



# **Island Trees U.F.S.D.**

2010 - 2011 Course Catalog

High School

59 Straight Lane

Island Trees-Levittown, New York 11756

## *Table of Contents*

Page:	2	Description of information
	3	Graduation/Examination requirements
	5	G.P.A./Rank in class
	5-7	Art
	7-8	Business
	8-9	Computer
	9-13	English/Reading
	22	Health
	13-15	Languages other than English
	15-16	Family & Consumer Science
	16-19	Mathematics
	19-21	Music
	19	Occupational Education
	21-23	Physical Education/Health/Driver's Ed.
	23-26	Science
	26-29	Social Studies
	29-31	Technology

One goal of the Island Trees School District is to help each student plan and complete a course of study which will lead to high school graduation and a productive life. This course catalog is a guide to help students and parents make intelligent decisions in selecting programs which will be interesting and meaningful. It is important to pay careful attention to the courses selected to insure that they will lead to graduation at the time desired, and that the program of study, if completed successfully, will optimize admission to the college or career of choice.

One of the primary roles of the counseling staff is to work closely as a liaison between the school and home. School counselors will meet with their students to plan a tentative academic program for next year. In many instances, teachers will make recommendations regarding course selection. Parents and students are encouraged to schedule conferences with their school counselor to discuss various sequences, elective courses, career-oriented programs and, most importantly, graduation requirements. The requirements for graduation are the minimum requirements. We encourage all Island Trees students to elect courses beyond basic requirements. We believe that all students can benefit from a challenging and enriching academic program.

A copy of the program developed will be sent home with the student for parental approval. While it is asked that parents return written approval -- or requested changes -- to the guidance office, we will assume that parents approve if the form is not returned. At any time that parents or students have questions about course selection and the program of study, the school counselor should be immediately contacted. The direct phone to guidance is 520-2139 at the high school and 520-2170 at the middle school.

As soon as possible, students will receive a listing of courses to which they have been assigned for the following school year. If there are errors in this or if a student has made a significant change in post secondary plans, please call the counselor to schedule an appointment.

### **ORGANIZATION OF THIS CATALOG**

The basic description of each course offered in the middle and high schools is included in this booklet. Independent study opportunities are also available for credit in the high school. Interested students should contact their counselor for details.

The description begins with the course title which is capitalized. The remainder of the heading gives details of the course length (full or half year), and graduation credits earned upon successful completion (1 or 1/2 credit). Any previous course which must be completed prior to this course (a prerequisite) is listed at the end.

In some cases a minimum passing grade in the prerequisite course is listed. This is only intended as a general representation of the quality of preparation expected at the time of course selection early in the calendar year. Students who receive a final grade somewhat below the minimum will not be precluded from enrolling in the course if other indicators suggest a reasonable possibility of success. A special note on final examinations -- including Regents: These exams are usually designed to measure the extent to which a student has mastered the course material covered during a year. To the extent that a student's score indicates a serious deficiency in this regard, a student may be denied permission to take the next sequential course.

Please note on prerequisites that not all courses which meet the prerequisite requirement are listed. Only the minimum level of previous study is specified. In a few cases co-requisites are listed. These are courses which must be taken concurrently.

Please note that high school (grades 9-12) units of credit cannot be awarded for course work which is essentially remedial in nature or below the ninth grade level of difficulty. Conversely, accelerated courses in grade eight receive credit toward high school graduation and the grades received are counted toward the high school academic average and class rank.

**GRADUATION REQUIREMENTS BY DISCIPLINE**

(FOR THOSE STARTING GR 9 IN SEPT., 2001, AND LATER)

English	4 credits
Social Studies	4 credits
Mathematics	3 credits
Science	3 credits
Health	.5 credit
Art/Music	1 credit
Physical Education	2 credits
Second Language	1 credit
<u>Electives</u>	<u>3.5credits</u>
<b>TOTAL REQUIRED</b>	<b>22 credits</b>

**WITH FEW EXCEPTIONS, OUR GOAL IS TO HAVE ALL STUDENTS EARN AT LEAST A REGENTS DIPLOMA. STUDENTS WILL BE ENCOURAGED TO PURSUE A REGENTS DIPLOMA WITH ADVANCED DESIGNATION.**

**EXAMINATION REQUIREMENTS FOR STUDENTS ENTERING GRADE 9**

(IN SEPTEMBER, 2006, AND LATER)

**LOCAL DIPLOMA** -- in order to obtain a local diploma, students who first enter grade nine in September 2006 and 2007 must attain the following scores on the five required Regents examinations.

1. Students who first enter grade nine in September 2006 must attain a score of 65 or above on three of the five required Regents examinations and a score of 55 or above on the remaining two required Regents examinations.
2. Students who first enter grade nine in September 2007 must attain a score of 65 or above on four of the five required Regents examinations and a score of 55 or above on the one remaining required Regents examination.
3. Students who first enter grade 9 in September 2008 and thereafter must attain a score of 65 or above on **ALL** five regents examinations.

\*No longer a local diploma option for students that are not classified Special Education.

**REGENTS DIPLOMA** -- Students in this group must pass Regents exams in English Language Arts, Global History, U.S. History & Government, one Math Regents exam and one Science Regents exam. **The passing standard is 65.**

**REGENTS DIPLOMA WITH ADVANCED DESIGNATION** -- In addition to the exam requirements for the Regents diploma, students must pass two additional credits in French or Spanish and the Foreign Language Regents exam, two additional Regents exams in Math, and a second Regents exam in Science. **The passing standard is 65.** In lieu of the Foreign Language requirement, students may substitute an approved 5-unit course of study in occupations, music, or art including a culminating examination if applicable.

### **GROUPING FOR INSTRUCTION**

Although instruction is generally offered on three ability levels starting in grade seven, we believe that practically all of our students can benefit from "Regents-level" work. In many courses, therefore, students will prepare for the Regents but at a slower pace or in less depth than in "R" and "Adv" level instruction. We encourage our students to believe that "I can" is more important than "I.Q."

Students are assigned to an ability group for a subject based upon their achievement in that area as assessed by the previous teacher marks, and achievement test scores. Each student's academic potential as revealed on ability tests is also reviewed. A student can be on different ability levels for different subjects.

**Advanced level instruction** -- Students who are eligible for enrollment in advanced level classes are given the opportunity to elect classes on that level in as many subjects as they are eligible. They may choose, if they wish, to receive instruction on a Regents level. Students selecting assignment to advanced classes should do so with the full understanding that a great deal will be expected of them. This is a commitment to excellence which must be maintained. Students who demonstrate a lack of interest (through incomplete homework assignments, poor test scores, and general lack of thorough preparation) are reassigned to a more appropriate level for them. While final and Regents exams can occasionally be misleading, students who do not score above the mid-80 on these tests can expect that their eligibility for advanced instruction will be subject to a review over the summer.

**Regents level instruction** -- These classes are composed of all students who are of "average" ability or higher. Average does not mean easy! Students assigned to these sections should find the course work challenging but well within their capabilities. While assignment to this level of instruction is not a matter of choice, students who perform poorly will have their eligibility for this level of instruction reexamined. Lack of performance will not by itself be sufficient cause to transfer a student to lower level of instruction. A student who has the ability but is not applying himself will remain at the Regents level even if failing.

**Regents Prep level** -- This is not an elective. Students are assigned to this level in order to provide additional time or specialized instruction necessary to master the Regents.

In summary, students are grouped for instruction by identifying those students who are eligible for or require special instruction. This results in a three-tier instructional system which is better able to meet the needs of the students. It is understood, however, that teachers have an obligation to further differentiate instruction within these groupings in order to best provide for the development of each student.

## G.P.A. AND RANK IN CLASS

Because the school recognizes that students who enroll in advanced courses will generally have to expend a great deal more effort to achieve the same report card mark as their peers in Regents or regular sections, and since enrollment in A.P. and college courses is not mandated, the final mark which a student receives in such courses is weighted by a factor of 1.15. This means a final mark of 85, for example, is multiplied by 1.15 which yields a final mark for purposes of the G.P.A. (grade point average) of 97.75. A similar process is used to differentiate achievement of students enrolled in honors and Regents level courses. In this case the final mark of an honors course is weighted by a factor of 1.10, which results in a mark of 85 being converted to a G.P.A. of 93.5. Regents level courses are weighted by 1.05 which means an 85 would result in an 89.25. The quality of the academic work of an A.P., college, or honors student is, thereby, more fairly assessed in relation to students taking less demanding courses. Since the rank in class is based upon the average of all academic work attempted, including accelerated classes in Grade 8 -- the individual's rank in the graduating class will also more accurately reflect the scope and difficulty of the class work attempted.

## GRADE PLACEMENT

At the end of each summer, students are assigned to a grade level and homeroom based upon the number of units they have earned. Placement in grade seven requires completion of the elementary course of study. Students are promoted to grade eight or nine if almost all the work of the previous year was successful. Promotion to grade 10 requires that 5 and one-half credits have been earned, and grade 11 requires 10 credits. Students are placed in a senior homeroom only if they have earned 15 1/2 credits or the potential to graduate in June of that school year.

## **ART EDUCATION**

Education in the visual arts at the secondary level (grades 7-12) is intended to enrich the lives of all students, stimulate and encourage creative growth, increase the understanding of the importance of art both in our contemporary society and in societies which have contributed to our cultural heritage, and bring students to enjoy and appreciate works of art in various media. In addition, through student participation in various courses, the art department hopes to develop skills and techniques at well as an excitement and satisfaction in the creation of personal projects. Students may satisfy the one unit art/music diploma requirement by electing courses offered to students in grades nine through twelve. As indicated, extensive elective work is possible and students may satisfy one Regents sequence requirement by study in the Art Department.

In order to provide a rich and varied curriculum, a number of courses are offered in alternate years as noted in the course descriptions. Students who wish to plan the best possible program should carefully look ahead to the variations possible in grades ten through twelve.

### **ART 7**

**1/2 year - Grade 7**

This is a half year course which is a required study of 2 and 3 dimensional design. Students will be introduced to a variety of media and techniques including drawing, painting, collage, cut paper and sculpture. They will be exposed to the work of a variety of artists as well as the art of other cultures, past and present, so they may gain a better understanding and appreciate the value of art in our society.

## **ELECTIVES OFFERED EVERY YEAR**

### **STUDIO IN ART**

**1 year - 1 unit - Grades 9-12**

Studio in Art is an introductory course and a prerequisite for all other art courses. This course provides a diverse curriculum for the beginning artist in whom the foundations of artistic expression are explored using a variety of media and techniques. The goal of this course is to give students the opportunity to experience the satisfaction of creative expression and to help them appreciate their own artistic achievement as well as recognize the importance of art in our society.

### **DRAWING & PAINTING I**

**1 year - 1 unit - Grades 10-12**

Drawing is the first and most important skill an artist must learn. Drawing and Painting I is an introductory course that teaches the student the primary concepts of observation and perception. With the use of drawing and painting, the students will learn the basic elements of art such as perspective, proportion, composition, line, color and shading. The students will also receive a prelude to the techniques of recording images and impressions through sketching, drawing, and painting. Students will explore various media and techniques by way of realistic and abstract exercises studying landscapes, still life, portraiture and self-expression. The materials will include pencil, charcoal, pastel, collage, watercolor, tempera paint, and acrylic paint.

**Prerequisite: Studio in Art**

### **DRAWING & PAINTING II**

**1 year - 1 unit - Grades 11-12**

Drawing is the first and most important skill an artist must learn. The mastery of drawing is essential for success in virtually every artistic discipline. Drawing and Painting II is an advanced drawing and painting course designed to prepare students for college level course work regardless of the major. Drawing and Painting II is a class that has an emphasis on the development and sound draftsmanship and various strategies for personal growth and exploration. The course is woven around themes that have played central roles in the traditions of Western Art such as drawing and painting the figure, still life, interiors, landscapes, cityscapes, light, nature, the portrait, and composition. Students will explore various media and techniques by way of realistic and abstract exercises. The majority of the course work will explore the introduction of oil painting. Other materials will include pencil, charcoal, pastel, collage, watercolor, tempera paint, and acrylic paint.

**Prerequisite: Studio in Art and Drawing and Painting I**

### **PHOTO 1**

**1/2 year - 1/2 unit - Grades 9-12**

This exploratory course in the fundamentals and techniques of photography includes processing, printing, and enlarging. Students are required to have their own 35mm cameras in order to complete outside assignments.

### **PHOTO 2**

**1/2 year - 1/2 unit - Grades 9-12**

This course continues the work of the topics in Photo 1. Students may not elect this course if they have completed one year of photo in previous years. Students are required to have their own 35mm and digital camera to complete outside assignments.

**Prerequisite: Photo 1**

### **PHOTO 3**

**1/2 year - 1/2 unit - Grade 10-12**

This course would afford students the opportunity to explore the medium of photography more in depth. Students

would gain a deeper understanding of the processes touched upon in Photo I and slightly elaborated upon in Photo II. They would be exposed to new and exciting ways to approach photography, since they have already been schooled in the basics. The focus would be the use of a manual 35 mm camera, digital imaging, and building a strong, sophisticated portfolio of work. Both outdoor and studio shooting would be explored, and students would experience a more intensive study of the history of photography. Students are required to have their own 35mm and digital camera to complete outside assignments.

**Prerequisite: Photo 2**

### **3-D DESIGN**

**1 year - 1 unit - Grades 10-12**

3 D design is an art course for those who wish to broaden their art experience beyond the area of two dimensional designs. Students will be introduced to a wide range of techniques and have the opportunity to use a variety of materials including plaster, paper mache, wire, wood and paper in the creation of 3 dimensional works of art. Emphasis will be placed on the elements and principals of art such as shape, form, balance, unity, variety and repetition as students explore various approaches to 3 dimensional designs. Areas of expression may include, but not limited to, relief, free form and geometric sculpture, linear sculpture, masks, figures, environmental sculpture, assemblage and altered objects.

**Prerequisite: Studio in Art**

### **AP STUDIO ART**

**1 year - 1 unit - Grades 11-12**

The A.P. program in Studio Art enables highly motivated students an opportunity to prepare and perform at the college level and receive college credit while still in high school. The A.P. Portfolio should be viewed as the culminating experience in a student's secondary visual arts training. Each portfolio requires submissions in three distinct sections. The sections are designed to assess different aspects of student performance. The sections require the student to demonstrate quality, breadth, and in-depth engagement in the process of making art.

**Prerequisite: Studio Art, Drawing & Painting I & II and recommendation by Art Department**

### **FASHION DESIGN**

**1 year - 1 unit - Grades 10-12**

This course is designed to develop the knowledge and understanding of the esthetic principles and skills involved in fashion design and fashion illustration. It covers the development of the field, its function of enhancing the figure, and the processes involved in designing garments and preparing fashion illustration for reproduction.

**Prerequisite: Studio in Art**

## **BUSINESS**

A variety of business courses are offered to students who wish to improve their ability to use computers effectively, to master the basics of accounting, and to understand the functioning of both simple and complex business organizations.

Students who wish to develop skills which will lead to employment upon graduation from high school are urged to consult with their counselor who will help them investigate the numerous occupational education offerings of BOCES and Levittown which can lead to entry-level employment in the offices, retail establishments and factories of Long Island and New York City. (A sequence is not available.)

**KEYBOARDING 1****1/2 year - 1/2 unit - Grades 9-12**

This 1/2 unit course may be arranged to fit the needs of the individual student. A person who only wishes to learn the rudiments of the keyboard for ease of computer use, for example, can elect the first course alone. Students wishing to perfect their knowledge of the keyboard and applications can elect an additional semester.

**ADVANCED KEYBOARDING & BUSINESS APPLICATIONS****1/2 year - 1/2 unit - Grades 9-12**

Students will be provided a hands-on opportunity to explore some of the modern computer software productivity tools used in the business world. Students become familiar with the manipulation of data through the use of computer applications and Internet resources. The course will utilize the Microsoft Office Suite software programs Word, Power Point and Excel. A large emphasis will be placed on the use of the Internet.

**Prerequisite: Keyboarding 1**

**BUSINESS LAW****1 year - 1 unit - Grades 10-12**

A full-year course offered as an elective for all students. Students will gain a respect and a basic application of the law that affects them both at home and at work.

**CAREER ADVANTAGE****1 year - 1 unit - Grades 11-12**

Get a jump start on your career! This course is offered to juniors and seniors for 1 or 2 years. It gives college bound and work bound students the opportunity to acquire supervised occupational training by combining part-time employment with essential "real Life" skills instruction. Students do not need to have a part time job to take the class. Students will have the opportunity to be part of a mock interview, explore many careers, visit different companies, and speak with professionals from all types of occupations. Students will learn about colleges and universities that offer the majors our students need to get their degree and be successful in life. Students participating in this program will earn 1 credit for successfully completing the class and one credit per 300 hours of approved employment, internship or shadowing experience. Students may choose to earn a maximum of two work credits (for 600 hours of employment).

**COMPUTER EDUCATION****DESKTOP PUBLISHING    1 year - 1 unit    Grades 9-12**

This stand-alone course is for any student who wants an introduction to state-of-the-art, professional-level computer applications used in the publication field. Students will gain marketable skills by learning how to design and create top-quality printed materials such as playbills, brochures, flyers and advertisements using Page-Maker, Photoshop, Painter, and FreeHand. Students will learn how to create and import graphics and clip art, how to scan images, to use a digital camera, manipulate fonts, and to use special graphic-effects to produce completely designed pages. The techniques learned in this course can be directly used in our award-winning student publications (newspaper and yearbook).

**WEB DESIGN****1 year - 1 unit - Grades 10-12**

A full-year course offered to any student who wants an introduction to state-of-the-art professional web design. Students will gain marketable skills by learning how to design and create top quality interactive websites. With this course the opportunities are endless. The course covers the use of one of today's most powerful web design tool, Macromedia Dreamweaver. The student will learn the fundamentals of how to plan, design, and launch a complete

web site with creative interfaces, strong graphic images, and functional site organization. Students will create informational web sites focused on specialized areas of web development that is of interest both to them and the class.

**Prerequisite: Desktop Publishing (recommended but not required)**

### **COMPUTER SCIENCE 1 (JAVA)**

**1 year - 1 unit – Grades 9-12**

This is a first level course for students who want to learn the fundamental principles of object oriented programming using the Java language in a cross-platform environment. Students will learn modular program control and design interactive applications.

**Prerequisite: Algebra Regents**

### **INDEPENDENT STUDY**

**Varies - Grades 11-12**

The Computer Department offers options for independent study intended for students who wish to further their knowledge beyond the other courses offered.

**Prerequisite: (Computer Science 1 OR Desktop Publishing) and approval of Department**

## **ENGLISH/ READING**

### **ENGLISH 7 ADV. or R**

**1 year - Grade 7**

This course is designed to develop skills in writing, reading, listening, and speaking. Students will enhance their skills in questioning, reasoning, analyzing, and constructing informed opinions. Students will be exposed to a variety of literary genres including short stories, poems, plays, non-fiction, autobiographies, biographies, and novels. Grammar and usage will be taught through the writing process and a supplemental text; vocabulary is emphasized through content-based literature and a supplemental text. Outside reading is required. Students will develop their writing abilities through a variety of challenging assignments throughout the year. Students in this course will take the Grade 7 New York State English Language Arts Assessment in January.

### **ENGLISH 8 ADV, R, or RP**

**1 year - Grade 8**

In grade eight, the study of literature expands to include representative works of Edgar Allan Poe, William Shakespeare, Elie Wiesel, and Anne Frank. Reading and listening exercises will require more advanced thinking skills. Students will continue to experience a variety of literary genres including short stories, poems, plays, non-fiction, autobiographies, biographies, and novels. Independent reading will include participation in literature circle discussions and cooperative projects. Grammar and usage will continue to be taught through the writing process and a supplemental text; vocabulary is emphasized through content-based literature and a supplemental text. Writing assignments will reflect the comparison of literary genres. Students in this course will take the Grade 8 New York State English Language Arts Assessment in January.

### **COMMUNICATION ARTS**

**1 year - Grade 8**

This hands-on course invites students to develop their public speaking, reading and writing. During the course of the year, students will express themselves through creative writing exercises, culminating in the creation of a "Book of Memories." In addition, students will review the basics of good listening skills and begin to explore the world of public speaking. Students will engage in a variety of impromptu speaking situations as they learn to plan and prepare speeches for class presentations. Students will also be introduced to the basics of drama, including

pantomime, improvisation, monologues, and planned scenes. Students will be responsible to write, edit, and direct their own scenes, which will be videotaped and critiqued. Students will also enjoy a unit on advertising, during which they will create and market their own products. Throughout the year, emphasis is placed on being a good audience member and offering up constructive criticism.

### **READING & WRITING WORKSHOP**

**1 year - Grade 8**

This full-year course is an interdisciplinary approach to enhancing students' skills in reading, writing, analyzing, and discussing challenging, high-interest, and current material. Both the English and Social Studies Assessments require that students read and respond to a variety of genres, including historical, biographical, autobiographical, and literary texts. With current publications such as Teen Newsweek serving as the main "texts" for the course, students will be invited to read, analyze, debate, and write about current news events that have relevance to their lives. Throughout the course of the year, students will also read and discuss dramatic works of literature based on the lives of real people who have overcome great obstacles. These true stories of courage and strength will serve as a springboard for further research, culminating in a speech about a person who has struggled to overcome adversity. In addition, students will experience a comprehensive unit on writing a research paper. This research unit will focus on all aspects of preparing a research paper. This course will serve to enhance student performance on both the English Language Arts Exam in January and the Social Studies Assessment in June. In preparation for the English Language Arts Exam, students will be engaged in daily reading and writing activities designed to increase comprehension and analytical skills. In preparation for the Social Studies Assessment in June, students will practice a variety of Document Based Questions as they become adept at constructing meaning from many different historical sources while exercising their ability to include outside knowledge in their responses. And, as all state assessments require that students are proficient in revising and editing their own work, this course will provide students with the opportunity to experience a comprehensive review of grammar and usage.

### **READING**

**Grades 9 - 12**

Instruction in reading and writing is offered not only to students who need support in reading and writing skills but also to good readers who are committed to improvement in reading and learning strategies. Courses are offered for students whose scores on standardized tests indicate serious reading difficulties. These courses provide instruction designed to strengthen needed skills so that students can succeed on required New York State tests. Students who read on or above grade level are encouraged to select Advanced Power Reading in the 11th grade. Reading instruction at the High School is integrated into the classroom rather than by a separate course. The reading specialists provide support by both pushing into classes and pulling out to give small group assistance. The reading teachers provide literacy support in content subjects and test taking strategies.

### **ADVANCED POWER READING**

**1/2 year - 1/2 unit - Grade 11 Elective**

This course will develop and enhance strategies necessary for success on the Reading and Writing sections of the SAT. It will also prepare students for advanced high school and college level courses. Vocabulary expansion and literary analysis are emphasized. A speed-reading component is also included in this powerful course designed for students reading on or above grade level.

**The courses in our English curriculum focus on a wide array of genres including, but not limited to, novels, short stories, plays and poetry. Emphasis is placed on improving reading, writing, analyzing, and listening skills. Furthermore, students are afforded the opportunity to explore different cultures and their own creative writing talents through each of these courses. However, most importantly, students are preparing**

each year, grades 9-11, for the Comprehensive English Regents Exam given in January of the eleventh grade through practice essays and revision. Therefore, by the end of their high school careers, students will be provided with the reading, writing, and speaking skills to succeed in the outside world. In addition, the English Dept. offers elective courses to tenth, eleventh, and twelfth grade students. Students are encouraged to choose elective courses and gain experience in a number of various fields.

**ENGLISH 9 AP Prep**

**1 year - 1 unit - Grade 9**

Emphasis in this course is on literary analysis, oral communications skills, and development of language skills in vocabulary, spelling, usage, grammar, and speech. A research paper is required.

**Prerequisite: 85 in English 8<sup>th</sup> ADV and teacher recommendation with chairperson approval.**

**ENGLISH 9 R**

**1 year - 1 unit - Grade 9**

The student will compose descriptive, narrative, and expository paragraphs and essays. Literary analysis, research skills, and language skills in vocabulary, spelling, usage, grammar, and speech are emphasized. A research paper is required

**ENGLISH 10 AP Prep**

**1 year - 1 unit - Grade 10**

The curriculum emphasizes a critical and analytical approach to various literary genres. In addition to developing composition skills, students express their understanding of literature through other art forms such as music, drawing, painting, sculpture, and dramatic or oral presentations. A research paper is required.

**Prerequisite: 85 in English 9 AP Prep and teacher recommendation with chairperson approval.**

**ENGLISH 10 R**

**1 year - 1 unit - Grade 10**

Designed for the college-bound students, this course emphasizes analysis of various literary types, composition development, and stresses language skills in vocabulary, spelling usage, grammar and speech. A research paper is required.

**ENGLISH 10 RP**

**1 year - 1 unit - Grade 10**

This course emphasizes the improvement of the basic skills in reading, writing, and literature analysis. Themes in literature, library skills culminating in a research presentation, and the development of writing skills are emphasized. This class will meet 15 periods in a two-week cycle.

**AP ENGLISH LANGUAGE & COMPOSITION**

**1 year - 1 unit - Grade 11**

This course, taught on a college level, engages students in becoming skilled readers of non-fiction and fiction, and in becoming skilled writers who compose for a variety of purposes. Students in this course research, synthesize, and evaluate sources to produce papers of richness and complexity. Students will be required to take the Advanced Placement examination which can result in college credit at minimal expense

**Prerequisite: Teacher recommendation with chairperson approval.**

**ENGLISH 11 R**

**1 year - 1 unit - Grade 11**

Designed for college-bound students, the first semester of this course emphasizes analysis of various literary genres related to American literature with a continued emphasis on writing skills. The course stresses language skills in vocabulary, spelling, usage, grammar, and speech. The students in this course will take the Comprehensive

Examination in English (the Regents) in January. The second semester will focus on writing for college. A research paper using MLA format is required.

**ENGLISH 11 RP**

**1 year - 1 unit - Grade 11**

This course gives emphasis to the improvement of reading, writing, library, and speech skills. Academic shortcomings are diagnosed and remediate. This course will meet 15 times every two weeks in order to prepare students for the Comprehensive Examination in English (the Regents) in January. The second semester will focus on writing for literacy analysis. A research paper MLA format is required.

**AP ENGLISH LITERATURE & COMPOSITION**

**1 year - 1 unit - Grade 12**

This course, an intense study of the works of renowned writers, is taught on a college level to prepare students for the Advanced Placement examination (required of all students) which can result in college credit at minimal expense. A research paper using the Modern Language Association format is required.

**Prerequisite: Teacher recommendation with chairperson approval.**

**HUMANITIES**

**1 year - 1 unit - Grade 12**

This survey course presents the major themes of western civilization as expressed and interpreted through significant works of literature, music, and art. There is a strong focus on writing analytically. A research paper using the MLA format is required.

**Prerequisite: Minimum of 75 on English Regents, teacher recommendation, and/or departmental approval.**

**ENGLISH 12 RP**

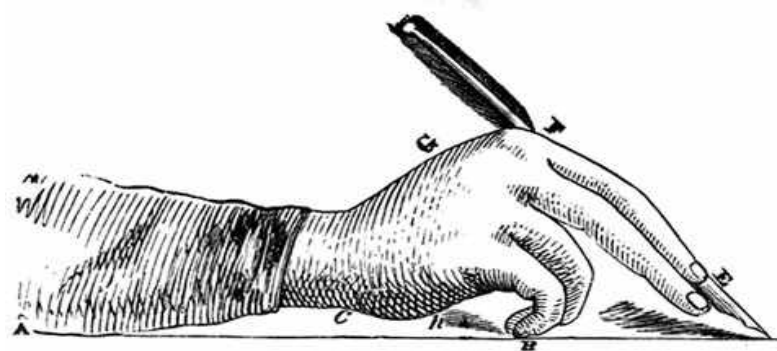
**1 year - 1 unit - Grade 12**

This course is designed to extend competency in literature and reading, composition, grammar, word study, and research skills. A term paper using the MLA form is required.

**ENGLISH 12 R**

**1 year - 1 unit - Grade 12**

Designed for the college-bound student, this course encourages students to re-discover the pleasure of reading. The works of literature, both modern and classic, speak directly to the students. The subject matter and themes are of high interest and relevance to their lives. There is a strong focus on writing analytically. A research paper using the MLA format is required.



**COLLEGE ENGLISH 1& 2**

**1 year - 1 unit - Grade 12**

College English is a full year, dual credit course offered through the S.C.A.L.E. (Secondary Collegiate Articulated Learning Experience) program of Long Island University/C.W. Post Campus. The College English course seeks to

provide qualified students with the opportunity to achieve college level credit (6 transferable college credits) at the Island Trees campus while completing the senior English requirement, to accelerate their academic pursuits, and to provide enriched instruction in secondary school. Students meeting all admissions criteria established by the faculty of C.W. Post Campus are considered fully-matriculated students who may have full use of all facilities and resources at C.W. Post. Emphasis is put on using MLA format, research skills and revision.

**Prerequisite: Teacher and chairperson recommendations; C.W. Post approval and acceptance, and 85% or higher final grade in English 11.**

### **DRAMA**

**1/2 year - 1/2 unit - Grades 10-12**

As a comprehensive, practical course in the various techniques of theater, this drama course uses a workshop approach to develop skills in mime, body movement, dramatic reading, improvisation, voice control, oral reading, and presentation of scenes. Final exam will be a dramatic presentation.

### **CREATIVE WRITING**

**1/2 year - 1/2 unit - Grades 10-12**

The class is structured as a writing workshop. Through a variety of activities and group discussions, students will develop their writing abilities and unique styles in various forms (including short stories, plays and poetry).

### **JOURNALISM**

**1 year - 1 unit - Grades 10-12**

This class is designed to include all aspects of journalism in both theory and practice. Students will be involved in the publication of *The Bulldog* and will engage in investigative reporting to produce straight news, features, and specialized pieces based on journalistic theory and ethics. In a workshop setting, students will focus on all areas of publishing, writing, editing, revision, headlining, and layout. Publishing articles for the school newspaper is a requirement for all students taking the course.

## **LANGUAGES OTHER THAN ENGLISH**

This district offers study in two modern languages other than English. French and Spanish are offered to students beginning in grade 7 and continuing through grade 12. NYS requires that all students have at least one high school credit in a Language Other Than English for graduation from high school. Students are urged to continue second language study past this point in order to take the New York State Regents exam and be eligible to receive an Advanced Regents Diploma. Additionally, college-bound students, especially those seeking admission to selective and prestigious colleges, are urged to take two additional units of advanced second language study including level 4 ADV, level 5 ADV or College level.

### **Language Options**

The typical pattern of study is to select one of the two languages offered and to continue study each year. Classes meet daily and focus on listening, speaking, reading and writing skills as well as cultural awareness.

Students who study French and would like to add Spanish to their schedules may choose to take Spanish 1R at any point during grades 9-12 (Approval of Department and Guidance Chairperson).

<u>Course Title</u>	<u>Grade Level</u>
Introduction to Spanish/French	7th
Spanish 1R/French 1R	8th
Spanish 1R	9 <sup>th</sup> - 12 <sup>th</sup>
Spanish 2R/French 2R	9th
Spanish 3R/French 3R	10th
Spanish 4 ADV/French 4 ADV	11th
Spanish 5 ADV/College Spanish	12th
French 5 ADV/College French	12th

### **INTRODUCTION TO SPANISH/FRENCH**

**1 year - 1 unit**

During this introductory year, students begin to study the skills necessary for communication in the target language. Emphasis is placed on developing listening, speaking, reading and writing skills through the use of basic vocabulary and grammatical structures. During this first year of study, students will be able to engage in basic conversation and write basic compositions in the target language. Use of music, arts and crafts, film and storytelling help to engage and motivate students to communicate in the target language and begin to understand and appreciate cultural differences. Topics include basic conversation, family life, and life in school, activities, days, months, numbers and time. This course is followed directly by Spanish 1R/French 1R.

### **SPANISH 1R/FRENCH 1R**

**Middle School: 1 year - 1/2 unit**

**High School: 1 year - 1 unit**

This course serves as the second year of middle school second language study. *Spanish 1R is also offered on the high school level for those students who did not begin language study in middle school.* Basic vocabulary and grammatical structures are enhanced and students become more proficient in the target language. Cultural awareness is also reinforced and students become more proficient in communication skills. Topics include meal taking, house and home, health and daily activities. When taken at the middle school level, this course culminates with the New York Proficiency Exam. Successful completion of this exam awards students one high school credit for language study.

### **SPANISH 2R/FRENCH 2R**

**1 year - 1 unit**

This course expands upon the basic language structures taught in Spanish 1R/French 1R. Objectives include increasing topical vocabulary, grammar, cultural awareness and listening, speaking, reading and writing skills.

**Prerequisite: Spanish 1R/French 1R and teacher recommendation.**

### **SPANISH 3R/FRENCH 3R**

**1 year - 1 unit**

Students move toward mastery of the target language in preparation for the N.Y. State Regents exam in June. This course focuses on improving language and communication skills. Grammatical accuracy and cultural awareness are stressed.

**Prerequisite: Spanish 2R/French 2R and teacher recommendation**

### **SPANISH 4 ADV/FRENCH 4 ADV**

**1 year - 1 unit**

This advanced course is offered to students with above average language ability and is designed to perfect vocabulary skills and grammatical structures. Students will be introduced to culture through literature. Students

will complete a series of readings which will provide the basis for discussions, written projects and oral presentations.

**Prerequisite: Spanish 3R/French 3R and teacher recommendation**

**SPANISH 5 ADV/FRENCH 5 ADV**

**1 year - 1 unit**

This course enhances and perfects language skills while incorporating film, art and literature as well as advanced grammatical structures. This course is taught almost exclusively in the target language.

**Prerequisite: Spanish 4 ADV/French 4 ADV. Teacher recommendation required.**

**COLLEGE FRENCH/COLLEGE SPANISH**

**1 year - 1 unit**

Students taking Spanish or French Level 5 are given the option of receiving college credit for their course work. Credit is awarded by paying a discounted tuition to Adelphi University and successfully completing the course. Six college credits per year are offered and are transferable to many colleges and universities.

**Prerequisite: Spanish 4 ADV/French 4 ADV. Teacher recommendation required.**

**\*\*Note: Spanish 5 ADV and College Spanish are offered jointly. Students who choose College Spanish rather than Spanish 5 ADV are required to complete additional assignments as required by Adelphi University. This policy also applies to College French. Those students choosing College Spanish or College French may contact the colleges to which they are applying to inquire about their policy regarding transfer credits for these courses.**

**FAMILY AND CONSUMER SCIENCE**

Family and Consumer Sciences help students obtain the knowledge and skills for a healthy and productive future. The curriculum utilizes a critical science approach within the context of the real world which presents opportunities for learning that students find exciting. The department's mission is to prepare individuals to be competent, confident, and caring in managing their personal, family, and work lives.

**HOME & CAREER SKILLS 7**

**1/2 year - Grade 7**

Required of all students, this is a course designed to help teens get along in today's complicated society. This hands-on course will cover the areas of Personal Development and Assessment (Self-Esteem, Values, Goals, and Decision-Making), Consumerism, Career Inventory, Relationships: Family and Friends, Child-Care, Food Labs, Hand Sewing Lab.

**HOME & CAREER SKILLS 8**

**1/2 year - Grade 8**

In eighth grade Home and Career students will learn life skills including: Resource Management (money), Budgets and Finances, Career Planning, Food Labs, Machine Sewing, Consumerism, and Entrepreneurship.

**CHILD DEVELOPMENT**

**1/2 year - 1/2 unit - Grades 10 -12**

This course will enable students to understand the physical, emotional, social, and intellectual development of infants and children. Students will acquire practical knowledge of financial and credit management, career exploration, consumerism, kitchen skills and meal management, selecting and furnishing housing, fashion design,

and fabric care. Students will also learn skills in understanding themselves and developing a good self-concept, communicating and relating to others, and managing their own health and well-being.

### **INDEPENDENT LIVING**

**1/2 year - 1/2 unit - Grades 10-12**

This course is designed to prepare students for realistic life challenges while living on their own. Students will acquire practical knowledge of financial and credit management, career exploration, consumerism, kitchen skills and meal management, selecting and furnishing housing, fashion design, and fabric care. Students will also learn skills in understanding themselves and developing a good self-concept, communicating and relating to others, and managing their own health and well-being.

### **FOOD & FITNESS**

**1/2 year - 1/2 unit - Grades 9-12**

The main goal for this course is to provide students with a better understanding of healthy eating, cooking and fitness to help them live healthier lives. This course is designed to help students to understand how to eat healthy and learn what the body needs to maintain good health and fitness. It will provide students with the knowledge of various healthy cooking techniques by substituting ingredients in recipes and preparing and creating recipes in the food labs. Students will have a better understanding of society's views and perspectives on dieting and fitness. Students will also obtain knowledge on the dangers of obesity and "fad" dieting and how they can be life threatening problems.

### ***OFFERED IN THE 2010-11 SCHOOL YEAR***

### **GOURMET FOODS**

**1/2 year - 1/2 unit - Grades 9-12**

Gourmet Cuisine involves students in all aspects of cooking and serving a meal. From main dishes to desserts, students will develop skills in food preparation, various cooking methods, plate presentations, and tasting of many delicious recipes they complete. This course will give students the knowledge of high quality restaurant cooking. Students will learn about the history of many famous Chefs and their cooking talents.

### ***OFFERED IN THE 2011-12 SCHOOL YEAR***

### **INTERNATIONAL CULTURE & FOODS**

**1/2 year - 1/2 unit - Grades 9-12**

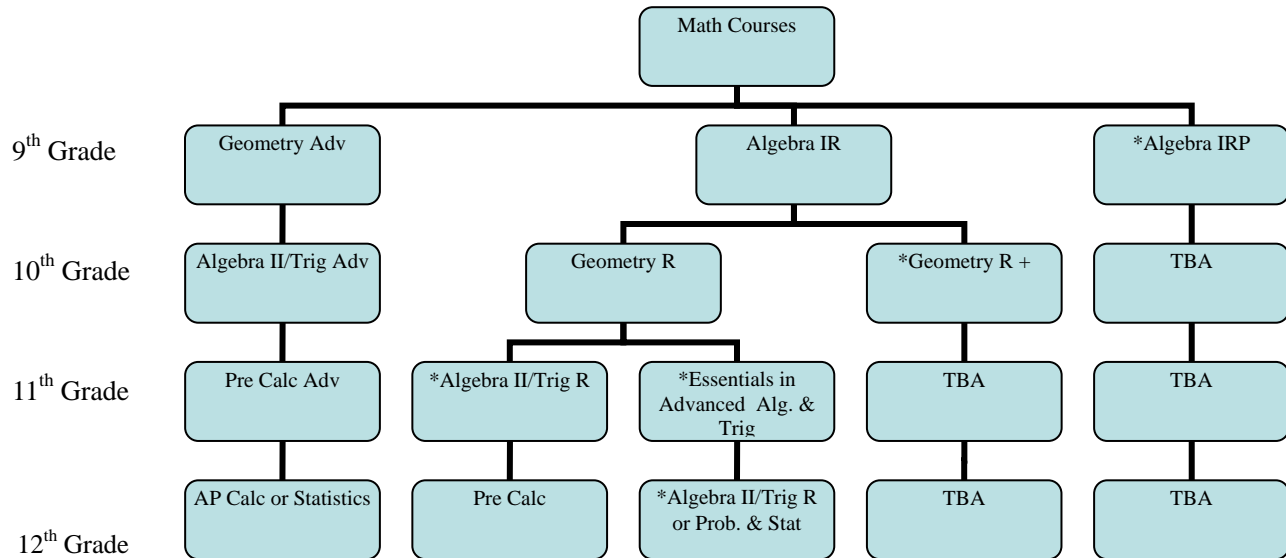
International Culture and Foods is designed to teach students about the cuisine in other countries around the world. Students will be able to identify different meals, traditions, cooking and preparation techniques, and recipes in various cultures. A "trip around the world" is an exciting way we introduce each country's recipes and experience them in the food labs. Students will also know the differences of cooking in all the American regions.

## **MATHEMATICS**

The mathematics program emphasizes computational skills, problem-solving techniques, and mathematical structure. Students learn skills and concepts, practice analytical thinking, and study the use of the computer, statistics, measurement, consumer expenditures and budgeting. In addition, algebraic and geometric structures, logic, and analysis provide a sequential elective program for the college bound.

Students electing Integrated Algebra Adv., Geometry Adv., Math B Adv., Pre-Calculus Adv. and AP Calculus must

have teacher recommendation and departmental approval.



**MATH 7 ADV. or R**

**1 year -Grade 7**

Course 7 is designed to improve the problem solving abilities of students, while continuing a natural development in areas such as mathematical skills and concepts. Included topics are ratio proportion, percent, probability, algebra, geometry and measurement. Problem solving is the basic approach to the program. All students will take the N.Y. State 7th Grade Math Assessment test.

**MATH 8 R or RP**

**1 year - Grade 8**

Course 8 is designed to extend the topics covered in grade seven. Students are expected to demonstrate mastery in all basic mathematical skills. Concepts relating to algebra, geometry, percents and measurement will be included in areas of study using real world situations and problem solving techniques. All students will be required to take the N.Y. State 8th Grade Math Assessment test.

**INTERMEDIATE ALGEBRA**

**1 year, 1 unit - Grade 11**

In this course, students will explore a variety of advanced algebraic topics which will include, but are not limited to, problem solving, quadratic equations, absolute value equations, radical equations, complex numbers and rational expressions. A final examination will be given at the end of this course.

**Prerequisite: A passing grade on the Integrated Algebra I Regents Exam**

**INTEGRATED ALGEBRA I ADV OR R**

**1-year 1 unit- Grades 8-9**

This course is the first of a three year sequence for students of average or higher ability. Topics included are traditional algebra, graphing linear and non-linear functions, set theory, probability, right triangle trigonometry, radicals, statistics, and properties of basic geometric figures. There is an emphasis on problem solving and analysis. Students will take the Integrated Algebra Regents Examination in June, which is a graduation requirement.

**ALGEBRA 1 RP**

**1 credit – Grade 9**

The focus of this course is the algebra content strand of the New York State Core Curriculum. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve

problems in different settings. Topics will include: the real number system, operations with polynomials, solving linear equations, solving quadratic equations, operations with algebraic fractions, operations with radicals and graphing linear functions. Particular attention will be given to solving verbal problems. A final exam will be given at the end of this course.

**INTEGRATED ALGEBRA 2 RX/RP**

**1 year-1 unit-Grade 10**

This course will cover topics that include graphing non-linear functions, statistics, probability, regression equations, radicals, set theory, right triangles and basic trigonometry, as well as plane and solid geometry. There is an emphasis on analysis and problem solving. Students will take the Integrated Algebra Regents examination at the end of this course which is a requirement for graduation. A graphing calculator such as the TI-84 is required.

**Prerequisite: Algebra 1RX**

**ALGEBRA II/TRIGONOMETRY ADV or R**

**1 credit - Grades 10 or 11**

This is the last of the three NYS Regents courses. In this course students will study topics that include advanced algebra, trigonometry, sequences and series, regression analysis, complex numbers, functions, circles, logarithms, probability and statistics. Students will take the Algebra II and Trigonometry Regents Exam in June.

**Prerequisite: Successful completion of Geometry R or Adv.**

**GEOMETRY R+**

**1 credit- Grade 10**

In this course students will apply an integrated approach to the study of geometric relationships. Students will study logic, relationships of points, lines, angles, polygons and solids, properties of quadrilaterals, properties of triangles, ratio and proportion of similar figures, geometry of a circle, and transformations and constructions.

**Pre-Requisite: Successful completion of Integrated Algebra**

**INTEGRATED GEOMETRY ADV or R**

**1 year - 1 unit - Grades 9 or 10**

In the course students will apply an integrated approach to the study of geometric relationships. Students will study properties, measurements, and relationships of points, triangle congruence and similarity, formal and informal proof, transformational geometry and coordinate geometry. Students will take the NYS Integrated Geometry Regents Exam at the end of this course.

**Prerequisite: Successful completion of Integrated Algebra**

**PRECALCULUS ADV or R**

**1 year - 1 unit - Grades 11-12**

This course is designed for college-bound students who successfully complete Math B ADV or B. Topics in this course include advanced algebra, sequences and series, conic section and polynomial graphing, polar coordinates, limits and introductory calculus. Calculus will be covered in more depth at the advanced level. A graphing calculator such as the TI-83 plus or TI-84 is required.

**Prerequisite: Math B ADV or B**

**AP CALCULUS**

**1 year - 1 unit - Grade 12**

This advanced placement (AP) course is directed at college-bound students who will major in math, science, or a technical field. A development of the calculus, accompanied by analytical geometry, will be thoroughly explained. Students are required to take the AP exam offered each May.

**Prerequisite: Pre calculus ADV or departmental approval**

**STATISTICS ADV****1 year - 1 unit - Grade 12**

Topics include elementary probability, binomial distribution, normal distribution and the normal curve. Additional topics include measures of central tendency, measures of dispersion, correlation, testing hypotheses, chi-square test, regression and curve fitting. Various applications of statistics will be discussed.

**Prerequisite: Advanced Pre Calculus or Pre-Calculus (with teacher recommendation)**

**PROBABILITY & STATISTICS:****1 year - 1 unit - Grade 12**

In this course, students will learn how probability and statistics are applied to the everyday world of games, sports, retail marketing and medicine. Topics include, but are not limited to, determining the probability of events, measures of central tendency, analyzing statistical data on graphs, binomial distributions, normal distributions, central limit theorem, testing hypothesis and estimating parameters, finding confidence levels for both sample and population data.

**Prerequisite: Concepts or Math B**

**ESSENTIALS IN ADV. ALGEBRA AND TRIG.****1 year - 1 unit - Grade 11**

In this course students will explore a variety of topics in the areas of Advanced Algebra and Trigonometry. Topics of study will include solving equations (quadratic, radical, exponential, absolute value and trigonometric) both algebraically and graphically. The six trigonometric functions, including the use of Law of Sines and Law of Cosines will also be studied.

**Prerequisite: Successful completion of Geometry and a passing grade on the Geometry Regents Exam.**

**OCCUPATIONAL EDUCATION**

Occupational coursework offered within the school district are those in business, home economics, and technology. The district offers other opportunities through cooperative programs with the Levittown Public Schools and through the Board of Cooperative Educational Services (BOCES) of Nassau County. Since the offerings encompass many occupations which may interest the student, a comprehensive listing is not included here. Students who are contemplating election of vocational training are advised to contact the high school guidance department early in their sophomore (10th grade) year in order that offerings and requirements can be carefully, thoroughly, and individually reviewed. A meeting with the Guidance Counselor and a visit to observe the program in operation must be made by the student and interested parents. In order to permit the school district to prepare a budget that realistically reflects charges of tuition (no cost to student or parent), applications must be completed in a timely manner. Students who submit applications late will be placed on a waiting list.

**MUSIC**

Music education in the middle and high school is designed to foster an understanding and appreciation of music through the study of music history and tradition, the elements of music structure, style and form, the role and impact of music in our culture, and, most importantly, a basis for making a value judgment about the quality of music. These aims are met through participation in a performing organization (band, chorus, or orchestra) or through more

traditional structured courses. Those students not electing a performing group in middle school are assigned to general music classes in order to fulfill this requirement. Students in grades nine through twelve electing to continue participation in a performing group will receive one unit of credit for each year of satisfactory membership on a daily basis. This will meet the requirement for one unit of work in music and/or art prior to graduation. Other students may elect courses in either department in order to satisfy this graduation requirement for local and Regents diploma.

One 3-unit sequence is available involving courses in the music department. The music education sequence requires Music Theory (1.0) and two units from participation in a performing music organization (band, orchestra, or chorus). Note: A student fulfills only ONE sequence requirement for graduation when completing both a visual arts and a music sequence.

It may be possible on occasion for a student to fulfill other sequence requirements through completion of courses available in the music and art department. Students who have such interests are urged to explore these possibilities with their instructor or counselor.

### **GENERAL MUSIC**

**1/2 year - Grade 7**

This course is required of all students who have not elected or been accepted to participate in band, chorus, or orchestra. The course alternates with physical education throughout the year. Students are introduced to a wide variety of music types. Analytical listening is stressed.

### **BAND 7 or 8**

**1 year each - Grades 7-8**

This course brings together students who play a variety of band instruments for a band session two or three times each week. After school rehearsals may be required by the instructor.

**Prerequisite: Permission of the teacher. Attendance at public performances is required. Brief daily practice at home is expected. Weekly private instruction is encouraged.**

### **CHORUS 7 or 8**

**1 year each - Grades 7-8**

This course brings together students who like to sing and who have a voice appropriate to choral presentation for a rehearsal two or three times a week. After school rehearsals may be required by the instructor. Attendance at public performances is required. Students are scheduled for small group lessons.

**Prerequisite: Permission of the teacher which may include an audition.**

### **ORCHESTRA 7 or 8**

**1 year each - Grades 7-8**

This course brings together students who play various string instruments for orchestra rehearsal two to three times a week. Weekly group pull-out lessons are a component of the class. Attendance at public performances and daily practice at home are expected.

**Prerequisite: Teacher recommendation. Weekly private instruction is encouraged.**

### **MUSIC THEORY I**

**1 year - 1 unit - Grades 10-12**

This course will deal with the fundamentals of music including notation, rhythms, chord structure, and scales. Synthesizer recording projects are used to reinforce these concepts. A great course for beginners and experienced musicians alike. Guitar concepts will be introduced.

**Prerequisite: Grade 9 students may take this course with permission of the director.**

### **MUSIC THEORY II**

**1 year - 1 unit - Grades 10-12**

This course is designed as a sequel to Music Theory 1. More advanced skills and concepts are introduced within the class. Projects reflect these concepts as well as offering students an opportunity to write songs of their own. It is a wonderful course for those with a desire to advance their musical knowledge and express their musical ideas. Guitar concepts will be further explored. This course is a stepping stone to Advanced Placement Music Theory.

**Prerequisite: Music Theory I**

### **AP MUSIC THEORY**

**1 year - 1 unit**

This is a college level course that culminates in taking the nationwide AP exam in the Spring. The course will present advanced harmonic and compositional concepts with additional emphasis on keyboard performance and sight singing. This course is a must for anyone interested in pursuing a career in music. It is also wonderful for anyone interested in advancing their musical knowledge. Students achieving a grade of three or higher on the AP exam will qualify for college credit.

**Prerequisite: Music Theory II or departmental approval.**

### **CONCERT BAND**

**4 years - 1 unit each - Grades 9-12**

This course meets to prepare for concert and marching band performances. Students are also scheduled for small group lessons. Regular practice at home is expected. Private instruction is encouraged. Attendance at all rehearsals and performances is mandatory except when excused by instructor.

**Prerequisite: Permission of the band director.**

### **SYMPHONIC BAND**

**4 years - 1 unit each - Grades 9-12**

In addition to concert band description, this course is designed to fill the gap between high school and collegiate standard wind repertory (NYSSMA levels V and VI). The class will be comprised mostly of upperclassmen, with rare exception for extraordinarily gifted underclassmen or the need for balanced instrumentation.

**Prerequisite: By audition only. NOTE: In the Fall both the Concert and Symphonic bands will perform as one marching band. Saturday performances are required.**

### **CHORUS**

**4 years - 1 unit each - Grades 9-12**

This course is an advanced form of earlier choral activities. Sight singing and knowledge of musical notation is desirable but not required. Attendance at public performances is required and several after school/evening rehearsals may be necessary. Students are scheduled for small group lessons.

**Prerequisite: Permission of the choral director/audition.**

### **ORCHESTRA**

**4 years - 1 unit each - Grades 9-12**

This course meets to prepare string players for various concerts throughout the year. Students are scheduled for small group lessons. Regular practice at home is expected. Private instruction is encouraged. Attendance at all rehearsals and performances is mandatory. **Prerequisite: Teacher recommendation.**

## **PHYSICAL EDUCATION, HEALTH, AND DRIVER EDUCATION**

The goal of the physical education program is to provide students with a program of training, sports, and exercise which develops physical fitness and coordination, encourages team work and individual proficiency, and prepares students for active participation in athletics and healthful recreation throughout their lives. In addition to this

activity program, classroom instruction in health reinforces the importance of healthful living through units on substance abuse (drug, tobacco, and alcohol), mental health, first aid and safety, and family living. In addition, topics such as goal setting, decision making and dealing with stress are presented. These programs meet the requirements of the Commissioner of Education.

### **PHYSICAL EDUCATION 7**

**1 year - Grade 7**

The curriculum places an emphasis on improving coordination along with the development of large muscle groups. In addition, socialization skills are stressed through team work in soccer, touch football, volleyball, basketball, softball, and floor hockey. Total body coordination and fitness is developed through participation in the Presidential Fitness challenge. Units in fitness are conducted in our Fitness Room. This course is required of all students and meets alternate days.

### **HEALTH 7**

**1/2 year - Grade 7**

Health is a mandatory middle school subject. The course covers mental health, social adjustments and problem-solving techniques. The various systems of the body are studied as an introduction to learning about alcohol, drugs and tobacco. Also included are units on nutrition, safety and first aid, and AIDS based upon NYS guidelines.

### **PHYSICAL EDUCATION 8**

**1 year - Grade 8**

In this grade students may select activities in which they wish to participate while meeting the requirements of this course. Emphasis is placed on the development of small muscle groups and refinement of coordination. Activities are expanded to include speedball, European team handball, indoor soccer, paddle games, badminton, aerobics and weight training, and the Presidential Fitness challenge. Units in weight training and fitness are conducted in our Fitness Room. The course is required of all students and meets alternate days.

### **PHYSICAL ED. 9-12**

**4 years - 1/2 unit each - Grades 9-12**

A student must enroll in physical education and successfully complete the course of study each year of enrollment in the high school. The emphasis on this program is on the development of skill and knowledge for the enjoyment of lifetime sports, and on the development of positive attitudes regarding personal fitness. Activities are elected by the student within a range offered by the department. Special consideration is given to students who are unable to engage in active participation. The knowledge aspects of each activity are equally important for satisfactory completion of the PE requirement. Evaluation is based on the improvement of skills and knowledge on an individual basis. Appropriate dress is a minimum requirement since this is necessary for participation. The course is required for all students and meets alternate days.

### **HEALTH**

**1/2 year -1/2 unit - Grades 9-12**

The objective of this course is for each student to develop a better understanding of his or her physical, social, emotional, and mental health. Through readings, class participation, and group work, positive and confident attitude are developed along with an understanding that a healthy environment is crucial for all people. Decision making, stress, nutrition, fitness, alcohol, drugs, tobacco, family life, and AIDS are the core topics. Required for graduation.

### **DRIVER EDUCATION**

**Not for Credit**

Driver education is offered during the summer session to high school students who are district residents and who will be sixteen as of July 1. This course is also offered in the fall and spring with classes in the mornings, afternoons, and Saturdays.

At the time of selection, each student must present an affidavit which specifies the following regarding the previous twelve months of school:

1. His or her attendance in each class has been 85% or higher;
2. He or she has not been suspended out-of-school more than once; and
3. He or she has not been suspended (in and/or out-of-school) for more than three days (combined total).

<b>SCIENCE</b>
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Through a sequential program in earth science, living environment, physics, and chemistry, students learn to observe, inquire, research, measure, and experiment in order to master the fundamental principles and processes of science, to understand the role of science in everyday life, and to appreciate their own relationship to their natural environment.

<b>Grade</b>	<b>Regents</b>	<b>Advance</b>	<b>Regents Prep Class of 2012/13</b>	<b>Regents Prep Class of 2014</b>
8th	Science 8 R	Earth Science/Physical Setting Regents Advance	Science 8 R	Science 8 RP
9th	Earth Science R	Living Environment ADV	Living Environment Bio	Living Environment Bio RP
10th	Living Environment R	Chemistry/Physical Setting ADV AP Biology	Living Environment/ Bio 2 RX	Earth Science/Physical Setting RP
11th	Chemistry R	Physics/Physical Setting ADV AP Biology	Earth Science/Physical Setting RP	Forensic Chemistry
12th	Physics R	AP Biology or AP Physics	Forensics Chemistry or Environmental	Environmental

**SCIENCE 7 ADV or R**

**1 year - Grade 7**

In this course, students study genetics, evolution and classification. The cell and its chemistry are explored. Students are introduced to proper laboratory techniques with emphasis on safety and the scientific approach to problem solving. Advanced students will cover physical science in the second semester in order to be prepared for the Earth Science Regents in grade 8.

**SCIENCE 8 R and RP**

**1 year - Grade 8**

Physical science incorporated chemistry and physics. While learning about the atom, chemical changes, and the role of chemistry in society, students will develop critical thinking and analytical skills. Energy, forces, motion, and work are explored through hands-on experiences that build competencies in deduction, organization, and interpolation. The inter-relationships between disciplines are stressed. Earth Science is introduced to prepare students for the State Assessment.



**FORENSIC CHEMISTRY****1 year - 1 unit - Grades 11-12**

Forensic Chemistry is a full year elective science program that focuses on hands-on laboratory techniques employed by scientists to solve crimes. Emphasis is placed on the scientific method utilizing principles of identification and comparison. Along with the study of the history of forensic science and how scientific strategies are employed in solving crimes, students will participate in various activities such as: blood serology and DNA analysis, document examination, fingerprinting, crime scene investigation, microscopic examination and identification of physical evidence, analysis of poisons and drugs, and forensic anthropology. This course introduces students to scientific applications of chemistry and criminal law utilizing hands-on activities coupled with demonstrations actually used in a science crime laboratory. Students will be introduced to skills necessary for problem solving both in science and everyday life. Course content will also include physical and chemical laws of nature.

**PHYSICS ADV or R****1 year - 1 unit - Grades 11-12 (Laboratory Requirement)**

Students will engage in numerous classroom-laboratory experiences. Observation and logical thinking will be emphasized. Major units of work will include measuring length, time, mass, weight, vectors, force, motion, gravitation, and planetary motion; heat and structure of matter; wave motion (sound and light); electricity and the nature of matter; electromagnetism; quantum theory; and nuclear physics. Advanced classes will go into more detail and topics including planetary motion, heat, and structure of matter, electromagnetism, quantum theory and nuclear physics. Advanced classes will receive a laboratory experience of greater depth. Regent's examination.

**Prerequisite: Chemistry R and Math B****ENVIRONMENTAL STUDIES****1 year - 1 unit - Grade 12**

College-bound students will survey and study problems of the environment at the local, state, and national levels, understand the characteristics of natural systems, examine life and its interdependence with the natural environment, investigate the implications of population size and environmental impact, and discuss forms of energy, energy resources, and conservation of energy. Students will also consider attitudes and policies toward resource preservation, investigate the effects of pollution, examine the interplay of government and politics with the environment and consider advocacy positions.

**AP BIOLOGY****1 year - 1 unit – Grade 10-12 (Laboratory Requirement)**

A one year, in-depth biology course geared to college level and including the study of cell structure, fundamentals of genetics, evolution theory, and ecological systems. Investigative skills and analytical thinking will be stressed. Course will include training in laboratory techniques and the writing of college-level laboratory reports. Students are required to take the Advanced Placement Examination offered in May which may lead to college credit depending on the score and the college of enrollment. Classes meet two periods every day.

**Prerequisite: 85% on the following Regents exams: Living Environment****AP PHYSICS C****1 year - 1 unit - Grade 12 (Laboratory Requirement)**

A college-level course for high school students with a strong interest in the physical sciences who plan to major in science or engineering in college. Students will learn advanced topics in physics including 3-dimensional mechanics and special topics in electricity, magnetism, electromagnetism and electromagnetic waves. Application to real world situations such as ballistic missiles, navigational gyroscopes, radio and television transmission, electronic circuits and computer design. Students are required to take the Advance Placement exam in May which

may lead to college credit depending on the score and college of enrollment. Classes met two periods every day.

**Prerequisite: Successful completion of Physics and Pre calculus mathematics.**

**ROBOTICS**

**1 year - 1 unit - Grades 9 -12**

The science of Robotics brings together into one course the study of electronics, microprocessors (computer-on-a-chip), computer programming, robot sensors and actuators, and robotic electromechanical systems. Students will have the opportunity to apply what they are learning in a variety of robot-building projects. The centerpiece of the course will be the construction of Island Trees' entry in the "FIRST" robot building and operation competition. There are no prerequisites for this course.

**Social Studies**

The courses offered in social studies impart knowledge and appreciation of American and other cultures, of economic, social and political institutions, of the causes and effects of historical events. Emphasis is placed upon analysis, reasoning, and inquiry to develop students who are able to apply knowledge to solve problems, to form judgment, and to make informed decisions as effective participants in our American democracy.

Below are typical Social Studies course selections for each grade. Students may move between levels based on their performance, skills, and prerequisites. Please contact the HS Social Studies Chairperson if you have any questions.

	<b><u>Grade 9</u></b>	<b><u>Grade 10</u></b>	<b><u>Grade 11</u></b>	<b><u>Grade 12</u></b>
<b>Required</b>	Global 9R or World History 9 AP Prep	Global 10R/RP or AP World History	US History 11R/RP or AP US History	Government / RP or AP Comparative Gov't and Economics / RP or AP Microeconomics
<b>Electives</b>		Psychology Conflict in 20 <sup>th</sup> Cent	Psychology Conflict in 20 <sup>th</sup> Cent AP Comparative Gov't AP Microeconomics AP Psychology	Psychology Conflict in 20 <sup>th</sup> Cent AP Psychology AP Comparative Gov't AP Microeconomics

**SOCIAL STUDIES 7 ADV or R**

**1 year - Grade 7**

In grade seven, students begin the first of a two-year journey through the history of the United States of America. Through the use of primary and secondary sources, students will study the early Native American cultures, exploration and colonization of the New World, the American Revolution, the birth of a new nation, early expansion and conflict, and the Civil War. Students will also examine the Constitution of the United States and the role of state and local government. An emphasis will be put on the student acting as the historian and using documents to explore the past, through both document-based questions and constructed response questions.

**SOCIAL STUDIES 8 ADV, R, RP****1 year - Grade 8**

The eighth grade curriculum continues the journey through the history of the United States focusing on the Reconstruction period through to modern day issues. The topics of study include westward expansion, industrialization, urbanization, immigration, the Progressive Era, imperialism, the United States' role as a world power, and the economic, cultural, political, social and technological changes of the Twentieth Century. The students continue the use of both primary and secondary sources as they play the role of the historian. A N.Y. State assessment in social studies is administered in the Spring of grade 8 which evaluates students' comprehension of both the seventh and eighth grade curriculum.

**GLOBAL HISTORY 9 R****1 year - 1 unit - Grade 9**

This course is a chronological history of the world from ancient times to the First Global Age. This course is organized around themes and concepts rather than by regions of the world. These themes and concepts are developed through the use of history, geography, economics, and civics. This is the first year of the NYS two-year program in Global History which culminates in the Global History examination at the end of grade ten. The Regents Prep sections of this course meet 15 times over a two-week period.

**GLOBAL HISTORY 10 R/RP****1 year - 1 unit - Grade 10**

As a continuation of Global Studies, this course examines the Middle East, Western Europe, the Soviet Union and Eastern Europe, and culminates in a discussion of the world today. Each area is discussed in terms of its geography, dynamics of change, economic development, and global context. Course content is adapted to the level of the group. Regents Prep will meet 15 periods in a two-week cycle.

**US HISTORY 11 R/RP****1 year - 1 unit - Grade 11**

This course is a chronological history of the United States from its Constitutional foundations to the present. Students will learn to describe and analyze major historical factors in the development of the United States. Students will examine the principles and ideals of our democratic system based upon the premises of human dignity, liberty, justice, and equality. Content is adapted to the ability level of the group. Regents Prep will meet 15 periods in a two-week cycle.

**ECONOMICS R/RP****1/2 year - 1/2 unit - Grade 12**

Economics deals with the earning, distribution, and use of all kinds of wealth. Topics which will be covered include the market system, the role of government, economic growth and stability, U.S. economy, the business cycle, taxation, and comparative economic systems. Students will also take part in financial literacy certification.

**GOVERNMENT R/RP****1/2 year - 1/2 unit - Grade 12**

Aspects of government to be explored include the political system, the legal system, the legislative system, and the executive administration system, including bureaucracy, at the local, state, and national levels. Emphasis will be placed on the obligation of citizens to participate and ways of making participation effective.

**PSYCHOLOGY****1/2 year - 1/2 unit - Grade 11-12**

This course is concerned with the study of human behavior. Its primary goal is an understanding of how human personality develops. Course content is also intended to enhance self-awareness and understanding of self and others in order to recognize and resolve problems which may be faced in life.

## **CONFLICT IN TWENTIETH CENTURY**

**1/2 year - 1/2 unit - Grades 11-12**

Through this course, students will analyze the historical context and evolution of global conflicts in the modern world. The course will focus on historical foundations of present day conflicts, ideology, technology, and international relations.

## **ADVANCED PLACEMENT COURSES IN SOCIAL STUDIES**

### **WORLD HISTORY 9 AP Prep**

**1 year - 1 unit - Grade 9**

This is the first year of a two-year AP course which fulfills the requirement for the New York State Global History and Geography course. The curriculum begins with the Pre-History Period and ends with the Renaissance. This is a pre-college level course in which college level texts and supplemental reading are used. Students will be introduced to historical research and independent study. They are encouraged to read critically and analytically from various interpretations of World History. Essay work in the course will stress clarity of thought and expression and the ability to corroborate opinion with historical fact.

**Prerequisite: Minimum grade of an 85 in Social Studies 8, teacher recommendation, and department approval.**

### **AP WORLD HISTORY**

**1 year - 1 unit - Grade 10**

The World History AP course offers motivated tenth grade students the opportunity to immerse themselves in the processes that, over time, have resulted in the blending of the world into a tightly integrated whole. World History AP presents an approach that allows students to "do history" by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide over a millennium. The course offers balanced global coverage with Asia, Africa, the Americas, and Europe each represented.

**Prerequisite: 9 AP Prep, Teacher recommendation, and departmental approval**

### **AP U.S. HISTORY**

**1 year - 1 unit - Grade 11**

This college-level course is a detailed chronological examination of American History taught through an analysis of primary sources and the works of historians and novelists. With emphasis upon self-sufficiency and independent study, this course will prepare the student for the Advanced Placement Examination in United States History, which is given in May, as well as additional course offerings at the post-secondary level. Many colleges will grant college credit to students who successfully complete the examination. In addition, students will also be prepared for the New York State Regents Examination in United States History and Government, which is given in June. This course will also require of all students the completion of textbook study and a stand-alone reading assignment offered during the summer prior to the outset of the course. Prospective students should be advised in advance of the increased reading and writing responsibilities involved with the Advanced Placement program.

**Prerequisite: Global Studies 10 or World AP, mastery of NYS Global Studies Regents, teacher recommendation, and department approval.**

### **AP COMPARATIVE GOVERNMENT AND POLITICS**

**1 year - 1 unit – Grade 11-12**

Students will develop an understanding of the world's diverse political structures and practices. The course will encompass the study both of specific countries and of general political concepts. Five core countries will be studied. These will included Great Britain, France, Russia/ICS, China, plus one developing nation. This is a one-year course. The advanced placement exam, given in May, is mandatory. *This course fulfills the NYS graduation requirement in*

*Participation in Government.*

**Prerequisite: Grade of an 85 in Global Studies 10 or US History 11, mastery of NYS Global Studies and/or US History regents, teacher recommendation, and department approval.**

### **AP MICROECONOMICS**

**1 year - 1 unit - Grade 11 & 12**

The Advanced Placement microeconomics course will prepare students for the microeconomics exam administered by the College Board in May. This course will focus on the basic themes essential to all economics courses including scarcity, opportunity costs, demand, supply, and elasticity. These themes will be followed by an analysis of those themes that are specific to Microeconomics, including consumers and firms, the role of the government, public finance, taxation, and the labor market. AP Microeconomics is a college level course open to eleventh and twelfth grade students who have demonstrated exceptional scholarship in Social Studies and Math. *This course fulfills the NYS graduation requirement in Economics.*

**Prerequisite: Minimum grade of an 85 in Social Studies 10 or 11, teacher recommendation, and department approval.**

### **AP PSYCHOLOGY**

This course is similar to those offered in most colleges. It is designed for the more advanced junior or senior who is interested in obtaining a background in psychology and receiving college credit. The A.P. curriculum includes the following topics: the methodology of psychological research, the biology of behavior, sensation and perception, learning and memory, motivation and emotions, the formation of personality, the assessment and treatments for abnormal behavior, developmental psychology, cognition and language, and social psychology. The Advanced Placement exam given in May is mandatory.

**Prerequisite: Course participation is based upon the recommendation of the Social Studies Department**

## **TECHNOLOGY**

In this department, students will plan and make projects using a variety of materials in order to understand the way things work, to appreciate basic processes of industry and technology, to gain exposure to various occupations, and to acquire practical skills for use at home and on the job. These are exploratory experiences which differentiate them from courses where the goal is to develop specialized skills for immediate employment or specialized training following high school graduation.

Courses offered at Island Trees in this department are not sufficient for a sequence. Students and parents who are interested in occupational training are advised to consult with their counselor about the opportunities available at BOCES or Levittown Memorial.

All courses offered by this department are electives equally available to boys and girls. Basic materials are supplied to all courses. Additional materials, especially for projects which the student will retain for personal use, require a nominal fee which varies from course to course. Field trips to related industry are included, where appropriate, in several courses.

### **TECHNOLOGY EDUCATION 7 & 8**

**1/2 year - Grades 7 & 8**

This program of instruction, required of all students, is the bridge between academics and the real world. Technology Education is an integrating discipline that provides students with an opportunity to study the "things"

that humans have created and to develop technological literacy as part of their fundamental education. Through design-build-analyze activities, such as bridge building and home design, students model solutions to real world problems and develop an understanding of technology which is much more than knowledge about computers. Students will engage in hands-on learning in two ten-week laboratory experiences. In the tech lab, students will use computers to assist them in hands-on activities on robotics, digital video production, web page design, computer-aided design, digital photography, computer assembly, biotechnology, and alternative energy as well as bridge building and home building. In the traditional wood shop, students will develop critical thinking skills as they design and develop products and systems with tools and machines.

### **DESIGN & DRAWING FOR PRODUCTION**

**1 year - 1 unit - Grades 9-12**

This course is a year long introduction to a universal language through which students can express ideas with creativity, clarity, and preciseness. This course challenges students to find graphic solutions. Students apply problem solving techniques in their search for solutions to technological problems. Students will design, draw, and produce models and products from a variety

### **PRODUCTION SYSTEMS**

**1/2 Unit – Grades 10-12**

Students will understand the impact of manufacturing and construction on society, the economy, and the environment. Students will identify the universal systems model assess the importance to everyday life delineate necessary resources, analyze and demonstrate various processes, evaluate the products and impacts, utilize mathematical and scientific principles in the solving of problems within the laboratory setting, and demonstrate problem solving and analytical thinking skills in solutions to simple engineering problems within the context of hands-on laboratory activities.

### **MANUFACTURING SYSTEMS**

**1/2 unit - Grades 10-12**

This course is designed for students to analyze and demonstrate various processes of manufacturing technology. Students will utilize mathematical and scientific principles in the solving of practical manufacturing problems within the laboratory setting. Students will demonstrate problem solving and analytical thinking skills in solutions to simple engineering problems within the context of laboratory activities and develop hand and machine tool skills. Prerequisite: Production Systems

### **PRINCIPLES OF ENGINEERING**

**1 unit - Grades 10-12**

An integrative hands-on laboratory-based course which introduces students to concepts of engineering (ethics, design, modeling, optimization systems, technology/society interactions). These concepts are applied to solving problems contained in "real world" case studies. The case studies relate to auto safety computer automation and control, energy, and ergonomics structural design. Students are introduced to careers in chemical, civil, electrical, and mechanical engineering. Students will be using hand tools and machines to solve problems.

### **COMPUTER AIDED DESIGN**

**1/2 year - 1/2 unit - Grades 10-12**

A course which assists students to acquire a broad perspective of the place of CAD in the larger computer-aided process of design, manufacturing, inventorying, marketing, and "data basing." Students will acquire the basic skills of using computers in drawing/drafting and designing. Students will also acquire technical skills, comprehend industrial standards and codes, and understand methods of generating a hard copy. Students will study the ways in which CAD and other computer technologies are changing the role of drafting and the influence of this on the design and manufacturing process.

**ARCHITECTURAL DRAWING****1/2 year - 1/2 unit -****Grades 10-12**

This course content includes design and construction details on foundations, framing, windows, doors, roofing, and site planning. There will be experience in rendering and model building. Extensive use of AutoCAD in the planning stages of residential construction will be used.