



# BELLPORT HIGH SCHOOL



# Course Description Guide 2012-2013

# **BELLPORT HIGH SCHOOL**

## **Brookhaven, NY**

### **Course Selection Guide 2012 – 2013**

---

#### BOARD OF EDUCATION

Victor Correa, President  
Kevin Kirk, Vice-President  
Jeanette Mistler, Trustee  
Owen Durney, Trustee  
Marian McKenna, Trustee  
Barbara Schatzman, Trustee  
Lisa Di Santo Grossman, Trustee  
Robert Powell, Trustee  
Julio Morales, Trustee

#### CENTRAL ADMINISTRATION

Dr. Howard Koenig, Acting Superintendent of Schools  
Nelson Briggs, Assistant Superintendent for Human Resources  
Linda Rozzi, Assistant Superintendent for Curriculum, Instruction, and Technology  
Alan Phillips, Assistant Superintendent for Business

#### HIGH SCHOOL ADMINISTRATION

Bernie Soete, Principal Bellport Senior High School  
Timothy Hogan, Assistant Principal  
Bruce Muro, Assistant Principal  
Brian Norton, Assistant Principal  
Alicia Ulberg, Assistant Principal  
Lisa Zaccaro, Assistant Principal South Haven Alternative Education Program

#### DISTRICT DIRECTORS

Robert McIntyre, Director of Athletics, Health and Physical Education  
Jack Colombo, Director of Student Support Services

#### DEPARTMENT CHAIRPERSONS

Andrew Budris, Social Studies  
Susan Cipp, Math  
Suzette Fandale, Art  
Jim Uzzi, Music  
Sarah Emma, English  
Patricia McCallum, Guidance  
Kimberly Morris, Science  
Ellen Plain, Reading and ESL  
Kimberly Rodriguez, LOTE  
Penny Vorwald, Special Education



# Table of Contents

Honor Roll and High Honor Roll.....	4
Valedictorian, Salutatorian or Essayist.....	5
Level Change Criteria.....	5
Schedule Change Criteria.....	6
Summer School Program.....	6
Graduation Requirements .....	7
Graduation with Distinction .....	8-9
Program Levels .....	10-11
College Entrance Examinations .....	11
Special Programs .....	12
South Haven Alternative Education Program.....	13
Visual Arts .....	14-18
Business .....	19-25
English .....	26-32
ESL (English as a Second Language) .....	33
Health & Physical Education .....	34-36
LOTE (Languages Other Than English) .....	37-39
Mathematics .....	40-45
Music .....	46-50
Reading .....	51
Science .....	52-58
Social Studies .....	59-64
Special Education .....	65
Technology Education Department.....	66-68
Course Selection Sheet.....	69
Notes.....	70-71

**The South Country School District reserves the right to cancel  
any course that does not have sufficient enrollment.**

## **DEFINITIONS OF TERMS USED IN THIS GUIDE**

**MANDATED** are those courses ALL students must pass in or to be eligible to graduate.

**PREREQUISITES** are those course requirements which must be met before a student may be scheduled for a given subject. (Example: In Spanish, a student must pass Spanish I before he or she can take Spanish II.)

**CO-REQUISITES** are courses that must be taken at the same time as a course a student has registered for.

**ELECTIVES** are courses which are not required, but are chosen by a student.

A **SEMESTER** is one-half of the school year.

As a rule, a **UNIT OF CREDIT** is granted for successful completion of a subject studied one period a day, five days a week, for a school year.

As a rule, **ONE-HALF UNIT OF CREDIT** is granted for successful completion of a subject studied one period a day, five days a week, for a semester or less than five days a week for the entire year.

### **HONOR ROLL**

#### **What requirements are needed for a student to achieve Honor Roll or High Honor Roll?**

During any marking period, if a student earns a grade point average of an 85-89.99, he/she is on the honor roll for that period. Students who earn a grade point average of at least 90 are placed on the high honor roll for that period.

### **HONOR SOCIETY**

#### **What requirements are needed for a student to enter Honor Society?**

Requirements are:

1. A minimum cumulative average of 90 through the third quarter of the present school year (11<sup>th</sup> and 12<sup>th</sup> grade only).
2. Attendance at Bellport Senior High School for at least one semester.
3. Leadership and service during their high school career, reflecting qualities of good character, sufficient to accumulate five leadership service points.

## VALEDICTORIAN, SALUTATORIAN OR ESSAYIST

### What requirements are needed to become Valedictorian, Salutarian or Essayist?

The Valedictorian will be the student whose cumulative class rank average is highest when the marks of all courses are computed. The Salutarian will be the student with the second highest average. The Essayist will be the student with the third highest average.

1. Eligibility:
  - a. Be enrolled as a full-time student at Bellport High School for 4 full semesters preceding graduation (Junior and Senior years).
  - b. Be enrolled as a full-time student at Bellport High School at the time of graduation.
2. Qualifying Courses of Study:
  - a. All courses taken beginning in Grade 9 and extending through the January marking period of Grade 12, the seventh semester. Courses including those approved by the Board of Education to satisfy the high school diploma requirement and which are taken by students enrolled in a grade lower than grade 9 (e.g. Honors Living Environment, Honors Integrated Algebra, Foreign Language) will qualify.
  - b. Qualifying courses will be academic courses only as approved by the Board of Education for satisfaction of the high school graduation requirement.
3. Principal's Prerogative:

The building Principal may disqualify any of the candidates for Valedictorian, Salutarian and Essayist for any of the following:

  - a. Violation of the Attendance Policy (e.g. unauthorized absence (absence listed as other than "valid")).
  - b. Violation of the Discipline Code (e.g. excessive suspensions of school).
  - c. Violation of the Eligibility Policy (e.g. falling below a grade point average of 65).
  - d. Academic Deficiency (e.g. having one or more quarter grades of below a 65 during their senior year).

## LEVEL CHANGE CRITERIA

### **CONTINUED PLACEMENT IN SAME COURSE LEVEL**

- **75%** or greater in Subject Area Average in Previous Class

### **REGENTS TO HONORS / EXTENDED REGENTS TO NON-EXTENDED REGENTS**

- **85%** or greater in Subject Area Average in Previous Class
- Meeting the Course Prerequisites

### **HONORS TO AN ADVANCED PLACEMENT**

- **90%** or greater in Subject Area Average in Previous Class
- Meeting the Course Prerequisites

### **REGENTS TO AN ADVANCED PLACEMENT**

- **95%** or greater in Subject Area Average in Previous Class
- Meeting Course Prerequisites

***Students have the right to appeal their course level placement. If a student or parent would like to change a recommended course level placement, here is the flowchart that must be followed in ascending order:***

- 1. Student or parent may contact student's guidance counselor***
- 2. If student's placement may not be changed based on level change criteria, student or parent may contact subject area department chairperson to appeal***
- 3. If student's placement may not be changed based on department chairperson recommendation, student or parent may contact student's Assistant Principal to appeal***

## **SCHEDULE CHANGE CRITERIA**

Each spring guidance counselors work with students to make up their class schedule for the next school year. Students, parents, and guardians are given the opportunity to review these course selections. Schedule changes will be made only for good educational reasons and must have the approval of the guidance counselor with input from parents and subject area teachers. Should a course level change be made, no change in the student's teacher will be made unless the schedule makes this unavoidable.

**Lunch and physical education are required for all students.  
Freshman Seminar and Health are required for all 9<sup>th</sup> grade students.**

### **The Add/Drop Period:**

- 1) Deadline for entering a full year course is the 1<sup>st</sup> day of the 8<sup>th</sup> week of classes.
- 2) Deadline for entering a 1/2 year course either semester is the 1<sup>st</sup> day of the 4<sup>th</sup> week of classes.
- 3) Students are allowed to make a course level change as late as midyear. Mid-year grades do not carry over to the new course. The receiving teacher has the responsibility of filling in remaining quarter grades and calculating a final course average.
- 4) After the end of the 2<sup>nd</sup> quarter/1<sup>st</sup> semester, no schedule changes will be made.
- 5) After these deadlines, students will receive a W on their transcript which translates to a 60 for the purposes of calculating grade point averages.

Schedule changes will be made for any student having a CSE meeting where there is a recommended program change. Seniors schedules will be reviewed at the end of the 2<sup>nd</sup> quarter and will be adjusted by the guidance counselor if a senior has not earned the necessary credits to graduate during the first 2 quarters. For example, a senior who did not pass Economics or Participation in Government at the halfway point in the school year will have to double up on Economics or Participation in Government during the second half of the school year in order to stay on track for graduation. This can only be done if the senior has enough room in their schedule. If they do not, he/she will not earn the credits necessary to graduate in June with their cohort.

Seniors must take at least 5 and a half credits including physical education plus lunch each semester to be considered a full time student.

## **SUMMER SCHOOL**

The purpose of our Summer School Program is to help students to succeed and successfully pass All courses and state exams required for graduation which they were not able to successfully accomplish during the regular school year. In district, summer school provides a valuable educational option for Bellport High School students and district residents whose children attend private schools in the four core subject areas of English, Mathematics, Science and Social Studies, as well as opportunities for the Bellport Middle School seventh and eighth grade middle school students in the areas of English and Mathematics. The program runs for six weeks and offers students the opportunity to retake one or two courses that they may have failed. In addition, students are able to retake courses that they had passed, but want to do better in order to raise their GPAs and/or to be eligible for extra curricula activities for the upcoming school year. Students also have the option to audit courses for the purpose of preparing for state exams, or to enrich their skills in various content areas, to facilitate success for the upcoming school year. The summer program also offers students the opportunity to retake Regents and/or RCT exams in August.

# NEW YORK STATE GRADUATION REQUIREMENTS

In order to earn a diploma, every student must earn a minimum of 22 credits in addition to meeting specific New York State testing competencies.

## CLASSES OF 2013, 2014, 2015<sup>1</sup>

REQUIRED SUBJECTS	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
English	4 credits with 1 Regents exam (65 or higher)	4 credits with 1 Regents exam (65 or higher)
Social Studies	4 credits with 2 Regents exams (65 or higher)	4 credits with 2 Regents exams (65 or higher)
Mathematics	3 credits with 1 Integrated Algebra Regents exam (65 or higher)	3 credits with 3 Regents exams (65 or higher)
Science	3 credits with 1 Regents exam <sup>2</sup> (65 or higher)	3 credits with 2 Regents exams <sup>3</sup> (65 or higher)
Foreign Language	1 credit <sup>4</sup>	3 credits with 2 Locally Developed exams <sup>5</sup>
Physical Education	2 credits	2 credits
Art or Music	1 credit	1 credit
Health	½ credit	½ credit
Electives	3 ½ credits	1 ½ credit

<sup>1</sup> As of the Fall 2008, entering freshmen (class of 2012 and beyond) must score a **65** or above on **5** required Regents exams. The Local Diploma option is not available unless the student is classified with a disability. The Regents Competency Test (RCT) safety net for students with disabilities will continue to be available for students entering Grade 9 prior to September, 2011. Students using this safety net will receive a Local Diploma. The low-pass option of scoring a 55-64 on the required Regents exams to earn a Local Diploma will continue to be available for students with disabilities.

<sup>2</sup> Included in the 3 Science credits earned must be 1 Physical Setting course and 1 Living Environment course. Students are required to complete one Regents lab course.

<sup>3</sup> Included in the 3 Science credits earned must be 1 Physical Setting course and 1 Living Environment course. Students are required to complete one Regents lab course.

<sup>4</sup> Students must complete and pass Levels 1A and 1B at the Middle School or Level 1 at the High School. One unit of credit is then earned by passing a locally developed checkpoint A exam in Grade 8.

<sup>5</sup> Students can substitute 5 credits of Art, Music, or Occupational education. However, students who use this option must still earn at least **1** Foreign Language credit.

## CRITERIA FOR GRADUATION WITH DISTINCTION

Graduation with distinction is bestowed upon only those seniors who have exhibited the determination and drive to achieve at the highest academic level. The goal of this program is:

- To establish a level of academic achievement that enhances the Regents or Advanced Regents diploma.
- To encourage students to affiliate with a specific academic discipline.
- To address and challenge seniors to develop a research project and/or portfolio in their favorite discipline

Each student will:

- Receive a medallion at Senior Awards Night to be worn at graduation
- Be acknowledged during the graduation ceremony
- Be honored with the statement, "Graduation with Distinction" printed on their diploma

The following departments offer "Graduation with Distinction" honors, with their specific criteria outlined.

### ART

1. An average of 90 or above in every Art course
2. Acquire a minimum of 5 credits in Art including a sequence in Fine Arts or Media Arts
3. Participation in NYSATA Portfolio Adjudication through junior year
4. Exhibit art work in 2 local Art Shows and at the Bellport high School Annual Student Art Shows
5. Develop a comprehensive portfolio in the Visual Arts for review
6. Perform 10 hours of community service related to the arts

### BUSINESS

1. Completed a sequence (5 credits) in Business
2. Received a course grade of no less than 90 in all Business classes
3. Completed a portfolio or research project in his/her senior year, be an active member of FBLA club for a minimum of 2 years or serve as CEO in the Virtual Enterprise Course

### ENGLISH

1. Completed 4 credits in English
2. Received a cumulative grade average of no less than 90% in all English classes
3. Received a grade of at least 90% on the English Regents exam
4. Participated in an English related activity for at least two years (Clipper, drama production, yearbook, etc.)

### LOTE

1. Student must study one language through the end of Level III with a 90% or better on the Checkpoint B Exam (formally known as the Regents Exam) and a 93 average AND with an additional two years in another LOTE OR four years of study in one language with 90% or better on the Checkpoint B Exam and a 93 average.
2. Student must earn a favorable character rating from his/her LOTE teachers

## MATHEMATICS

1. Have taken 5 high school (or higher) level math classes
2. Must have a cumulative grade point average in math classes of no less than 90%
3. Must have a cumulative average of no less than 90% on the 3 Regents exams
4. Must have taken or be enrolled in a math Advanced Placement course and must have an average of no less than 90%
5. Must partake in some approved math activity outside the classroom such as, Math Team, Math Honor Society, or tutoring for at least two years, including the senior year of high school

## MUSIC

1. Student must have no less than a 90 in any department class
2. Student must have participated for four years in a major performing ensemble (band, orchestra, chorus)
3. Participation in the NYSSMA Solo Festival with a minimum of Level V through the Junior year.
4. Solo/small ensemble performance in the Winter / Spring Chamber Concerts
5. Student must have 9 hours of department/community service (i.e. Concert ushers, festival assistants, community performance, stage crew)

## SCIENCE

1. Four years of core Regents Science courses with a minimum final grade of 87 or higher in each of the following:  
Earth Science  
Biology (may have been taken in the 8th grade)  
Chemistry (with permission a student may complete this requirement by taking AP Chemistry and passing the course with a grade of 87 or higher)  
Physics (with permission a student may complete this requirement by taking AP Physics and passing the course with a grade of 87 or higher.  
Student must have a Regents exam average of 87 or higher
2. The student must volunteer service to the department (i.e. Science Honor Society, SEQ, community service or project involving science with department approval).
3. The satisfactory completion of **two or more** AP science courses with a grade of 87 or higher; or the satisfactory completion of a minimum of one AP science course with a grade of 87 or higher, along with enrollment in our Independent Research course. An independent research project **must be** satisfactorily completed by the student, and presented to the science staff at our end of the year Science Symposium.

## SOCIAL STUDIES

1. Completion of the Social Studies state requirement of 4 credits
2. A total of at least a full year of Social Studies elective classes
3. 90 or better in every Social Studies course taken
4. 90 or better on both New York State Social Studies Regents exams

**ONLY SENIORS MAY APPLY**  
**APPLICATIONS DUE APRIL 1, 2013 FOR THE 2012-2013 SCHOOL YEAR**

## PROGRAM LEVELS

Students should plan their programs with the intention not only of fulfilling minimum requirements, but also of taking full advantage of the many elective courses offered in the various departments.

### REGENTS (R)

Designed to meet the needs of those students who can follow the regular New York State Education Department Syllabus, the Regents Program requires a Regents examination at the completion of specific courses.

### HONORS (H)

Honors programs are open to selected students. The courses cover the normal programs for the respective grades with in-depth exploration for enrichment. Students will study additional areas of personal interest or areas suggested by their teachers, evolving from expansion of the existing curriculum.

### ADVANCED PLACEMENT (AP)

Advanced Placement courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the program. The examination is administered by the College Entrance Examination Board and a five-point college-level scale is used. According to the College Entrance Examination Board publication, over 1,000 colleges and universities will grant advanced placement credit to candidates who have composite grades of 3, 4 or 5. AP Examinations must be taken to receive the weighting for class ranking purposes and to receive AP credit. **A summer assignment prior to the class may be required. If an AP class is dropped after the scheduled change cut-off date, a revised transcript will be sent to any college(s) the student has applied to.**

### COLLEGE CREDIT PROGRAMS IN HIGH SCHOOL

BHS affords qualified students an opportunity to take college courses and earn college credits while learning in the high school environment. Students enrolled in these courses carry dual enrollment in the college program and in our high school. All courses carry credit that may be applicable toward a degree at other colleges and universities. To be eligible for college credit, students must complete the required registration forms and pay a reduced tuition fee.

The South Country School District is proud to offer students the opportunity to earn college credit through several distinct vehicles:

**CW Post SCALE (Secondary Collegiate Articulated Learning Experience)** – This program allows students to earn college credit through CW Post while simultaneously fulfilling their high school graduation requirements. These courses are taught by trained Bellport High School staff members under the mentorship of Post professors. Students must complete registration cards for the courses and pay Post tuition. All registration must be completed by October 1.

**University in the High School Program** – Students may obtain Farmingdale State University credit for specific Business or Mathematics classes taught here in Bellport High School. Open to juniors and seniors with an average of 83 or better, students may use this opportunity as a “bridging” experience to an intensive college level curriculum.

**Excelsior Program** – Excelsior is a dual enrollment program where high school students have an opportunity to earn both high school and college credits. Courses are available across the disciplines and are taken during the regular school day, on the high school campus. Tuition for these courses is at a reduced rate of \$50 per credit with no extra fees. High school teachers are certified to teach Suffolk County Community College Excelsior courses by both the district and college.

## **CLASS RANK**

Students are ranked on a weighted system based on the student's weighted grade point average (GPA). The weighted GPA is calculated by multiplying the final grade for each course by the appropriate course credit and weighting factor, and then averaging the resulting grades. All credit-bearing courses are included, except the following:

1. Credits earned from community service or school service work.
2. Credits earned for independent study/work study programs (LOVE Projects).
3. Credits earned from adult education (Driver Education).
4. Any AIS credits designed to assist students meet minimum competency requirements.
5. Credits earned from a Regents examination which a student may have been permitted to take without taking the class.

Course levels and weighting factors appear below:

### **LEVEL WEIGHTING**

AP Course 1.1

Honors 1.05

Regents 1.0

**Official Class Rank** will be computed for graduating seniors based upon the completion of their seventh semester of coursework. Transfer students who transferred into BHS before January of their tenth-grade year and are continuously enrolled will be *included* in the ranking for their graduating class. Only the Official Class Rank will be used to determine the Valedictorian and Salutatorian of the graduating class.

## **COLLEGE ENTRANCE EXAMINATIONS**

### **PSAT/NMSQT**

The PSAT/NMSQT measures the verbal and mathematical reasoning abilities you have developed over many years, both in and out of school. This is a practice exam for the SAT I and it is used for the NMSQT scholarship placement program. This exam is taken in October of the Junior year and is only given once in the year. Bellport H.S. is a test site for the PSAT.

### **SAT**

The SAT measures verbal and mathematical reasoning abilities developed over many years, both in and out of school. SAT scores provide colleges with a way to compare the academic preparation and ability of students who apply for admission. This exam is usually taken for the first time in the spring of the Junior year.

### **SAT II – SUBJECT TESTS**

The SAT II are subject tests (formerly known as the Achievement Tests) that measure knowledge or skills in a particular subject and the ability to apply that knowledge. The tests fall into five general subject areas: English (Literature), History and Social Studies (American History and Social Studies, World History) Math: (Math Level I, Math Level IC, Math Level IIC), Sciences: (Biology, Chemistry, Physics) and Foreign Languages. These tests are used by competitive colleges for selection and placement purposes. These tests are usually taken when the student finishes the particular subject. For some of our students that may mean at the end of their freshman year. The subject teacher should be consulted as well as the counselor before a student chooses to take an SAT II area test.

### **ACT**

The ACT exam measures skills in four major curriculum areas: English, Mathematics, Reading and Science Reasoning. Like the SAT I exam, the ACT scores provide colleges with a way to compare the academic preparation and ability of students who apply for admission. The ACT exam is usually taken for the first time in the spring of the Junior year.

## **SPECIAL PROGRAMS**

### **ACADEMIC INSTRUCTION SUPPORT (AIS)**

Students who are considered to be at risk of failing any of the required Regents examinations will be identified by their teachers, using multiple measures of assessing their preparation, and assigned to support service. These range from close monitoring of progress to extra periods of instruction. These services are mandated. Students will not be removed from them until they demonstrate through objective measures sufficient progress to project success on the exam or until they pass the Regents Exam.

### **THE LIBRARY MEDIA CENTER**

Our fully automated **High School Library Media Center** serves as a hub for the collection and dissemination of current and timely research and information type materials. Besides housing an automated catalog and circulation system, the LMC is the source for information found on, Laser Disc, video, CD, Microfiche, book and magazine formats. Through telecommunications, supervised electronic searches may be done, using CD ROM and the Internet. Within its open campus capacity, students are invited into the LMC even when not assigned there for scheduled classes. Library Media Specialists, as teachers, coordinate with classroom teachers to instruct and guide students through the research process.

### **DIRECTORY INFORMATION**

The No Child Left Behind Act includes changes in regulations governing the privacy of student information. High schools must provide all branches of the military with directory information about seniors. Directory information includes name, address and telephone number. Parents who do not wish this information given to the military must request, in writing, that no information be shared. Every November the current Junior class will receive a letter allowing them to opt out of this directory.

### **STUDENT ATHLETES**

Student-athletes who are interested in playing collegiate sports should discuss this with their counselor and coach. They must familiarize themselves with NCAA Clearinghouse requirements at the different divisional levels. They can do so by visiting the NCAA website ([www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) ) Seniors who plan to play in college must register and be cleared by the NCAA.

### **LOVE Project – Learning Opportunities Via Experiences**

The design of this program is to offer course credit for community service work. Students are required to submit an application indicating their purpose, goals and reasons for undertaking their "LOVE" projects. Love projects will usually yield  $\frac{1}{4}$  credit for a half year or  $\frac{1}{2}$  credit for the full year.

## **SOUTH HAVEN ALTERNATIVE EDUCATION PROGRAM**

### **CRITERIA TO BE RECOMMENDED FOR ALTERNATIVE EDUCATION PROGRAM AT SOUTH HAVEN SCHOOL**

It is the vision of the Bellport High School community to provide at risk students with an academic intervention and support program that will enable students to transition and return to the traditional high school setting so that they may qualify for high school graduation. The Alternative Education Program (AEP) at South Haven School offers students a new opportunity to succeed.

The Alternative Education Program (AEP) at South Haven School offers core courses in English, Mathematics, Science, and Social Studies. All courses are offered in a small class setting using varied instructional practices. Physical Education and Health classes are also offered.

The following are the criteria that are used to identify Bellport High School students who may benefit from this program. The program is offered to students who meet 2 or more of these criteria and who have been unable to demonstrate satisfactory academic achievement in the traditional school setting:

- Student must be in need of courses offered at South Haven.
- Student has demonstrated academic difficulty in core academic courses (English, Math, Science, and/or Social Studies).
- Student may also have demonstrated attendance, social, and/or discipline issues.



## Visual Arts Department

---

Art Education encourages personal fulfillment through art experiences, transmits an appreciation to our artistic heritage and develops an awareness of the role of art in society. The arts sustain and nourish the human spirit, broaden horizons, shape emotions and stimulate minds. The creative process in art production introduces the student to creative approaches that can also be utilized in day-to-day problem solving situations.

The Visual Arts program reflects the New York State Learning Standards and exposes the student to a variety of artistic experiences. It allows the student to focus on skills necessary to expand his/her interests, pursue advanced study and/or acquire the skills for entry-level art-related careers.

### **Standard 1: Creating, Performing and Participating in the Arts.**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

### **Standard 2: Knowing and Using Art Materials and Resources.**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts and various roles.

### **Standard 3: Responding to and Analyzing Works of Art.**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works, and to other aspects of human endeavor and thought.

### **Standard 4: Understanding the Cultural Contributions of the Arts.**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.



## Visual Art Department Course Offerings by Grade Levels

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>-Studio in Art</li> <li>-Studio in Art A</li> </ul>	<ul style="list-style-type: none"> <li>-Studio in Art</li> <li>-Studio in Art A</li> <li>-Studio in Art B</li> <li>-Drawing &amp; Painting I</li> <li>-Photography I</li> <li>-Computer Graphics</li> <li>-Crafts</li> <li>-Ceramics</li> <li>-Studio in Sculpture</li> <li>-Fashion Design</li> </ul>	<ul style="list-style-type: none"> <li>-Studio in Art</li> <li>-Studio in Art A</li> <li>-Studio in Art B</li> <li>-Drawing &amp; Painting I</li> <li>-Drawing/Painting II</li> <li>-Photography I</li> <li>-Photography II</li> <li>-Computer Graphics</li> <li>-Crafts</li> <li>-Ceramics</li> <li>-Studio in Sculpture</li> <li>-Fashion Design</li> <li>-Portfolio Workshop</li> <li>-Computer Graphics</li> <li>-Advertising/Video</li> <li>-Architecture/Interior Design</li> </ul>	<ul style="list-style-type: none"> <li>-Studio in Art</li> <li>-Studio in Art B</li> <li>-Drawing &amp; Painting I</li> <li>-Drawing/Painting II</li> <li>-Photography I</li> <li>-Photography II</li> <li>-Photography III/IV</li> <li>-Computer Graphics</li> <li>-Crafts</li> <li>-Ceramics</li> <li>-Studio in Sculpture</li> <li>-Fashion Design</li> <li>-Architecture/Interior Design</li> <li>-Portfolio Workshop</li> <li>-AP Studio Drawing</li> <li>-AP Studio 2D Design</li> <li>-AP Studio 3D Design</li> <li>-Advertising/Video</li> </ul>

### **STUDIO IN ART (G701)      Grades 9 – 12      year      1 credit**

This is a comprehensive foundation course. **Studio in Art is the one credit, full year course that may be taken to satisfy the Regents Action Plan requirement for graduation.** Projects will be based on two and three dimensional work. Activities will include drawing, painting, crafts, pottery, sculpture, and other media. Skill development will be based on compositional techniques, media development and color theory. This course will include study in the diversity of other cultures which have contributed to the visual arts.

Requirements: Sketchbooks/Notebook, Projects, Written Examination.

### **STUDIO IN ART A (G701A)      Grades 9 – 12      year      alternate day      ½ credit**

This is a comprehensive foundation course. This course is designed to develop two dimensional skills and perceptions of each student via a twenty week experience in selected drawing and painting problems. This course satisfies 1/2 the Art requirement for graduation. This course will include study in the diversity of other cultures which have contributed in the visual arts.

Requirements: Sketchbooks/Notebook, Projects, Written Examination.

### **STUDIO IN ART B (G701B)      Grades 9 – 12      year      alternate day      ½ credit**

This is a comprehensive foundation course. This course is designed to develop three dimensional skills and perceptions of each student via a twenty week experience in selected crafts, pottery, and sculpture problems. This course satisfied 1/2 the art requirement for graduation. This course will include study in the diversity of other cultures which have contributed in the visual arts.

Requirements: Sketchbooks/Notebook, Projects, Written Examination.

**Prerequisite: Successful completion of Studio in Art A**

**DRAWING & PAINTING I (G702)                      Grades 10, 11, 12                      year                      1 credit**

This course is a sequential elective requirement for a three or five year sequence. It emphasizes drawing and painting from nature, still life and the human figure while exploring drawing techniques in a variety of media and developing painting skills. Different styles in art history will be stressed. Requirements: Sketchbook, portfolio of work, homework assignments.

**Prerequisite: Studio In Art or Studio in Art A and teacher recommendation.**

**DRAWING & PAINTING II (G703)                      Grades 11, 12                      year                      1 credit**

This course includes advanced skill and technique work in each of the following: pencil, charcoal, pastels, collage, self-portraiture, art criticism, art history, and individual perceptions of our world.

Requirements: Portfolio of work, sketchbook, homework assignments.

**Prerequisite: Studio in Art or Studio in Art A and B, Drawing & Painting I.**

**PORTFOLIO WORKSHOP (G705)                      Grades 11, 12                      year                      1 credit**

This course is for advanced art students with experiences in drawing, painting, and sculpture. It is designed to challenge the student's imagination and creative potential while refining skills learned in previous classes. This studio course is to provide the student with how-to advice and tips on portfolio development to assure his/her entry into the college of their choice. Instruction focuses on areas in the portfolio that need improvement.

Requirements: Portfolio of work, sketchbook, homework assignments.

**Prerequisite: Studio In Art or Studio in Art A and B, Drawing & Painting I and II.**

**ADVERTISING/VIDEO (G713Y)                      Grades 11, 12                      year                      1 credit**

This course is an introduction to the principles of advertising. Students learn how to select and use various advertising media to meet specific advertising problems and opportunities. In addition, the course will explore the creative possibilities of the Macintosh computers and the "iMovie" application as we develop commercials and other short films.

**Prerequisite: Computer Graphics**

**CRAFTS (G716A)    Grades 10, 11, 12                      year                      alternate day                      ½ credit**

Students have the opportunity to create three-dimensional works of art using a variety of media. This course offers experience in the fundamentals of construction and design in wood, clay, metals, fabrics, wax, etc. It attempts to develop an appreciation of the skills, knowledge and workmanship required in various crafts, such as graphics, woodcarving, paper Mache, weaving, stitchery, macramé, pottery and jewelry making.

**CERAMICS (G715A)    Grades 10, 11, 12                      year                      alternate day                      ½ credit**

Students in this course have the opportunity to develop ideas and skills in the design and construction of hand built ceramics. Students will learn coil, slab, and other hand building techniques. Attention will be given to glazing techniques and the firing process.

**STUDIO IN SCULPTURE (G714A)                      Grades 10, 11, 12                      year                      alternate day                      ½ credit**

Studio in Sculpture is a course that involves a variety of three-dimensional design experiences. The emphasis will be placed on individual expression and exploration of both esthetic concepts and the development of technical skills. Students will work in a variety of media that will include, but not be limited to, clay, metal and plaster.

**FASHION DESIGN (G721)                      Grades 10, 11, 12                      year                      1 credit**

This course is designed to explore the aspects of Fashion Design including fabric and clothing design, fashion illustration and color theory. Pattern design and sewing techniques will be introduced and explored. This course will provide the foundation and portfolio pieces necessary to pursue an education and/or career in Fashion Design. Careers in fashion marketing, research and merchandising, as well as construction of clothing, will be addressed for a complete comprehensive understanding of every aspect of Fashion Design.

**COMPUTER GRAPHICS (G710)                      Grades 10, 11, 12                      year                      1 credit**

This course teaches a basic understanding of the computer as a medium for the artist. During the first half of the year, students will be introduced to the program Adobe Illustrator, one of the most noted in the computer graphic field. All work is done on a Macintosh computer. Students will be required to draw designs on the computer after being given the requirements for each assignment. Assignments may include the use of a digital camera or scanner.

The second half of the year, students will be introduced to the program, Adobe Photoshop, which is considered industry standard for artists. Assignments will involve the use of scanned images, and/or use of the digital camera, as well as integrated drawings designed in Adobe Illustrator. Use of the elements and principles of design are stressed in all assignments. Occasional homework assignments may be required to complete class work.

**PHOTOGRAPHY I (G706)                      Grades 10, 11, 12                      year                      1 credit**

This is a basic course in photography, and is designed to create an interest and knowledge in the historical, artistic, special effects and technical aspects of picture taking. The course covers camera skills, developing and enlarging your own photograph, portrait lighting and many other basic aspects of photography. Students should expect homework as well as quizzes and written examinations.

**Prerequisite: Open to students in grades 10 thru 12. 9<sup>th</sup> graders accepted only with permission of the department chairperson or who have taken Photography in Middle School.**

Recommended requirements: \*35 mm single lens reflex camera with shutter-speed &"F" stops.  
\*Estimated materials fee \$75 per year for film and photo paper.

**PHOTOGRAPHY II (G707)                      Grades 10, 11, 12                      year                      1 credit**

This course is an extension of the knowledge and skills acquired in Photography I. The emphasis of this course will be on the creative aspects of photographic techniques. In the first semester the focus will be on advanced and alternative black and white darkroom techniques. The second semester will expose the students to digital photography. Techniques and applications of Photoshop will be taught to enhance and build upon their knowledge of digital photography.

**Prerequisite: Photography I or Teacher Recommendation.**

\* Recommended requirements: 35mm SLR camera

\*\* Estimated materials fee of \$90 per year for film, paper, memory card, and memory stick.

**PHOTOGRAPHY III/IV (G708/G719)                      Grades 11, 12                      year                      1 credit**

Students in the Photography III/IV class will build upon and refine knowledge and skills acquired in Photo I and II. Emphasis will be placed on the development of a student's personal aesthetic through advanced darkroom techniques, advanced studio techniques, use of digital photography and Photoshop techniques. Students will develop a portfolio of work.

**Prerequisite: Photography I and II**

\* Recommended requirements: 35mm SLR camera and digital camera

\*\* Estimated materials fee of \$90 per year for film, paper, memory card, and memory stick.

**AP STUDIO ART 2D DESIGN (G717AP) Grades 11, 12 year 1 credit**  
**AP STUDIO ART 3D DESIGN (G718AP) Grades 11, 12 year 1 credit**  
**AP STUDIO ART DRAWING (G720AP) Grades 11, 12 year 1 credit**

The purpose of these advanced placement Studio Art courses is to provide an opportunity for highly motivated students to experience college level work while in high school. Students will select a concentration in 2D design portfolio, 3D design portfolio or drawing portfolio. Students will submit for evaluation to the advanced placement board a portfolio that demonstrates quality, concentration and breadth. This course involves more time commitment, and is therefore, intended for students seriously committed to the study of art.

Due to the rigorous demands of the course, a list of assignments will be given over the summer.

**Prerequisite: Admission to the course is based on portfolio review, teacher recommendation, and an overall GPA of 85 or higher in all art courses taken.**

**Students will be required to take the AP College Board Exam at the conclusion of any of these courses.**

**ARCHITECTURE/INTERIOR DESIGN (G722) Grades 10, 11, 12 year 1 credit**

This course is designated to explore the areas of **Interior Design, Architectural Design and Landscape Design**. The emphasis of the course will be on drawing and presentation of ideas, planning and design, materials, color theory, furnishings, finishes and accessories. This hands on course will provide an opportunity for students to design and create a space of their own using model building techniques. In this class, students will build upon the portfolio pieces necessary to pursue a career in Architecture, Interior Design or Landscape Design.



## Business Education Department

---

The Business Education department provides a comprehensive program of challenging courses in career preparation and technological literacy, enriched with a variety of extracurricular activities. Our half and full-year courses compliment academic study and provide opportunities for students to satisfy many of the commencement level NYS Learning Standards. Courses are designed to prepare students for post-secondary study and/or entry-level positions.

### **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### **Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### **Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

### **Standard 3b: Career Majors**

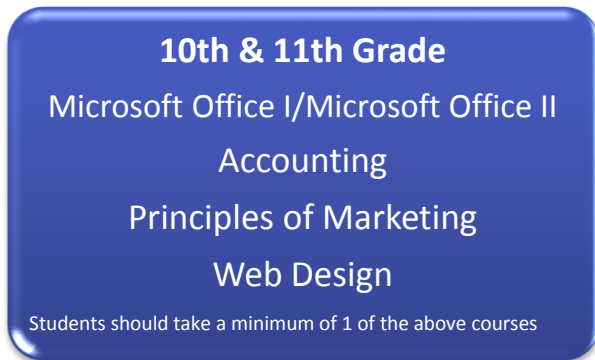
Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

---

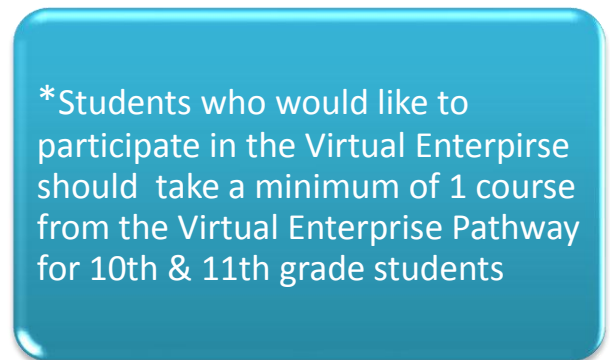
## Business Department Courses Offered by Grade Level

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Computer Applications	Computer Applications	Computer Applications	Computer Applications
Career & Financial Management	Career & Financial Management	Microsoft Office I	Microsoft Office I
Human Relations	Human Relations	Microsoft Office II	Microsoft Office II
	Web Design	Accounting I	Accounting I
	Microsoft Office I	Accounting II	Accounting II
	Microsoft Office II	Web Design	Web Design
	Accounting I	Business Ownership/Virtual Enterprise	Business Ownership/Virtual Enterprise
	Principles of Marketing	Principles of Marketing	Business Economics
		Career & Financial Management	Business Communications
		Human Relations	Principles of Marketing
		Intro. to Culinary Arts	Career & Financial Management
		International & Regional Foods	Human Relations
			Intro. to Culinary Arts
			International & Regional Foods
			Advanced Culinary Arts

## Virtual Enterprise Pathway



## Culinary Arts Pathway



## **VIRTUAL ENTERPRISE/BUSINESS OWNERSHIP (F614) Grades 11, 12 year 1 credit**

This new and exciting course is part of the Virtual Enterprise International program which contains 5000 student run businesses around the world. Students learn and apply skills in management, marketing, accounting, technology and more as they create and operate an internet based business. The hands-on approach is applied through the creation of an office setting in the classroom. Students come to work each day on the computer, independently and in small groups to run the daily operations of the business.

As part of the Virtual Enterprise (VE), the class creates a Business Plan and attends a competition against other VE firms on Long Island. The class also attends a field trip to the VE International Trade Show in Manhattan where we set up a booth to "sell" our virtual product. Students from around the world attend the trade show, which is part of the Youth Business Summit. To get more information on this course, please visit [www.veinternational.org](http://www.veinternational.org)

**To prepare for success in Virtual Enterprise, it is strongly recommended that students take at least one of the following classes prior to entrance:**

- Microsoft Office
- Accounting
- Principles of Marketing

**Seniors enrolling in VE are encouraged to also enroll in Business Communications (1/2 year) and Business Economics (1/2 year). Each of these classes support the Virtual Enterprise curriculum and both qualify for College credit through SUNY Farmingdale.**

**Virtual Enterprise is a 6 credit college course geared for students who plan to major in business or economics in college. It is a fun and exciting new approach to learning Business concepts hands on.**

**This course does not count towards an English credit.**

## **BUSINESS COMMUNICATIONS (F602) Grade 12 semester ½ credit**

Business Communication is designed to provide students with the skills and knowledge to succeed in a highly skilled, highly technological economy. The program will provide practical, interesting, and meaningful opportunities to develop basic skills in communication as well as critical thinking, decision-making, problem solving, and human relations-all of which are necessary for future work.

A variety of activities including reinforcement and development of language skills, preparing business documents, participating in several kinds of oral communication, and developing employment search material will be used help prepare students for their career path and the world of work. Students planning to participate in the Virtual Enterprise program should enroll in this course.

**This course does not count towards an English credit.**

**This course offers the student the option of earning 3 college credits through Farmingdale State College.**

## **BUSINESS ECONOMICS (F619) Grade 12 semester ½ credit**

Economics explained: Everything you need to know about how the economy works and where it is going will be covered in this course. Economics doesn't have to be complicated- it can be interesting and relevant to our everyday lives. You will learn a logical way of thinking about economic matters through graphic representatives, computer simulations, and online research. This course will integrate the computer to teach essential economic concepts. Computer activities will include simulations, web quests, stock market simulations, internet research, Excel spreadsheets and graphs, and PowerPoint presentations. At the end of this course you will be prepared to make rational economic choices as citizens of a state, nation, and the world.

**This course offers the student the option of earning 3 college credits.**

**This course does not count towards a Social Studies/Economics credit.**

**NCAA Credit: This course has not been approved for Social Studies/Economics credit by the NCAA.**

**MICROSOFT OFFICE I (F607)                      Grades 10, 11, 12      semester                      ½ credit**

You will discover how Microsoft Office (Word, Excel and PowerPoint) is a tool for success. The main focus will be word processing, spreadsheet and presentation applications. Students will become familiar with applications that are commonly used in both the college classroom and the workplace. The applications learned can be used for communications, business, graphic arts, science, math and engineering. MICROSOFT OFFICE is the preferred program by most large and small companies in the USA. Many colleges require students to be proficient with current technology. It is essential that every high school graduate be competent in these programs in today's highly technological world.

**This course offers the student the option of earning 3 college credits through Farmingdale State College.**

**MICROSOFT OFFICE II (F608)                      Grades 10, 11, 12      semester                      ½ credit**

In this course students will master and enhance their skills in Microsoft Office (Word, Excel, and PowerPoint). The main focus will be word processing, spreadsheet and presentation applications. Coursework will also include the integration of the Internet. Students will become familiar with applications that are commonly used in both the college classroom and the workplace. The applications learned can be used for communications, business, graphic arts, science, math and engineering. MICROSOFT OFFICE is the preferred program by most large and small companies in the USA. Many colleges require students to be proficient with current technology. It is essential that every high school graduate be competent in these programs in today's highly technological world.

**This course offers the student the option of earning 3 college credits through Farmingdale State College.**

**Prerequisite: Microsoft Office I**

**COMPUTER APPLICATIONS (F603)                      Grades 9, 10, 11, 12      year                      1 credit**

This course is highly recommended for students who plan to seek employment or for those who plan to go to college. Learn the valuable asset of touch typing giving you the edge in today's world of technology. In addition, you will format letters, tables, and research reports using Microsoft Word. Upon completion of this course, you will feel confident and ready for today's technological society.

**NCAA Credit: This course has not been approved for credit by the NCAA.**

**WEB DESIGN (F622S)                                      Grades 10, 11, 12                      semester                      ½ credit**

The Internet and the World Wide Web are the essence of e-commerce today. Whether you are a business with services to sell or an individual with a story to share, you can publish any kind of information on the World Wide Web. This course will teach you how to create web pages using Adobe Dreamweaver, Flash and Fireworks.

**ACCOUNTING I (F609)                                      Grades 10, 11, 12                      year                      1 credit**

This challenging course provides the student with a foundation for an entry-level position as an accounting clerk or a bookkeeper and will also provide insight for the student who is considering a college major in accounting or business. Basic accounting concepts, principles, and procedures up to and including the financial statements are covered for both a service business and a merchandising business. Many students will have an opportunity to visit businesses and experience the world of work first hand. Accounting I will be of value to all students who are interested in pursuing a sequence in business. Peachtree Accounting software, which is used in industry today, is taught in this course. Students are also taught how to use Microsoft Excel in basic accounting systems.

**This course does not count towards a math credit.**

**This course offers the student the option of earning 3 college credits through Farmingdale State College.**



**ADVANCED CULINARY ARTS (L911)****Grade 12****year****1 credit**

This project-based course will allow students to experience many aspects of artistic and decorative food preparation. We will include cookie and cake decorating, chocolate molding, gingerbread house construction and extreme food preparation. Students will be encouraged to combine food preparation skills and creative expression for both personal satisfaction and future career options.

**Prerequisite:** Introduction to Culinary Arts

---



# English Department

---

English as a core component of the educational process is designed to develop the skills of speaking, writing, reading and listening as set forth by the New York State Standards. Therefore, four years of English is required of every pupil. In grades 9, 10, and 11 students follow traditional English courses in which reading, language, literature and composition are stressed. In grade 12 students choose an English course and have the opportunity to explore more specific areas of interest.

In their English 11 course, students will take the Comprehensive English Regents Examination.

**Standard 1: Students will read, write, listen, and speak for information and understanding.**

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

**Standard 2: Students will read, write, listen, and speak for literacy response and expression.**

Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions that the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

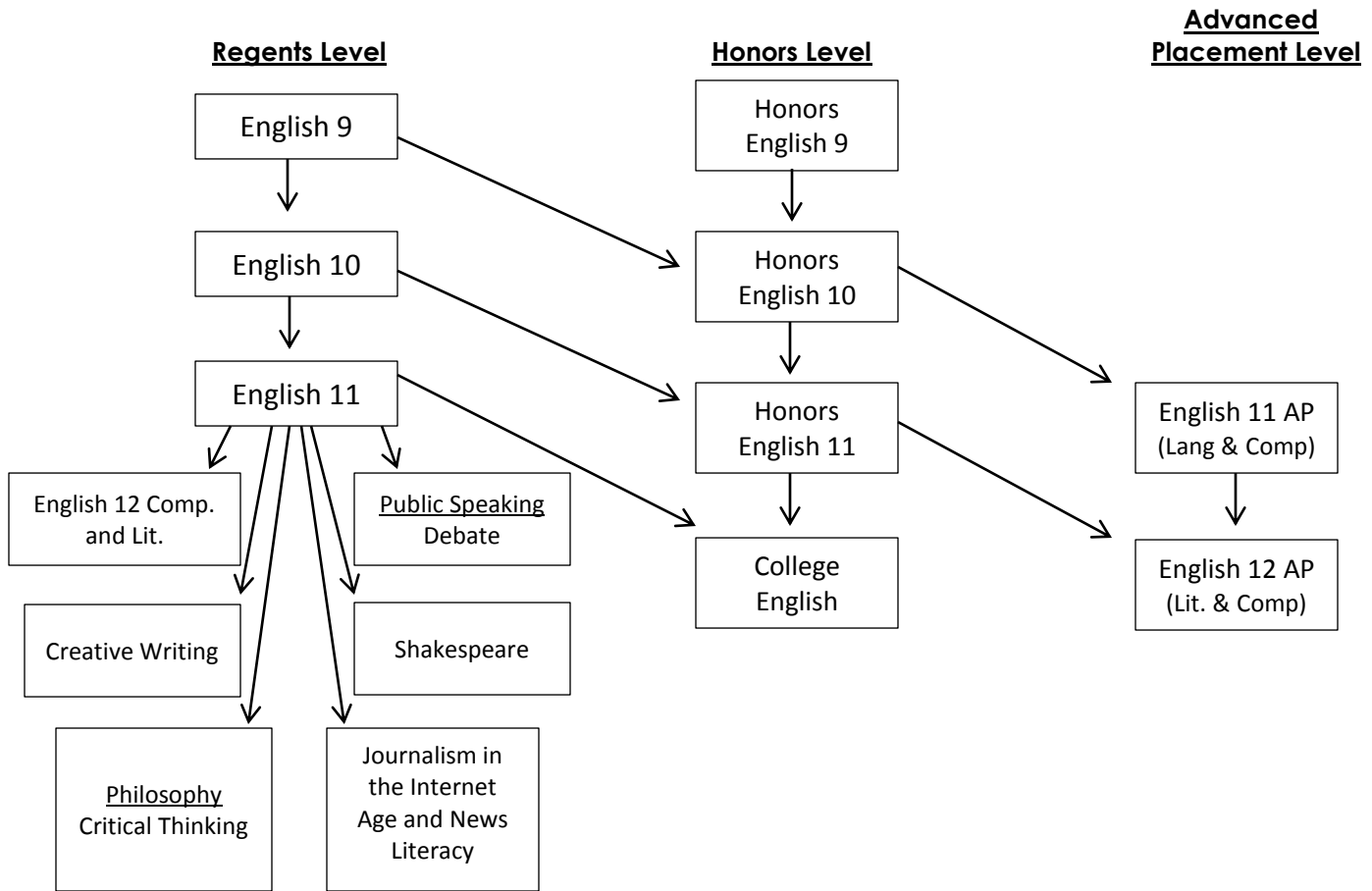
**Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present in oral and written language, and from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

**Standard 4: Students will read, write, listen, and speak for social interaction.**

Students will use oral and written language for effective social communications with a variety of people. As readers and listeners they will use the social communications of others to enrich their understanding of people.

## English Department Courses Offered by Grade Level



**High School Electives**

- Journalism in the Internet Age and News Literacy
- Creative Writing
- Shakespeare
- Public Speaking \*
- Debate \*
- Philosophy \*\*
- Critical Thinking \*\*
- SAT/ACT Prep

\* Recommended to be taken together

\*\* Recommended to be taken together

**REGENTS ENGLISH 9 (A102)                      Grade 9                      year                      1 credit**

This course is designed for all freshmen. Students are responsible for weekly papers, spelling lists and vocabulary exercises. They have readings almost daily that are based on approved ninth grade lists. Technical English instruction is drawn both from their writing and reading and from textbook exercises.

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**HONORS ENGLISH 9 (A102H)                      Grade 9                      year                      1 credit**

This is a course designed for the English honors student which involves the advanced study of literature, composition and communication skills. Students will have readings almost daily that are based on approved ninth grade honors lists. The course requirements are demanding and there is an emphasis on independent skills of study and research.

**Prerequisite: Teacher recommendation, evidence of a mid to high 3 on a previous NY State Assessment, and an 85 or better in English 8/English 8H.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**REGENTS ENGLISH 10 (A104)                      Grade 10                      year                      1 credit**

This course is based on a study of Global Literature. The student is responsible for compositions on a variety of topics, spelling and vocabulary lists, and book reports on books chosen from a prepared list. A research project is also required. The technical aspects of writing are covered, both from a standard textbook approach and from their own writing assignments. Most of the English 10 student's work is prepared outside of the classroom which leaves time for classroom discussion concerning the prepared work.

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**HONORS ENGLISH 10 (A104H)                      Grade 10                      year                      1 credit**

A course designed for the English honors student which involves the advanced study of global literature, and of composition and other communication skills. The course requirements are demanding and there is an emphasis on independent skills of study and research.

**Prerequisite: Students must have a teacher's recommendation and an 85 or better in English 9R/English 9H.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**REGENTS ENGLISH 11 (A106)                      Grade 11                      year                      1 credit**

This is a full-year course designed for the college-bound Regents student who wants a general approach to English which will enable her/him to do well on the Comprehensive English Regents and the SAT's. Generally, it is a survey course of American Literature which won't follow but upgrade the 10R format. A special segment of the course will be designed to prepare students for the Regents examination. A formal research paper is also required.

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**HONORS ENGLISH 11 (A106H)                      Grade 11                      year                      1 credit**

Designed for the accelerated student, English 11 honors features a study of American and world literature and composition techniques.

**Prerequisite: An 85 or better in English 10R/English 10H.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**CREATIVE WRITING (A118Y)                      Grades 11, 12                      year                      1 credit**

Provides opportunities for written expression through poetry and short fiction, as well as understanding the limits and possibilities of these forms. Students taking this course will be provided an unusual opportunity to develop their interests and skills in written expression.

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**AP ENGLISH LANGUAGE & COMPOSITION (A111AP)    Grade 11    year    1 credit**

AP Language and Composition engages 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. This course stresses narrative, exploratory, expository and argumentative prose on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Students will read complex texts for understanding and write sophisticated prose for mature communication.

**Prerequisite: English 10H, recommendation of a teacher and an average of an 85. Because of the level of difficulty of composition assignments, a writing sample will also be required.**

**Students will be required to take the AP College Board Exam at the conclusion of this course.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**ENGLISH 12: COMPOSITION AND LITERATURE (A135)    Grade 12    year    1 credit**

This first half of this course, taught in the fall, deals with a variety of writing experiences. Students will write assignments of different lengths and styles in order to meet the challenges of today's technological and communications-oriented society. Numerous essays and short readings will be included in the curriculum to model the writing techniques.

The second part of the required English 12 sequence is this one semester course offered in the Spring. The course deals with short fiction, novels, drama and poetry. Students will encounter some of the world's greatest authors and will be challenged by the relevance of their works and the values inherent in them. The skills learned in English 12 Composition will be used in the analysis of literature, culminating with the writing of a documented essay.

**Prerequisite: English 11**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**COLLEGE ENGLISH 101 (A131)                      Grade 12                      fall semester                      ½ credit**  
**COMPOSITION & RHETORIC C.W. POST/SCALE 0451DS**

This course teaches various forms of college level writing, including standard rhetorical modes such as: narration, argumentation, definition, comparison/contrast and cause and effect. In addition, emphasis is placed on the form and purpose of the research paper. This is a one semester fall offering which carries three college credits upon successful completion of the course requirements. **Students will be charged tuition for this course, as students can earn college credit from LI University C.W. Post Campus. SCALE credit in this course is predicated upon payment of tuition.**

**Prerequisite: An 85 or better in English 11, Application to C.W. Post.**

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**COLLEGE ENGLISH 102 (A132)                      Grade 12                      spring semester                      ½ credit**  
**COLLEGE ENGLISH 102 (A000) SURVEY OF LITERATURE: C.W. POST/SCALE 0452DS**

This course covers various forms of college level reading including poetry, short stories, novels, and plays. Emphasis will be placed on literary analysis and the analysis of literary criticism.

This is a one semester spring offering which carries three college credits from C.W. Post. Students receive both high school and college credit upon successful completion of the course requirements. **Students will be charged tuition for this course, as students can earn college credit from LI University C.W. Post Campus. SCALE credit in this course is predicated upon payment of tuition.**

**Prerequisite: An 85 or better in English 11, Application to C.W. Post**

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**PUBLIC SPEAKING (A120)                      Grades 11, 12                      semester                      ½ credit**

Students will learn speaking skills useful to them in both informal and formal situations. They will learn how to inform, to amuse, and to persuade an audience. They will learn to speak both with and without notes. Listening skills will also be sharpened. Some work will also be done in oral interpretation of literature. Some reading and writing are required.

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**Prerequisite: An 80 or better in English 11.**

**Recommendation: This course is usually taken in conjunction with Debate.**

**DEBATE (A121)                                      Grades 11, 12                                      semester                                      ½ credit**

Debate is perhaps the most challenging form of oral communication. It is used daily in courts and legislatures as a means of arriving at decisions about important issues. It has also been used in schools for centuries as a means of training for responsible decision making.

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**Prerequisite: An 80 or better in English 11.**

**Recommendation: This course is usually taken in conjunction with Public Speaking.**

**AP ENGLISH LITERATURE (A110AP)                      Grade 12                      year                      1 credit**

The Advanced Placement English course is a college-level, introductory course in reading and analysis of literature. Through critical analysis of great works of literature, students will become acquainted with some of the chief artistic, mythological and philosophical concerns which have contributed to Western Civilization. Major works by Conrad, Shelley, Woolf, Stoppard, Shakespeare, Faulkner, and other writers will be considered.

**NOTE: Due to the heavy reading assignments, completion of a summer reading list is required; novels will also be assigned during vacations.**

**Admission to the course will be based on faculty recommendations, overall GPA of 85 or above (An 85 in an Honors course or a 93-96 in a Regents course), and permission of the instructor. It is suggested that students who wish to take AP English also have a PSAT score above the 70th percentile. Because of the level of difficulty of composition assignments, a writing sample will also be required.**

**Students will be required to take the AP College Board Exam at the conclusion of this course.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**JOURNALISM IN THE INTERNET AGE AND NEWS LITERACY (A112)**

**Grades 11, 12                                      year                                      1 credit**

This year-long course is designed to introduce students to journalism concepts across all spectrums of media: print, broadcast, and internet. Students will become active and educated consumers of the news by reading newspapers, watching television news programs, and reading internet news sites. An emphasis on technology and the changing structure of media corporations will provide students a perspective on the future of the career. From interviewing students and faculty to taking photographs and filming events, students will have the opportunity to experience all aspects of the journalism profession. Students will learn the value of journalism, how to critique the media, how the First Amendment protects the media, the role ethics plays in the profession, and how media bias affects the news and the public. **There is a significant writing requirement for this class.** Students will be expected to generate story ideas, interview sources, and write, proofread, and edit stories. Students will write a variety of stories from breaking news, feature stories, and sports stories, including sports features. Students will take an active role in producing the school newspaper, *The Clipper*, and the newspaper's website.

**This course will satisfy the English class requirement for seniors.**

**NCAA Credit: This course has not been approved for credit by the NCAA.**



**ELA AIS 9 (V102)****Grade 9****year****alternate days**

As per NCLB all students that receive below a level 3 on a NYS ELA exam are mandated to receive AIS (Academic Support Services). These courses are for students at risk based on 8<sup>th</sup> grade ELA. Teachers will work on the development of reading & writing skills, and teach competencies needed to pass the English Regents exam. Annual end of the year assessment is given to determine if placement into ELA AIS 10 is needed for the following year.

***Students will not receive a transcript credit for this course.***

**ELA AIS 10 (V101)****Grade 10****year****alternate days**

As per NCLB all students that receive below a level 3 on a NYS ELA exam are mandated to receive AIS (Academic Support Services). These courses are for students at risk based on 8<sup>th</sup> grade ELA and performance in ELA AIS 9. Teachers will work on the development of reading & writing skills, and teach competencies needed to pass the English Regents exam. Annual end of the year assessment is given to determine if placement in ERP is needed for the following year.

***Students will not receive a transcript credit for this course.***



# ESL Department

(English as a Second Language)

ESL is an acronym that is used primarily in educational settings that stands for English as a Second Language. It refers to teaching English to a person whose native, or primary language, is one other than English. NYS mandated ESL classes are taught at three different levels: Beginner, Intermediate, and Advanced. These levels are determined by each student's NYSESLAT or LAB-R scores. With Beginner ESL students, English language skills are taught through listening, speaking, reading and writing exercises. For Intermediate and Advanced students, language skills are improved by teaching in the content areas. Subjects such as English literature, film, mathematics, global studies, and science are emphasized. The criteria for admittance into the ESL program are NYSESLAT scores, an oral interview with the guidance counselor, and teacher recommendations. The ESL courses focus on the NYS Learning Standards for English as a Second Language.

<b>High School Grades 9 – 12</b>		
<b>MINUTES DAILY – 5 Days a Week</b>		
<b>English as a Second Language (ESL)</b>		
<u>Beginner Level</u> As determined by LAB-R or NYSESLAT	<u>Intermediate Level</u> As determined by LAB-R or NYSESLAT	<u>Advanced Level</u> As determined by LAB-R or NYSESLAT
112 = 3 periods daily	72 = 2 periods daily	36 = 1 period daily

Beginner, Intermediate and Advanced ESL students learn English language skills through listening, speaking, reading and writing exercises as well as content area instruction. Learning materials are differentiated based on English proficiency level and student academic history. When teaching in content, subjects such as English literature, film, mathematics, global studies, and science are emphasized. The criteria for admittance into the ESL program are NYSESLAT scores and or LAB-R Identification.

The ESL courses focus on the NYS Learning Standards for English as a Second Language.

**STANDARD 1: Students will listen, speak, read, and write in English for information and understanding.**

**STANDARD 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.**

**STANDARD 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.**

**STANDARD 4: Students will listen, speak, read, and write in English for classroom and social interaction.**

**STANDARD 5: Students will demonstrate cross-cultural knowledge and understanding.**

\*\*\*ESL Learning Standards will be considered in conjunction with the final Common Core Standards for ELA.

ESL Course Offering by Grade Level - Grades 9-12

ESL Beginner (N101) – 3 periods daily

ESL Intermediate (N101IB) – 2 periods daily

ESL Advanced (N103) – 1 period daily



## Health & Physical Education

---

The South Country Physical Education program is based on a common core of learning experiences planned on a sequential arrangement appropriate to the individual's stage of social, emotional, intellectual and psychomotor development. The Physical Education program contributes to the physical, social, and mental health of the individual and is an important part of the educational process.

At all levels, the Physical Education program is designed to enable students to develop a life plan for wellness. Students will be tested each year (President's Physical Fitness Test).

Students with special physical or emotional needs are provided with an adaptive program designed to meet their particular requirements.

Health and Physical Education reflect the New York State Learning Standards, the list of which includes the following:

### **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

### **Standard 2: A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

### **Standard 3: Resource Management**

Students will understand and be able to manage his/her personal and community resources.



## Health & Physical Education Course Offerings by Grade Level

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Physical Education	Physical Education	Physical Education	Physical Education
Health	Health*	Survival for Life	Survival for Life
		Health*	Health*

\*Health is now recommended for all 9<sup>th</sup> grade students.  
This course has been reserved for students who still need a Health credit after Grade 9.

**Students are required to continue to be enrolled in Physical Education after they have earned two credits.**

The following team and individual sports will be covered in the Physical Education curriculum in grades 9-12:

**Activities:**

- Tennis
- Paddleball
- Badminton
- Volleyball
- Basketball
- Decathlon
- Rugby
- Soccer
- Football
- Wellness
- European handball
- Softball
- Weight room
- Lacrosse
- Ultimate Frisbee
- Floor hockey
- Toning
- Square dancing
- Project Adventure
- Physical Fitness

**PHYSICAL EDUCATION (P103, P100R)    Grades 9- 12    year    alternate days  
1/2 credit**

This program is based on a group of core development activities. The purpose of this program is to develop positive attitudes toward physical activity and to develop an understanding of the present values of an activity or sport, and to learn to appreciate how the body moves. Activities include: fitness and psychomotor testing, evaluation and placement, sport orientation (soccer, football, basketball, volleyball, softball, gymnastics), personal fitness and folk, square and social dancing.

**ADAPTIVE PHYSICAL EDUCATION (P113)    Grades 9 – 12    year    alternate days**  
**½ credit**

Adaptive Physical Education is a New York State mandated program made available to the student who is physically or emotionally restricted to small group activity (6 students maximum = 1 teacher). The student in Adaptive P.E. must be evaluated by a physical educator and recommended to the Committee on Special Education (CSE). The course is designed to work individually with each student's limitations, building toward a more successful total fitness level and lifestyle. (Limited enrollment)

**HEALTH EDUCATION (Q101-9)    Grade 9    semester/alternative days**  
**½ credit**

This course is a NYS mandate which increases the students' self-awareness mentally, emotionally/socially and physically. The content is fact-based and current health issues are discussed to help the student make healthy, responsible decisions throughout his/her lifetime. Topics include but not limited to: mental health, substance abuse prevention, HIV/AIDS education, stress management skills, human sexuality, diet, nutrition and exercise.

**NCAA Credit: This course has not been approved for credit by the NCAA.**

**HEALTH EDUCATION (Q101S or Q101A)    Grades 10-12    semester/alternative days**  
**½ credit**

This course is a NYS mandate which increases the students' self-awareness mentally, emotionally/socially and physically. The content is fact-based and current health issues are discussed to help the student make healthy, responsible decisions throughout his/her lifetime. Topics include but not limited to: mental health, substance abuse prevention, HIV/AIDS education, stress management skills, human sexuality, diet, nutrition and exercise.

**Health is now recommended for all 9<sup>th</sup> grade students. This course has been reserved for students who still need a Health credit after Grade 9.**

**NCAA Credit: This course has not been approved for credit by the NCAA.**

**SURVIVAL FOR LIFE (Q102)    Grades 11, 12    semester    ½ credit**

The first half of this course will be devoted to instruction leading to a community first aid/CPR/AED card from the American Heart Association or the American Red Cross for adult, child, and infant. The course is designed for those interested in a hands-on approach to learning. The second half of the course will follow our lives from womb to tomb. An in-depth exploration of our development, from the moment of conception to handling grief and death. Significant time will be spent on our roles as we enter adulthood and parenting.

**Prerequisite: Health Grade Levels 11-12.**

**NCAA Credit: This course has not been approved for credit by the NCAA.**



## **LOTE Department (Languages Other Than English)**

---

All students in South Country Schools begin LOTE in the seventh grade and may begin another language at any time during high school. However, the longest possible sequence is recommended in order to achieve conversational proficiency in any language.

In addition to the excitement, students are also given the opportunity of learning about foreign cultures. All of these are experiences that enhance a student's understanding and appreciation of his/her own culture.

French, Italian and Spanish are modern languages and are therefore taught with the major emphasis on oral communication. There is less stress on reading and writing especially in Level I. Levels II, III, IV, and V are taught in 4 or 5 years depending on the sequence chosen.

In Latin, communicative skills are consciously developed in both Latin and English. Students learn Latin to enhance their awareness of our Greco-Roman heritage and to communicate more effectively in English. Three levels of Latin are taught. The study of Latin is recommended for students geared toward AP English.

A locally developed Checkpoint B exam is given in French, Italian, Latin and Spanish at the end of three units of study. Incoming ninth grade students must successfully accumulate a **minimum** of one credit in a Languages Other Than English in order to graduate.

The Bellport High School LOTE program and courses are driven and guided by the New York State Learning Standards for Languages Other Than English (LOTE).

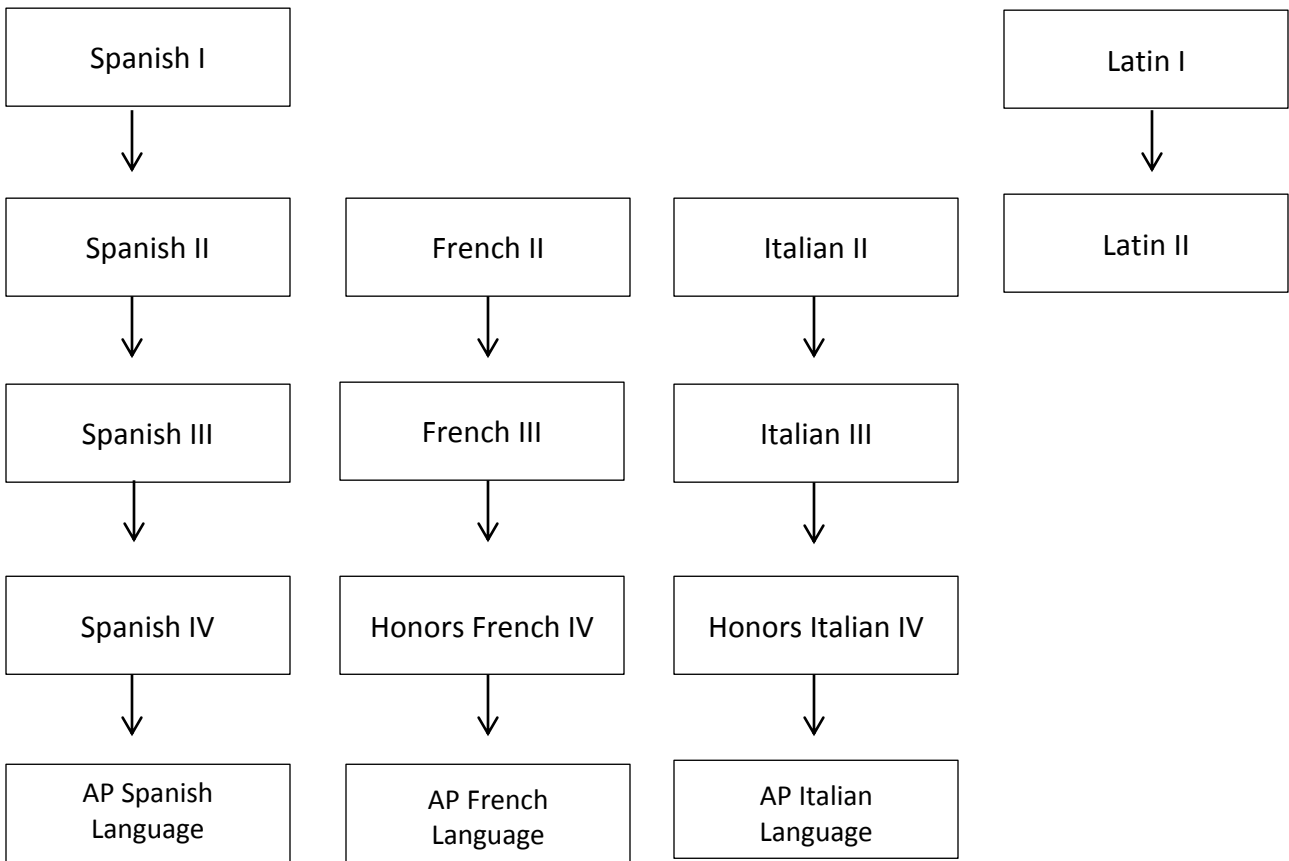
### **Standard 1: Communications Skills**

Students will be able to use a language other than English for communication.

### **Standard 2: Cultural Understanding**

Students will develop cross-cultural skills and understanding.

## LOTE Department Course Offerings by Grade Level



### **SPANISH I (E511)**

**Grades 9 – 12**

**year**

**1 credit**

Two thirds of the course focuses on listening comprehension and speaking communication. Cultural awareness, reading, and writing make up the rest of the curriculum.

**BASIC REQUIREMENTS:** Class participation, oral presentations, homework, projects, notebook, quizzes, unit examinations, mid-term and final examinations.

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*

### **SPANISH II (E512)**

### **FRENCH II (E502)**

### **ITALIAN II (E522)**

**Grades 9 – 12**

**year**

**1 credit**

The proportion of oral work to reading and writing is about 50% in the second year. Culture and history are stressed here.

**BASIC REQUIREMENTS:** Class participation, oral presentations, homework, projects, notebook, quizzes, unit examination, mid-term and final examinations.

**PREREQUISITE:** **Successful completion of Level I.**

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*

**SPANISH III (E513)****FRENCH III (E503)****ITALIAN III (E523)****Grades 9 – 12****year****1 credit**

The proportion of time given to oral work in the class continues to be about 50%. Composition and advanced reading comprise the rest of the curriculum.

**BASIC REQUIREMENTS:** Class participation, oral presentations, homework, projects, notebook, quizzes, unit examinations and mid-term. The final evaluation of this course is a locally developed Checkpoint B exam.

**PREREQUISITE:** Successful completion of Level II.

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*

**HONORS SPANISH IV (E514H)****HONORS FRENCH IV (E504H)****HONORS ITALIAN IV (E524H)****Grades 11, 12****year****1 credit**

These courses cover some literature, current events, everyday conversations, history and culture. Speaking and writing for communication are stressed.

**BASIC REQUIREMENTS:** Class participation, homework, notebook, quizzes, written papers, written and oral projects, mid-term and final examinations.

**PREREQUISITE:** Passing a locally developed Checkpoint B exam in French, Italian or Spanish, at Level III with an 85%, or above.

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*

**AP SPANISH LANGUAGE (E516AP)****AP FRENCH LANGUAGE (E508AP)****AP ITALIAN LANGUAGE (E525AP)****Grades 11, 12****year****1 credit**

The program is a national program of the College Board to help students who wish to pursue college level studies while still in secondary school. The course covers studies comparable in content and difficulty to a full year course in Advanced Composition and Conversation at the college level. In our school, this consists of a one year high school course intended to develop the knowledge and proficiency of the student in French, Italian and Spanish Languages. **BASIC REQUIREMENTS:** Class participation, quizzes, notebook, homework, unit exams, written and oral projects, mid-term and final examinations. The Advanced Placement Examination is taken after one year of study.

**PREREQUISITES:** Students must have completed Level IV French, Italian or Spanish and have passed a locally developed Checkpoint B exam with an 85% or above.

Students will be required to take the AP College Board Exam at the conclusion of any of these courses.

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*

**LATIN I (E531)****Grades 9 – 12****year****1 credit**

This course is an introduction to the vocabulary and grammar of the Latin language. Students will read stories and myths in adapted Latin. There will be emphasis placed on building vocabulary, derivatives, and learning about our Latin heritage. The course follows the National Latin exams standard of learning (NLE.org syllabi).

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*

**LATIN II (E532)****Grades 9 – 12****year****1 credit**

This course is a continuation of the vocabulary and grammar of Latin I. Students will continue to read stories and myths in adapted Latin. There will be emphasis placed on building vocabulary and learning about our Latin heritage. There will be a thorough grammar review. The course follows the National Latin exams standards of learning (NLE.org syllabi).

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*



# Mathematics Department

---

The NYS Common Core Learning Standards for Mathematics state that students will:

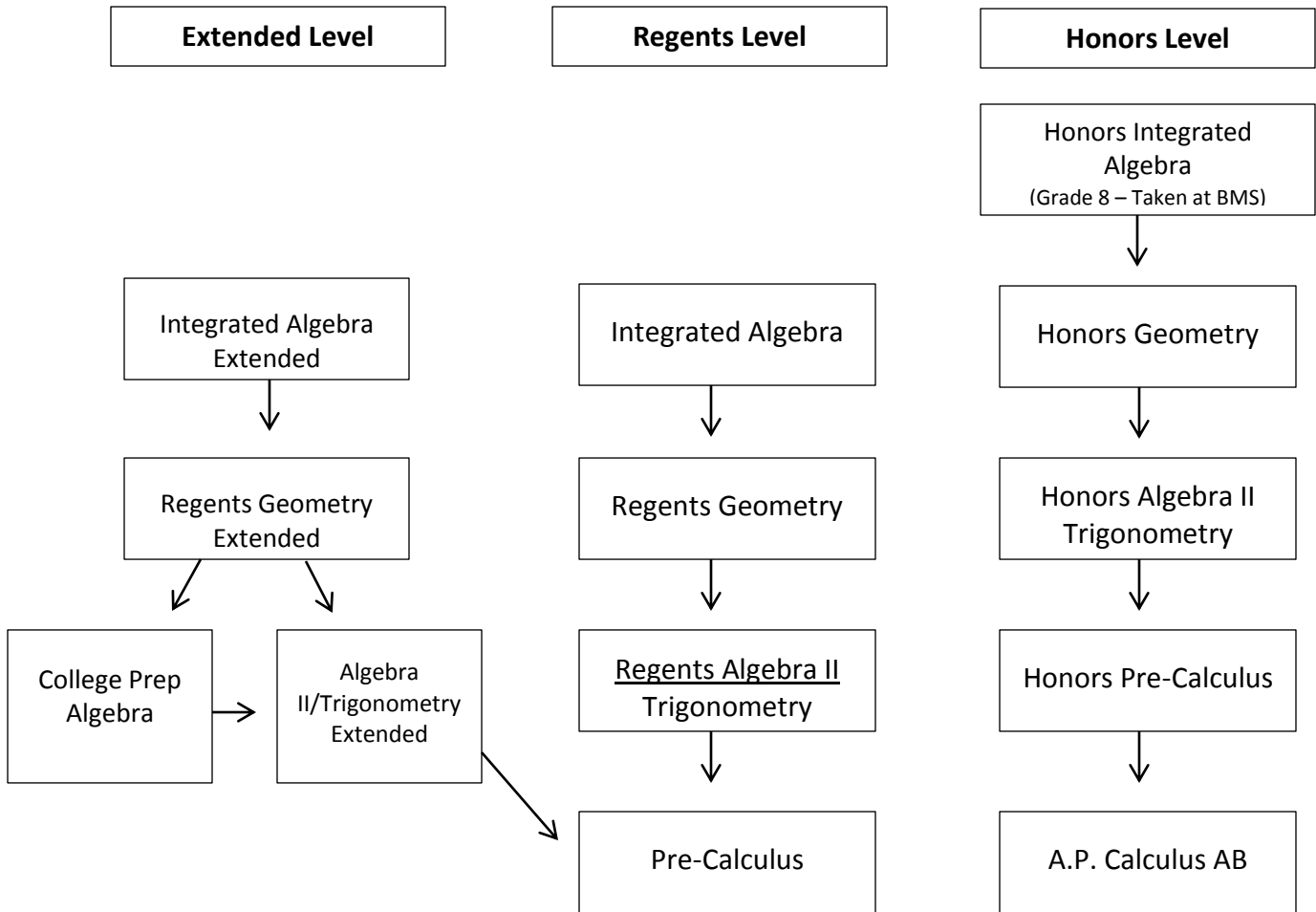
- understand the concepts of and become proficient with the skills of mathematics;
- communicate and reason mathematically;
- become problem- solvers by using appropriate tools and strategies, through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

Mathematics should be viewed as a whole body of knowledge, not as a set of individual components. The NYS Common Core Mathematics Standards are represented as process strands and content strands. These strands will help define what students should know and be able to do as a result of their engagement in the study of mathematics.

## **New York State Common Core Learning Standards for Mathematics 2010 Six Conceptual Categories**

- **Number and Quantities**
- **Algebra**
- **Geometry**
- **Modeling**
- **Statistics and Probability**
- **Functions**

## Mathematics Department Course Offerings by Grade Level



- Electives**

  - Computer Programing I/II
  - Business Mathematics
  - SAT/ACT Prep
  - Geometry
  - A. P. Statistics
  - A. P. Computer Science



**REGENTS GEOMETRY EXTENDED (C376)      Grades 10, 11, 12      year      1 credit**

This is the second course in the New York State Regents mathematics program. This course offers the same curriculum as Regents Geometry, offering a double period on alternate days for additional support. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence, similarity, properties of triangles, quadrilaterals, and circles will be covered. Three-dimensional geometry will be explored. This course is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from other mathematics. This course culminates with the New York State Geometry Regents exam.

**Prerequisite:** Successful completion of Integrated Algebra or Integrated Algebra Extended.

**NCAA Credit:** This course has been approved for 1 credit by the NCAA.

**BUSINESS MATH (C620)      Grades 11, 12      year      1 credit**

This course will assist students in reaching a level of increased competence in mathematics and expanded understanding of the applications of mathematical concepts in business activities. Emphasis is placed upon learning mathematical concepts through practical application to common business problems. Upon successful completion of Business Math, the student will be able to review the fundamental operations of mathematics and solve common business problems involving discounts, payrolls, interest, markup, depreciation, inventory and banking. In addition to traditional assessments, students will produce computer based research projects that reinforce the curriculum taught in the classroom.

**NCAA Credit:** This course has not been approved for credit by the NCAA.

**HONORS ALGEBRA II/TRIGONOMETRY (C374H)      Grade 10      year      1 credit**

This course covers the new Algebra II/Trigonometry curriculum. This course provides a more in-depth study of topics such as operations, coordinate geometry, equations and inequalities, trigonometric functions, variables and expressions, measurement, patterns, functions and relations, as well as statistics and probability. Logarithms and complex numbers will also be included in this course. This course culminates with the New York State Algebra II/Trigonometry Regents exam.

**Prerequisite:** Successful completion of Honors Geometry.

**NCAA Credit:** This course has been approved for 1 credit by the NCAA.

**REGENTS ALGEBRA II/TRIGONOMETRY (C374)      Grades 11, 12      year      1 credit**

This course covers the new Algebra II/Trigonometry curriculum. This course covers topics such as operations, coordinate geometry, equations and inequalities, trigonometric functions, variables and expressions, measurement, patterns, functions and relations, as well as statistics and probability. Logarithms and complex numbers will also be included in this course. This course culminates with the New York State Algebra II/Trigonometry Regents exam.

**Prerequisite:** Successful completion of Regents Geometry.

**NCAA Credit:** This course has been approved for 1 credit by the NCAA.

**REGENTS ALGEBRA II/TRIGONOMETRY EXTENDED (C378) Grades 11, 12 year 1 credit**

This course follows the same curriculum as Regents Algebra II/Trigonometry, offering a double period on alternate days for additional support. This course covers the new Algebra II/Trigonometry curriculum. This course covers topics such as operations, coordinate geometry, equations and inequalities, trigonometric functions, variables and expressions, measurement, patterns, functions and relations, as well as statistics and probability. Logarithms and complex numbers will also be included in this course. This course culminates with the New York State Algebra II/Trigonometry Regents exam

**Prerequisite:** Successful completion of Regents Geometry Extended.

**NCAA Credit:** This course has been approved for 1 credit by the NCAA.

**COLLEGE PREP ALGEBRA (C380) Grades 11, 12 year 1 credit**

This course is designed to prepare students for the study of college level mathematics and follows the successful completion of two mathematics credits (Integrated Algebra plus Regents Geometry). Topics include systems of real numbers and equations, equations and inequalities, functions and their graphs, systems of equations and systems of inequalities, rational expressions, irrational and complex numbers, and logarithms.

**Prerequisite:** Regents Geometry Extended

**NCAA Credit:** This course has not been approved for credit by the NCAA.

**PRE-CALCULUS (C382) Grades 11,12 year 1 credit**

This course provides an in-depth study of algebraic and transcendental and trigonometric functions such as logarithmic functions, exponential functions as well as topics in linear algebra and introductory calculus. A graphing calculator will be used throughout this course.

**This course offers the student the option of earning 3 college credits through the Excelsior Program at Suffolk Community College.**

**Prerequisites:** Algebra II/Trigonometry

**NCAA Credit:** This course has been approved for 1 credit by the NCAA.

**COMPUTER PROGRAMMING I (C355) Grades 10, 11, 12 year 1 credit**

This is computer programming in the VISUAL BASIC Language. This course will cover beginning programming through arrays and high and low resolution graphics. **This course offers the student the option of earning 3 college credits through the Excelsior Program of Suffolk Community College.**

**Prerequisite:** Integrated Algebra

**NCAA Credit:** This course has been approved for 1 credit by the NCAA.

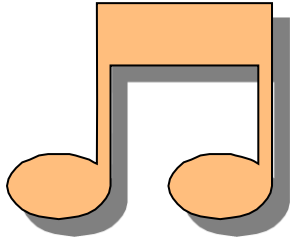
**COMPUTER PROGRAMMING II (C356) Grades 11, 12 year 1 credit**

This course will include data files and advanced programming techniques. The C++ and Java programming languages will be included. This course is an extension of Computer Programming I with additional emphasis on program design using pseudo-code, flowcharts, and top down design. Successful completion of this course will prepare the students for the Advanced Placement Computer Science course. **This course offers the student the option of earning 3 college credits through the Excelsior Program of Suffolk Community College.**

**Prerequisite:** Computer Programming I

**NCAA Credit:** This course has been approved for 1 credit by the NCAA.





# Music Department

---

In accordance with the New York State Learning Standards, the music program offers the student a hands-on study of music by participating in performing groups. We provide students with an opportunity to advance their knowledge of music and its history by offering music theory studies.

**Standard 1: Creating, Performing, and Participating in the Arts.**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

**Standard 2: Knowing and Using Art Material and Resources.**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts and various roles.

**Standard 3: Responding to and Analyzing Works of Art.**

Students will respond critically to a variety of works in the arts, connecting the individual work to other work and to other aspects of human endeavor and thought.

**Standard 4: Understanding the Cultural Contributions of the Arts.**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts, in turn, shape the diverse cultures of past and present society.



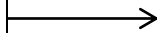
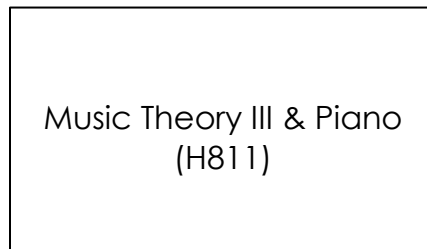
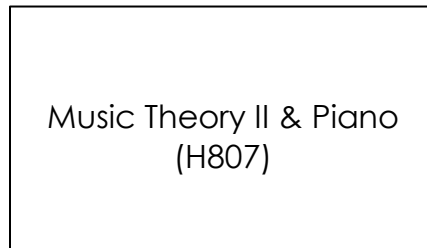
Grades 9 - 12
<p>Music In Our Lives            Music Theory I Fundamentals &amp; Piano            Music Theory II &amp; Piano            Music Theory III &amp; Piano II            Symphonic Band            String Orchestra            Mixed Chorus            Concert Orchestra            Wind Ensemble</p> <p><b><u>Chamber Ensembles</u></b>            Chamber Strings            Flute Choir            Chamber/Jazz Choir            Percussion Ensemble            Clarinet Choir</p>

## Music Theory Sequence

Students not enrolled in performance classes should start here.



Students enrolled in performance classes can start here with Chairman approval.





**MIXED CHORUS (H804 or H804A)      Grades 9 – 12      year      1 credit**

Open to all students who wish to learn choral singing with a wide variety of repertoire of music for mixed chorus, both a cappella and accompanied

**Prerequisite: New entrants must audition and receive teacher approval.**

REQUIREMENTS: Three mandatory performances per year and participation in a rotating lesson schedule.

**CONCERT ORCHESTRA (H805)      Grades 9 – 12      year      1 credit**

For students who can demonstrate advanced ability on orchestral stringed instruments (violin, viola, cello, bass).

**Prerequisite: Audition by teacher.**

REQUIREMENTS: Three mandatory performances per year and participation in a rotating lesson schedule.

**WIND ENSEMBLE (H803)      Grades 9 – 12      year      1 credit**

For students who can demonstrate advanced ability on wind and percussion instruments.

**Prerequisite: Audition by teacher.**

REQUIREMENTS: Three mandatory performances per year and participation in a rotating lesson schedule.

**JAZZ ENSEMBLE (H814)      Grades 9 - 12      year**

Open by audition to students who can demonstrate ability on wind, percussion, keyboard, and guitar for the study of jazz music. (One evening/week)

**Prerequisite: Teacher approval.**

**Students will not receive a transcript credit for this course.**

REQUIREMENTS: Three mandatory performances per year.

**STUDENTS WITH DEMONSTRATED MUSICAL ABILITY ARE ENCOURAGED TO PARTICIPATE IN ANY OF THE FOLLOWING CHAMBER ENSEMBLES LISTED BELOW. TEACHER APPROVAL IS REQUIRED.**

**CHAMBER STRINGS**

The Chamber Strings is open to all string students currently enrolled in the orchestra program. This ensemble rehearses once a week after school and performs at various school/community functions throughout the year. Students will study and perform literature specific to the orchestral string chamber ensemble.

REQUIREMENTS: Two mandatory performances per year (Chamber Concerts) and attendance at weekly rehearsals.

**FLUTE CHOIR**

The Flute Choir is open to all flutists currently enrolled in Band/Wind Ensemble. This chamber ensemble rehearses once a week after school and performs at various school/community related activities throughout the year. Students study and perform assorted chamber music specific to the flute and flute choir.

REQUIREMENTS: Two mandatory performances per year (Chamber Concerts) and attendance at weekly rehearsals.

**CHAMBER/JAZZ CHOIR**

The Chamber/Jazz Choir is open to all vocalists enrolled in the high school choral program. This vocal ensemble rehearses once a week after school and performs at various school/community related functions throughout the year. Student participation will perform vocal literature in the jazz/pop idiom.

REQUIREMENTS: Three mandatory performances per year (Chamber Concerts/Jazz Night) and attendance at weekly rehearsals.

**PERCUSSION ENSEMBLE**

The Percussion Ensemble is open to all students interested in the study of percussion instruments and percussion literature. A wide variety of ensemble types explore classical, jazz, African, world music, and contemporary genres. Participating students rehearse once a week and perform at various school/community related functions throughout the year.

REQUIREMENTS: Two mandatory performances per year (Chamber Concerts) and attendance at weekly rehearsals.

**CLARINET CHOIR**

The Clarinet Choir is open to all clarinetists currently enrolled in Band/Wind Ensemble. This chamber ensemble rehearses once a week after school and performs at various school/community related activities throughout the year. Students study and perform assorted chamber music specifically adapted to the clarinet and clarinet choir.

REQUIREMENTS: Two mandatory performances per year (Chamber Concerts) and attendance at weekly rehearsals.

**PEP BAND**

Open to students enrolled in the music program or any "Non-music" student with the approval of the teacher. Guidelines/requirements consist of the following:

- Rehearsals will be held once a week after school until the music/routine is learned.
- Students must commit to all home football games (maximum four) and home playoff games (maximum three).



## Reading Department

---

In an effort to provide students with mandated academic intervention services and promote literacy, the Reading department has created a number of non-credit bearing classes that are designed to address the individual developmental needs of students and provide remedial services to improve student literacy and promote effective reading and writing skills across the content areas. These courses will enable students that are reading below their grade level to improve their skills and strive to meet the Common Core Standards for English Language Arts.

### **INTENSIVE READING 9/10 (V105)      Grades 9, 10      year**

This course is designed for those students who are reading at least three grade levels below their current grade level. The purpose of this course is to bring the students reading level up to a high school level, so they will be able to succeed in their content area courses.

***Students will be graded on a numeric percentage basis in compliance with the BHS grading policy and will not receive a transcript credit for this course.***

### **INTENSIVE READING 11/12 (V106)      Grades 11, 12      year**

This course is designed for those students who are reading at least three grade levels below their current grade level. The purpose of this course is to bring the students reading level up to a high school level, so they will be able to succeed in their content area courses.

***Students will be graded on a numeric percentage basis in compliance with the BHS grading policy and will not receive a transcript credit for this course.***

### **READING LAB 9/10 (V103X)**

### **READING LAB 11 (V103Y)**

### **READING LAB 11/12 (V103Z)      year**

These courses are available in three different levels based on the individual learning needs of the individual students. The course(s) are designed for students that range from non-readers to students that are reading at an elementary grade level. The Reading Labs courses are also designed to meet the needs of dyslexic students in which *Recipe for Reading* is used to teach these students to read.

***Students will be graded on a numeric percentage basis in compliance with the BHS grading policy and will not receive a transcript credit for this course.***



# Science Department

---

New York State graduation requirements require that all students take and pass a total of three (3) science courses, at least one (1) of which includes passing the respective Comprehensive Regents Examination. Students wishing to obtain an Advanced Regents diploma must pass a minimum of two (2) Regents Examinations and three (3) Science courses.

The New York State Learning Standards for Science incorporate the following:

## **Standard 1: Analysis, Inquiry, and Design**

Students will be able to use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

## **Standard 2: Information Systems**

Students will access, generate, process, and transfer information using appropriate technologies.

## **Standard 3: Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to physical setting and living environment, and recognize the historical development of ideas in science.

## **Standard 4: Interconnectedness: Common Themes**

Students will understand the relationships and common themes that connect mathematics, science, and technology, and apply the themes to these and other areas of learning.

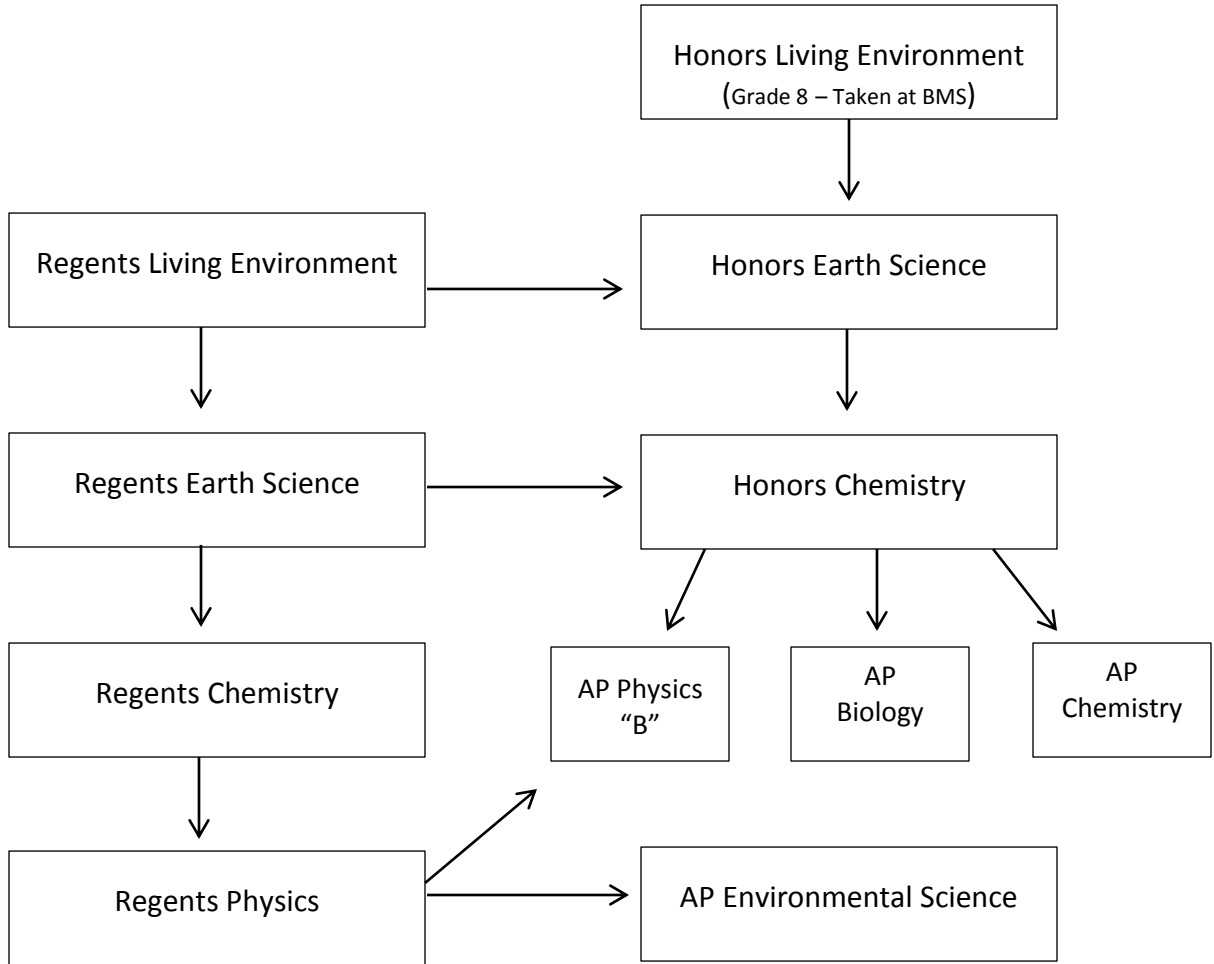
## **Standard 5: Interdisciplinary Problem-Solving**

Students will apply the knowledge and thinking skills in mathematics, science and technology to address real-life problems and make informed decisions.

## Science Department Course Offerings by Grade Level

### Regents Level

### Honors Level



**Electives**

- Research I

**Life Science Electives**

- Psychology \*
- Marine Science \*
- Forensics

**Physical Science Electives**

- Astronomy \*\*
- Meteorology \*\*
- Physics
- Chemistry

\* Co-requisites

\*\* Co-requisites

**REGENTS LIVING ENVIRONMENT (D405)      Grades 9, 10      year      1 credit**

The Regents Living Environment course is based on the New York State core curriculum. The course emphasizes the structure, function and relationships of living organisms. Students engage in laboratory experiments which enable them to discover some of the concept developed in the course. The course includes laboratory periods and written laboratory reports. A Regents exam will be given in June.

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**AP BIOLOGY (D405AP)      Grades 11, 12      year      1 credit**

This second year course in biology is designed for the student who has completed Chemistry. Advanced Placement Biology is equivalent to College Biology in content and workload. Emphasis is placed on cell biology, genetics, and evolution. Where possible, the students' work in the laboratory leads to the learning of important ideas. Students may receive college credit upon successful completion of the Advanced Placement examination. All students **are required** to take the AP Biology exam in May.

**Prerequisite: Chemistry H. Concurrent study of Physics recommended**

**Students will be required to take the AP College Board Exam at the conclusion of this course.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**EARTH SCIENCE (D400)      Grades 9, 10      year      1 credit**

This is a modification of the Regents earth science course for students who have previously attempted to receive credit in Regents earth science. The course of study will emphasize fundamental principles of earth science. Students will engage in laboratory experimentation which will enable them to discover concepts developed in the course. The course includes written lab reports and projects.

**Prerequisite: Living Regents Environment**

**REGENTS EARTH SCIENCE (D401)      Grades 9, 10      year      1 credit**

Earth Science Regents adheres to the New York State Earth Science Core Curriculum. The subject matter deals with geology, paleontology, meteorology, and space science. The course includes laboratory periods and written laboratory reports. A Regents exam will be given in June.

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**HONORS EARTH SCIENCE (D401H)      Grade 9      year      1 credit**

This course is more enriched and challenging than the basic Regents course and enables the accelerated student to move as rapidly as her/his ability allows. It provides for extensive laboratory and library use and encourages students to become involved in science research projects. Students are expected to maintain an average of at least 85% while enrolled in this course.

**Prerequisite: Successful completion of Honors Living Environment or teacher recommendation.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**



**HONORS CHEMISTRY (D409H)                      Grades 10, 11                      year                      1 credit**

The course is based on the New York State core curriculum with an enriched math program that emphasizes qualitative as well as quantitative chemistry. Projects relating to the new standards adopted by New York State will be assigned throughout the year. Students are encouraged to take the SAT II achievement test in chemistry in the spring. The course includes laboratory periods and written laboratory reports. A Regents exam will be given in June.

**Prerequisite: 85% in Living Environment H & Earth Science Regents, 85% or better in Regents Mathematics; students must also continue to study mathematics.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**AP CHEMISTRY (D409AP)                      Grades 11, 12                      year                      1 credit**

This course is an extension of the chemistry curriculum for the advanced student. The student will explore, in detail, topics that have been introduced in Honors Chemistry. The course is designed to give the student experience in chemistry at the college level. Students may receive college credit upon successful completion of the Advanced Placement examination. This course is highly recommended to students who intend to pursue careers in medicine, dentistry, the pharmaceutical industry, chemical engineering, food chemistry, environmental science and the textile industry. All students **are required** to take the Advanced Placement exam in May. This course meets for two periods every day.

**Prerequisite: Chemistry H**

**Co-requisite: Students must also continue to study mathematics.**

**Students will be required to take the AP College Board Exam at the conclusion of this course.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**PHYSICS (D414)                                      Grade 12                                      year                                      1 credit**

Students with interests in everyday physical science phenomena will satisfy their scientific curiosity with this non-Regents science program which emphasizes learning through laboratory activities and classroom demonstrations. Topics such as electronics, nuclear physics, heat, sound, light, mechanics, waves, and space systems make this course not only highly interesting, but practical for everyday living as well. Each semester course meets five periods per week, and concludes with a district wide final examination.

**Prerequisite: Regents Chemistry or Chemistry, and Integrated Algebra.**

**NCAA Credit: This course has not been approved for credit by the NCAA.**

**REGENTS PHYSICS (D411)                      Grades 11, 12                      year                      1 credit**

Regents Physics deals with the study of basic physical principles with emphasis on the relationship of energy to time, space, motion, matter, electricity, light, and radiation. Students will gain a practical understanding of the relationship of physics to the real world. This course includes laboratory periods and written lab reports. A Regents exam is given in June.

**Prerequisite: Regents Chemistry Co-requisite: Mathematics**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**AP PHYSICS B (D411AP)                      Grades 11, 12                      year                      1 credit**

This high level physics course will explore the same topics as Physics R, but at a more in-depth level. This course is designed to give the student experience in physics at the college level. The students must have demonstrated a competence in advanced mathematics. This course is highly recommended for students who intend to pursue careers in medicine, science, engineering, architecture, physical therapy and sports medicine. Students may receive college credit upon successful completion of the Advanced Placement examination. All students **are required** to take the Advanced Placement exam in May and the Regents exam in June. This course meets for two periods every day.

**Prerequisite: Honors Chemistry H and Algebra II/Trigonometry; Students must also continue to study mathematics.**

**Students will be required to take the AP College Board Exam at the conclusion of this course.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**



**PSYCHOLOGY (D420A) Grades 11, 12 alternate days year ½ credit**

Psychology is a survey course covering these major areas of human behavior: childhood, adolescence, adulthood, personality development, learning, perception, dreams, sleep and wakefulness, para-psychology and people who have contributed knowledge. Emphasis is upon independent reading, individual research projects and class discussions.

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**Co-Requisite: Marine Science**

**MARINE SCIENCE (D410A) Grades 11, 12 alternate days year ½ credit**

Marine Science will investigate concepts and topics about our ocean and local aquatic ecosystem. It is the culmination of both Earth Science and Living Environment curricula, with emphasis on one of the world's largest and least undiscovered frontiers. The marine environment covers most of our planet, is home to most of the life on Earth, regulates our weather and climate, provides most of our oxygen, and feeds much of the human population. It is also playing out to be vital area of concern with the growing concerns of global warming, with regional implications of shoreline erosion, loss of marine habitat, and increased occurrences of significant regional hurricanes.

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**Co-Requisite: Psychology**

**ASTRONOMY (D427A) Grades 11, 12 alternate days year ½ credit**

Astronomy traces the origin and evolution of the universe to the present day. Current theories are presented and discussed. The almost daily discoveries in astronomy are analyzed with emphasis on planetary and star formation. To this end the possibility and, indeed, probability of life elsewhere, is offered to the student. Personal conclusions about extraterrestrials are guided by the assignments: Astronomy labs, essays and investigations.

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**Co-Requisite: Meteorology**

**METEOROLOGY (D412A) Grades 11, 12 alternate days year ½ credit**

Meteorology will investigate the phenomena of severe weather such as thunderstorms, hurricanes, and tornados. Students will be able to analyze and draw data on a weather map. Drawings will include fronts, locations of air masses, wind direction and speed. Forecasting methods will be introduced with the use of real-time data, and group student forecasts.

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**Co-Requisite: Astronomy**



# Social Studies Department

---

Four years of social studies are required of all students in order that they may be better prepared to shoulder their responsibilities through an appreciation of their historical heritage and exposure to the problems confronting this nation and the world. The discussion of current problems, both national and international, is an important part of the curriculum at all grade levels.

New York State requires two examinations in social studies:

**Grade 10** - a two year Comprehensive Regents Examination in Global Studies (9th and 10th Grade)

**Grade 11** - a Regents Examination in American History and Government

In accordance with the New York State Learning Standards, the BHS Social Studies curriculum includes the following:

## **Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

## **Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.

## **Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of geography of the interdependent world in which we live - local, national and global - including the distribution of people, places and environments over the Earth's surface.

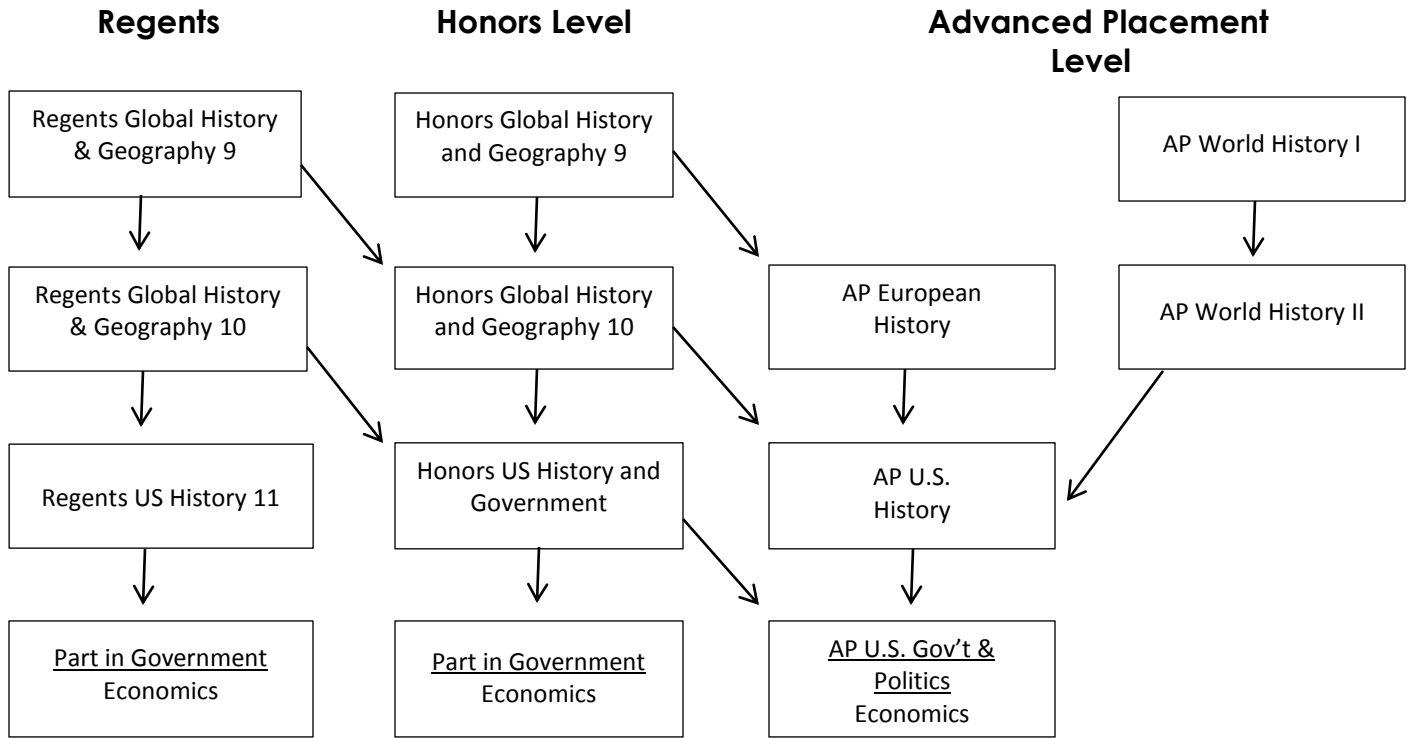
## **Standard 4: Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

## **Standard 5: Civics, Citizenship and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the United States and other nations; the United States Constitution, basic civic values of the American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

## Social Studies Department Course Offerings by Grade Level



- Electives  
(Grades 11 and/or 12)**
- Current Social Problems
  - Minorities in America
  - The Holocaust
  - The Sociology of Sports in America
  - Current Social Problems

**REGENTS GLOBAL HISTORY & GEOGRAPHY 9 (B202) Grade 9 year 1 credit**

This course is the first year of the mandated New York State syllabus in social studies. Students will learn about the Ancient World, its civilizations and religions and Expanding Zones of Exchange and Encounter from 500-1200, which includes the Byzantine Empire, Islamic Civilization and Medieval Europe, the Rise and Fall of the Mongols, the Renaissance, Reformation, the Age of Exploration, and Absolutism in Europe and the non-Western world. Cross cultural connections between Western and the non-Western worlds will be emphasized as part of the New York State standards of geography, history, economics and government. Students will analyze and evaluate historical documents, and will write descriptive and comparative essays on turning points in world history. The course concludes with a departmental final examination.

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*

**HONORS GLOBAL HISTORY & GEOGRAPHY 9 (B202H) Grade 9 year 1 credit**

Similar in content and skills development to Regents Global History and Geography I, this course will consider more topics in depth and provide opportunities for researching additional topics beyond required ones. The materials and assignments are more rigorous than the Regents level course. Cross cultural connections between Western and the non-Western worlds will be emphasized as part of the New York State standards of geography, history, economics and government. Students will analyze and evaluate historical documents, and will write descriptive and comparative essays on turning points in world history. The course concludes with a departmental final examination.

**Prerequisite:** **Teacher recommendation and an 85 or better in Social Studies 8 or Social Studies 8 Enriched.**

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*

**REGENTS GLOBAL HISTORY & GEOGRAPHY 10 (B204) Grade 10 year 1 credit**

This course is a continuation of the mandated New York State syllabus in social studies. Students will learn about the Age of Revolution, the major world events of the 19th and 20th centuries, and current global connections and interactions. The New York State standards of geography, world history, economics and government will be emphasized. Students will analyze and evaluate historical documents, and will write descriptive and comparative essays on turning points in world history. Students will take a Regents examination covering two years of Global History and Geography at the conclusion of the course.

**Prerequisite:** **Successful completion of Regents Global History and Geography 9**

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*

**HONORS GLOBAL HISTORY & GEOGRAPHY 10 (B204H) Grade 10 year 1 credit**

This is the second year of a two year sequence in Global History and Geography. Students will learn about the Age of Revolution, the major events of the 19th and 20th centuries, and current global connections and interactions. They will analyze and evaluate historical documents, and will write descriptive and comparative essays on turning points in world history. The New York State standards of geography, world history, economics and government will be emphasized, and there will be more in depth coverage of topics than the Regents level course. Materials and assignments are more rigorous. At the conclusion of the course students will take a Regents examination covering both years of Global History and Geography.

**Prerequisite:** **85% average in Global I Regents or Honors, and departmental recommendation.**

**NCAA Credit:** *This course has been approved for 1 credit by the NCAA.*





**MINORITIES IN AMERICA (B217)                      Grades 10, 11, 12    semester                      ½ credit**

This is a one semester social studies elective course open to juniors and seniors with no prerequisite. The course is designed to provide a historical and up-to-date survey of one of our most serious national issues - minorities' adjustments to the American mainstream. Given the nature of our pluralistic society it is necessary to focus on the multi-cultural aspects and contributions of minorities to American society. Students will gain a knowledge and appreciation of various minorities

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**THE HOLOCAUST AND OTHER ACTS OF GENOCIDE (B218) Grades 10, 11, 12  
(FACING HISTORY & OURSELVES)                      semester                      ½ credit**

This is a one semester social studies elective course open to sophomores, juniors and seniors with no prerequisite. This course will examine human behavior and explain what brings people to such hatred that they commit genocide. The Holocaust is over, but the nature of society that carried it out exists here and now. The Holocaust will be the primary focus of this course, however, we will look at the treatment/genocide of various groups throughout history, including the Native Americans, African Americans, Japanese Americans, and the Armenians. The course presents moral and ethical dilemmas to the students with the intent on preparing them to live, work, and acquire the skills necessary to engage in a multi-cultural society.

**NCAA Credit: This course has been approved for ½ a credit by the NCAA.**

**GLOBAL HISTORY REGENTS PREP (B331)                      Grades 10, 11, 12    year  
alternate days**

This is a Regents preparatory course designed to assist students in passing the required exam in order to obtain a Regents Diploma.

**Students will not receive a transcript credit for this course.**

**AP WORLD HISTORY I (B220AP)                      Grade 9                      year                      1 credit**

This course will serve as the foundation for a two year sequence in AP World History, culminating in the Advanced Placement exam taking place in May of 10<sup>th</sup> grade. The course examines major themes in world history starting from prehistory and continuing to the middle 15<sup>th</sup> century. This course is designed for students who have excelled in middle school and have above average writing skills. To qualify, an entrance exam will be given in the 8<sup>th</sup> grade that will focus on analytical and critical thinking skills.

**Prerequisite: 90% average or higher in 8<sup>th</sup> grade US History and 85% or higher on the AP World History entrance exam given in the 8<sup>th</sup> grade.**

**Students will be required to take the AP College Board Exam at the conclusion of this course.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**

**AP WORLD HISTORY II (B221AP)                      Grade 10                      year                      1 credit**

AP World History will serve as the second half of the two year sequence in AP World History, culminating in the Advanced Placement exam in May. The course examines major themes in world history from 1450 until the present and is designed for students who excel in writing and critical thinking skills.

**Prerequisite: Completion of AP World History I for 9<sup>th</sup> graders, with a minimum average of 75%.**

**Students will take the Regents examination in Global History and Geography at the conclusion of this course.**

**Students will be required to take the AP College Board Exam at the conclusion of this course.**

**NCAA Credit: This course has been approved for 1 credit by the NCAA.**



# Special Education Department

---

A full continuum of services is available to meet the needs of children as recommended by the Committee on Special Education. Individual educational plans are developed for disabled students that delineate specific goals for student growth and achievement. Special class, Resource room, Related Services, and other programs are available to support students with disabilities. These students will qualify for a Regents, Local, or IEP Diploma. Parents, teachers, guidance counselors, nurses, psychologists or the students themselves may refer to the Committee on Special Education. For further information, please contact Mr. Jack Colombo, Director of Student Services, at 631-730-1789 or Mrs. Penny Vorwald, Chairperson for Special Education, at 631-730-1779.

## **Co-taught- all subject areas**

The co-taught program is a general education class, specifically designed for students with disabilities. The program is comprised of students with moderate to significant academic, social, physical, and/or management needs. The students receive instruction from a special education and general education teacher within a general education classroom setting. The curriculum is based on the NYS standards for the subject area, and instruction is modified to meet the specific individual needs of the special education student. The students are responsible for the NY State general education assessments.

## **Alternate Education- all subject areas**

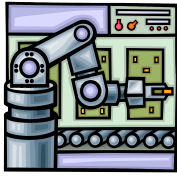
The Alternate Education program is designed for students with disabilities who require the support of a special education teacher in a departmentalized special education setting. The program is comprised of students with moderate to severe academic, social, physical and/or management needs. Instruction is delivered in a small group setting. The curriculum is based on the NYS standards for the subject area. Instruction is modified to meet the needs of the special education students. The students are responsible for the NY State general education assessments.

## **Resource Room**

The Resource Room program is designed for students with disabilities who are mainstreamed, but require academic support from a special education teacher. The program is comprised of students with minimal to moderate academic, social, management, and/or physical needs. The class focuses on IEP goals, organizational and study skills; as well as, support in all mainstream subject areas.

## **Life Skills**

The Life Skills program is comprised of students with moderate to severe developmental delays in academic, social, physical and management needs. They receive full-time instruction in a modified NYS Standards-based curriculum from a special teacher in a special education setting. The students participate in the New York State Alternate Assessments.



# Technology Education Department

---

The technology education program is designed in half and full year courses that satisfy the NYS Technology Learning Standards. Through activity-centered learning experiences, students discover their technical interests and capabilities. The courses that are available teach practical skills useful in daily life and offer preparation for the world of work or college. If you are interested in Pre-Engineering and/or a Technology career, it is important to take advantage of the valuable courses that are described in this section.

## **NYS LEARNING STANDARDS**

**5.1: Engineering Design:** Engineering design is an iterative process involving modeling and optimization used to develop technological solutions to problems within given constraints

**5.2 Tools, Resources, Technological Processes:** Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms.

**5.3 Computer Technology:** Computers, as tools for design, modeling, information processing, communication, and system control have greatly increased human productivity and knowledge

**5.4 Technological Systems:** Technological systems are designed to achieve specific results and produce outputs, such as products, structures, services, energy, or other systems

**5.5 History and Evolution of Technology:** Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base

**5.6 Impacts of Technology:** Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development

**5.7 Management Technology:** Project management is essential to ensuring that technological endeavors are profitable and that products and systems are of high quality and built safely, on schedule, and within budget

## Technology Department Courses Offered by Grade Level

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
	-Woodworking/Production Systems	-Woodworking/Production Systems	-Woodworking/Production Systems
	-Advanced Woodworking/Production Systems	-Advanced Woodworking/Production Systems	-Advanced Woodworking/Production Systems
	-Design and Drawing for Production	-Design and Drawing for Production	-Design and Drawing for Production
	-Engineering for the Future	-Engineering for the Future	-Engineering for the Future
	- Robotics	-Robotics	-Robotics

### **ENGINEERING FOR THE FUTURE (1907)      Grades 10,11, 12      year      1 credit**

The course incorporates many aspects of technology (engineering, design, tools, resources, technological processes, computers and technology, and technological systems). The history and evolution of technology is studied with various case studies involving management and impacts. Activities include: egg car crashes, mouse trap cars and bridge design. The activities involve a hands-on approach to problem analysis, mathematical modeling and scientific principles. All students may satisfy either the third math or science credit requirement by completing this course.

**NCAA Credit: This course has been approved for 1 math credit by the NCAA.**

***This course does not count as a math elective for graduation requirements.***

### **DESIGN AND DRAWING FOR PRODUCTION (1908) Grades 10,11, 12      year      1 credit**

Through the use of computer assisted design, manual drafting, and sketching, students will learn the major areas of design. Learning experiences designed for this course emphasize problem solving and critical thinking utilizing acquired math and science skills in a technology context. Some activities include but are not limited to: designing and producing a cabinet, understanding this importance of technical drawings, inventing and designing your original idea for production.

***This course does not count as an art credit for graduation requirements.***

### **ROBOTICS (1909)      Grades 10,11, 12      year      1 credit**

This course is for all students interested in a course that includes computer technology and many hands-on activities related to robotics. This course may be applied as an elective requirement option for a technology sequence program of study. This course is designed to stimulate creativity in a technological world, provide a firm exploration of computers and robotics and help understand how computers are adapted to act as controllers. Course activities include intensive problem solving strategies, computer simulators, programming of robotic equipment. The course will use both the Vex Robotics System as well as LEGO'S Mindstormer. Other robotics based activities will include Erector sets and various computer based programs.

**PRODUCTION SYSTEMS/WOODWORKING (1910)****Grades 10, 11, 12****½ year ½ credit**

This course will introduce many of the types of tools and activities relative to the field of construction, cabinetmaking, design and woodworking. The students will learn through activity based instruction and will produce a multitude of woodworking project which include but are not limited to: Woodworking tables, picture frames, bird houses, Adirondack Chairs and other student generated ideas.

**ADVANCED PRODUCTION SYSTEMS/WOODWORKING (1911) Grades 10, 11, 12****½ year ½ credit**

In this course students will use advanced machine and tool operations to design and build products. Project examples may include computer desk top organizers, furniture and other projects of student interest. This course is intended to provide students who have completed the Production Systems/ Woodworking course with an opportunity to complete larger and more complex project designs. Students completing this course will have advanced knowledge of tool and machine use for future employment

**BELLPORT HIGH SCHOOL  
COURSE SELECTION SHEET**

**WORKSHEET**

\_\_\_\_\_  
Last Name (Print)

\_\_\_\_\_  
First Name (Print)

\_\_\_\_\_  
Middle Initial

\_\_\_\_\_  
Home Telephone #

\_\_\_\_\_  
Guidance Counselor

	Subject	Course Name	Course Number	Credit
1	<b>English</b>			
2	<b>Social Studies</b>			
3	<b>Mathematics</b>			
4	<b>Science</b>			
5	<b>Foreign Language</b>			
6	<b>Art or Music</b>			
7	<b>Physical Education</b>			

**Students must circle lunch.**

8	Lunch (Fall)	Lunch (Spring)	Lunch Year	Lunch (Fall) R/B	Lunch (Spring) R/B
---	--------------	----------------	------------	------------------	--------------------

**Electives:**

Code:	Course:	Credit:
Code:	Course:	Credit:
Code:	Course:	Credit:
Code:	Course:	Credit:

**Program Requirements:** Students should plan their programs with the intention not only of fulfilling minimum requirements, but also of taking advantage of the many elective courses offered in the various departments. Following are the minimum number of periods for which a student in each grade must be scheduled:

**Grades 9, 10 & 11:** 6 Instructional periods + physical education + lunch

**Grade 12:** 5 Instructional periods + physical education + lunch

**TOTAL CREDITS:** \_\_\_\_\_

# NOTES

---

# NOTES

---