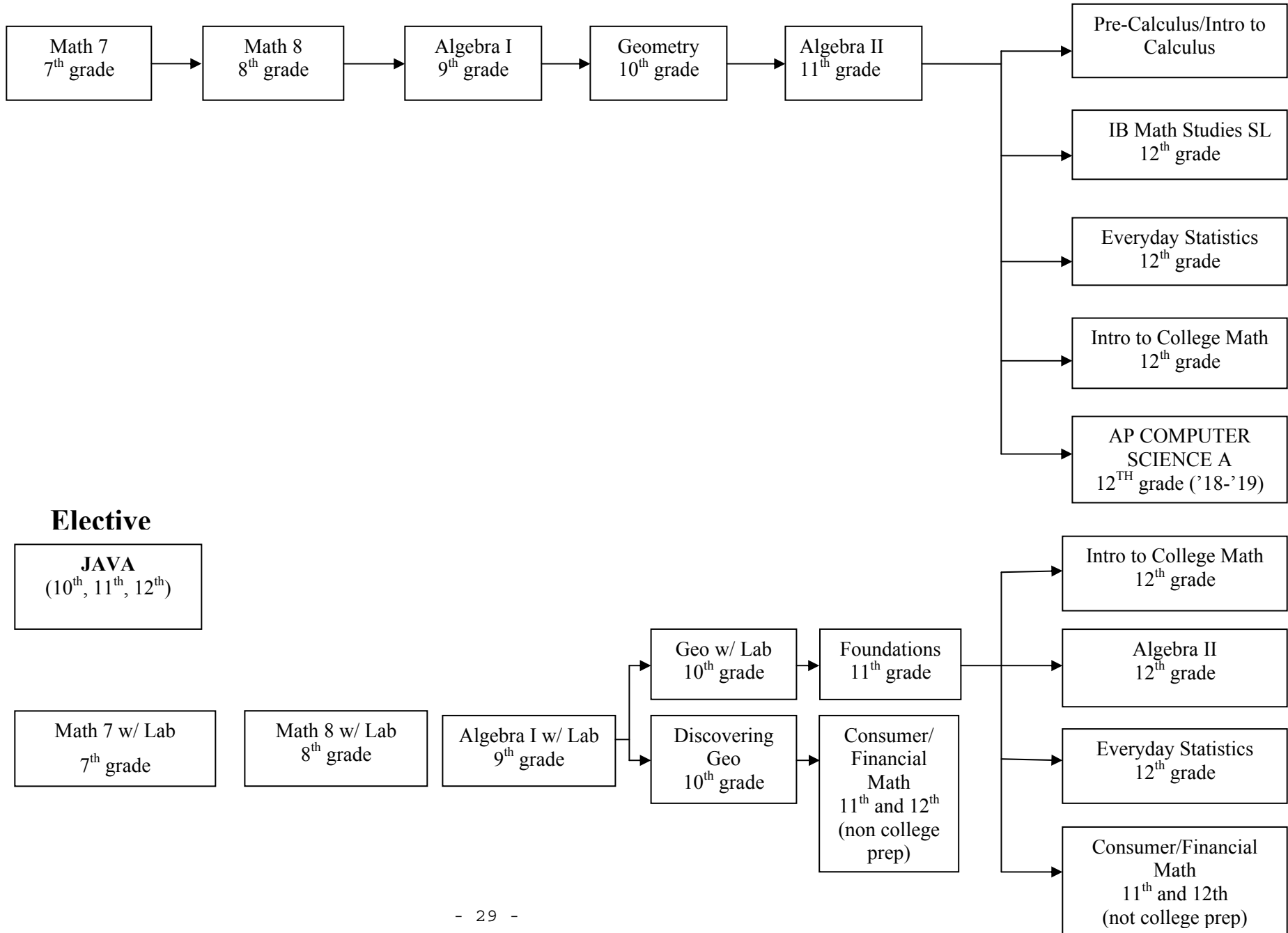
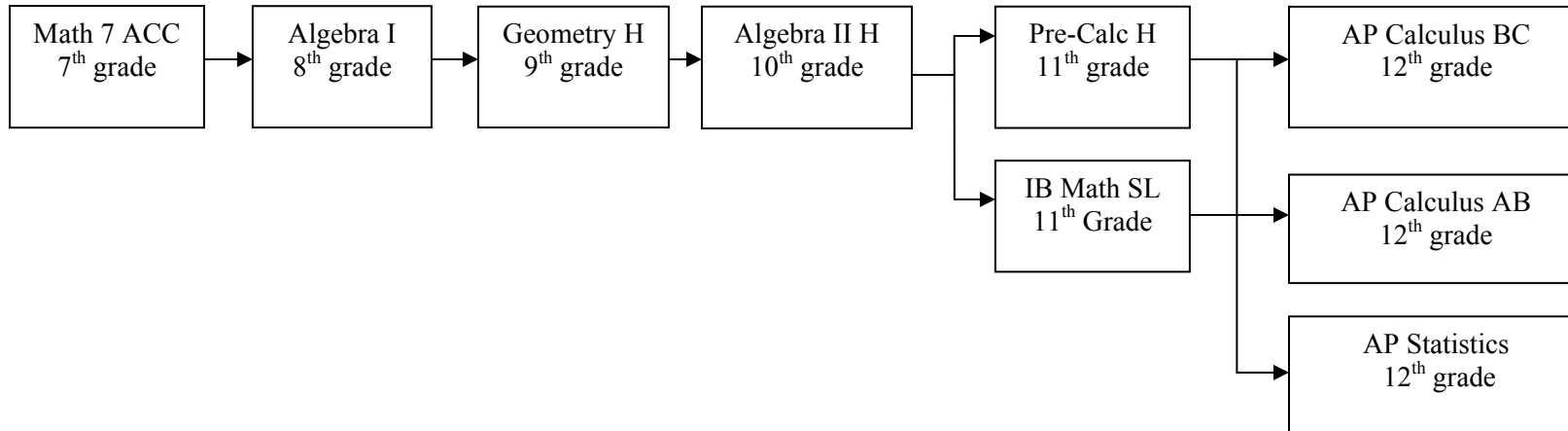


MATH FLOWCHART REGENTS LEVEL



MATH FLOWCHART ACCELERATED LEVEL



Elective

JAVA
(10th, 11th, 12th)

MUSIC DEPARTMENT

All music courses fulfill the one year N.Y.S. graduation requirement.

MUSIC THEORY I (0900)

Year – Credit 1

This course is an introduction to theoretical aspects and rudiments of music. Students will also explore the harmonic structure of music. (Grades 9-12)

AP MUSIC THEORY (0905)

Year – Credit 1.15

Prerequisite: Music Theory I

Music history, literature, sight singing, ear training, advanced harmony, composition, arranging and conducting are some of the topics covered in this course. (Grades 10-12)

MUSIC TECHNOLOGY CLASS (0902)

Year – Credit 1

This class is designed for the student who wishes to be more knowledgeable with the music they play and/or listen to. The class takes place in our state of the art Macintosh Music Lab; each student is assigned their own Midi keyboard and computer workstation. Programs used include Digital Performer, Garage Band, Photoshop, iLife and many more. Students will be exposed to aspects of music which include harmony, melody, chord progressions, scales and key signatures. Students will also have an opportunity to learn about today's latest music technology as well as be able to write and record their own music using a computer and keyboard. Some of the topics covered regarding technology will be digital music recording, pop song form, music sequencing, song production/CD mastering and CD artwork. (Grades 9-12)

MUSIC PERFORMANCE

TREBLE CHORUS (0903)

Year – Credit 1

Prerequisite: Chorus 8 or recommendation of instructor
The Freshman Chorus is composed of all 9th grade interested students who sing soprano or alto.

MIXED CHORUS (0906)

Year – Credit 1

Prerequisite: Prior successful participation in the high school chorus program or recommendation of instructor. For 9th grade tenor and bass students, satisfactory prior experience in 8th grade school chorus or recommendation of instructor.
Grades 10-12 and 9th Grade Tenor and Bass Students

CHORALE (0907) – Selective – Grades 10-12

Year – Credit 1

Prerequisite: Satisfactory prior high school chorus experience and audition.
A highly select vocal group. Five full periods per week.

VOCAL MOTION (0911) – Highly selective

(Grades 11-12)

Year – Credit 1

Prerequisite: Outstanding work in school choir and audition.

A select vocal group. Five periods per week.

ORCHESTRA (0909) - Grades 9-12

Year – Credit 1

Prerequisite: 8th Grade Orchestra or recommendation of the instructor. Five full periods per week.

CHAMBER ENSEMBLE (0920) - Grades 10-12

Highly Selective

Year – Credit 1

Prerequisite: Outstanding work in the high school Orchestra (0909), audition, and recommendation of the instructor.

Five periods per week.

The band program is divided into the following subdivisions depending on time of year and degree of student's musical ability. Courses meet five periods per week.

BAND (0914) - Grade 9

Year – Credit 1

Prerequisite: Satisfactory prior experience in 8th grade band or recommendation of the instructor.

MARCHING AND CONCERT BAND – Grades 10-12

(0908)

Year – Credit 1

Prerequisite: Satisfactory prior experience in the West Islip High School Band Program or recommendation of the instructor.

MARCHING BAND & WIND ENSEMBLE (0916)

(Showband) Grades 10-12 – Highly selective

Year - Credit 1

Prerequisite: Outstanding work in band, audition and recommendation of the instructor.

WIHS MUSIC CONSERVATORY PROGRAM

To complete the four year program, 9th Grade students must register for:

MUSIC THEORY I AND PERFORMANCE MUSIC GROUP (Band, Chorus or Orchestra)

Prerequisites for 9th Grade registration:

- Vocal or instrumental experience
- Strong interest in developing compositional skills
- Completed and/or scheduled to perform a NYSSMA solo at Level 3 or higher
- Permission of the instructor
-

PROGRAM OVERVIEW:

9th Grade – Music Theory I and enrollment in band, chorus or orchestra.

10th Grade – AP Music Theory and enrollment in band, chorus or orchestra.

11th Grade – IB Higher Level (HL) and enrollment in band, chorus or orchestra or IB Standard Level (SL) and enrollment in band, chorus or orchestra Performance Group Music and Music Theory I and AP Theory are prerequisites for the IB Music Program.

12th Grade – IB Music HL or Electronic Music and enrollment in band, chorus or orchestra.

IB MUSIC SL Grade 11 or 12 (IB901)

Year – Credit 1 – Weight 1.15

Prerequisite: Completion of Theory I, AP Music Theory, and concurrent enrollment in a West Islip performance ensemble.

The International Baccalaureate Music SL course is designed for students with a strong interest and background

in music. This course will cover Western music history, music of the world's cultures, traditional and electronic composition techniques, performance practice, form analysis, and an extended study of musical elements. Students enrolled in this class should be able to perform solo repertoire at an advanced level. (NYSSMA level 5+)

IB MUSIC HL Grade 11 and 12 (IB902)

2 Years – Credit 2 – Weight 1.15

Prerequisite: Completion of Theory I, AP Music Theory, and concurrent enrollment in West Islip performance ensemble.

The International Baccalaureate Music HL course is designed for students with a strong interest and background in music. This course will cover Western music history, music of the world's cultures, traditional and electronic composition techniques, performance practice, form analysis, and an extended study of musical elements. Students enrolled in this class should be comfortable performing solo repertoire at a very advanced level. (NYSSMA level 6)

SCIENCE DEPARTMENT

* BIOLOGY H (LIVING ENVIRONMENT) (0400)

Year – Credit 1 – Weight 1.05

Prerequisite: Successful completion of grade 8 Honors Earth Science **or** meets criteria for entrance to Honors level. This course is an advanced study of the structure and function of living things. Detailed study of taxonomy, biochemistry, human anatomy and physiology, genetics, human behavior, evolution and ecology is maintained. Students have an enriched course experience with varied lab experiences, including the use of state of the art equipment and techniques in the area of genetic biotechnology.

Recommended for college bound science majors.

* BIOLOGY R (LIVING ENVIRONMENT) (0412)

Year – Credit 1 – Weight 1.0

Prerequisite: Completion of grade 8 Physical Science. Students study structure, physiology and behavior of living things. Students study variations among living things, heredity, evolution and ecology. Laboratory work is included.

* EARTH SCIENCE H (0404)

Year – Credit 1 – Weight 1.05

Prerequisite: Successful completion of 9th grade Honors Biology **or** meets criteria for entrance to Honors level. The topics covered in this course include environmental equilibrium, the dynamics within Earth's crust, oceans, and atmosphere, geologic composition, fossils, planetary motions, and energy in Earth processes. This is an enriched laboratory course which integrates Internet activities and discussions of current topics.

* EARTH SCIENCE R (0401)

Year – Credit 1 – Weight 1.0

Prerequisite: Completion Biology. This course is designed to cover such topics as the earth's crust, geologic changes, fossils, the ocean, the atmosphere and weather, earth motions, and energy in earth processes. Laboratory work is included.

* IB CHEMISTRY SL (IB411) /CHEMISTRY SL (0443)

Year – Credit 1 – Weight 1.15

Prerequisite: Successful completion of 9th grade Honors Biology and completion of, or current enrollment in Algebra II is recommended, or meets criteria for entrance to Honors Level. The primary emphasis of this course will be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding is a grasp of the personal experience in scientific inquiry as well as recognition of unifying themes that integrate the major topics of chemistry. Students should be able to use inquiry skills to develop experimental and investigative scientific skills including the use of current

technologies. Students will use the acquired tools to develop and apply 21st century communication skills in the study of science. Topics studied include stoichiometry, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing

The course will follow the guidelines for IB Chemistry and prepare the student for the SL examination in May. Students will work on the required Group IV project.

* CHEMISTRY R (0424)

Year – Credit 1 – Weight 1.0

Prerequisite: Successful completion of Regents Earth Science and Algebra I. This is a full year laboratory course that will cover the New York State Regents core curriculum. This course is designed to cover such topics as the nature of matter and its changes, energy, the periodic table and its applications, electrochemistry, kinetics and equilibrium. This course is designed for college-bound students.

* CHEMISTRY (0428)

Year – Credit 1 – Weight 1.0

Prerequisite: Successful completion of the Earth Science course. Open to grades 11 and 12. This is a full year laboratory course that will cover the New York State Regents core curriculum. The emphasis will be on the practical applications and impact of chemistry in society and in our daily lives. Students who successfully complete this course will have the option of taking the New York State Chemistry Regents exam.

* PHYSICS H (0445)

Year – Credit 1 – Weight 1.05

Prerequisite: Successful completion of Chemistry and Algebra II. Must meet criteria for entrance to Honors level. This is an enriched laboratory course which is strongly quantitative and analytical. The course covers physical concepts and applications in areas of mechanics, energy, electricity, magnetism, and light. This course is intended for college-bound science majors.

* PHYSICS R (0444)

Year – Credit 1 – Weight 1.0

Prerequisite: Successful completion of Regents Chemistry. This is a laboratory course which covers physical concepts and applications in areas of mechanics, energy, electricity, magnetism, and light. This course is intended for college-bound students.

* **ADVANCED PLACEMENT BIOLOGY (0434)**

Year – Credit 1 – Weight 1.15

Prerequisite: Completion of Biology and Chemistry. Concurrent enrollment in Human Anatomy and Physiology H is highly recommended.

The AP Biology course is the equivalent of the first two semesters of introductory college biology, and is intended to prepare students for subsequent college biology courses. Student will be expected to take the AP exam in May.

* **ADVANCED PLACEMENT CHEMISTRY (0442)**

Year – Credit 1 – Weight 1.15

Prerequisite: Completion of Biology, Chemistry and Algebra II.

This is a college level course which provides a systematic introduction to the principles, laws and concepts of chemistry. Student will be expected to take the AP exam in May.

* **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (0452)**

Year – Credit 1 – Weight 1.15

Prerequisite: Completion of two years of Regents science. This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students of Long Island with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The environmental problems of Long Island will be identified and analyzed to evaluate the relative risks associated with each situation. Student will be expected to take the AP exam in May.

* **ADVANCED PLACEMENT PHYSICS (1) (0436)**

(Grade 11 or 12)

Year – Credit 1 – Weight 1.15

Prerequisite: Successful completion of Chemistry and Algebra II.

This college level course provides a systematic introduction to the main principles of physics and the development of problem solving abilities. Provides a foundation for students interested in pursuing life sciences, pre-med and other fields not directly related to service. Students are expected to take both the AP and Regents examinations.

* **ASTRONOMY - EXPLORATION OF THE UNIVERSE (0430)**

Sem. – Credit ½ - Weight 1.0

Prerequisite: Successful completion of two years of science. Open to 10th graders, however this course may not be used to fulfill the science Regents requirement.

This course is intended to present a study of the universe in which students explore galaxies, the stars, and the possibility of life in other worlds. The use of the planetarium will be an integral part of instruction.

* **ASTRONOMY - UNDERSTANDING THE SOLAR SYSTEM (0433)**

Sem. – Credit ½ - Weight 1.0

Prerequisite: Successful completion of two years of science. Open to 10th graders, however this course may not be used to fulfill the science Regents requirement. This course is intended to present a study of our solar system and the laws which govern the properties of the planets, moons, comets, meteors, asteroids, and our sun. The use of the planetarium will be an integral part of instruction.

* **HUMAN ANATOMY AND PHYSIOLOGY H (0462)**

Sem. – Credit ½ - Weight 1.05

Prerequisite: Successful completion of Biology. Open to grades 11 and 12. Must meet honors criteria. Open to 10th graders, however this course may not be used to fulfill the science Regents requirement. This half-year Honors elective is an in-depth study of the structure and function of the human body. Students will explore the systems of the human body in far greater detail than they did in Biology. This course is highly recommended for anyone thinking of entering health care or medicine. Students must be willing to participate in dissections.

* **MARINE SCIENCE (0453)**

Sem. – Credit ½ - Weight 1.0

Prerequisite: Successful completion of two years of science. Open to grades 11 and 12. Open to 10th graders, however this course may not be used to fulfill the science Regents requirement. This is a one semester course devoted to studying the organisms that live in the marine habitats of Long Island and ecological relationships that exist between them and us.

* **NATURAL DISASTERS (0458)**

Sem. – Credit ½ - Weight 1.0

Prerequisite: Successful completion of two years of science. Open to grades 11 and 12. Open to 10th graders, however this course may not be used to fulfill the science Regents requirement. This is a one semester course that will focus on the causes of natural disasters and their impact on the populations of living organisms on the planet. Topics covered could include the study of hurricanes, tidal waves, volcanoes, earthquakes, meteorites, tornados, global warming, ozone depletion, landslides, avalanches and mud slides. Students will be required to do independent research, projects and group presentations.

* **FORENSICS I (0454)**

Sem. – Credit ½ - Weight 1.0

Prerequisite: Successful completion of two years of science. Open to 10th graders, however this course may not be used to fulfill the science Regents requirement.

This course will devote one semester to studying the role that forensic science plays in anthropology, history and crime detection. Considerable attention will be given to the role that forensic science plays in society.

* **FORENSICS II (0455)**

Sem. – Credit ½ - Weight 1.0

Prerequisite: Successful completion of two years of science. Open to grades 11 and 12. Successful completion of Forensics I. Open to 10th graders however this course may not be used to fulfill the science Regents requirement. This is a hands-on course in which students will apply their knowledge and skills learned in Forensics I (formerly Forensics.) Topics will be covered in more detail with more of an emphasis on correct scientific procedure and evaluation used in crime scenes. Forensics I and Forensics II may not be taken concurrently. The course will culminate with a crime scene.

* **GENETICS H (0459)**

Sem. – Credit ½ - Weight 1.05

Prerequisite: Successful completion of Biology. Open to grades 11 and 12. Must meet honors criteria.

Open to 10th graders, however this course may not be used to fulfill the science Regents requirement.

This honors-level, laboratory-based course will cover Mendelian genetics, including advanced Mendelian topics such as multiple gene inheritance and gene interactions, as well as genetic disorders and diseases. A semester-long project will be included which will explore the phenotypes at each stage of development of the c-fern. Students will conduct a statistical analysis using a chi-square analysis of the f_1 and f_2 generations.

SKILLS IN SCIENCE RESEARCH (0490)

Year – Credit 1 – Weight 1.05

This one year honors level course introduces students to the scientific method and lab techniques. Students will conduct hands on investigations in the life sciences. Students will also have the opportunity to conduct a research project in their area of interest

BIOTECHNOLOGY RESEARCH (0487)

Year – Credit 1 – Weight 1.05

This one year honors level course may be taken following the Skills in Science Research course or with a recommendation from your science teacher. Biotechnology Research introduces students to lab techniques specifically in the field of biotechnology. Students will conduct hands on investigations in which they extract, digest and amplify segments of DNA for analysis. Students will also conduct

an original research project of their own design. At the conclusion of this course, students will be prepared to conduct an extended research project in Advanced or Intel Research course.

ADVANCED RESEARCH 1 (0492)

Year – Credit 1 – Weight 1.05

Prerequisite: Two years of honors science and, completion of Skills in Science Research, Biotechnology Research, or recommendation from current science and English teachers. Students learn research methodology in the natural and social sciences by using on-line databases and bibliographic search techniques, consulting professionals in the field of study, developing hypotheses and conducting an experiment that tests them. Findings are presented through PowerPoint presentations, a final research poster and by making a presentation at the West Islip Science Research Symposium and a local science fair. It is expected that the students will be familiar with many of these activities from prerequisite courses, although students may enter the course with recommendations from their Science and English teachers. Emphasis is placed upon developing and conducting the research experiment.

ADVANCED RESEARCH 2 (0493)

Year – Credit 1 – Weight 1.05

Prerequisite: Satisfactory completion of Advanced Research 1 or Intel Research.

Students will continue work undertaken in the Advanced Research 1 course with an emphasis placed upon the communication of results including participation in local and national science competitions.

INTEL RESEARCH (0485)

Year – Credit 1 – Weight 1.15

Prerequisite: Student has found a qualifying mentor at a research institution, and two years of honors science, and completion of Skills in Science Research, Biotechnology Research, or recommendation from your current Science teacher.

Students enrolled in Advanced Research 1 or Advanced Research 2 may qualify for Intel Research if the student finds a qualifying mentor from a research institution. Students must apply for acceptance to the Intel Research course after finding a qualifying mentor and discussing the research to be conducted with the research teacher.

Students must earn three science credits at the high school level in order to meet New York State graduation requirements.

*** IB BIOLOGY HL 1 - Grade 11 (IB405)**

Year – Credit 1 – Weight 1.15

The primary emphasis of this course will be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding is a grasp of the personal experience in scientific inquiry as well as recognition of unifying themes that integrate the major topics of biology. Students should be able to use inquiry skills to apply their biological knowledge and critical thinking to environmental and social concerns that will benefit the world. Students will use the acquired tools to appreciate worldwide differences and work towards acceptance by those they can influence, educate and persuade. Topics studied in year one include statistics, cells, biochemistry, plants, genetics and DNA, with the accompanying laboratory activities.

The IB Biology HL – The course will follow the guidelines for IB Biology and prepare the student for the HL examination in May of 12th grade. Students may work on the required Group IV project during year one.

*** IB BIOLOGY HL 2 - Grade 12 (IB406)**

Year – Credit 1 – Weight 1.15

This course is a continuation of IB Biology HL – year one. The emphasis of this course will continue to be to develop an understanding of the concepts through scientific inquiry. Students will be presented with the unifying themes that integrate the major topics of biology. Students should be able to use inquiry skills to apply their biological knowledge and critical thinking to environmental and social concerns that will benefit the world. Students will use the acquired tools to appreciate worldwide differences and work towards acceptance by those they can influence, educate and persuade. Topics studied in year two will include biotechnology, microbiology, ecology, evolution and human physiology, with the accompanying laboratory activities.

The IB Biology HL – year two course is designed for students entering the 12th grade and who have successfully completed IB Biology HL year one. The course will follow the guidelines for IB Biology and prepare the student for the HL examination in May of 12th grade. Students may work on the required Group IV project during year two.

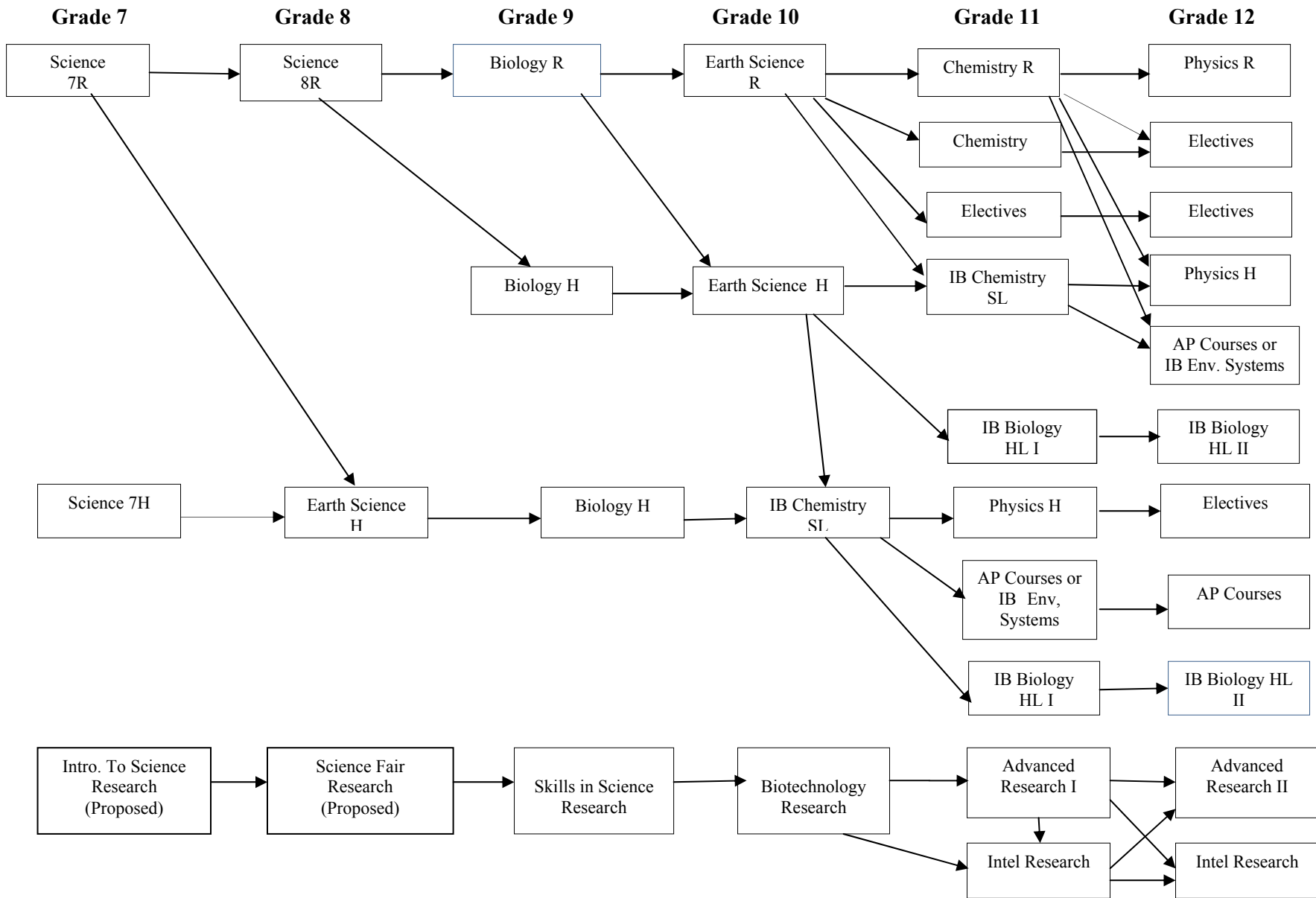
*** IB ENVIRONMENTAL SYSTEMS SL (IB413)**

Year – Credit 1 – Weight 1.15

This course is designed to provide students with a macrocosmic view of the environmental issues that pervade Planet Earth by integrating historical, economic, cultural, political, and scientific aspects and how they impact our global society. This is a laboratory oriented course with an emphasis on scientific principles, concepts, and methodologies required to identify, analyze, evaluate, and examine avenues of resolution to global issues. The course combines core curricula from both Group IV and Group III, offering more flexibility in the IB Diploma Program. It is recommended that students have preparation in understanding scientific method and some awareness of local and global environmental issues.

The course will follow the guidelines for IB Environmental Systems and prepares the student for the SL examination in May of 11th grade. Students will work on the Group IV project.

SCIENCE SEQUENCE



SOCIAL STUDIES DEPARTMENT
GLOBAL STUDIES

GRADES 9 and 10

The syllabus for grades 9 and 10 provides students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. This approach aims to cultivate in students the knowledge, skills and attitudes needed to function effectively in today's world.

* GLOBAL STUDIES 9R (0207) H (0206)

Year – Credit 1 – Weight 1.0, 1.05

This course is open to students who would be scheduled for English 9 and Global Studies concurrently. Taught in consecutive periods by one teacher from each department, a mini-team environment will be created along with expanded opportunities for joint projects and overlapping connections. Literature will be matched with social studies curriculum for both origin and chronology. The course offers a cross-curriculum study of literature, geography, culture and historical influences on the development of selected global regions. Interdisciplinary and multicultural reading, writing and speaking projects will be emphasized.

* GLOBAL STUDIES 10R (0204) H (0212)

Year – Credit 1 – Weight 1.0, 1.05

This course will follow the interdisciplinary format as in grade 9 including consecutive period scheduling, literature matched to the social studies curriculum and teamed teaching. Major units of research and analysis will include: the cultural heritage of modern Europe, industrialization, the rise of democratic societies, the institutions and history of the former Soviet Union and Latin America, colonialism, nationalism, and conflicting ideologies of the twentieth century. Global connections will be identified and evaluated. At the conclusion of the course students will take a two-year Regents examination.

* ADVANCED PLACEMENT EUROPEAN HISTORY (0262)

Year – Credit 1 – Weight 1.15

This is a college level introduction course on the general narrative of European History from 1450 to the 1990's. The study includes an examination of political, diplomatic, economic, social, intellectual, and cultural themes. Students will compare and contrast the major ideas of documents that contributed to the growth of western civilization. They will also use and analyze statistics, visual and graphic resources, and historical interpretations. There will be a heavy emphasis on the development of theme essays. Students will take the

Advanced Placement European History Examination in May.

GRADE 11

* UNITED STATES HISTORY R (0224) H (0222)

Year – Credit 1 – Weight 1.0, 1.0, 1.05

This course follows the mandated State Syllabi in Social Studies. The history of American growth from the colonial

period to the present is developed. The enduring issues of constitutional history are stressed with a post 1865 emphasis on social, political, and economic themes. Writing and research skills are integrated continuously.

GRADE 12

* AMERICAN GOVERNMENT R (0256)

Sem. – Credit ½ - Weight 1.0

The primary goal of this course is to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling the "office of citizen" that is a fundamental precept of democracy and a right and obligation guaranteed by the 14th Amendment to the Constitution. The end product should be individuals who have the characteristics that define a citizen – committed, informed, skillful and active. To that end, we are offering a one semester course in American Government and Politics which 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 the American political reality.

Note: All seniors are required to successfully complete American Government AND Economics to meet New York State graduation requirements.

* ADVANCED PLACEMENT AMERICAN GOVERNMENT (0252)

Sem. – Credit ½ - Weight 1.15

The course is designed to give students a critical perspective on politics and government in the United States. Students study general concepts used to interpret American politics and analyze specific case studies. The course requires familiarity with the various institutions, groups, beliefs and ideas that constitute American politics. Students are expected to take the Advanced Placement Examination in Government in May.

* PUBLIC ISSUES 12H (0251)

Sem. – Credit ½ - Weight 1.05

This curriculum was created in support of the goals of the National Issues Forums, and uses its materials as the basis for the Public Issues course. The students will learn to actively participate in the deliberative process. Eventually, they will also learn the skills and techniques so they may moderate the deliberations. Beyond the examination using the NIF issue books, the students will also learn cost/benefit analysis and be taught that public policy does not exist in a vacuum. The effectiveness of the various approaches will be considered, but more importantly, they will be taught about the mechanics of the creation of public policy. A unit on government's role in creating public policy will be studied so that a true ability to example realistic policies will exist. In addition, it is envisioned that various guest speakers will

be brought into the classroom. This includes legislators, people from community organizations, special interest groups, school officials, etc. Hopefully, if the need arises, the students will be able to create a format for and even lead community or school based forums. The idea is to make this a course that increases civic awareness and fosters participation in the democratic process.

* **This course satisfies the 12th grade American Government requirement.**

* **ECONOMICS R (0244) H (0275)**

Sem. – Credit ½ - 1.0, 1.05

Economics is a required senior course designed to develop an understanding of the American economic system, including its characteristics, institutions, and problems. The course will cover both macroeconomics and microeconomics. Critical thinking skills (summarizing, organizing, analyzing and evaluating ideas) are incorporated throughout the course to help students make informed economic decisions. In keeping with the concept of economic world interdependence a significant portion of the course focuses on international economics, i.e. international trade, economic growth in developing nations, and comparative economic systems.

* **ADVANCED PLACEMENT ECONOMICS MACRO/ MICRO & GOVERNMENT (0247)**

Year – Credit 1 – Weight 1.15

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

* **THE ROAD TO VIETNAM AND BEYOND (0280)**

Sem. – Credit ½ - Weight 1.0

This course looks at United States foreign and defense policy from 1945 to the present with an emphasis on the road to Vietnam and its aftermath. Issues examined will include the Cold War, the Korean War, the dissolution of the Soviet Union, and the current involvement in Afghanistan and Iraq. In addition, the role of the Presidency will be discussed. Students will have the opportunity to participate in several creative hands-on activities as part of home and classwork. Open to grades 10, 11 and 12.

* **GENOCIDE IN HISTORY (0282)**

Sem. – Credit ½ - Weight 1.0

This course explores and analyzes the causes, results, and moral decision-making centered on the tragedy of the Holocaust during the rise of Nazism in Germany and World War II. Furthermore, the course will examine parallel case studies of genocide and severe human rights abuses during

the 20th century. Using historical analysis such relevant issues as discrimination, prejudice, peer pressure and the responsibilities of an individual in modern society will be studied. Open to grades 10, 11 and 12.

* **PSYCHOLOGY (0264)**

Sem. – Credit ½ - Weight 1.0

This course seeks to analyze and understand why people behave the way they do, both consciously and unconsciously. Through scientific studies, case histories, experiments and related materials and activities, the student will gain an insight into human behavior. The course will also stress informal discussions designed to provide a greater understanding of one's own behavior. Open to grades 10, 11 and 12.

* **SOCIOLOGY (0268)**

Sem. – Credit ½ - Weight 1.0

Sociology is designed to introduce the student to terminology and techniques used by sociologists. The main focus is American society and how the individual develops through the socialization process and becomes a productive member of that society. Open to grades 10, 11 and 12.

* **CRIMINAL JUSTICE (0269)**

Sem. – Credit ½ - Weight 1.0

This course will examine the nature of law and the law-making process. It will also examine the causes of crime and the different classifications of crime that exist within the American criminal justice system. In addition it will investigate the criminal justice process in the United States. Open to grades 10, 11 and 12.

SYRACUSE UNIVERSITY PROJECT ADVANCE

This program offers qualified high school students the opportunity to enroll in challenging Syracuse University freshman courses during their senior year of high school. Students who attain a grade of "C" or better would receive official Syracuse University transcript credit, which can be transferred to most American colleges and universities. *A student tuition cost of \$336 for this three-credit course is required during 2017-2018.*

* **AMERICAN HISTORY 101/102 (0225)**

Year – Credit 1 – Weight 1.15

The first part of this course is an "introductory" course in American history covers the period from 1607 to 1865. It is not a "survey" course in the sense that we will not attempt to discuss every fact or cover every event in 250 years of American history. Rather we will approach this period of history through a discussion of three themes. The first, essentially covering the period from founding down to the middle of the eighteenth century, will deal with the question of how Europeans from a medieval culture became Americans. The second theme will explore the political, social and economic impact the Revolution had upon American society. And finally, we will focus on the modernization of American society in the nineteenth century

and examine the relationship between modernization and the sectional crisis. In all three themes we will focus in part at least, on issues of political democracy, social justice and equality.

The second part of this course is intended to be an introduction to U.S. history from the end of the Civil War until the present. While such a course cannot be fully comprehensive, it will focus on many of the important developments and major trends that have shaped modern American life. In the various readings- textbook, primary sources, and “coming of age” accounts- as well as through multi-media resources, students will see how others have experienced, written about, and interpreted history. More importantly, through discussions and various types of assignments, students will have a chance to do history, and not just to read about it. In the process, they will begin to learn something of how historians think about and investigate the past, and will start to develop their own critical, historical perspectives. It is hoped that, by the end of the year, students will not only know more about the American experience, but will have learned how to construct persuasive arguments, to use evidence effectively, and to hone a variety of analytic skills that will be of value to them both during the undergraduate experience and in the future.

* [ECONOMICS 203 \(0242\)](#)
[ECONOMIC IDEAS AND ISSUES](#)
Sem. – Credit ½ - Weight 1.15

Prerequisite: An average grade of 85 or better in social studies classes or recommendation by the junior year social studies teacher.

Economics Ideas and Issues is an introduction to mainstream economic thought designed for students with a *liberal arts interest*. The goals of this course are to introduce students to the ideas that form the foundation of modern western (NeoClassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society. The course begins with a presentation of the scientific method which is then used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomics to the macroeconomics level, emphasizing the connection between these two perspectives. Students examine the benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand the on-going economic policy debate between interventionists and non-interventionists.

* [PUBLIC AFFAIRS 101 \(0243\)](#)
[INTRODUCTION TO THE ANALYSIS OF PUBLIC POLICY](#)
Sem. – Credit ½ - Weight 1.15

Introduction to the Analysis of Public Policy is designed to provide students with basic research, communication and decision-making skills used in public policy analysis. Students are required to read and analyze articles in *The New York Times* on local, state and international public policy issues. The instructor determines which public policy issues are chosen for study throughout the semester. The content coverage of the course, while important, is secondary to the development of a range of applied social science skills that will help the student make more informed choices as a citizen, worker and consumer, including the ability to:

- Define and identify components of public policy issues.
- Communicate ideas and findings with respect to public policy issues.
- Use library facilities to collect information on public policy issues.
- Examine the use of surveys to collect information on public policy issues.
- Identify and interview knowledgeable people about public policy issues.
- Use graphs, tables and statistics in the analysis of public policy.
- Identify a social problem and propose a public policy to deal with that problem.
- List benefits and costs of a proposed public policy.
- Use a model to forecast social conditions.
- Analyze the political factors affecting the implementation of a proposed public policy.
- Develop strategies to increase the chances that a preferred public policy would be implemented.

* **This course satisfies the 12th grade American Government requirement.**

* [SOCIOLOGY 101 \(0261\)](#)
[SOCIAL PERSPECTIVES OF HUMAN BEHAVIOR](#)
Sem. – Credit ½ - Weight 1.15

This course views sociology as a social science that examines the interplay of self and society. Both the self and society are seen as ongoing social constructions that are created and sustained through processes of social interaction. The central organizing themes of the course are the processes by which social selves are constructed and sustained; the ritual nature of society and social interaction; the structure of social inequality around issues of race, class, and gender; the mechanisms by which society and self are reproduced in the daily interaction patterns of society; mechanisms that interrupt ongoing self and societal reproduction to produce social change; and an analysis of social institutions and social processes of which both student and classroom teacher choose topics of interest. These topics include such things as the changing nature of the family, the impact of divorce and single parent families, sexual and physical violence, childhood and adolescence, the emergence of a global society, and more. The course focuses on developing analytic reading and writing skills through guided analysis of recent professional articles in the social sciences, as well as numerous writing exercises in which students model social science argument style. In addition, individual and group projects focus on such skills

as introspective analysis, interviewing, and observational skills. Various projects are accomplished individually and in groups, and are presented in written and/or oral form.

*** IB HISTORY OF THE AMERICAS HL 1 - (IB201)**

Year – Credit 1 – Weight 1.15

The History of the Americas is a 2 year course.

An international minded education offers the best solution to provide young people with the skills, knowledge and values to confront the immense challenges that face humanity in the 21st century. This course is designed to present an intensive study of key historical developments in the 20th century and select topics from the Americas. The 11th grade curriculum has been carefully crafted to strike a balance between the IB goals of developing an international perspective particularly as relates to Canada, the United States and various Latin American nations, with the requirements of the New York State Regents assessment the students will sit for in June of the 11th grade year. An important aim of this course will be placed on developing critical thinking skills where students will interpret the past through the investigation of a variety of sources from multiple perspectives. An emphasis will be made to have students evaluate such issues as validity, reliability, credibility, certainty and individual, as well as, cultural points of view. In addition, issues that highlight the relationship between Theory of Knowledge (TOK) and history will be incorporated and explored throughout the course. Students will demonstrate their grasp of the aims and objectives of this course by way of three externally assessed papers in May of the second year. In addition, students will conduct an historical investigation which will be internally assessed and externally moderated. Must complete 2 years and student will receive Government and Economics credit.

*** IB HISTORY OF THE AMERICAS HL 2 - (IB202)**

Year – Credit 1 – Weight 1.15

An international minded education offers the best solution to provide young people with the skills, knowledge and values to confront the immense challenges that face humanity in the 21st century. This is the second year of a two year course designed to present an intensive study of key historical developments in the 20th century from an international perspective. Select topics will include: Causes, Practices and Effects of War, The Cold War and an IB prescribed subject – Communism in Crisis 1976-1989. An emphasis will be made to have students evaluate such issues as validity, reliability, credibility, certainty, and individual, as well as, cultural points of view. In addition, issues that highlight the relationship between Theory of Knowledge (TOK) and history will be incorporated and explored throughout the course. Students will demonstrate their grasp of the aims and objectives of this course by way of three externally assessed papers in May of their senior year. In addition, students will conduct an historical investigation which will be internally assessed and externally moderated.

*** IB PSYCHOLOGY SL (IB203/IB204)**

2 years – Credit 2 – Weight 1.15

Psychology is the systematic study of human behavior and mental processes from an empirical perspective. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB Psychology examines the interaction of biological, cognitive and socio-cultural influences on human behavior, thereby adopting an integrative approach. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. In the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio-cultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. In this two-year program, students are required to complete two external essay assessments and an internal assessment report of a simple experiment which they conduct.*

*** This course satisfies the 12th grade American Government requirement. Must receive passing grade both years.**

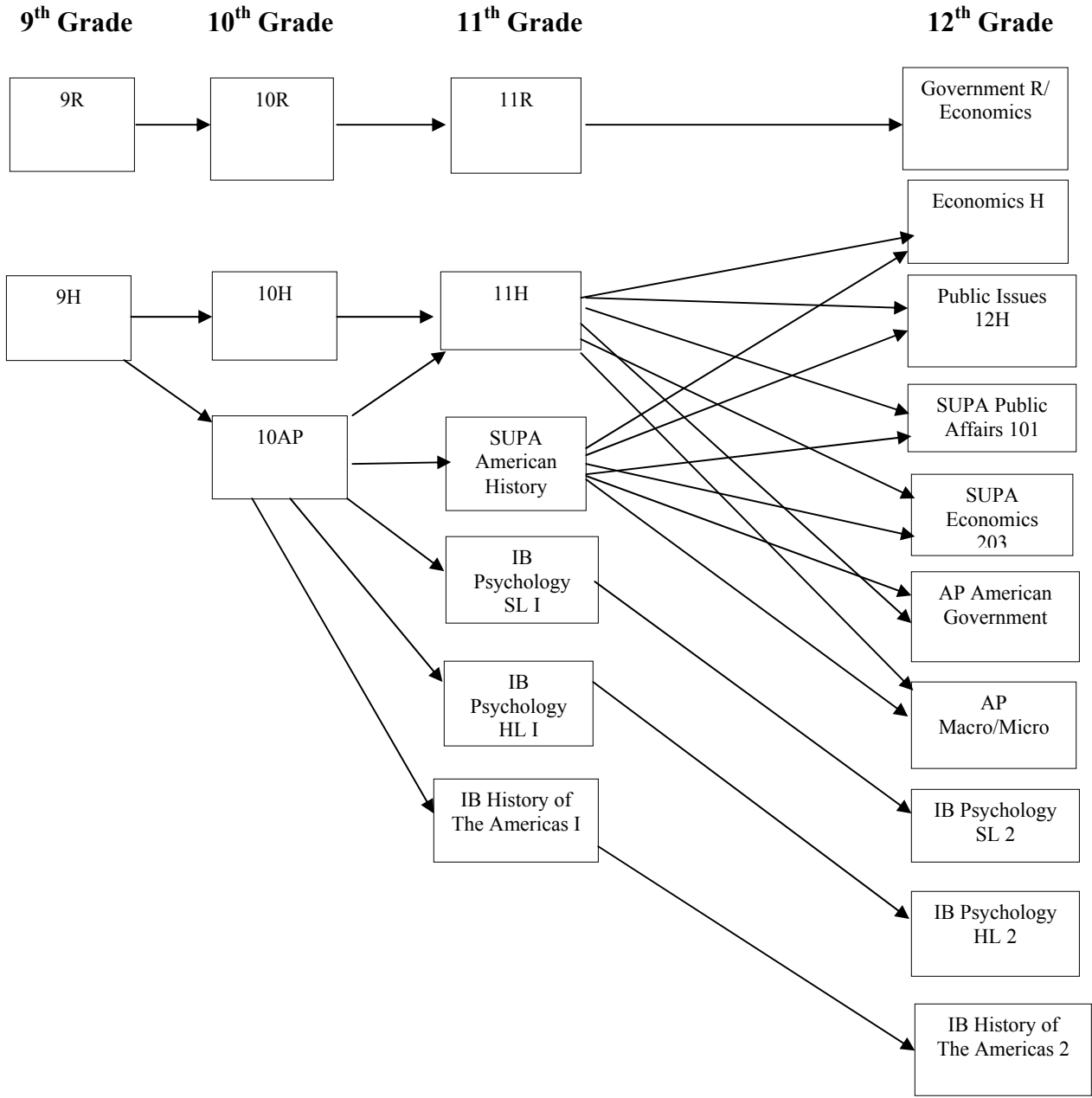
*** IB PSYCHOLOGY HL (IB205) (IB206)**

2 years – Credit 2 – Weight 1.15

The IB Diploma Programme higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

*** This course satisfies the 12th grade American Government requirement. Must receive passing grade both years.**

SOCIAL STUDIES SEQUENCE



WORLD LANGUAGE DEPARTMENT

* SPANISH 1B (0552)

Year – Credit 1 – Weight 1.0

This beginning course covers the Checkpoint A curriculum and is aimed at development of fundamental communicative skills. Listening and speaking skills are emphasized. Students are taught pronunciation, basic vocabulary in everyday situations, and basic reading and writing structures in contextual settings. Cultural concepts are incorporated into the material. This course culminates in the FLACS Checkpoint A exam. (This course satisfies the language requirement for a Regents diploma.)

* SPANISH 2R (0564) ITALIAN 2R (0545)

Year – Credit 1 – Weight 1.0

Prerequisite: Spanish 1R / Italian 1R.

The major objective of this course continues to be comprehension and oral proficiency. More time is devoted to reading and writing in the target language in contextual settings. The class includes a mix of instruction in the target language as well as English. Cultural concepts are integrated into the curriculum.

* SPANISH 2H (0550) ITALIAN 2H (0549)

Year – Credit 1 – Weight 1.05

Prerequisite: Spanish 1H / Italian 1H

Further development of oral proficiency and listening comprehension is emphasized. The class is also almost entirely conducted in the target language with an emphasis on speaking. Comprehension of contextual reading and written expression with cultural enrichment are also more fully addressed in this course.

* SPANISH 3R (0580) ITALIAN 3R (0546)

Year – Credit 1 – Weight 1.0

Prerequisite: Spanish 2R / Italian 2R

This course aims to integrate all four skills, listening, speaking, reading and writing. A complete review of the structure and vocabulary of the previous years is incorporated into the communication skills practiced. It is almost entirely conducted in the target language with an emphasis on speaking. Upon completion of this course and passing the FLACS Checkpoint B exam, students will have met the language requirement for the advanced regent diploma.

* SPANISH 3H (0556) ITALIAN 3H (0551)

Year – Credit 1 – Weight 1.05

Prerequisite: Spanish 2H / Italian 2H.

A major emphasis in this course continues to be oral proficiency. Development of the reading skill is integrated with the speaking skill. The course is taught almost entirely in the target language. Writing is developed through compositions on given topics with cultural enrichment. Upon completion of this course and passing the FLACS

Checkpoint B exam, students will have met the language requirement for the advanced regent diploma.

* SPANISH 4 (0588) ITALIAN 4 (0548)

Year – Credit 1 – Weight 1.0

Prerequisite: Spanish 3R / 3H Italian 3R / 3H.

These post-advanced diploma required courses are aimed at speaking, listening, reading and writing proficiency. The class is entirely conducted in the target language with a great emphasis on speaking. Learning modules include film, regional cooking, leisure activities and global issues.

* SPANISH 5 (0589)

Year – Credit 1 – Weight 1.0

Prerequisite: Spanish 4.

The second year of post-advanced diploma required study, this course offers a student-centered approach to further develop proficiency in listening, speaking, reading and writing. Only the target language is spoken here. Contemporary issues, media, travel and cultural comparisons are integrated in communicative situations. Field trips provide cultural enrichment. At the culmination of level 5 students will be provided the opportunity to earn NYS Seal of Biliteracy.

* SPANISH 121 (0582) 11th grade honors

Year – Credit 1 – Weight 1.15

Prerequisite: Spanish 3H / Spanish 4.

Further development of a higher degree of speaking, reading and writing proficiency is the aim of this college level course. Only the target language is spoken here. A variety of materials including audio CDs and film DVDs are utilized to stimulate discussion. Students in this level must be willing to work hard, as they will be expected to perform academically at a college level. This course is the prerequisite to AP Spanish.

Note: Students enrolled in Spanish 121 will have the opportunity to earn a maximum of six college credits (3 per semester) through Adelphi University. Tuition is approximately \$360 per semester during 2016-2017.

* ITALIAN 121 (0539) 11th grade honors

Year – Credit 1 – Weight 1.15

Prerequisite: Italian 3H / Italian 4.

These post-advanced diploma required courses are aimed at speaking, listening, reading and writing proficiency. The class is entirely conducted in the target language with a great emphasis on speaking. A variety of materials including audio and video sources are utilized to stimulate discussion. Learning modules include music, film, regional cooking, politics, and global issues. This course is the prerequisite to AP Italian.

Note: Students enrolled in Italian 121 will have the opportunity to earn a maximum of six college credits (3 per semester) through Adelphi University. Tuition is approximately \$360 per semester during 2016-2017.

* [SPANISH 5AP \(0584\)](#)

Year – Credit 1 – Weight 1.15

Prerequisite: Spanish 121.

Students may prepare for the *Advanced Placement Examination* in this course. Oral communication aimed at developing a high degree of proficiency is stressed. Newspaper/magazine articles, readings on contemporary topics, and video sources are utilized to stimulate discussion and writing. Lectures and discussions are entirely in target language. Students are expected to take the *AP examination* in May. At the culmination of level 5 students will be provided the opportunity to earn NYS Seal of Bilingualism.

* [ITALIAN 5AP \(0540\)](#)

Year – Credit 1 – Weight 1.15

Prerequisite: Italian 121

Students may prepare for the *Advanced Placement Examination* in this course. Oral communication aimed at developing a high degree of proficiency is stressed. Newspaper/magazine articles, readings on contemporary topics, and video sources are utilized to stimulate discussion and writing. Lectures and discussions are entirely in target language. Students are expected to take the *AP examination* in May. At the culmination of level 5 students will be provided the opportunity to earn NYS Seal of Bilingualism.

* [AMERICAN SIGN LANGUAGE 2R \(0536\)](#)

Year – Credit 1 – Weight 1.0

Prerequisite: ASL 1R (0535)

The major objective of this course continues to be increased receptive and expressive skills. Students will be able to engage in extended discourse on a broad range of topics, including those of general interest to members of the Deaf community.

* [AMERICAN SIGN LANGUAGE 2H \(0533\)](#)

Year – Credit 1 – Weight 1.05

Prerequisite: ASL 1R (0535)

Further development of expressive and receptive comprehension is emphasized. The class is almost entirely conducted in the target language with an emphasis on signing. Comprehension of deaf cultural awareness and reflection are also more fully addressed in this course.

* [AMERICAN SIGN LANGUAGE 3R \(0537\)](#)

Year – Credit 1 – Weight 1.0

Prerequisite: ASL 2R (0536)

The major focus of this class is to be proficient in receptive and expressive skills. This class will be conducted in American Sign Language with emphasis on student participation and fluency. Students will continue to explore topics on Deaf culture and the community. Upon completion of this course and passing the Checkpoint B exam, students will have met the language requirement for the advanced Regents diploma.

* [AMERICAN SIGN LANGUAGE 3H \(0538\)](#)

Year – Credit 1 – Weight 1.05

Prerequisite: ASL 2H

In this course there is a strong emphasis on strengthening advanced receptive and expressive skills. This class will be conducted entirely in the target language; therefore comprehension and fluency are essential. Students will be exposed to a variety of different cultural materials and participation is imperative. Upon completion of this course and passing the Checkpoint B exam, students will have met the language requirement for the advanced regents diploma.

* [AMERICAN SIGN LANGUAGE 4R/H \(0528/0530\)](#)

Year – Credit 1 – Weight 1.0/1.05

Prerequisite: 3R/3H This post-Regents advanced course is designed for students who have a genuine interest in ASL and/or are interested in pursuing a career in the field. The class is conducted entirely in the target language with the objective to increase fluency. We will examine the preservation of sign language as well as discuss the significance of cross cultural issues between the hearing and deaf community. In addition, students will explore career opportunities that use ASL and have the opportunity to meet guest speakers that work in the field. This is a co-seated class that will differentiate instruction and assessments depending upon which level is selected upon registration.

* [AMERICAN SIGN LANGUAGE 121 \(0532\)](#)

Year – Credit 1 – Weight 1.15

Prerequisite: 4R/H class with teacher recommendation

This post-Regents advanced course is designed to increase vocabulary, expand and develop grammar structures and examine the use of classifiers. The class is conducted entirely in the target language. We will examine the preservation of sign language through poetry, hand shape, stories, ABC stories and drama; as well as discuss the significance of cross cultural issues between the hearing and deaf community. Students in this level must be willing to work hard, as they will be expected to perform academically at a college level. At the culmination of this class students will be provided the opportunity to earn NYS Seal of Bilingualism. **Note:** Students enrolled in ASL 121 will have the opportunity to earn a maximum of six college credits (3 per semester) through Adelphi University. Tuition is approximately \$360 per semester during 2016-2017.

Note: Not all colleges will accept ASL as meeting the world language requirement.

Note: The IB and AP programs do not recognize American Sign Language as a world language.

* IB WORLD LANGUAGE COURSES

The aims of the IB language standard level courses are to:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and social interaction, and awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

The aims of the IB language higher level courses are to:

- develop students' intercultural understanding
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.
- Introduce and explore at least two works of authentic literature in the target language.

* IB SPANISH SL 1 (IB501)

Year – Credit 1 – Weight 1.15

Prerequisite: Spanish 3H/3R with teacher recommendation.

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

* IB SPANISH SL 2 (IB502)

Year – Credit 1 – Weight 1.15

Prerequisite: IB Spanish 1

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and

to promote an understanding of other cultures through the study of language.

At the conclusion of the IB sequence students are expected to sit for the IB examination at the standard level for Spanish IB SL 2. At the culmination of IB SL 2 students will be provided the opportunity to earn NYS Seal of Biliteracy.

* IB SPANISH HL 1 (IB505)

Year – Credit 1 – Weight 1.15

Prerequisite: Spanish 3H/3R with teacher recommendation.
The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

* IB SPANISH HL 2 (IB506)

Year – Credit 1 – Weight 1.15

Prerequisite: Spanish HL 1

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

At the conclusion of the IB sequence students are expected to sit for the IB examination at the higher level for Spanish IB HL 2. At the culmination of the IB HL 2 students will be provided the opportunity to earn NYS Seal of Biliteracy.

* IB ITALIAN SL 1 (IB503)

Year – Credit 1 – Weight 1.15

Prerequisite: Italian 3H/3R with teacher recommendation.
The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

* IB ITALIAN SL 2 (IB504)

Year – Credit 1 – Weight 1.15

Prerequisite: IB Italian 1

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

At the conclusion of the Italian IB sequence students are expected to sit for the IB examination at the standard level for Italian IB SL 2. At the culmination of IB SL 2 students will be provided the opportunity to earn the NYS Seal of Biliteracy.

* IB ITALIAN HL1 (IB507)

Year – Credit 1 – Weight 1.15

Prerequisite: Italian 3R with teacher recommendation or 3H
The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

***IB ITALIAN HL 2 (IB508)**

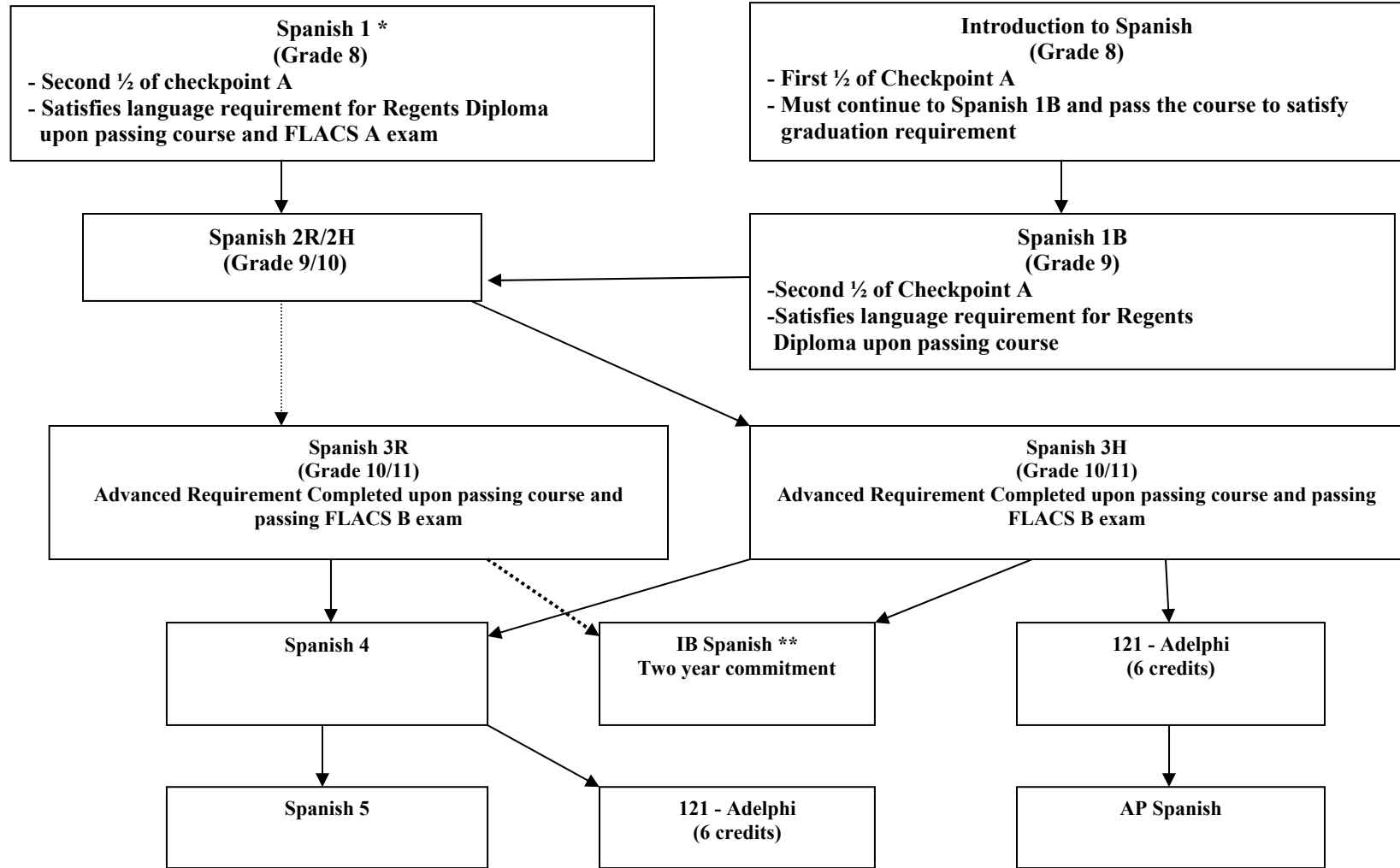
Year – Credit 1 – Weight 1.15

Prerequisite: Italian HL 1

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

At the conclusion of the Italian IB sequence students are expected to sit for the IB examination at the higher level for Italian IB HL 2. At the culmination of IB SL 2 students will be provided the opportunity to earn the NYS Seal of Biliteracy.

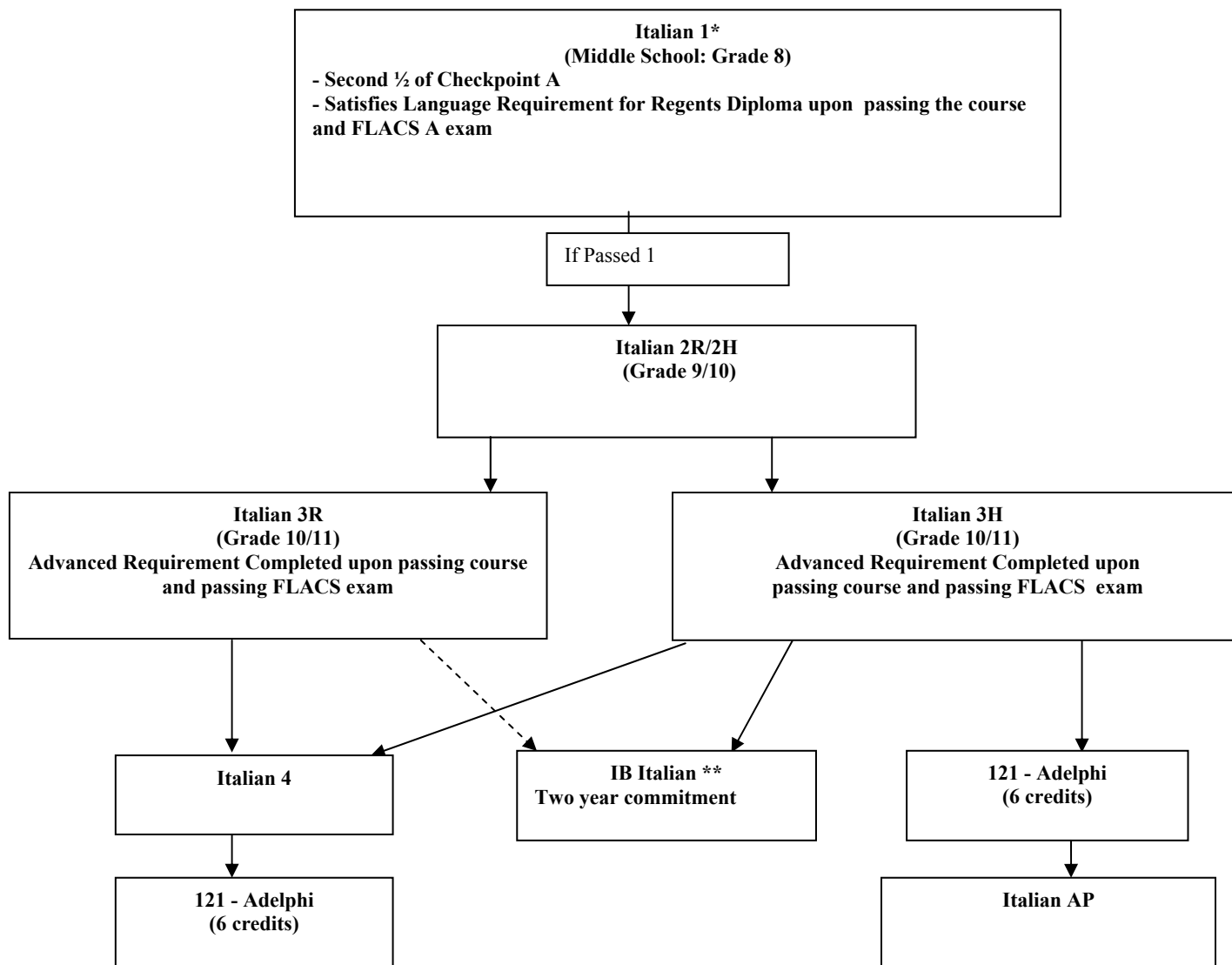
SPANISH COURSE SEQUENCES



* Only students who passes Intro to Spanish in 7th or 8th grade should continue to level 1 R/H

** A students who perform exceptionally well in 3R may decide to take IB Spanish if their 3R teacher recommends it.

ITALIAN COURSE SEQUENCES

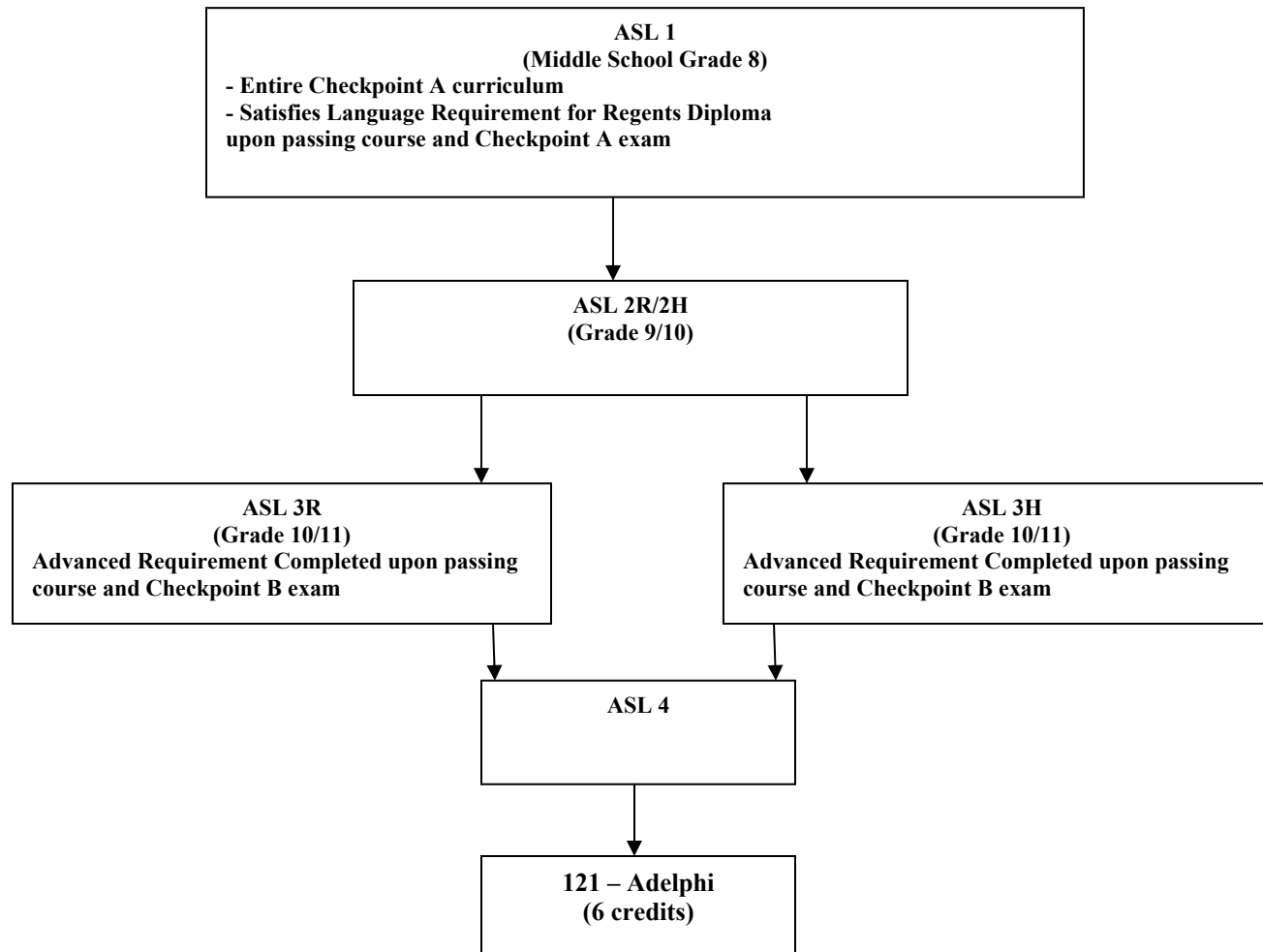


* Only students who pass Intro to Italian in 7th grade should continue to level 1.

** A student who performs exceptionally well in 3R can decide to take IB Italian if their 3R teacher recommends it.

Students who wish to obtain the NYS Seal of Biliteracy upon graduation must continue language through senior year.

ASL COURSE SEQUENCES



***Students who wish to obtain the NYS Seal of Biliteracy upon graduation must continue language through senior year.**

HIGH SCHOOL CAREER & TECHNICAL EDUCATION COURSES (BOCES)

ANIMAL SCIENCE

1 or 2 year – Credit 4

Animal Science is designed to prepare students who are pursuing animal related careers and can be used as a college preparatory course for those interested in furthering their education in applied sciences

This course provides students with the opportunity to work with a wide variety of animals. Classroom environment simulates procedures performed in veterinary hospitals, grooming shops and kennel facilities. Students are also provided with hands-on experience with farm animals at Cornell Cooperative Extension and at local horse farms.

AUTO BODY REPAIR AND REFINISHING

1 or 2 year – Credit 4

This program will give students the opportunity to learn how to dismantle and reassemble damaged automobile components, straighten metal parts and car frames, straighten dents, use filler compounds, grind, and prepare a car for the refinishing shop. Students will also learn how to select and mix paint according to the latest EPA guidelines as well as the proper techniques in spray painting.

AUTOMOTIVE AFTER-MARKET ACCESSORY INSTALLATION

1 year – Credit 4

Automotive After-Market Accessory Installation is a program divided into specialty areas. Students will be prepared for entry-level positions in the automobile audio, security and detailing fields. The curriculum is designed to give the student hands-on experience with the latest audio equipment and auto accessory installation. Students will learn paint application according to the newest EPA guidelines as well as have the opportunity to take the nationally recognized Mobile Electronics Certified Professional (MECP) exam. ***OPEN TO SENIORS ONLY**

AUTOMOTIVE TECHNOLOGY

2 year – Credit 4

This two-year program meets requirements for Automotive Service Excellence (A.S.E.) certification and is certified by NATEF. The program provides students with basic skills to repair and service automobiles. Troubleshooting, diagnosing, repair and service of chassis, front-end alignment and steering, electrical/electronics, drive line, exhaust emissions and engine components will be learned in theory and practice. Students will be prepared for The National

Institute for Auto Service Excellence examination and have the option to be approved by the New York State Department of Motor Vehicles in N.Y. State Inspection. High achieving juniors will have the opportunity to enter the AYES Program (www.ayes.org), which is a two-year

apprentice program, administered through BOCES with local dealerships, similar to cooperative learning.

CLINICAL MEDICAL ASSISTING

1 year – Credit 4

This course is designed to provide basic training in the areas of phlebotomy, EKG, medical terminology, first aid/CPR, and medical assisting. It enables students to become nationally certified by the American Association of Allied Health Professionals (AAAHP). Emphasis is placed on preparing students for work in the health care industry. It provides fundamental theories and principles needed by all health care providers in the legal aspects of the industry, as well as professional behavior skills. Safety is emphasized throughout the course. ***OPEN TO SENIORS ONLY**

COSMETOLOGY

2 year – Credit 4

Instruction is provided along with hands-on experience in hair shaping, styling and chemical services, including hair coloring, permanent waving and chemical relaxing. Also, encompassed within the curriculum are scalp treatments, facials, makeup, nail care and artificial nails. The course fulfills the 1,000-hour requirement necessary to qualify for the New York State Licensing Examination while reinforcing the New York State Regents Standards. A Cosmetology license qualifies you to work with hair, skin or nails or to select any one of the three as a specialized career path. This license will unlock countless doors within the beauty industry. Please note: according to NYS Licensing Standards students must complete 1,000 hours of classroom instruction.

ELECTRICAL TRADE AND ALTERNATIVE ENERGY

2 year – Credit 4

This program is a combination of hands-on skill development and technical training in order to prepare students for entry-level employment or higher in the electrical trade. Students gain practice in traditional wiring methods based on the 2011 National Electric Code. Students learn to install, troubleshoot and repair electrical wiring systems, motors, generators, and control equipment that are used in homes, offices, stores and factories. The latest renewable energy concepts including solar, wind and geothermal technologies will be introduced. Energy conservation methods and the technological changes driving future energy careers are an integral part of this program.

Students have the option of taking the National Center for Construction Education Research (NCCER) exam to be placed on NCCER's National Registry. The Registry provides valuable industry credentials for students as they seek employment and build their careers.

HEATING, VENTILATION AND AIR CONDITIONING

1 year – Credit 4

Our program includes the installation, service and repair of air conditioning, cooling, heat pump systems, and electrical theory and service. An integral part of this program involves green technologies including geothermal and solar hot water heating, indoor air quality and HEPA filtration as well as air sealing techniques. Students are prepared and take the EPA Certification Test for the handling of refrigerants.

Students have the option of taking the National Center for Construction Education Research (NCCER) exam to be placed on NCCER's National Registry. The Registry provides valuable industry credentials for students as they seek employment and build their careers.

***OPEN TO SENIORS ONLY**

NURSE ASSISTING

1 year – Credit 4

This course is designed to prepare the student to be employed as a Nurse Assistant. Basic skills include procedures used in the care of patients such as bathing, positioning, moving, transferring and monitoring vital signs. Practical applications of theory and utilized in clinical affiliations with various health care institutions. This course is an entry-level program in the field of Nursing. Students are prepared for New York State Nurse Aide Certification.

PHARMACY TECHNICIAN

1 year – Credit 4

The Pharmacy Technician program is a one-year program for high school seniors. Pharmacy Technicians assist licensed pharmacists by completing tasks that do not require the professional judgment of a pharmacist and can be reviewed by a licensed pharmacist to ensure effective, appropriate and safe pharmacy services. The technician may fill medication and prescription carts, charge and credit

patient accounts, prepare intravenous solutions and inventory, restock shelves in dispensing unit, enter medication orders into the computer, and prepare labels for medications. Other topics include medical terminology, pharmaceutical calculations, drug distribution systems, and medication packaging techniques. Graduates are eligible to take the National Certified Pharmacy Technician examination.

***OPEN TO SENIORS ONLY**

PRACTICAL NURSING

17 month – Credit 4

This is a 17 month program that begins in the student's senior year. In the first year of the program, the student will learn the basic nursing skills necessary to care for patients based on the principles of the biological, physical and social sciences and include a clinical experience in affiliate hospitals. The second phase of the program (Sept.-March), following high school graduation, is a full-time clinical experience. Students participate in clinical learning activities from 7:45 am – 2:30 pm Monday through Friday at affiliate hospitals and health-related facilities. A graduate is eligible to take the New York State Licensure exam for licensure as a Licensed Practical Nurse (L.P.N.) after successful completion of 1260 hours of instruction and all program requirements.

WELDING/METAL FABRICATION

1 or 2 year – Credit 4

Electric ARC, TIG, MIG and Plasma ARC welding techniques provide for entry-level skills. These are developed in areas from heavy ferrous materials to highly specialized light metals common to Long Island industry. Welding according to specifications and blueprints is emphasized.

WEST ISLIP HIGH SCHOOL
REQUIREMENTS FOR NEW ENTRANTS TO BOCES 2017-18

1. Students must attend either Visitors Day Program on February 1 or the evening Open House February 2. Visitors Day is a field trip for students, which takes place from 7:10 am-11:00 am at Brookhaven Technical Center or Milliken Technical Center. Students will be given the opportunity to visit two programs that the West Islip School District offers for the 2017-18 school year. Please see your counselor to sign up.

Open House is an evening event at the Brookhaven Technical Center or Milliken Technical Center. Students and their families will have an opportunity to tour the facility and visit various programs. Proof of attendance is required.
2. Students must complete an interest inventory in Naviance by (completion date will be determined by your counselor). After attending Visitors Day or Open House, the counselor will contact the student with instructions for completing this task.
3. Students must write an essay of no more than a page (single spaced). The topic is “How will your chosen BOCES program help you on the road to your future career path”? The essay is due March 3 to the counselor.
4. Students must sign the attached Attendance Contract and return to the counselor.
5. Students must have passed five core courses in each of 9 and 10 grades or show marked improvement from 9 to 10 grade.
6. Students must have no more than the equivalent of 10 unexcused absences in both 9 and 10 grades. (Tardies are factored into the total).
7. Students must have taken all high school electives in their vocational field of interest (schedule allowing).

WEST ISLIP HIGH SCHOOL

BOCES ATTENDANCE CONTRACT

Eastern Suffolk BOCES provides educational leadership, direct instruction, management and support through effective instructional programs. The goals of BOCES Career & Technical Education are to assist students in developing marketable skills, and educate students in programs which comply with current NY State standards. Students will have the opportunity to study in a work-based experience through the work-skills employability profile.

As a student I will:

- Attend BOCES on time each day that school is in session, except for excused absences approved by West Islip High School.
- Recognize the add/drop date for all BOCES programs will be **October 6, 2017**.

As a parent or guardian I will:

- Assume responsibility for assuring my child attends BOCES on a regular basis as required by the West Islip School District's compulsory school attendance policy.
- Contact West Islip High School the morning of an absence, to explain the reason for the absence.

As a school we will:

- Monitor daily attendance and contact you if we have any concerns regarding absences or lateness to BOCES.
- Seek to provide assistance to you in resolving circumstances that are making it difficult for your child to be at BOCES on time each day.

As child/parent/guardian, we understand and agree to the terms and conditions of the Attendance Contract, and as parent /guardian I agree to support my child in this plan.

Signature of Student

Signature of Parent

Counselor

