



# *West Islip High School*

## *Course Selection Handbook Freshman & Sophomores 2018 – 2019*



An International Baccalaureate World School



**West Islip High School  
2018-2019 Course Selection Guide**

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## INTRODUCTION

The purpose of this booklet is to help you choose courses for next year. Read it carefully before selecting a tentative program in preparation for your scheduling conference with your counselor.

Parents are encouraged to be present when students are scheduled, or to telephone a counselor for information about course selections. The Counseling Office telephone numbers are listed below.

Students will complete a final course selection sheet during the scheduling interview. This must be signed by a parent and returned within five days of the scheduling interview to the Counseling Office. Since we plan teacher assignments and course offerings on the basis of student course selections, **students may revise their choices up to but not after the second week in June.**

**\* Please note that all courses will be offered subject to minimum enrollment and adequate funding for the 2018-2019 school year.**

### **High School Counseling Office.....631-504-5830/5831**

Amanda Eichen	504-5841	a.eichen@wi.k12.ny.us
Michelle Falco	504-5839	m.falco@wi.k12.ny.us
Evelyn Hanlon	504-5837	e.hanlon@wi.k12.ny.us
Wendy Loddigs	504-5836	w.loddigs@wi.k12.ny.us
Virginia Mullins	504-5842	v.mullins@wi.k12.ny.us
Paulina Zarokostas	504-5843	p.zarokostas@wi.k12.ny.us

**Secretaries:**

**Marijo Calderone  
Anne Kuhlwilm  
Catherine Widergren**

### **Beach Street Middle School Counseling Office.....631-930-1610**

Kathleen Crowley	930-1613	k.crowley@wi.k12.ny.us
Mitchel Luquer	930-1612	m.luquer@wi.k12.ny.us

**Secretary:**

**Tracy Beecher**

### **Udall Road Middle School Counseling Office.....631-930-1660**

Melissa Morales	930-1662	m.morales@wi.k12.ny.us
Sal LoSardo	930-1663	s.losardo@wi.k12.ny.us

**Secretary:**

**Maureen Miraval**

GRADUATION REQUIREMENTS

Content Area	Regents Diploma	Regents Diploma with Advanced Designation
English	4	4
Social Studies	4	4
Mathematics	4	4
Science	3	3
Language other than English (LOTE)	1	3
Art/Music	1	1
Health	.5	.5
Physical Education	2	2
<b>CORE CREDITS</b>	<b>19.5</b>	<b>21.5</b>
Electives	3.5	1.5
<b>TOTAL CREDITS</b>	<b>22</b>	<b>22</b>

**Required Exams**

*(Passing Score = 65 for Regents Exams)*

Regents Diploma	Regents Diploma with Advanced Designation (8 Exams)
Common Core English	Common Core English
One Math * Regents or Common Core	Three (3) Math * Algebra Geometry Algebra II/Trigonometry
Global Studies Regents	Global Studies Regents
U.S. History Regents	U.S. History Regents
1 Science Regents	Two (2) Science Regents
	Comprehensive Exam/Checkpoint B Exam

\* Students entering Grade 9 in the 2016-2017 school year are required to take four years of math to graduate from the West Islip Union Free School District.

## NEW YORK STATE DIPLOMA/CREDENTIAL REQUIREMENTS

The following chart outlines the diploma and credential requirements currently in effect

Diploma Type	Available to	Requirements
Regents	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits (see graduation requirements chart)</b></li> <li>• <b>Assessment:</b> 5 required Regents exams with a score of <b>65 or better</b> as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</li> </ul>
Regents with <b>Honors</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits (see graduation requirements chart)</b></li> <li>• <b>Assessment:</b> 5 required Regents exams with a computed average score of <b>90 or better</b> as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</li> </ul>
Regents with <b>Advanced Designation</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits (see graduation requirements chart)</b></li> <li>• <b>Assessment:</b> 8 required Regents exams with a score of <b>65 or better</b> as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and <b>either</b> a locally developed Checkpoint B LOTE examination or a 5 unit sequence in the Arts or CTE</li> </ul>
Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Math</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits (see graduation requirements chart)</b></li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics</li> </ul>
Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Science</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits (see graduation requirements chart)</b></li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science</li> </ul>
Regents with <b>Advanced Designation with Honors</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits (see graduation requirements chart)</b></li> <li>• <b>Assessment:</b> 8 required Regents exams with a computed average score of <b>90 or better</b> as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and <b>either</b> a locally developed Checkpoint B LOTE examination with a score of 65 or a 5 unit sequence in the Arts or CTE</li> </ul>
Local	All Student Populations	<ul style="list-style-type: none"> <li>• <b>22 Credits (see graduation requirements chart)</b></li> <li>• <b>Assessment Low Pass Safety Net Option:</b> 5 required Regents exams with a score of 55 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Global History and Geography, 1 US History and Government; or;</li> <li>• <b>Compensatory Safety Net Option:</b> Scores between 45-54 on one or more of the five required Regents exams, other than the ELA or mathematics exam, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than on examination for which a score of 45-54 is earned</li> </ul>

**SCHOOL COUNSELING SERVICES**  
**Office hours – 7:00 a.m. – 3:00 p.m.**  
**(631) 504-5830/5831**

The West Islip School District offers a comprehensive program of school counseling services to all students, their parents, and members of the school community. At the high school, the school counselors are trained to guide students through all phases of the secondary school experience. Assistance in decision-making and problem solving helps students realize their personal, academic and social potential. Services also include post-secondary educational planning, course scheduling information, and group instruction. The counseling program emphasizes a developmental approach to life and career planning.

Counseling services are diversified and address the special needs of each grade level. Keeping individual students in mind, every effort is made to maintain program continuity. Each student is assigned to a school counselor who works with the student and monitors his/her progress throughout the school year. Whenever possible, student conferences are scheduled during lunch or study hall to avoid interruption of class work.

The counseling staff is also available for the following services:

- Provide counseling to individuals and small groups of students.
- Act as a source of referrals to community service programs and organizations.
- Coordinate parent-teacher-student conferences.
- Assist in the preparation of referrals for psychological evaluation and other special services.
- Interpret standardized test scores.
- Administer interest inventories.
- Provide vocational and career counseling.
- Plan an annual review of each student's progress and future plans.
- Introduce new students and their families to the school and community.
- Assist students in maintaining the appropriate academic schedule.
- Provide a comprehensive program for post-secondary planning.

Parents are encouraged to call the Counseling Office to schedule an appointment with their child's counselor.

**TRANSCRIPTS**

All courses taken, including summer school or repeated courses, will be listed on a student's transcript. For courses taken more than once, only the highest grade received will be used for ranking purposes.

Students should complete the application (in full), including Teacher and Coach Recommendations.

Any student who has any disciplinary record during high school must provide a written explanation detailing the incident(s). This may preclude induction.

**TRANSFER STUDENTS**

To be considered for Valedictorian/Salutatorian, a graduating senior must have spent at least four (4) semesters at West Islip High School. A grade conversion chart will be applied to grades of students who transfer from a school which uses an alternate grading method.

The Faculty Review Committee has final determination over induction of new members. Applications will be reviewed by the Faculty Review Committee, which will make final decisions based on applications.

**CRITERIA FOR ENTRANCE TO HONORS LEVEL**

One of the following:

Final subject area of 93 or better

- or -

A mastery grade on New York State program tests for two of the previous three years for which scores are available

- and –

Final subject area grade of 88 or better plus teacher's recommendation per district format

**Criteria for Continuation at Honors Level**

**NATIONAL HONOR SOCIETY**

Qualifications for Applicants – West Islip Chapter

**Current Qualifications**

Students should possess at minimum a 90.00 average in all classes (excluding Physical Education). There will be no rounding used to calculate entry.

*- in addition -*

Students must have already completed a **MINIMUM** of 25 hours of Community Service.

## CHANGE OF PROGRAM / DROP POLICY

- Final grade of 90 or better
- Final grade of 85 or better, plus teacher recommendation per district format

### Procedures

- Students will be tentatively scheduled for Honors classes based upon midyear subject area unweighted grades as delineated above.
- Final grades will be reviewed in June to confirm eligibility. The district reserves the right to reschedule students based upon end-of-year grades.
- Should a student fail to meet the eligibility criteria, any interested stakeholder (parent, teacher, or counselor) may request that a hearing be held by a review panel, consisting of the appropriate department head and two impartial teachers appointed by the principal. The panel may deny or recommend a youngster's placement in an honors class; however, in all cases the principal's decision will be final.
- All appeals must be made in writing to the building principal by July 15. The principal will make the final determination

### ADVANCED PLACEMENT COURSES

Advanced Placement (AP) is a term used to describe college level courses offered in high school. The main purpose of Advanced Placement courses is to offer the capable student a more challenging classroom experience, thereby better preparing him or her for college. West Islip offers the following AP courses: *Biology, Calculus, Chemistry, Economics, English Language and Composition, English Literature and Composition, Environmental Science, European History, Music Theory, Physics I, Physics II, Spanish Language, Statistics, Studio in Art and US Government and Politics.* Students who enroll in AP courses are expected to take AP examinations. ***Pursuant to Board Policy 8242 and Regulation 8242-R, students who choose not to take the related Advanced Placement examination for a course will have their final transcript amended to read "no exam taken".*** Examinations are prepared and graded by the Advanced Placement Program, a division of the College Entrance Examination Board in Princeton, New Jersey. Students are responsible for the payment of required fees. Financial aid is available for students of high achievement who are unable to pay the required fees.

Colleges vary in their policies concerning the granting of college credit or placement for specific grades earned on AP examinations. A student must check the college catalog to determine the policy of any specific college.

The intended goal of the school course selection process, which begins in the early spring of the preceding school year, is to best serve the educational needs of each student. Discussion among counselors, teachers, parents and students take graduation requirements into account, as well as each student's interests, abilities and goals. Students have the opportunity in the succeeding month to review their schedules with their parents and counselors and to make any necessary adjustments.

We do recognize that there are occasionally circumstances that require changes to a student's schedule. In such cases, students are to request a change **in writing** within the first **five days** of class, stating one of the reasons below.

1. A student wishes to fill an open period.
2. The schedule includes a course which the student has already completed.
3. A grade-appropriate course required for graduation is omitted.
4. A student is scheduled for a course for which he/she has not met the prerequisites.
5. The student has the same teacher with whom they received a failing grade during a prior year.

**Each spring a course request list will be sent home for verification with a specific due date.**

Please note that schedules will **not** be changed to accommodate a request for early release or late arrival. Also, lunch period changes will **not** be accommodated without a doctor's note

**Any classes dropped after five days and prior to five weeks will result in either a "Withdrawn Passing" (WP) or a "Withdrawn Failing" (WF) appearing on the student's transcript. Dropping a class after five weeks will result in an automatic "Withdrawn Failing." There will be an opportunity for a student to appeal should extenuating circumstances exist.** The Principal will make the final determination. This policy does not apply to changing academic level for the same courses (e.g. Chemistry H → Chemistry R).

### **PLEASE NOTE:**

**Throughout the Course Selection Guide you will see courses marked with an \*. This indicates that the course meets the NCAA CORE COURSE requirement.**

**Courses in italics are not available to 9<sup>th</sup> graders but are included in the Course Selection Handbook for long-range planning purposes.**

**WEST ISLIP SCHOOL DISTRICT ACADEMIC  
INTEGRITY POLICY**

The integrity of any academic institution depends on the honesty of all those involved in the learning process. Academic dishonesty in any form is a serious offense in any institution of learning. Academic dishonesty is the failure to maintain academic integrity. Academic dishonesty includes but is not limited to: cheating, (using or attempting to use unauthorized materials, information, or study aids in any academic exercise); fabrication, (falsification or invention of any information or citation in an academic exercise); bribery offered for grades, transcripts, or diplomas; obtaining or giving assistance before, during or after an examination; having unauthorized prior knowledge of an examination; doing work for another student, presenting another student's work as one's own; and plagiarism. To plagiarize is "to steal and pass off (the ideas or words of another as one's own....[to] present as new and original an idea or product derived from an existing source" (Webster's Ninth New Collegiate Dictionary, 898). Plagiarism is the presentation of another person's idea or product as one's own. Plagiarism includes but is not limited to the following: copying verbatim all or part of another's written work; using phrases, charts, figures, illustrations, or mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions or research without citing the source; or using all or part of a literary plot, poem, film, musical score or other artistic product without attributing the work to its

creator. The Superintendent in conjunction with building leadership will develop regulations to support this policy. This policy has been developed for the protection of our students and the integrity of our academic community. Expectations for ethical behavior arise from the philosophy and values inherent and explicit at West Islip High School. Students, teachers, and examiners shall strive to exemplify these values by their conduct. Students are expected to participate in the curriculum as structured and required by West Islip High School and its teachers and to comply with all regulations and internal school deadlines. Students are expected to acknowledge fully and in detail the work, thoughts or ideas of another person if incorporated in work submitted for assessment; to submit separate pieces of work in fulfillment of the requirements of different assessment components (for example, extended essays, Theory of Knowledge prescribed title essays, literature papers, and internal assessments); and to ensure that their own work is never given to another to copy or by electronic means, knowing that it might be submitted for assessment as the work of that other candidate. Plagiarism and academic dishonesty will lead to academic penalties and may lead to additional sanctions from West Islip High School. External and internal assessments may be processed using a web-based plagiarism prevention system such as [www.turnitin.com](http://www.turnitin.com) or other online systems used by the District.



## INTERNATIONAL BACCALAUREATE

### Diploma Programme

The International Baccalaureate (IB) Diploma Programme is a rigorous, demanding course of studies which offers 11th and 12th grade students the opportunity to earn the IB Diploma. The program is offered in over 2000 public and private schools located in 125 countries around the world. All courses are taught at the university level and the program is widely recognized for preparing students well for success in college and beyond.

To earn the IB Diploma, students must:

- Complete and test in six IB subject areas; 3HL/3SL
- Write an extended essay which summarizes the student's independent research in an area they choose, guided by a faculty member;
- Complete ongoing and meaningful creativity, action and service (CAS); and
- Complete a course in independent, critical thinking called the Theory of Knowledge.

This program of study offers an approach to learning, integrated across disciplines, with an emphasis on meeting the challenges of living in a global, technological society. IB Higher Level (HL) courses require intensive study over two years and generally reflect a student's areas of interest and academic strength. IB Standard Level (SL) courses are less demanding but are still on par with introductory college level courses. Standard Level courses typically extend over two years, but may, in certain instances, extend over one year.

All IB courses are challenging and students participating in the program need to be highly motivated learners. In addition, students should be:

- Competent readers;
- Willing to challenge themselves academically and intellectually;
- Able to speak and write the English language clearly and effectively;
- Capable of analytical, critical thinking;
- In possession of or willing to acquire the necessary time and stress management skills the program requires;
- Open and tolerant of new ideas, cultures and beliefs;
- Willing to participate in school and community activities;
- Able to develop and use information effectively; and,
- Above all, be willing to deal with the precision of thought and pace of a highly demanding academic curriculum.

### General Diploma Program Requirements

1. All Diploma Program candidates must study and be examined in six subject areas during their senior, and in some cases, their junior year. A minimum of three subjects must be at the Higher Level (HL).
2. All Higher Level (HL) and Standard Level (SL) courses are graded on a scale of 1 – 7 points. In order to earn the IB Diploma, students must earn a minimum total score of 24 points. Students may earn up to an additional 3 points based upon the IB's assessment of the Theory of Knowledge Essay and their Extended Essay. Diplomas are awarded in July, after students have received their high school diplomas.
3. All Diploma candidates must complete the Extended Essay satisfactorily. This essay involves an in-depth study of a single topic of approximately 4,000 words in length. It must be started in the junior year and ready for final revision by the beginning of the senior year. This is an independent assignment, guided by a faculty member who serves as the student's mentor over the course of the project. The Extended Essay allows students to specialize in a specific subject area and provides valuable experience performing university level research.
4. All Diploma candidates must complete ongoing and meaningful CAS (Community, Action and Service) satisfactorily. This consists of time devoted to activities involving communities as local as West Islip or as global as the entire planet. Time devoted to athletic pursuits may be used to satisfy the "action" requirements of the program, subject to the approval of the West Islip CAS Coordinator. CAS hours may begin at the end of the student's sophomore year but must be completed by December of the student's senior year. The West Islip CAS Coordinator must approve student hours prior to the commencement of each activity.
5. All Diploma Candidates must complete the Theory of Knowledge course satisfactorily. This is an internally and externally assessed interdisciplinary component which explores different conceptions of knowledge found across various subject areas.
6. Complete all IB requirements as per IB handbook.

\* The fees for the International Baccalaureate Programme include a \$175.00 registration fee and a \$120.00 per exam fee. These fees are due by June 11, 2018.

\* Students who enroll in IB courses are expected to take the IB examinations. Pursuant to Board Policy 8242 and Regulation 8242-R, students who choose not to take the related IB examination for a course will have their final transcript amended to read “no exam taken”.

**West Islip School District**  
**International Baccalaureate Diploma Programme Course Offerings**

Course	Course Length	Credit
IB THEORY OF KNOWLEDGE – Junior and Senior years	2 years	.5/year
IB BUSINESS AND MANAGEMENT SL - Junior or Senior year	year	1
IB BUSINESS AND MANAGEMENT HL 1 & 2 - Junior and Senior years	2 years	2
IB ENGLISH HL 1 & 2 – Junior and Senior years	2 years	2
IB MATHEMATICS STUDIES SL – Junior or Senior	year	1
IB MATHEMATICS SL – Junior year	year	1
IB MUSIC SL – Junior or Senior year	year	1
IB MUSIC HL 1 & 2 – Junior and Senior years	2 years	2
IB CHEMISTRY SL – Junior or Senior years	year	1
IB BIOLOGY HL 1 & 2 - Junior and Senior years	2 years	2
IB ENVIRONMENTAL SYSTEMS SL – Junior or Senior year	year	1
IB HISTORY OF THE AMERICAS HL 1 & 2 - Junior and Senior years	2 years	2
IB PSYCHOLOGY SL 1 & 2 - Junior and Senior years	2 years	2
IB SPANISH SL 1 & 2 - Junior and Senior years	2 years	2
IB SPANISH HL 1 & 2 –Junior and Senior years	2 years	2
IB ITALIAN SL 1 & 2 - Junior and Senior years	2 years	2
IB ITALIAN HL 1 & 2 – Junior and Senior years	2 years	2

See individual Departments for course descriptions

**IB THEORY OF KNOWLEDGE (IB001/IB002)**

**2 Years – Credit - .5 / year**

**Prerequisite:** The student must be enrolled in the IB Diploma program.

The Theory of Knowledge course is one of the three core requirements for obtaining the International Baccalaureate Diploma. It is offered every other day over the course of the student’s junior and senior years. The purpose of the course is to provide a coherent view of knowledge. It draws upon information from all of the courses and activities the student pursues as part of the IB Diploma Program. Enrollment in this course is limited to IB Diploma candidates.

The central question this course seeks to answer is “How do we know what we know?” By examining the foundations of their knowledge base critically, it is hoped students will learn to distinguish warranted true beliefs from opinion unsupported by fact. The overall goal of the course is to enable students to become self-sufficient, independently reasoning adults. We believe a solid understanding of knowledge issues, along with their relevance and proper applications, is indispensable to achieving this goal. The organization of the course will center around three major topics:

1. *knowledge issues*, such as the sources of knowledge and the means of justifying claims to knowledge;
2. *ways of knowing*, such as the validity of the senses, the limits (if any) of reason, and the role of the emotions (if any) in the acquisition and validation of knowledge; and
3. *areas of knowledge*, with a focus specifically upon principles which unite subjects.

A theme which will flow through the course will be that of integration. This will be true particularly for the third topic, areas of knowledge, but it will be stressed in knowledge issues and ways of knowing as well. The course will emphasize certain fundamental questions which cut across all areas of knowledge and which can serve as integrating themes for IB students. It is hoped students will increase their knowledge and overall retention by using these integrating themes as classificatory schema.

IB external assessment will consist of a taped presentation made by the student regarding an issue concerning the nature and validity of knowledge, along with a paper of approximately 1,600 words which explores a knowledge issue in depth. West Islip assessment will consist of journal evaluations, tests, papers and presentations.

## ART DEPARTMENT

### STUDIO IN ART I (0701) & II (0704)

**Sem. or Year – Credit ½, 1**

An introduction to the skills and understandings needed as a background for all other art courses. This course is a prerequisite for all other art courses. May be taken for one semester only for ½ credit. 1 credit fulfills the art requirement for graduation.

### SKILLS IN ART I (0750) & II (0754)

**Sem. or Year – Credit ½, 1**

This course is for students who wish to meet the art requirement but who do not believe that they will continue their study of art beyond one year. Students are exposed to all different types of art mediums that include but are not limited to: oil pastels, watercolor/acrylic paints, printmaking, colored markers/pencils, and so much more! In this class, students are encouraged to be creative and to achieve their best. May be taken for one semester for ½ credit. 1 credit fulfills the art requirement for graduation.

### DRAWING & PAINTING I (0708) & II (0712)

**Sem. or Year – Credit ½, 1**

Students approach drawing and painting through the use of multimedia and the introduction of many different subject matters. Different techniques are used in creating both realistic and abstract art. Stress on strengthening drawing and painting skills is featured. This course is the key to the first steps in building a serious art portfolio.

### GRAPHIC DESIGN I (0757) & II (0758)

**Sem. or Year – Credit ½, 1**

**Prerequisite:** Completion of Studio-In-Art I and II or 85 average or better in Skills in Art I & II.

The curriculum will focus on teaching students the basics of digital art and how to use technology to create. Focus will be placed not only on the mechanics of the Apple computer, both hardware and software (including Adobe), but also on the various steps involved in graphic art. Students will learn to conceptualize ideas, create designs and produce them. Real world skills will play a vital role in the class, since the curriculum mirrors actual skills used in the graphic design and multimedia fields. Language arts skills are incorporated as well. Students will learn about printing and photo imaging, as well as typography. This course will lay the foundations for Advertising Design I & II. May be taken for one semester.

### ADVERTISING DESIGN I (0736) & II (0732)

**Sem. or Year – Credit ½, 1**

**Prerequisite:** 80 or better average in Graphic Design I & II.

Advertising I and II builds upon the foundation from Graphic Design. It further challenges the student with concepts of advanced layout, typography, large scale digital art, packaging design and the requirements, and limitations of the graphic arts processes. Emphasis is placed on portfolio development and career guidance as the course develops. May be taken for one semester for ½ credit.

### OIL PAINTING (0740)

**Sem. – Credit ½**

**Prerequisite:** 85 Average or better in Drawing and Painting I and II.

Students study this time-honored art by exploring color and manipulating brushes and painting knives. Many styles and techniques are introduced. This course is important for portfolio building and is necessary to proceed to AP Art.

### WATER COLOR (0744)

**Sem. – Credit ½**

**Prerequisite:** 85 Average or better in Drawing and Painting I and II.

Although a little more effort is needed to learn the skills related to watercolor painting, the final results are very rewarding. Traditional and experimental approaches are used in this exciting medium. This course is very important for portfolio building, and is necessary to proceed to AP Art.

### ADVANCED PLACEMENT STUDIO ART (0760)

**Year – Credit 1**

**Prerequisite:** Studio in Art, Drawing and Painting I and II, Oil Painting and Water Color, portfolio review.

85 Average or better in Oil Painting and Watercolor Painting.

The AP Program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Students should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course and that the program is not for the casually interested. The quest for quality of both production and experience in the AP program in Studio Art makes active demands on the student.

## BUSINESS EDUCATION DEPARTMENT

### OFFICE (0666)

Sem. – Credit ½

***Prerequisite:*** Successful completion of 8th grade Advanced Computer Applications or HS Computer Applications

Office is a one semester course designed to enable the student to become an efficient computer user and understand the basics of the Office Suite, G-Suite, and the Internet. The student will be taught the skills needed to use Office programs Word, PowerPoint, Excel, Access, Google Docs, Pages, and Sheets to help them engage in interdisciplinary, multi-school collaborative projects and discover how to create professional spreadsheets, presentations, and reports that will capture attention. This course was the second business course mentioned by our former graduates as most helpful to them in college and in the workplace, and is the ideal course to take to review and master basic Office software. Office is a suggested course to take as a follow-up to 8th grade Advanced Computer Applications or High School Computer Applications.

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### WEB DESIGN (0696)

Sem. – Credit ½

***Prerequisite:*** Successful completion of Computer Essentials

The Web Design curriculum is an introduction to the design, creation, and maintenance of web pages and websites. Students will explore their creative talent and learn how to create and upload web pages using HTML and java scripts, as well as Microsoft's Expression Web software. Students will learn how to create and maintain quality web pages, and learn to create and maintain images. The course progresses from introductory work on web design to a culminating project in which students design and develop a website for local businesses. ***Web Design is a suggested course to take as a follow-up to Computer Essentials or 8<sup>th</sup> Grade Computer Applications/HS Computer Applications.***

### SPORTS AND ENTERTAINMENT MARKETING (0652)

Year – Credit 1

This full-year course will introduce students to principles of marketing utilizing the specific environments of the sports and entertainment industries. Students enrolled in this course will create and manage their own sports team using a Fantasy Sports software program. Students work on continuous projects encompassing research, event promotion, merchandising, packaging, product marketing, promotion, publicity and sales. Real-life scenarios allow students to participate in decision-making and event marketing which will prepare them for a career in the marketing industry. Guest speakers and hands-on experiences are parts of this exciting course. ***Recommended for all students.***

### FASHION MARKETING (0650)

Sem. – Credit ½

Fashion is a part of our everyday lives. Everyone wears clothes and, therefore, buys clothes. Styles change from year-to-year and from season-to-season, creating new trends and demand for certain fashions. It is important to recognize the impact that the fashion industry has on our lives. Fashion Marketing will introduce students to the marketing strategies used to develop, distribute, and showcase today's fashion. Real-life scenarios and projects will prepare students for a career in the marketing industry. Guest speakers and hands-on experience, are part of this exciting course. ***Recommended for all students.***

### CAREER AND FINANCIAL MANAGEMENT (0600)

Year – Credit 1

*Start taking control of your future and get a jumpstart on your dream career! This full-year course will prepare students to succeed in personal finance and career readiness. An emphasis on workplace skills, human relation skills, technology, and career planning will provide the student with a strong foundation in workplace competencies. Students will explore a chosen career and evaluate their suitability for that career based upon an investigation of their own goals, interests and abilities. Students will create a career portfolio and acquire the skills necessary to successfully master an interview. Personal financial planning will assist students in securing their financial future and achieve their goals. Students will gain the necessary skills and insights to become knowledgeable consumers who will make informed decisions involving checking, saving, budgeting, investing, credit, and money management. For students taking any of the 5 unit sequences in Career and Technical Education, this is a required course. ***Recommended for students in grades 10 through 12.****

### WALL STREET: Investing in a Global Economy (0680)

Semester—Credit ½

*Wall Street introduces students to the fundamentals of financial planning and basic investment guidelines. Students will learn how to create a budget, explore various investment strategies, read and comprehend financial information, understand America's business structure, identify how and why a company issues stock, understand mutual funds and types of bonds, and create an investment portfolio. In addition, students will use their knowledge to invest \$100,000 in The Stock Market Game, an interactive, internet-based program designed to assist in the study of securities markets. ***Recommended for sophomore, juniors, and seniors who work well independently.****



## ACCOUNTING (0628)

**Year – Credit 1**

This course is designed to develop occupational competencies in bookkeeping. It is an introduction to keeping business and financial records through the accounting cycle. Course content encompasses the complete accounting cycle and provides opportunities for incorporation of computer utilization into the instruction. It is an excellent elective for students majoring in the office technologies or marketing. Academic-minded students who plan to major in Accounting or Business Administration in college will find this course extremely beneficial. Upon completion of this course, the student should be able to keep a simple set of books. **Recommended for students who plan to major in business in college. Grades 10-12**

## BUSINESS AND PERSONAL LAW (0636)

**Year – Credit 1**

This is a course that students will find practical and interesting. This class will provide students with an understanding of our civil and criminal legal system. Students develop an understanding of the law as it relates to day-to-day activities. It will help them become careful and astute consumers by becoming knowledgeable about crimes, torts, contracts, employment laws, marriage, personal property and many other legal documents. Students will acquire the confidence and knowledge necessary to contend with legal problems they may encounter in their business or personal lives. Guest speakers offer enriched learning experiences. **Recommended for sophomores, juniors and seniors.**

## COLLEGE FRESHMAN SEMINAR (0678)

**Fall – Credit ½**

College Freshman Seminar has proven to be a beneficial course and is designed to support student success in college. It will help students who plan to attend a four-year college in their college planning, application, and decision making process. Topics to be explored include: college selection, choosing a college major, financial aid and scholarships, attitude and willingness to work, task and time management, setting priorities, using research tools, making decisions, independent living, and **college-readiness. Recommended for all seniors who plan to attend a four-year college.**

## COLLEGE ACCOUNTING (0634)

**Year – Credit 1**

College Accounting is a college level course for academically talented and motivated students. Continued development of the principles and concepts introduced in Accounting I will help students to build their skill level. College Accounting is an accelerated accounting course particularly of value for students who plan to study accounting, business administration, or a related field while in college. The following topics are included: analysis, interpretation and preparation of financial

statements for proprietorships, partnerships and corporations. Students will receive career-readiness preparation which includes instruction in MS Excel as well as in QuickBooks accounting software. Students enrolled in this course will have the option of receiving three undergraduate credits in conjunction with the “University in the High School Program” offered by SUNY Farmingdale State College. **Recommended for college bound students who plan to major in business.**

## COLLEGE BUSINESS LAW (0610)

**Year – Credit 1**

**Prerequisite:** Open to juniors and seniors who have maintained an overall minimum GPA of 85%.

College Business Law is a college level accelerated law course for academically talented and highly motivated students particularly of value for those who have an interest in understanding how laws today affect people in their everyday lives. Students will engage in the study of the origin of our legal system, ethics/morals and how it relates to our legal system, tort law, Business crimes, contract law, and real and personal property. Businesses operate within a clear, but complex legal environment and to become an effective business leader, one needs to understand that environment. Students will develop legal reasoning skills and an appreciation for the business benefits and constraints of our legal system. Students will learn the basics of court and trial procedure and how to minimize their business’s legal risks, prepare legal plans, and learn how to maximize legal protections by participating in a mock trial. Students enrolled in College Business Law will have the option of receiving three undergraduate credits in conjunction with the “University in the High School Program” offered by SUNY Farmingdale State College. (\$140.00/three credits)

## COLLEGE MARKETING (0654)

**Year – Credit 1**

**Prerequisite:** Open to juniors and seniors who have maintained an overall average of 85% or better

College Marketing is a college-level course for academically talented and highly motivated students. This is an accelerated marketing course particularly of value for students who plan to study marketing, sports marketing, business administration, or related fields. This course provides the student with knowledge of the basic elements of marketing, including consumer and organizational markets, market segmentation, target marketing strategies, product planning and development, brands, packaging, pricing strategies, and channels of distribution. Elements of the promotional process such as sales, advertising, and sales promotion are included. Ethical and legal issues in marketing, marketing of services, global marketing, and marketing on the Internet are also covered. Critical thinking skills, problem solving, communications, and human relations will be incorporated into the curriculum. Students enrolled in College Marketing will have the option of receiving three undergraduate credits in conjunction with the “University

In The High School Program” offered by SUNY Farmingdale State College. (\$140.00/three credits 2016-2017)

**IB BUSINESS AND MANAGEMENT SL (IB601)**

**Grade 11 or 12**

**Year – Credit 1**

The IB Business and Management SL course is designed to give students a foundation in management principles, leadership practices, and skills and to develop an awareness of ethical and social responsibility issues that exist in business. Business Management studies business functions, management processes, and decision-making. It examines how business decisions are influenced by factors internal and external to organizations, and how these decisions impact upon its stakeholders. Real world business problems and cases are discussed. Business and Management is a rigorous and critical study of the ways in which individuals and groups interact in a dynamic environment. Successful completion of this course will allow the learner to assimilate the principles of business and management, and to become critical and effective participants in local and world affairs.

**IB BUSINESS AND MANAGEMENT HL 1 (IB602)**

**Grade 11**

**2 years – Credit – 1**

IB Business and Management HL1 is the first half of the HL program. This business management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students will learn to analyze, discuss, and evaluate

business activities at local, national and international levels. These skills are particularly relevant when examining the case study and when researching and writing the internal assessment components. The type of thinking encouraged by this approach will provide a bridge between the Diploma Program Business and Management course and higher education or employment. The course encourages the appreciation of ethical concerns, the ability to think critically, making ethically sound decisions, and think strategically. The Business Management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

**IB BUSINESS AND MANAGEMENT HL 2 (IB603)**

**Grade 12**

**2 years – Credit 1**

**Prerequisite:** IB Business and Management HL 1.

This second half of the two-year HL course is designed to expand student knowledge of the business world. Building on topics discussed in the first part of the course, students will focus on critical thinking, strategy and decision making, and business ethics. Topics of instruction will include: Business Organization and Environment, Marketing, Human Resource Management, Finance, and Operations Management. The IB Business and Management course is designed to develop an understanding of business theory, provide a foundation in management principles and practices, and to develop an awareness of the ethical and social responsibility issues that exist in business and other organizations both domestically and internationally.

## ENGINEERING TECHNOLOGY DEPARTMENT

### AUTOMOTIVE TECHNOLOGY

The automotive technology program is designed to provide students with a basic understanding of the various subsystems inside an automobile. Safety and proper use of tools and machinery is stressed. Students will gain hands-on skills working on full size vehicles, as well as smaller engines, and modeled automotive systems.

### TRANSPORTATION SYSTEMS (1208)

**Sem. – Credit ½**

This course will explore vehicle subsystems such as steering, suspension and drivetrain. Students will perform problem solving activities that use a variety of tools and testing equipment. **Note: This course is a prerequisite for those wishing to enroll in Introduction to Automotive Technology and Automotive Technology.**

### INTRODUCTION TO AUTOMOTIVE TECHNOLOGY (1250)

**Sem. – Credit ½**

**Prerequisite:** Transportation Systems

This course will be an in-depth study of engine designs as well as a focus on areas of vehicle maintenance. Students will perform various lab activities and learn how to use diagnostic equipment and how to maintain and repair automotive vehicles.

### AUTOMOTIVE TECHNOLOGY I & II (1255/1256)

**Sem., Year – Credit ½, 1**

**Prerequisite:** Introduction to Automotive Technology

This is an advanced course that allows the students to learn further maintenance and repair of automotive vehicles. Skills using cutting torches, ARC, MIG, TIG welding, and plasma cutting will be introduced and practiced. This course will focus on diagnostic thought process, diagnostic procedures, and use of diagnostic equipment.

### ADVANCED AUTOMOTIVE SERVICING (1257)

**Year – Credit 1**

**Prerequisite:** Automotive Technology I & II.

This is an advanced automotive course that continues to focus on diagnostic thought process, diagnostic procedures, and use of diagnostic equipment. Topics such as computer diagnosis and engine diagnosis are explored. Upon completion of the course students will be prepared to create a resume, research career opportunities in the automotive industry and understand options for post-secondary training.

### TECHNICAL & COMPUTER-AIDED DESIGN ALL DRAWING SEQUENCES

Students will learn drafting procedures and techniques to produce a variety of drawings using standard and computer-based equipment. Computer-Aided Design (CAD) is also examined in great detail and students are taught how to produce printed documents, digital

document management, 3D prototypes and computer-machined parts.

### DESIGN & DRAWING FOR PRODUCTION (1228)

**Year – Credit 1**

This course is designed to introduce students to technical drawing, machine and hand tool skills, problem solving and production methods. Students will learn drafting procedures to create working drawings, apply math and science concepts to their designs, which will prepare them to build and test a variety of models. Students will be introduced to Autodesk AutoCAD software and create digital drawings for designs. Students will also study the design process and develop a mass production system.

**This course may be used to meet the art requirement for graduation.**

### COMPUTER-AIDED DESIGN (1220)

**Year – Credit 1**

**Prerequisite:** Design and Drawing for Production (DDP)

This course introduces many of the concepts used in implementation of computer-aided design. Students use a 3D graphics workstation equipped with Autodesk® software to produce mechanical drawings with an emphasis placed on the continuation of the competencies established in Design and Drawing for Production. An introduction to CAM (Computer-Aided Machining) and rapid prototyping using a 3D Printer will also be covered. Students will use a 3D modeling CAD application to create feature-based parametric models. This method of 3D design prepares students for how industry uses CAD in real world design projects. Students enrolled in Computer-Aided Design I and II will have the option of receiving three undergraduate credits in conjunction with the “University in the High School Program” offered by SUNY Farmingdale State College.

### ARCHITECTURE (1212)

**Year - Credit 1**

**Prerequisite:** Design and Drawing for Production (DDP)

This course focuses on design as it relates to architecture and construction. Students are required to produce floor plans, site plans, and elevations plans. The course also provides the students with the opportunity to build scale models and original floor plans. This course provides an introduction to architectural drawing using computer-aided design software.

### **\*PRINCIPLES OF ENGINEERING (1264)**

**Year – Credit 1**

**Prerequisites:** Completion of Design and Drawing for Production (DDP), Computer-Aided Design (CAD), 10<sup>th</sup> grade Regents math and science) or teacher recommendation required.

This course is a hands-on, laboratory-based course integrating science, technology, engineering, and mathematics (STEM) which introduces students to concepts of engineering. Students will also be introduced

to the systems model to ensure a well-designed and engineered system. Students will be exposed to 3D modeling software to help them generate their designs. Students will have the opportunity to see their designs produced with the 3D printer, CNC milling machine as well as through conventional manufacturing. Design and Drawing for Production (DDP) and Computer-Aided Design are recommended, but not required prior to taking this course. (Meets the 3<sup>rd</sup> year requirement for math or science).

### COMPUTER INFORMATION TECHNOLOGY I / II (1268/1270)

**Sem. – Credit ½**

This course will provide students with the fundamental concepts related to computer hardware and introduce students to computer electronics. Students will learn how a computer works and will work with computer components (both new and old). The topics covered will include the history of computers and their impact on society, software, personal computer problem diagnosis, networking, and the Internet. Computer Information Technology II will place emphasis on mastering skills in electronic diagnosis, operating systems, peer to peer and client-server networking, computer and network security and the use of computers as technical tools.

### CISCO NETWORKING ACADEMY

Cisco provides coursework for a complete range of basic through advanced networking concepts - from making cables, to such complex concepts as medium to large network design and troubleshooting.

The Cisco Networking Academy is a two year program consisting of four semester courses. The program is designed to provide each student with the skills needed to design, build, and maintain small to medium-size networks. This provides them with the opportunity to enter the workforce and/or further their education and training in the computer-networking field. Upon completion of all four semesters, students will be prepared to take the Cisco Certified Network Associate (CCNA) Certification Exam.

### CNA – SEMESTER I & II (1272)

**Year – Credit 1**

*This course will provide students with advanced concepts related to computer hardware, software and networking technologies. Students will continue to develop the skills necessary to prepare them for the future in the Information Technology field. In semester I, students will gain in-depth knowledge about industry standards, network topologies, IP addressing, networking components, and basic network design. In semester II, students will begin router configuration and work with routing protocols. Upon completion of all four semesters, students will be prepared to take the Cisco Certified Network Associates (CCNA) Certification Exam.*

**Offered alternating years - not offered in 2018-2019.**

### CNA - SEMESTERS III & IV (1273)

**Year – Credit 1**

*Semester III and IV build upon the networking foundations developed in Semesters I and II. Upon completion of all four semesters, students will be prepared to take the Cisco Certified Network Associate (CCNA) Certification Exam.*

### ELECTRICITY / ELECTRONICS (1236)

**Sem. – Credit ½**

This course investigates the fundamental concepts of electricity and electronics that involve direct current (dc), alternating current (ac), series and parallel resistive circuits, magnetism, inductance and capacitance. Students will conduct a series of lab experiments that will explore the nature these electrical fundamentals. Students will also use Arduino Microcontroller boards to apply digital capabilities to problem solving tasks. An introduction to the coding language C will be provided as a means to instruct the Arduino microcontroller boards to execute defined tasks. Hands-on experiments and projects will act as the strategy for understanding microcontroller processing.

### INTRODUCTION TO TRADES (1254)

**Year - Credit 1**

This is a skills based course that introduces students to the tools and process behind basic construction skills. Students will explore lessons and hands on activities in residential building construction, electrical wiring and plumbing. Students will also develop their skills in craftsmanship through various building projects. The goal of this course is to prepare students to be well informed, future home owners.

### DIGITAL PHOTOGRAPHY I (1263)

**Sem. – Credit ½**

This course provides students with the opportunity to learn basic skills for digital photography, Topics covered are types of digital cameras, computer technology supporting a digital darkroom, digital file management, shooting and post process processing digital photographs, photographic composition, and image correction and presenting digital photographs in printed and digital formats. This class fosters creativity and exploration, which makes the program an excellent and enjoyable learning experience.

### DIGITAL PHOTOGRAPHY II (1267)

**Sem. – Credit ½**

**Prerequisite:** Digital Photography I

This course is a continuation of the skills started in Digital Photography I. Topics covered are advanced digital darkroom techniques, shooting studio photographs, lighting techniques, lens selection, and advanced image correction. This class fosters creativity and exploration, which makes the program an excellent and enjoyable learning experience.



**VIDEO PRODUCTION (1265)**

**Year – Credit 1**

**Prerequisite:** Completion of Digital Photography I

This course will provide an introduction to video production. Through in-class demonstrations, lectures, readings and hands-on projects, this class offers students the opportunity to begin learning skills and techniques of HD video field production and post-production. Post-

production techniques will be studied using audio and video production software.

Students will write, direct, act, shoot, and edit short videos, in a news production setting, creating weekly video productions. Students will form production teams and put these techniques into practice.

Students will also work on their own projects (individually and in groups) – producing, directing, shooting and editing assigned themed projects. The class is highly collaborative, student centered and results driven.

**5 UNITS OF CREDIT TECHNOLOGY SEQUENCE EXAMPLES**

Students acquiring 5 units of credit in Technology Education may be exempt from World Language.

<b><u>AUTOMOTIVE TECHNOLOGY SEQUENCE</u></b>	<b><u>CREDITS</u></b>
Transportation Systems	½
Introduction to Automotive Technology	½
Automotive Technology I & II	1
Design and Drawing for Production*	1
Computer-Aided Design	1
Principles of Engineering*	1
<b><u>Total</u></b>	<b>5</b>

<b><u>ENGINEERING TECHNOLOGY SEQUENCE</u></b>	<b><u>CREDITS</u></b>
Design and Drawing for Production	1
Computer-Aided Design	1
Principles of Engineering	1
Architecture	1
Electricity / Electronics*	½
Transportation Systems*	½
<b><u>Total</u></b>	<b>5</b>

<b><u>INFORMATION TECHNOLOGY SEQUENCE</u></b>	<b><u>CREDITS</u></b>
Computer Information Technology I & II	1
Cisco Networking Academy I & II	1
Cisco Networking Academy III & IV	1
Electricity / Electronics*	½
Digital Photography*	½
Principles of Engineering*	1
<b><u>Total</u></b>	<b>5</b>

\* May be replaced with any other Technology course elective.

**Engineering Technology - Course Eligibility**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Transportation Systems / Introduction to Automotive Technology	Automotive Technology I / II	Advanced Automotive Servicing
Design and Drawing for Production	Computer Aided Design Architectural Drawing	Principles of Engineering
Computer Information Technology I / II	Cisco Networking I / II*	Cisco Networking III / IV*
Electricity / Electronics Digital Photography I/II	Introduction to Trades Video Production	

Students may take the following courses beginning in the grade listed at the top of the column.

\* Cisco Networking I/II and III/IV may run in alternate years, depending on student enrollment.

## ENGLISH LANGUAGE ARTS PROGRAM PHILOSOPHY

The 2017-2018 school year marks the first part of our transition to the Next Generation English Language Arts Standards. The Preface to the New York State Next Generation English Language Arts and Mathematics Learning Standards (Revised 2017), states: “It is the intention of the Board of Regents that these standards serve the intended function in our schools: preparing our students to become lifelong learners and thinkers, as well as active participants in civil, community and professional endeavors.” With this in mind, English teachers will continue to help students build content knowledge and develop the skills they will need to be recognized as literate, independent, and productive individuals of the 21<sup>st</sup> century.



### **\* ENGLISH 9R (0107)**

#### **Year – Credit 1**

Freshman English is an examination of literature from around the world. As readers, students will explore fiction and nonfiction texts. Students will identify textual evidence, analyze the development of a text, identify a writer’s point of view, and determine the meanings of content area and Tier II vocabulary, and develop strategies for reading increasingly complex texts. As writers, students will work extensively in writing arguments, informative/ explanatory texts, as well as narratives and will complete a grade level research project. Each step of the writing process will be utilized and students will be expected to master a number of grammatical rules and conventions. Furthermore, students will hone their communication skills as they collaborate with peers and practice presenting their ideas in a cogent, effective manner. Students will begin developing the skills necessary to be successful on the New York State Regents examination in English Language Arts which will be administered in grade 11.

### **\* ENGLISH GATEWAY 9 (0106)**

#### **Year – Credit 1**

As its name suggests, this course will serve as a gateway to students who intend to challenge themselves with the rigorous work associated with our upper level courses in Advanced Placement, International Baccalaureate, and SUPA. To prepare students for the level of work required in these courses, we will integrate aspects of our Grade 9 curriculum with the curricular goals set forth in the above courses as we help students build skills in close reading, detailed analysis of literary works, understanding the techniques involved in literary criticism, inquiry and research, and using their communication skills to collaborate with peers as well as present their ideas in a cogent, effective manner. All students will complete a research paper and prepare for the New York State Regents examination in English Language Arts which will be administered in grade 11.

**\*ENGLISH 10R (0104)**

**Year – Credit 1**

*Sophomore English is a continuation of the examination of literature from around the world. Classes will continue to have Grade 10 Common Core Curriculum goals integrated. Students will identify textual evidence and analyze the development of a text through style analysis. Students will continue to work extensively in writing argument papers with the inclusion of rhetorical language. Furthermore, students will complete a grade level research project and will continue to develop the skills necessary to be successful on the New York State Regents examination in English Language Arts which will be administered in grade 11.*

**\* ENGLISH GATEWAY 10 (0112)**

**Year – Credit 1**

*English Gateway 10 will integrate aspects of our Grade 10 Common Core Curriculum with the curricular goals of our upper level courses, as well. Students will identify textual evidence and analyze the development of a text through style analysis. Additionally, students will continue to work extensively in writing argument papers with the inclusion of rhetorical language. Our goals are to ensure that all students are capable of achieving academic success when challenged with rigorous course work at an increased pace and to provide a seamless transition to any of our upper level courses. All students will complete a research paper and prepare for the New York State Regents examination in English Language Arts which will be administered in grade 11.*

**\*ENGLISH \*11R (0120) \*11H (0110)**

**Year – Credit 1**

*In the junior year, literature is used as the vehicle for helping students finalize their preparation for the New York State Regents Examination in English Language Arts. As readers, students will explore multiple genres, with an emphasis on the short story, novel, drama, and on nonfiction pieces. Within each genre, students will identify textual evidence, analyze the development of a text, identify a writer's point of view, determine the meanings of content area and Tier II vocabulary, and develop strategies for reading increasingly complex texts. As writers, students will write a synthesis essay, comparative genre essay, and a position paper. Students will continue to hone their ability to write arguments, informative/explanatory texts, and narratives using more sophisticated techniques such as irony. Furthermore, students will complete a grade level research project.*

**\*ENGLISH 11 ADVANCED PLACEMENT LITERATURE AND COMPOSITION (0179)**

**Year – Credit 1**

*English 10 Gateway plus teacher recommendation.*

***\*See Honors criteria***

*AP English Literature and Composition engages students in the careful reading and critical analysis of sophisticated*

*literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as rhetorical techniques such as the use of figurative language, imagery, symbolism, and tone. Emphasis is placed on the student's ability to challenge ideas and incorporate the codes and conventions of challenging texts into his or her thinking. Students read increasingly sophisticated literature and write with more stylistic sophistication than in English 11H. Students are expected to take the AP examination In Literature and Composition in May, as well as the New York State Regents examination in English Language Arts.*

**Note:** All students must take a full year of English in the 12<sup>th</sup> grade, regardless of the number of English courses completed in Grades 9-11. All Honors students in the 12<sup>th</sup> grade must take English 12AP, World Literature 12, or SUPA (WRT 105 and ETS 181). (For further information on honors level courses, please see the section in the Course Guide on Honors/Advanced Placement Eligibility Criteria.) All other 12<sup>th</sup> grade students must enroll in English 12R, a half-year course that will be offered in the fall as well as an English department elective for the spring semester.

**\* ENGLISH 12R (0125)**

**Sem. – Credit ½**

*This senior survey course will focus on developing students as independent readers and writers. Students will explore the personal narrative essay form and will implement aspects of narrative writing when they craft a historical fiction piece based on their research of an intriguing period in history. A multitude of genres will be addressed, with an emphasis on nonfiction. Students will continue to explore how sophisticated arguments are crafted and will try to emulate these techniques in their own writing. There will be an emphasis on writing for different purposes and audiences to prepare students for the myriad writing tasks they will face in college and beyond. Assessments include: College/Personal Essay; Historical Fiction Narrative; Literary/Nonfiction Analysis; My Senior Footprint (Research and Presentation).*

**\*WORLD LITERATURE 12H (0127)**

**Year – Credit 1**

***Prerequisite:*** 11H or 11AP ***\*See Honors criteria***

*Students in this full-year course will examine and analyze challenging and diverse literature from ancient Greeks to modern Europeans. Dystopian literature and satire will be included in this exploration. Units of study are designed to challenge students to consider and explore literary themes across cultural lines/boundaries. Speaking and Socratic Seminars are important components of this course. This writing-intensive course involves work on personal essays, literary criticism, and a major author research paper and presentations.*

**\*ENGLISH 12 ADVANCED PLACEMENT:  
LANGUAGE AND COMPOSITION (0128)**

**Year – Credit 1**

**Prerequisite:** Humanities 11AP or English 11H.

The overall goal of this course is to engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and reading will make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will read increasingly complex texts with understanding and write with sufficient richness and complexity to communicate with mature readers. Students are expected to take the AP Examination in Language and Composition in May. Registration requires teacher recommendation.

**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. Control of the academic aspects of PROJECT ADVANCE courses, including course syllabi, textbooks, assignments, grading practices, and like matter, resides with the university faculty. A student tuition cost of \$336 for each three-credit course is required.\* Students are expected to adhere to all the policies and procedures set forth by Syracuse University.

**NOTE: In order to participate in PROJECT ADVANCE, students must enroll in both WRT 105 and ETS 181.**

The benefits of participating in PROJECT ADVANCE include the following:

- A high proportion of students (approximately 9 in 10) have reported receiving recognition for the SU courses in the form of transfer of credit hours, fulfillment of general education or major program requirements, placement in more advanced courses, or some combination of these.
- For students who enroll at Syracuse University, the credits (and grades) they earn automatically become part of their records as SU students
- The tuition rate for courses taken through SUPA is approximately 25% of what it would cost to take the same course as a part-time student on the Syracuse University campus.
- Study in university courses helps to sharpen students' skills for full-time college study and gives them a realistic expectation of the academic demands of college life.

\*Tuition is subject to change.

**IMPORTANT NOTICE TO STUDENTS AND PARENTS**

**College and college level courses offered on a high school campus must meet the same criteria as those offered on the college campus. Students are expected to “deeply**

**explore and thoroughly interact with college-level subject matter” (<http://supa.syr.edu/about/>). Our West Islip High School SUPA instructors have taken great care to ensure that our SUPA courses provide our students with an experience commensurate with that of Syracuse University students. Therefore, print texts will expose students to challenging and controversial topics including gender and sexuality. Visual texts (films) will expose students to sex, nudity, profanity, violence, and drug use. While these elements are present in the films, they are not the focus. Students will be taught analytic methods and provided with academic tools to help them evaluate all course-related texts as well as those they encounter throughout their lives. The goal is for our students to be critical readers and thinkers who understand the messages conveyed in texts and are cognizant of the methods used to convey these ideas so that they can employ sound reasoning and draw their own conclusions.**

**If you are considering registering for this course, you will be asked to review the course syllabus.**

**Enrollment in Project Advance signifies your knowledge and acceptance of the course requirements.**

**\* WRT 105 – PRACTICES OF ACADEMIC WRITING (0180)**

*(Concurrent Enrollment Model)*

**Sem. – Credit WIHS ½ - SU 3**

**Note:** *Students may be subject to a writing review.*

*Academic Writing is the first of a series of writing courses that, along with other resources, comprises the Writing Program at Syracuse University. In this first studio, particular attention is paid to writing as a means of learning and of encouraging active analytical engagement. Students also learn to write supported arguments using appropriate conventions of documentation. Learning how to write formal academic analysis and argument begins with learning how to think reflectively (and communally) in various kinds of informal written modes, such as reading logs, class correspondences, and response papers. Academic Writing gives students intensive practice in writing understood as a process: formal papers go through multiple-drafting, reader response of some kind, revision and editing. Students are asked to participate in collaborative methods, such as peer workshops and group projects. Students read from an illustrative range of complex texts, drawn from various disciplines and genres, not only to understand the ideas in the texts, but also to respond, refine, or refute those ideas. Strategies such as annotation, summary, paraphrase, and log entries show students how writing can become a means for reading more flexibly, deeply, and critically – and a way of defining one's self in relation to the ideas and words of others. By responding to each other's writing and by doing copy-editing, students practice good writing and learn how it is accomplished within the genres and conventions of particular discourse communities.*



**\* ETS 181 - CLASS AND LITERARY TEXTS (0182)**

(Concurrent Enrollment Model)

**Sem. – Credit WIHS ½ - SU 3**

**Prerequisite:** Students must have completed SYRACUSE UNIVERSITY PROJECT ADVANCE: WRT 105

This course exposes students to key texts in literature, film and other media as a way of fostering critical engagement and developing richer social responsibility through textual interpretation. Students will engage with the concepts of social class, social divisions of privilege, wealth, power and status – lenses through which they will approach a range of literary and other texts.

Invested in theoretical and historical frames of reading the course takes its starting point from concepts of social class and engages with texts ranging from the early modern period through the Industrial Revolution and into the present moment, when digital technology is dramatically shifting the way we work, live and communicate.

Students in this course will learn to read analytically and, through their writing, demonstrate a critical faculty for understanding how texts can be vital markers of the ways that social class, and the struggles that come with it, stratify, divide and define us today.

**ENGLISH DEPARTMENT ELECTIVES**

**\* CREATIVE WRITING (0184)**

**Sem. - Credit ½**

This elective is an advanced writing course for students who wish to gain or extend their experience as a writer. Creative Writing provides an opportunity for students to create original, imaginative writing based on the study of models from observation, experience, and literature. Students will work on descriptive, narrative, and persuasive prose as well as dialogue and poetry. Student writing will be shared with the class and will be evaluated by both the instructor and peers. The course will be conducted in a workshop format; most class periods will be devoted to writing and ongoing conferences. Writers will be encouraged to submit work to contests and publications. Open to students in grades 10-12.

**MEDIA LITERACY (0190)**

**Sem. – ½ Credit**

This class is for students interested in journalism, social media, writing and digital literacy, who are intrigued by topics that currently consume our society including truth in journalism, the perils of social media, and how to evaluate the vast amount of information that bombards our consciousness each day. Students will examine the effects of the Internet on our environment and will evaluate the myriad “news” sources feeding our society. Based on a course offered by Stony Brook University, students will learn to “sort fact from fiction, news from promotion, and fact-based opinion from emotional assertion.” The goal of this course is to help students learn and implement the practices of a media literate individual in the 21<sup>st</sup> century who critically evaluates information and makes informed choices. Open to students in Grade 12.

**WRITING FOR COLLEGE & CAREER (0191)**

**Sem. – ½ Credit**

Students will learn the art of writing about technical subjects using forms often required in the professional world such as reports, instruction manuals, summaries, emails, memos, software help files, how-to descriptions, user’s guides, brochures, newsletters, fliers, etc. Students will also develop skills in writing business letters, cover letters, and resumes. Ongoing discussion of audience and purpose, graphics, layout, and design will guide this work. Students will have an opportunity to write using digital tools for an online audience. Before publishing their work, students will work through each aspect of the writing process: researching/prewriting, drafting, revising, and editing. Open to students in grade 12.

**JOURNALISM (0183)**

**Sem. – Credit ½**

This elective course will provide a general introduction to journalism, focusing on the history of journalism, trends in journalism, news writing, design and layout, and publishing. This course will develop the communication skills and specialized writing techniques needed by journalists. Students will learn and employ interviewing techniques as they gather, write, and report the news. In addition, students will write for a variety of purposes as they explore the different genres of a newspaper, such as sports, editorials, advice, local news, feature stories, advertising, and entertainment. Students may contribute to Paw Prints, West Islip High School’s newspaper. Open to students in grades 9-12. **Students must possess strong writing skills to be successful in this course.**

**\* MYTHOLOGY (0136)**

**Sem. – Credit ½**

Mythology is designed to bring to students, through a thematic approach, a concept of the role played by Greek and Roman mythologies in shaping civilization from the era of ancient Greece to the present. This course will help students to understand the many influences of ancient mythology upon modern day life. Open to students in grades 10-12.

**\* PUBLIC SPEAKING, DRAMA, AND DEBATE (0166)**

**Sem. – Credit ½**

Public Speaking is a course for students interested in developing skills in oral presentation. Students will learn how to research, outline, organize and deliver various types of formal speeches including informative, persuasive, demonstration, and special occasion. Additional presentations will include impromptu speeches and debates. Students learn to be fair and critical listeners, give and respond to feedback, and incorporate visual and multimedia aids into presentations. They will also learn techniques for managing communication anxiety. The goal of this course is for students to walk away more confident, knowledgeable, and organized speakers. Open to students in grades 10-12.

## **FILM STUDIES (0176)**

**Sem. – Credit ½**

Film Studies examines the different genres of film including comedy, drama, suspense, and horror. Discussion will focus on the film techniques (camera angle, lighting, editing) and methods of critical analysis (shot, mise-en-scene). Students will use this foundation to analyze and create their own short films. Open to students in grades 10-12.

## **IB ENGLISH**

- IB English is broken up into four parts or semesters.
- Over the course of two years, the curriculum covers a minimum of 15 works that are assessed internally (by the classroom teacher) and externally (papers are shipped to an IB committee in another part of the world for scoring).
- Of the 15 works, five must be written in a language other than English (students read the work in translation), one must be written by Shakespeare, and all four genres must be represented. The works must also cover three time periods (pre-1800, 1800-1899, & post 1900) and two places.
- Assessments include both oral presentations and written works.

### **\* IB ENGLISH HL 1 – Junior Year (IB101)**

**Year – Credit 1**

(Concurrent Enrollment Model)

#### **Semester 1 – Junior Year: Options**

The texts chosen for this section are freely chosen by the school to allow for state requirements.

The major assessment addressed for this semester is a 10-15 minute analytical oral presentation on one aspect of the works studied, followed by audience Q&A participation. This presentation is internally assessed (15%) and is referred to as the Individual Oral Presentation (IOP). IOPs are a forum for students to demonstrate their knowledge and understanding of at least one part 4 work through a self-chosen task. These tasks are considered either analytical or creative and must have teacher approval before submission and presentation.

#### **Semester 2 – Junior Year: Detailed Study**

This part of the course is a literary study of works in translation, based on a close reading of the works

themselves. Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works. This course aims to deepen students' understanding of works as being products of a time and place. Artistic, philosophical, sociological, historical and biographical considerations are possible areas of study to enhance understanding of the works. Students develop a formal piece of writing that explores a literary aspect of one work, informed by some understanding of the cultural underpinnings of that work. This assessment counts for 25% of the IB grade.

### **\* IB ENGLISH HL 2 – Senior Year (IB102)**

**Year – Credit 1**

#### **Semester 1 – Senior Year: Works in Translation**

This part of the curriculum is an intensive study of three works from three different genres. Students will read and analyze a work of nonfiction, a play, and poetry from one poet. The objective of this part is to provide an opportunity for students to master the different forms of literature while learning to express an appreciation for the art and skill of writing. The major assessment for this semester is an oral commentary (15%) and is referred to as the Individual Oral Commentary (IOC). This is on a randomly chosen poem of 20-30 lines (covered in detail in class). Students will have 20 minutes to analyze and outline the poem and then deliver an 8-10 minute commentary, followed by a discussion on ONE of the other works studied in detail. This is recorded digitally, graded internally by the teacher, and then sent to an IB committee for moderation (the teacher's comments, feedback, and grades are checked for accuracy).

#### **Semester 2 – Senior Year: Literary Genres – The Novel**

This part of the curriculum is designed to allow students to focus on one particular genre of literature for mastery. Each genre has recognizable techniques, referred to as literary conventions and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. The IB assessment for this part is the written exam given in May of the senior year. Paper #1, the Unseen Commentary (20%), is a paper analyzing either a poem or selection of prose that the student has not read prior to the exam. Paper #2 (25%) is a discussion of two novels studied this semester. This exam is externally assessed.

## FAMILY AND CONSUMER SCIENCES DEPARTMENT

### These courses are offered for grades 9-12

#### FASHION DESIGN: CLOTHING AND TEXTILES: (0812)

**Sem. – Credit ½**

By learning clothing construction skills through hands-on projects, students will be able to increase their own wardrobe, evaluate the quality of ready-made garments and be a better consumer. In this course students will also study clothing as it relates to culture, history, social, and economic situations, and explore clothing and textiles as a medium for artistic expression. Careers which deal with clothing and textiles will also be explored through field trips to appropriate venues when possible.

**This course may be used to meet the art/music requirement for graduation.**

#### INTRODUCTION TO CULINARY ARTS (0808)

**Sem. – Everyday - Credit ½**

This course will help students develop an understanding of sound nutritional concepts through the many hands-on experiences related to food and nutrition. Students will plan, select, purchase, store, prepare, serve food and food products and study basic nutrition. Sanitation and food safety, and the use and care of equipment will also be introduced. Students will have the opportunity to examine the wide variety of career paths in the food preparation and nutrition fields and identify the knowledge and skills necessary for success within these fields.

### The following courses are offered for grades 10-12

#### EARLY CHILDHOOD EDUCATION (0804)

**Year – Credit 1**

Would you like an opportunity to work with young children? In our Early Childhood Education course students will work as a “student teacher” with four-year-old children in our playschool lab. Students will write detailed lesson plans and design activities similar to those in college education courses in order to conduct age-appropriate art, music, math, science, story, and game activities with them. In addition, they will explore other career opportunities for working with children besides education and develop strong skills needed for success in any workplace in which children are the focus. For those who plan to pursue a career in these related fields, this course will be valuable in developing a portfolio of materials for college program acceptance and/or career advancement

#### CHILD DEVELOPMENT (0828)

**Year – Credit 1**

Aren't babies and children wonderful? Parenting and child development is an important area of study for those who want to enjoy and understand children to the fullest. If children are in their future as part of a career or as a parent, students will enjoy this course. Students will have an opportunity to work with four-year-old children in our playschool lab, observing their growth, development, and behavior. For those who plan to pursue a career working with children or studies in education at the college level, this course is the perfect fit, and will be valuable in developing a portfolio of materials for college program acceptance and/or career advancement

## HEALTH & PHYSICAL EDUCATION DEPARTMENT

### HEALTH EDUCATION 9/10 (1401) 11/12 (1402)

**Sem. – Credit ½**

The purpose of this course is to provide students with a practical and working knowledge that will help them keep physically fit and mentally healthy throughout their lives. The course concentrates on the following areas: personality development, fitness, nutrition, communicative diseases including sexually transmitted diseases, mental health, drug abuse education including alcohol and tobacco, and current issues in health and family life. A practical and written test qualifying the student for certification in Cardio-Pulmonary Resuscitation is given. **Health Education is required for graduation.**

### PHYSICAL EDUCATION 9/10 (1101/1102)

**11/12 (1111/1112)**

**Sem. – Credit ¼**

All students are required to participate in a physical education course each year. Classes are coeducational and are organized so that students may select from several activities including **lifetime fitness activities**, team sports, individual sports, Project Adventure or water sports. All 9<sup>th</sup> and 10<sup>th</sup> graders **must** successfully complete one **10 week** unit in pool each year.

### LIFEGUARD TRAINING 10-12 (1105)

**Sem. – Credit ¼**

**Prerequisite:** *The student must be 15 years of age and pass a swim entry test.*

*Students can receive half year PE credit and possibly earn a certification from American Red Cross in Lifeguarding, CPR for the Professional Rescuer, AED, and First Aid. The students must pass a rigorous swim entry test before being admitted into the course, including a 500 yard continuous*

*swim. To earn Red Cross certification the student must pass a lifeguard skills test, and three written exams.*

**NOTE:** *The American Red Cross charges a non-refundable fee of \$40.00 for the certification.*

### ADAPTIVE PHYSICAL EDUCATION (1107)

A program offered for students with special needs, whether these needs are temporary or permanent. Students may move from a regular program to the special program, or vice versa. An individualized program of activity is designed for each participant with the assistance of the student's physician where needed.

### FITTER, FASTER, STRONGER (FFS) (1125)

**Sem. – Credit ¼**

*The FFS Program is a total conditioning program for all students regardless of age or gender. The FFS program is designed to increase all aspects of personal fitness and athletic performance. It will make you jump higher, run faster, throw farther, hit harder and be more explosive. The FFS program develops the total student by using core weight training exercises, speed and agility exercises, along with flexibility and plyometric exercises. Grades 11 and 12; May take both semesters; Fulfills PE requirement.*

### INTRODUCTION TO SPORTS SCIENCE (1127)

**11/12 Grade - Sem. –Credit ¼**

*Intro to Sports Science incorporates the traditional disciplines of anatomy, exercise physiology, biomechanics, nutrition and care and prevention of athletic injuries. Students will cover a range of core topics and carryout practical investigations in both laboratory and field settings which will provide a foundation for possible future employment pathways. This course will blend psychomotor, cognitive and affective domains. Fulfills PE requirement.*



## MATHEMATICS DEPARTMENT

### \*ALGEBRA I (0309)

**Year – Credit 1**

**Prerequisite:** Successful completion of Math 8 as demonstrated by a final grade of 80 or higher in the course. This program of study includes the following topics: the real number system; quantities; seeing structure in expressions; arithmetic operations on polynomials and rational expressions; creating equations; reasoning with equations and inequalities; interpreting functions; building functions; linear, quadratic, and exponential models; and interpreting categorical and quantitative data.

**Note:** Passing the Algebra Regents examination is a graduation requirement.

### \*ALGEBRA I with Lab (0315)

**Year – Credit 1**

**Prerequisite:** Successful completion of Math 8. This is the same program of study presented in Algebra with the addition of an extra period every other day. It is designed to give students the extra time needed to be successful. Students will take the Algebra I Regents exam at the end of this course.

**Note:** Passing the Algebra Regents examination is a graduation requirement.

### \*GEOMETRY HONORS (0318)

**Year – Credit 1**

**Prerequisite:** Successful completion of Algebra I Honors as demonstrated by a final grade of 88 or higher in the course or Algebra I as demonstrated by a final grade of 92 or higher and teacher recommendation.

This program of study will include topics in congruence, similarity, right triangles and trigonometry, circles, expression of geometric properties with equations, measurement and dimension, constructions, and modeling with geometry. Students will be eligible to take the Geometry Regents exam at the end of this course.

**Note:** Passing the Geometry Regents examination is required to receive the “Regents Diploma with Advanced Designation.”

### \*GEOMETRY (0317)

**Year – Credit 1**

**Prerequisite:** Successful completion of Algebra I as demonstrated by a final grade of 80 or higher in the course or Algebra I Lab as demonstrated by a final grade of 92 or higher and teacher recommendation.

This program of study will include topics in congruence, similarity, right triangles and trigonometry, circles, expression of geometric properties with equations, measurement and dimension, constructions, and modeling with geometry. Students will take the Geometry Regents exam at the end of this course.

**Note:** Passing the Geometry Regents examination is required to receive the “Regents Diploma with Advanced Designation.”

### \*GEOMETRY with Lab (0380)

**(alternate day lab)**

**Year – Credit 1**

**Prerequisite:** Successful completion of Algebra I Lab, or Algebra I as demonstrated by a final grade of 80 or lower in the course. This is the same program of study presented in Geometry with the addition of one extra period every other day. Students will take the Geometry Regents exam at the end of this course.

**Note:** Passing the Geometry Regents examination is required to receive the “Regents Diploma with Advanced Designation.”

### DISCOVERING GEOMETRY (0306)

**Year – Credit 1**

**Prerequisite:** Successful completion of Algebra I with lab. This is a non-Regents course designed for students who struggled in Algebra I and who are not working towards the Advanced Designation Diploma. The purpose of this course is to formalize and extend the geometric experiences from the middle grades. Major emphasis will be placed on congruence, similarity, right triangles, trigonometric ratios and right triangles, and use of coordinates to prove simple geometric theorems algebraically. Students will strive to become fluent in triangle congruence and similarity criteria; using coordinates to establish geometric results; and calculating length and angle relationships. Students will not be eligible to take the Geometry Regents at the end of this course.

### FOUNDATIONS OF ADVANCED MATH (0310)

**Year – Credit 1**

**Prerequisite:** Successful completion of Geometry Lab, or Geometry as demonstrated by a final grade of 80 or lower. This course allows students to expand their algebraic skills to include the solution and application of quadratic equations, graphing of functions, problem solving, and probability and statistics. Students will be shown the process to apply algebra to realistic situations and to represent different mathematical concepts. Topics also examined will include factoring, equations and system of equations, logarithms, proportions, and variations. The course will prepare students for Algebra II and or Everyday Statistics.

### \*ALGEBRA II HONORS (0307)

**Year – Credit 1**

**Prerequisite:** Successful completion of Geometry Honors as demonstrated by a final grade of 88 or higher, or Geometry as demonstrated by a final grade of 92 or higher with teacher recommendation. This program of study will include topics such as: polynomials; factoring; solving and applying equations (polynomial, rational, and radical); complex numbers, trigonometric functions, exponential and logarithmic functions, and inferences and

conclusions from data. Students will be eligible to take the Algebra II Regents exam at the end of this course.

**Note:** Passing the Algebra II Regents examination is required to receive the “Regents Diploma with Advanced Designation”.

### **\*ALGEBRA II (0302)**

**Year – Credit 1**

**Prerequisite:** Successful completion of Geometry as demonstrated by a final grade of 80 or higher or successful completion of Foundations as demonstrated by a final grade of 85 or higher. This program of study will include topics such as: polynomials; factoring; solving and applying equations (polynomial, rational, and radical); complex numbers, trigonometric functions, exponential and logarithmic functions, and inferences and conclusions from data. Students will take the Algebra II Regents exam at the end of this course.

**Note:** Passing the Algebra II Regents examination is required to receive the “Regents Diploma with Advanced Designation”.

### **\*PRE-CALCULUS HONORS (0346 )**

**Year – Credit 1**

**Prerequisite:** Successful completion of Algebra II Honors or successful completion of Algebra II with a final grade of 92 or higher and teacher recommendation.

This course is designed to help students prepare to study advanced topics in AP Calculus AB or BC. Topics to be studied include: Complex numbers, matrices, vectors, rational and exponential functions, trigonometry, and probability and statistics. Students interested in taking the CLEP exam in Pre-Calculus upon the conclusion of the course may earn college credit for their work. Any student seeking to do so is encouraged to visit the College Board website for additional information.

### **\*PRE-CALCULUS (0351 )**

**Year – Credit 1**

**Prerequisite:** Successful completion of Algebra II. This course is designed to help students prepare to study topics in Calculus or Advanced Placement Calculus AB. Topics to be studied include: Complex numbers, matrices, vectors, rational and exponential functions, trigonometry, and probability and statistics. Students interested in taking the CLEP exam in Pre-Calculus upon the conclusion of the course may earn college credit for their work. Any student seeking to do so is encouraged to visit the College Board website for additional information.

### **\*IB MATHEMATICS SL (IB301)**

**(alternate day lab)**

**Year – Credit 1**

**Prerequisite:** Successful Completion of Algebra II Honors as demonstrated by a final grade of 88 or higher, or Algebra II as demonstrated by a final grade of 92 or higher and teacher recommendation.

The IB Mathematics SL course is a rigorous one year program of study with an alternating lab class, designed for those students who possess strong mathematical skills. It includes the study of algebra, functions and equations, circular functions and trigonometry, matrices, vectors, and statistics and probability. All students will become proficient in the use of graphic display calculators for the topics covered in the syllabus. Students will become proficient in mathematics without use of a calculator for all topics, as well. This course requires a variety of IB assessments, including an Internal Assessment Mathematical Exploration paper, and an External Exam. College credit may be obtained by scoring well on both Internal and External Assessments. This course prepares students for the courses Advanced Placement Calculus BC, Advanced Placement Calculus AB or Advanced Placement Statistics.

### **\*IB MATHEMATICS STUDIES (IB303)**

**(alternate day lab)**

**Year – Credit**

**Prerequisite:** Successful completion of Algebra II course and Regents exam.

The IB Mathematics Studies course is a one year program designed for students to develop a sound mathematical background which will allow for authentic application whenever possible. Students will complete a project involving the collection and/or generation of data and the analysis and evaluation of that data.

### **\*EVERYDAY STATISTICS (0390)**

**Year – Credit 1**

**Prerequisite:** Successful completion of Algebra II or Foundations course.

Statistics is an indispensable tool which is used to help make intelligent decisions. This course is intended to present a broad overview of the subject of statistics and its applications. Students will explore the statistical relationships in sports, the sciences, psychology, sociology, and business. A graphing calculator and computer technology will be used as a tool to deepen the student’s understanding of statistical processes

### **INTRODUCTION TO COLLEGE MATH (0382)**

**Year – Credit 1**

**Prerequisite:** This course is for seniors who are college-bound as non-mathematics majors, and who have successfully completed Algebra II, or Foundations of Advanced Algebra with a grade of 75 or higher.

The course will provide an in-depth study of algebra and functions, counting and probability, data analysis and statistics, financial mathematics, geometry, logic. Focus will be placed on problem solving with real world applications. Students interested in taking the CLEP exam in Introduction to College Math upon the conclusion of the course may earn college credit for their work. Any student seeking to do so is encouraged to visit the College Board website for additional information.

## CALCULUS (0357)

**Year – Credit 1**

**Prerequisite:** Successful completion of Pre-Calculus. This course will consist of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. Students will become acquainted with the major concepts, definitions, and theorems relating to limits, continuity, the derivative, and the definite integral. Topics in both differential and integral calculus will be studied. Students interested in taking the CLEP exam in Pre-Calculus upon the conclusion of the course may earn college credit for their work. Any student seeking to do so is encouraged to visit the College Board website for additional information.

## \*ADVANCED PLACEMENT STATISTICS (0398)

**Year – Credit – 1**

**Prerequisite:** Successful completion of Algebra II, or teacher recommendation.

The Advanced Placement Statistics course is equivalent to an introductory, non-calculus based, college course in statistics. It is particularly well-suited for students planning college majors in social sciences, health sciences, and business. Students are exposed to four broad conceptual themes: (1) exploring data; (2) planning a study; (3) anticipating patterns; (4) statistical inference. Students will use a graphing calculator and/or computer technologies as an aid to their statistical studies. Students are expected to take the Advanced Placement Statistics exam in May.

## \*ADVANCED PLACEMENT CALCULUS AB (0358)

**Year – Credit 1**

**Prerequisite:** Successful completion of IB Math SL or Pre-Calculus Honors as demonstrated by a grade of 88 or higher. In this course, students successfully completing Pre-calculus in their junior year are given the opportunity to study one semester of college Calculus within the framework of the high school year. Differential and integral calculus and applications are considered. Students are expected to take the Advanced Placement exam in AP Calculus AB in May.

## \*ADVANCED PLACEMENT CALCULUS BC (0381)

**Year – Credit 1**

**Prerequisite:** Successful completion of IB Math SL or Pre-Calculus Honors as demonstrated by a grade of 92 or higher. This is a course in single-variable calculus that includes all the topics of Calculus AB (techniques and applications of the derivative, techniques and application of the definite integral, and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. It is equivalent to at least a year of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course. College credit may be obtained by scoring well on the AP examination.

## FINANCIAL MATH (0311)

**Year – Credit 1**

**Prerequisite:** 12<sup>th</sup> grade students only who need 3<sup>rd</sup> mathematics credit to graduate

This is a specialized interdisciplinary course related to the Mathematics and Technology learning standards and the Career Development and Occupational Studies learning standards. The course will prepare students for the mathematics placement exam at our local community colleges and is designed to provide students with a basic understanding of: the mathematics involved in personnel, production, purchasing, sales, marketing, warehousing and distributing, and services.

## JAVA (0392 )

**Year – Credit – 1**

**Prerequisite:** Open to 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade students who successfully completed Algebra I.

This is a full year course designed to introduce students to the concepts of computer programming, using the language of Java. This course introduces basic structured and object-oriented programming concepts and techniques and is intended for all who plan to use computer programming in their studies and careers. Topics included are: variables, arithmetic operators, control structures, arrays, functions, recursion, dynamic memory allocation, files, class usage, and class writing. Program design and testing are also included.

## SAT MATH PREPARATION (0367)

**1 Semester – Credit – ½**

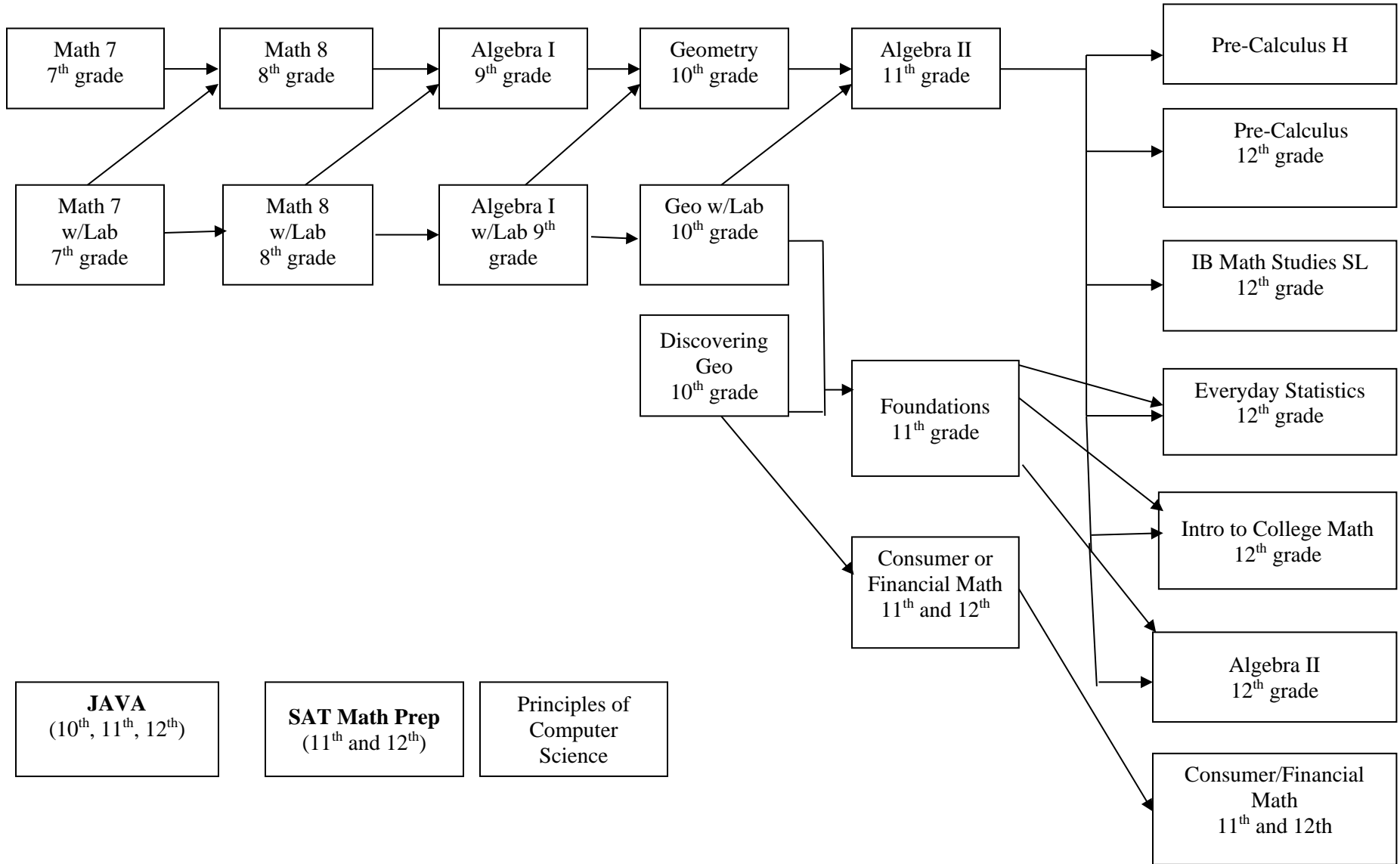
**Prerequisite:** Open to 11<sup>th</sup> and 12<sup>th</sup> grade students. This is a half year course designed to prepare students for the Scholastic Achievement Test for entrance to college. Mathematical concepts and test-taking strategies will be taught to help students become familiar with the exam and methods for solving a variety of math and reasoning problems. In order to improve SAT Math scores, students will need to complete practice assignments utilizing strategies taught and analyze mistakes to improve performance. Students will be graded on pass/fail basis

## \*ADVANCED PLACEMENT PRINCIPLES OF COMPUTER SCIENCE (0359)

**Year -- Credit 1**

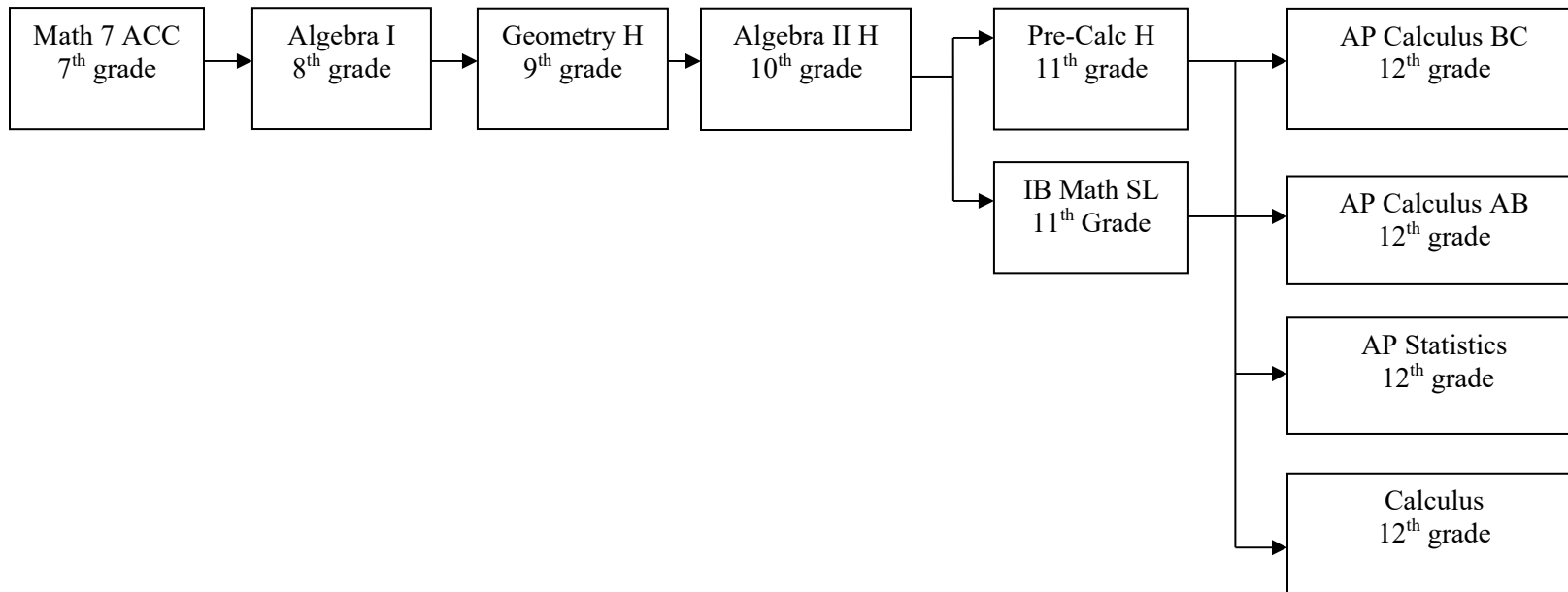
**Prerequisite:** Successful completion of Algebra I. This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

## MATH FLOW CHART REGENTS LEVEL



2018-2019

MATH FLOWCHART ACCELERATED LEVEL



**Electives**

**JAVA**  
(10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)

**SAT Math Prep**  
(11<sup>th</sup> and 12<sup>th</sup>)

**AP Principles of  
Computer  
Science 12<sup>th</sup>  
grade**



## 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 9<sup>th</sup> 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 9<sup>th</sup> grade tenor and bass students, satisfactory prior experience in 8<sup>th</sup> grade school chorus or recommendation of instructor.

Grades 10-12 and 9<sup>th</sup> 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:** 8<sup>th</sup> 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 8<sup>th</sup> 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, 9<sup>th</sup> Grade students must register for:

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

**Prerequisites** for 9<sup>th</sup> 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:**

**9<sup>th</sup> Grade** – Music Theory I and enrollment in band, chorus or orchestra.

**10<sup>th</sup> Grade** – AP Music Theory and enrollment in band, chorus or orchestra.

**11<sup>th</sup> 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.

**12<sup>th</sup> 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**

**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**

**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**

**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**

**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**

**Prerequisite:** Successful completion of 9<sup>th</sup> 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**

**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**

**Prerequisite:** Successful completion of 9<sup>th</sup> 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 21<sup>st</sup> 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**

**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**

**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**

**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**

**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**

**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**

**Prerequisite:** Completion of 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**

**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**

**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.

**\* ADVANCED PLACEMENT PHYSICS 2 (0440)**

**(Grade 12)**

**Year – Credit 1**

**Prerequisite:** Successful completion of Advanced Placement Physics I. This college level course cultivates the understanding of Physics through inquiry-based investigations in: fluids; thermodynamics; electrical force, field and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic and

nuclear physics. **Students are expected to take the AP exam in May.**

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

**Year – Credit 1**

**Prerequisite:** Successful completion of Chemistry is strongly suggested. Students taking IB Biology HL should **NOT** co-enroll in Human Anatomy and Physiology H and Genetics H, as course material is identical. 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, genetics, biotechnology, evolution, and ecology with the accompanying laboratory activities.

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

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

**Year – Credit 1**

**Prerequisite:** Successful completion of IB Biology HL 1. Students taking IB Biology HL should **NOT** co-enroll in Human Anatomy and Physiology H and Genetics H, as course material is identical. This course is a continuation of IB Biology HL 1. 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 climate change, plant biology and advanced human physiology, with the accompanying laboratory activities.

The IB Biology HL year two course is designed for students entering the 12<sup>th</sup> grade 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 12<sup>th</sup> grade. Students may work on the required Group IV project during year two and will complete the IA (Internal Assessment).

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

**Year – Credit 1**

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.

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

**Sem. – Credit ½**

**Prerequisite:** Successful completion of two years of science. Open to 10<sup>th</sup> 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**

**Prerequisite:** Successful completion of two years of science. Open to 10<sup>th</sup> 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**

**Prerequisite:** Successful completion of Biology. Successful completion of Chemistry recommended. Open to grades 11 and 12. Must meet honors criteria. Must meet honors criteria. Open to 10<sup>th</sup> 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**

**Prerequisite:** Successful completion of two years of science. Open to grades 11 and 12. Open to 10<sup>th</sup> 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**

**Prerequisite:** Successful completion of two years of science. Open to grades 11 and 12. Open to 10<sup>th</sup> 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**

**Prerequisite:** Successful completion of two years of science. Open to 10<sup>th</sup> 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**

**Prerequisite:** Successful completion of two years of science. Open to grades 11 and 12. Successful completion of Forensics I. Open to 10<sup>th</sup> 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 taught 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**

**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**

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**

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**

**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**

**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)**

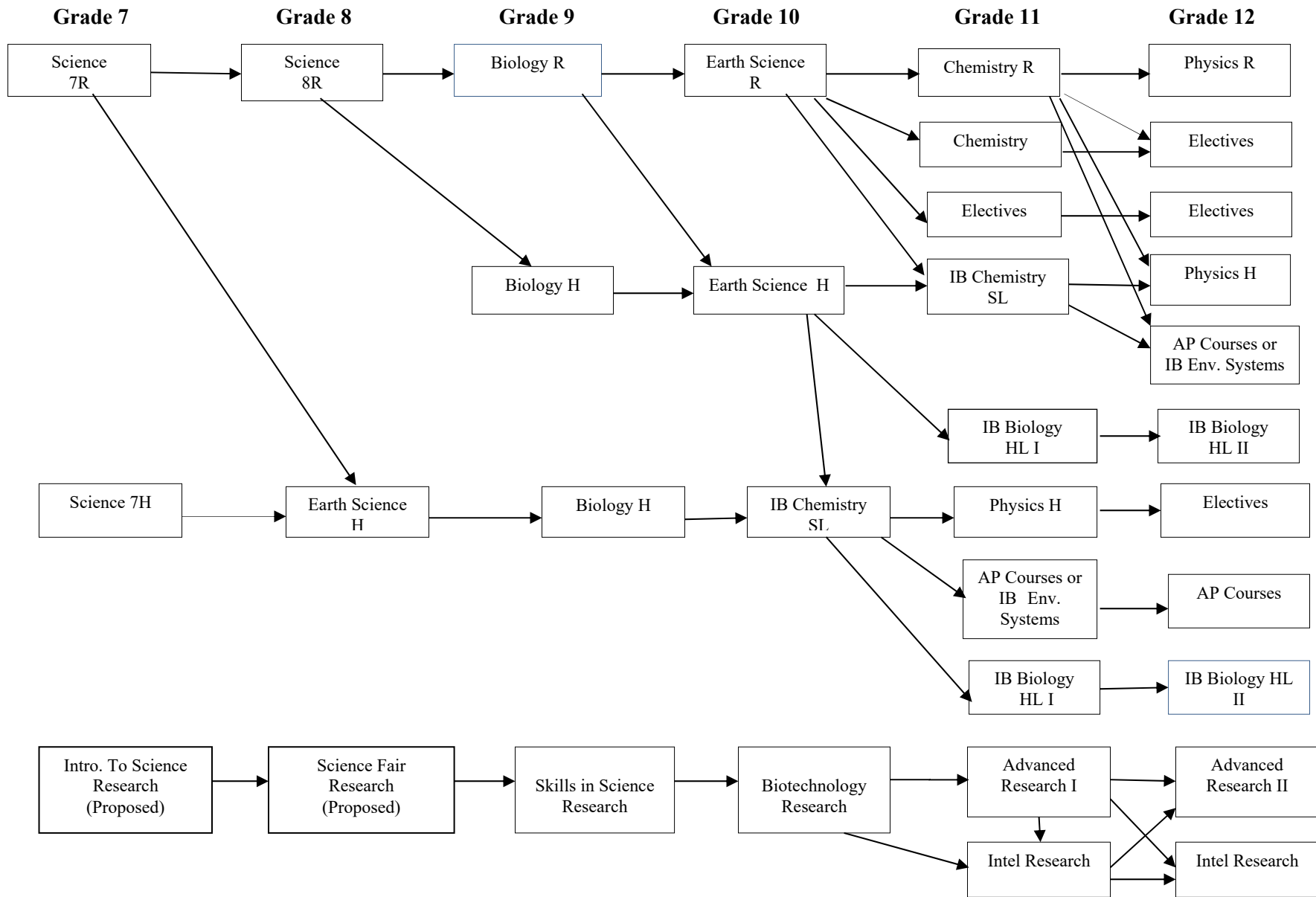
**Year – Credit 1**

**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.**

## 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**

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**

*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**

*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**

*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**

*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**

*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**

*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 12<sup>th</sup> grade American Government requirement.**

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

**Sem. – Credit ½**

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**

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**

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**

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 20<sup>th</sup> 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**

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**

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. 10-12 grades

\* **CRIMINAL JUSTICE (0269)**

**Sem. – Credit ½**

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. 10-12 grades

**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**

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**

**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**

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 12<sup>th</sup> grade American Government requirement.**

**\* IB HISTORY OF THE AMERICAS HL 1 - (IB201)  
**Year – Credit 1****

**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 21<sup>st</sup> century. This course is designed to present an intensive study of key historical developments in the 20<sup>th</sup> century and select topics from the Americas. The 11<sup>th</sup> 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 11<sup>th</sup> 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**

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 21<sup>st</sup> century. This is the second year of a two year course designed to present an intensive study of key historical developments in the 20<sup>th</sup> 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**

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 12<sup>th</sup> grade American Government requirement. Must receive passing grade both years.**

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

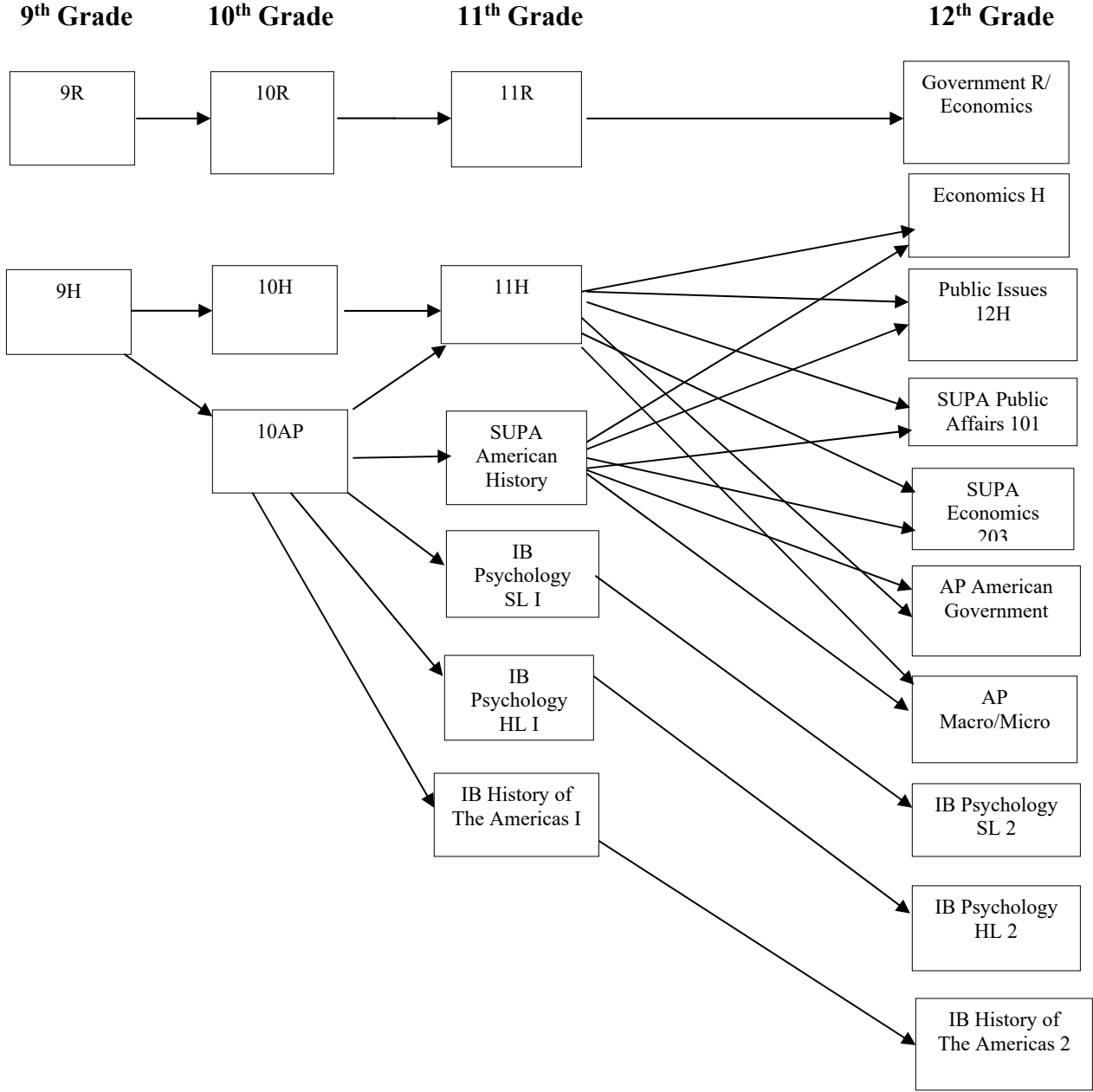
**2 years – Credit 2**

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 12<sup>th</sup> grade American Government requirement. Must receive passing grade both years.**



**SOCIAL STUDIES SEQUENCE**



## WORLD LANGUAGE DEPARTMENT

### **\* SPANISH 1B (0552)**

**Year – Credit 1**

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.)

### **EVERYDAY SPANISH CONVERSATION (0565)**

**Year – Credit 1**

**Prerequisite:** Spanish 1

This course seeks to immerse students in the language. Students will use everyday conversation in class and learn skills necessary for circumlocution. This class is offered as an elective for students in tenth grade who will **not** be seeking the LOTE credits necessary for a Regents Diploma with Advanced Designation.

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

**Year – Credit 1**

**Prerequisite:** Spanish 1 / Italian 1

The major objective of this course continues to be building skills within the three modes of communication; interpersonal, presentational and interpretive. 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**

**Prerequisite:** Spanish 1 / Italian 1

The objective of this course is to further develop the skills associated with the three modes of communication; interpersonal, presentational and interpretive. 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**

**Prerequisite:** Spanish 2R / Italian 2R

The objective of this course is to further develop the skills associated with the three modes of communication; interpersonal, presentational and interpretive. 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 Regents diploma with Advanced Designation.

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

**Year – Credit 1**

**Prerequisite:** Spanish 2H / Italian 2H.

A major emphasis in this course continues to be the development of the skills necessary for all three modes of communication; interpersonal, presentational and interpretive. These skills are integrated and evaluated using performance assessments. The course is taught in the target language. Upon completion of this course and passing the FLACS Checkpoint B exam, students will have met the language requirement for the Regents Diploma with Advanced Designation.

### **\* SPANISH 4 (0588) ITALIAN 4 (0548)**

**Year – Credit 1**

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

These post-advanced diploma required courses are aimed at enhancing proficiency in all three modes of communication; interpersonal, presentational and interpretive. The class is conducted in the target language with a great emphasis on oral proficiency. Performance tasks such as Socratic Seminar and debate are an integral form of evaluation, as well as instruction.

### **\* SPANISH 5 (0589)**

**Year – Credit 1**

**Prerequisite:** Spanish 4.

The second year of post-advanced diploma required study, this course offers a student-centered approach to further develop proficiency in all three modes of communication; interpersonal, presentational and interpretive. Only the target language is spoken here. 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**

**Prerequisite:** Spanish 3H / Spanish 4.

This post-advanced diploma required course is aimed at enhancing a higher level of proficiency in all three modes of communication; interpersonal, presentational and interpretive. This class is conducted entirely in the target language. A variety of authentic materials including audio and visual sources are utilized to stimulate discussion. Students in this level must be willing to challenge themselves, as they will be expected to perform academically at a college level. A large part of the curriculum instruction and evaluation will be conducted using performance tasks such as Socratic Seminar, debate and round-table discussion. 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 \$375 per semester during 2017-2018.

**\* ITALIAN 121 (0539) 11<sup>th</sup> grade honors**  
**Year – Credit 1**

**Prerequisite:** Italian 3H / Italian 4.  
This post-advanced diploma required course is aimed at enhancing a higher level of proficiency in all three modes of communication; interpersonal, presentational and interpretive. This class is conducted entirely in the target language. A variety of authentic materials including audio and visual sources are utilized to stimulate discussion. Students in this level must be willing to challenge themselves, as they will be expected to perform academically at a college level. A large part of the curriculum instruction and evaluation will be conducted using performance tasks such as Socratic Seminar, debate and round-table discussion. 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 \$375 per semester during 2017-2018.

**\* SPANISH 5AP (0584)**  
**Year – Credit 1**

**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. Students will show a higher level of proficiency in all three modes of communication; interpersonal, presentational and interpretive. Lectures and discussions are entirely in the target language. A large part of the curriculum instruction and evaluation will be conducted using performance tasks such as Socratic Seminar, debate and round-table discussion. 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**

**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. Students will show a higher level of proficiency in all three modes of communication; interpersonal, presentational and interpretive. Lectures and discussions are entirely in the target language. A large part of the curriculum instruction and evaluation will be conducted using performance tasks such as Socratic Seminar, debate and round-table discussion. At the culmination of level 5 students will be provided the opportunity to earn NYS Seal of Bilingualism.

**\* AMERICAN SIGN LANGUAGE 2 (0536)**  
**Year – Credit 1**

**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 3R (0537)**  
**Year – Credit 1**

**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**

**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 4 (0528)**  
**Year – Credit 1**

**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**

**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**

**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**

**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 Bilingualism.

### \* IB SPANISH HL 1 (IB505)

**Year – Credit 1**

**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**

**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 Bilingualism.

### \* IB ITALIAN SL 1 (IB503)

**Year – Credit 1**

**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**

**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**

**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**

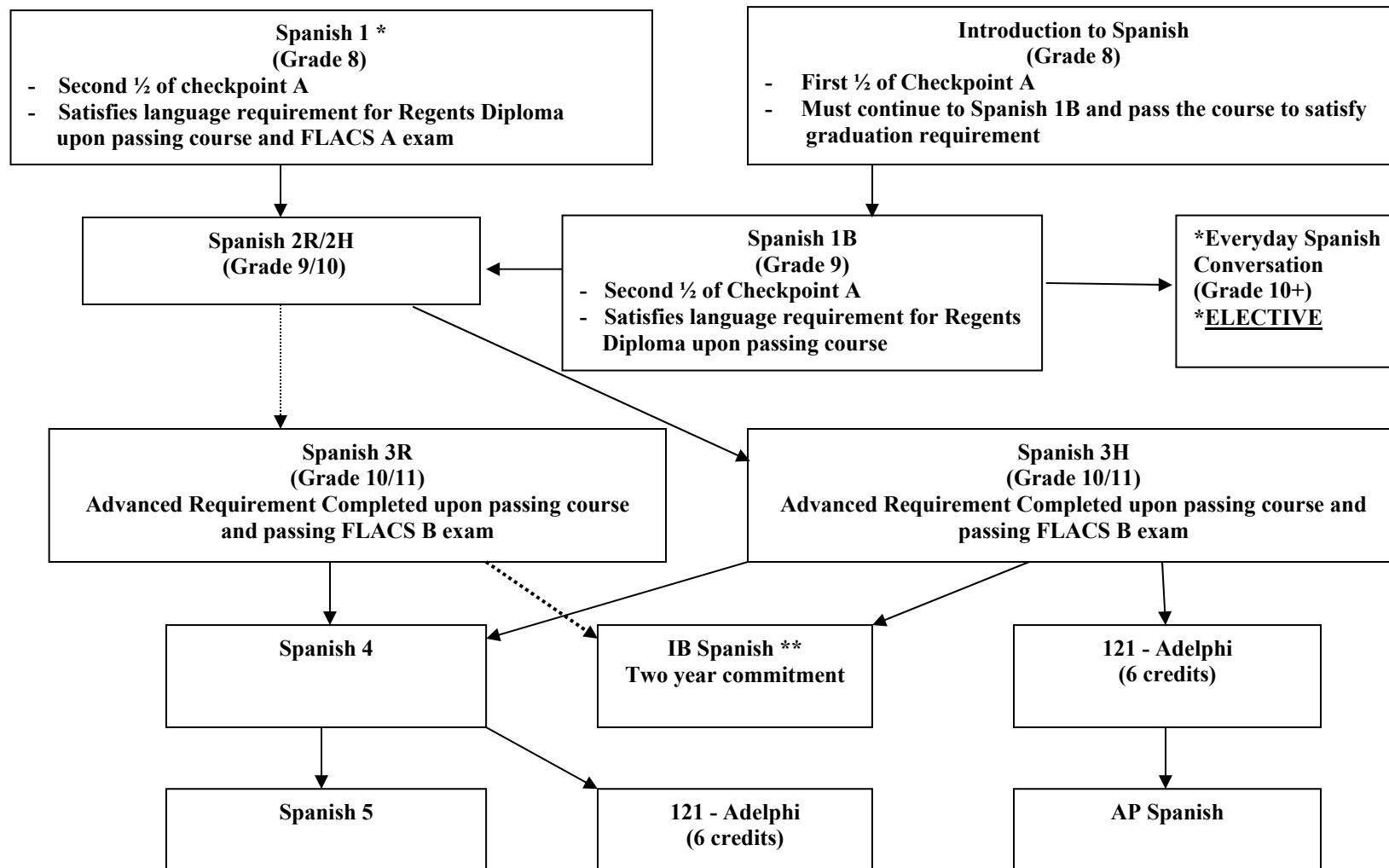
**Prerequisite:** *Italian HL 1*

*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.*

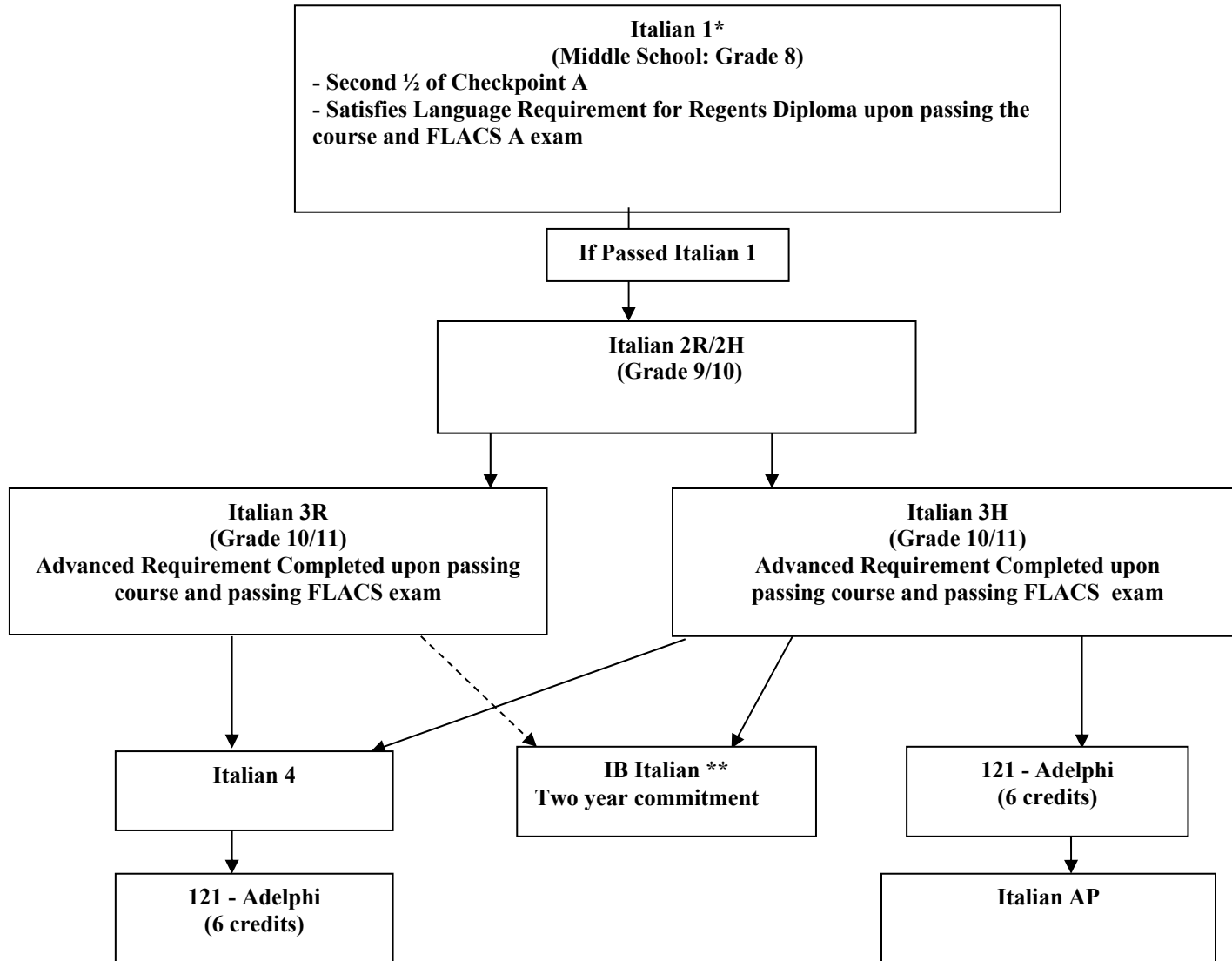


## SPANISH COURSE SEQUENCES



\* A student who does not pass Intro to Spanish or Spanish 1 in 8<sup>th</sup> grade should continue to Spanish 1B.  
 \*\* Students who perform exceptionally well in 3R may decide to take IB Spanish if their 3R teacher recommends it.  
***Students who wish to obtain the NYS Seal of Biliteracy upon graduation must continue language through senior year.***

## ITALIAN COURSE SEQUENCES

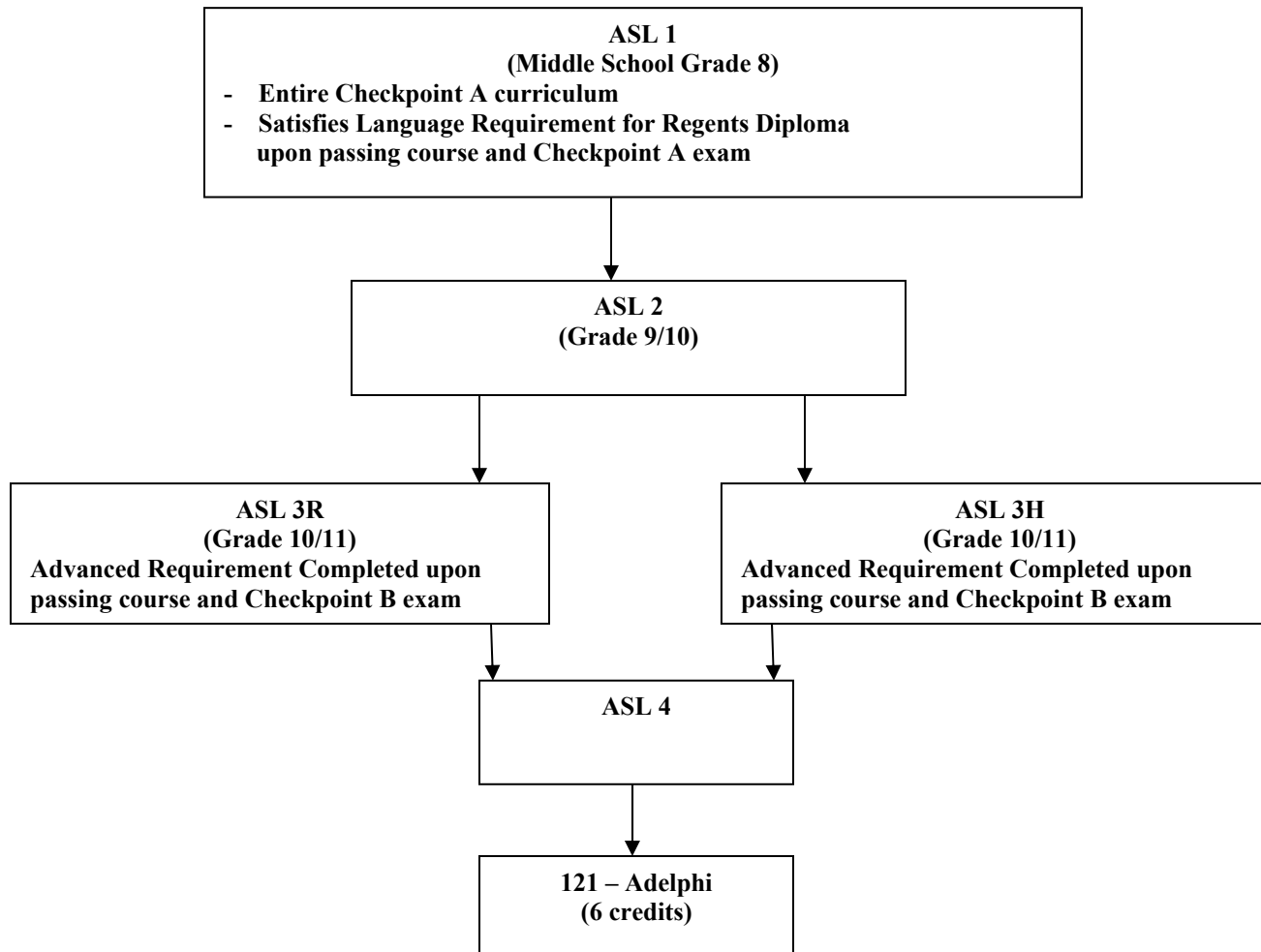


\* Only students who pass Intro to Italian in 7<sup>th</sup> grade should continue to level 1.

\*\* 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) – GRADES 10-12 ONLY

### 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.

### 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](http://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.

### 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 or 2 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.

## 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.

## 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 2018-2019**

1. Students must attend either Visitors Day Program on February 7 or the evening Open House February 7. 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 2018-2019 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 (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 one 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 2 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 grades 9 and 10 or show marked improvement from ninth to tenth grade.
6. Students must have no more than the equivalent of 10 unexcused absences in both grades 9 and 10. (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 New York 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 12, 2018**.

**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.

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Signature of Student

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Signature of Parent

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Counselor

WEST ISLIP HIGH SCHOOL

Due March 2, 2018

Name: \_\_\_\_\_ Counselor: \_\_\_\_\_ Grade: \_\_\_\_\_

**HOW WILL YOUR CHOSEN BOCES PROGRAM HELP YOU ON THE ROAD TO YOUR FUTURE CAREER?**

Lined writing area with 25 horizontal lines.

Signature \_\_\_\_\_