

# BELLPORT HIGH SCHOOL

205 Beaver Dam Rd, Brookhaven, NY 11713 (631)730-1575 <http://www.southcountry.org>



## 2024-2025 Course Description Guide

*The mission of Bellport High School is to provide all students a comprehensive, student-centered academic program in a safe, respectful and responsible school environment.*

# **BELLPORT HIGH SCHOOL**

## **Course Description Guide 2024-2025**

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Victoria Hartman, Music  
Erin Cawley, Special Education  
Amy Karp, ENL



## ***Bellport Senior High School***

205 Beaver Dam Road. Brookhaven, NY 11719  
631-730-1575 / fax: 631-286-5336 / [www.southcountry.org](http://www.southcountry.org)

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Erika Della Rosa, Principal

Daniel Fauvell, Assistant Principal

Heather Giacomini, Assistant Principal

Aimee Iuliucci, Assistant Principal

Bernie Soete, Assistant Principal

December 2023

Dear Students and Parents,

I am proud to present to you the Bellport High School *Course Description Guide* for the 2024-2025 school year.

Bellport High School offers a rich variety of courses and programs to enrich the educational plan for all students. Courses offered allow students to explore areas of interest, fulfill graduation requirements, and begin the college and career preparation process. Please take time to review your graduation requirements which are listed in this publication (pages 9-11). Students in grades 9-11 must have at least seven (7) full periods of classes and a lunch period. Students in grade 12 are expected to have a college-ready schedule which should include challenging, college-prep courses.

Bellport High School recognizes the importance of offering a stimulating educational program. New courses are continually developed and curricula revised to meet the needs of all students. Our curriculum is designed to support students as they prepare for high school graduation, college and career ready.

We are fortunate at Bellport High School to have a talented, dedicated staff, whose professional capabilities enable every student to meet the challenges of a 21<sup>st</sup> century education. Please read the course descriptions carefully and take advantage of the many opportunities available to you. In addition, your school counselor will be arranging individual meetings to assist you in the selection process and answer any questions you may have.

I encourage you to take advantage of the many academic and extra-curricular opportunities that are available to you at Bellport High School.

Sincerely,

Erika Della Rosa  
Principal

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**\*THE SOUTH COUNTRY SCHOOL DISTRICT RESERVES THE RIGHT TO CANCEL  
ANY COURSE THAT DOES NOT HAVE SUFFICIENT ENROLLMENT**

## Important Scheduling Information

1. The process of course selection will begin in December when students meet with their counselor to discuss course requirements and elective requests for the following year. **STUDENTS ARE EXPECTED TO REMAIN COMMITTED TO THESE CHOICES.**
  - i. **Students will be given the opportunity to review their course selections again in May 2024. After this time, student course selections will be locked. Students will not be permitted to make any elective changes to their schedule in the 2024-2025 school year.**
2. A course in any department will only be offered if there is sufficient registration.
3. All students are required to carry a full program including a minimum of five courses plus Physical Education (equating to 5 ½ credits) each semester.
  - i. It is strongly recommended that all seniors take both a math and science course during their senior year, even if they have already satisfied their New York State graduation course requirement.
4. A student may not attend graduation exercises unless all the diploma requirements are completed before the date of graduation.
5. Repeating a course is necessary if a student fails a REQUIRED COURSE for graduation. If offered, it is strongly recommended the student complete this course in summer school.
6. Bellport High School reserves the right to make appropriate modifications to the information provided in this Course Description Guide when needed to ensure the successful administration of its education program. Please check our website for updates: [www.southcountry.org](http://www.southcountry.org)



# **BELLPORT HIGH SCHOOL GUIDANCE DEPARTMENT**

## **THE ROLE OF THE SCHOOL COUNSELOR**

The primary function of the Guidance Department is to focus on the individual needs of each student in order to maximize his/her potential. School Counselors work with students individually, in small groups, and within the classroom setting to support and assist them with their academic, social/emotional, and personal development. Counselors work collaboratively with students, parents, teachers, and other professionals in order to identify and minimize any barriers that stand in the way of student success. Counselors specialize in post-secondary planning and serve as an important source of information, resources, and referrals.

The following Guidance Department services are available:

- ❖ Individual Counseling
- ❖ Post-secondary Counseling
- ❖ Connecting Students to Academic Support Services
- ❖ Classroom Presentations
- ❖ School-wide Initiatives
- ❖ Course Programming
- ❖ Providing Standardized Testing Information
- ❖ Articulation and Advocacy
- ❖ Resources and Referrals
- ❖ Facilitating Parent/Guardian Meetings
- ❖ Verifying Student Diploma Requirements and Monitoring Academic Progress

## **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 course.

**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.

**Semester** class is one-half of the school year.

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.

**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 every-other-day for the entire year.

## 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.

## NATIONAL HONOR SOCIETY

Requirements are:

- A. Candidates eligible for selection to this chapter must be members of the sophomore, junior or senior class.
- B. To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one semester at Bellport High School.
- C. Candidates eligible for selection to the chapter shall have a minimum weighted cumulative grade point average of 90% at the time of application (10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>).
- D. Upon meeting the grade level enrollment and GPA standards, candidates shall then be considered based on their service, leadership and character.

## Secondary Grading Protocols

### Final Grade Calculation –

Each of the four marking period grades will represent **25%** of the Final Grade for a full-year course and each of the two marking period grades will represent **50%** of the Final Grade for a one-semester course.

### Marking Period Grade Categories -

For all courses, the calculation of the Marking Period Grade will be determined by using the following categories and percentages:

- 30% Assignments – this may include class assignments, science labs, performance tasks, concert participation, and other student work
- 50% Assessments – this may include summative tests and quizzes, projects, music lesson participation, and other assessments
- 20% Participation and Engagement – This category will measure on-task effort and active presence. These tasks will be comprised of in class formative activities that are graded on completion not accuracy. This may include homework, student reflections, and other activities

### Marking Period Grade Safety Net -

#### Full-Year Courses

- A Safety Net of 55 will apply to Marking Periods 1, 2, and 3
- There will be no Safety Net for Marking Period 4

#### One-Semester Courses

- Semester 1: A Safety Net of 55 will apply to Marking Period 1, with no Safety Net for Marking Period 2
- Semester 2: A Safety Net of 55 will apply to Marking Period 3, with no Safety Net for Marking Period 4

### Course Weights -

All courses will receive a weighted final average as outlined in the Course Description Guide.

- **Regents** - 1.0
- **Honors** - 1.05
- **Advanced Placement** - 1.1
- 

**Calculating Quarterly GPA-**A student's quarterly grade point average (GPA) will be calculated on each report card showing the average GPA from that specific quarter of the year. In addition, a cumulative GPA will be calculated at the end of each academic year using the final course average of each course.

The quarterly weighted GPA is calculated by multiplying the grade for each course, by the appropriate course credit and weighting factor, and then averaging the resulting grades. Please see the "Class Rank" section of the guide for more information regarding cumulative GPA's.



## COURSE CHANGE CRITERIA

All students are expected to choose courses carefully during the course selection process. Schedules and appropriate staffing are planned according to student requests and students are expected to abide by their initial choices. Student and/or parent initiated schedule changes will be permitted in accordance with the following procedures:

**Adding Courses:** After receiving a schedule in the summer, a student may add a class in place of a study hall or lunch, if course enrollment allows. Course additions for first-semester and full-year courses can only be made during the first ten (10) school days or by the approval of a building administrator. Students who wish to add a course the second semester may do so after conferring with their school counselor, but no later than the first ten (10) school days of that semester or by approval of a building administrator.

**Dropping Courses:** Students must finalize their course selection requests for the next school year in February of the current year. No changes or requests may be made between the time course selection requests end and the time schedules are available on the portal. Students are expected to make their course selections carefully and remain committed to these choices. Students will be unable to change their elective course selections at any time during the school year, as the master schedule is planned based on course enrollment.

**Seniors must take at least 5 ½ credits including physical education each semester to be considered a full time student.**

Final approval of changes are contingent upon the following:

- The proposed change does not jeopardize graduation
- The proposed change does not negatively affect prospects of college admission
- Approval from the School Counselor
- When applicable, approval from the Director of Guidance and/or Department Director

Under no circumstances will schedules be adjusted to

- Change teachers
- Change lunch periods (unless supported by legitimate medical diagnosis and documentation)
- Change to more convenient and/or desirable periods
- Unite friends together in the same class
- Take a study hall
- Change elective course selections
- Moving classes to allow for Early Release or Late Arrival

### **Academic Level Changes:**

1. Students experiencing academic difficulty in a course are encouraged to work closely with their teachers and avail themselves of extra help, etc.
2. Requests to change course level (i.e., AP to Honors or Regents) will be considered after the first ten (10) school days of the new academic year, through the ten (10) days following the conclusion of the first marking period. Students who wish to change a course level must have parental approval as well as the permission of their school counselor, department director and/or a building administrator.
  1. A level change is considered moving from one level of a subject to another level of the same subject i.e., AP US History to Honors US History. A level change does not include changing from one subject to another i.e. AP Chemistry to AP Biology or AP Physics to Forensics
3. Students changed from one level of a subject/course to another level of the same subject/course will only receive grades in the course for which credit will be earned. The first course will not appear on the student's final transcript. Students will receive an NG (No Grade) for the dropped course on their first quarter report card.
4. CSE/504 Meetings: Schedule changes will be made for any student having a CSE or 504 meeting where there is a recommended program change.
5. Senior schedules will be reviewed at the end of the Second (2<sup>nd</sup>) Quarter and will be adjusted by the school counselor if a senior has not earned the necessary semester credits needed for graduation. For example, a senior who does not pass Economics or Participation in Government at the end of the first semester will have to retake the course in the second semester (requiring them to "double up" on Economics and Participation in Government). Should there not be room in their schedule to accommodate this additional class, the student will be enrolled in after school Credit Recovery in order to be eligible for graduation in June.



## **New Students and Partially Completed Marking Periods**

### **New Students**

When a student enters a class with less than 5 weeks remaining in the marking period, they will receive an NS (new student) as a marking period grade. The NS will NOT factor into the final average.

### **Enrollment of Less Than 5 Weeks in a Course**

If a student is enrolled in a course for less than 5 weeks, they will receive an NS (new student) as a marking period grade. The NS will NOT factor into the final average.

### **Enrollment of More Than 5 Weeks in a Course**

If a student is enrolled in a course for five weeks or more, they will receive a marking period grade reflective of their performance in the class.

### **Changes between Course Sections**

When a student moves from one section of a course to another section of the same course, the grade a student has earned **WILL** carry over into the new section.

### **New Entrants Receiving Course Credit**

Students who were not enrolled in school before enrolling at Bellport High School will only be eligible to receive credit for a full year course, after receiving a passing final course grade, if they enter the district on or before the interim grading period of marking period 3.

## **TIMELINE FOR SCHEDULE CHANGES**

|                                      |   |
|--------------------------------------|---|
| Last day to add a Semester 1 course  | Within the first 10 days of school                      |
| Last day to add a Semester 2 course  | Within the first 10 days of Semester 2                  |
| Last day to drop a Semester 1 course | Within the first 10 days of school                      |
| Last day to drop a Semester 2 course | Within the first 10 days of Semester 2                  |
| Last day to change academic levels   | Within 10 days after the conclusion of Marking Period 1 |

## **NEW YORK STATE GRADUATION REQUIREMENTS**

| <b>4+1 MULTIPLE GRADUATION PATHWAYS</b>  |
|--|
| <ul style="list-style-type: none"><li>• All students <b><u>MUST</u></b> pass the following four (4) required Regents exams:<ul style="list-style-type: none"><li>○ 1 Math, 1 Science, 1 Social Studies, and English Language Arts (ELA)</li></ul></li><li>• <b><u>AND</u></b></li><li>• All students <b><u>MUST PASS ONE (1)</u></b> of the following additional Pathway exams:<ul style="list-style-type: none"><li>○ Additional Social Studies Regents or NYS approved alternative; or</li><li>○ Additional Science Regents or NYS approved alternative; or</li><li>○ Additional Math Regents or NYS approved alternative; or</li><li>○ Additional NYS approved CTE (Career &amp; Technical Education), LOTE (Language Other Than English), Arts , or Civic Readiness Pathway assessment</li><li>○ Completion of CDOS (Career Development and Occupational Studies) Credential</li></ul></li></ul> |
| NYS Multiple Pathway Information:<br><a href="http://www.nysed.gov/curriculum-instruction/multiple-pathways">http://www.nysed.gov/curriculum-instruction/multiple-pathways</a>   |

## NEW YORK STATE GRADUATION CREDIT REQUIREMENTS

| Subject                | Regents Credits | Advanced Regents Credits |
|------------------------|-----------------|--------------------------|
| English                | 4.0             | 4.0                      |
| Social Studies         | 4.0             | 4.0                      |
| Math                   | 3.0             | 3.0                      |
| Science                | 3.0             | 3.0                      |
| LOTE                   | 1.0             | 3.0                      |
| Art/Music              | 1.0             | 1.0                      |
| Health                 | 0.5             | 0.5                      |
| Physical Education     | 2.0             | 2.0                      |
| Electives              | 3.5             | 1.5                      |
| Total Credits Required | 22.0            | 22.0                     |



## DIPLOMA REQUIREMENTS

| Diploma  | Grade  | Number of Regents Exams Required   |
|--|--|--|
| <b>Regents Diploma with Advanced Designation with Honors</b> | 90 Average or better on all required Regents exams | <b>8 Regents &amp; FLACS Checkpoint B</b><br>1 English<br>2 Social Studies (Global History & US History)<br>2 Science (Physical & Life Science)<br>3 Math (Algebra I, Geometry, & Algebra II)<br>World Language FLACS Checkpoint B   |
| <b>Regents Diploma with Advanced Designation</b>             | 65 of better on all required Regents Exams         | <b>8 Regents &amp; FLACS Checkpoint B</b><br>1 English<br>2 Social Studies (Global History & US History)<br>2 Science (Physical & Life Science)<br>3 Math (Algebra I, Geometry, & Algebra II)<br>World Language FLACS Checkpoint B   |
| <b>Regents Diploma</b>                                       | 65 of better on all required Regents Exams         | <b>5 Regents Exams</b> <ul style="list-style-type: none"> <li>Students must pass Regents exams in the following: 1 Math, 1 Science, 1 Social Studies, English AND</li> <li>Students must choose one (1) of the following: <ul style="list-style-type: none"> <li>Additional Social Studies Regents Exam; or</li> <li>Additional Science Regents Exam; or</li> <li>Additional Math Regents Exam; or</li> <li>NYS approved CTE, CDOS, LOTE, Civic Readiness or Arts Pathway</li> </ul> </li> </ul> |
| <b>Local Diploma</b>   |  | Local Diplomas will be granted to Special Education students and qualifying appeals  |

NYS Graduation Requirements: <http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>



## **BELLPORT HIGH SCHOOL CRITERIA FOR GRADUATION WITH DISTINCTION & NYS MASTERY**

Graduation with distinction is bestowed upon only those seniors who have exhibited the determination and drive to achieve at the highest academic level in specific subject areas. 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 the Senior Recognition Assembly to be worn at graduation
- Acknowledged during the graduation ceremony by wearing their Graduation with Distinction medallion

The following departments offer “**Graduation with Distinction**” honors, with their specific criteria outlined.

**ART** (Barbara Gallagher, Department Chairperson, 631-730-2108, bgallagher9@southcountry.org)

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

**CTE: BUSINESS** (Aimee Iuliucci, Assistant Principal, 631-730-1619, AIuliucci@southcountry.org)

1. Completed a sequence (3 credits) in Business
2. Received a course grade of no less than 90 in all Business classes
3. Hold anyone of the following positions in Virtual Enterprise: CEO, CGO, COO, Director of HR, Director of Marketing

**CTE: CULINARY ARTS** (Aimee Iuliucci, Assistant Principal, 631-730-1619, AIuliucci@southcountry.org)

1. Completed 3 courses in Culinary Arts
2. Received a course grade of no less than 90 in all Culinary courses taken
3. Be an active member of the Culinary Club with recommendation of the club’s advisor

**ENGLISH** (Jaclyn O’Hagan, Director of Humanities, 631-730-1523, johagan@southcountry.org)

1. Completion of 4 credits in English
2. Received a final grade of 90% or above in every English course taken
3. Received a grade of at least 90% on the English Regents exam
4. Must have taken or be enrolled in at least one AP English course or Honors College English 101&102

**WORLD LANGUAGE** (Monica Tetuan, Director of ELL, Bilingual & World Language, 631-730-2118, mtetuan@southcountry.org)

1. Completed a minimum of 4 credits of study in World Language, in the same language, that includes participation in an AP World Language or Level 5 World Language course
2. Received a final grade of 90% or above in every language course taken
3. Received a score of 90% or better on the Checkpoint B FLACS Exam



**MUSIC** (Victoria Hartman, Department Chairperson, 631-730-1622, [vhartman@southcountry.org](mailto:vhartman@southcountry.org))

1. Student must have no less than a weighted 90 average 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)

**SOCIAL STUDIES** (Jaclyn O'Hagan, Director of Humanities, 631-730-1523, [johagan@southcountry.org](mailto:johagan@southcountry.org))

1. Completion of 4 credits in Social Studies
2. Received a final grade of 90% or above in every Social Studies course taken
3. Received a grade of at least 90% or better on either of the New York State Social Studies Regents exams
4. Must have taken or be enrolled in at least one AP Social Studies course

The following departments offer “**Mastery**” from the New York State Department of Education, with their specific criteria outlined. Students who achieve Mastery in Math and/or Science by will be given a state seal on their diploma. Bellport High School recognition awards will be given to those students who achieve mastery by January of their senior year, after the January Regents examination period. Those who achieve mastery by June of their senior year will still be eligible to receive mastery recognition from New York State on their diploma.

**MATHEMATICS** (Jack Burke, Director of STEM, 631-730-1524, [jburke@southcountry.org](mailto:jburke@southcountry.org))

1. Student completed all the requirements for The Regents Diploma with Advanced Designation; and
2. passed 3 Regents Examinations in mathematics with a score of 85 or higher; or
3. passed 2 Regents Examinations in mathematics with a score of 85 or higher and was granted an exemption on a third Regents Examination in mathematics; or
4. passed 1 Regents Examination in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents Examination for which an exemption was granted.

**SCIENCE** (Jack Burke, Director of STEM, 631-730-1524, [jburke@southcountry.org](mailto:jburke@southcountry.org))

1. Student completed all the requirements for The Regents Diploma with Advanced Designation; and
2. passed 3 Regents Examinations in science with a score of 85 or higher; or
3. passed 2 Regents Examinations in science with a score of 85 or higher and was granted an exemption on a third Regents Examination in science; or
4. passed 1 Regents Examination in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents Examination for which an exemption was granted

**ONLY SENIORS MAY APPLY  
APPLICATIONS DUE APRIL 1, 2025**



## 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. A summer assignment may be required.

### PRE-AP (PAP)

Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, engaging instructional resources, and checks for understanding. They are designed to support all students across varying levels of abilities through focus. They are not honors or advanced courses. Students learn more deeply by spending time on the topics and skills that matter most. The program grants teachers and students the time for deep engagement with content. Pre-AP challenges students to build relevant critical thinking skills through the following shared principles: close observation and analysis, evidenced based writing, higher order questioning and academic conversations. *Pre-AP courses are weighted at 1.05.*

### ADVANCED PLACEMENT (AP) /AP POLICY

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 cost of taking AP Examinations is absorbed by the student. The examination is administered at the high school, and a five-point college-level scale is used. Over 1000 colleges and universities will grant advanced placement credit to candidates based on each individual schools AP credit policy. Students enrolled in an Advanced Placement course are required to take the AP exam (which will be administered in May). AP examinations must be taken to receive AP course weighting (1.1) in a student's grade point average and for purposes of class ranking. Finally, if an AP class is dropped after the scheduled change cut-off date, a revised transcript will be sent to any college / university to which the student applies.

### COLLEGE CREDIT PROGRAMS IN HIGH SCHOOL

Bellport High school provides students an opportunity to take college courses and earn college credits through three (3) different post-secondary institutions - Farmingdale State College, LIU Post, and Suffolk County Community College. All courses offered by these institutions carry credit which may be applied towards a degree at other colleges and universities. Acceptance of pre-college credit may vary by institution. For more information on whether or not your credit will be accepted, please contact the post-secondary institutions you are considering to attend. Applications to earn pre-college credit, along with registration instructions, are distributed by the course teachers in September. Each of the three institutions has specific registration procedures that must be followed to ensure proper registration and receipt of course credit. Please note: the tuition fees listed in the following chart are for the current school year and are subject to change annually. In the event that a student chooses to withdraw from a course, they must follow the deadlines and procedures established by the institution. **Students are responsible for requesting official transcripts directly from these institutions to be sent to post-secondary institutions for admission and/or credit.**

| Name of Course             | College  | Potential Credit Value | Cost  |
|----------------------------|----------|------------------------|-------|
| Honors College English 101 | LIU Post | 3 Credits              | \$290 |
| Honors College English 102 | LIU Post | 3 Credits              | \$290 |
| Public Speaking and Debate | LIU Post | 3 Credits              | \$290 |

|                        |                           |           |        |
|------------------------|---------------------------|-----------|--------|
| Virtual Enterprise     | Farmingdale State College | 6 Credits | \$300* |
| Advanced Culinary Arts | Suffolk CCC               | 4 Credits | \$171  |

\*FSC offers a 50% discount per for students enrolled in the Free/Reduced Price Lunch Program

## PRE-COLLEGE PROGRAMS

Bellport High School has partnered with two colleges to offer 11<sup>th</sup> and 12<sup>th</sup> grade students the opportunity to take college level courses while in high school. We have partnered with Suffolk County Community College's Early College Program and Utica University's High School Bridge Program. These programs will allow students to take courses both on their campus and virtually, for a nominal fee. Interested students should see their School Counselor for more information.

## CLASS RANK

**Official Class Rank** is based on the weighted Grade Point Average (GPA) of students in their senior year (Grade 12). It is generated three times a year to include:

- Initial Class Rank: Fall of 12<sup>th</sup> Grade
- 7<sup>th</sup> Semester Class Rank: Conclusion of the first semester (Quarter 2) of 12<sup>th</sup> Grade
- End-of-Year Class Rank: Conclusion of the school year (Quarter 4) of 12<sup>th</sup> Grade

**Initial Class Rank:** Class Rank is provided to seniors in the beginning of 12<sup>th</sup> grade. 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 (including high school credit bearing courses in 8<sup>th</sup> Grade) by the appropriate course credit and weighting factor, and then averaging the resulting grades. For the purpose of Initial Class Rank, no 12<sup>th</sup> grade courses are included.

### COURSE WEIGHTING

AP Course 1.1  
Pre-AP 1.05  
Honors 1.05  
Regents 1.0

All previously completed credit-bearing courses (prior to 12<sup>th</sup> Grade) are included, except the following:

1. Credits earned from community service or school service work.
2. Credits earned for independent study/work study programs.
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.

**7<sup>th</sup> Semester Class Rank:** At the conclusion of a student's 7<sup>th</sup> Semester (end of Quarter 2 Senior Year), Class Rank is run to determine mid-year ranking for college admissions, Top 10 identification, and, Valedictorian, Salutatorian, and Essayist determination. 7<sup>th</sup> Semester Class Rank will include the process outlined above, but additionally include all final grades for first semester, ½ credit courses and mid-year averages for all full year 1 credit courses -in-progress.

**Full year courses' will be adjusted to reflect the percentage of the course completed (Example: End of Quarter 2 equates to 50% completed).**

**End-of-Year Class Rank:** At the conclusion of the school year a final Class Rank will be determined incorporating all completed course work and follow the same process as the Initial Class Rank determination while including all completed 12<sup>th</sup> Grade courses. Though it is possible for Class Rank to change from initial, to 7<sup>th</sup> Semester, to end-of-year; Valedictorian, Salutatorian, and Essayist, and other members of the Top 10 **WILL NOT** change order as it pertains to celebratory recognitions (e.g. Graduation Speeches, Top 10 Profiles, local media, etc.). Those determinations and recognitions will be based on the 7<sup>th</sup> Semester Class Rank.

**Exclusion from Class Rank:** Only those students graduating with their cohort are eligible for class rank. Therefore, students who are scheduled to graduate ahead of, or after their cohort, will not be included in class rank.



## **Valedictorian, Salutatorian, and Essayist**

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- The Valedictorian will be the student who has the highest cumulative weighted grade point average (GPA) on the 7<sup>th</sup> Semester Rank.
- The Salutatorian will be the student with the second highest weighted grade point average (GPA) on the 7<sup>th</sup> Semester Rank.
- The Essayist will be the student with the third highest weighted grade point average (GPA) on the 7<sup>th</sup> Semester Rank.

### **Eligibility:**

1. Be enrolled as a full-time student at Bellport High School for 4 full semesters preceding the close of 1<sup>st</sup> semester senior year (this includes 2<sup>nd</sup> semester of sophomore year, as well as junior year and first semester senior year).
2. Be enrolled as a full-time student at Bellport High School at the time of graduation.
3. Must be graduating with their cohort and included in Class Rank (see Exclusion from Class Rank for more information).

### **Qualifying Courses of Study:**

1. All high school credit bearing courses taken beginning in Grade 8 and extending through the January marking period of Grade 12 (7<sup>th</sup> Semester).
2. Transfer credit awarded to a student at their time of registration into South Country CSD will be weighted at the same degree a South Country CSD course is weighted (See Level Weighting for more information).
3. For the purpose of determining Valedictorian, Salutatorian, and Essayist, transfer credit will not be calculated that exceeds potential credit acquisition of a non-transfer student.  
For the purpose of determining Valedictorian, Salutatorian, and Essayist, transfer credit will not be calculated into class rank for courses not offered to the graduating cohort in South Country
4. Qualifying courses will be academic courses only as approved by the Board of Education for satisfaction of the high school graduation requirement.

### **Principal's Discretion:**

The building Principal may disqualify any of the candidates for Valedictorian, Salutatorian and Essayist at any point during the year for the following:

1. Violation of the Attendance Policy (e.g. unauthorized absence or absence listed as other than “valid”).
2. Violation of the Progressive Code of Discipline (e.g. excessive suspensions of school).
3. Violation of the Co-Curricular and Extra Curricular Eligibility Policy.
4. Academic Deficiency (e.g. having one or more quarter grades of below a 65 during their senior year).

## **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 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 High School 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.

## **ACT**

The ACT exam measures skills in four major curriculum areas: English, Mathematics, Reading and Science Reasoning. Like the SAT 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 student's junior year.

## **NAVIANCE**

Naviance is a web-based college and career research and planning program designed specifically for students and parents/guardians to help make decisions about college and career opportunities. All students are registered with their School Counselor. Please contact the Guidance Office if you would like more information or if you need your membership information.

Naviance assists students with the following:

- During the planning and advising process, students can build a resume, complete online surveys and help manage the timelines and deadlines for colleges.
- Students can search for schools utilizing the "College Search" function where they can search for schools with their selected interests. Students can enter their preferences and narrow down their list of potential colleges. From there, students can access information on individual colleges such as admissions requirements, financial aid, majors and degrees, housing, athletics and extracurricular activities. Students can also search for careers and find out information regarding expected salaries and educational requirements.
- There are several self-assessment tools such as an Interest Inventory to help students identify career possibilities related to their current interests.
- Students can view information regarding upcoming college visits to BHS, search for national scholarships and look for college enrichment programs during both the summer and the school year.
- During a student's senior year, Naviance will assist students during the application process by allowing them to request letters of recommendation from teachers.

## **SUMMER SCHOOL**

Students who are not successful during the academic year, but maintain 85% attendance, are eligible to attend the South Country Central School District summer school program. This morning program will provide the opportunity for any eligible student to retake up to two credits of coursework during a six-week period throughout July and August. Registration for required courses and August Regents Examinations will take place at the end of June.

## **CREDIT RECOVERY**

The Credit Recovery program at Bellport High School has been designed to give students the opportunity to recover course credit(s). Its primary function is to assist students in meeting a four-year goal of high school graduation. Credit Recovery incorporates a blended instructional model with both content area teacher instruction and the use of a web-based online curriculum program. This program offers a full range of course offerings in each of the four core subject areas, as well as Physical education, World Language, Art, and other elective programs. Credit Recovery is a ten (10) week program that follows the school quarterly calendar. Underclassmen may only enter the program if they have less than 40 absences in the course from the prior year(s). All assignments must be successfully completed within the 10 weeks in order to receive credit, and half of the required assignments must be completed by the interim period. In order for students to participate in science credit recovery courses, students must be "lab eligible", meaning that they have already successfully completed the necessary lab work for the course. Attendance is mandatory during the Credit Recovery Program. Students will be dropped from the program if they have 4 absences in a course. Students may speak to their school counselor for more information.

# Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:



1. Earn 16 NCAA-approved core-course credits in the following areas:

|         |                               |  |                                     |                |  |
|---------|-------------------------------|--|-------------------------------------|----------------|--|
| ENGLISH | MATH<br>(Algebra I or higher) | SCIENCE<br>(Including one year of lab, if offered) | EXTRA<br>(English, math or science) | SOCIAL SCIENCE | OTHER<br>Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy) |
| 4 years | 3 years                       | 2 years  | 1 year                              | 2 years        | 4 years  |

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 [core-course GPA](#).
5. Ask your high school counselor to upload your [final official transcript](#) with proof of graduation to your Eligibility Center account.

## EARLY ACADEMIC QUALIFIER

If you meet [specific criteria](#) after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

## QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

## ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

## NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.



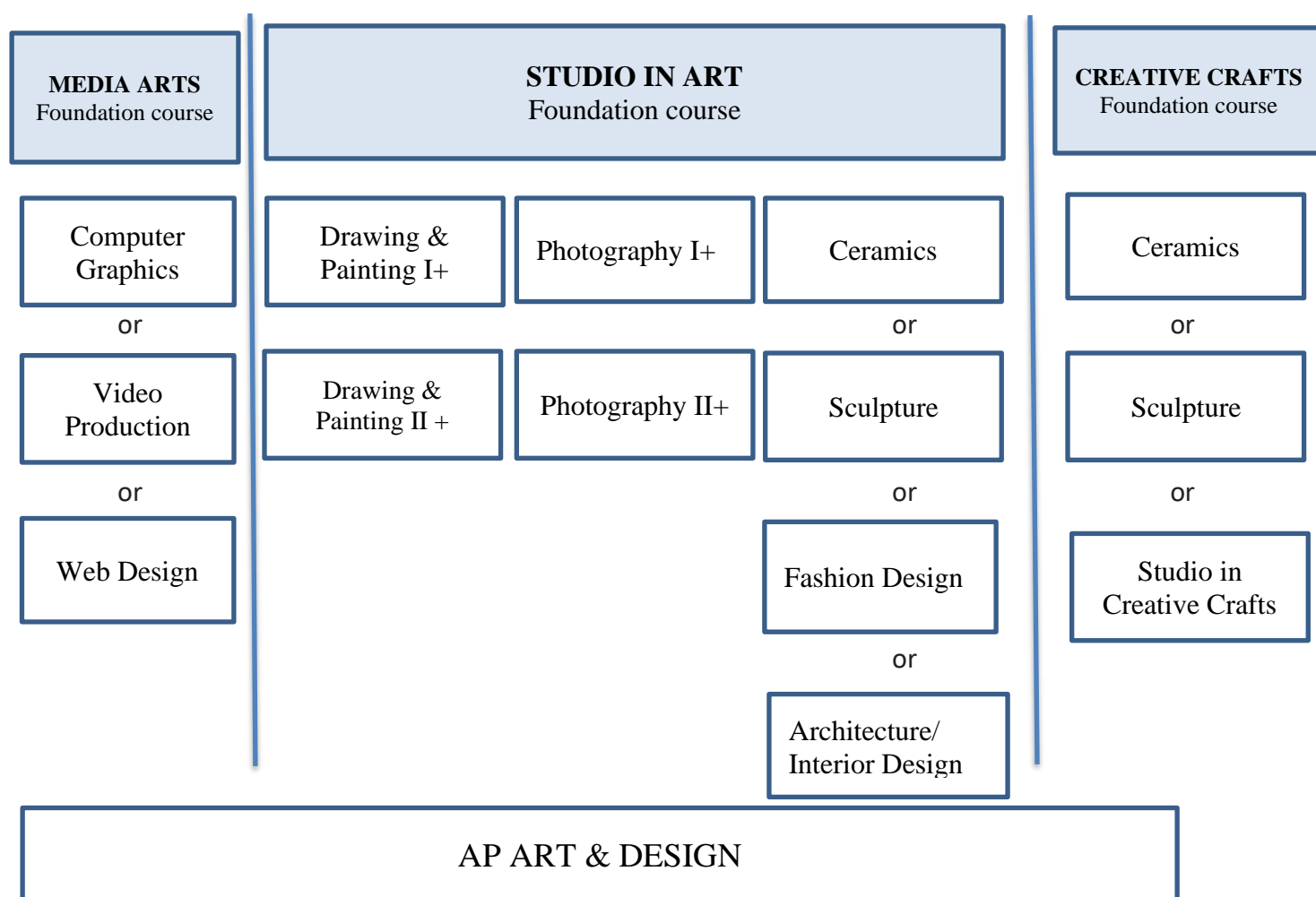
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# Art Department

Barbara Gallagher, Department Chairperson, 631-730-2108, [bgallagher9@southcountry.org](mailto:bgallagher9@southcountry.org)

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. Arts literacy fosters connections between the Arts, and between the Arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning across a variety of content areas.

The 2017 New York State P-12 Learning Standards for the Arts are designed to develop artistically literate students. Artistically literate graduates are college and career ready, capable of understanding and addressing the needs of society. Through creating, performing, responding and connecting in the Arts, students generate experiences, construct knowledge and build a more integrated understanding of self and community. They explore and express ideas, feelings, and beliefs about the past and present; discover new ideas; and begin to envision possible futures. Through careful study of their own and others' art, students explore and make sense of the broad human condition across time and cultures.



*\*Studio in Art, Media Arts and/or Creative Crafts may be used to satisfy the Fine Arts graduation credit*

*\* Advanced Elective courses may be used as part of any 3 or 5 unit sequence*

*\*Studio in Art is required for Graduation with Distinction in Art*

*+These classes must be taken in sequence*

## Art Department 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  |
|---|--|--|---|
| Studio in Art<br>Studio in Art A<br>Creative Crafts<br>Ceramics<br>Media Arts | Studio in Art<br>Studio in Art A<br>Studio in Art B<br>Creative Crafts<br>Ceramics<br>Contemporary Crafts<br>Drawing & Painting I<br>Photography I<br>Computer Graphics<br>Studio in Sculpture<br>Fashion Design<br>Architecture/Interior Design<br>Video Production<br>Web Design<br>Media Arts | Studio in Art<br>Studio in Art A<br>Studio in Art B<br>Creative Crafts<br>Ceramics<br>Ceramics II<br>Contemporary Crafts<br>Drawing & Painting I<br>Drawing/Painting II<br>Photography I<br>Photography II<br>Computer Graphics<br>Studio in Sculpture<br>Fashion Design<br>Architecture/Interior Design<br>Video Production<br>Web Design<br>Media Arts | Studio in Art<br>Studio in Art A<br>Studio in Art B<br>Creative Crafts<br>Contemporary Crafts<br>Ceramics<br>Ceramics II<br>Drawing & Painting I<br>Drawing/Painting II<br>Photography I<br>Photography II<br>Computer Graphics<br>Studio in Sculpture<br>Fashion Design<br>Architecture/Interior Design<br>Video Production<br>Web Design<br>AP Art & Design<br>Media Arts |

### STUDIO IN ART

Full year, 1 credit (G701)

This is a comprehensive foundation course. **Studio in Art is a one credit, full year course that may be taken to satisfy the art/music 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 Examinations

### STUDIO IN ART A

Full year, ½ credit (G701A)

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 Examinations

### STUDIO IN ART B

Full year, ½ credit (G701B)

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 Examinations



## CREATIVE CRAFTS

Full year, 1 credit (G700)

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This is a comprehensive foundation course. **Creative Crafts is a full year course that may be taken to satisfy the art/music requirement for graduation.** This course is recommended for students with an interest in ceramics, sculpture, printmaking, and various applied arts. They will design and create art objects using a variety of materials. As students continue to develop their own skills, they will explore how people through the ages expressed themselves through traditional and contemporary crafts, making both functional and decorative pieces.

## CONTEMPORARY CRAFTS

Full year, 1/2 credit (G719)

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This foundation course is recommended for students with an interest in ceramics, sculpture, printmaking, and various applied arts. They will design and create art objects using a variety of materials. As students continue to develop their own skills, they will explore how people through the ages expressed themselves through traditional and contemporary crafts, making both functional and decorative pieces.

## MEDIA ARTS

Full year, 1 credit (G723)

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This is a comprehensive foundation course. **Media Arts is a full year course that may be taken to satisfy the art/music requirement for graduation.** Recommended for students interested in a course of study in the digital arts such as computer graphics, photography, cartooning, video and animation. This entry level course will introduce student to art and design challenges through the use of digital media. Students will become familiar with the basics of programs such as Adobe Photoshop and Illustrator. This course is a great foundation for any student looking to continue in other courses such as Computer Graphics, Photography or Video.

## CERAMICS

Full year, ½ credit (G715A)

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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.

## CERAMICS II

Full year, ½ credit (G724A)

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Emphasis on individual growth and development of learned techniques from Ceramics I, as well as further exploration of hand building, modeling, carving, wheel work, glazing, casting and construction methods.

**Prerequisite:** Successful completion of Ceramics I

## DRAWING & PAINTING I

Full year, 1 credit (G702)

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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

## DRAWING & PAINTING II

Full year, 1 credit (G703)

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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:** Successful completion of Drawing & Painting I.

## **PHOTOGRAPHY I**

Full year, 1 credit (G706)

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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 must take photos outside of class (as homework) in order to participate in this class. This is required to support student success in assessments, including quizzes and written examinations.

*Recommended requirements:* 35mm single lens reflex camera with shutter-speed & "F" stops.

**Prerequisite:** Open to students in grades 10 thru 12.

## **PHOTOGRAPHY II**

Full year, 1 credit (G707)

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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.

*Recommended requirements:* 35mm SLR camera.

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

## **COMPUTER GRAPHICS**

Full year, 1 credit (G710)

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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

## **STUDIO IN SCULPTURE**

Full year, ½ credit (G714A)

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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**

Full year, 1 credit (G721)

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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.

## **ARCHITECTURE/INTERIOR DESIGN**

Full year, 1 credit (G722)

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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.



## VIDEO PRODUCTION

Full year, 1 credit (G713)

This course is an introduction to the principles of advertising. Students learn how to select and use types of video clips to meet specific filmmaking 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.

## WEB DESIGN

Full year, 1 credit (G720)

This full year course is open to 10<sup>th</sup>-12<sup>th</sup> grade students and presents the basic and advanced topics in Web page design. Students will learn the basics of good web design by working with industry standard Web design software such as Adobe Animate and Dreamweaver. A large portion of the school year will be dedicated to creating fully interactive websites using Flash. Students will work alone and in teams to design and maintain web sites.

## AP ART & DESIGN

Full year, 1 credit (G717AP)

The purpose of this Advanced Placement Board Studio Art course 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 including drawing, painting, photography, computer graphics, fashion, and interior design. Students will submit for evaluation to the Advanced Placement board a portfolio that demonstrates quality and a sustained investigation. 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 may be given over the summer.

**Prerequisite:** Admission to the course is based on portfolio review, teacher & Department Chair recommendation.

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.



# CTE (Career and Technical Education) Department

Aimee Iuliucci, Assistant Principal, 631-730-1619, AIuliucci@southcountry.org

## BUSINESS

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 into the workforce.

### Business Department 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  |
|--|---|--|---|
| Career & Financial Management<br>Human Relations | Career & Financial Management<br>Human Relations/Decision-Making<br>Principles of Marketing<br>Microsoft Office<br>Accounting I | Career & Financial Management<br>Human Relations/Decision-Making<br>Principles of Marketing<br>Microsoft Office<br>Accounting I<br>Virtual Enterprise/<br>Business Ownership | Career & Financial Management<br>Human Relations/Decision-Making<br>Principles of Marketing<br>Microsoft Office<br>Accounting I<br>Virtual Enterprise/ Business Ownership |

### CAREER AND FINANCIAL MANAGEMENT

Semester, ½ credit (F623S)

**\*CTE Pathway Course (required for both pathways; including culinary and business ownership)**

A course designed to develop basic skills needed to prepare students for the workforce and independent living. Students will focus on career exploration, how to get a job and write a resume and succeed on an interview as well as managing personal finances. In addition, student will learn how to open and use a bank account, get a credit card and apply for a loan. This course is recommended for all students, especially those interested in career and technical education.

**Students in this class will be given the option to take the 21<sup>st</sup> Century Skills exam which can be used towards the CDOS Option #1 credential for the 4 + 1 pathway.**

### HUMAN RELATIONS/DECISION MAKING

Semester, ½ credit (F601S)

**\*CTE Pathway Course (required for both pathways; including culinary and business ownership)**

Human Relations/Decision Making will help students understand the important fundamental elements of human relations, both personally and on the job. Students will develop the ability to solve problems and make decisions necessary in the world of work. Each student will be the manager of a business in a “model” community and will experience the action and excitement of a business career.

## MICROSOFT OFFICE

*(This course alternates every other year with Accounting and will not be offered in 2024-2025)*

Full Year, 1 credit (F615)

**\*CTE Pathway Course**

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Students will discover how Microsoft Office (Word, Excel and PowerPoint) is a tool for success in the educational and business environments. The course focuses on 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 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.

## PRINCIPLES OF MARKETING

Full Year, 1 credit (F611Y)

**\*CTE Pathway Course**

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This course is designed to develop the basic competencies necessary for a career in marketing, advertising, sales, visual merchandising, and a variety of business job clusters. Content of this course consists of the basic marketing functions, with emphasis on the retailing industry. Discover how the internet and social marketing, including Facebook and Instagram, are used in the business world. Many students will have an opportunity to visit businesses and experience the world of work first hand.

## ACCOUNTING I

*(This course alternates every other year with Microsoft Office and will be offered in 2024-2025)*

Full Year, 1 credit (F609)

**\*CTE Pathway Course**

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This 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.

## VIRTUAL ENTERPRISE/BUSINESS OWNERSHIP

Full Year, 1 credit (F614)

**\*CTE Pathway Course**

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This new and exciting course is part of the Virtual Enterprise International program which contains 5,000 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)

***Prerequisite:*** All 11<sup>th</sup> grade students are required to take at least one of the following classes prior to entrance: Microsoft Office, Accounting, and/or Principles of Marketing. For all students in grade 12, 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, and/or Principles of Marketing

Students will be charged tuition for this course if they choose to earn college credit from Farmingdale State College. College credit in this course is predicated upon payment of tuition. Students are responsible for requesting official transcripts from Farmingdale State College to be sent to post-secondary institutions for admission and/or credit.

## WORK BASED LEARNING

### 216-hour requirement (S628)

Work Based Learning (WBL) is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students develop broad, transferable skills for postsecondary education and the workplace. A quality WBL program can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations. Work-based learning is supported in the school and at the work site. While school-based learning focuses on academic and career and technical preparation as part of the classroom curriculum, work site learning occurs, away from school, in a business or community organization. **Successful completion of the 216-hour requirement, which may be earned through various work based experiences, may provide a New York State approved pathway for graduation.**





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## Family and Consumer Science

The Family and Consumer Science program reflects the New York State Learning Standards and exposes the student to a variety of experiences in the culinary arts. 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 related careers.

### Family and Consumer Science Department Course Offerings by Grade Level

| 10 <sup>th</sup> Grade        | 11 <sup>th</sup> Grade                                  | 12 <sup>th</sup> Grade  |
|-------------------------------|---|---|
| Introduction to Culinary Arts | Introduction to Culinary Arts<br>Global & Gourmet Foods | Introduction to Culinary Arts<br>Global & Gourmet Foods<br>Advanced Culinary Arts |

#### INTRODUCTION TO CULINARY ARTS

Full Year, 1 credit (L907)

##### **\*CTE Pathway Course**

Introduction to Culinary Arts is a fast moving basic preparation course designed for those students who are interested in developing skills either for personal enrichment or towards future career paths. This course will help the student develop an understanding of sound nutritional concepts through many hands-on experiences related to food and nutrition.

#### GLOBAL & GOURMET FOODS

Full Year, 1 credit (L909)

##### **\*CTE Pathway Course**

This course introduces students to the ways in which the culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various regions and countries to compare cuisines, ingredients and preferred cooking methods. Students will also examine the issues and conditions which affect the availability and quality of food in the global market. Current issues related to global nutrition from production through consumption will be explored. Students will have the opportunity to examine the wide variety of career paths in the field and identify knowledge and skills necessary for success.

**Prerequisite:** Successful completion of Introduction to Culinary Arts

#### ADVANCED CULINARY ARTS

Full Year, 1 credit (L911)

##### **\*CTE Pathway Course**

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, hosting catered luncheons 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:** -Successful completion of Global & Gourmet Foods

**Students will be charged tuition for this course if they choose to earn college credit from Suffolk CCC. Credit in this course is predicated upon payment of tuition. Students are responsible for requesting official transcripts from Suffolk CCC to be sent to post-secondary institutions for admission and/or credit.**

This course will receive honors course weighting

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# Technology

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. Student learning outcomes will include problem solving and critical thinking techniques that will prepare students to be college and career ready.

## Technology Department Course Offerings by Grade Level

| All Grade Levels                  |
|-----------------------------------|
| Production Systems / Woodworking  |
| Engineering for the Future        |
| Introduction to Robotics          |
| Robotics                          |
| Design and Drawing for Production |

### DESIGN AND DRAWING FOR PRODUCTION

Full Year, 1 credit (I908)

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

**\*This course satisfies the NYS Art/Music graduation requirement.**

### ENGINEERING FOR THE FUTURE

Full Year, 1 credit (I907)

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.

### INTRODUCTION TO ROBOTICS

Full Year, Alternate day, ½ credit (I906)

Students will be given the opportunity to explore the world of robotics through activity based projects and competitions in which problem solving skills will be learned. Students with little experience in technology and/or robotics are encouraged to take this class and broaden their horizons. Students who complete this course are encouraged to continue to the Robotics course.

### ROBOTICS

Full Year, 1 credit (I909)

This course is for all students interested in a course that includes computer technology and many hands-on activities related to robotics. 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, and 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

Full year, 1 credit (I912)

This course will introduce many of the types of tools and activities related to the field of construction, cabinetmaking, design and woodworking. The students will learn through activity based instruction. The second half of the year will reinforce these concepts and advance student learning in the field. During the year long course, students will produce a multitude of woodworking projects which include but are not limited to: Woodworking tables, picture frames, bird houses, Adirondack Chairs and other student generated ideas.

## CTE 4 + 1 Pathways

Students taking a 3+ credit sequence in certain CTE classes are eligible for the 4 + 1 pathway option. Bellport High School has approved pathways in the following disciplines:

Business Ownership:

Required Courses: Accounting, Marketing or Microsoft Applications (2 of 3 required) (2 units). Virtual Enterprises (1 unit), Human relations (.5 units), CFM (.5 units) - Total 4 CTE Units.

Culinary Arts:

Required Courses: Career and Financial Management, Human Relations, Introduction to Culinary Arts, Global and Gourmet Foods, Advanced Culinary Arts

Both pathways also require students to take and pass an industry standard exam

See page 9 of this guide for more information about the 4 + 1 pathway option.





# English Department

Jaclyn O'Hagan, Director of Humanities, 631-730-1523, [johagan@southcountry.org](mailto:johagan@southcountry.org)

The English Language Arts Department of Bellport High School offers students a comprehensive and innovative education that prepares students for lifelong reading and writing practices. Our primary goal is to develop the 21st Century skills of Bellport students through literature, research, writing and speaking. While deep analysis of text for learning about the world is an important component of instruction, students should also read and write for enjoyment and personal interest.

Our program is aligned to the NYS Learning Standards and through instruction prepares students for all state assessments. The curriculum places a focus on reading both literary and informational texts, as well as writing for the purposes of persuasion, explanation, and narration. There is an emphasis on research and media skills which are an important part of the standards. Students will successfully complete a classroom curriculum that includes readings from a variety of genres, an array of writing assignments, class presentations, and vocabulary and grammar instruction.

To achieve the goals set forth in the New York English Language Arts Standards, all students will closely read literature and informational texts for understanding, critical analysis and evaluation. Students' writing will focus on asserting and defending claims and expressing ideas and information. Students will speak and listen for comprehension and utilize digital media as a means of presenting information. Students will also demonstrate a command of the conventions of Standard English, understand how language functions in different contexts, and determine the meaning of words and phrases.

## English Department 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  |
|--|---|--|---|
| Regents English 9<br>Pre AP English 9<br>Lifelong Practices of Readers and Writers | Regents English 10<br>AP Seminar<br>Broadcast Journalism<br>Lifelong Practices of Readers and Writers | Regents English 11<br>AP Language & Comp<br>Public Speaking/Debate<br>Creative Writing<br>Broadcast Journalism<br>Philosophy/Critical Think<br>AP Seminar<br>Lifelong Practices of Readers and Writers | English 12<br>Honors College English 101<br>Honors College English 102<br>Public Speaking/Debate<br>Creative Writing<br>AP Language & Comp<br>AP English Literature<br>Broadcast Journalism<br>Philosophy/Critical Thinking<br>AP Seminar |

### REGENTS ENGLISH 9

Full Year, 1 credit (A102)

English 9 is aligned to the NYS Learning Standards and prepares students to take the English Regents Examination at the end of their junior year. The curriculum addresses texts that are both literary and informational in origin, and reflect a range of genres, cultures and centuries. Students will read, both inside and outside of class, to understand key ideas and details and interpret how the craft and structure of texts shapes meaning while determining and evaluating claims and themes within a text. Students will write to assert and defend claims, while informing and explaining ideas and information. Students will focus on the production of writing and incorporate development, organization, style, purpose and audience. This will be accomplished through teacher-guided planning, revising, editing, rewriting and publishing. Students will continue in their understanding and mastering of the conventions of Standard English, which includes, but is not limited to: grammar, usage, punctuation and spelling.

## **PRE-AP ENGLISH 9**

Full Year, 1 credit (A102PAP)

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Pre-AP English 9 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students and that will be most essential for their future coursework. Texts take center stage in the Pre-AP English 1 classroom, where students engage in close, critical reading of a wide range of literary and nonfiction works. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and to communicate ideas clearly.

## **REGENTS ENGLISH 10**

Full Year, 1 credit (A104)

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Students will continue to develop their listening, speaking, reading and writing skills through close reading and analysis of texts, class discussions, oral presentations, and written tasks with targeted teacher feedback. Informational and literary texts such as: poems, short stories, essays, art, speeches, and media will be analyzed. Additionally, students will build on their knowledge/skills of MLA research by producing research papers that require both secondary and primary resources and that require students to manipulate multiple sources while utilizing appropriate peer-reviewed databases. Students will demonstrate sophisticated language skills including proficient use of academic vocabulary. As in their 9th grade course of study, students will evaluate the role of audience, purpose, and genre and will develop multi-genre projects.

## **AP SEMINAR**

Full Year, 1 credit (A112AP)

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AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. AP Seminar can be used to satisfy NYS English credit for students in grades 10 & 11 only.

***Prerequisites:* Successful completion of English 9, 10 and/or 11**

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## **REGENTS ENGLISH 11**

Full Year, 1 credit (A106)

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The Regents English 11 course allows students to engage in the study of the American Literary greats while highlighting the themes of Humanity in Conflict and the American Dream. The rigor of this course prepares students for the New York State Common Core English exam. Students will read and explore multiple genres with an emphasis on both fiction and nonfiction pieces such as political statements and court decisions. Within each genre, students will identify textual evidence, analyze the development of a text, identify a writer's point of view, determine the meanings of content area and academic vocabulary, and develop strategies for reading increasingly complex texts. As writers, students will write a synthesis essay, comparative genre essay, and a position paper. Students will continue to hone their ability to write arguments, informative/explanatory texts, and narratives using more sophisticated techniques. Furthermore, students will complete a grade level research project.

## ENGLISH 12: COMPOSITION AND LITERATURE

Full Year, 1 credit (A135)

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, including College Essays and short readings will be included in the curriculum to model the writing techniques. 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.

## HONORS COLLEGE ENGLISH 101

Fall Semester, ½ credit (A131H)

### COMPOSITION & RHETORIC LIU 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 and College Essay. 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, if they choose to earn college credit from LIU Post. Credit in this course is predicated upon payment of tuition. Students are responsible for requesting official transcripts from LIU Post to be sent to post-secondary institutions for admission and/or credit.**

**Prerequisite:** Successful completion of English 9, 10 & 11

## HONORS COLLEGE ENGLISH 102

Spring Semester, ½ credit (A132H)

### COLLEGE ENGLISH 102 SURVEY OF LITERATURE: LIU 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 LIU Post. Students receive both high school and college credit upon successful completion of the course requirements. **Students will be charged tuition for this course, if they choose to earn college credit from LIU Post. Credit in this course is predicated upon payment of tuition. Students are responsible for requesting official transcripts from LIU Post to be sent to post-secondary institutions for admission and/or credit.**

**Prerequisite:** Successful completion of English 9, 10 & 11

## AP ENGLISH LANGUAGE & COMPOSITION

Full Year, 1 credit (A111AP)

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. Students will be well prepared for the Advanced Placement Exam in English Language which will be offered in May.

**NOTE:** Novels will also be assigned during vacations.

**Prerequisite:** Successful completion of English 9 & 10

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## AP ENGLISH LITERATURE

Full Year, 1 credit (A110AP)

The Advanced Placement English course intended for seniors only 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. Students will be well prepared for the Advanced Placement Exam in English Literature which will be offered in May.

**NOTE:** Novels will also be assigned during vacations.

**Prerequisite:** Successful completion of English 9, 10 & 11

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## CREATIVE WRITING

Full Year, 1 credit (A118Y)

This course 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.

**Note:** Students can choose this course as their English 12 credit requirement or as an additional elective.

## PHILOSOPHY/ CRITICAL THINKING

Semester, ½ credit each (A129/A130)

**Philosophy:** Do you like to argue? Have people told you that you would make a good lawyer? Have you ever wondered “Who am I?” “Why am I here?” “What is the right thing to do?” These are some of the questions that people ask themselves throughout their lives. By examining puzzles, logic exercises, jokes, and literature, students will have an enjoyable environment in which to refine and answer these questions.

**Critical Thinking:** Every day students are confronted by information in television, newspapers, and the internet. But how much of this information is true? Critical thinking is a course in verbal self-defense. In this course students will learn to recognize the appeals used in advertising, the media, the internet, and politics. Topics such as urban legends, television psychics, Atlantis, and Big Foot will be explored.

**Note:** Students can choose this course as their English 12 credit requirement or as an additional elective.

## PUBLIC SPEAKING/DEBATE

Semester, ½ credit each (A120/A121)

**Public Speaking:** 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.

**Debate:** 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. **Students will be charged tuition for this course, if they choose to earn college credit from LIU Post. Credit in this course is predicated upon payment of tuition. Students are responsible for requesting official transcripts from LIU Post to be sent to post-secondary institutions for admission and/or credit.**

**Note:** Students can choose this course as their English 12 credit requirement or as an additional elective.

## BROADCAST JOURNALISM

Full Year, 1 credit (A113)

This course provides an introduction to the fundamentals of journalism through the use of electronic technology and laboratory production experiences. Units of study include iPhoto/iMovie Digital Storytelling, Television Studio Production Techniques, Copyright laws, Digital Camera Operation, Basics of Final Cut Pro Editing, Broadcast Scripting, Journalistic Styles, and Specialized Stories (News, Features, Sports, etc.). Students will experience the components of pre-production, production, and post-production techniques and protocols. This includes participating in the three major components of broadcast production (scripting, production and anchor). This course is recommended for students interested in exploring the fields of communications or journalism. Students are permitted to take this course more once.

**Prerequisite:** Students in grades 10-12 who are highly motivated and willing to work beyond the regular school day to meet the demands of this course.

**Note:** This course does NOT count as the English 12 credit requirement

## Lifelong Practices of Readers and Writers 9 and 10/11

Full Year, Alternate Day, 0.5 credit (A107 and A108)

This course is designed for students who need extra time and support to accomplish Regents-level work. Placement in this class is determined as a result of teacher evaluation and recommendation using reading scores, skills measurement, and assessments. This additional period--every other day--along with prescriptive instructional strategies will help students accomplish Regents-level work. The class will be designed around the concept of student choice and 21st-century Literacy skills. By increasing student engagement, we will successfully increase student volume and stretch their complexity as lifelong readers and writers. Open to students in grades 9-11.

***This class is assigned to students that did not pass English Language Arts in their prior year's courses, teacher recommendation and IXL diagnostic measures***





## ENL (English as a New Language) Department

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Monica Pullows-Tetuan, Director, 631-730-2118, [mtetuan@southcountry.org](mailto:mtetuan@southcountry.org)

The English as a New Language Program provides English Language Learners (ELL's) a research-based program comprised of two components: a content area instructional component in English (which may include all core content, i.e. English language arts, math, science, or social studies) with home language supports and appropriate scaffolds, and an English language development component (Integrated English as a New Language and or Stand-alone English as a New Language).

### English as a New Language English Language Proficiency Levels Grades 9-12:

- Entering/Beginner
- Emerging/ Low Intermediate
- Transitioning/ Intermediate
- Expanding/ Advanced
- Commanding/Proficient

### ENL Course Offerings - Grades 9-12:

#### Stand-alone English as a New Language

Entering and Emerging English Language Learners receive academic English language instruction needed for success in core content courses.

#### Integrated English as a New Language

English Language Learners receive core content area (i.e., English language arts, math, science or social studies) and academic English language development instruction.

#### Home Language Arts

English Language Learners receive Language Arts instruction in their home language. Such unit of study shall be aligned to the New York State learning standards for English Language Arts and Literacy and the English Language Arts curriculum of the school district and shall focus on literacy and language development in the home language.



# Health & Physical Education

Patrick Hayes, Athletic Director, 631-730-1596, [phayes@southcountry.org](mailto:phayes@southcountry.org)

The South Country Physical Education program is based on common learning experiences to enhance student social, emotional, intellectual and psychomotor development. The philosophy of Physical Education is to provide a quality education in the area of wellness; team sports concepts, individual growth and physical fitness activities that promote a healthy lifestyle. The curriculum consists of team-based activities in grades 9 and 10 that promote group dynamics and foster a cooperative and competitive learning environment. In grades 11 and 12 the curriculum shifts toward individual activities that help students attain personal goals and develop skills for lifelong fitness

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

All students must successfully complete four years of Physical Education as a NYS graduation requirement.

## Health & Physical Education Department 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   |
|---|--|--|--|
| Lifetime Fitness<br>Team Sports<br>Health | Lifetime Fitness<br>Team Sports<br>Health*<br>Adulting 101 | Physical Education<br>Health*<br>Adulting 101<br>Core Fitness I<br>Core Fitness II | Physical Education<br>Health*<br>Adulting 101<br>Core Fitness I<br>Core Fitness II<br>Intro to Personal Training |

\*This course has been reserved for students who still need a Health credit after Grade 9.

## Activities:

Tennis, European Handball, Badminton, Volleyball, Basketball, Track and field, Rugby, Soccer, Football, European Handball, Softball, Weight Training, Lacrosse, Ultimate Frisbee, Floor Hockey, Yoga, Golf, Project Adventure, Weight Training, Total Body Fitness and Wellness.

### **LIFETIME FITNESS/ACTIVITIES 9/10**

Full Year, Alternate days, ½ credit (P101LF)

This course is designed to give the students the opportunity to learn lifelong fitness activities. In depth principles of weight training, cardiovascular exercise will be the core of this course. Students will also explore high intensity training like cross-fit, group exercise classes like step aerobics and yoga will also be covered. Lifetime activities such as pickle ball, badminton, golf and disc golf will be explored. This course may be used for state mandated physical education credit for 9<sup>th</sup> and 10<sup>th</sup> grade students.

### **SPORT MODULE 1. TEAM SPORTS 9/10**

Full Year, Alternate days, ½ credit (P101TS)

This course is designed to provide knowledge and improve skills in the game setting of team activities. Emphasis will be on sportsmanship, game strategies, and rules. Activities will include football, basketball, volleyball, and softball plus a variety of other team activities. A strong emphasis will be placed on the sport education model of instruction. This course may be used for state mandated physical education credit for 9<sup>th</sup> and 10<sup>th</sup> grade students.



## **ADAPTIVE PHYSICAL EDUCATION**

Full Year, Alternate days, ½ credit (P113)

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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. 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**

Full Year, Alternate days, ½ credit (Q101-9)

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This course is a New York State mandate which increases the students' self-awareness in mental, emotional/social and physical health. 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 are not limited to: Self-Esteem development, substance abuse awareness and prevention, HIV/AIDS education and communicable diseases, stress management skills, human sexuality, nutrition and exercise, Reproduction, Personal hygiene and a healthy environment.

## **ADULTING 101**

Full Year, Alternate days, ½ credit (Q104)

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This course is an elective offered to students who have successfully completed the Health 9 course and are interested in an in-depth exploration of Health Education. The first half of the course is devoted to the Healthy Choices Curriculum which explores Relationships, Sexuality and Family Planning. The second half of the course will include instruction in First Aid, CPR and AED. Students who successfully complete this unit of study will be issued a certification from the American Heart Association (which is valid for 2 years). Additionally, students will get to participate in lessons to practice employability skills and explore career options.

**Prerequisite:** Students in grades 10-12 with successful completion of Health 9.

## **CORE FITNESS I**

Full Year, Alternate day, ½ credit (P104)

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This course is an elective course for students in grades 10 - 12. The curriculum is designed to utilize a variety of fitness programs to enhance physical fitness and increase core strength, flexibility, speed and agility. Units of study include fundamental weight training, speed and agility training, cardio classes, Core Power Lifts, kettle bell training, plyometric training, and a Spartan race. Students will create base line fitness levels and monitor gains throughout the school year. Setting and obtaining measurable and attainable goals will be the key focus for individual success. This course may be used for state mandated physical education credit for 11th and 12th grade students.

## **CORE FITNESS II**

Full Year, Alternate day, ½ credit (P105)

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The Advanced Core Fitness Course is designed to challenge students with a rigorous fitness curriculum that is demanding both physically and cognitively. Students will design personal fitness goals based upon cognitive physiological knowledge of kinesthetic movement and personal or sport specific outcomes. Once a program is designed, students will create baseline assessments that will be used as reference points for goal setting, benchmarks, and growth assessments. It is expected that all students who challenge this course are prepared for high intensity and high level fitness training. This course may be used for state mandated physical education credit for 11<sup>th</sup> and 12<sup>th</sup> grade students.

**Prerequisite:** Successful completion of Core Fitness I

## **INTRO TO PERSONAL TRAINING**

Full Year, Alternate day, ½ credit (P116)

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This elective course will incorporate knowledge learned in core fitness such as principles of training and designing a personal fitness program based on personal goals and objectives. The core fitness curriculum is designed to utilize a variety of fitness programs to enhance physical fitness and increase core strength, flexibility, speed and agility. Intro to personal training will add specific classroom instruction in anatomy, physiology, kinesiology and biomechanics. This course will enable students to design a training program based on the specific needs of their clients and prepare them for a possible career in fitness instruction.

**Prerequisite:** Successful completion of Core Fitness I or II

# Mathematics Department

Jack Burke, Director of STEM, 631-730-1524, jburke@southcountry.org

The Mathematics Department of Bellport High School offers students a comprehensive and innovative education that prepares them for life-long practice in mathematics. A variety of required and elective math and computer programming courses are offered to accommodate a range of student interests and abilities.

The NYS Common Core Learning Standards for Mathematics will provide students the ability to:

- 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.

New York State requires all students to take three years of mathematics and receive a passing score on at least one Regents examination in mathematics.

## Mathematics Department 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  |
|---|---|--|---|
| Algebra I<br>Connections to Algebra I<br>Geometry<br>Connections to Geometry<br>Honors Geometry | Geometry<br>Connections to Geometry<br>Honors Geometry<br>Algebra II<br>Connections to Algebra II<br>Honors Algebra II<br>AP Computer Science<br>Principals | Algebra II<br>Connections to Algebra II<br>Honors Algebra II<br>AP Statistics<br>AP Computer Science<br>Pre-Calculus<br>AP Pre-Calculus<br>Explorations in Data Science<br>AP Computer Science<br>Principals | Financial Literacy<br>Algebra II<br>Connections to Algebra II<br>Honors Algebra II<br>AP Statistics<br>AP Computer Science<br>AP Calculus AB<br>Pre-Calculus<br>AP Pre-Calculus<br>Explorations in Data Science<br>AP Computer Science Principals |

### ALGEBRA I

Full Year, 1 credit (C371)

Algebra I is the first course in the New York State Regents mathematics program. It is an introductory course that formalizes the mathematics that students learned in earlier grades. The course deepens student understanding of algebraic relationships and extends their understanding of algebraic processes, linear, quadratic, and exponential functions, as well as introductory concepts in statistics. The course prescribes that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will develop their ability to explain the appropriateness of their answers in addition to their ability to articulate the methods used to arrive at their solution. The use of a graphing calculator is integrated into the course and is permitted during all parts of the Regents exam, which will be administered in June. Successful completion of this course and a passing score on the Algebra I Regents exam provides students with the first of three Regents mathematics course credits necessary to earn a New York State Regents Diploma with Advanced Designation.

## CONNECTIONS TO ALGEBRA I

Full Year, Alternate Day, 0.5 credit (C371C)

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The Algebra I Lab is a course offering additional support for students who are concurrently taking Algebra I. The class meets every other day, and allows students to grow in their knowledge and proficiency of the mathematics topics that they are learning in Algebra I. The use of a graphing calculator will be integrated into the course, and students will prepare for the Algebra I Regents examination, which will be administered in June. This course will count as an elective credit towards graduation and not as a credit towards the math graduation requirement.

**Prerequisite:** Final grade up to a 69 in Math 8.

## GEOMETRY

Full Year, 1 credit (C373)

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Geometry is the second course in the New York State Regents mathematics program. It is a course that formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. The course continues the integration of algebra, geometry, transformational geometry, and trigonometry topics, and prescribes that students experience mathematics in a coherent, useful, and logical manner that makes use of their ability to make sense of problem situations. The graphing calculator is used throughout the course to integrate numerical, algebraic, graphical and analytical understanding. Students will be required to use the calculator for class work, homework and for the Geometry Regents exam in June. Successful completion of this course and a passing score on the Geometry Regents exam provide students with the second of three Regents mathematics course credits necessary to earn a New York State Regents Diploma with Advanced Designation.

## HONORS GEOMETRY

Full Year, 1 credit (C373H)

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This is the second course in the New York State Regents mathematics program. It covers the Common Core Geometry curriculum at an accelerated pace with enrichment topics covered to extend the students' knowledge of Geometry. Geometry is a course that formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. The course continues the integration of algebra, geometry, transformational geometry, and trigonometry topics, and prescribes that students experience mathematics in a coherent, useful, and logical manner that makes use of their ability to make sense of problem situations. The graphing calculator is used throughout the course to integrate numerical, algebraic, graphical and analytical understanding. Students will be required to use the calculator for class work, homework and for the Geometry Regents exam in June. Successful completion of this course and a passing score on the Geometry Regents exam provide students with the second of three Regents mathematics course credits necessary to earn a New York State Regents Diploma with Advanced Designation.

**Prerequisite:** Successful completion of Algebra 1

## CONNECTIONS TO GEOMETRY

Full Year, Alternate Day, 0.5 credit (C373c)

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The Geometry Lab is a course offering additional support for students who are concurrently taking Geometry. The class meets every other day, and allows students to grow in their knowledge and proficiency of the mathematics topics that they are learning in Geometry. The use of a graphing calculator will be integrated into the course, and students will prepare for the Geometry Regents examination, which will be administered in June. This course will count as an elective credit towards graduation and not as a credit towards the math graduation requirement.

**Prerequisite:** Final grade up to a 69 in Algebra I.

## ALGEBRA II

Full Year, 1 credit (C377)

Algebra II is the third course in the New York State Regents mathematics program. It is an academically rigorous course that continues the integration of algebra and geometry into the study of trigonometry, advanced algebra topics, transformational geometry, and statistics. The graphing calculator is used throughout the course to integrate numerical, algebraic, graphical and analytical understanding. Students will be required to use the calculator for class work, homework and for the Algebra II Math Regents exam in June. Successful completion of this course and a passing score on the Algebra II Regents exam provide students with the third of three Regents mathematics course credits necessary to earn a New York State Regents Diploma with Advanced Designation.

## HONORS ALGEBRA II

Full Year, 1 credit (C377H)

This is the third course in the New York State Regents mathematics program. It covers the Common Core Algebra II curriculum at an accelerated pace with enrichment topics covered to extend the students' knowledge of Algebra II. This is an academically rigorous course that continues the integration of algebra and geometry into the study of trigonometry, advanced algebra topics, transformational geometry, and statistics. The graphing calculator is used throughout the course to integrate numerical, algebraic, graphical and analytical understanding. Students will be required to use the calculator for class work, homework and for the Algebra II Math Regents exam in June. Successful completion of this course and a passing score on the Algebra II Regents exam provide students with the third of three Regents mathematics course credits necessary to earn a New York State Regents Diploma with Advanced Designation.

**Prerequisite:** Successful completion of Algebra I and Geometry

## CONNECTIONS TO ALGEBRA II

Full Year, Alternate Day, 0.5 credit (C377C)

The Algebra II Lab is a course offering additional support for students who are concurrently taking Algebra II. The class meets every other day, and allows students to grow in their knowledge and proficiency of the mathematics topics that they are learning in Algebra II. The use of a graphing calculator will be integrated into the course, and students will prepare for the Algebra II Regents examination, which will be administered in June. This course will count as an elective credit towards graduation and not as a credit towards the math graduation requirement.

**Prerequisite:** Final grade up to a 69 in Geometry.

## FINANCIAL LITERACY

Full Year, 1 credit (C621)

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. Students will explore the fundamental operations of mathematics and solve common business problems involving discounts, payrolls, interest, markup, depreciation, inventory and banking.

**Prerequisite:** Offered only to students in their senior year

## EXPLORATIONS OF DATA SCIENCE

Full Year, 1 credit (C381)

The Explorations in Data Science course will introduce students to the main ideas in data science and will guide students to learn to be data explorers in project-based units. Through this, students will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities.

**Prerequisite:** Recommended for students who have successfully completed Algebra 1 and Geometry

## PRE-CALCULUS

Full Year, 1 credit (C382)

Pre-Calculus is an academically rigorous course which is devoted to the study of topics for students who intend to take mathematics courses in college. Pre-Calculus is offered to students in 11th and 12th grade. Functions are emphasized as mathematical models for real-world behavior which can be categorized into various families of functions. Functions are represented symbolically, numerically, graphically and algebraically. Our goal is to enable students to create mathematical models that will help them understand and explain the world in which they live through the discipline of mathematics. Technology is used appropriately to create mathematical models and permit the analysis of data.

**Prerequisite:** Successful completion of Algebra II and/or Advanced Algebra

## AP PRE-CALCULUS

Full Year, 1 credit (C383AP)

AP Pre-Calculus is an academically rigorous course which is devoted to the study of topics for students who intend to take STEM-related coursework in college. AP Pre-Calculus is offered to students in 11th and 12th grade. Topics from Advanced Placement Calculus AB are incorporated into units of study when appropriate. Functions are emphasized as mathematical models for real-world behavior which can be categorized into various families of functions. Functions are represented symbolically, numerically, graphically and algebraically. Students are expected to master introductory concepts from calculus and apply them to solve the more challenging problems. A large number of the examples and problems that students see in this AP Pre-Calculus course are given in the context of real-world problems. Our goal is to enable students to create mathematical models that will help them understand and explain the world in which they live through the discipline of mathematics. The AP Pre-Calculus syllabus and materials reflect the standards established by College Board. Technology is used appropriately to create mathematical models and permit the analysis of data.

**Prerequisite:** Successful completion of Honors Algebra II and/or Advanced Algebra or Pre-Calculus.

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## AP STATISTICS

Full Year, 1 credit (C316AP)

Statistics is an academically rigorous Advanced Placement course that reflects current and important developments in statistical analysis. The course follows the College Board-prescribed AP Statistics curriculum. The topics of study include sampling and experimental design, the role of graphical displays as an important component of data analysis, transformations, residual analysis, normal probability plots, and simulation. The analysis of data will include the use of real data extracted from journal articles, newspapers and other published sources. Application of statistical methods will examine a wide range of disciplines and subject areas.

**Prerequisite:** Successful completion of Algebra II.

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## AP CALCULUS AB

Full Year, 1 credit (C317AP)

Calculus AB is an academically rigorous Advanced Placement course consisting of a full academic year of work in calculus, comparable to the first-semester course given in colleges and universities. The course follows the College Board-prescribed AP Calculus AB curriculum. Technology is used on a regular basis by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

**Prerequisite:** Successful completion of AP Pre-Calculus

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.



## AP COMPUTER SCIENCE PRINCIPLES

Full Year, 1 credit (C384AP)

Computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become imperative for students' success in the workforce of tomorrow. The AP Computer Science Principles course will create leaders in computer science fields while attracting and engaging those who are traditionally under-represented in computer science with essential computing tools and multidisciplinary opportunities. In the course, students will learn about the overarching topics of creative development, data, algorithms and processing, computer systems and networks, as well as the impact of computing.

**Prerequisite: Successful completion of Algebra 1.**

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## AP COMPUTER SCIENCE

Full Year, 1 credit (C357AP)

This course is comparable to a rigorous, hands-on first semester college course in Computer Science. It emphasizes advanced object-oriented programming methodology with a concentration of problem solving algorithms, abstractions and data structures. Students will design, develop and write applications and programs using the Java Language. Students will be well prepared for the Advanced Placement Exam in AP Computer Science A which will be offered in May. The syllabus for this course has been approved by the College Board's AP audit.

**Prerequisite:**

**Successful completion of Geometry or Computer Programming**

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.



# Music Department

Victoria Hartman, Department Chairperson, 631-730-1622, [vhartman@southcountry.org](mailto:vhartman@southcountry.org)

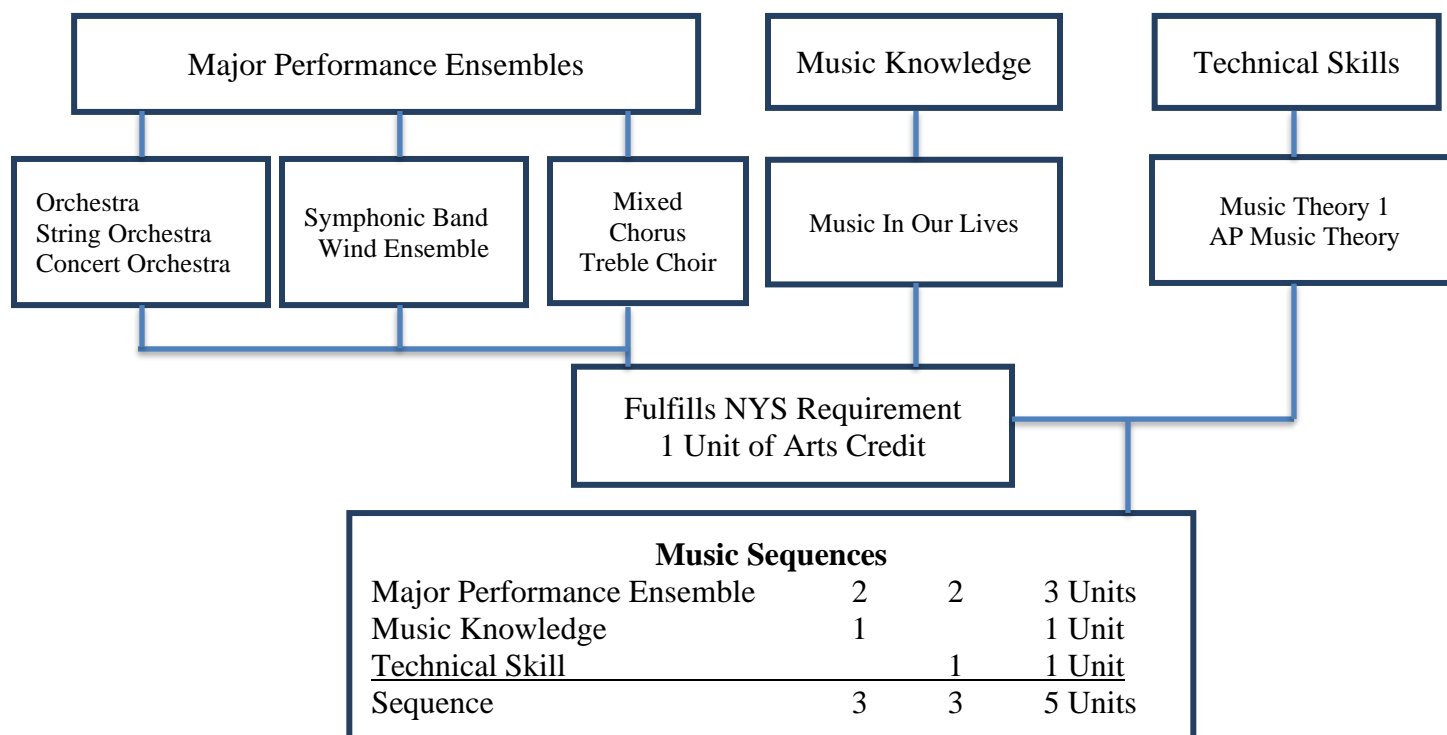
In accordance with the New York State P-12 Learning Standards for the Arts, the Music Department offers courses designed to focus on the artistic processes of Creating, Performing, Responding and Connecting. Course offerings include the hands-on study of music by way of participating in performing groups as well as the opportunity to advance one's knowledge of the theory and history of music through participation in our Music Theory and Music in Our Lives classes.

Students who take part in our music courses become artistically literate graduates who are college and career ready, capable of fostering connections between the arts and other disciplines.

## Music 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   |
|---|--|--|--|
| Music In Our Lives<br>Music Theory I<br>Symphonic Band<br>Mixed Chorus<br>Treble Choir<br>Orchestra 9 | Music In Our Lives<br>Music Theory I<br>Symphonic Band<br>Mixed Chorus<br>Piano I<br>Piano II<br>Concert Orchestra<br>AP Music Theory<br>String Orchestra<br>Wind Ensemble | Music In Our Lives<br>Music Theory I<br>Symphonic Band<br>Mixed Chorus<br>Piano I<br>Piano II<br>Concert Orchestra<br>AP Music Theory<br>String Orchestra<br>Wind Ensemble | Music In Our Lives<br>Music Theory I<br>Symphonic Band<br>Mixed Chorus<br>Piano I<br>Piano II<br>Concert Orchestra<br>AP Music Theory<br>String Orchestra<br>Wind Ensemble |

## Music Department Sequences



## MUSIC IN OUR LIVES

Full Year, 1 credit (H808)

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This course provides an exploration of music for students whose experiences with music performance is limited. Music literature and its relation to modern day life (and throughout history) are explored while developing student perceptions, especially listening skills.

**\*This course satisfies the NYS Art/Music graduation requirement.**

## PIANO I

Full Year, Alternate day, ½ credit (H812)

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This class is designed for students who have no piano playing experience. Through the learning of basic piano technique and the development of skills in note and rhythm reading, students will be capable of playing simple melodies on the instrument.

## PIANO II

Full Year, alternate day, ½ credit (H813)

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This class is offered for students who want to continue developing their piano skills. Intermediate level technique and introductory level music theory will be the focus of this class.

***Prerequisite:* Successful completion of Piano I or approval of Department Chair.**

## MUSIC THEORY I

Full Year, 1 credit (H810)

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This course provides an introduction to the basics of music theory: notes, rhythms, intervals, scales, keys and chord construction. A piano component is provided to enhance the presentation of the subject matter. Students who successfully complete this course will have the requisites necessary for AP Music Theory.

**It is strongly recommended that students have a background in music literacy (note reading) and/or have taken a performance ensemble or Piano I.**

**\*This course satisfies the NYS Art/Music graduation requirement.**

## AP MUSIC THEORY

Full Year, 1 credit (H811AP)

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An in depth study of four-part writing utilizing seventh chords, secondary dominants, leading tone dominants, modulations, non-harmonic tones and cadences. Continuation of basic piano skills with concentration on more advanced, well-known selections and piano techniques. In addition, students will be introduced to advanced skills in ear-training, sight-singing and rhythmic/melodic dictations.

***Prerequisite:*—Successful Completion of Music Theory I or approval of Department Chair.**

**\*This course satisfies the NYS Art/Music graduation requirement.**

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 15 for more information.

## SYMPHONIC BAND

Full Year, 1 credit (H801)

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Open to all students in grades 9-12, this ensemble is for students to continue their study of wind and percussion instruments.

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

**\*This course satisfies the NYS Art/Music graduation requirement.**

## ORCHESTRA 9

Full Year, 1 credit (H800)

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Open to students in grade 9, this ensemble is for students to continue their study of stringed orchestral instruments (Violin, Viola, Cello, and Contrabass). Students will experience both string and symphonic orchestral literature.

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

**\*This course satisfies the NYS Art/Music graduation requirement.**

## STRING ORCHESTRA

Full Year, 1 credit (H802)

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Open to all students in grades 10-12, who can demonstrate acceptable ability on stringed orchestral instruments (Violin, Viola, Cello, and Contrabass). Students will experience both string orchestra and symphonic orchestra literature.

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

**\*This course satisfies the NYS Art/Music graduation requirement.**

## MIXED CHORUS

Full Year, 1 credit (H804)

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Open to 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 obtain teacher approval.

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

**\*This course satisfies the NYS Art/Music graduation requirement.**

## TREBLE CHOIR

Full Year, 1 credit (H806)

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Open to all grade 9 treble voices (Soprano & Altos) who wish to learn choral singing with a wide variety of repertoire of music for treble choir, both a cappella and accompanied. This ensemble is also open to treble voices in grades 10-12 that are also currently enrolled in another additional performance ensemble. Teacher placement/approval is required for those in grades 10-12.

**Prerequisite:** Must be either a soprano or alto. New entrants must audition and obtain teacher approval.

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

**\*This course satisfies the NYS Art/Music graduation requirement.**

## CONCERT ORCHESTRA

Full Year, 1 credit (H805)

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For students in grades 10-12, who can demonstrate advanced ability on orchestral stringed instruments (violin, viola, and cello, bass).

**Prerequisite:** Audition by teacher and performance audition at NYSSMA Level V-VI by ensemble teacher.

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

This course will receive honors course weighting

**\*This course satisfies the NYS Art/Music graduation requirement.**

## WIND ENSEMBLE

Full Year, 1 credit (H803)

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Open to all students in grades 10-12, this ensemble is for students who can demonstrate advanced ability on wind and percussion instruments.

**Prerequisite:** Audition by teacher and performance audition at NYSSMA Level V-VI by ensemble teacher.

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

This course will receive honors course weighting

**\*This course satisfies the NYS Art/Music graduation requirement.**

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

## JAZZ ENSEMBLE

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

**Requirements:** Three mandatory performances per year.

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## CHAMBER STRINGS

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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.

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## FLUTE CHOIR

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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.

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## CHAMBER CHOIR

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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. Students will perform advanced vocal literature covering a variety of genres. Auditions are required for students who are not currently enrolled in the mixed chorus.

**Requirements:** Three mandatory performances per year (Chamber Concerts/Jazz Night) and attendance at weekly rehearsals and participation in community functions.

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## PERCUSSION ENSEMBLE

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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.

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## CLARINET CHOIR

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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.

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## PEP BAND

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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).





## Science Department

Jack Burke, Director of STEM, 631-730-1524, jburke@southcountry.org

The Science Department of Bellport High School offers students a comprehensive and innovative education that prepares them for life-long practice in Science. Students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. Students will experience science instruction that includes:

- Disciplinary Core Ideas, which are the key ideas in science that have broad importance within or across multiple science or engineering disciplines.
- Crosscutting Concepts, which help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design.
- Science and Engineering Practices, which describe what scientists do to investigate the natural world and what engineers do to design and build systems.

New York State requires all students to earn credit in three science courses, with a minimum of one life science credit and one physical science credit, and receive a passing score on at least one Regents examination in Science.

### Science Department 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   |
|--|--|---|--|
| Biology<br>Earth and Space Science<br>Honors Earth and Space Science | Earth and Space Science<br>Honors Earth and Space Science<br>Regents Chemistry<br>Honors Chemistry | Regents Chemistry<br>Honors Chemistry<br>AP Chemistry<br>Regents Physics<br>AP Physics 1<br>AP Biology<br>AP Environmental Science<br>Forensics<br>Psychology<br>Astronomy<br>Marine Science<br>Meteorology | Regents Chemistry<br>Honors Chemistry<br>AP Chemistry<br>Regents Physics<br>AP Physics 1<br>AP Physics II<br>AP Biology<br>AP Environmental Science<br>Forensics<br>Psychology<br>Astronomy<br>Marine Science<br>Meteorology |

### BIOLOGY

Full Year, 1 credit (D404)

This course adheres to the New York State Science Learning Standards for Biology, and satisfies a life science graduation credit. 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. Successful completion of this course and a passing score on the corresponding Regents exam provides students with one of three Regents science course credits and one of two required Regents exams necessary to earn a New York State Regents Diploma with Advanced Designation. **Students are required to successfully complete a minimum of 1,200 minutes of laboratory assignments and written lab reports, as required by NYSED.**

## EARTH AND SPACE SCIENCE

Full Year, 1 credit (D403)

This course adheres to the New York State Science Learning Standards for Earth and Space Science, and satisfies a physical science graduation credit. Students will investigate basic geological and environmental principles and the applications of the processes. The subject matter deals with geology, paleontology, meteorology, and space science. Successful completion of this course and a passing score on the corresponding Regents exam provides students with one of three Regents science course credits and one of two required Regents exams necessary to earn a New York State Regents Diploma with Advanced Designation. **Students are required to successfully complete a minimum of 1,200 minutes of laboratory assignments and written lab reports, as required by NYSED.**

## HONORS EARTH AND SPACE SCIENCE

Full Year, 1 credit (D403H)

This course adheres to the New York State Science Learning Standards for Earth and Space Science, and satisfies a physical science graduation credit. Students will investigate basic geological and environmental principles and the applications of the processes. It provides for extensive laboratory and library use and encourages students to become involved in science research projects. Successful completion of this course and a passing score on the corresponding Regents exam provides students with one of three Regents science course credits and one of two required Regents exams necessary to earn a New York State Regents Diploma with Advanced Designation. **Students are required to successfully complete a minimum of 1,200 minutes of laboratory assignments and written lab reports, as required by NYSED.**

**Prerequisite:** Successful completion of a Living Environment course.

## REGENTS CHEMISTRY

Full Year, 1 credit (D409)

The course is based on the New York State core curriculum, and satisfies a physical science graduation credit. The emphasis of the course of study is on principles of chemical reactions and applications of chemical processes. Also emphasized are experiments in which students discover the basis for principles of chemistry. Successful completion of this course and a passing score on the corresponding Regents exam provides students with one of three Regents science course credits and one of two required Regents exams necessary to earn a New York State Regents Diploma with Advanced Designation. **Students are required to successfully complete a minimum of 1,200 minutes of laboratory assignments and written lab reports, as required by NYSED.**

**Prerequisite:** Successful completion of a Living Environment and Earth Science course. Students must also continue to study Mathematics.

## HONORS CHEMISTRY

Full Year, 1 credit (D409H)

The course is based on the New York State core curriculum, and satisfies a physical science graduation credit. The course emphasizes qualitative as well as quantitative chemistry. Students will investigate and complete projects on basic chemical principles and the applications of chemical processes. Successful completion of this course and a passing score on the corresponding Regents exam provides students with one of three Regents science course credits and one of two required Regents exams necessary to earn a New York State Regents Diploma with Advanced Designation. **Students are required to successfully complete a minimum of 1,200 minutes of laboratory assignments and written lab reports, as required by NYSED.**

**Prerequisite:** Successful completion of a Living Environment and Earth Science course.

**Co-requisite:** Algebra II Common Core

## REGENTS PHYSICS

Full Year, 1 credit (D411)

This course is based on the New York State core curriculum, and satisfies a physical science graduation 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. Successful completion of this course and a passing score on the corresponding Regents exam provides students with one of three Regents science course credits and one of two required Regents exams necessary to earn a New York State Regents Diploma with Advanced Designation. **Students are required to successfully complete a minimum of 1,200 minutes of laboratory assignments and written lab reports, as required by NYSED.**

**Prerequisite:** Successful completion of a Living Environment, Earth Science and Chemistry course.

**Co-requisite:** Algebra II Common Core or higher

## FORENSICS

Full Year, 1 credit (D432)

This course provides students with the scientific principles, techniques and skills used in a modern crime laboratory. It will also provide the opportunity to stimulate student's interests in science using the appealing questions of both mystery writers and forensic crime investigators. Examining science through the lens of an investigator will allow students to apply the knowledge gained through their study of biology, chemistry, physics and Earth Science. Through their investigations, students will gain information about critical thinking, characteristics of cells and tissues, fingerprints, DNA analysis, blood typing, genetic inheritance, entomology, and mineralogy. The nature of physical evidence is emphasized along with practices relating to the proper collection and preservation of evidence. This course will provide students with the methodology, principles, and concepts necessary to identify and analyze the problems in all aspects of the sciences currently being offered as courses at the high school level.

**Prerequisite:** Successful completion of two Regents level Science courses.

## ASTRONOMY

Full Year, Alternate day, ½ credit (D427A)

The course satisfies a physical science graduation credit. Astronomy traces the origin and evolution of the universe to the present day. Current theories are presented and discussed. Current 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.

## METEOROLOGY

Full Year, Alternate days, ½ credit (D412A)

Meteorology will investigate the phenomena of severe weather such as thunderstorms, hurricanes, and tornadoes. 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.

## MARINE SCIENCE

Full Year, Alternate day, ½ credit (D410A)

Marine Science will investigate concepts and topics about our ocean and local aquatic ecosystem, and satisfies a life science graduation credit. 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. Growing concerns of global warming, with regional implications of shoreline erosion, loss of marine habitat, and increased occurrences of significant regional hurricanes will be included in course content.

## PSYCHOLOGY

Full Year, Alternate day, ½ credit (D420A)

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 to the field. Emphasis is upon independent reading, individual research projects and class discussions.

## AP ENVIRONMENTAL SCIENCE

Full Year, 1 credit (D402AP)

This course provides students with an understanding and appreciation for the scientific principles, concepts, and methodologies of the interrelationships of the natural world. Students will identify and analyze environmental problems and alternative solutions for resolving and/or preventing them will be investigated. The focus of the course is to investigate the scientific principles behind environmental problems and issues.

**Prerequisites:** Successful completion of two years of high school laboratory Science (one-year Life Science and year Physical Science).

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## AP BIOLOGY

Full Year, 1 credit (D405AP)

This second year course in biology is designed for the student who has completed Chemistry, and satisfies a life science graduation credit. Advanced Placement Biology is equivalent to College Biology in content and workload. Emphasis is placed on cell biology, genetics, and evolution. Students' work in the laboratory leads to the learning of important ideas in biology.

**Prerequisite:** Successful completion of both Living Environment and Chemistry courses.

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## AP CHEMISTRY

Full Year, 1 credit (D409AP)

This course is an extension of the chemistry curriculum for the advanced student, and satisfies a physical science graduation credit. The student will explore 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.

**Prerequisite:** Successful completion of a Chemistry course.

**Co-requisite:** Algebra II or higher

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## AP PHYSICS 1: Algebra Based

Full Year, 1 credit (D411AP)

This high level physics course will explore many of the same topics as Physics R, but at a more in-depth level. This course is designed to provide students with an opportunity to apply their knowledge through inquiry labs and 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. The course covers topics such as, Newtonian mechanics; work, energy and power; and mechanical waves and sound.

**Prerequisite:** Successful completion of a Chemistry and Algebra II course. Students must also continue to study Mathematics.

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## AP PHYSICS 2: Algebra Based

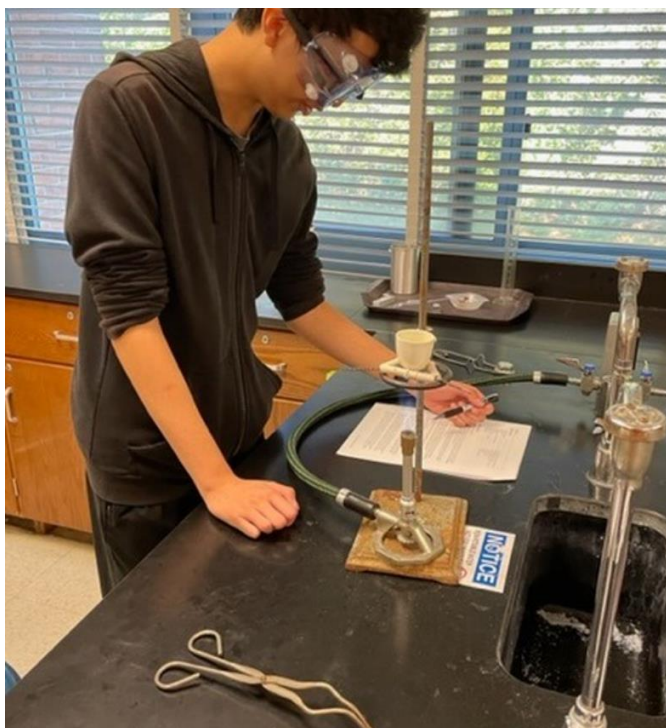
Full Year, 1 credit (D413AP)

This high level physics course will explore many of the same topics as Physics R, but at a more in-depth level. This course is designed to provide students with an opportunity to apply their knowledge through inquiry labs and give the student experience in physics at the college level. The students must have demonstrated a competence in AP Physics 1 and advanced mathematics. This course is highly recommended for students who intend to pursue careers in medicine, science, engineering, architecture, physical therapy and sports medicine. The course covers topics such as, thermodynamics, electrostatics, magnetism, and quantum physics.

**Prerequisite:** Successful completion of AP Physics I.

**Co-requisite:** Advanced Algebra or higher

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.





# Social Studies Department

Jaclyn O'Hagan, Director of Humanities, 631-730-1523, [johagan@southcountry.org](mailto:johagan@southcountry.org)

Through the lens of courses in the Social Studies department, students will learn how to defend historical arguments, analyze stimulus based sources, interpret the events of the past, and engage in inquiry student-based projects. Our primary focus is to assist and provide tools, for student development to make informed and reasoned decisions for themselves. In addition, make decisions for the public good as members of a culturally diverse community, democratic society, and an interdependent world. Ultimately, students will use these tools to become more empathetic, active and informed citizens, and lifelong 21st century learners.

New York State requires two examinations in Social Studies:

**Grade 10** - Regents Examination in the Social Studies Framework Global History and Geography II

**Grade 11** - Regents Examination in the Social Studies Framework American History and Government

## Social Studies Department 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  |
|--|--|---|---|
| Regents Global 9<br>Pre-AP World History | Regents Global 10<br>AP World History: Modern<br>Facing History and<br>Ourselves | Regents US History & Govt.<br>AP US History<br>Introduction to Law<br>Facing History and<br>Ourselves | Active Citizenship<br>AP US Govt. & Politics<br>Introduction to Law<br>Facing History and Ourselves |

### REGENTS GLOBAL HISTORY & GEOGRAPHY 9

Full Year, 1 credit (B202)

Global History and Geography 9 is the foundation of the two-year Global History and Geography program. This program is based on the New York State K-12 Social Studies Framework which covers ancient civilizations up to 1750. The Framework serves as a consistent set of expectations for what students should learn and be able to do so that we can ensure that all students are prepared to be active and engaged citizens who are ready to pursue college or a career. In addition, this course will focus on the teaching and learning needs for the 21st century, highlighting core skills such as critical thinking, creativity, collaboration, and technology integration.

### PRE-AP WORLD HISTORY

Full Year, 1 credit (B223PAP)

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and confidence and helps to prepare them for AP World History: Modern. The course examines major themes in world history starting from prehistory and continuing to the middle 15th century. This course is designed for students who have excelled in middle school and have above average writing skills.

### REGENTS GLOBAL HISTORY & GEOGRAPHY 10

Full Year, 1 credit (B204)

Global History and Geography 10 is based on the New York State K-12 Social Studies Framework which covers 1750-present era. The Framework serves as a consistent set of expectations for what students should learn and be able to do so that we can ensure that all students are prepared to be active and engaged citizens who are ready to pursue college or a career. In addition, this course will focus on the teaching and learning needs for the 21st century, highlighting core skills such as critical thinking, creativity, collaboration, and technology integration. Students will take a Regents examination that consists of stimulus-based multiple-choice questions, three sets of short constructed-response questions, and one extended-essay task.

## AP WORLD HISTORY: MODERN

Full Year, 1 credit (B224AP)

The course examines major themes in world history from 1200CE until the present and is designed for students who excel in writing and critical thinking skills. Students will begin a rigorous exploration of the world and examine major themes of modern World History. Through an exploration of primary and secondary materials, students will be challenged to analyze, interpret and evaluate the sources, to assess the complexities of issues and to discover how historians reach conclusions about the past. Skill emphasis will include reading, analysis, speaking, note-taking, and writing, research, and project-based learning. This course will help you develop and refine critical thinking and writing skills necessary in all academic courses. Students will be well prepared for the Advanced Placement Exam in World History which will be offered in May.

**Prerequisite:** Successful completion of Pre-AP World History or Global 9.

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

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## REGENTS US HISTORY & GOVERNMENT 11

Full Year, 1 credit (B208)

This course follows the mandated State syllabus in social studies which this year emphasizes the history, geography, government and economic developments of our own country. The history of American growth from the colonial period to the present is developed. The enduring issues of constitutional principles are stressed with a post 1865 emphasis on social, political and economic themes. Writing and research skills are integrated continuously. At the conclusion of this course, students will take the Regents examination in the new Social Studies Framework: United States History and Government.

## HONORS US HISTORY & GOVERNMENT

Full Year, 1 credit (B209H)

Students will learn about the founding principles of the United States, the key landmarks in its development and the conflicts that have formed our national identity. Students will analyze and evaluate historical documents and will write descriptive and comparative essays on turning points in US history. The New York State standards of geography, history of the United States and the State of New York, 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, with an emphasis on Social Studies literacy. At the conclusion of the course, students take the Regents examination in the new Social Studies Framework: United States History and Government.

**Prerequisite:** Successful completion of Global 10

## AP US HISTORY

Full Year, 1 credit (B210AP)

The course content will emphasize major themes of American history from the founding of the first colonies to the present. The techniques of sifting evidence, creating hypotheses, and the writing of coherent, college-level essays with theme, focus and depth will be demonstrated and practiced. Artistic, philosophical and historiographical analysis will be highlighted. Students will be well prepared for the Advanced Placement Exam in United States History which will be offered in May. At the conclusion of this course, students will take the Regents examination in the new Social Studies Framework: United States History and Government.

**Students will take the Regents examination in US History at the conclusion of this course.**

**Prerequisite:** Successful-completion of AP World Modern or Global 10.

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## ACTIVE CITIZENSHIP

Full year, 1 credit (B215)

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Active Citizenship is a full-year, everyday, project-based learning approach to the study of economics and participation in government that emphasizes real-life skills and content. Students will gain experience in personal financial literacy, long term savings planning, and navigating loans and credit. The course will also prepare students for their role as citizens by participating in projects that emphasize taking action in civic life. This course will satisfy NYS graduation requirements for both Economics and Participation in Government.

## FACING HISTORY AND OURSELVES

Full Year, Alternate Day, ½ credit (B214)

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The Facing History and Ourselves course is designed to help students and teachers face our collective history and learn how it informs our attitudes and allows us to choose a world of equity and justice. Resources are used in the course that empower students and teachers to think critically about pivotal moments in history. Independent research studies show that experience in a Facing History classroom motivates students to become upstanding citizens in their communities, whether by challenging negative stereotypes at the dinner table, standing up to a bully in their neighborhood, or registering to vote when they are eligible.

## AP UNITED STATES GOVERNMENT AND POLITICS

Full Year, 1 credit (B213AP)

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*This course meets the Government and Economics requirement for senior Social Studies.*

AP United States Government and Politics is a college-level full year class that focuses, in depth, on the institutions of American government and the behavior and responsibilities of its citizens. Students will be well prepared for the Advanced Placement Exam in United States Government and Politics which will be offered in May.

**Prerequisite: Successful completion of US History**

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## INTRODUCTION TO LAW

Full Year, 1 credit (B211)

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This full year course is designed to create a knowledge base, understanding and appreciation for the development of law; the role of law in American society; the basic concepts of the different types of law; and the development and history of the Police and other law professions. It is also designed to provide an in-depth study of all aspects of law in the United States. Topics of study will include the development of law, understanding our legal system, examinations of different types of laws and their sources, analysis of criminal versus civil law, police development, the basic procedures of civil actions and criminal prosecutions, and constructing a mock trial.

**Prerequisite: Successful completion of Global 9 and 10.**

### **The Seal of Civic Readiness**

Bellport High School will be taking part in the NYS Seal of Civic Readiness Initiative. The Seal of Civic Readiness may be used as a 4+1 pathway. The Seal of Civic Readiness may also be a standalone diploma seal for students who choose a different 4+1 pathway.

Students who receive the NYSED Seal of Civic Readiness must earn a total of 6 points, with at least 2 points from Criteria for Demonstrating Proficiency in Civic Knowledge and at least 2 points from Criteria for Demonstrating Civic Participation.

More information and to see the criteria, please visit the NYSED website or speak to your Social Studies Teacher. <http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>

## Special Education Department

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Kerry Carson, Director of Student Support Services, 631-730-1781, kcarson@southcountry.org

Jessica Prush, Assistant Director of Student Support Services, 631-730-1781,  
jprush@southcountry.org

Erin Cawley, Department Chairperson, 631-730-1782, ecawley@southcountry.org

A full continuum of services is available to meet the needs of children as recommended by the Committee on Special Education (CSE). The CSE develops Individualized Educational Programs (IEP) to address each student's specific learning needs. The continuum of services includes related services, resource program, integrated co-taught classes and special classes. Diploma and credential options include: Regents with Advanced Distinction, Regents Diploma, Local Diploma, or Skills Achievement Commencement Credential (SACC).

### **Resource Room (5:1)**

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 the student's IEP goals, organizational and study skills.

### **Integrated Co-taught**

The co-taught program is comprised of students with moderate to significant academic, social, physical, and/or management needs. The students receive instruction from a special education teacher 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.

### **Special Class Program**

The special class program is designed for students with disabilities who require the support of a special education teacher. The program is comprised of students with moderate to severe academic, social, physical and/or management needs. Instruction parallels instruction that is delivered in the general education setting. The curriculum and standards are the same as provided in the general education classes but are adapted to meet the individual needs of the students. Special class is delivered in a 15:1 special class size ratio as determined by the CSE based on the student's individual needs.

### **Special Class Program (12:1:1 Life Skills)**

A self-contained/prevocational program 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 education teacher. The students participate in the New York State Alternate Assessment and qualify for the SACC Credential upon graduation.

### **Special Class Program (12:1:4)**

The 12:1:4 class is a highly structured classroom that utilizes Applied Behavioral Analysis to plan and implement academic programs and behavioral intervention for special education students. Instruction is driven by data collection and analysis. Instruction occurs in a variety of settings that include one to one instruction, dyads, and small and large groupings. Academic programs are monitored by data collection and teacher observation. Visual schedules and cues are utilized to increase predictability in routines and student independence during the daily classroom routine. Reinforcement token systems are implemented throughout the day. The students participate in the New York State Alternate Assessment and qualify for the SACC Credential upon graduation.



# World Language Department

Monica Pullows-Tetuan, Director 631-730-2118, [mtetuan@southcountry.org](mailto:mtetuan@southcountry.org)

The increasing economic, political, and cultural interdependence of all nations requires a greater understanding of the world in which we live. The ability to communicate in a language other than English is an important component of a global perspective, as language is our connection to our community and to the world. Learning a second language provides a unique opportunity to gain access to other people and other cultures. It is the department's philosophy that all students should study foreign languages during their high school careers in order to communicate effectively in our interdependent world. Students may eventually choose a career in which the ability to communicate in a second language will be a key asset. In addition, experiences in World Language serve to enhance a student's understanding and appreciation of his/her own culture as well as the culture of others.

All students in South Country schools begin World Language study in the seventh grade. They may begin another language at any time during high school however, the longest possible sequence in a language is recommended in order to achieve conversational proficiency in that language. As with other core curricula, we recommend a World Language be taken every year of a student's high school experience to ensure college and career readiness. All students must earn a **minimum** of one credit in any World Language in order to meet NYS graduation requirements.

## World Languages Department 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   |
|--|--|---|--|
| Spanish I<br>Spanish II<br>Italian II<br>French II | Spanish I<br>Spanish II<br>Spanish III<br>Italian II<br>Italian III<br>French II<br>French III | Spanish I<br>Spanish II<br>Spanish III<br>Spanish IV<br>French II<br>French III<br>French IV<br>Italian II<br>Italian III<br>Italian IV | Spanish I<br>Spanish II<br>Spanish III<br>Spanish IV<br>Spanish V<br>AP Spanish Language and Culture<br>French II<br>French III<br>French IV<br>AP French Language and Culture<br>Italian II<br>Italian III<br>Italian IV<br>AP Italian Language and Culture |

### SPANISH I

Full Year, 1 credit (E511)

The Level I Spanish course is designed to introduce students to Spanish language and culture. Two thirds of the course focuses on listening comprehension and speaking communication. Cultural awareness, reading, and writing make up the remainder of the curriculum.

### SPANISH II

Full Year, 1 credit (E512)

The Level II Spanish course is designed to support the diverse needs of our second year Spanish language student. The topics covered are similar to those included in Level I while providing an opportunity for deeper exploration of concepts, vocabulary and grammar, combined with a comprehensive review of previously learned material.

**Prerequisite:** Successful completion of Spanish I

### SPANISH III

Full Year, 1 credit (E513)

The Level III Spanish course is designed to expand student communicative skills acquired in previous levels. Students will express themselves in a wider range of situations, using language structures that are more sophisticated. An emphasis is placed on oral performance. Students also engage in the exploration of various target language texts.

**A standardized assessment is given at the end of the three-year sequence of study and is required for a Regents Diploma with Advanced Designation.**

**Prerequisite:** Successful completion of Spanish II

## SPANISH IV

Full Year, 1 credit (E514)

The Spanish IV course is designed to continue to expand student communicative skills acquired in previous levels. In addition to continuing to develop oral performance in the target language, an emphasis is placed on reading and writing performance as students engage in the exploration of various target language texts. The course provides students with an opportunity to expand their language skills in response to Spanish literature, history and culture. This course prepares students for advanced level coursework in Spanish.

**Prerequisite:** Successful completion of Spanish III

## SPANISH V

Full Year, 1 credit (E515)

The Spanish V course is an advanced-level course designed to offer students the opportunity to further expand their communicative skills with an emphasis on reading, writing and speaking in response to more sophisticated exploration of Spanish literature, history and culture. In this course students will explore various literary selections, films, and participate in guided research on a specific cultural project. This course supports student career and college readiness in Spanish.

**Prerequisite:** Successful completion of Spanish IV.

## AP SPANISH LANGUAGE & CULTURE

Full Year, 1 credit (E516AP)

The AP Spanish Language course is a national program of the College Board. This course is designed for 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. The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in the Spanish language. Students will be well prepared for the Advanced Placement Exam in Spanish Language & Culture which will be offered in May. This course supports student career and college readiness in Spanish.

**Prerequisite:** Successful completion of Spanish IV or V

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## FRENCH II

Full Year, 1 credit (E502)

The Level II French Language course is designed to support the diverse needs of our second year French language student. The topics covered are similar to those included in Level I while providing an opportunity for deeper exploration of concepts, vocabulary and grammar, combined with a comprehensive review of previously learned material.

**Prerequisite:** Successful completion of French I

## FRENCH III

Full Year, 1 credit (E503)

The Level III French course is designed to expand student communicative skills acquired in previous levels. Students will express themselves in a wider range of situations, using language structures that are more sophisticated. An emphasis is placed on oral performance, and students engage in the exploration of various target language texts.

**A standardized assessment is given at the end of the three year sequence of study and is required for a Regents Diploma with Advanced Designation.**

**Prerequisite:** Successful completion of French II

## FRENCH IV

Full Year, 1 credit (E504)

The French IV course is designed to continue to expand student communicative skills acquired in previous levels. In addition to continuing to develop oral performance in the target language, an emphasis is placed on reading and writing performance as students engage in the exploration of various target language texts. The course provides students with an opportunity to expand their language skills in response to French literature, history and culture.

**Prerequisite:** Successful completion of French III

## AP FRENCH LANGUAGE & CULTURE

Full Year, 1 credit (E508AP)

The AP French Language course 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 content is comparable to a full year course in advanced composition and conversation at the college level. This one-year high school course is intended to develop the knowledge and proficiency of the student in the French Language. Students will be well prepared for the Advanced Placement Exam in French Language & Culture which will be offered in May. This course supports student career and college readiness in French.

**Prerequisite:** Successful completion of French IV

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## ITALIAN II

Full Year, 1 credit (E522)

The Level II Italian Language course is designed to support the diverse needs of our second year Italian language student. The topics covered are similar to those included in Level I while providing an opportunity for deeper exploration of concepts, vocabulary and grammar, combined with a comprehensive review of previously learned material. **Prerequisite:** Successful completion of Italian I

## ITALIAN III

Full Year, 1 credit (E523)

The Level III Italian Language course is designed to expand student communicative skills acquired in previous levels. Students will express themselves in a wider range of situations, using language structures that are more sophisticated. An emphasis is placed on oral performance, and students engage in the exploration of various target language texts.

**A standardized assessment is given at the end of the three year sequence of study and is required for a Regents Diploma with Advanced Designation.**

**Prerequisite:** Successful completion of Italian II

## ITALIAN IV

Full Year, 1 credit (E524)

The Italian IV course is designed to continue to expand student communicative skills acquired in previous levels. In addition to continuing to develop oral performance in the target language, an emphasis is placed on reading and writing performance as students engage in the exploration of various target language texts. The course provides students with an opportunity to expand their language skills in response to Italian literature, history and culture.

**Prerequisite:** Successful completion of Italian III

## AP ITALIAN LANGUAGE & CULTURE

Full Year, 1 credit (E525AP)

The AP Italian Language course 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 study 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 the Italian Language. Students will be well prepared for the Advanced Placement Exam in Italian Language & Culture which will be offered in May. This course supports student career and college readiness in Italian.

**Prerequisite:** Successful completion of Italian IV AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

# Cadet Core

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## CADET CORE I

Full year, 1 credit (M101)

Cadet core is an elective course for students in grade 9<sup>th</sup> -12<sup>th</sup>. Each Cadet Core year (1, 2, 3, & 4) is individually student based; there should be a mixture of students from different years in the classroom at the same time due to the progressive skill range of Cadets and differentiated instruction used. Physical training makes up 40% of the course and is conducted twice per week. It is recommended students are able to perform a minimum of 20 pushups, 25 sit-ups and run ½ mile in 6 minutes or less. Cadets enrolled in year 1 will learn the following academic topics: leadership values, the Cadet Core creed, military ranks, phonetic alphabet, military time, the American Flag, medals, ribbons, patriotism, health/nutrition, the effects of drugs and alcohol, suicide prevention, violence prevention, first aid, cold weather injuries, hot weather injuries, and goal setting. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as a physical training. Cadets can volunteer for the Color Guard when they are proficient at Drill and Ceremony. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance, PT scores, leadership and participation (attendance). Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform once per week, when authorized by the instructor. Cadets will be expected to fund raise throughout the year to support Cadet Core uniform costs, field trips and other equipment.

## CADET CORE II

Full year, 1 credit (M102)

Each Cadet Core year (1, 2, 3, & 4) is individually student based; there should be a mixture of students from different years in the classroom at the same time due to the progressive skill range of Cadets and differentiated instruction used. Cadets enrolled in year 2 learn the following: military leadership, historical American documents, military organization, command structure, national security, department of defense, military history, and the concept of freedom. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as a physical training. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance. Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform once per week.

**Prerequisite:** Successful completion of Cadet Core I

## CADET CORE III

Full year, 1 credit (M103)

Each Cadet Core year (1, 2, 3, & 4) is individually student based; there should be a mixture of students from different years in the classroom at the same time due to the progressive skill range of Cadets and differentiated instruction used. Cadets enrolled in year 3 will learn the following: flag history, unit leader development, how to use a compass, map reading, land navigation, resume writing, and interviewing skills. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as a physical training. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance. Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform

**Prerequisite:** Successful completion of Cadet Core II

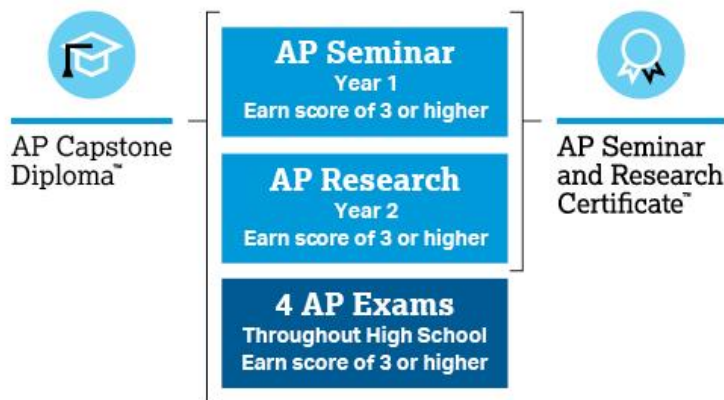
## CADET CORE IV

Full year, 1 credit (M104)

Each Cadet Core year (1, 2, 3, & 4) is individually student based; there should be a mixture of students from different years in the classroom at the same time due to the progressive skill range of Cadets and differentiated instruction used. Cadets enrolled in year 4 will learn the following: ASVAB prep, college prep, study techniques, the basics of budgeting, credit, problem solving, leader communications, ethics, and etiquette/behavior skills. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as a physical training. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance. Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform once per week.

**Prerequisite:** Successful completion of Cadet Core III

# AP Capstone



AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Students can earn the AP Capstone Diploma™ or the AP Seminar and Research Certificate™. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

Excerpted from: <https://apcentral.collegeboard.org/courses/ap-capstone/how-ap-capstone-works>

## AP SEMINAR

Full Year, 1 credit (A112AP)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. AP Seminar can be used to satisfy NYS English credit for students in grades 10 & 11 only.

**Prerequisites:** Successful completion of English 9, 10 and/or 11

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.

## AP RESEARCH

Full year, 1 credit (BD101)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. This course will be used an elective credit towards graduation. In the 2021-2022 school year, this course will be available to students in grade 11 only.

**Prerequisites:** Successful completion of AP Seminar.

AP Examinations are required in order to receive AP course weighting and AP credit. Please see page 14 for more information.



# Bellport High Student Grade Eligibility Policy To Attend the Academy of Applied Technology (BOCES)



| 11th   |   | 12th   |
|--|---|--|
| <b>Academic Requirements For Participation</b> | <ul style="list-style-type: none"> <li>Earned a minimum of <b>eleven credits</b> including: two credits of social studies, two credits of mathematics, two credits of science, two credits of English, and one credit of Physical education (half credit each year).</li> <li>Passed three Regents exams: one in science, one in mathematics, one in Global History or an approved pathway.</li> <li>Have a minimum of a 72 overall average for the four semesters.</li> <li>Behavioral record will be reviewed</li> <li>Final determination to be made by administration.</li> <li>Requirements must be met by June of the student's second year.</li> </ul> | <ul style="list-style-type: none"> <li>Earned a minimum of <b>fifteen credits</b>.</li> <li>Passed at least four of the required five Regents exams for graduation.</li> <li>Earned the appropriate course credit to afford a graduating schedule in their fourth year.</li> <li>A minimum of a 72 overall average for the six semesters.</li> <li>Behavioral record will be reviewed</li> <li>Final determination to be approved by administration.</li> <li>Requirements must be met by June of the student's third year.</li> </ul> |
| <b>Attendance &amp; Eligibility Criteria</b>   | In addition to the above academic requirements, a student must have had no more than 18 absences for the '22-23 school year. Students who do not maintain eligibility will have their schedule modified prior to the start of the academic year.  |  |
| <b>Deadline for Applications</b>               | <b><u>A completed application and release must be submitted to your school counselor no later than February 15, 2023.</u></b> Applications <i>will not be considered</i> beyond our due date.   |  |

| Other Considerations  |   |
|---|---|
| PLEASE NOTE: Starting in the 24-25 school year, BOCES will now be selecting students by a lottery. Students will not be guaranteed a spot, even if they meet all set criteria. BOCES lottery will be random and Bellport High School will be notified which students are chosen. Bellport High School will have no input on who is chosen for the lottery, as that will be decided by the BOCES center. |   |
| <b>Program Cost</b>   | Please note, many of the programs listed on the next page have an associated cost for materials and supplies. These costs are incurred by the student and their family. Please see the Academy guide for estimated pricing.   |
| <b>Commitment</b>   | <p>Attending a program at <i>The Academy of Applied Technologies</i> is a privilege. When you sign up to attend a program and <i>The Academy</i> accepts you, you are committing to spend half of your day at your program of choice. The choice to attend <i>The Academy of Applied Technologies</i> may limit your course selections, such as access to AP course work and electives at BHS. Due to attending the Academy of Applied Technologies and the requirement to complete courses to meet New York State graduation criteria during the school day, seniors choosing to attend the Academy of Applied Technologies may not be able to have an early dismissal during senior year.</p> <p><b>Please note</b> if <i>The Academy</i> accepts you to your first choice of program, you will not be able to drop the program after course selections end in the spring of the current school year.</p> |
| <b>Available Programs</b>   | Please see the next page for available programs. <b><u>We only send students to the programs listed on the next page.</u></b> If you do not see a program listed here, we do not send students to that program. Our students attend programs at two BOCES locations, Bixhorn Technical Center in Bellport and Miliken Technical Center in Oakdale. Juniors attend BOCES during the afternoon programs and seniors attend during the morning programs.   |

## **Academy of Applied Technology: Programs**

Gary D. Bixhorn Technical Center: Bellport, NY

|   |   |   |   |
|---|---|---|---|
| Animal Science<br>(1 or 2 years)                    | Aviation/ Professional Pilot<br>Training<br>(1 or 2 years)                    | Barbering<br>(1 year)   | Carpentry/Residential<br>Construction<br>(2 years)      |
| Certified Personal<br>Trainer<br>(1 or 2 year)      | Computer Technology<br>and Repair<br>(1 or 2 years)                           | Dental Assisting<br>(1 year)**                                    | Electrical Trade<br>and Alternative Energy<br>(2 years) |
| Computer Science<br>and App Development<br>(1 year) | Motorsports Technology<br>(1 or 2 years)                                      | Physical Therapy Aid<br>(1 year)                                  | Plumbing and Heating<br>(1 or 2 years)                  |
| Television, Video, and<br>Film<br>(1 or 2 years)    | Licensed Practical Nursing**<br><b>12<sup>th</sup> Grade ONLY</b><br>(1 year) | Heating Ventilation and<br>Air Condition (HVAC)<br>(1 or 2 years) | *****   |

Edward J. Milliken Technical Center: Oakdale, NY

|   |                               |   |  |
|---|-------------------------------|---|--|
| Audio Production<br>(1 or 2 years)              | Auto Body Repair<br>(2 years) | Automotive Technology<br>(2 years)          | Clinical Medical Assisting**<br>(1 year) |
| Welding/ Metal<br>Fabrication<br>(1 or 2 years) | Cosmetology<br>(2 years)      | Early Childhood Education<br>(1 or 2 years) | Nurse Assisting**<br>(1 year)            |

***Please note: The programs listed above are the only programs Bellport High School students may participate in at BOCES. BOCES program participation is carefully chosen each year based on program availability, location and possible certifications upon program completion. Although BOCES may offer more courses than listed, students may not apply to, or attend, any program not listed above.***

**\*\* Please note, BOCES now requires all students enrolled in health-related programs to be fully vaccinated against COVID-19 before starting the program in order to receive CTE credit and sit for certification exams. This is due to student Clinical Work Experiences in hospitals, nursing homes and doctor offices. This is a BOCES requirement for entrance into the program and not a requirement from Bellport High School. Those students wishing to attend this program must adhere to all BOCES requirements for admission and must be fully vaccinated to attend.**

Bellport High School seniors who attend the Academy of Applied Technologies (BOCES) will be expected to complete graduation requirement courses at Bellport High School. Students will earn four elective high school credits by successfully completing courses at the Academy of Applied Technologies. Attendance is required at the Academy of Applied Technologies in order to earn credits. Students will attend classes at the Academy of Applied Technologies and attend courses required for graduation at BHS during the school day.

## **The Alternative High School at BAC**

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The Alternative High School at Bellport Academic Center is an alternative to the traditional high school program for juniors and seniors of Bellport High School. Students attend classes from Monday through Thursday from 3-7pm at the BOCES center on Martha Avenue. This student-centered model combines small class sizes with individualized attention to help general education students succeed. Students who attend the Alternative High School at BAC program remain South Country Central School District students, but will no longer attend Bellport High School. Upon successful completion of the program, students will receive a South Country Central School District diploma and will be eligible to participate in senior graduation activities. A limited number of seats are available. Interested students/parents should contact their Bellport High School, School Counselor, for more information.