

Course Catalog

ISLAND TREES PUBLIC SCHOOLS

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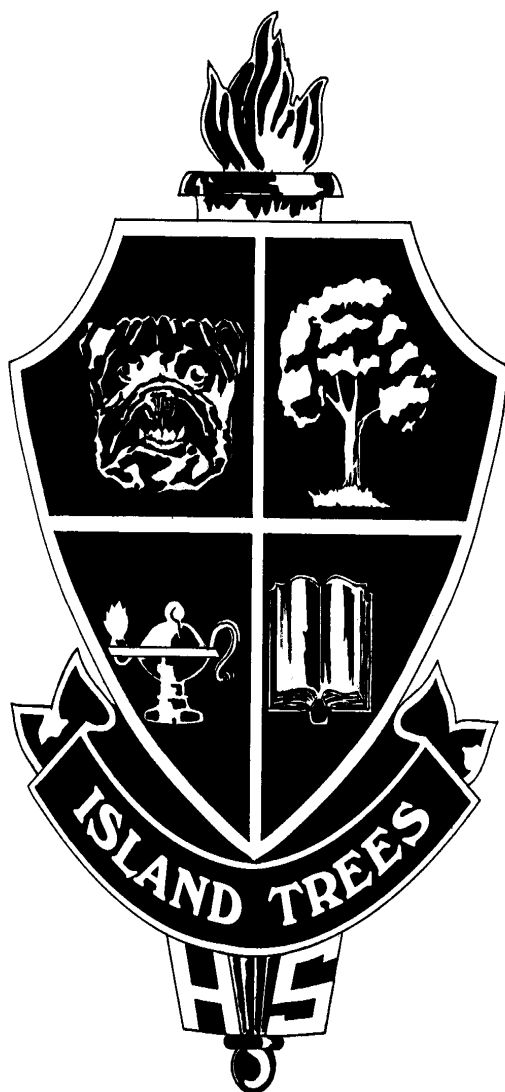
520-2169

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Jean Ryan, Director of Reading

John Rezek, District Coordinator of

Technology

INSTRUCTIONAL LEADERSHIP

Foreign Language—Cindy Eisenberg

Libraries—Lisa Marshall

HS English—Elizabeth Roemer

HS Mathematics—Cheryl Cohen

HS Science—Laura Rigo

HS Social Studies—Douglas Rigo

HS Special Ed—Damian Garcia

MS English—Rebecca Benjamin

MS Mathematics—Carol Easterbrook

MS Science—Gregory Wagner

MS Social Studies—Danielle Azar

MS Special Ed—Mary Travers

Psychology—Gail Sherry

Reading—Jean Ryan

Technology Ed—Kieran Keyser

Family & Consumer Science -

Samantha Bunster

SCHOOL YEAR
2012–2013

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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 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 the Guidance Department is 520-2139 at the high school and 520-2169 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. 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 Exams: 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

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
Electives	3.5 credits
TOTAL REQUIRED	22 credits

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 GRADUATION (FOR THOSE STARTING GRADE 9 IN SEPTEMBER 2008 AND LATER)

LOCAL DIPLOMA -- This diploma type is only an option for classified Special Education students. Students in this group must attain a score of 55 or higher on 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 55.**

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 course credits in French or Spanish, the Foreign Language Checkpoint B Exam (formerly the NYS Regents), two additional Regents exams in math, and a second Regents exam in science (one of which must be Living Environment). **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.

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 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

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 instruction -- 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 CLASS RANK

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 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 advanced and Regents level courses. In this case the final mark of an advanced 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 advanced 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 ½ credits have been earned, and grade 11 requires 10 credits. Students are placed in a senior homeroom only if they have earned 15 ½ 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 as 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.

STUDIO IN ART

1 year - 1 unit, Grades 9-12

Studio in Art is an introductory course and a prerequisite for 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.

FASHION DESIGN

1 year - 1 unit, Grades 9-12

This course is designed to develop the knowledge and understanding of the aesthetic principles and skills involved in fashion design and fashion illustration. Included will be a unit on figure drawing as it applies to the fashion figure. Students will have the opportunity to explore a variety of mediums used in the illustration of their original fashion designs based on a concept or theme.

3-D DESIGN

1 year - 1 unit, Grades 10-12

In 3-D Design, students will be introduced to a wide range of techniques and have the opportunity to use a variety of materials including plaster, clay, paper mache, wood, paper, and wire in the creation of three dimensional works of art. Emphasis will be placed on the elements and principles of art such as shape, form, balance, repetition and variety as students explore various approaches to three dimensional design. Areas of expression may include, but are not limited to, relief, free form, masks, figures, assemblage and altered objects.

Prerequisite: Studio in Art

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 & Painting I

AP STUDIO ART

1 year - 1 unit, Grades 11-12

The AP 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. Students are required to take the AP Exam in May.

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

INTRODUCTION TO PHOTOGRAPHY

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

This is a foundation course in photography that will cover all of the basic fundamentals and techniques of black and white photography. Proper use of the darkroom, film development, print enlargement and photography presentation will be covered. For this course, students need to have a 35 mm film camera. This course is a pre-requisite for all other photography classes.

STUDIO IN PHOTOGRAPHY

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

This course will continue to improve basic black and white film fundamentals and allow students to also work digitally with Photoshop. Advanced techniques and alternative darkroom printing will take place. Some techniques will be hand coloring, toning and computer applications in Photoshop. Students will need both a 35 mm film camera and a digital camera.

Prerequisite: Introduction to Photography

ALTERNATIVE TECHNIQUES IN PHOTOGRAPHY

1/2 year - 1/2 unit, Grade 9-12

This class will provide students with the opportunity to expand their technical and creative abilities through various techniques. Students will complete a series of challenging assignments with step-by-step guidance. Alternative techniques, including computer, hand-made paper, and use of various art mediums will be used. Students will need both a 35 mm film camera and a digital camera.

Prerequisite: Introduction to Photography

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.

ACCOUNTING

1 year - 1 unit, Grades 10-12

A course designed to develop occupational competencies in bookkeeping. This course is recommended for students seeking employment in the business world as well as for students going on to training in accounting after graduation.

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

CAREER ADVANTAGE

1 year - 1 unit, Grades 11-12

Key topics include practice in preparing common types of internal and external business communications, contemporary issues in the workplace. You will learn to prepare business presentations and become familiar with proper workplace etiquette. This course offers 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 this class. Students will have the opportunity to be part of a mock interview, explore many careers, visit various 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 (unit) for successfully completing the class and one credit (unit) per 300 hours of approved (on the books) employment, internship or shadowing experience. Students may choose to earn a maximum of two work credits (units) for 600 hours of employment. This course can also be taken for three SUNY Farmingdale credits (BUS 141).

SPORTS MARKETING

1 year - 1 unit, Grades 9-12

This course examines the marketing of sports and sports entertainment as well as the world of entertainment marketing. This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and economics foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises.

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 tools, 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 is recommended but not required

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

Reading and writing instruction is offered not only to students who need support in these areas, but also to strong readers who are committed to improving their reading and learning strategies. Reading instruction at the High School is integrated into the classroom rather than by a separate course. The reading specialist provides reading and writing remediation on an individual or small group basis every day, during all lunch periods and after school on Mondays and Wednesdays. Instruction is designed to provide literacy support in content area subjects, improve test taking strategies, and prepare students for success on required New York State exams. College bound students are encouraged to select Advanced Power Reading as an 11th or 12th grade elective.

ADVANCED POWER READING

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

This course will develop and enhance strategies necessary for success on the Critical 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 the study of many literary genres, including novels, short stories, plays, poetry, and non-fiction. Through a balanced literacy program, students become more effective communicators. Our emphasis on vocabulary enrichment and grammar instruction strengthens written expression. A strong emphasis is also placed on improving and promoting critical reading, fluent speaking, and active listening. In addition to becoming analytical readers and writers, students are afforded the opportunity to develop their creative writing and thinking skills in each of the courses they take. The Comprehensive English Regents, given in eleventh grade, requires that students demonstrate proficiency in listening and reading comprehension, with a strong emphasis on literary analysis. Our department carefully scaffolds the skills necessary to meet with success on this exam, while also providing various opportunities for enriching writing and reading experiences. Finally, our elective courses offered to students throughout their high school experience encourage them to discover and develop their individual interests and talents. It is our greatest goal to provide students with the resources to enter into the world beyond high school with the tools necessary to succeed in college, work, and beyond.

ENGLISH 9 AP PREP

1 year - 1 unit, Grade 9

This course emphasizes literary analysis, the development of argumentative writing, oral communication skills, critical reading, and speech. Independent reading and increased writing expectations are required. Language skills are developed through the teaching and review of vocabulary, spelling, usage, and grammar. A research paper is required.

Prerequisite: Teacher recommendation and departmental approval

ENGLISH 9 R

1 year - 1 unit, Grade 9

This course emphasizes literary analysis, the development of argumentative writing, oral communication skills, critical reading, and speech. Writing instruction focuses on improved sentence structure and language use.

Language skills are developed through the teaching and review of vocabulary, spelling, usage, and grammar. A research paper is required.

ENGLISH 10 AP PREP

1 year - 1 unit, Grade 10

Designed for the AP student, this course emphasizes an analytical approach to various literary genres. In addition to honing their critical analysis skills, students will become immersed in vocabulary enrichment designed to enhance their writing and reading proficiency. Students will receive the background necessary for success in future AP courses. A research paper is required.

Prerequisite: Teacher recommendation and departmental approval

ENGLISH 10 R

1 year - 1 unit, Grade 10

Designed for the college-bound student, this course emphasizes various literary genres, including poetry, non-fiction, novels, dramas, and short stories. With a focus on close-reading, students will become more critical readers. The course also centers on developing writing skills, building vocabulary, utilizing proper grammar, and promoting oral communication. A research paper is required.

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 AP Exam in May.

Prerequisite: Teacher recommendation and departmental approval

ENGLISH 11 R

1 year - 1 unit, Grade 11

Designed for the college-bound student, this course emphasizes advanced literary analysis and clear argumentation. A continued emphasis on vocabulary, usage, grammar, and writing promotes the confidence and skill necessary for success on the Comprehensive Examination in English (Regents) and other challenging assessments. A research paper 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. A research paper using the Modern Language Association format is required. Students are required to take the AP Exam in May.

Prerequisite: Teacher recommendation and departmental approval

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 have full use of all facilities and resources at C.W. Post. Emphasis is placed 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.

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 is required.

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 research paper is required.

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).

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.

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

A class for enthusiastic and accomplished writers who have mastered the basics of language, writing, and mechanics and are looking to expand their practice into the world of journalistic writing, journalism offers an exciting, hands-on experience. Designed to include all aspects of journalism in both theory and practice, journalism will involve students in the publication of The Bulldog and allow them to 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.

OUR VALUES, OUR COMMUNITY, OUR FUTURE**1/2 year - 1/2 unit, Grade 12**

Designed to promote an awareness of self, values, and community, this course will provide an opportunity for seniors to develop their own personal vision. This course will begin with the student, extend to the school community, to the district as a whole, and finally, into the real world, emphasizing community service. Finally, through the analysis of specific prose and current topical issues, students will be encouraged to look introspectively at developing their own character, becoming aware of the range of ideas and beliefs within the world. The course will culminate with the portfolio/presentation piece: students will communicate to a large audience about their experiences.

THE COLLEGE PROCESS**1/2 year – 1/2 unit, Grade 12**

The Guidance Counselors partner with the English Department in a classroom setting to further enhance the Guidance Department's college application process. Designed to guide students through the difficult college process, this course will provide a hands-on, practical approach to making successful choices. The scope of the work includes researching college/university choices based on career interest, developing the personal essay and various short responses, creating a resume needed for the college application, getting the required recommendation letters, understanding the supplementary essay requirements, writing scholarship essays, and practicing the college interview.

LANGUAGES OTHER THAN ENGLISH

Island Trees 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. At the end of 8th grade, students must take, and pass, the FLACS Checkpoint A Exam (formerly the NYS Proficiency Exam) to earn this credit. Students seeking a Regents Diploma with Advanced Designation must continue language study through the end of 10th grade when they will take the Checkpoint B Exam (formerly the NYS Regents Exam). College-bound students are urged to continue two additional units of study including level 4 advanced, level 5 advanced 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>
<i>Middle School</i>	
Introduction to Spanish/French	7th
Spanish 1R/French 1R	8th
<i>High School</i>	
Spanish 1R	9 th - 12 th
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 - 1/2 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, life in school, daily 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 travel. When taken at the middle school level, this course culminates with the *Checkpoint A Exam*. At the high school level this course terminates in a final exam. Successful completion of these exams 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 Checkpoint B Exam (formerly the NYS Regents). 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 and teacher recommendation

COLLEGE FRENCH/COLLEGE SPANISH

1 year - 1 unit

Students taking Spanish or French 5 Advanced 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 and teacher recommendation

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 the necessary knowledge and skills to care for children in a positive and nurturing environment. They will create safe and appropriate activities and crafts to stimulate children's learning through play and socialization. Students will be provided an opportunity to observe children and care for a mechanical baby. Other complex issues explored include child abuse/neglect, divorce, teen parenting, children's health issues, and the changing family.

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.

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.

OFFERED IN THE 2012-2013 SCHOOL YEAR

GOURMET FOODS

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

Gourmet Foods 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 2013-2014 SCHOOL YEAR

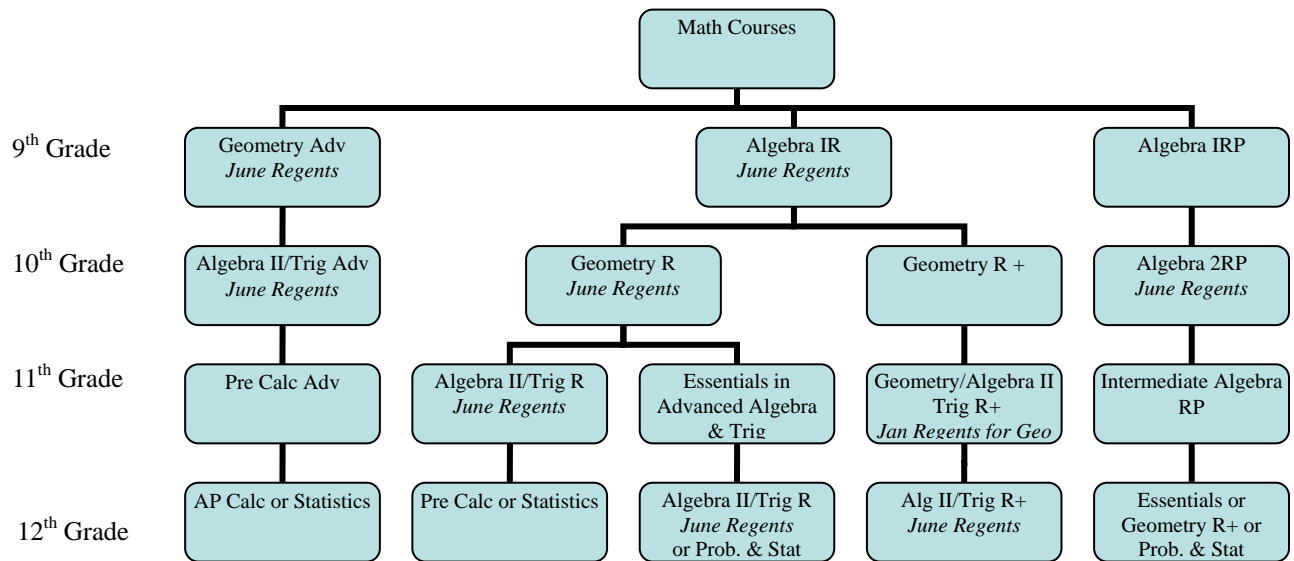
INTERNATIONAL CULTURE & FOODS

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.

INTEGRATED ALGEBRA I ADV OR R

1 year - 1 unit, Grades 8 (Adv) or 9 (R)

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. A graphing calculator such as the TI-84 is required.

INTEGRATED ALGEBRA 1 RP

1 year - 1 unit, 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. A graphing calculator such as the TI-84 is required.

INTEGRATED ALGEBRA 2 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 1RP

GEOMETRY ADV or R

1 year - 1 unit, Grades 9 (Adv) or 10 (R)

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. A graphing calculator such as the TI-84 is required.

Prerequisite: Successful completion of Integrated Algebra

GEOMETRY R+

1 year - 1 unit, 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. A graphing calculator such as the TI-84 is required.

Prerequisite: Successful completion of Integrated Algebra

ALGEBRA II/TRIGONOMETRY ADV or R

1 year - 1 unit, Grades 10 (Adv) or 11/12 (R)

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. A graphing calculator such as the TI-84 is required.

Prerequisite: Successful completion of Geometry R or ADV

ESSENTIALS IN ADVANCED ALGEBRA AND TRIGONOMETRY

1 year - 1 unit, Grade 11 or 12

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. A graphing calculator such as the TI-84 is required.

Prerequisite: Successful completion of Geometry

GEOMETRY/ALGEBRA II/TRIGONOMETRY R+

1 year - 1 unit, Grade 11

In this course students will complete the NYS curriculum in Geometry which includes both formal and informal proofs. Students will take the NYS Geometry Regents Exam in January. They will then begin the first of 3 semesters of the Algebra II/Trigonometry course which will include the study of a wide variety of topics such as simplifying rational expressions, adding/subtracting rational expression, radicals, complex numbers, imaginary numbers and solving quadratics. Students will take a final exam at the end of this

course. A graphing calculator such as the TI-84 is required.

Prerequisite: Successful completion of Geometry R+

ALGEBRA II/TRIGONOMETRY R+

1 year - 1 unit, Grade 12

In this course, students will complete the NYS curriculum in Algebra II/Trigonometry. Students will take the NYS Algebra II/Trigonometry Regents Exam in June. This course will include the study of a wide variety of topics such as logarithms, regressions, trigonometry, probability, statistics, sequences, and series.

Prerequisite: Successful completion of Geometry/Algebra II/Trigonometry R+

INTERMEDIATE ALGEBRA RP

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. A graphing calculator such as the TI-84 is required.

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

PRE-CALCULUS ADV or R

1 year - 1 unit, Grades 11 (Adv) or 12 (R)

This course is designed for college-bound students who successfully complete Algebra II/Trigonometry ADV or R. Topics in this course include advanced algebra, conic section and polynomial graphing, polar coordinates, limits and introductory calculus. Calculus will be covered in more depth at the advanced level. During the fall semester, students will be able to earn four transferable college credits through the S.C.A.L.E. (Secondary Collegiate Articulated Learning Experience) program of Long Island University/C.W. Post Campus. A graphing calculator such as the TI-83 plus or TI-84 is required.

Prerequisite: Algebra II/Trigonometry ADV or R

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. A graphing calculator such as the TI-84 is required.

Prerequisite: Essentials in Advanced Algebra and Trig or Algebra II/Trig

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 in May. A graphing calculator such as the TI-84 is required.

Prerequisite: Pre-Calculus ADV or departmental approval

COLLEGE STATISTICS

1 year - 1 unit, Grade 12

College Statistics is a full year course that is offered through the S.C.A.L.E. (Secondary Collegiate Articulated Learning Experience) program of Long Island University/C.W. Post Campus. This course provides students with the opportunity to earn four transferable college credits while at Island Trees High School. A graphing calculator such as the TI-84 is required.

Prerequisite: Pre-Calculus, C.W. Post approval and acceptance, and 85% average in prior math courses

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.

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

1 year - 1 unit, Grades 9-12

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.

GUITAR AND ROOTS OF ROCK

1 year - 1 unit, Grades 9-12

This course is a full year course open to guitar players on any level – from complete beginners to ‘semi-polished pros.’ The inclusion of a guitar ensemble allows players on all levels to participate in a group setting. Acoustic, Classical and Electric Fender Stratocasters are supplied by the school, as well as guitar picks. The history of rock is

included in both analytical studies as well as playing music on guitar from the different styles of rock. Students will be taught to read both standard notation and guitar tab. Piano/synthesizer exploration is also included in the course.

AP MUSIC THEORY

1 year - 1 unit, Grades 11-12

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 are required to take the AP Exam in May.

Prerequisite: Music Theory or departmental approval.

CONCERT BAND

4 years - 1 unit each, Grades 9-10

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 11-12

In addition to concert band description, this course is designed to fill the gap between high school and collegiate standard wind repertory. 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. Weekend 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.

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 (GC Tech) 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. A student who elects to pursue a career training program offered at BOCES or Levittown must be a student in good standing, who adheres to the high school attendance policy, and who has met certain core requirements for high school graduation. 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.

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 EDUCATION 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)

SCIENCE

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.

Grade	Regents	Advanced	Regents Prep
8th	Science 8 R	Earth Science Advanced	Science 8 RP
9th	Living Environment R	Living Environment Advanced	Living Environment RP
10th	Earth Science R	Chemistry Advanced and/or AP Biology	Earth Science RP
11th	Chemistry R	Physics Advanced and/or AP Biology and/or AP Chemistry	Forensic Chemistry
12th	Physics R	AP Biology and/or AP Physics and/or AP Chemistry	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.

LIVING ENVIRONMENT ADV or R

1 year - 1 unit, Grade 9 (Laboratory Requirement)

Students will study the life processes, the scientific method, and the chemistry of human life (nutrition, circulation, respiration, excretion, nerve and hormone regulation, and locomotion). Other major units covered in great detail will be reproduction and development, heredity and new research in genetics, evolution and modern evolutionary theory, and ecology. Advanced classes will receive a greater laboratory experience of related subject matter to prepare them for the SAT II Biology exam in June. Regents examination.

EARTH SCIENCE ADV or R or RP 1 year - 1 unit, Grades 8 (Adv) or 10 (R/RP) (Laboratory Requirement)

The Regents Earth Science program is a course of study designed to encourage students to investigate their world through first hand experiences. Through this program, students should gain new understandings of the world around them and appreciate the dynamic equilibrium of our planet. In part, course content will include earth history, earth shape and size, rock and mineral formation, erosion and deposition, atmospheric changes and the earth in space. This study will be oriented to developing science skills and knowledge through laboratory experiences and a problem solving approach.

CHEMISTRY ADV or R 1 year - 1 unit, Grades 10 (Adv) - 11 (R) (Laboratory Requirement)

Students will learn to set up and solve problems using analytical thinking skills developed by this course. Content includes the properties of matter, energy, atomic theory, chemical bonding, interpreting the periodic table, mathematics of chemistry (formulas and equations), types of solutions, kinetics and equilibrium, acids and bases, oxidation-reduction reactions, electrochemistry, organic chemistry, and nuclear chemistry. Advanced classes will go into more detail. These classes will receive a laboratory experience of greater depth and be prepared for the SAT II Chemistry exam in June. Regents examination.

Prerequisite: 75 or higher average in Integrated Algebra course or chairperson's approval

PHYSICS ADV or R 1 year - 1 unit, Grades 11 (Adv) - 12 (R) (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. Regents examination.

Prerequisite: Chemistry R and Algebra II/Trigonometry

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 AP Exam in May. Class meets two periods every day.

AP CHEMISTRY 1 year - 1 unit, Grades 11-12 (Laboratory Requirement)

This course is designed to be analogous to a first year college general chemistry course. Through laboratory settings and lecture, the importance of the theoretical aspects of chemistry will lead to an increased understanding of nuclear chemistry, quantum theory kinetics, electrochemistry, stoichiometry, and organic chemistry. The course is designed to provide some of the greatest intellectual challenges to a high school student. Students are required to take the AP Exam in May. Class meets two periods every day.

Prerequisites: Chemistry ADV and teacher recommendation

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 AP Exam in May. Class meets two periods every day.

Prerequisite: Successful completion of Physics ADV and Pre-Calculus

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.

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.

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.

SCIENCE RESEARCH

1 year - 1 unit, Grade 9

This is a course where students will learn how to research and write scientific literature, evaluate the design of experiments, use appropriate statistical methods to assess their data, and how to make professional presentations. Students may work with outside mentors on research projects or enter extra curricular competitions.

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.

	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Required	Global 9R or AP World History 9	Global 10R or AP World History	US History 11R or AP US History	Government/RP or AP US Politics & Gov't and Economics/RP or AP Microeconomics
Electives		Psychology	Psychology Conflict in 20 th Century History & Foundations of Law AP Psychology AP US Politics & Gov't AP Microeconomics	Psychology Conflict in 20 th Century History & Foundations of Law AP Psychology AP US Politics & 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 or R

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.

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.

GLOBAL HISTORY 10 R

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.

US HISTORY 11 R

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

ECONOMICS R or 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 or 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.

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.

HISTORY & FOUNDATIONS OF LAW

1 year - 1 unit, Grades 10-12

This course is designed to introduce students interested in our legal system to a wide and eclectic array of themes and topics concerning American law. This class will offer students the opportunity to explore many of the aspects of jurisprudence they may have only had the chance to touch on in their regular social studies, English, or other classes, in much greater detail. Students will investigate the origins of our constitution, the impact of many significant Supreme Court cases, discuss many current events and issues, and simulate multiple aspects of the jury selection and trial process. Students will also have an opportunity to observe and critique the manner in which the topics we cover are portrayed on television and film.

PSYCHOLOGY

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

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.

GLOBAL STUDIES 10 CONTENT

1/2 year - not for credit, Grades 10-12

No credit course for students who need reinforcement of social studies skills and knowledge in order to be successful on the NYS Global History & Geography Regents.

US HISTORY 11 CONTENT

1/2 year - not for credit, Grades 11-12

No credit course for students who need reinforcement of social studies skills and knowledge in order to be successful on the NYS US History & Government Regents.

ADVANCED PLACEMENT COURSES IN SOCIAL STUDIES

AP WORLD HISTORY 9

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.

AP WORLD HISTORY 10

1 year - 1 unit, Grade 10

The second year of the two year AP World History 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. Students are required to take the AP Exam in May.

Prerequisite: AP World History 9

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. 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. Students are required to take the AP Exam in May.

AP PSYCHOLOGY

1 year - 1 unit, Grades 11 - 12

This course is similar to those offered in most colleges. It is designed for the more advanced student who is interested in obtaining a background in psychology and receiving college credit. The AP 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. Students are required to take the AP Exam in May.

OFFERED IN THE 2012-2013 SCHOOL YEAR

AP MICROECONOMICS

1 year - 1 unit, Grades 11 - 12

The Advanced Placement microeconomics course will prepare students for the AP 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. Students are required to take the AP Exam in May. *This course fulfills the NYS graduation requirement in Economics.*

OFFERED IN THE 2013-2014 SCHOOL YEAR

AP UNITED STATES POLITICS AND GOVERNMENT

1 year - 1 unit, Grades 11-12

This class is an intensive study of the formal and informal structures of the U.S. Government and the processes of the American Political system, with an emphasis on policy-making. The class will study how our government works, why it is set up the way it is set up, and how policy is made and changed. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This is a one-year course. Students are required to take the AP Exam in May. *This course fulfills the NYS graduation requirement in Participation in Government.*

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. All courses offered by this department are electives equally available to all students. 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.

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 Auto CAD in the planning stages of residential construction will be used.

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 of materials. Students will analyze, creatively design, prepare drawings, and critically evaluate these objects. This course fulfills the graduation requirement in art. Drawings will be done by hand as well as on computer using Auto CAD program.

COMPUTER AIDED DESIGN

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

A course which assists students 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.

CONSTRUCTION SYSTEMS**1 year - 1 unit, Grades 9-12**

This course will study the contributions and impacts of the construction technologies on society and free enterprise through a study of its resources, processes and systems. This course has an emphasis on hands-on learning. Students will complete a broad variety of laboratory activities to develop basic skills and a solid understanding of how a construction project progresses from the initial concept and plans, through site work, structural development, mechanical system installation, finishing, and then finally culminating in the project being turned over to the end user. These laboratory activities will be supported by lessons on terminology, practices, and processes commonly used in contemporary construction projects.

PRINCIPLES OF ENGINEERING**1 year - 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.

PRODUCTION SYSTEMS**1/2 year - 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 year - 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