10**

**AP CAPSTONE SEMINAR (ENG 449)**
1 Credit  Weight 1.1
Prerequisite: ELA 9H or Departmental Recommendation
http://apcentral.collegeboard.com/public/courses/descriptions/index

AP Capstone Seminar is a full-year course that uses an inquiry framework to engage students in the effective analysis and evaluation of information in order to develop and present college-level research-based arguments. Students enrolling in this course will work individually and in teams to analyze different perspectives, synthesize information from multiple sources, and explore complex academic and real-world issues, topics, or themes. Students are assessed through a team project and presentation, an individual research-based essay and presentation, and an end-of-course AP exam. AP Capstone Seminar is the first of two courses that comprise the AP Capstone diploma program. Students who successfully complete AP Capstone Seminar may enroll in AP Capstone Research in a subsequent school year. The successful completion of the AP Capstone Seminar will satisfy the District Capstone Project graduation requirement. Students earning scores of 3 or higher in both AP Capstone Seminar and AP Capstone Research will receive the AP Capstone Seminar and Research Certificate. Students who also earn a score of 3 or higher on four additional AP exams of their choice will be awarded the AP Capstone Diploma.

**ENGLISH LANGUAGE ARTS 10 H (ENG 208)**
1 Credit  Weight 1.05
Prerequisite: ELA 9H or Departmental Recommendation

This course is fully aligned with the NYS ELA Standards and will prepare students for mastery on the ELA Regents Examination and success in English AP courses in grades 11 and 12 or College English in grade 12. Students enrolled in this honors course will engage in topics and a sequence of skills that extend beyond those presented in the Regents-level course. Because students will be required to meet grade-level expectations with more independence, it is essential that they possess a strong work ethic and proficiency in reading, writing, listening, speaking, and researching. Students will be rigorously evaluated in their ability to develop research-based claims, use sophisticated language and structure when writing, and complete an inquiry-based research paper. Students will also be expected to provide insightful and in-depth analyses of complex fiction and nonfiction texts, contextualize and integrate ideas, and demonstrate an appreciation for authorial craft.

**ENGLISH LANGUAGE ARTS 10 (ENG 209)**
1 Credit  Weight 1.0
Prerequisite: ELA 9

This course is fully aligned with the NYS ELA Standards and engages the students in writing, research, and an intensive study of literary and non-fiction texts. To prepare students for success on the ELA Regents Examination at the end of grade 11, students receive targeted guidance in the development of their ability to comprehend and analyze complex text, craft a powerful argument, and effectively formulate a written literary analysis. Students will also promote their research skills thorough the development of an inquiry-based research paper, and they will frequently engage in student-centered, text-based discussions to enhance engagement and communication skills.
AP LANGUAGE AND COMPOSITION (ENG 414)
1 Credit  Weight 1.1
Prerequisite: ELA 10H or Departmental Recommendation
http://apcentral.collegeboard.com/public/courses/descriptions/index

AP Language and Composition is an advanced course designed to help advanced students become skilled readers of prose in a variety of literary periods and rhetorical contexts, as well as skilled writers in a variety of prose forms. Students will read rich primary and secondary texts to form an understanding of writing conventions. The course will develop student understanding and appreciation of an author’s attention to language and audience. Students will explore writing beyond the programmatic and formulaic five-paragraph essay and beyond mere citation of text support. Students will analyze and reflect on a reading and then synthesize their views into a wider dialogue and conversation of the topic. Students will complete a formal research paper. All students are expected to sit for the AP examination at the end of the course. Students must also take the Regents Examination in English Language Arts (Common Core) to complete graduation requirements.

ENGLISH LANGUAGE ARTS 11 H (ENG 313)
1 Credit  Weight 1.05
Prerequisite: ELA 10H or Departmental Recommendation

This course is fully aligned with the NYS ELA Standards and will prepare students for mastery on the ELA Regents Examination and success in the College English or AP Literature and Composition course in grade 12. Students enrolled in this honors course will be instructed in topics and a sequence of skills that extend beyond those presented in the Regents-level course. Because students will be required to meet grade-level expectations with more independence, it is essential that they possess a strong work ethic and proficiency in reading, writing, listening, speaking, and researching. Students will be rigorously evaluated in their ability to develop research-based claims and use sophisticated language and structure when writing. Students will also be expected to provide insightful and in-depth analyses of complex fiction and nonfiction texts, contextualize and integrate ideas, and demonstrate an appreciation for authorial craft. Students enrolled in this course will be required to complete an inquiry-based research paper, and they take the NYS ELA Regents Examination that is administered to all eleventh-grade students in June.

ENGLISH LANGUAGE ARTS 11 (ENG 314)
1 Credit  Weight 1.0
Prerequisite: ELA 10

This course is fully aligned with the NYS ELA Standards and continues to provide students targeted support as they engage in the literary analyses of complex texts, research, and argumentation. Students will receive instruction in the development of their ability to comprehend and analyze complex text, craft a powerful argument, and effectively formulate a written literary analysis. Students will also promote their research skills thorough the development of an inquiry-based research paper, and they will frequently engage in student-centered, text-based discussions to enhance engagement and communication skills. Students enrolled in this course will be required to take the NYS ELA Regents Examination that is administered to all eleventh-grade students in June.

AP LITERATURE & COMPOSITION (ENG 415)
1 Credit  Weight 1.1
Prerequisite: ELA 11H or Departmental Recommendation
http://apcentral.collegeboard.com/public/courses/descriptions/index

AP Literature and Composition focuses on the critical analysis of literature through speaking, listening, reading, and writing. Students will develop critical standards for independent analysis of various literary works. Students will study the individual work, its language, characters, action, themes, structure, and historical context. In addition, students will be able to express this sensitivity to literature by the effective use of language and the organization of ideas in a clear, coherent and persuasive way. This course requires extensive essay writing on a regular basis. There will be recommended summer reading of 3-5 novels and summer writing of essays. During the school year, a formal research paper will also be completed. All students are expected to sit for the AP examination at the end of the course.

COLLEGE ENGLISH (LIU) (ENG 416)
1 Credit  Weight 1.05
Prerequisites: ELA 11H or Departmental Recommendation

Taught under the auspices of L.I. University with direct input from the visiting college professors, this is a college-level class with demanding and appropriate work aligned with college-level expectations. Students have the option of receiving three college credits per semester for a total of six college credits for the year. To succeed in his college level course, students are expected to demonstrate strong skills in reading, analysis, logic and writing. Literary analysis and writing skills are interwoven throughout the year. Frequent college-level papers will give students practice in thesis development and argumentation. The course is arranged thematically, with both fiction and non-fiction reading assignments that are appropriate for college freshman. The cost per semester is $290.
Two half-year courses, all of which incorporate NYS ELA Standards-aligned reading, writing, and research, must be taken to satisfy the grade 12 English requirement. Seniors may also register for these courses as electives.

**GREATEST HITS IN LITERATURE (ENG 425)**

½ Credit  Weight 1.0  
Grade: 12  
Prerequisite: ELA 11 or Departmental Recommendation

According to The American Heritage Dictionary, *classic literature* is defined as being “of the highest rank or class; serving as an outstanding representative of its kind.” In this course, students will explore various classic works of literature to develop a deep understanding of why certain texts remain popular and influential many years after they are written. Students will engage in text-based discussions, and formulate their analyses of the literature through the development of a personal narrative essay, a research project or paper, and evidence-based writing.

**HEROIC JOURNEYS IN LITERATURE (ENG 428)**

½ Credit  Weight 1.0  
Grade: 12  
Prerequisite: ELA 11 or Departmental Recommendation

In this course, students will read a wide variety of literature from different historical periods in order to analyze the concept of heroism and understand the universal, timeless appeal of the heroic figure. Students will use these texts as the foundation for evidence-based discussions and research. Students will formulate their analyses of the literature through the development of a personal narrative essay, a research project or paper, and evidence-based writing.

**CONTEMPORARY ISSUES IN LITERATURE (ENG 426)**

½ Credit  Weight 1.0  
Grade: 12  
Pre-requisite: ELA 11 or Departmental Recommendation

In this course, students will analyze the ways in which contemporary works of literature reflect the societies in which they were written. Students will closely examine a variety of texts that will serve as the foundation for text-based discussions and research. Students will also formulate their analyses of the literature through the development of a personal narrative essay, reaction paper, and research project or paper.

**LITERACY IN THE DIGITAL AGE (ENG 427)**

½ Credit  Weight 1.0  
Grade: 12  
Pre-requisite: ELA 11 or Departmental Recommendation

As members of a global society in the 21st century, individuals must possess the ability to think critically about the various forms of media they encounter daily. If people are to understand how they are informed, entertained, and persuaded by mass media, they must examine how media shapes and conveys meaning. In this course, students will read various texts regarding media from distinct rhetorical perspectives, and they will explore through research how different forms of media are used to manipulate and shape public opinions and attitudes. Students will formulate their analyses of the literature through the development of a personal narrative essay, a research project or paper, and evidence-based writing.
ELECTIVES

These courses may not be used to satisfy the 4-credit ELA requirement for graduation.

PUBLIC SPEAKING (ENG 447)
½ Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: ELA 9

This course is a comprehensive beginning course in the art of communication. Emphasis is placed on voice training, the art of discussion, verbal as well as non-verbal communication, and public speaking techniques. Students are given practice in making speeches.

SPEECH AND DEBATE (ENG 448)
½ Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: Public Speaking and ELA 9

More advanced than Public Speaking, students will expand on the skills and techniques mastered in Public Speaking. Individual speech topics will be of a more complex nature with further emphasis on improving and becoming proficient with the techniques of presentation. Focus will also be on various discussion formats and debates utilizing different styles of argumentative discourse. Students will also engage in creating and delivering professional and business-style presentations. In addition, students will participate in various scenarios in a professional setting where impromptu speaking is required.

EXPLORING MYTHOLOGY (ENG 141)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This course will introduce students to mythology from around the world. After exploring the definition of myth, the students will examine its presence in various cultures. This course will not only focus on the myths of Greece and Rome, but also myths from Western Europe (Norse, Irish), Asia, Africa, and North and South America. Students will be able to discover the differences and similarities between the mythologies of diverse cultures and their impact on modern society.

CREATIVE WRITING (ENG 445)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This course is for the student who has some aptitude for creative writing. Instruction is given in some of the techniques of writing poetry, short stories, and screenplays. Other topics are pursued at the discretion of the instructor if time permits. Some class time is devoted to workshop sessions. There are frequent writing assignments and extensive feedback from the teacher and the class. The objective of the course is to compile two personal portfolios.

ADVANCED CREATIVE WRITING (ENG 446)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Creative Writing or Departmental Recommendation

Advanced Creative Writing provides techniques in the areas of fiction, poetry, and screenwriting, but on a more advanced level than Creative Writing. Using a variety of texts ranging from classical to the avant garde, students will experiment with different story structures, points of view, and character types. As students of poetry, the class will develop an appreciation for the musicality of language. Creative ventures will include an exploration of the differences and similarities between traditional and slam poetry. The screenwriting portion of the course is introductory and will focus on creating dialogue that captures the natural flow of conversation. Students will receive feedback from the teacher as well as peers. A portfolio of revised work is required as a final for this course.

JOURNALISM (ENG 432)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

What is news? Who decides? What is the function of a free press in a democracy? How is a daily newspaper put together? What is objectivity? These are just a few of the issues covered as students explore the nuts and bolts of basic journalism. Students will study how journalism plays a key role in American society, and they’ll learn the basic style of news writing. Students will learn to make their writing more focused and powerful through effective word choice and development.

AP CAPSTONE SEMINAR (ENG 449)
1 Credit  Weight 1.1
Grades: 11, 12
Prerequisite: ELA 10 H, ELA 11 or Departmental Recommendation

http://apcentral.collegeboard.com/public/courses/descriptions/index

AP Capstone Seminar is a full-year course that uses an inquiry framework to engage students in the effective analysis and evaluation of information in order to develop and present college-level research-based arguments. Students enrolling in this course will work individually and in teams to analyze different perspectives, synthesize information from multiple sources, and explore complex academic and real-world issues, topics, or themes. Students are assessed through a team project and presentation, an individual research-based essay and presentation, and an end-of-course AP exam. AP Capstone Seminar is the first of two courses that comprise the AP Capstone diploma program. Students who successfully complete AP Capstone Seminar may enroll in AP Capstone Research in a subsequent school year. The successful completion of the AP Capstone Seminar will satisfy the District Capstone Project graduation requirement. Students earning scores of 3 or higher in both AP Capstone Seminar and AP Capstone Research will receive the AP Capstone Seminar and Research Certificate. Students who also earn a score of 3 or higher on four additional AP exams of their choice will be awarded the AP Capstone Diploma.
The Middle Country Central School District provides an English as New Language (ENL) program for all eligible English Language Learners (ELL). ELL are provided instruction using ENL methodologies which allows them to learn English systematically and cumulatively. The ENL program also helps students to develop English language skills for personal communication and for a variety of academic settings reflective of grade-level standards and advanced literacies including reading, writing, speaking, and listening.

All new students who are determined to have limited English proficiency based on initial screening are administered the NYSITELL to establish their ENL Level – Entering (ENT), Emerging (EMG), Transitioning (TRA), or Expanding (EXP). ELL will be scheduled based on their English Proficiency Level.

- Entering (ENT) Level students must take three (3) Courses; (ENL 110/210), (ENL 111/211), and (ENL 112/212 - English).
- Emerging (EMG) Level students must take two (2) Courses; (ENL 120/220) and ENL 121/221 - English.
- Transitioning (TRA) Level students must take one (1) Course; (ENL 130/230 - English).
- Expanding (EXP) Level students must take one (1) Course; (ENL 140/240 - English).

All ENL students must take the New York State English as New Language Achievement Test (NYSELAT) each spring. This test establishes the ENL level for the following school year. Students must score at the Commanding level OR at the Expanding level in addition to a passing score on the NYS Regents ELA Common Core Exam, in order to be exited from the ENL program. Once exited from the program, students will continue to receive testing accommodations and services that support and monitor their language and academic needs for two (2) years.

**LEVEL Entering (ENT)**

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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Weight</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 110, ENL 111, ENL112</td>
<td>2</td>
<td>1</td>
<td>9, 10</td>
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</tbody>
</table>

**LEVEL Emerging (EMG)**

Emerging (ENL, ELA)
1 Credit ENL/1 Credit ELA Weight 1.0
Grades: 9, 10

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<tr>
<th>Course</th>
<th>Credit</th>
<th>Weight</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 120, ENL 121</td>
<td>1</td>
<td>1</td>
<td>11, 12</td>
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<tr>
<td>ENL 220, ENL 221</td>
<td>1</td>
<td>1</td>
<td>11, 12</td>
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</tbody>
</table>

These courses are designed for students who demonstrate emerging levels of English proficiency as determined by the NYSITELL or NYSESLAT. They provide instruction in English with an emphasis on academic language skills for all four modalities: reading, writing, speaking, and listening. These courses present the basic grammatical and syntactical structures of English language. They will also provide instruction using ENL methodologies that focus on building the skills, themes, and topics consistent with the NYS ELA Standards and that parallel the grade appropriate ELA program. These courses will encompass ten (10) classes per week for EMG level students.

**LEVEL Transitioning (TRA)**

Transitioning (ELA)
1 Credit ELA Weight 1.0
Grades: 9, 10

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<tr>
<th>Course</th>
<th>Credit</th>
<th>Weight</th>
<th>Grades</th>
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</thead>
<tbody>
<tr>
<td>ENL 130</td>
<td>1</td>
<td>1</td>
<td>11, 12</td>
</tr>
<tr>
<td>ENL 230</td>
<td>1</td>
<td>1</td>
<td>11, 12</td>
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</tbody>
</table>

These courses are designed for students who demonstrate transitioning levels of English proficiency as determined by the NYSITELL or NYSESLAT. They provide instruction in English with an emphasis on academic language skills for all four modalities: reading, writing, speaking, and listening. These courses also provide instruction using ENL methodologies that focuses on expanding the skills, themes, and topics consistent with the NYS ELA Standards and that parallel the grade appropriate ELA program and related assessments. These courses will encompass five (5) classes per week for TRA level students.

**LEVEL Expanding (EXP)**

Expanding (ELA)
1 Credit ELA Weight 1.0
Grades: 9, 10

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<tr>
<th>Course</th>
<th>Credit</th>
<th>Weight</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 140</td>
<td>1</td>
<td>1</td>
<td>11, 12</td>
</tr>
<tr>
<td>ENL 240</td>
<td>1</td>
<td>1</td>
<td>11, 12</td>
</tr>
</tbody>
</table>

These courses are designed for students who demonstrate expanding levels of English proficiency as determined by the NYSITELL or NYSESLAT. They provide instruction in English with an emphasis on academic language skills for all four modalities: reading, writing, speaking, and listening. These courses also provide instruction using ENL methodologies to further expand the skills, themes, and topics consistent with the NYS ELA Standards and that parallel the grade appropriate ELA program and related assessments including the Regents Examination in ELA. These courses will encompass five (5) classes per week for EXP level students.
HEALTH AND PHYSICAL EDUCATION

Physical Education is required for all students for each semester they are in high school. Students must pass physical education each year for a total of two credits upon graduation commencement. Students that are restricted due to illness or a temporary medical condition will be assigned a program modified to meet their needs, but will not be excused from the physical education requirement. All classes focus on communicating and meeting the NYS Learning Standards through the use of credit syllabi. Students are expected to dress appropriately for the class activity. **All courses will culminate with a district-wide exam.**

**PHYSICAL EDUCATION (PEC 912)**
½ Credit  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

**PHYSICAL EDUCATION PE 9, 10, 11, 12:**
Students in grades 9th, 10th, 11th and 12th will have a choice among three groups. (Group 1, Group 2, Group 3).

**Group 1:** Group 1 is designed for the Physical Education student who has a comprehensive understanding in the areas of racquet sports, team sports and individual sports. **Group 1 is offered for students who want to compete in Physical Education class.** The students who choose group 1 can expect to participate in tournament play and spend less time on skill development.

**Group 2:** Group 2 has similar activities to group one. **A student who chooses group 2 can expect a good balance between skill development and game situations.** Unlike group 1, group 2 does not accent competition although competition can play a part in their Physical Education experience.

**Group 3:** Group 3 students are also offered a variety of activities in the areas of racquet sports, individual sports, personal fitness and some team sports. **There is an extra emphasis on personal fitness and individual sports.** There is very little emphasis on team sports and competition. **Skill development is an important element of group 3.**

**PROJECT ADVENTURE (PE PAD)**
½ Credit  Weight 1.0  
Grades: 11, 12  
Prerequisite: None

This course is designed to provide students with an opportunity to participate in a series of individual and group activities designed to foster team building, group cohesion, cooperation, leadership, problem solving and communication skills. It will also provide for healthy risk-taking and individual commitment. It uses the experimental model to engage students in an active, dynamic learning process that is characterized by “challenge by choice” which emphasizes cooperation rather than competition. Students are able to choose their level of risk, build their level of trust and increase their level of investment in the class.

**HEALTH EDUCATION (HEA 101)**
½ Credit  Weight 1.0  
Grades: 9, 10, 11  
Prerequisite: None

Health Education is a mandated class for all high school students and every student must pass Health Education in order to graduate. **All students are expected to complete the health education requirement by the conclusion of grade 11.** The class meets every day for one semester. The goal of the Middle Country School District’s Health Education course is to impart to students the knowledge, skill and ability to make choices that will have a positive influence on their personal and our community’s health while meeting the NYS Learning Standards for Health Education through the use of unit syllabi. Students are expected to be able to determine the dangers associated with poor health choices and the benefits of making positive choices. The Health Education course consist of topics in first aid, hands only compression CPR, AED recognition, nutrition, diseases and disabilities, mental and emotional health, family living, A.I.D.S. education, alcohol, tobacco, substance abuse and environmental health. **All Health courses will culminate with a district-wide exam.**

* All Physical Education classes will include the Physical Fitness Test, Square Dancing and the Volleyball Carnival.

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**HEALTH EDUCATION II (HEA 102)**
½ Credit  Weight 1.0  
Grades: 11, 12  
Prerequisite: Health Education 101

This course will build on the concepts taught in the prior health curriculum. Health 102 is an important course to assist students in making positive health choices as they transition from High School. This course will provide new information regarding relationships, sexuality, mental health conditions, how to access community resources, violence, LGBTQ+ issues, chemical dependency and other addictions, the job interview process, career exploration, birth control options, political influences on health, personal views, respect and the acceptance of differences, and the emotional consequences of living on your own will all be explored. This course is assessed based on class discussion, projects, and a student portfolio.
MATH

Course Sequence

Year 1
Algebra 1
Common Core

Extended Geometry
Common Core
and/or Elective

Geometry Common Core H
and/or Elective

Year 2

Algebra 2 Common Core
and/or Elective

College Precalculus
AP and/or Elective

College Precalculus
AP and/or Elective

Year 3

Year 4

College Precalculus
AP and/or Elective

Year 5

AP and/or Elective

AP and/or Elective

ELECTIVES

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Logic</td>
<td>College Web Design</td>
<td>Advanced Algebra</td>
<td>Advanced Algebra</td>
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<tr>
<td>Topics in Math</td>
<td>Intermediate Algebra</td>
<td>AP Calculus AB</td>
<td>AP Statistics</td>
</tr>
<tr>
<td>Logic</td>
<td>AP Computer Science</td>
<td>College Accounting</td>
<td>College Accounting</td>
</tr>
<tr>
<td>Topics in Math</td>
<td>AP Statistics</td>
<td>College Calculus</td>
<td>College Calculus</td>
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<tr>
<td>Visual C++ Programming</td>
<td>College Precalculus</td>
<td>College Precalculus</td>
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<td>College Statistics</td>
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<td>College Web Design</td>
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<td>Finite Math</td>
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<td>Intermediate Algebra</td>
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<td>Logic</td>
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<td>Probability</td>
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<td>Survey of Mathematics</td>
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<td>Topics in Math</td>
<td>Topics in Math</td>
<td>Topics in Math</td>
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The Mathematics Department requires all students to enroll in a mathematics course each year in high school. Every student is offered a sequence in developmental mathematics, which stresses an understanding of processes, facts and concepts. Beginning with the basic skills in the effective use of numbers, the program is committed to furthering each student's problem-solving abilities, appreciation of, and confidence in, the ever-increasing complexities of mathematics in today's society. Through the integration of the Common Core standards alongside the New York State standards, students in the mathematics classroom will be prepared to become effective and productive citizens of the 21st century.

In preparing students for success in the 21st century, students are expected to solve problems, reason mathematically, prove mathematical relationships, make mathematical connections, and model and represent mathematical ideas in a variety of ways. Activities have been designed to give students the skills necessary for working in teams and to encourage students to better communicate their understanding around complex mathematical concepts. Preparation for success in the 21st century would be incomplete without the incorporation of technology. The math department continues to incorporate technology to enhance the marketability of our students as they prepare for college and the workplace.

**ALGEBRA 1 COMMON CORE (MAT 125)**
1 Credit  Weight 1.0
Grades:  8, 9, 10, 11, 12

This course of study leads to the Algebra 1 Common Core Regents examination. This course is aligned with the New York State Common Core Standards. By the completion of this course, students will have a deeper understanding of functions. Areas of study include: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling.

**GEOMETRY COMMON CORE REGENTS (MAT 228)**
1 Credit  Weight 1.0
Grades 9, 10, 11, 12
Prerequisite: Algebra 1 Common Core, Logic/Topics, or Intermediate Algebra

This course of study leads to the Geometry Common Core Regents examination. This course is aligned with the New York State Common Core Standards. In this course, students will explore complex geometric situations and deepen their explanations of geometric relationships. Areas of study include: congruence, similarity, right triangles, trigonometry, expressing geometric properties with equations, and modeling with geometry. This course is scheduled to meet one period per day with an additional lab period meeting every other day.

**GEOMETRY COMMON CORE HONORS (MAT227)**
1 Credit  Weight 1.05
Grades 9, 10, 11, 12
Prerequisite: Algebra 1 Common Core, Logic/Topics, or Intermediate Algebra

This course of study leads to the Geometry Common Core Regents examination. This course is aligned with the New York State Common Core Standards, with additional content to extend and enrich the curriculum. This material is designed to prepare students for work in college level and AP courses. In this course, students will explore complex geometric situations and deepen their explanations of geometric relationships. Areas of study include: congruence, similarity, right triangles, trigonometry, expressing geometric properties with equations, and modeling with geometry. The honors class will be required to prove and apply the area of a triangle, the law of sines, and the law of cosines. In addition, students will use Cavalieri’s principle to derive the formula for the volume of a sphere, and be able to construct a tangent line from a point outside a given circle to the circle.

**ALGEBRA 2 COMMON CORE (MAT 321)**
1 Credit  Weight 1.0
Grades 10, 11, 12
Prerequisite: Geometry Common Core or Advanced Algebra

This course of study leads to the Algebra 2 Common Core Regents examination. This course is aligned with the New York State Common Core Standards. In this course, students will explore complex situations and deepen their understanding of functions. Areas of study include: Polynomial, Trigonometric, Logarithmic, and Exponential functions.

**ALGEBRA 2 COMMON CORE HONORS (MAT 320)**
1 Credit  Weight 1.05
Grades 10, 11, 12
Prerequisite: Geometry Common Core or Advanced Algebra

This course of study leads to the Algebra 2 Common Core Regents examination. This course is aligned with the New York State Common Core Standards, with additional content to extend and enrich the curriculum. This material is designed to prepare students for work in college level and AP courses. In this course, students will explore complex situations and deepen their understanding of functions. Areas of study include: Polynomial, Trigonometric, Logarithmic, and Exponential functions. The honors class will be required to use complex numbers in polynomial identities and equations, rewrite rational expressions, extend the domain of trigonometric functions using the unit circle, and prove and apply trigonometric identities.

**TOPICS IN MATH (MAT 220)**
½ Credit  Weight 1.0
Grades:  9, 10, 11, 12
Prerequisite: Algebra 1 Common Core

This course is designed to strengthen mathematical skills prior to enrolling in Geometry Common Core Regents. Key topics include triangles, right triangle trigonometry, similarity, geometry modeling and transformations. Students who have passed the Common Core Geometry Regents are not recommended to take this course.
LOGIC (MAT 222)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Algebra 1 Common Core

This course is designed to strengthen mathematical skills prior to enrolling in the Geometry Common Core Regents course. Key topics include the foundation of geometric terms and definitions, congruency, coordinate geometry, quadrilaterals, circles, and constructions. Students who have passed the Common Core Geometry Regents are not recommended to take this course.

INTERMEDIATE ALGEBRA (MAT 330)
1 Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisite: Logic/Topics

This course is designed to strengthen mathematical skills prior to enrolling in the Geometry Common Core Regents course. Topics covered include: Polynomial functions, exponential functions, irrational expressions, rational functions, right triangle trigonometry, quadrilaterals, and coordinate geometry. Students who have passed the Common Core Geometry Regents are not recommended to take this course.

ADVANCED ALGEBRA (MAT 333)
1 Credit  Weight 1.0
Grades: 11, 12
Prerequisite: Geometry Common Core

Advanced Algebra is designed to strengthen mathematical skills prior to enrolling in the Common Core Algebra 2 Regents course. Emphasis is on strengthening and extending algebra and geometry problem solving skills. Abstract thinking skills will be introduced and cultivated. By the end of this course, students will be conversant with a number of mathematical topics and will have enough computational skill with each topic that they will be able to correctly apply that understanding and appreciation of where the topics arise in real world applications. Students who have passed the Common Core Algebra 2 Regents exam are not recommended to take this course.

PROBABILITY (MAT 335)
½ Credit  Weight 1.0
Grades: 11, 12
Prerequisite: Intermediate Algebra or Advanced Algebra

Not only is probability theory at the root of statistics, it is extremely important for modeling systems that arise in the natural and decision sciences and engineering. In particular, it has important applications in genetics, nuclear fission, queuing theory, sports, asset pricing and logistics. This course will help you improve your critical thinking and problem-solving skills. Topics will include sample spaces, probability, binomial distribution, and statistical analysis.

FINITE MATH (MAT 336)
½ Credit  Weight 1.0
Grades: 11, 12
Prerequisite: Algebra 2 Common Core

This half year course is a comprehensive study of lines and matrices and how they may be applied in the real world. This course will introduce mathematical techniques for students who are planning college study in business, accounting or computer science. Topics include functions and linear models, systems of linear equations and matrices, linear programming, and the mathematics of finance.

COLLEGE STATISTICS (SCCC) (MAT 337)
1 Credit  Weight 1.05
Grades: 11, 12
Prerequisite: Algebra 2 Common Core or Advanced Algebra with Department Recommendation

This course is intended for students who desire to continue studying mathematics beyond Algebra 2 Common Core but want an alternative to Precalculus. Students who are planning to attend college will find this course very beneficial. The course will explore collecting, organizing, analyzing, and interpreting statistical data. Students will conduct surveys and collect information to be studied. The topics will include: measures of variation (mean, median, mode and standard deviation), hypothesis testing, chi-square tests, error analysis, and probability. This course will give the student applications of mathematics in the "real world."

This course will be offered as a college tie-in with Suffolk County Community College (SCCC). Students will be able to obtain three (3) college credits upon successful completion of this course. Approximate cost is $60 per credit.

AP STATISTICS (MAT 433)
1 Credit  Weight 1.1
Grades: 11, 12
Prerequisite: Algebra 2 Common Core
http://apcentral.collegeboard.com/apc/public/courses(descriptions/index

AP Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four (4) broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students planning to take a science course in their senior year will also benefit greatly from AP Statistics. The course of study will be based on the one recommended by the College Entrance Examination Board. All students are expected to sit for the AP examination at the end of the course.
**COLLEGE PRECALCULUS (SCCC) (MAT 338)**

1 Credit  Weight 1.05
Grades: 10, 11, 12
Prerequisite: Algebra 2 Common Core

This course provides a transition between the three-year Regents exam sequence and a college level calculus course. Topics covered include: the theory of functions (polynomial, trigonometric, exponential and their inverses), proof by mathematical induction, analytic geometry, sequences and series, limits, polynomial equations, polar equations, parametric equations and matrix algebra. Additional topics may be covered as time permits.

This course will be offered as a college tie-in with Suffolk County Community College. Students will be able to obtain four (4) credits upon successful completion of this course. Approximate cost is $60 per credit.

- Students may take Precalculus and Algebra 2 Common Core simultaneously with Departmental Recommendation

**AP CALCULUS (CALCULUS AB) (MAT 434)**

1 Credit  Weight 1.1
Grades: 11, 12
Prerequisite: Precalculus or Departmental Recommendation

This is a college level course in differential and integral calculus. Topics covered in this course include: limits, continuity, theory and application of the derivative, definite and indefinite integrals, areas under curves and volumes of revolution. All students are expected to sit for the AP examination at the end of the course.

**COLLEGE CALCULUS (SCCC) (MAT 435)**

1 Credit  Weight 1.05
Grades: 11, 12
Prerequisites: Precalculus or Departmental Recommendation

This is a college level course in differential and integral calculus. Topics covered in this course include: limits, continuity, theory and application of the derivative, definite and indefinite integrals, areas under curves and volumes of revolution. In addition to earning a regular math credit, students have the opportunity to earn college credit. This course will be offered as a college tie-in with Suffolk County Community College. Students will be able to obtain four (4) credits per semester for successful completion of the course. Approximate cost is $60 per credit.

**ADVANCED CALCULUS (CALCULUS BC) (MAT 436)**

1 Credit  Weight 1.1
Grade: 12
Prerequisite: AP Calculus or College Calculus

http://apcentral.collegeboard.com/apc/public/courses/descriptions/index

Advanced Calculus is a one-year course designed to meet the needs of students who have successfully completed Calculus. It will cover those topics that are on the Calculus BC Advanced Placement Exam, that are not covered in Calculus AB or College Calculus. These topics include: differential equations, inverse functions, advanced techniques of integration, improper integrals, sequences and series, polar coordinates and parametric equations, and vectors in the plane. In addition, students will be exposed to selected topics in advanced mathematics such as second order differential equations, partial derivatives, double integrals, moments and centers of mass, hyperbolic functions and inverse hyperbolic functions. All students are expected to sit for the AP examination at the end of the course.

**MATHEMATICAL APPLICATIONS 1 (MAT 322)**

½ Credit  Weight 1.0
Grade: 12
Prerequisites: Algebra 1 Common Core and successful completion of two math credits

This is a seniors-only half-year course. Students will utilize basic concepts of mathematics in real world applications. This course will educate students in the mathematics needed in the transition from high school to life beyond high school. Students will learn the calculations and applications of all types of income. Students will also learn how to manage their earnings and assets. Projects and guest speakers are used to enhance the curriculum.

**MATHEMATICAL APPLICATIONS 2 (MAT 323)**

½ Credit  Weight 1.0
Grade: 12
Prerequisites: Algebra 1 Common Core and successful completion of two math credits

This is a seniors-only half year course. Students will utilize basic concepts of mathematics in real world applications. This course will educate students in the mathematics needed in the transition from high school to life beyond high school. Students will learn the calculations and applications of all real life expenses and necessary debt. Students will learn how to manage the everyday debt associated with home ownership, vehicle maintenance and day to day living. Budgeting and minimizing debt as well as the effects of incurring debt is also discussed. Projects and guest speakers are used to enhance the curriculum.

**SURVEY OF MATHEMATICS (MAT 339)**

½ Credit  Weight 1.0
Grade: 11, 12
Prerequisites: Intermediate Algebra or Advanced Algebra

This half year course is designed to provide students with an in depth understanding of reasoning and problem solving. Upon completion of this course, students will be able to: distinguish between deductive and inductive reasoning; perform the basic operations of set theory including intersection, union and complement; analyze basic data-type questions (survey results) using subsets and Venn diagrams; translate verbal statements into symbolic forms of implication, conjunction, disjunction and biconditional; define logical connectives using truth tables and be able to discover tautologies and prove theorems using truth tables; convert to any base using expanded numeral concept as well as the division algorithm.
**MATH ELECTIVES**

**VISUAL C++ PROGRAMMING (TEC 115)**
1 Credit  Weight 1.0  
Grades: 10, 11, 12  
Prerequisite: Algebra 1 Common Core  
Co-requisite: Visual Basic Programming strongly suggested  

This course is an introduction to concepts and methods of object-oriented programming (OOP) using MS Visual C++. Students will be introduced to procedural writing and object-oriented programming design methodology. Topics include: variable and constant declarations, if then statements, loops, functions, arrays, strings, pointers, structures, and an introduction to classes and objects. This course is designed for students who would like to pursue a career or who are interested in computer programming, advanced web design, engineering or graphics. **This course can be used for a technology or business sequence or math credit.**

**COLLEGE INTRODUCTION TO WEB DESIGN (SUNY Farmingdale) (OCC 429)**
1 Credit  Weight 1.05  
Grades: 10, 11, 12  
Prerequisite: Web Design  

This is an introductory web page authoring course in which students will learn how to design a web page using HTML and CSS. In addition to the introductory topics of changing text appearance and layout, advanced topics such as tables, frames, graphics and styles will be covered. The College Web Course provides the fundamental skills in programming design logic and fundamental algorithm techniques. Emphasis will be on problem formulation, analysis and solution design using structured programming concepts. Learned concepts are to be applied to real problems using case studies and research throughout the course to present a variety of problems and enable students to apply systems analysis and design techniques to their solutions. A combination of HTML, CSS and JavaScript are taught. This course will be offered as a college tie-in with SUNY Farmingdale. Students will be able to obtain three (3) college credits upon successful completion of this course. Approximate cost is $150 per course. SUNY Farmingdale will review high school transcripts in partnership with instructor and determine eligibility for the college tie course. **This course can be used for technology, business sequence, or math credit.**

**AP COMPUTER SCIENCE (IMAT 437)**
1 Credit  Weight 1.1  
Grades: 11, 12  
Prerequisite: Algebra 2 Common Core or Departmental Recommendation  

AP Computer Science emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is equivalent to a 1st semester college course. It also includes the study of data structures, design, and abstraction. This course can be used towards a technology sequence or math credit. **All students are expected to sit for the AP examination at the end of the course.**

**COLLEGE ACCOUNTING (SUNY Farmingdale) (OCC 106)**
1 Credit  Weight 1.05  
Grades: 10, 11, 12  
Prerequisite: None  

Planning on majoring in accounting or business management in college? Did you know that college business programs require their students to learn the basics of accounting? There is always a need for accountants in the job market. Get your accounting foundation now with this college level accounting course designed for the motivated student. The topics covered are those in a college introductory course. Information will be applied in a variety of novel situations. Current computer software applications will be utilized. This course will be offered as a college tie-in course with SUNY Farmingdale. Students can earn six (6) college credits in accounting by successfully completing this course. Approximate cost is $150 per course. Students will be introduced to Word and Excel. All notes and financial statements will be done in Word and Excel respectively. **This course can be used for math or business credit.**
### MUSIC & THEATRE

**Course Sequence**

**Three Credit Concentrations:** includes two Skills Development Credits and one Knowledge Development Credit

**Five Credit Sequence:** includes three Skills Development Credits and two Knowledge Development Credits

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<td>Jazz Improvisation</td>
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*May be used to satisfy NYS one credit Arts Graduation Requirement.
The Music Department offers a multi-faceted program that can accommodate a full range of student interests, levels and abilities while developing cultural and aesthetic values. Individual guidance through gradual development helps the student become musically self-sufficient and broadens his/her musical background.

A music major sequence (5 credits; 3 skills, 2 musical knowledge) with Advanced Regents Diploma credit can be designed for students with a strong interest in music and is recommended for all students who intend to pursue a career in music or related fields.

**MUSIC IN OUR LIVES (MUS 101)**
1 Credit (Knowledge)  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This course is designed for those students who are not members of a major performing organization (Band, Chorus and Orchestra) who wish to satisfy the NYS Fine Arts requirement. Students will have the opportunity to explore musical composition. Students will achieve basic competency on instruments such as the keyboard, guitar and/or percussion.

**COLLEGE MUSIC THEORY (SCCC) (MUS 114)**
1 Credit (Knowledge)  Weight 1.05  
Grades: 10, 11, 12  
Prerequisite: Departmental Recommendation, Performing Ensemble or Music In Our Lives

Through a partnership with Suffolk Community College, students have the opportunity to earn 7 college credits for this study of music theory including the development of music analysis, aural and piano skills.

Students will master the rudiments and terminology of notational skills, intervals, scales keys, chords, meter, form, four-point voice leading, harmonic function and progression. Students will develop the skills to compose and harmonize music. Activities will include those that increase the ability to analyze music aurally including sight singing and ear training. Students will focus on the ability to hear and dictate basic melodies, harmonies and rhythms and also to sing the same with correct pitch and intonation using a movable “do” solfege, including sharpened and flattened syllables. Students will also focus on piano performance, learning to read and perform notation in two clefs while enhancing their knowledge of keyboard technique, hand independency, improvisation and sight-reading. This course is required for a sequence in music and is strongly recommended for students pursuing a music major. **Approximate cost is $60 per credit.**

**ADVANCED PLACEMENT MUSIC THEORY/ADVANCED COLLEGE MUSIC THEORY (SCCC) (MUS 115)**
1 Credit (Knowledge)  Weight 1.1  
Grades: 11, 12  
Prerequisite: College Music Theory (SCCC) (MUS 114)  
http://apcentral.collegeboard.com/public/courses/descriptions/index

Advanced Placement Music Theory/Advanced College Music Theory is a continuation of College Music Theory and is our most in-depth study of advanced music theory including a more in-depth study of music analysis, aural and piano skills. Through a partnership with Suffolk Community College, students have the opportunity to earn 7 college credits for this study of Advanced Music Theory. Students will master the rudiments and terminology of notational skills, intervals, scales, keys, chords, meter and form. More sophisticated tasks will include composition of a bass line for a given melody, realization of a figured bass, Roman numeral progression, and analysis of motif, voicing, tonal passages, and cadences. Four voice harmony including tonal and non-tonal chords, and modulation skills will be developed including non-harmonic tones, seventh chords, and secondary dominants. Melodic and harmonic compositions, along with instrumentation will be studied and evaluated through score analysis. Students will complete exercises in diction, discriminatory listening, sight-reading and analysis. **Approximate cost is $60 per credit. All students are expected to sit for the AP examination at the end of the year.**

**ADVANCED CHORUS GRADES 10-12 (MUS 121)**
**NINTH GRADE CHORUS (MUS 120)**
1 Credit (Skill)  Weight 1.0  
Prerequisite: Audition or Departmental Recommendation

In this course, the student receives advanced instruction in choral techniques and is taught proper singing habits, tone quality, diction, sight reading skills, and intonation. All are blended in the study and interpretation of major chorale works and popular music which are performed at concerts. Participation in this course satisfies the required one credit in art and/or music for all students. **During the lesson period (once a week with the period changing on a rotating basis) advanced vocal skills are taught.** To receive credit for this course, students must participate in all regularly scheduled lessons and after school and evening rehearsals and concerts, fulfill class work requirements, and complete a final exam. Sight-reading and other assignments and assessments will be required.
**SELECT VOCAL ENSEMBLE H (MUS 123)**

1 Credit (Skill)  Weight 1.05  
Grades: 10, 11, 12  
Prerequisite: Audition and/or Departmental Recommendation  

This elective course is offered to those students who wish to enhance their choral experience in a smaller ensemble. This ensemble will provide students with the opportunity to achieve higher levels of proficiency in group singing in addition to preparing the same materials as the chorus (MUS 121). This ensemble will perform at regularly scheduled concerts, performing works in a wide variety of styles within the vocal ensemble tradition. To receive credit for this course, students must participate in all regularly scheduled lessons and after school and evening rehearsals and concerts. During the lesson period (once a week with the period changing on a rotating basis), advanced vocal skills are taught. Students will be recommended for Select Vocal Ensemble by the vocal music teacher based upon the student’s level of ability and demonstrated skills. Sight-reading and other assignments and assessments will be required. 

**VOICE (MUS 124)**

1/2 Credit (Skill)  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: Departmental Recommendation  

This half year elective course will provide advanced voice instruction for pupils with natural vocal ability and musical sensitivity and for students in need of vocal training on a more one to one basis. Instruction will emphasize technical advancement and the development of concepts relating to musical context, structure and style through materials other than concert music used in ensemble rehearsal. Students will be introduced to various languages, and to relaxation skills, with regard to performance anxiety. Students will be required to prepare and perform solo material from the New York State School Music Association (NYSSMA) Ensemble Festival Manual. This course is recommended for students who wish to have an additional opportunity to sing beyond enrollment in Chorus (MUS 120 & 121) or Select Vocal Ensemble (MUS 123). This course may not be used to satisfy the one (1) credit arts requirement for graduation as a skills performance based class, students’ may take this course additional times. 

**SYMPHONIC BAND (MUS 131)** Grades: 10, 11, 12  

**CONCERT BAND (MUS 130)** Grade: 9  

1 Credit (Skill)  Weight 1.0  
Prerequisite: Audition or Departmental Recommendation  

These ensembles stress the development of sight-reading and the performance of significant instrumental works and popular music. During the regular class period, interpretation and accurate performance of all selected works is emphasized. **During the lesson period (once a week with the period changing on a rotating basis), advanced skills for each particular instrument are taught.** Performances at concerts, parades, football games and other academic events are related to and prepared for in the regular band class. To receive credit, a student must participate in all performances, concerts, parades, football games, academic awards assemblies, competitions, graduation, additionally scheduled rehearsals and weekly lessons. Participation in this course satisfies the required one (1) credit in art and/or music for all students. 

**WIND ENSEMBLE H (MUS 132)**

1 Credit (Skill)  Weight 1.05  
Grades: 10, 11, 12  
Prerequisites: Audition and Departmental Recommendation  

In addition to the activities outlined for the Symphonic Band and Concert Band, students in this group must demonstrate advanced competence on his/her instrument via a competitive audition process. 

**JAZZ IMPROVISATION (MUS 133)**

1/2 Credit (Skill)  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisites: Audition and Departmental Recommendation  

This course is designed to help students to explore the art of improvisation, and will involve ear training, theory, history, listening, analysis and performance. Practical applications will include jazz as well as rock, funk, Latin, fusion, and mixed styles. Students must be able to read music in all major and minor scales and keys, be able and demonstrate an appropriate level of competency on their instrument. This course may not be used to satisfy the one (1) credit arts requirement for graduation. As a skills performance based class, students may take this course additional times. 

**CONCERT ORCHESTRA (MUS 140)**

1 Credit (Skill)  Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: Audition or Departmental Recommendation  

This ensemble stresses the development of music reading and the performance of significant instrumental works. During the daily rehearsal period, interpretation and accurate performance of selected works is emphasized. During the lesson period (once a week with the period changing on a rotating basis), advanced skills for each particular instrument are taught. To receive credit for this course, students must participate in all regularly scheduled lessons and after school and evening rehearsals and concerts. **Participation in this course satisfies the required one (1) credit in art and/or music for all students.** 

**PHILHARMONIC ORCHESTRA H (MUS 141)**

1 Credit (Skill)  Weight 1.05  
Grades: 10, 11, 12  
Prerequisite: Audition or Departmental Recommendation  

In addition to the activities outlined above in Concert Orchestra, students in this group must demonstrate advanced competence on his/her instrument through an audition process.
The study and performance of theatre, dance and music is an essential vehicle through which 21st century skills can be practiced. Personal responsibility is learned through mastering one’s own part and realizing how it contributes to the success of the whole group. Ethics are learned through the appreciation of the value of dedication, commitment and by setting high standards and achieving them. Adaptability is acquired through interaction and cooperation with a variety of peers of differing skill levels, abilities, personalities and goals. Through our performances, we emphasize productivity and accountability through self-analysis, by evaluating and critiquing our own performances. Social and cross-cultural skills are addressed by the study and performance of an ethnically diverse repertoire. Leadership and responsibility are an integral part of any performance ensemble, as both section leaders and performers must all lead by example to achieve the highest standard of excellence. Through the study of theatre, dance and music, student’s social and emotional learning, goal setting and personal reflection are encouraged. Classes enhance students’ adaptability in many real-life situations. Students practice in teams, helping to develop communication and interpersonal skills, helping them to become self-directed with a stronger self-awareness and knowledge through the student and preparation of performance skills, and the study of a broad range of character traits. The ability to present one’s self in front of an audience is a life skill that is eventually needed by everyone.

A music major sequence consisting of five (5) credits with Advanced Regents credit can be designed for students with a strong interest in theatre, and is recommended for students who intend to pursue a career in theatre or related fields. Many of the courses can be utilized as part of a music sequence.

INTRODUCTION TO THEATRE (MUS 104)
1 Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This course is an overall study of the basic concepts and history of theatre, both past and present. This course will involve the study of Greek and Shakespeare, as well as contemporary theatre. Students will be encouraged to work in both groups and independently and will need to fulfill all tests and project requirements for the class, including participation in drama and musical productions. This course can be used to fulfill the 9th grade Arts requirement for graduation, or as part of a five (5) credit sequence in music or theatre.

THEATRE, ACTING & PRODUCTION (MUS 106)
1 Credit (Skill)  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This full year elective course will accentuate the strengths and talents of individual, small group, and large group theatrical development as it relates to each area of the theatre. Students will have the ability to focus on their specialty area, while having the exposure to all elements of theatre. The concepts explored include, but are not limited to, improv acting, comedic timing, set, lighting and sound design, directing, producing, script writing, and musical performances. Students will be required to fulfill all test and project requirements for the class, including creating their own plays and production. Students will need to fulfill all tests and project requirements for the class, including participation in drama and musical productions. **As a “skills” performance based class, students may take this course additional times.**

MOVEMENT AND DANCE FOR MUSICAL THEATRE (MUS 105)
½ Credit (Skill)  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None

This course will provide students with specialized knowledge, skills and training in movement and dance for the musical theatre. Various dance styles will be studied from both a historical and a performance perspective, including ballet, tap, modern, Fosse and ballroom. This course may be used as part of a five (5) credit sequence in music or theatre. **As a “skills” performance based class, students may take this course additional times.**
The science curriculum consists of courses designed to allow the individual student to interact with science as a method of investigation and problem solving. Emphasis is placed on the processes of science so the student can discover and interpret scientific knowledge, develop positive attitudes and interests related to science and scientists, and recognize that these behaviors can be applied in making decisions in an age influenced by mathematics, science and technology. An understanding of the nature of science is stimulated through the use of the laboratory as a focal point for engaging in the processes of science.

As students prepare for the 21st century workplace, they work collaboratively to collect and analyze data surrounding real world problems, determine valid trends, and draw relevant conclusions. In alignment with NYS and Common Core standards students are also encouraged to develop strong reading and writing skills as they explain their understanding of the physical world. Through the integration of the Common Core standards alongside the New York State standards, students in the science classroom will be prepared to become effective and productive citizens of the 21st century.

All science courses ending in a N.Y.S Regents examination require a minimum of 1200 minutes of laboratory time. Students must complete the laboratory work as a prerequisite for admission into the Regents examinations.

LIVING ENVIRONMENT REGENTS (SCI 106)
1 Credit Weight 1.0
Grades: 8, 9, 10, 11, 12

This course has been established to meet NYS core curriculum for Living Environment. This course will prepare students to explain accurately and with appropriate depth, the most important ideas about our living environment. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Living Environment. This course is scheduled to meet seven periods a week. This course can be used to fulfill one science credit for the Living Environment graduation requirement. This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.

PHYSICAL SETTING/ EARTH SCIENCE
1 Credit
Grades: 9, 10, 11, 12
Regents (SCI 110) Weight 1.0
Honors (SCI 108) Weight 1.05
Prerequisite: Living Environment

This course follows the NYS core curriculum for Physical Setting/Earth Science. The focus of this course will be on application skills related to real world situations in the field of Earth Science such as rocks and minerals, earthquakes and volcanoes, plate tectonics, weathering and erosion, geology history, earth motions, the solar system, deep space astronomy, weather systems, weather prediction, seasons and climate. This course requires the use of a calculator. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Physical Setting/Earth Science. This course is scheduled to meet seven (7) periods per week. This course can be used to fulfill one science credit for the physical setting graduation requirement. This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.

PHYSICAL SETTING/ EARTH SCIENCE HONORS (SCI 108)
1 Credit Weight 1.05
Grades: 9, 10, 11, 12
Prerequisite: Living Environment

Note: Honors courses will involve a greater emphasis on the quantitative aspects as they apply to theory and laboratory activities.

This enriched curriculum follows the NYS core curriculum for Physical Setting/Earth Science. The focus of this course will be on application skills related to real world situations in the field of Earth Science such as rocks and minerals, earthquakes and volcanoes, plate tectonics, weathering and erosion, geology history, earth motions, the solar system, deep space astronomy, weather systems, weather prediction, seasons and climate. Emphasis will be placed on problem solving and inquiry skills through mathematical analysis, scientific inquiry, and engineering design. A variety of instructional and assessment strategies will be used throughout the course and science projects and competitions will be encouraged. This course requires the use of a calculator. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Physical Setting/Earth Science. This course is scheduled to meet seven (7) periods per week. This course can be used to fulfill one science credit for the physical setting graduation requirement. This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.
PHYSICAL SETTING/CHEMISTRY REGENTS (SCI 214)
1 Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisites: Living Environment and P.S. Earth Science or Departmental Recommendation
Co-requisite: Geometry

This course follows the NYS core curriculum for Physical Setting/Chemistry. Chemistry Regents is the study of the composition, structure and properties of matter, the changes which matter undergoes and the energy accompanying these changes. The student will be presented with a variety of experiments, which will encourage the development of fundamental scientific concepts using the scientific method. This course requires the use of a calculator. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Physical Setting/Chemistry. This course is scheduled to meet seven (7) periods a week. This course can be used to fulfill one science credit for the physical setting graduation requirement. This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.

PHYSICAL SETTING/PHYSICS REGENTS (SCI 215)
1 Credit  Weight 1.0
Grades: 10, 11, 12
Prerequisites: Completion of Living Environment & one Physical Science or Departmental Recommendation

This course follows the NYS core curriculum for Physical Setting/Physics. Physics Regents will be an introduction to the fundamental concepts of physics as a qualitative and quantitative science. The course deals with laws and problems of mechanics, heat, light, sound, electricity and atomic and nuclear physics. The course is laboratory-oriented, and problem-solving skills necessary for college level science courses will be practiced. This course requires the use of a calculator. The course is scheduled to meet seven (7) periods a week. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Physical Setting/Physics. This course can be used to fulfill one science credit for the physical setting graduation requirement. This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.

AP ENVIRONMENTAL STUDIES (SCI 338)
1 Credit  Weight 1.1
Grades: 10, 11, 12
Prerequisites: Living Environment & Physical Setting/Earth Science or Departmental Recommendation

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships to the natural world. Additionally, they will identify and analyze environmental problems evaluate the relative risks associated with these problems, and examine alternative solutions to solve them or prevent them. This course is scheduled to meet seven (7) periods a week. Laboratory work is an important part of this course and may include work in the field. The course of study will be based on the one recommended by the College Entrance Examination Board. All students are expected to sit for the AP examination at the end of the course.

AP BIOLOGY (SCI 332)
1 Credit  Weight 1.1
Grades: 10, 11, 12
Prerequisites: Chemistry or Departmental Recommendation

This course will meet the objectives of a first-year biology course at the college level. It involves a study of living systems at the molecular level. The emphasis of the course is on familiarizing the student with current trends, literature and methodology in the biological sciences. This class is scheduled to meet seven (7) periods a week. Laboratory work is an important part of this course. The course of study will be based on the one recommended by the College Entrance Examination Board. All students are expected to sit for the AP examination at the end of the course.
### AP CHEMISTRY (SCI 334)
1 Credit  | Weight 1.1  
Grades: 10, 11, 12  
Prerequisite: Chemistry or Departmental Recommendation  

Co-requisite: Pre-Calculus is strongly recommended  

This course will meet the objectives of a first semester chemistry course at the college level. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and thermodynamics will be presented. Laboratory work is an important part of this course. This course requires the use of a calculator. This class is scheduled to meet seven (7) periods a week. Laboratory work is an important part of this course. The course of study will be based on the one recommended by the College Entrance Examination Board. Students need a strong math background for this comprehensive math based course. **All students are expected to sit for the AP examination at the end of the course.**

### AP PHYSICS C: MECHANICS (SCI 336)
1 Credit  | Weight 1.1  
Grades: 11, 12  
Prerequisite: Physics or Departmental Recommendation  
Co-requisite: Calculus is strongly recommended  

This course is designed to meet the objectives of a standard first semester physics course at the college level. The course will cover topics in mechanics. Laboratory work is an important part of this course. This course requires the use of a calculator. This class is scheduled to meet seven (7) periods a week. The course of study will be based on the one recommended by the College Entrance Examination Board. **All students are expected to sit for the AP examination at the end of the course.**

### SCIENCE RESEARCH 2 HONORS (SCI 132)
1 Credit  | Weight 1.05  
Grades: 10, 11, 12  
Prerequisite: Science Research  

This honors level research course builds on the research project and skills acquired during the Science Research experience. Students will continue the pursuit of the projects conducted the previous year. Students have the opportunity to conduct hands-on scientific research both inside and outside of the classroom. They will develop research papers, competition posters and electronic media to present their experimental findings in settings such as regional competitions and seminars. Students will also present their research work in a district-wide end-of-year symposium and participate in local competitions. Students will be encouraged to use the Middle Country Library resources and the State University at Stony Brook, and research materials at Brookhaven National Lab. This course may be taken for as many as two years as students continue to make progress on their research projects. **This course does not meet the requirements for a Regents Diploma or a Regents sequence in Science.**

### COLLEGE SCIENCE RESEARCH (SUNY Albany) (SCI 131)
1 Credit  | Weight 1.05  
Grades: 11, 12  
Prerequisite: Science Research 2 Honors or Departmental Recommendation  
Co-requisite: Chemistry or Physics, Algebra 2 strongly recommended  

This college-level course allows students the opportunity to conduct hands-on scientific research both inside and outside of the classroom. Students will be expected to research topics which interest them, devise investigations to test original hypotheses, and collaborate with teachers, scientists, and other researchers to carry out their investigations. Students will be expected to pursue opportunities to intern or assist in authentic science settings. They will develop research papers, competition posters and electronic media to present their experimental findings in settings such as regional competitions and seminars. Students will also present their research work in a district-wide end-of-year symposium. Students will be encouraged to use the Middle Country Library resources and the State University at Stony Brook, and research materials at Brookhaven National Lab. This course may be taken for as many as two years as students continue to make progress on their research projects. **This course will be offered as a college tie-in with SUNY Albany. Students will be able to obtain four (4) college credits upon successful completion of this course. Approximate cost of SUNY Albany credit is $150.**

### SCIENCE RESEARCH (SCI 130)
1 Credit  | Weight 1.0  
Grade: 9, 10, 11  
Prerequisite: Departmental Recommendation  

This course allows students the opportunity to conduct hands-on scientific research both inside and outside of the classroom. Students will be expected to research topics which interest them, devise investigations to test original hypotheses, and collaborate with teachers, scientists, and other researchers to carry out their investigations. Students will have the opportunity to take field trips to various learning institutions and research facilities as they explore different areas of experimental science. Students will also present their research work in a district-wide end-of-year symposium. Students will be encouraged to use the Middle Country Library, resources at the State University at Stony Brook, and research materials at Brookhaven National Lab. Students will begin to form contacts with science professionals via phone and e-mail, and pursue opportunities to intern or assist in authentic science settings. This course may be taken for as many as two years as students make progress on their research projects. Students will present their research work in an end-of-year symposium. They will also maintain a comprehensive laboratory notebook documenting their research. This class is scheduled to meet five (5) periods a week. **This course does not meet the requirements for a Regents Diploma or a Regents sequence in Science.**

### ASTRONOMY (SCI 120)
½ Credit  | Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: Grade of 65 or higher on one NYS Science Regents Examination  

This course combines academics with technology. In addition to a solid background in practical astronomy, the students will do projects that could include planetarium presentations, and construction of observation equipment and/or research papers. Students will visit the planetarium each semester to enhance the academic instruction. This course is scheduled to meet five (5) periods a week and is designed to provide a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.
METEOROLOGY (SCI 122)
1/2 Credit  
Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Grade of 65 or higher on one NYS Science Regents Examination

This course is intended as an introduction to today's science of weather and climate. Along with explaining the natural forces that create many different weather conditions, this course will address the benefits of being weather-wise, meteorology technology and the resulting new forecasting techniques. This course is scheduled to meet five (5) periods a week and is designed to provide a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.

MARINE STUDIES (SCI 328)
1 Credit  
Weight 1.0
Grades: 10, 11, 12
Prerequisites: Living Environment and one Physical Science

This course will involve a detailed study of the anatomical composition of a variety of marine organisms along with the biological and physical properties of their habitats. This course combines classroom learning, research projects, and field studies, affording students the opportunity to study some of the local marine environments here on Long Island. This course is scheduled to meet five periods a week and is designed to provide a third year of science. This course would meet the requirements for a Regents diploma and Regents sequence in science provided the prerequisites are met.

OCEANOGRAPHY (SCI 329)
1/2 Credit  
Weight 1.0
Grades: 10, 11, 12
Prerequisites: Living Environment and one Physical Science or departmental recommendation

This half year course meets five (5) periods a week. Aquatic life is studied in relation to the physical and geological make-up of the ocean. This course is designed to provide one half credit toward a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.

INTRO TO VETERINARY SCIENCE (SCI 330)
1 Credit  
Weight 1.0
Grades: 11, 12
Prerequisites: Grade of 65 or higher on one Science Regents Examination

This course will prepare the student for both personal and professional management of animals. Topics include basic anatomy and physiology of domestic animals, nutrition, sickness and disease, laboratory techniques and safety procedures. Students will also explore the possible career paths associated with veterinary science. The full year course meets five (5) periods a week. This course would meet the requirements for a Regents diploma or a Regents sequence in science, provided the prerequisites are met. This course may include dissections.

ENVIRONMENTAL STUDIES (SCI 327)
1/2 Credit  
Weight 1.0
Grades: 10, 11, 12
Prerequisites: Living Environment and one Physical Science or departmental recommendation

This half year course meets five (5) periods a week. The focus of this course will be on the cause/effect relationships of pollution and other environmental concerns. Special attention will be given to the Long Island environment and issues surrounding the varied ecosystems present. This course is designed to provide one half credit toward a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.

PALEONTOLOGY (SCI 339)
1/2 Credit  
Weight 1.0
Grades: 10, 11, 12
Prerequisites: Living Environment and one Physical Science

This course is an introduction to the paleontology of dinosaurs which includes but is not limited to evolutionary relationships and processes, systematics, classification using the dichotomous key, community analysis of dinosaur relationships, and providing evidence through comparative anatomy of dinosaurs through the Jurassic, Triassic and Cretaceous periods, developing scientific literacy skills and scientific communication skills. This course is designed to provide one half credit toward a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.

FORENSIC SCIENCE (SCI 324)
1 Credit  
Weight 1.0
Grades: 11, 12
Prerequisites: Living Environment and Chemistry or Physics

This 5-period a week course will introduce the science and techniques used in forensic studies and crime scene investigations. Students will use investigative techniques to collect and preserve evidence in laboratory settings and maintain proper procedures for the processing of simulated crime scenes. This course is designed to provide a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.

INTRO TO ANATOMY AND PHYSIOLOGY (SCI 114)
1 Credit  
Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: Grade of 65 or higher on one NYS Science Regents Examination

In this course, students will deeply explore the anatomy and physiology of the human body. Students will also complete First Aid & CPR training. For those students considering careers in the medical or rescue fields, this course will provide an excellent opportunity to prepare for college anatomy and physiology courses. Students in this course will explore each body system through a combination of classroom and lab activities, including virtual dissection opportunities. This course is scheduled to meet five (5) periods a week and is designed to provide a third-year science. This course would meet the requirements for a Regents diploma or a Regents sequence in science, provided the prerequisites are met.
The Social Studies curriculum presents students with a view of the world; past, present and an eye to the future. Social studies provides the tools necessary to apply critical thinking skills essential in the 21st century world. The global perspective fundamental for success in our society is explored throughout the social studies curriculum. Social studies fulfills the role of education in citizenship, government, economics and culture which is the essence of the democratic society in which we live. Reflective of the skills and standards in the NYS K-12 Social Studies Framework, students in the social studies classroom will be prepared to become effective and productive citizens of the 21st century.

**Grade 9**

**WORLD HISTORY 1 (SOC 101)**
1 Credit  Weight 1.05  
Prerequisite: Departmental Recommendation

World History 1 (AP Prep) is a class designed to prepare students for the challenges of the 10th grade A.P. World History program. This course satisfies the NYS 9th grade Global History and Geography 1 requirement while incorporating extensive reading and writing assignments selected to develop the historical thinking skills needed for success in future social studies courses. World History 1 (AP Prep) will provide students with the opportunity to explore various regions and civilizations, from pre-history through the Age of Exploration and transoceanic empires. The course will enable them to investigate issues and themes from multiple perspectives and to make global connections that lead to a true understanding of the past.

After the successful conclusion of this course, students will have the opportunity to enroll in AP World History or Global History and Geography 2/2H.

**GLOBAL HISTORY AND GEOGRAPHY 1 (SOC 103)**
1 Credit  Weight 1.0

Global History and Geography 1 is designed support a student’s continued development of historical thinking and literacy skills in the context of the content to enhance thematic and conceptual understandings. The curriculum begins with the origins of civilization and continues chronologically through the Age of Exploration and transoceanic empires, addressing themes such as the impact of geography, power, conflict, and the interconnectedness of the world. Activities and assessments will reflect the New York State K-12 Social Studies Framework. Throughout the year, students will have opportunities to develop an understanding of global concepts and key ideas through inquiry, research, and analysis of primary and secondary source documents to make historical claims.

**Grade 10**

**AP WORLD HISTORY (SOC 434)**
1 Credit  Weight 1.1  
Prerequisite: Departmental Recommendation  
http://apcentral.collegeboard.com/public/courses.descriptions/index

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in the international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specified themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. This course is for those students who accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of the Advanced Placement class. A summer reading list will be provided. All students are expected to sit for the AP examination at the end of the course and must take the NYS Regents Exam in Global History and Geography II (Framework) to complete graduation requirements.
GLOBAL HISTORY AND GEOGRAPHY 2 H (SOC 206)
1 Credit  Weight 1.05
Prerequisite: World History 1 (AP Prep) or Departmental Recommendation

Global History and Geography 2 Honors is designed for those students who have shown success in 9th grade social studies and are looking to strengthen their skills through an inquiry-based approach in which they develop thematic and conceptual understandings while applying disciplinary practices and literacy skills in the context of content. The Global History and Geography 2(H) curriculum begins with the world in 1750 and continues chronologically to the present, addressing themes such as industrialization, nationalism, imperialism, conflict, and the interconnectedness of the world. Students will be expected to demonstrate independence and to initiate and effectively participate in a range of collaborative activities with diverse partners as they engage in topics and skills that expand beyond a Regents level course. They will also be required to employ historical thinking skills and use textual evidence in order to make insightful historical claims and to conduct independent research. This course is designed to prepare students for working college level and AP courses and mastery on the NYS Regents Exam in Global History and Geography II (Framework) that is administered TO ALL STUDENTS.

GLOBAL HISTORY AND GEOGRAPHY 2 (SOC 207)
1 Credit  Weight 1.0
Prerequisite: Global History 1

Global History and Geography 2(R) is designed to support students’ continued development of disciplinary practices and literacy skills in the context of the content to enhance thematic and conceptual understandings. The curriculum begins with the world in 1750 and continues chronologically to the present, addressing themes such as industrialization, nationalism, imperialism, conflict, and the interconnectedness of the world. Throughout the year, students will have opportunities to develop an understanding of global concepts and key ideas through inquiry, research, and analysis of primary and secondary source documents to make historical claims. This course of study will prepare students for success on the NYS Regents Exam in Global History and Geography II (Framework) that is administered TO ALL STUDENTS.

Grade 11

AP UNITED STATES HISTORY (SOC 431)
1 Credit  Weight 1.1
Prerequisite: Departmental Recommendation
http://apcentral.collegeboard.com/public/courses.descriptions/index

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. Students will also develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course is for those students who accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of the Advanced Placement class. A summer reading list is provided. All students are expected to sit for the AP examination at the end of the course and must take the NYS Regents Exam in United States History and Government (Framework) to complete graduation requirements.

UNITED STATES HISTORY AND GOVERNMENT H (SOC 311)
1 Credit  Weight 1.05
Prerequisites: Global History and Geography 2 H or Departmental Recommendation

US History and Government Honors is designed for those students who have shown success in 10th grade social studies and are looking to strengthen their skills through an inquiry-based approach in which they develop thematic and conceptual understandings while applying disciplinary practices and literacy skills in the context of content. The course begins with the colonial and constitutional foundations of the United States, through the political, social, and economic development of the nation, to the place of the United States increasingly globalized and interconnected world. Students will be expected to demonstrate independence and initiate and effectively participate in a range of collaborative activities with diverse partners as they engage in topics and skills that expand beyond a Regents level course. They will also be required to employ historical thinking skills and use textual evidence in order to make insightful historical claims and to conduct independent research. This course is designed to prepare students for work in college level and AP courses and mastery on the NYS Regents Exam in United States History and Government (Framework) that is administered TO ALL STUDENTS.
more prepared to meet the challenges of the 21st century and have success in the global marketplace. Emphasis will be placed on the application of economic concepts to real-life questions and conflicts. This course is for those students who wish to accept the challenges of extensive reading, writing, and research assignments and understand the more difficult grading and assessment criteria in advanced placement courses. A summer reading list is provided. All students are expected to sit for the AP Macroeconomics examination at the end of the course.

**COLLEGE ECONOMICS (SCCC) (SOC 421)**

½ Credit  Weight 1.05  
Prerequisite: Departmental Recommendation

This course will introduce economics and economic systems. Students will learn basic economics such as scarcity, supply and demand, pricing, the political and social impact of social decisions today, trade-offs, specialization and productivity, and the interdependence of the world's economic systems. This course will stress the roles of the citizen as consumer, worker, investor and voter in today's economy. The use of social skills to understand and make economic decisions will be emphasized. Critical thinking skills and problem solving will be applied to the study of economics. In addition to regular coursework, regular participation in class discussions and research are required. This criteria will apply to all students taking the course. This course will be offered as a college tie-in with Suffolk County Community College. (Students may obtain three (3) college credits upon successful completion of this course). **Approximate cost is $60 per credit.**

**ECONOMICS (SOC 422)**

½ Credit  Weight 1.0  
Prerequisites: U.S. History and Government

This course will introduce economics and economic systems. Students will learn basic economics such as scarcity, supply and demand, pricing, the political and social impact of social decisions today, trade-offs, specialization and productivity, and interdependence of the world's economic systems. This course will stress the roles of the citizen as consumer, worker, investor and voter in today's economy. The use of social skills to understand and make economic decisions will be emphasized. Critical thinking skills and problem solving will be applied to the study of economics. A research paper and/or project will be required.

**COLLEGE INTRODUCTION TO CRIMINAL JUSTICE (SCCC) (SOC 423)**

½ Credit  Weight 1.05  
Prerequisite: Departmental Recommendation

Students will study the agencies and processes involved in the administration of criminal justice and survey the roles of the police, district attorney, courts, probation, corrections and parole departments. Students will study how policy has been developed in these areas and the factors that have caused change and reform. In addition to regular coursework, regular participation in class discussions and research are required. This criteria will apply to all students taking the course. This course will be offered as a college tie-in with Suffolk County Community College. (Students may obtain three (3) college credits upon successful completion of this course). **Approximate cost is $60 per credit.**

**AP US GOVERNMENT AND POLITICS (SOC 432)**

1 Credit  Weight 1.2  
Prerequisite: Departmental Recommendation  

This course, intended for highly motivated college-bound students, is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up American political reality. Students will gain an understanding of the sources of governmental policy in the United States and the role of the individual citizen. This course is for those students who wish to accept the challenges of extensive reading and writing assignments and understand the more difficult grading criteria in advanced placement courses. A summer reading list is provided. All students are expected to sit for the AP examination at the end of the course.

**AP ECONOMICS (SOC 436)**

1 Credit  Weight 1.1  
Prerequisite: Departmental Recommendation  

This course, intended for highly motivated college-bound students, is designed to give students a more in-depth view of basic economic concepts in both microeconomics and macroeconomics. It is anticipated that students will need a strong background in mathematics as well for success in this course. Specifically, students should have successfully completed Algebra II and be co-enrolled in an advanced mathematics course, such as pre-calculus. Advanced Placement Economics provides a foundation in Microeconomics and an extensive study in Macroeconomics. Microeconomics examines the behaviors of firms and individuals within an economic system and how they interact. Macroeconomics examines economy wide phenomena, including inflation, unemployment, and economic growth. By taking this course and mastering the material students will find themselves

**UNITED STATES HISTORY AND GOVERNMENT (SOC 312)**

1 Credit  Weight 1.0  
Prerequisites: Global History and Geography 2

US History and Government is designed to support students’ continued development of disciplinary practices and literacy skills in the context of the content to enhance thematic and conceptual understandings. The course begins with the colonial and constitutional foundations of the United States, through the political, social, and economic development of the nation, to the place of the United States increasingly globalized and interconnected world. Throughout the year, students will be required to participate effectively in a range of collaborative activities, make historical claims supported by textual evidence, and conduct research to analyze historical questions. This course of study will prepare students for success on the NYS Regents Exam in United States History and Government (Framework) that is administered TO ALL STUDENTS.

**Grade 12**

All students must have four (4) credits of social studies for graduation. One-half credit must be in an Economics course- Economics, College Economics, or AP Economics (*1 credit)- and another one-half credit must be in a participation in government course - Law & Government, College Introduction to Criminal Justice, or AP Government and Politics: United States (*1 credit).
LAW & GOVERNMENT (SOC 425)
1/2 Credit  Weight 1.0
Prerequisites: U.S. History and Government

Through the study of law-related education, the students will understand how citizens interact with government in the development of public policy. The course's goal is to have students become responsible and capable members of a democratic society. Students will focus on the interaction between citizens and town, county and state governments. Students will learn the criminal justice system and how policy is made within the legal system. A research paper and/or project will be required.

AP ELECTIVES

AP UNITED STATES HISTORY (SOC 431)
1 Credit  Weight 1.1
Grade: 12
Prerequisite: Departmental Recommendation
http://apcentral.collegeboard.com/public/courses/descriptions/index

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. Students will also develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course is for those students who accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of the Advanced Placement class. A summer reading list is provided. All students are expected to sit for the AP examination at the end of the course and must take the NYS Regents examination in U.S. History and Government to complete graduation requirements.

AP WORLD HISTORY (SOC 434)
1 Credit  Weight 1.1
Grades: 10, 11, 12
Prerequisite: Departmental Recommendation
http://apcentral.collegeboard.com/public/courses/descriptions/index

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human society. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in the international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specified themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

This course is for those students who accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of an Advanced Placement class. All students are expected to sit for the AP examination at the end of the course and must take the NYS Regents examination in Global History and Geography to complete graduation requirements.

AP EUROPEAN HISTORY (SOC 433)
1 Credit  Weight 1.1
Grades: 11, 12
Prerequisite: Departmental Recommendation
http://apcentral.collegeboard.com/public/courses/descriptions/index

This course is designed to give a comprehensive understanding of modern European history. The scope of the course includes the presentation of the factual narrative leading to knowledge and understanding of the basic principles of modern European History. Events that will be studied include: the Renaissance, the French Revolution, the Industrial Revolution, World War II, and the Cold War. The ability to analyze historical documents and to express that understanding in writing are skills that will be developed and refined within the framework of the course. All students are expected to sit for the AP examination at the end of the course.

Grade 11 students wishing to take this course must take it in conjunction with U.S. History and Government R or H or AP American History. Grade 12 students wishing to take this course must take it in conjunction with Economics and Criminal Justice or AP Government and Politics.

AP PSYCHOLOGY (SOC 435)
1 Credit  Weight 1.1
Grades: 11, 12
Prerequisite: Departmental Recommendation
http://apcentral.collegeboard.com/public/courses/descriptions/index

AP Psychology 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 sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course is for those students who wish to accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of an AP class. All students are expected to sit for the AP examination at the end of the course.

AP US GOVERNMENT AND POLITICS (SOC 432)
1 Credit  Weight 1.1
Grade: 12
Prerequisite: Departmental Recommendation
http://apcentral.collegeboard.com/public/courses/descriptions/index

This course, intended for highly motivated college-bound students, is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up American political reality. Students will gain an understanding of the sources of governmental policy in the United States and the role of the individual citizen. This course is for those students who wish to accept the challenges of extensive reading and writing assignments and understand the more difficult grading criteria in advanced placement courses. A summer reading list is provided. All students are expected to sit for the AP examination at the end of the course.
AP ECONOMICS (SOC 436)
1 Credit  Weight 1.1
Grade 12
Prerequisite: Departmental Recommendation
This course, intended for highly motivated college-bound students, is designed to give students a more in-depth view of basic economic concepts in both microeconomics and macroeconomics. It is anticipated that students will need a strong background in mathematics as well for success in this course. Specifically, students should have successfully completed Algebra II and be co - enrolled in an advanced mathematics course, such as pre - calculus. Advanced Placement Economics provides a foundation in Microeconomics and an extensive study in Macroeconomics. Microeconomics examines the behaviors of firms and individuals within an economic system and how they interact. Macroeconomics examines economy wide phenomena, including inflation, unemployment, and economic growth. By taking this course and mastering the material, students will find themselves more prepared to meet the challenges of the 21st century and have success in the global marketplace. Emphasis will be placed on the application of economic concepts to real-life questions and conflicts. This course is for those students who wish to accept the challenges of extensive reading, writing, and research assignments and understand the more difficult grading and assessment criteria in advanced placement courses. A summer reading list is provided. All students are expected to sit for the AP Macroeconomics examination at the end of the course.

ANTHROPOLOGY (SOC 104)
½ credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None
In this introduction to anthropology, students learn about human beings and their cultures. The two major divisions of anthropology, physical and cultural, are studied within the context of geography and environment. In physical anthropology students consider the biological characteristics of human beings, their adaptation to their environment, and various forms of animal life. Students will also examine the role of Archeology’s relationship to contributions in the fields of history and culture. In cultural anthropology students learn about the culture of a specific people, past and present, as well as those components of culture universally found among human societies. By studying a variety of cultures, students will increase their understanding of their own culture and bridge tolerance to the diverse world we live in.

COLLEGE INTRODUCTION TO SOCIOLOGY (SCCC)
(SOC 332)
½ Credit  Weight 1.05
Grades: 11, 12
Prerequisite: Global History 2H, US History 2H or Departmental Recommendation
The course will stress the American society and our understanding of its workings. Emphasis will be placed on social organization, socialization, culture and cultural change, class systems and deviance. Students will study specific concepts and will use case studies to analyze their impact on society. This course will be offered as a college tie-in with Suffolk County Community College. Upon successful completion of this course students may obtain three (3) college credits.

CONTEMPORARY ISSUES (SOC 335)
½ Credit  Weight 1.0
Grades: 11, 12
Prerequisite: None
This course explores those hot button issues that impact today’s world. It breaks down the filter of the media and explores the major social issues from various points of view. Students will understand the social, political and economic decisions that are made and the impact of those decisions. Through debates, projects, and daily discussion, students gain an opportunity to voice their opinions on topics that matter to them. Whether it be the death penalty, the environment, immigration, the war on drugs in America, or outsourcing, students will gain a global perspective on relevant issues that impact their present and future.

CRIMINAL THEORY (SOC 340)
½ Credit  Weight 1.0
Grades: 11, 12
Prerequisite: None
Criminal Theory goes beyond the study of criminals and answers such questions as: Why do we study crime? What factors determine why we study crime? Are there any criticisms to trying to classify all crime? Students will identify, discuss, and apply the most probable theories using a variety of sources from such disciplines as law, anthropology, biology, economics, psychology, and sociology. Different schools of thought will be studied in depth (i.e.: subculture theories, conflict theories, and gender theories) and will be used to analyze true case studies in criminal justice.

LEADERSHIP (SOC 336)
½ Credit  Weight 1.0
Grades: 9, 10, 11, 12
Prerequisite: None
Leadership, student service and involvement in the community are essential to our country’s democratic principles. In this class, students will understand the role of world leaders and the importance of governmental institutions on the local, state, national and international level as well as becoming more informed citizens in school and community issues. This class is tailored for those students with strong leadership skills who would like the opportunity to design, organize and participate in community service activities. The Leadership class offers different experiences each semester and can be taken a second time. At the conclusion of the class, students will have a better connection to both their school and community.
**HISTORY THROUGH POP CULTURE (SOC 341)**

½ Credit  Weight 1.0  
Grades: 10, 11, 12  
Prerequisite: None

This course is a semester long look at how American popular culture has influenced, and has been influenced by history. Students will be asked to research and discuss American history and assess the significance of its relationship to popular culture. Students will explore and analyze primary and secondary sources including song lyrics, television shows, film, fashion photography, video games, critical reviews and historical essays. Some topics and themes to be covered include: Changes in family dynamics, racial tension, ethnic and cultural diversity, and the effects of new media and technology. By studying pop culture, students will strengthen their understanding of American history, their research and analysis skills, and recognize the strong role of social and cultural movements.

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**PSYCHOLOGY (SOC 333)**

½ Credit  Weight 1.0  
Grades: 11, 12  
Prerequisite: None

This course is a study of human behavior. Topics include: thinking, memory, learning, abnormal behavior, personality and intelligence. The course reviews the research and theories of famous psychologists and current trends in psychology will be discussed. Social studies skills of writing, problem solving and research will be part of this course.

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**SPECIAL EDUCATION HIGH SCHOOL CONTINUUM OF SERVICES**

**RELATED SERVICES:**
Developmental, corrective, and other supportive services as are required to assist a student with a disability and includes, Speech-language therapy, occupational therapy, physical therapy, and/or counseling services are a few examples of related services a student may qualify for in high school.

**RESOURCE ROOM:**
Resource room programs shall be for the purpose of supplementing the regular classroom instruction of students with disabilities who are in need of such supplementary instruction in small group setting (5:1) for a portion of the school day.

**INTEGRATED Co-TEACHING SERVICES:**
The provision of specially designed instruction and academic instruction provided to a mixed group of students with disabilities and general education students. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

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**SPECIAL CLASS:**
A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction which means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

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**INDEPENDENT FUNCTIONAL SKILLS (IFS):**
This program emphasizes skills that will enable the students to live as independently as possible. The curriculum incorporates functional and skill driven academics in reading, writing and math, social skills, activities of daily living and job related training while meeting each student's individual abilities and preferences. Students will participate in the New York State Alternative Assessment leading towards a Skills and Achievement Commencement Credential.
WORK/CAREER STUDY PROGRAM:
Work/Career Study Program is designed to help eligible students in the Independent Functional Skills Program explore a career or job interest in a hands-on manner. Through employment or a career experience, students are provided with the opportunity to make a more informed decision about their future plans. The program utilizes supervision by both school staff and a community sponsor/employer. Students in the Independent Functional Skills Program who choose Work/Career Study as a course will be placed under the supervision of the Special Education Work/Career Staff.

Program Goals:
- Students will utilize the knowledge and skills they have gained through work/career related situations
- Students will become involved in and better understand the working community
- Students will be provided with practical work/career related experiences
- Students will develop a sense of responsibility related to their job or career placement
- Students will be able to contribute to their transition plans as they prepare for adulthood

ADDITIONAL SUPPORT SERVICES

ADULT CAREER AND CONTINUING EDUCATION SERVICE-VOCATIONAL REHABILITATION (ACCES-VR) Formerly VESID
http://www.acces.nysed.gov/vr
A Student with a Disability, including students with a current IEP, Declassified IEP, Section 504 Plan or Health Plan are eligible to meet with a Vocational Rehabilitation Counselor to determine eligibility for post-secondary training/education through ACCES-VR leading to employment.

TRANSITION SERVICES: All high school students with a disability require a coordinated set of activities, designed within a results-oriented process that is focused on improving the academics and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities and/or education. Including, but not limited to, post-secondary education, vocational education, integrated competitive employment (including supported employment), continuing and adult education, adult services and independent living. The coordinated set of activities must be based on the individual student’s needs taking into account the student’s strengths, preferences and interests, and shall include needed activities in the following areas:
- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives
- Acquisition of daily skills

NYS OFFICE OF MENTAL HEALTH:
http://www.omh.ny.gov
1-800-597-8481
The Office of Mental Health (OMH) regulates, certifies and oversees programs, operated by local governments and nonprofit agencies. These programs include various inpatient and outpatient programs, emergency, community support, residential and family care programs.

EMPLOYABILITY AND WORK-BASED LEARNING COURSE (OCC 129)
1 Credit Weight: 3
Grades: 11, 12
Prerequisite: None
This course incorporates a structured approach allowing students to analyze and reflect on their learning both in the classroom and through outside internship opportunities. With the focus on the enhancement of employability skills, development of personal career plans and improvement of career management skills, students will develop and manage their careers effectively. Students will be exposed to the world of work; using a combined approach of formal curriculum and work-based experiences. Work experience hours are typically acquired through after school internships or weekend opportunities. This course will set a foundation for students to gain the experience and/or hours needed in order to work towards the requirements necessary in obtaining the Career Development and Occupational Studies Commencement Credential (CDOS). Students may take this course multiple times for credit.

Information to Include:
OFFICE OF PEOPLE WITH DEVELOPMENTAL DISABILITIES (OPWDD)
http://opwdd.ny.gov/
A student with a disability, including students with a current IEP are eligible to apply for OPWDD (Office of People with Developmental Disabilities) services to determine eligibility for post-secondary training/education.

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) Credential
Students with disabilities other than those using New York State Alternate Assessment (NYSAA) can receive this credential. Students demonstrate attainment of commencement level career development and occupational studies learning standards in the area of career exploration and development. Credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student’s exiting credential.

SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL
For students with severe disabilities who are assessed using New York State Alternate Assessment (NYSAA). All students with severe disabilities exit with this credential which must be accompanied by a summary of the student’s levels of achievement in academic and career development and occupational studies.
World Languages 1A & 1B
1 Credit*

Grade 7 & 8

World Languages 2
1 Credit

Grade 9

World Languages 3
1 Credit

Grade 10

College
World Languages 1
1 Credit

Grade 11

AP World Languages/
College World
Languages 2
1 Credit

Grade 12

• Successful completion of World Languages 1A, World Languages 1B, and a passing score on the locally or regionally developed exam aligned with Checkpoint A will grant the student one credit before entering high school.

The course sequence below is for students entering grade 9 without 1 credit of World Languages.

Grade 9

World Languages 1
1 Credit

Grade 10

World Languages 2
1 Credit

Grade 11

World Languages 3
1 Credit

Grade 12

College
World Languages 1
1 Credit


**Introduction**

Instruction in a new language is an integral part of the student’s total learning experience and will provide a basis for interdisciplinary study. The program in World Languages offers courses that assist students in acquiring proficiency in the four language skills: listening, speaking, reading, and writing. Our comprehensive World Languages program provides instruction in three modern languages and allows students to meet the requirements of either a Regents Diploma or a Regents Diploma with Advanced Designation. **Students who have an interest in electing to study an additional new language should seek departmental recommendation.** The department strives to make language learning meaningful in terms of its practical applications in everyday situations.

The study of World Languages is a tool for understanding other nations and cultures. As the globalization of our economy and society continues throughout the 21st century, the need for employees who have at least a working knowledge of a language in addition to English has been steadily increasing.

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**World Languages 1:**

**French (WLA 110)**

**Italian (WLA 210)**

**Spanish (WLA 310)**

1 Credit  Weight 1.0

Grades: 9, 10, 11, 12

Prerequisites: None

This course covers all fifteen topics delineated in the World Languages syllabus by the NYSED and, therefore, completes all of Checkpoint A in one year. All students in World Languages 1 must pass the course in order to earn the one high school credit required for graduation and be eligible to receive a Regents Diploma. Successful completion of the course will qualify the student for enrollment in World Languages 2 the following school year. Failure of the course will require the student to repeat it for credit.

**NOTE:** Students who have been granted credit from the middle school program are eligible for World Languages 2 and need not take World Languages 1.

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**World Languages 2:**

**French (WLA 120)**

**Italian (WLA 220)**

**Spanish (WLA 320)**

1 Credit  Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: World Languages 1 (or 1A & 1B) or Departmental Recommendation

This course begins Checkpoint B and continues to stress communicative proficiency in the progressive development of the four language skills. A greater emphasis will be placed on reading and writing skills in addition to those of listening and speaking in preparation for the locally or regionally developed comprehensive examination aligned with Checkpoint B that is administered upon completion of World Languages 3.

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**World Languages 3:**

**French (WLA 130)**

**Italian (WLA 230)**

**Spanish (WLA 330)**

1 Credit  Weight 1.0

Grades: 10, 11, 12

Prerequisite: World Languages 2 or Departmental Recommendation

This course is primarily a continuation of Checkpoint B and of the skill-building process in the areas of oral and written communication in the new language. The in-depth study will prepare the students for the locally or regionally developed comprehensive examination aligned with Checkpoint B that is administered at the end of the course.
**College World Languages 1:**
French (WLA 141)
Italian (WLA 241)
Spanish (WLA 341)
1 Credit  Weight 1.05
Grades: 11, 12
SCCC Course Tie-In: FRE 201, ITL 201 and SPN 201
Prerequisite: World Languages 3 or Departmental Recommendation

This course covers the equivalent of a first semester intermediate college-level World Languages course in writing and conversation. It emphasizes the development of communicative skills in terms of functions, situations and topics in accordance with the guidelines for Checkpoint C of the NYS Syllabus. All fifteen topics will be thoroughly covered. Conversational and writing skills will be mastered by both small group and individual work. Reading skills also will be strengthened through exposure to authentic materials. Students will be exposed to the diverse cultural differences of the many countries in which the target languages are spoken via literary works, films, documentary videos, and food preparation. Students enrolled in College World Languages 1 may receive three college credits through Suffolk County Community College’s Beacon Program.

**AP World Languages / College World Languages 2:**
French Language and Culture (WLA 152)
Italian Language and Culture (WLA 252)
Spanish Language and Culture (WLA 352)
1 Credit  Weight 1.1
Grade: 12
SCCC Course Tie-In: FRE 202, ITL 202 and SPN 202
Prerequisite: College World Languages 1 or Departmental Recommendation

This course covers the equivalent of a second semester intermediate college-level World Languages course in writing and conversation. It encompasses advanced aural/oral skills, reading comprehension, grammar, and composition. Extensive training in the organization and writing of compositions is an integral part of the AP World Languages/College World Languages 2 course. Students enrolled in AP World Languages/College World Languages 2 will have the opportunity to earn college credit in two ways: 1) three credits through Suffolk County Community College’s Beacon Program; 2) by taking the corresponding Advanced Placement Examination in May. Please be aware that all students are expected to sit for the AP examination at the end of the course.