



West Islip High School

Course Selection Handbook

2012 – 2013



**West Islip High School
2012-2013 Course Selection Guide**

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INTRODUCTION

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

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

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

* Please note that all courses will be offered subject to minimum enrollment and adequate funding for the 2012-2013 school year.

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Secretary:

Maureen Miraval

GRADUATION REQUIREMENTS

Regents Diploma

Regents w/Advanced Designation Diploma

Required Courses	Credits	Required Courses	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Math [a]	3	Math	3
Science [a]	3	Science	3
World Language	1 [b]	World Language	3
Art/Music	1	Art/Music	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Sequence/Electives	3.5	Sequence/Electives	1.5
TOTAL (minimum)	22	TOTAL (minimum)	22

Required Exams

[All exams require a score of 65 or above]

Required Exams

[All exams require a score of 65 or above]

English Comprehensive Exam	Regents English Comprehensive Exam
Regents Global Studies Exam	Regents Global Studies Exam
Regents U.S. History Exam	Regents U.S. History Exam
Regents Science Exam	Two Regents Science Exams

**See chart below for Math Requirements
New Regents Exam Requirements for Math
[All exams require a score of 65 or above]**

REGENTS DIPLOMA				REGENTS DIPLOMA WITH ADVANCED DESIGNATION			
Students entering Grade 9 in:	Math Units of Credit	Course/ Regents exam options	Math Regents exams	Math Units of Credit	Course Options	Math Regents exams	Regents exam options*
September 2006, 2007	3	Math A, Math B,	1	3	Math A, Math B	2 or 3	Mathematics A <u>and</u> Mathematics B or Algebra 2/Trigonometry
		Integrated Algebra, Geometry, Algebra 2/ Trigonometry			Integrated Algebra, Geometry, Algebra 2/ Trigonometry		Integrated Algebra or Mathematics A <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry
September 2008	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	3 or 2	Integrated Algebra or Mathematics A <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry <u>or</u> Mathematics A <u>and</u> Mathematics B or Algebra 2/Trigonometry
September 2009 and thereafter	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	3	Integrated Algebra or Mathematics A <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry

[a] An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third unit of credit in mathematics or science.

[b] Students are required to have completed two units of study in World Language by the end of their 9th grade year.

All seniors must carry a minimum course load of 6.0 credits and sufficient credits to graduate.

1– The New York State Department of Education has adopted new graduation requirements phasing in the score of 65 on required Regents exams. The phase-in schedule is as follows:

- **For students entering grade 9 in 2007:** General education students must have at least four scores at 65 or above on the five required Regents exams and all scores at 55 or above.
- **For students entering grade 9 in 2008:** General education students must pass all five required Regents exams with a score of 65 or above.

SCHOOL COUNSELING SERVICES – Office hours – 7:00 a.m. – 3:30 p.m. – (631) 504-5830/5831

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

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

The counseling staff is also available for the following services:

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

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

CLASS RANK COMPUTATION

For the purpose of computation of rank, courses are assigned a weight according to their level of academic difficulty.

Course weights are assigned as follows:

- a) Advanced Placement courses, International Baccalaureate courses and college level courses – a weight of 1.15
- b) Honors courses (including those completed in eighth grade for which high school credit is awarded) – a weight of 1.05
- c) All other courses – a weight of 1.0

Courses applicable to class rank are those that are within the five major academic areas (English, social studies, math, science, and foreign language), as well as all additional honors, Advanced Placement and college level courses in any discipline.

TRANSCRIPTS

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

RANK FOR COLLEGE APPLICATIONS

Rank for college application purposes is calculated at the beginning of the senior year and mailed home to students in October.

RANK FOR VALEDICTORIAN/SALUTATORIAN/OTHER HONORS

Rank is calculated once again after the third quarter of senior year to determine the Valedictorian/Salutatorian, as well as for any other honors that may be based on rank.

TRANSFER STUDENTS

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

UNWEIGHTED AVERAGE

A student's *unweighted average* is the numerical average of those courses included in the ranking process. No weight factor is involved. (When courses are repeated, the highest grade will be included in the average.)

HONOR SOCIETY

Students are elected to the Honor Society by the Faculty Council. Applicants may first apply as juniors. Any student may apply who has a cumulative average in grades 9 and 10 of at least **ninety (90) percent**. For this purpose a student's average is the mathematical average of all courses except *physical education*. No weighting factor is used. Successful applicants must have demonstrated qualities of *leadership, service and character* as well as *scholarship*. Students who **do not** meet these criteria as juniors may apply as seniors.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) is a term used to describe college level courses offered in high school. The main purpose of Advanced Placement courses is to offer the capable student a more challenging classroom experience, thereby better preparing him or her for college. West Islip offers the following AP courses: *Biology, Calculus, Chemistry, Economics, English Language and Composition, English Literature and Composition, Environmental Science, European History, Music Theory, Physics B, Spanish Language, Statistics, Studio in Art and US Government and Politics*. Students who enroll in AP courses are expected to take AP examinations. **Pursuant to Board Policy 8242-R, students who**

choose not to take the related Advanced Placement examination for a course will have their final transcript amended to read “no exam taken”. Examinations are prepared and graded by the Advanced Placement Program, a division of the College Entrance Examination Board in Princeton, New Jersey. Students are responsible for the payment of required fees. Financial aid is available for students of high achievement who are unable to pay the required fees.

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

INTERNATIONAL BACCALAUREATE

Diploma Program

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

To earn the IB Diploma, students must:

- Complete and test in six IB subject areas;
- Write an extended essay which summarizes the student’s independent research in an area they choose, guided by a faculty member;
- Complete 150 hours of creativity, action and service (CAS); and
- Complete a course in independent, critical thinking called the Theory of Knowledge.

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

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

- Competent readers;
- Willing to challenge themselves academically and intellectually;
- Able to speak and write the English language clearly and effectively;
- Capable of analytical, critical thinking;
- In possession of or willing to acquire the necessary time and stress management skills the program requires;
- Open and tolerant of new ideas, cultures and beliefs;
- Willing to participate in school and community activities;

- Able to develop and use information effectively; and,
- Above all, be willing to deal with the precision of thought and pace of a highly demanding academic curriculum.

The requirements for admission to the program are completion of an application and a meeting with the IB Coordinator and a high school administrator.

General Diploma Program Requirements

1. All Diploma Program candidates must study and be examined in six subject areas during their senior, and in some cases, their junior year. A minimum of three subjects must be at the Higher Level.
2. All Higher Level and Standard Level courses are graded on a scale of 1 – 7 points. In order to earn the IB Diploma, students must earn a minimum total score of 24 points. Students may earn up to an additional 3 points based upon the IB’s assessment of the Theory of Knowledge Essay and their Extended Essay. Diplomas are awarded in July, after students have received their high school diplomas.
3. All Diploma candidates must complete the Extended Essay satisfactorily. This essay involves an in-depth study of a single topic of approximately 4,000 words in length. It must be started in the junior year and ready for final revision by the beginning of the senior year. This is an independent assignment, guided by a faculty member who serves as the student’s mentor over the course of the project. The Extended Essay allows students to specialize in a specific subject area and provides valuable experience performing university level research.
4. All Diploma candidates must complete 150 hours of CAS (Community, Action and Service) satisfactorily. This consists of time devoted to activities involving communities as local as West Islip or as global as the entire planet. Time devoted to athletic pursuits may be used to satisfy the “action” requirements of the program, subject to the approval of the West Islip CAS Coordinator. CAS hours may begin at the end of the student’s sophomore year but must be completed by December of the student’s senior year. The West Islip CAS Coordinator must approve student hours prior to the commencement of each activity.
5. All Diploma Candidates must complete the Theory of Knowledge course satisfactorily. This is an internally and externally assessed interdisciplinary component of the program which explores different conceptions of knowledge found across various subject areas.

*** The fees for the International Baccalaureate Program include a \$145.00 registration fee and a \$100.00 per exam fee (2011-2012 rate). These fees are due by September 15, 2012.**

CHANGE OF PROGRAM / DROP POLICY

The intended goal of the school course selection process, which begins in the early spring of the preceding school year, is to best serve the educational needs of each student. Discussions take place among counselors, teachers, parents and students which take graduation requirements into account, as well as each student's interests, abilities and goals. Students have the opportunity in the succeeding month to review their schedules with their parents and counselors and to make any necessary adjustments. Except in rare instances, there should be no need for schedule changes once school begins in September.

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

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

Please note that schedules will **NOT** be changed to accommodate a request for early release. Also, lunch period changes will **NOT** take place without a doctor's note. Any schedule changes must be recommended by the student's counselor and approved by the parent, teacher, and the Director/Lead Teacher of the department. Such limited changes will be made only if class size permits. Students must continue to attend the originally scheduled class until a determination has been made.

TIMETABLE FOR SCHEDULE CHANGES

- Drop/Add Semester Courses
Deadline to drop- 5 days
Deadline to add – 5 days
- Drop/Add Full Year Courses
Deadline to drop – 5 days
Deadline to add – 5 days from the start of class

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

Criteria for Entrance to Honors Level

One of the following:

- Final subject area unweighted grade of 93 or better
- or -
- Performance Level 4 on New York State program tests for two of the previous three years for which scores are available

- and -

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

Criteria for Continuation at Honors Level

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

Procedures

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

Criteria for Entrance to Advanced Placement Level

- Successful completion of a prerequisite course at the Honors level

Procedures

- Same as for Honors level
- Students who choose not to take the related Advanced Placement examination for a course will have their final transcript amended to read "no exam taken".

HIGH SCHOOL INDEPENDENT STUDY

The following statement summarizes The Board of Education Policy regarding high school independent study:

“In unusual circumstances a student may wish to pursue study in a subject area of particular interest or importance to him/her that is not available in the regular course offerings or which scheduling conflicts preclude. With the permission of the school counselor, the subject area supervisor and the principal, such students may, on their own initiative, attempt to arrange to take such coursework on an independent study basis. It will be the student’s responsibility to establish his/her eligibility for such coursework and to seek out a teacher who is willing to facilitate the project. Such independent study will only be conducted subject to the availability of both student and teacher for common meeting times and subject to the willingness of a qualified teacher to undertake the project. Independent study meetings shall occur before or after school, or during study or lunch periods, but may NOT occur during times when the student or the teacher are scheduled for regular classes. No assurance can be made that any independent study coursework will be provided”.

NOTE:

All independent study courses must be approved by the Superintendent. It will be the responsibility of the high school Principal to notify the Superintendent of a proposed independent study course. A list of such approved courses will be provided to the Board of Education as an information item.

PLEASE NOTE:

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

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>IB THEORY OF KNOWLEDGE</u> (IB001/IB002)	2 years	.5 / year	1.15
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The Theory of Knowledge course is one of the three core requirements for obtaining the International Baccalaureate Diploma. It is offered every other day over the course of the student's junior and senior years. The purpose of the course is to provide a coherent view of knowledge. It draws upon information from all of the courses and activities the student pursues as part of the IB Diploma Program. Enrollment in this course is limited to IB Diploma candidates.

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

The organization of the course will center around three major topics:

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

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

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

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

IB BUSINESS AND MANAGEMENT

1 or 2 Year Course

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>IB BUSINESS AND MANAGEMENT SL (IB601)</u> Grade 11 or 12	year	1	1.15
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The IB Business and Management SL course is designed to give students a foundation in management principles, practices, and skills and to develop an awareness of the ethical and social responsibility issues that exist in business and other organizations both domestically and internationally. Emphasis is also placed on understanding technical innovation and day-to-day business functions of operations, marketing, human resource management, and finance. Topics include: break-even analysis, elasticity of supply and demand, marketing, global/international economies, political and economic analysis, economic systems, productivity, factors of production, economic measurements, the business cycle, trade barriers and exportation. Business and Management is a rigorous and critical study of the ways in which individuals and groups interact in a dynamic environment. Learning will include the application of tools and techniques of analysis that will enhance the understanding of complex business activities. Successful completion of this course will allow the learner to assimilate the principles of business and management, and to become critical and effective participants in local and world affairs.

CO-REQUISITE: Membership in the WIHS FBLA, DECA and/or Mock Trial Club and/or consultation with the instructor.

<u>IB BUSINESS AND MANAGEMENT HL 1 (IB602)</u> Grade 11	2 years	1	1.15
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IB Business and Management HL is a two year program. This course is the first unit of study. The business strategy topic is intended to provide a framework and overview for the students to think in an integrated way about the future strategy of a business or businesses. These skills are particularly relevant when examining the case study and when researching and writing the internal assessment components. The purpose of the business strategy topic is not to add extra content to the business and management course, but to collect business ideas, concepts, and techniques which will develop the skills that allow an informed decision to be made about the future direction of an organization. The type of thinking encouraged by this approach will provide a bridge between the Diploma Program Business and Management course and higher education or employment. Topics include: Break-even analysis, elasticity of supply and demand, Marketing, global/international economies, political and economic analysis, economic systems, productivity, factors of production, economic measurements, the business cycle, trade barriers and exportation.

CO-REQUISITE: Membership in the WIHS FBLA, DECA and/or Mock Trial Club and/or consultation with the instructor.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>IB BUSINESS AND MANAGEMENT HL 2 (IB603)</u>	2 years	1	1.15

Grade 12

This is the second course of this two year program . In conjunction with topics discussed in the first part of the course, learning will include the application of tools and techniques of analysis that will enhance the understanding of complex business activities. Topics of instruction will include: Human Resources, Accounts and Finance, and Operations Management. The purpose of the business strategy topic is not to add content to the course, but to collect business ideas, concepts, and techniques which will develop the skills that allow an informed decision to be made about the future direction of an organization. The type of thinking encouraged by this approach will provide a bridge between the Diploma Program Business and Management course and higher education or employment. Topics include: break-even analysis, elasticity of supply and demand, marketing, global/international economies, political and economic analysis, economic systems, productivity, factors of production, economic measurements, the business cycle, trade barriers and exportation.

CO-REQUISITE: Membership in the WIHS FBLA, DECA and/or Mock Trial Club and/or consultation with the instructor.

PREREQUISITE: IB Business and Management HL 1.

IB ENGLISH

This program of study provides students with an extremely challenging and rigorous course of study in preparation for their future university studies. IB English is a two-year course given in the junior and senior year that provides students with the opportunity to expand their knowledge and appreciation of their own culture and the cultures of others.

Course Objectives

Students will be able to:

- Study literature in more depth and with a more critical eye.
- Read complex texts with understanding on multiple levels, including how meaning is embodied in literary form.
- Write prose demonstrating their understanding of writing as a craft, something more than function and formula.
- Participate in and help to create a respectful learning environment where all ideas are considered and appreciated.
- Make meaningful contributions to their own education through effort, attitude, and desire.
- Develop the confidence, analytical tools, and communication skills to become active participants in our society.

Course Requirements

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

Note: Students are required to take the Comprehensive Examination in English at the end of the school year.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
*<u>IB ENGLISH HL 1 – Junior Year (IB101)</u>	year	1	1.15

(Concurrent Enrollment Model)

Semester 1 – Junior Year: School’s Free Choice

The texts chosen for this section are freely chosen by the school to allow for state requirements. (Students will be prepared to take the Comprehensive Examination in English.) The only mandate for this section is that one of the four works studies must be a work in translation. The major assessment for this semester is a 10-15 minute analytical oral presentation on one aspect of the works studied. This presentation is internally assessed (15%).

Semester 2 - Junior Year: Detailed Study

This part of the curriculum is an intensive study of three works from three different genres. Students will read and analyze a work of nonfiction, a play, a novel, and poetry from two poets. The objective of this part is to provide an opportunity for students to master the different forms of literature while learning to express an appreciation for the art and skill of writing. The major assessment for this semester is an oral commentary (15%) on a randomly chosen 20-40 lines of text (already covered in detail in class). Students will have 20 minutes to analyze and outline the passage and then deliver a 15 minute commentary which is recorded on an audio cassette. This assessment will be graded internally by the teacher and then sent to an IB committee for moderation (the teacher’s grades are checked for accuracy).

*<u>IB ENGLISH HL 2 – Senior Year (IB102)</u>	year	1	1.15
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Semester 1 – Senior Year: Works in Translation

This part of the curriculum requires students to read three works not originally written in English. These texts are chosen from the IB Prescribed Book List. The objective is to foster a greater understanding and appreciation for countries and cultures other than our own. The assessment is an externally assessed written assignment (25%).

Semester 2 – Senior Year: Literary Genres – The Novel

This part of the curriculum is designed to allow students to focus on one particular genre of literature for mastery. Three of these works must be originally written in English and one must be a World Literature text. The IB assessment for this part is the written exam given in May of the senior year. Paper #1, the Unseen Commentary (20%), is a paper analyzing either a poem or selection of prose that the student has not read prior to the exam. Paper #2 (25%), is a discussion of two novels studied this semester. This exam is externally assessed.

IB MATH

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>IB MATHEMATICS SL 1 (IB301)</u>	year	1	1.15
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The IB Mathematics SL course is the first year of a rigorous two year program of study designed for students who enter with a strong background in right triangle trigonometry, circular functions, sine and cosine rules, surface area and volume of geometric shapes, logic, linear, quadratic, and exponential functions, and some probability and statistics. All students will become proficient in the use of graphic display calculators for the topics covered in the syllabus. This course requires a variety of IB assessments. Students will submit a portfolio, comprised of two pieces of work, based on certain topics in the syllabus and involving mathematical investigation and mathematical modeling.

PREREQUISITE: Pass Honors criteria in Algebra 2/ Trigonometry Honors.

*<u>IB MATHEMATICS SL 2 (IB302)</u>	year	1	1.15
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This is the second half of the two year program of study in the IB Mathematics SL course. The class will continue to look at topics such as Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability. Students will submit a portfolio, comprised of two pieces of work, based on certain topics in the syllabus and involving mathematical investigation and mathematical modeling. All students will become proficient in the use of graphic display calculators for the topics covered in the syllabus.

*<u>IB MATHEMATICS STUDIES SL (IB303)</u>	year	1	1.15
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The IB Mathematics Studies SL course is a one year program designed for students to develop a sound mathematical background in preparation for future studies in mathematics. The IB Math Studies SL course stresses authentic application whenever possible. Students explore eight core topics: Introduction to the Graphic Display Calculator, Number and Algebra Sets, Logic and Probability, Functions, Geometry and Trigonometry, Statistics, Introductory Differential Calculus, and Financial Mathematics. The students will complete a project involving the collection and/or generation of data and the analysis and evaluation of that data. All students will become proficient in the use of graphic display calculators for the topics covered in the syllabus.

PREREQUISITE: Pass Algebra 2/ Trigonometry

IB MUSIC

1 or 2 Year Course

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>IB MUSIC SL Grade 11 or 12 (IB901)</u>	year	1	1.15
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The International Baccalaureate Music SL course is designed for students with a strong interest and background in music. This course will promote a greater awareness of internationalism and understanding of both Western and world music. Students will increase their knowledge of music theory including four part writing, figured bass, key signatures, scales, etc. Each student should be able to perform at the NYSSMA level 5. All IB SL music students are required to maintain membership in at least one of the school's major performing organizations: Symphonic Band, Wind Ensemble, Vocal Motion, Concert Choir, Chorale, Orchestra.

PREREQUISITE: Completion of Theory I, AP Music Theory and concurrent enrollment in a music performance class and/or permission of instructor.

<u>IB MUSIC HL Grade 11 and 12 (IB902)</u>	2 years	2	1.15
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The International Baccalaureate Music HL course is a two-year course designed for students with a strong interest and background in music. This course will promote a greater awareness of internationalism and understanding of both Western and world music. Students will increase their knowledge of music theory including four part writing, figured bass, key signatures, scales, etc. Each student should be able to perform at the NYSSMA level 5 or 6. All IB HL music students are required to maintain membership in the school Conservatory Program and at least one of the school's major performing organizations: Symphonic Band, Wind Ensemble, Vocal Motion, Concert Choir, Chorale, Orchestra.

PREREQUISITE: Completion of Theory I, AP Music Theory and concurrent enrollment in a music performance class and/or permission of instructor.

IB SCIENCE

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>IB BIOLOGY HL 1 - (IB405)</u>	year	1	1.15
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The primary emphasis of this course will be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding is a grasp of the personal experience in scientific inquiry as well as recognition of unifying themes that integrate the major topics of biology. Students should be able to use inquiry skills to apply their biological knowledge and critical thinking to environmental and social concerns that will benefit the world. Students will use the acquired tools to appreciate worldwide differences and work towards acceptance by those they can influence, educate and persuade. Topics studied in year one will include statistics, cells, biochemistry, plants, genetics and DNA, with the accompanying laboratory activities.

The IB Biology HL – year one course is designed for students entering the 11th grade who have successfully completed Honors Biology and Honors Chemistry. The course will follow the guidelines for IB Biology and prepare the student for the HL examination in May of 12th grade. Students may work on the required Group IV project during year one.

*<u>IB BIOLOGY HL 2 - IB406)</u>	year	1	1.15
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This course is a continuation of IB Biology HL – year one. The emphasis of this course will continue to be to develop an understanding of the concepts through scientific inquiry. Students will be presented with the unifying themes that integrate the major topics of biology. Students should be able to use inquiry skills to apply their biological knowledge and critical thinking to environmental and social concerns that will benefit the world. Students will use the acquired tools to appreciate worldwide differences and work towards acceptance by those they can influence, educate and persuade. Topics studied in year two include biotechnology, microbiology, ecology, evolution and human physiology, with the accompanying laboratory activities.

The IB Biology HL – year two course is designed for students entering the 12th grade and who have successfully completed IB Biology HL year one. The course will follow the guidelines for IB Biology and prepare the student for the HL examination in May of 12th grade. Students may work on the required Group IV project during year two.

*<u>IB PHYSICS SL (IB403)</u>	year	1.5	1.15
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IB Physics SL utilizes classroom lectures, experiments, and team projects to explore the nature of the physical world around us. Topics studied include classical mechanics, thermodynamics, electricity, magnetism, light, nuclear physics, and optional topics such as digital technology, astrophysics, climate change and communication technology. A large portion of the class time will be devoted to practical investigations and laboratory work. Students will collaborate with other IB subject students on the Group 4 Project. Additionally, we will aim to build the students' awareness of the social context in which scientific investigations are carried out including the moral, ethical, economic and environmental considerations. The essential nature of collaboration, on both the personal and international levels will also be explored.

The IB Physics SL course is designed for students who have successfully completed Honors Biology and Honors Chemistry. The course will follow the guidelines for IB Physics and prepare the student for the SL examination in May.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>IB ENVIRONMENTAL SYSTEMS SL (IB413)</u>	year	1.5	1.15
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This course is designed to provide students with a macrocosmic view of the environmental issues that pervade Planet Earth by integrating historical, economic, cultural, political, and scientific aspects and how they impact our global society. This is a laboratory oriented course with an emphasis on scientific principles, concepts, and methodologies required to identify, analyze, evaluate, and examine avenues of resolution to global issues. The course combines core curricula from both Group 4 and Group 3, offering more flexibility in the IB Diploma Program. It is recommended that students have preparation in understanding scientific method and some awareness of local and global environmental issues. Classes will meet for a double period everyday.

The IB Environmental Systems SL course is designed for students entering the 11th grade who have successfully completed two years of high school Honors level science. The course will follow the guidelines for IB Environmental Systems and prepare the student for the SL examination in May of 11th grade. Students may work on the Group IV project.

IB SOCIAL STUDIES

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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11th Grade

*<u>IB HISTORY OF THE AMERICAS HL 1 - (IB201)</u>	year	1	1.15
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The History of the Americas is a 2 year course.

An international minded education offers the best solution to provide young people with the skills, knowledge and values to confront the immense challenges that face humanity in the 21st century. This course is designed to present an intensive study of key historical developments in the 20th century and select topics from the Americas. The 11th grade curriculum has been carefully crafted to strike a balance between the IB goals of developing an international perspective particularly as relates to Canada, the United States and various Latin American nations, with the requirements of the New York State Regents assessment the students will sit for in June of the 11th grade year. An important aim of this course will be placed on developing critical thinking skills where students will interpret the past through the investigation of a variety of sources from multiple perspectives. An emphasis will be made to have students evaluate such issues as validity, reliability, credibility, certainty and individual, as well as, cultural points of view. In addition, issues that highlight the relationship between Theory of Knowledge (TOK) and history will be incorporated and explored throughout the course. Students will demonstrate their grasp of the aims and objectives of this course by way of three externally assessed papers in May of the second year. In addition, students will conduct an historical investigation which will be internally assessed and externally moderated.

12th Grade

*<u>IB HISTORY OF THE AMERICAS HL 2 - (IB202)</u>	year	1	1.15
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An international minded education offers the best solution to provide young people with the skills, knowledge and values to confront the immense challenges that face humanity in the 21st century. This is the second year of a two year course designed to present an intensive study of key historical developments in the 20th century from a international perspective. Select topics will include: Causes, Practices and Effects of War, The Cold War and an IB prescribed subject – Communism in Crisis 1976-1989. An emphasis will be made to have students evaluate such issues as validity, reliability, credibility, certainty, and individual, as well as, cultural points of view. In addition, issues that highlight the relationship between Theory of Knowledge (TOK) and history will be incorporated and explored throughout the course. Students will demonstrate their grasp of the aims and objectives of this course by way of three externally assessed papers in May of their senior year. In addition, students will conduct an historical investigation which will be internally assessed and externally moderated.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>IB PSYCHOLOGY SL (IB203/IB204)</u>			
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2 years

2

1.15

Psychology is the systematic study of human behavior and mental processes from an empirical perspective. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB Psychology examines the interaction of biological, cognitive and socio-cultural influences on human behavior, thereby adopting an integrative approach. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. In the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio-cultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. In this two-year program, students are required to complete two external essay assessments and an internal assessment report of a simple experiment which they conduct. *

*** This course satisfies the 12th grade American Government requirement.**

IB WORLD LANGUAGE

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
*<u>IB SPANISH SL 1 - (IB501)</u>	year	1	1.15
<p>This is the first year of a two year sequence for students seeking either an IB certificate or diploma. The course is designed for motivated students with a strong work ethic. The class will focus on reading, speaking and writing with a greater degree of accuracy. Spanish will be used exclusively in this class. In addition, an understanding and acceptance of other Hispanic cultures will be stressed. Contemporary publications (dealing with societal issues, literature, current events) within the Spanish-speaking world will be utilized in the classroom.</p> <p><u>PREREQUISITE:</u> Spanish 3R or 3H</p>			
*<u>IB SPANISH SL 2 – (IB502)</u>	year	1	1.15
<p>This is the follow-up course to Spanish 4 IB, slated to be implemented in 2011-2012. Students in this class can expect to be assessed as per the requirements of the IB program. Those planning to complete this sequence successfully must have achieved language fluency and the ability to write with grammatical accuracy. Participation in class discussions, utilizing higher order critical thinking skills, is expected of every student. As with the level 4 IB course, a priority of the class will be to foster global awareness and internationalism.</p> <p><u>PREREQUISITE:</u> Spanish 4 IB</p>			
*<u>IB ITALIAN SL 1 - (IB503)</u>	year	1	1.15
<p>Italian 4 IB is the first course of a two year program of advanced Italian studies. The goals will include increasing a student's ability to speak, understand, read and write in the language with grammatical and contextual accuracy, as well as developing an understanding of the culture where Italian is spoken. Students will be exposed to literature, arts and history, social trends and world issues. This course of study will encourage students to reach language fluency and to place themselves in a global context as citizens of the world. Upon successful completion of this course, students will enter the Italian 5 IB course in grade 12.</p> <p><u>PREREQUISITE:</u> Italian 3R or 3H</p>			
*<u>IB ITALIAN SL 2 - (IB504)</u>	year	1	1.15
<p>Italian 5 IB is the second course of a two year program of advanced Italian studies. The curriculum taught in this course will prepare students for the Italian IB assessments. Students should have a good command of the structural patterns and considerable competence in listening, speaking, reading, and writing. (See course description of Italian 4 IB.)</p> <p><u>PREREQUISITE:</u> Italian 4 IB</p>			

ART DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>STUDIO-IN-ART I (0701) & II (0704)</u>	sem or year	½, 1
An introduction to the skills and understandings needed as a background for all other art courses. This course is a prerequisite for all other art courses. May be taken for one semester only for ½ credit. 1 credit fulfills the art requirement for graduation.		
<u>SKILLS-IN-ART I (0750) & II (0754)</u>	sem or year	½, 1
This course is for students who wish to meet the art requirement but who do not believe that they will continue their study of art beyond one year. There is less of an emphasis on the technical aspects of art and more emphasis on creativity and appreciation of various artistic techniques. May be taken for one semester for ½ credit. 1 credit fulfills the art requirement for graduation.		
<u>DRAWING & PAINTING I (0708) & II (0712)</u>	sem or year	½, 1
Students approach drawing and painting through the use of multi media and the introduction of many different subject matters. Different techniques are used in creating both realistic and abstract art. Stress on strengthening drawing and painting skills is featured. This course is the key to the first steps in building a serious art portfolio. <u>PREREQUISITE:</u> 85 Average or better in Studio-In-Art.		
<u>GRAPHIC DESIGN I (0757) & II (0758)</u>	sem or year	½, 1
The curriculum will focus on teaching students the basics of commercial art and how to use technology to create. Focus will be placed not only on the mechanics of the computer, both hardware and software, but also on the various steps involved in commercial art. Students will learn to conceptualize ideas, create designs and produce them. Real world skills will play a vital role in the class, since the curriculum mirrors actual skills used in the commercial art fields. Language arts skills are incorporated as well. Students will learn about printing and photo imaging, as well as graphic design (incorporating words with pictures). This course will lay the foundations for Advertising Design I & II. May be taken for ½ year. <u>PREREQUISITE:</u> 80 average or better in Studio-In-Art I and II.		
<u>ADVERTISING DESIGN I (0736) & II (0732)</u>	sem or year	½, 1
Advertising I and II acquaint the student with important ideas about layout, typography, lettering, display and the requirements, and limitations of the graphic arts processes. Emphasis is placed on portfolio development and career guidance as the course develops. May be taken for one semester for ½ credit. <u>PREREQUISITE:</u> Graphic Design I & II.		
<u>OIL PAINTING (0740)</u>	sem	½
Students study this time-honored art by exploring color and manipulating brushes and painting knives. Many styles and techniques are introduced. This course is important for portfolio building and is necessary to proceed to AP Art. <u>PREREQUISITE:</u> 85 Average or better in Drawing and Painting I and II.		

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>WATER COLOR (0744)</u>	sem	1/2	
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Although a little more effort is needed to learn the skills related to watercolor painting, the final results are very rewarding. Traditional and experimental approaches are used in this exciting medium. This course is very important for portfolio building, and is necessary to proceed to AP Art.

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

<u>ADVANCED PLACEMENT STUDIO ART (0760)</u>	year	1	1.15
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The AP Program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Students should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course and that the program is not for the casually interested. The quest for quality of both production and experience in the AP program in Studio Art makes active demands on the student.

PREREQUISITE: Studio in Art, Drawing and Painting I and II, Oil Painting and Water Color, portfolio review and recommendation of instructor.

BUSINESS EDUCATION DEPARTMENT

GRADE LEVELS INDICATED IN COURSE DESCRIPTIONS ARE SUGGESTED GRADE LEVELS ONLY
OTHER SCHEDULING OPTIONS ARE AVAILABLE.
ANY ENTRY-LEVEL COURSES MAY BE TAKEN BY NON-BUSINESS MAJORS AS ELECTIVES

COURSE

COURSE LENGTH CREDIT

COMPUTER ESSENTIALS (0660) / (0662)

sem

½

*Recent graduates report that this is one of the most important and practical courses they have taken in high school—a course most likely to lead them to success in college and the workplace. This course is a highly recommended elective for ALL high school students and should be taken as soon as scheduling allows. It is designed for those students who wish to develop keyboarding skills and word processing skills for personal and professional use and is taught using Microsoft Word 2010 and MicroType (interactive keyboarding software). **Recommended for mature students who have an interest in developing good typing techniques; successful completion of this course requires being able to key without looking.***

DESKTOP PUBLISHING (0608)

sem

½

Desktop Publishing combines the skills of graphic design as part of the layout and production of a variety of published products. This course is designed for students already familiar with the basic features of Microsoft Word. Students will use Microsoft Publisher's advanced features and design concepts to create a variety of desktop publications such as: letterhead, brochures, newsletters, agendas, promotional flyers, business cards, and presentation materials. A portfolio will be utilized to assess student performance. ***Desktop Publishing is an ideal course to take as a follow-up to Computer Essentials.***

PREREQUISITE: Successful completion of Computer Essentials.

MICROSOFT OFFICE 2010 (0666)

sem

½

(formerly Information Processing)

Using Microsoft Office 2010, students will have the opportunity to develop skills in four major topics: word processing/desktop publishing using ***Word***, spreadsheets using ***Excel***, database management using ***Access***, and presentations using ***PowerPoint***, with a program of study designed and structured based on the outcomes necessary to be career and college ready! This course was the second business course mentioned by our former graduates as most helpful to them in college and in the workplace, and is the ideal course to take to review and master basic Microsoft Office software. ***Microsoft Office 2010 is an ideal course to take as a follow-up to Computer Essentials.***

PREREQUISITE: Successful completion of Computer Essentials.

WEB DESIGN (0696) (formerly Web Wizards)

sem

½

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

PREREQUISITE: Successful completion of Computer Essentials.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>HIGH SCHOOL FRESHMAN SEMINAR (0676)</u>	year	½
<p>High School Freshman Seminar is a course designed to promote a successful transition between middle school and high school. Too many students enter high school without the necessary skills or knowledge of what will be expected of them socially and academically as they move through the high school curriculum toward graduation. This course is designed to help students practice the study, note-taking, time management, social and human relations skills they need every day to be successful in their major academic subjects and in their “real” lives outside of school. This course will provide students with opportunities for academic enrichment and assistance, as well as the chance to improve organizational and communication skills. In addition, part of the course is dedicated to preparation for college and career choices. This course will assist students in meeting with success in high school. <i>Recommended only for freshmen and will be offered as an alternate day course.</i></p>		

<u>SPORTS AND ENTERTAINMENT MARKETING (0652)</u>	year	1
<p>This full-year course will introduce students to principles of marketing utilizing the specific environments of the sports and entertainment industries. Students enrolled in this course will create and manage their own sports team using a <i>Fantasy Sports</i> software program, and design and manage their own theme park utilizing the “<i>Roller Coaster Tycoon</i>” software program. Students work on continuous projects encompassing research, event promotion, merchandising, packaging, product marketing, promotion, publicity and sales. Real-life scenarios allow students to participate in decision-making and event marketing which will prepare them for a career in the marketing industry. Guest speakers, hands-on experience, and relevant field trips are all a part of this exciting course. <i>Recommended for all students.</i></p>		

<u>FASHION MARKETING (0650)</u>	sem	½
<p>Fashion is a part of our everyday lives. Everyone wears clothes and, therefore, buys clothes. Styles change from year-to-year and from season-to-season, creating new trends and demand for certain fashions. It is important to recognize the impact that the fashion industry has on our lives. Fashion Marketing will introduce students to the marketing strategies used to develop, distribute, and showcase today’s fashion. Real-life scenarios and projects will prepare students for a career in the marketing industry. Possible field trips to Fashion Institute of Technology and Macy’s Herald Square will be incorporated. <i>Recommended for all students.</i></p>		

<u>CAREER AND FINANCIAL MANAGEMENT (0600)</u>	year	1
<p>This full-year course will prepare students to succeed in personal finance and career readiness. An emphasis on workplace skills, human relation skills, technology, and career planning will provide the student with a strong foundation in workplace competencies. Students will prepare for and develop an awareness of the interview process and current career opportunities. Personal financial planning will explore ways to spend, save, and invest money to live comfortably, have financial security, and achieve goals. Students will be introduced to their financial responsibilities by discovering ways to identify a career path, develop strategies for managing finances, and explore methods for the wise use of credit. Students will explore current trends and issues that consumers face in the marketplace to assist them in securing their financial future. <i>For students taking any of the 5 unit sequences in Career and Technical Education, this is a required course.</i> <i>Recommended for all students.</i></p>		

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>WALL STREET: Investing in a Global Economy (0680)</u>	sem	½
<p>Wall Street introduces students to the fundamentals of how a market economy functions. Students will learn to read and comprehend financial information, research global stock exchanges, understand America's business structure, recognize how and why a company issues stock, comprehend mutual funds and types of bonds, and learn to apply basic investment guidelines. In addition, students will participate in <i>The Stock Market Game</i>, an interactive, internet-based program designed to assist in the study of securities markets. <i>Recommended for upperclassmen who work well independently.</i></p>		
<u>FINANCIAL MATH (0685)</u>	year	1
<p>Financial Math is an interdisciplinary course related to Mathematics and Business Career Development, combining the study of applied mathematics and specialized financial topics. By covering a wide array of these topics, students will strengthen their math skills while they become prepared to interact with banks, financial firms, money management firms, and insurance and mortgage companies. This course is designed to prepare students for continued business study and to understand the complex financial world they will encounter during their lives both personally and professionally.</p> <p><u>PREREQUISITE:</u> Open to <i>juniors</i> and <i>seniors</i> who have successfully completed the first two years of math requirements for graduation. <i>Can be taken for math or business credit.</i></p>		
<u>ACCOUNTING (0628)</u>	year	1
<p>This course is designed to develop occupational competencies in bookkeeping. It is an introduction to keeping business and financial records through the accounting cycle. Course content encompasses the complete accounting cycle and provides opportunities for incorporation of computer utilization into the instruction. It is an excellent elective for students majoring in the office technologies or marketing. Academic-minded students who plan to major in Accounting or Business Administration in college will find this course extremely beneficial. Upon completion of this course, the student should be able to keep a simple set of books. <i>Recommended for students who plan to major in business in college.</i></p>		
<u>BUSINESS AND PERSONAL LAW (0636)</u> (formerly Business Law)	year	1
<p>Business and Personal Law is a course that will offer students insight into the legal aspects of topics that will definitely be part of their future. It will help them become more careful and astute consumers by becoming knowledgeable about leases, contracts, insurance, employment, marriage, and many other legal documents. Legal rights and obligations will be explored and explained. Students will acquire the confidence and knowledge necessary to contend with legal problems they may encounter in their business or personal lives. Business and Personal Law is a course students will find practical and interesting. Guest speakers and field trips offer enriched learning experiences.</p> <p><i>Recommended for upperclassmen who have the ability to read at grade level.</i></p>		
<u>COLLEGE FRESHMAN SEMINAR (0678)</u>	fall	½
<p>College Freshman Seminar has been very successful in supporting student success in college. It will help students who plan to attend a four-year college in their college planning, application, and decision making process. Topics to be explored include: college selection, choosing a college major, financial aid and scholarships, attitude and willingness to work, task and time management, setting priorities, using research tools, making decisions, independent living, and college-readiness.</p> <p><i>Recommended for all seniors who plan to attend a four-year college.</i></p>		

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>COLLEGE ACCOUNTING (0634)</u>	year	1	1.15
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College Accounting is a college level course for academically talented and highly motivated students. This is an accelerated accounting course particularly of value for students who plan to study accounting, business administration, or a related field while in college. It includes analysis, interpretation and preparation of financial statements for proprietorships, partnerships, and corporations. Students will receive career-readiness preparation that includes a two-week unit in QuickBooks accounting software. Homework and practice sets are an integral part of the course requirements. Students enrolled in College Accounting will have the option of receiving three undergraduate credits in conjunction with the “*University In The High School Program*” offered by SUNY Farmingdale State College. (\$140.00/three credits 2011/12)

PREREQUISITE: Open to *juniors* and *seniors* who have maintained an overall average of at least 85% **and** who have the ability to read on grade level.

<u>COLLEGE BUSINESS LAW (0610)</u>	year	1	1.15
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College Business Law is a college level accelerated law course for academically talented and highly motivated students particularly of value for those who have an interest in understanding how laws today affect people in their everyday lives. Businesses operate within a clear but quite complex legal environment and to become an effective business leader, one needs to understand that environment. In this course, students will be introduced to the important concepts of torts, contracts, agency, business structures, and develop legal reasoning skills and a solid appreciation for the business benefits and constraints of our legal system. Students will learn the basics of court and trial procedure and how to minimize their business’s legal risks, prepare legal plans, and learn how to maximize legal protections by participating in a mock trial. Students enrolled in Introduction to Business will have the option of receiving three undergraduate credits in conjunction with the “*University In The High School Program*” offered by SUNY Farmingdale State College. (\$140.00/three credits 2011/12)

PREREQUISITE: Open to *juniors* and *seniors* who have maintained an overall average of at least 85% **and** who have the ability to read on grade level.

<u>COLLEGE INTRODUCTION TO BUSINESS (0683)</u>	year	1	1.15
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College Introduction to Business is a college level course for academically talented and highly motivated students designed to introduce the concepts and skills needed to understand and manage businesses. It examines the complex environment in which business organizations function, integrates the study of Management within the traditional liberal arts curriculum, and prepares the student for more advanced courses in Business and Economics. The pace will be rapid and intense, but the dedicated student will be rewarded with a *wealth* of knowledge about the functioning of today’s business world and current trends. Internet-based activities will be an integral part of this course. Students enrolled in Introduction to Business will have the option of receiving three undergraduate credits in conjunction with the “*University In The High School Program*” offered by SUNY Farmingdale State College. (\$140.00/three credits 2011/12)

PREREQUISITE: Open to *juniors* and *seniors* who have maintained an overall average of at least 85% **and** who have the ability to read on grade level.

COURSE**COURSE LENGTH****CREDIT****WEIGHT****COLLEGE MARKETING (0654)**

year

1

1.15

College Marketing is a college level course for academically talented and highly motivated students. This is an accelerated marketing course particularly of value for students who plan to study business marketing, sports marketing, business administration, or related fields. College Marketing will provide students with a comprehensive understanding of marketing practices and principles at both the retail and industrial level to stress the importance of marketing in the business world. Key subjects such as communications, problem solving, decision-making, and human relations will be incorporated into the curriculum. Each student will develop an employability portfolio which can be taken to a prospective employer to demonstrate the student's marketing knowledge and general skills needed to succeed in a business career. Students enrolled in College Marketing will have the option of receiving three undergraduate credits in conjunction with the "University In The High School Program" offered by SUNY Farmingdale State College. (\$140.00/three credits 2011/12)

PREREQUISITE: Open to *juniors* and *seniors* who have maintained an overall average of at least 85% **and** who have the ability to read on grade level.

5-UNIT SEQUENCES
BUSINESS AND MARKETING EDUCATION

<u>All must include:</u> Career and Financial Management (0600)			1 Credit
Computer Technology Cluster		Credits	Credits
Computer Essentials	½	Microsoft Office 2010	½
Web Design	½	College Introduction to Business	1
Desktop Publishing	½		
College Freshman Seminar	½	IB Business and Management SL or HL	1
Accounting / Finance Cluster			
Computer Essentials	½	Microsoft Office 2010	½
Accounting	1	College Accounting	1
Business and Personal Law	1	College Business Law	1
Wall Street	½	College Introduction to Business	1
Financial Math	1		
College Freshman Seminar	½	IB Business and Management SL or HL	1 - 2
Marketing Cluster			
Computer Essentials	½	Microsoft Office 2010	½
Fashion Marketing	½	College Marketing	1
Sports and Entertainment Marketing	1	College Introduction to Business	1
Accounting	1	College Accounting	1
Business and Personal Law	1	College Business Law	1
College Freshman Seminar	½	IB Business and Management SL or HL	1 - 2
Business Administration Cluster			
Computer Essentials	½	Microsoft Office 2010	½
Business and Personal Law	1	College Business Law	1
College Accounting	1	College Marketing	1
College Introduction to Business	1		
College Freshman Seminar	½	IB Business and Management SL or HL	1 - 2

INTERNATIONAL BACCALAUREATE PROGRAM

DIPLOMA AND CERTIFICATE PROGRAMS

IB BUSINESS AND MANAGEMENT

1 or 2 Year Course

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>IB BUSINESS AND MANAGEMENT SL (IB601)</u> Grade 11 or 12	year	1	1.15
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The IB Business and Management SL course is designed to give students a foundation in management principles, practices, and skills and to develop an awareness of the ethical and social responsibility issues that exist in business and other organizations both domestically and internationally. Emphasis is also placed on understanding technical innovation and day-to-day business functions of operations, marketing, human resource management, and finance. Topics include: break-even analysis, elasticity of supply and demand, marketing, global/international economies, political and economic analysis, economic systems, productivity, factors of production, economic measurements, the business cycle, trade barriers and exportation. Business and Management is a rigorous and critical study of the ways in which individuals and groups interact in a dynamic environment. Learning will include the application of tools and techniques of analysis that will enhance the understanding of complex business activities. Successful completion of this course will allow the learner to assimilate the principles of business and management, and to become critical and effective participants in local and world affairs.

CO-REQUISITE: Membership in the WIHS FBLA, DECA and/or Mock Trial Club and/or consultation with the instructor.

<u>IB BUSINESS AND MANAGEMENT HL 1 (IB602)</u> Grade 11	2 years	1	1.15
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IB Business and Management HL is a two year program. This course is the first unit of study. The business strategy topic is intended to provide a framework and overview for the students to think in an integrated way about the future strategy of a business or businesses. These skills are particularly relevant when examining the case study and when researching and writing the internal assessment components. The purpose of the business strategy topic is not to add extra content to the business and management course, but to collect business ideas, concepts, and techniques which will develop the skills that allow an informed decision to be made about the future direction of an organization. The type of thinking encouraged by this approach will provide a bridge between the Diploma Program Business and Management course and higher education or employment. Topics include: break-even analysis, elasticity of supply and demand, marketing, global/international economies, political and economic analysis, economic systems, productivity, factors of production, economic measurements, the business cycle, trade barriers and exportation.

CO-REQUISITE: Membership in the WIHS FBLA, DECA and/or Mock Trial Club and/or consultation with the instructor.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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Grade 12

This is the second course of this two year program . In conjunction with topics discussed in the first part of the course, learning will include the application of tools and techniques of analysis that will enhance the understanding of complex business activities. Topics of instruction will include: Human Resources, Accounts and Finance, and Operations Management. The purpose of the business strategy topic is not to add content to the course, but to collect business ideas, concepts, and techniques which will develop the skills that allow an informed decision to be made about the future direction of an organization. The type of thinking encouraged by this approach will provide a bridge between the Diploma Program Business and Management course and higher education or employment. Topics include: break-even analysis, elasticity of supply and demand, marketing, global/international economies, political and economic analysis, economic systems, productivity, factors of production, economic measurements, the business cycle, trade barriers and exportation.

CO-REQUISITE: Membership in the WIHS FBLA, DECA and/or Mock Trial Club and/or consultation with the instructor.

PREREQUISITE: IB Business and Management HL 1.

DANCE DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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STUDIO DANCE I (1113/0780) Grades 9 – 12

year

½

This is a class for the 1st year high school dancer. The course will place emphasis on physical and creative skill development while providing opportunities to experience and appreciate dance performance. Studies will include: the historical and cultural development of the dance arts, criteria for the evaluation of dance art, choreographic craftsmanship and personal creativity. Ballet, modern and jazz dance techniques will be taught.

STUDIO DANCE II (1114/0781) Grades 10 – 12

year

½

This is a class for experienced dancers. The course will place emphasis on physical and creative skill development while providing opportunities to experience and appreciate dance performance at a higher level than offered in Studio Dance I. Studies will include: the historical and cultural development of the dance arts, criteria for the evaluation of dance art, choreographic craftsmanship and personal creativity. Ballet, modern and jazz dance techniques will be taught.

PREREQUISITE: Studio Dance I and permission of department **OR** placement via audition.

WEST ISLIP DANCE COMPANY (1115/0782) BLUE

year

1

This is a class for the advanced dancers. Advanced ballet, modern and jazz dance techniques will be taught. Advanced studies will include: the historical and cultural development of the dance arts, criteria for the evaluation of dance art, choreographic craftsmanship and personal creativity.

PREREQUISITE: Studio Dance I and permission of department **OR** placement via audition.

WEST ISLIP DANCE COMPANY (1116/0783) GOLD

year

1

This is a class for the most advanced dancers. Advanced ballet, modern and jazz dance techniques will be taught. Advanced studies will include: the historical and cultural development of the dance arts, criteria for the evaluation of dance art, choreographic craftsmanship and personal creativity.

PREREQUISITE: Studio Dance I and permission of department **OR** placement via audition.

ENGLISH LANGUAGE ARTS PROGRAM PHILOSOPHY

On the website www.dictionary.com, the word “literate” is identified as an adjective with the following meanings: able to read and write; having or showing knowledge of literature, writing, etc., literary, well read; characterized by skill, lucidity, polish, or the like, (His writing is literate but cold and clinical.); having knowledge or skill in a specified field, (literate in computer usage); having an education, educated. It is also identified as a noun as in a person who can read or write; a learned person. This definition, on the surface, seems quite complete. However, this word incorporates many more dimensions and must be reviewed more carefully. The New York State P-12 Common Core State Standards (CCSS) for English Language Arts and Literacy recognizes the need to delve further and therefore presents a description of literate individuals that is more expansive and indicative of the kinds of classroom practices supported by the new standards.

According to the CCSS, literate individuals:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.

Using these descriptors as a guide, the West Islip High School English Department will continue to refine course content and instructional practices in ways that will firmly support the development of our students as literate individuals of the 21st century.



<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<p>*<u>ENGLISH 9RP (0105) 9R (0107) 9H (0106)</u></p> <p>Freshman English is an examination of literature from around the world. Students will study themes and technical construction of various genres of literature, including but not limited to: novels, plays, short stories, poems, and autobiographies. In addition to the study of literature, the curriculum focuses on composition, featuring a variety of forms including expository essays, narrative essays, persuasive essays, research writing, and journal writing for literary response. Throughout the writing process, students will be expected to master a number of grammatical rules. In addition, students will begin to obtain the skills necessary to be successful on the New York State Comprehensive Examination in English.</p>	<p>year</p>	<p>1</p>	<p>1.0/1.0/1.05</p>
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<p>*<u>ENGLISH 10RP (0111) 10R (0104) 10H (0112)</u></p> <p>Sophomore English is a continuation of the examination of literature from around the world. Students will participate in a more in-depth study of themes, the technical construction of various genres of literature, and composition. Students will be expected to gain greater command of grammatical rules as their writing instruction becomes more sophisticated. Students will continue to develop the skills necessary to be successful on the New York State Comprehensive Examination in English.</p>	<p>year</p>	<p>1</p>	<p>1.0/1.0/1.05</p>
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<p>*<u>ENGLISH 11RP (0124) 11R (0120)</u></p> <p>English 11R is the culmination of study begun in the middle school and finalizes students' preparation for the New York State Comprehensive Examination in English. American literature is organized within thematic units and emphasizes reading, writing, speaking, and listening at the commencement level of achievement.</p>	<p>year</p>	<p>1</p>	<p>1.0</p>
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<p>*<u>ENGLISH 11H*</u> (0110)</p> <p>This course will cover the same curriculum as English 11R but with greater emphasis on the critical analysis of complicated literary works. Students read increasingly difficult literature and write with more stylistic sophistication than in English 11R.</p> <p>* See Honors criteria</p>	<p>year</p>	<p>1</p>	<p>1.05</p>
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***ENGLISH 11 ADVANCED PLACEMENT LITERATURE AND COMPOSITION (0179)**

<p>AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Emphasis is placed on the student's ability to challenge ideas and incorporate the codes and conventions of difficult texts into his or her thinking. Students read increasingly difficult literature and write with more stylistic sophistication than in English 11H. Students are expected to take the AP examination in Literature and Composition in May, as well as the New York State Regents examination in English.</p>	<p>year</p>	<p>1</p>	<p>1.15</p>
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PREREQUISITE: English 10H and Social Studies 10H *plus* teacher recommendation.

Note: All students must take a full year of English in the 12th grade, regardless of the amount of English completed in Grades 9-11. All Honors students in the 12th grade must take English 12AP, World Literature 12, or SUPA (WRT 105 and ETS142). (For further information on honors level courses, please see the section in the Course Guide on Honors/Advanced Placement Eligibility Criteria.) All other 12th grade Regents Prep and Regents students must enroll in English 12R, which will provide a full year of English instruction; it is an outgrowth of the work that students have completed in 11th grade English. Students are still eligible for and encouraged to enroll in any electives offered by the English department that arouse interest or fulfill a desire to hone skills in a particular area of instruction.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>ENGLISH 12R (01215)</u>	year	1	1.0
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This senior survey course will focus on developing students as independent readers and writers. Students will participate in literature circles to explore literature collaboratively and will also be responsible for completing independent reading assignments. Non-fiction pieces will be explored to prepare students for the task of reading for information throughout their lives. In order to connect students to college expectations and beyond, students will examine various college application forms and learn writing techniques and strategies to successfully complete college level writing tasks. Students will also explore and improve techniques of personal essay writing and writing for different purposes and audiences. Students will also complete the required 12th grade research paper.

*<u>ENGLISH 12 ADVANCED PLACEMENT – LANGUAGE AND COMPOSITION (0128)</u>	year	1	1.15
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The overall goal of this course is to engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and reading will make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will read increasingly complex texts with understanding and write with sufficient richness and complexity to communicate with mature readers. Students are expected to take the AP Examination in Language and Composition in May. Registration requires teacher recommendation.

PREREQUISITE: Humanities 11AP or English 11H *plus* teacher recommendation.

*<u>WORLD LITERATURE 12H (0127)</u>	year	1	1.05
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Students in this full-year course examine and analyze challenging and diverse literature from ancient Greeks to modern Europeans. Units of study are designed to challenge students to consider and explore literary themes across cultural lines/boundaries. This writing-intensive course involves work on personal essays, literary criticism, and a major author research paper and presentations.

PREREQUISITE: 11H or 11AP – Open to 11R with teacher recommendation.

**COURSE DESCRIPTIONS FOR
SYRACUSE UNIVERSITY PROJECT ADVANCE
AT WEST ISLIP HIGH SCHOOL**

This program offers qualified high school students the opportunity to enroll in challenging Syracuse University freshman courses during their senior year of high school. Control of the academic aspects of PROJECT ADVANCE courses, including course syllabi, textbooks, assignments, grading practices, and like matter, resides with the university faculty. *A student tuition cost of \$330 for each three-credit course is required**. Students are expected to adhere to all the policies and procedures set forth by Syracuse University.

NOTE: *In order to participate in PROJECT ADVANCE, students must enroll in both WRT 105 and ETS 142.*

The benefits of participating in Project Advance include the following:

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

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>*WRT 105 – PRACTICES OF ACADEMIC WRITING (0180)</u>	sem	WIHS ½ SU 3	1.15

(Concurrent Enrollment Model)

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

PREREQUISITE: Students must:

- be seniors in high school with an average of B+ or higher
- have participated in rigorous honors or advanced placement courses
- have earned at least 93 in higher level English courses

Note: Students may be subject to a writing review.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
*ETS 142 – NARRATIVES OF CULTURE: INTRODUCTION TO ISSUES OF CRITICAL READING (0181)	sem	WIHS ½ SU 3	1.15

(Concurrent Enrollment Model)

This freshman course introduces students to the complex and significant issues at stake when we read a text of culture. Students study texts of the culture around them ranging from advertisements to paintings; from television programs to plays and theatrical pieces; from poetry to political speeches; from song lyrics to contemporary and canonical novels. Students learn that ideas about language, subjectivity, representation and culture itself often intersect in lively debates that cross time and disciplinary boundaries. Students examine how language and meaning interrelate, and how the subject position of a character in a story, the author, or even the reader influences the meaning the reader makes of a text. Students look at the historical situatedness of a text and determine how the text's, the author's and even the reader's place in history influences the meaning that is made. Students investigate how power works among the characters in texts and the effects of power relationships in the society producing and consuming those texts. By the end of the course, the students will appreciate what is at stake when we read, how interpretive practice is shaped, and how we make meaning in our culture.

PREREQUISITE: Students must:

- be seniors in high school with an average of B+ or higher
- have participated in rigorous honors or advanced placement courses
- have earned at least 93 in higher level English courses
- have completed SYRACUSE UNIVERSITY PROJECT ADVANCE: WRT 105

ENGLISH DEPARTMENT ELECTIVES

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
*<u>ADVANCED WORD POWER</u> (0172)	year	1	1.0
This course is designed to assist students in enhancing their vocabulary and grammar skills. The advanced study of etymology, which includes the study of Latin & Greek words, coupled with an intense focus on grammatical dexterity, provides a foundation for lifelong language development. Students will also receive instruction in advanced composition, working towards mastery in writing skills. Grades 10 thru 12			
*<u>CREATIVE WRITING</u> (0184)	sem	½	1.0
This elective is an advanced writing course for students who wish to gain or extend their experience as a writer. Creative Writing provides an opportunity for students to create original, imaginative writing based on the study of models from observation, experience, and literature. Students will work on descriptive, narrative, and persuasive prose as well as dialogue and poetry. Student writing will be shared with the class and will be evaluated by both the instructor and peers. The course will be conducted in a workshop format; most class periods will be devoted to writing and ongoing conferences. Writers will be encouraged to submit work to contests and publications. Grades 11 and 12			
<u>JOURNALISM I</u> (0183)	sem	½	1.0
This elective course will provide a general introduction to journalism, focusing on the history of journalism, trends in journalism, news writing, design and layout, and publishing. This course will develop the communication skills and specialized writing techniques needed by journalists. Students will learn and employ interviewing techniques as they gather, write, and report the news. In addition, students will write for a variety of purposes as they explore the different genres of a newspaper, such as sports, editorials, advice, local news, feature stories, advertising, and entertainment. Students will contribute to <i>Paw Prints</i> , West Islip High School's newspaper. Open to all students grades 9-12. Students <u>must</u> possess strong writing skills to be successful in this course.			
<u>JOURNALISM II</u> (0185)	sem	½	1.0
This elective course is designed to be a practical laboratory of the newspaper production process, culminating in the class members assuming responsibility for the publication of the school newspaper. It focuses on journalistic writing, photography, design, and newspaper production. Students will write, edit and complete the layout for each edition of the school newspaper. Participating students will assume leadership roles as page and section editors. Students will make decisions about copy, style, design, deadlines, assignments, and fundraising. Open to students in grades 10-12 who have demonstrated a profound interest in writing beyond the standard English curriculum, have strong writing skills, and have completed Journalism I.			
*<u>MYTHOLOGY</u> (0136)	sem	½	1.0
Mythology is designed to bring to students, through a thematic approach, a concept of the role played by <i>Greek</i> and <i>Roman</i> mythologies in shaping civilization from the era of ancient Greece to the present. This course will help students to understand the many influences of ancient mythology upon modern day life. Grades 10-12.			
*<u>SOCIAL ISSUES IN CONTEMPORARY LITERATURE</u> (0165)	sem	½	1.0
Students read, question, and discuss social issues such as racism, sexism, societal violence, drug addiction and alcoholism in the context of contemporary novels, short stories and poetry. Grade 12.			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>PUBLIC SPEAKING, DRAMA, AND DEBATE</u> (0166)	sem	½	1.0
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The focus is the various aspects of public speaking, employing oral presentations of narrative, persuasive, and expository styles. Debate will focus on adherence to form, thorough written research, objectivity, and the ability to present both sides of an issue. A unit on theater will include dramatic monologues, dialogue, body language, projection, emotion conveyance, and extemporaneous speaking. Grades 10-12.

*<u>FILM STUDIES</u> (0176)	sem	½	1.0
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Film Studies examines the different genres of film including comedy, drama, suspense, and horror. Discussion will focus on the film techniques (camera angle, lighting, editing) and methods of critical analysis (shot, mis en scene). Students will use this foundation to analyze and create their own short films. Grades 10-12.

INTERNATIONAL BACCALAUREATE PROGRAM
DIPLOMA AND CERTIFICATE PROGRAMS

ENGLISH

This program of study provides students with an extremely challenging and rigorous course of study in preparation for their future university studies. IB English is a two-year course given in the junior and senior year that provides students with the opportunity to expand their knowledge and appreciation of their own culture and the cultures of others.

Course Objectives

Students will be able to:

- Study literature in more depth and with a more critical eye.
- Read complex texts with understanding on multiple levels, including how meaning is embodied in literary form.
- Write prose demonstrating their understanding of writing as a craft, something more than function and formula.
- Participate in and help to create a respectful learning environment where all ideas are considered and appreciated.
- Make meaningful contributions to their own education through effort, attitude, and desire.
- Develop the confidence, analytical tools, and communication skills to become active participants in our society.

Course Requirements

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

Note: Students are required to take the Comprehensive Examination in English at the end of the school year.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
*<u>IB ENGLISH HL 1 – Junior Year (IB101)</u>	year	1	1.15

(Concurrent Enrollment Model)

Semester 1 – Junior Year: School’s Free Choice

The texts chosen for this section are freely chosen by the school to allow for state requirements. (Students will be prepared to take the Comprehensive Examination in English.) The only mandate for this section is that one of the four works studies must be a work in translation. The major assessment for this semester is a 10-15 minute analytical oral presentation on one aspect of the works studied. This presentation is internally assessed (15%).

Semester 2 - Junior Year: Detailed Study

This part of the curriculum is an intensive study of three works from three different genres. Students will read and analyze a work of nonfiction, a play, a novel, and poetry from two poets. The objective of this part is to provide an opportunity for students to master the different forms of literature while learning to express an appreciation for the art and skill of writing. The major assessment for this semester is an oral commentary (15%) on a randomly chosen 20-40 lines of text (already covered in detail in class). Students will have 20 minutes to analyze and outline the passage and then deliver a 15 minute commentary which is recorded on an audio cassette. This assessment will be graded internally by the teacher and then sent to an IB committee for moderation (the teacher’s grades are checked for accuracy).

*<u>IB ENGLISH HL 2 – Senior Year (IB102)</u>	year	1	1.15
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Semester 1 – Senior Year: Works in Translation

This part of the curriculum requires students to read three works not originally written in English. These texts are chosen from the IB Prescribed Book List. The objective is to foster a greater understanding and appreciation for countries and cultures other than our own. The assessment is an externally assessed written assignment (25%).

Semester 2 – Senior Year: Literary Genres – The Novel

This part of the curriculum is designed to allow students to focus on one particular genre of literature for mastery. Three of these works must be originally written in English and one must be a World Literature text. The IB assessment for this part is the written exam given in May of the senior year. Paper #1, the Unseen Commentary (20%), is a paper analyzing either a poem or selection of prose that the student has not read prior to the exam. Paper #2 (25%), is a discussion of two novels studied this semester. This exam is externally assessed.

FAMILY AND CONSUMER SCIENCES DEPARTMENT

COURSE

COURSE LENGTH

CREDIT

These courses may be used to meet the art requirement for graduation.

CLOTHING AND TEXTILES: CORE (0812)

sem

½

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

HOUSING AND THE ENVIRONMENT:

sem

½

CORE (0816)

Students in Housing and the Environment will become familiar with housing design, past and present, and will learn which personal and environmental factors must be considered when making housing decisions. Students will plan projects which use the principles of design and the elements of art to create attractive and practical environments. In addition, they will evaluate household appliances and equipment, learn about care of the home, and investigate energy conservation techniques. Field trips will be arranged when possible.

These courses are offered for grades 9-12

FOOD AND NUTRITION: CORE (0808)

sem

½

This course will help students develop an understanding of sound nutritional concepts through many hands-on experiences related to food and nutrition. Students will explore nutritional requirements for people of various ages and needs, learn about the dietary guidelines that promote long-term wellness, and plan, purchase, prepare, serve, and evaluate a wide variety of foods. Careers related to food and nutrition will be experienced in the lab as students become “Entrepreneurs” when they create a business and prepare products from the kitchen for the HS faculty. Field trips will be arranged when possible.

INTERIOR DESIGN (0814)

sem

½

Explore the world of the interior designer! In this course, students will assume the role of an interior designer/decorator. Using principles of design and the architectural features of a home, students will plan a complete interior that meets the needs of a client. The many and varied career opportunities in this field will also be examined through appropriate field trips. For those who plan to pursue a career in the field of interior decorating or interior design, this course will be valuable in developing a portfolio of materials for college program acceptance and/or career advancement. **Interior Design is an excellent follow-up to Housing and the Environment.**

PARENTING (0820)

sem

½

Do you want to understand more about yourself while learning about children? What are children really like? Are discipline and punishment the same thing? What does being a “responsible” parent mean? These and other questions will be explored in this course. Topics include prenatal to early childhood development, parenting skills, managing family life, and community help for families in stress or crisis. Activities include “Baby Think It Over” and exploring a host of exciting career possibilities in the field of Human Services.

COURSE

COURSE LENGTH

CREDIT

These courses are offered for grades 10—12

CHILD DEVELOPMENT (0828)

year

1

Aren't babies and children wonderful? Parenting and child development is an important area of study for those who want to enjoy and understand children to the fullest. If children are in their future as part of a career or as a parent, students will enjoy this course. Students will have an opportunity to work with four-year-old children in our playschool lab, observing their growth, development, and behavior. For those who plan to pursue a career working with children or studies in education at the college level, this course is the perfect fit, and will be valuable in developing a portfolio of materials for college program acceptance and/or career advancement. *Suggested for students in grades 10 and 11.*

EARLY CHILDHOOD EDUCATION (0804)

year

1

Would you like an opportunity to work with young children? In our Early Childhood Education course students will work as a “student teacher” with four-year-old children in our playschool lab. Students will write detailed lesson plans and design activities similar to those in college education courses in order to conduct age-appropriate art, music, math, science, story, and game activities with them. In addition, they will explore other career opportunities for working with children besides education and develop strong skills needed for success in any workplace in which children are the focus. For those who plan to pursue a career in these related fields, this course will be valuable in developing a portfolio of materials for college program acceptance and/or career advancement. **Early Childhood Education is an excellent follow-up to Child Development.** *Suggested for students in grades 11 and 12.*

HEALTH & PHYSICAL EDUCATION DEPARTMENT

COURSE

COURSE LENGTH

CREDIT

HEALTH EDUCATION (1401)

sem

1/2

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

PHYSICAL EDUCATION 9/10 (1101/1102)

sem

1/4

11/12 (1111/1112)

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

LIFEGUARD TRAINING (1105)

sem

1/4

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

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

NOTE: The American Red Cross charges a fee of \$35.00 for the certification.

ADAPTIVE PHYSICAL EDUCATION (1107)

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

FITTER, FASTER, STRONGER (FFS) (1125)

sem

1/4

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

MATHEMATICS DEPARTMENT

The New York State Graduation Requirement requires all students to take three years of mathematics and pass the Integrated Algebra Assessment. This exam has a heavy concentration in Algebra with topics from Geometry, Measurement, Numerical Operations, Probability and Statistics. It includes an emphasis on authentic problem solving and more reading than in previous exams. Students are required to pass the Integrated Algebra assessment in order to satisfy the mathematics portion for attaining a Regents diploma. Students who go on in mathematics to take Geometry and Algebra 2/Trigonometry and pass both additional state assessments will satisfy the math requirement for obtaining an Advanced Regents diploma. In order for a student to be best prepared for college, it is important that they take four years of Mathematics.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>ALGEBRA 2 (0309)</u>	year	1	1.0
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This is the second half of a two year program of study that will prepare students to take the Integrated Algebra Regents. The course includes study in the key ideas of the New York State Mathematics Core Curriculum. The emphasis is on using algebraic skills to assist in the solution of applications problems. Topics will include linear functions and inequalities, algebraic fractions and quadratic functions. Students will take the *Integrated Algebra Regents* exam at the end of this course.

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

PREREQUISITE: A passing grade in Integrated Algebra 1.

*<u>INTEGRATED ALGEBRA (0315)</u>	year	1	1.0
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This is the same program of study presented in Integrated Algebra with the addition of an extra period every other day. It is designed to give students the extra time needed to be successful. Students will take the *Integrated Algebra Regents* exam at the end of this course.

Note: Passing the Integrated Algebra Regents examination is a graduation requirement

This course will be for students who have a failing grade in Integrated Algebra and the Integrated Algebra Regents.

*<u>GEOMETRY (0380)</u>	year	1	1.0
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This course will prepare students to take the *Integrated Geometry Regents* exam. The course includes a more in depth study of the key ideas of the Core Curriculum. The emphasis is on giving students the opportunity to make conjectures about geometric situations using formal and informal proofs and employ an integrated approach to the study of geometric relationships. Topics will include congruence and similarity of triangles, transformations, coordinate geometry and properties of geometric figures. **Note: Passing the Geometry Regents examination is required to receive the “Regents Diploma with Advanced Designation.”**

PREREQUISITE: A passing grade in the Algebra course.

*<u>GEOMETRY R (0317)</u>	year	1	1.0
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The focal point of this course is the geometry content strand of the New York State Core Curriculum. This course will give the students opportunity to make conjectures about geometric situations using formal and informal proofs while employing an integrated approach to the study of geometric relationships. Additional topics will include: Congruence and similarity of triangles, transformations, coordinate geometry and properties of geometric figures. Students will take the *Geometry Regents* exam at the end of this course.

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

PREREQUISITE: A passing grade on the Integrated Algebra Regents exam and a minimum grade of 80 in Integrated Algebra.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<p>*<u>GEOMETRY HONORS (0318)</u> year 1 1.05</p> <p>Students will study material to prepare for the Integrated Geometry Regents exam. The curriculum includes a more in-depth study of the key ideas in the New York State Mathematics Core Curriculum. Enhanced areas of study will include formulating proof using inductive and deductive reasoning, transformations, coordinate geometry and properties of geometric figures. Students will investigate different geometric situations and justify geometric relationships. Students will be eligible to take the <i>Geometry Regents</i> exam at the end of this course.</p> <p>Note: Passing the Geometry Regents examination is required to receive the “Regents Diploma with Advanced Designation.”</p> <p><u>PREREQUISITE:</u> Pass Honors criteria in Integrated Algebra Honors</p>			
<p><u>GEOMETRY 2 (0322)</u> year 1 1.0</p> <p>This is a two year program of study that will prepare students to take the <i>Integrated Geometry Regents</i> exam. The course includes a more in depth study of the key ideas of the Core Curriculum. The emphasis is on giving students the opportunity to make conjectures about geometric situations using formal and informal proofs and employ an integrated approach to the study of geometric relationships. Topics will include congruence and similarity of triangles, transformations, coordinate geometry and properties of geometric figures. Students will be eligible to take the <i>Integrated Geometry Regents</i> exam in June of the year they complete Integrated Geometry 2.</p> <p>Note: Passing the Geometry Regents examination is required to receive the “Regents Diploma with Advanced Designation.”</p> <p><u>PREREQUISITE for Geometry 2:</u> A passing grade in Geometry 1.</p>			
<p><u>ADVANCED ALGEBRA (0310)</u> year 1 1.0</p> <p>This course would allow students to expand their algebraic skills to include the solution of quadratic equations, graphing of functions, problem solving, trigonometry and probability and statistics. Students will be shown the process to apply algebra in realistic situations and to represent different mathematical concepts. Topics also examined will include factoring, equations and system of equations, proportions and variations.</p> <p><u>PREREQUISITE:</u> Completion of Geometry 2 course <u>OR</u> Math Department Approval.</p>			
<p>*<u>ALGEBRA 2/ TRIGONOMETRY H (0307)</u> year 1 1.05</p> <p>Students will study material to prepare for the Integrated Algebra 2/Trigonometry Regents exam. The curriculum includes a more in-depth study of the key ideas in the New York State Mathematics Core Curriculum. The emphasis is on additional study of algebraic techniques, number system including imaginary and complex numbers, functions, problems with direct and indirect variation as well as work with trigonometric functions and right triangle trigonometry. Students will investigate different geometric situations and justify geometric relationships. Students will be eligible to take the <i>Algebra 2/Trigonometry Regents</i> exam at the end of this course.</p> <p>Note: Passing the Algebra 2/Trigonometry Regents examination is required to receive the “Regents Diploma with Advanced Designation”.</p> <p><u>PREREQUISITE:</u> Pass Honors criteria in Geometry Honors</p>			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<p>*<u>ALGEBRA 2/ TRIGONOMETRY (0302)</u></p> <p>The focal point of this course is the Algebra 2/Trigonometry content strand of the New York State Core Curriculum. This course will give the students the opportunity to develop their algebraic techniques, work with polynomial functions, absolute value and trigonometric functions. Students will also work with direct and indirect variation, data analysis and right triangle trigonometry. Students will take the <i>Algebra 2/Trigonometry Regents</i> exam at the end of this course.</p> <p>Note: Passing the Algebra 2/Trigonometry Regents examination is required to receive the “Regents Diploma with Advanced Designation”.</p> <p><u>PREREQUISITE:</u> A passing grade on the Geometry Regents exam and a minimum Geometry course grade of 75.</p>	year	1	1.0
<p><u>HIGH SCHOOL ALGEBRA 2/TRIGONOMETRY (0385)</u></p> <p>This course is intended to help students develop the mathematics skills and foundations necessary to complete topics related to Algebra 2/Trigonometry and to explore related topics in Pre-Calculus and College Algebra. Students will find that this course will strengthen their algebraic, critical thinking and problem solving skills. The course will include topics such as trigonometric applications, identities, solving equation, circles, and regressions. Upon successful completion of this course, it is recommended that students retake the <i>Algebra 2 Trigonometry Regents</i> exam, affording them the opportunity to earn a “Regents Diploma with Advanced Designation.”</p> <p><u>PREREQUISITE:</u> A passing grade in the Algebra 2/Trigonometry course, with a failing grade on the Algebra 2/Trigonometry Regents exam.</p>	year	1	1.0
<p>*<u>PRE-CALCULUS A (0350)</u></p> <p>This is a course designed to provide above average students successfully completing an Algebra 2/Trigonometry course with the requisite background for college calculus. Topics discussed include advanced algebra, functions, analytic geometry, exponential and logarithmic functions, as well as an introduction to differentiation and integration.</p> <p><u>PREREQUISITE:</u> A minimum grade of 85 in Algebra 2/Trigonometry.</p>	year	1	1.0
<p>*<u>PRE-CALCULUS B (0354)</u></p> <p>Providing a fourth year of college preparatory mathematics is the intent of this course. Entering students must have passed the Algebra 2/Trigonometry course. A thorough discussion of the theory of functions leads to an introduction to some basic concepts of calculus.</p> <p><u>PREREQUISITE:</u> A grade less then 85 in Algebra 2/Trigonometry.</p>	year	1	1.0
<p>*<u>PRE-CALCULUS H (0346)</u></p> <p>In addition to the core of topics taught in Pre-Calculus A and B, Pre-Calculus H will delve into polynomial functions, logarithmic theory and techniques of factoring. This course is designed to help students develop the mathematics skills and foundations needed to pursue topics in Advanced Placement Calculus. The course is open to all students who successfully complete Algebra2/Trigonometry Honors.</p> <p><u>PREREQUISITE:</u> Pass Honors Criteria in Algebra2/Trigonometry Honors.</p>	year	1	1.05
<p><u>CALCULUS (pending Board approval) (0389)</u></p> <p>This course will consist of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. Students will become acquainted with the major concepts, definitions, and theorems relating to limits, continuity, the derivative, and the definite integral. Topics in both differential and integral calculus will be studied.</p> <p><u>PREREQUISITE for Calculus:</u> Successful completion of pre-calculus H, pre-calculus A or pre-calculus B</p>	year	1	1.0

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<p>*<u>ADVANCED PLACEMENT CALCULUS AB (0358)</u></p> <p>In this course, students successfully completing pre-calculus in their junior year are given the opportunity to study one semester of college calculus within the framework of the high school year. Differential and integral calculus and applications are considered. Students are expected to take the <i>Advanced Placement</i> exam in AP Calculus AB in May.</p> <p><u>PREREQUISITE:</u> Pass Honors Criteria in Pre-Calculus H.</p>	year	1	1.15
<p>*<u>ADVANCED PLACEMENT STATISTICS (0398)</u></p> <p>The Advanced Placement Statistics course is equivalent to an introductory, non-calculus based, college course in statistics. It is particularly well-suited for students planning college majors in social sciences, health sciences, and business. Students are exposed to four broad conceptual themes: (1) exploring data; (2) planning a study; (3) anticipating patterns; (4) statistical inference. Students will use a graphing calculator and/or computer technologies as an aid to their statistical studies. Students are expected to take the Advanced Placement Statistics exam in May.</p> <p><u>PREREQUISITE:</u> Completion of Algebra2/Trigonometry Honors or a minimum grade of 95 in Algebra2/Trigonometry and meeting AP/Honors criteria OR Math Department approval.</p>	year	1	1.15
<p>*<u>EVERYDAY STATISTICS (0390)</u></p> <p>Statistics is an indispensable tool, which is used to help make intelligent decisions. This course is intended to present a broad overview of the subject of statistics and its applications. Students will explore the statistical relationships in sports, the sciences, psychology, sociology, and business. A graphing calculator and computer technology will be used as a tool to deepen the student's understanding of statistical processes.</p> <p><u>PREREQUISITE:</u> Successful completion of Algebra2/Trigonometry course.</p>	year	1	1.0
<p><u>FINANCIAL MATH (0311)</u></p> <p>Financial Math is a specialized interdisciplinary course related to the Mathematics and Technology learning standards as well as the Career Development and Occupational Studies learning standards. This course is designed to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives both personally and professionally.</p> <p><u>PREREQUISITE:</u> Open to juniors and seniors who have successfully completed the Math A or Integrated Algebra requirement for graduation. May be taken for math or business credit.</p>	year	1	1.0

Important Notes:

1. Students must pass three (3) years of Math at the high school level (New York State graduation requirement).
2. Purchase of a graphing calculator is not required for any Math course at the high school. Graphing calculators are available for student use in the classroom. However, since these calculators are required or recommended on certain standardized tests, it is to the students' advantage to have their own calculator. In this way students can better familiarize themselves with the calculator's capabilities, utilize it to help complete assignments and be available for use on S.A.T. exams.

REGENTS DIPLOMA				REGENTS DIPLOMA WITH ADVANCED DESIGNATION			
Students entering Grade 9 in:	Math Units of Credit	Course/ Regents exam options	Math Regents exams	Math Units of Credit	Course Options	Math Regents exams	Regents exam options*
September 2008	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	3	Integrated Algebra or Mathematics A <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry
		2				Mathematics A <u>and</u> Mathematics B or Algebra 2/Trigonometry	
September 2009 and thereafter	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	3	Integrated Algebra or Mathematics A <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry

Students must earn three mathematics credits at the high school level in order to meet New York State graduation requirements.

INTERNATIONAL BACCALAUREATE PROGRAM
DIPLOMA AND CERTIFICATE PROGRAMS

IB MATH

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>*IB MATHEMATICS SL 1 (IB301)</u>	year	1	1.15
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The IB Mathematics SL course is the first year of a rigorous two year program of study designed for students who enter with a strong background in right triangle trigonometry, circular functions, sine and cosine rules, surface area and volume of geometric shapes, logic, linear, quadratic, and exponential functions, and some probability and statistics. All students will become proficient in the use of graphic display calculators for the topics covered in the syllabus. This course requires a variety of IB assessments. Students will submit a portfolio, comprised of two pieces of work, based on certain topics in the syllabus and involving mathematical investigation and mathematical modeling.

PREREQUISITE: Pass Honors criteria in Algebra 2/ Trigonometry Honors.

<u>*IB MATHEMATICS SL 2 (IB302)</u>	year	1	1.15
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This is the second half of the two year program of study in the IB Mathematics SL course. The class will continue to look at topics such as Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability. Students will submit a portfolio, comprised of two pieces of work, based on certain topics in the syllabus and involving mathematical investigation and mathematical modeling. All students will become proficient in the use of graphic display calculators for the topics covered in the syllabus.

PREREQUISITE: Pass IB Mathematics SL 1 (IB 301)

<u>*IB MATHEMATICS STUDIES SL (IB303)</u>	year	1	1.15
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The IB Mathematics Studies SL course is a one year program designed for students to develop a sound mathematical background in preparation for future studies in mathematics. The IB Math Studies SL course stresses authentic application whenever possible. Students explore eight core topics: Introduction to the Graphic Display Calculator, Number and Algebra Sets, Logic and Probability, Functions, Geometry and Trigonometry, Statistics, Introductory Differential Calculus, and Financial Mathematics. The students will complete a project involving the collection and/or generation of data and the analysis and evaluation of that data. All students will become proficient in the use of graphic display calculators for the topics covered in the syllabus.

PREREQUISITE: Pass Algebra 2/ Trigonometry

MUSIC DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>MUSIC THEORY I (0900)</u> This course is an introduction to theoretical aspects and rudiments of music. Students will also explore the harmonic structure of music. (Grades 9-12)	year	1
<u>AP MUSIC THEORY (0905)</u> Music history, literature, sight-singing, ear training, advanced harmony, composition, arranging and conducting are some of the topics covered in this course. (Grades 10-12) <u>PREREQUISITE:</u> Music Theory I	year	1.15
<u>MUSIC TECHNOLOGY CLASS (0902)</u> This class is designed for the student who wishes to be more knowledgeable with the music they play and/or listen to. The class takes place in our state-of-the-art Macintosh Music Lab; each student is assigned their own Midi keyboard and computer workstation. Programs used include Digital Performer, Garage Band, Photoshop, iLife and many more. Students will be exposed to aspects of music which include harmony, melody, chord progressions, scales and key signatures. Students will also have an opportunity to learn about today's latest music technology as well as be able to write and record their own music using a computer and keyboard. Some of the topics covered regarding technology will be digital music recording, pop song form, music sequencing, song production/CD mastering and CD artwork. (Grades 9-12)	year	1

MUSIC PERFORMANCE

<u>TREBLE CHORUS (0903)</u> The Freshman Chorus is composed of all 9 th grade interested students who sing soprano or alto. <u>PREREQUISITE:</u> Chorus 8 or recommendation of instructor.	year	1
<u>MIXED CHORUS (0906)</u> Grades 10-12 and 9 th Grade Tenor and Bass Students <u>PREREQUISITE:</u> Prior successful participation in the high school chorus program or recommendation of instructor. For 9 th grade tenor and bass students, satisfactory prior experience in 8 th grade school chorus or recommendation of instructor.	year	1
<u>CHORALE (0907) – Selective – Grades 10-12</u> A highly select vocal group. Five full periods per week. <u>PREREQUISITE:</u> Satisfactory prior high school chorus experience and audition.	year	1
<u>VOCAL MOTION (0911) – Highly selective (Grades 11-12)</u> A highly select vocal group. Five full periods per week. <u>PREREQUISITE:</u> Outstanding work in school choir and audition with instructor.	year	1
<u>ORCHESTRA (0920) – Grade 9</u> Five full periods per week. <u>PREREQUISITE:</u> Orchestra 8 or recommendation of instructor.	year	1

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>ORCHESTRA (0909) - Grades 10-12</u>	year	1
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Five full periods per week.

PREREQUISITE: Orchestra 9 or recommendation of instructor.

The band program is divided into the following subdivisions depending on time of year and degree of student's musical ability. Courses meet five full periods per week.

<u>BAND (0914) - Grade 9</u>	year	1
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PREREQUISITE: Satisfactory prior experience in 8th grade band or recommendation by instructor.

<u>MARCHING AND CONCERT BAND – Grades 10-12 (0908)</u>	year	1
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PREREQUISITE: Satisfactory prior experience in the West Islip High School Band Program or recommendation by instructor.

<u>MARCHING BAND & WIND ENSEMBLE (0916)</u>	year	1
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(Showband) Grades 10-12 – Highly selective

PREREQUISITE: Outstanding work in band, audition and recommendation of the Wind Ensemble instructor.

INTERNATIONAL BACCALAUREATE PROGRAM
DIPLOMA AND CERTIFICATE PROGRAMS

IB MUSIC

1 or 2 Year Course

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>IB MUSIC SL Grade 11 or 12 (IB901)</u>	year	1	1.15
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The International Baccalaureate Music SL course is designed for students with a strong interest and background in music. This course will promote a greater awareness of internationalism and understanding of both Western and world music. Students will increase their knowledge of music theory including four part writing, figured bass, key signatures, scales, etc. Each student should be able to perform at the NYSSMA level 5. All IB SL music students are required to maintain membership in at least one of the school's major performing organizations: Symphonic Band, Wind Ensemble, Vocal Motion, Concert Choir, Chorale, Orchestra.

PREREQUISITE: Completion of Theory I, AP Music Theory and concurrent enrollment in a music performance class and/or permission of instructor.

<u>IB MUSIC HL Grade 11 and 12 (IB902)</u>	2 years	2	1.15
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The International Baccalaureate Music HL course is a two-year course designed for students with a strong interest and background in music. This course will promote a greater awareness of internationalism and understanding of both Western and world music. Students will increase their knowledge of music theory including four part writing, figured bass, key signatures, scales, etc. Each student should be able to perform at the NYSSMA level 5 or 6. All IB HL music students are required to maintain membership in the school Conservatory Program and at least one of the school's major performing organizations: Symphonic Band, Wind Ensemble, Vocal Motion, Concert Choir, Chorale, Orchestra.

PREREQUISITE: Completion of Theory I, AP Music Theory and concurrent enrollment in a music performance class and/or permission of instructor.

SCIENCE DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
*<u>BIOLOGY R (LIVING ENVIRONMENT) (0412)</u>	year	1	1.0
Students study structure, physiology and behavior of living things. Students study variations among living things, heredity, evolution and ecology. Laboratory work is included.			
<u>PREREQUISITE:</u> Completion of grade 8 Physical Science.			
*<u>BIOLOGY H (LIVING ENVIRONMENT) (0400)</u>	year	1	1.05
This course is an advanced study of the structure and function of living things. Detailed study of taxonomy, biochemistry, human anatomy and physiology, genetics, human behavior, evolution and ecology is maintained. Students have an enriched course experience with varied lab experiences, including the use of state of the art equipment and techniques in the area of genetic biotechnology.			
<u>Recommended for college bound science majors.</u>			
<u>PREREQUISITE:</u> Successful completion of grade 8 Honors Earth Science <u>OR</u> meets criteria for entrance to Honors level.			
*<u>EARTH SCIENCE R (0401)</u>	year	1	1.0
This course is designed to cover such topics as the earth's crust, geologic changes, fossils, the ocean, the atmosphere and weather, earth motions, and energy in earth processes. Laboratory work is included.			
<u>PREREQUISITE:</u> Completion of grade 9 Science.			
*<u>EARTH SCIENCE H (0404)</u>	year	1	1.05
The topics covered in this course include environmental equilibrium, the dynamics within Earth's crust, oceans, and atmosphere, geologic composition, fossils, planetary motions, and energy in Earth processes. This is an enriched laboratory course which integrates Internet activities and discussions of current topics.			
<u>PREREQUISITE:</u> Successful completion of 9 th grade Honors Biology <u>OR</u> meets criteria for entrance to Honors level. <u>Teacher recommendation is required.</u>			
*<u>CHEMISTRY (0428)</u>	year	1	1.0
This is a full year laboratory course that will cover the New York State Regents core curriculum. The emphasis will be on the practical applications and impact of chemistry in society and in our daily lives. Students who successfully complete this course will have the option of taking the New York State Chemistry Regents exam.			
<u>PREREQUISITE:</u> Successful completion of the Living Environment course and a passing grade on the Regents exam. Open to grades 11 and 12.			
*<u>CHEMISTRY R (0424)</u>	year	1	1.0
This course is designed to cover such topics as the nature of matter and its changes, energy, the periodic table and its applications, electrochemistry, kinetics and equilibrium. Laboratory work is included. This course is designed for college-bound students.			
<u>PREREQUISITE:</u> Successful completion of Regents Biology and the completion of or current enrollment in Integrated Algebra 2/Trigonometry.			
*<u>CHEMISTRY H (0410)</u>	year	1	1.05
Nature of matter and its changes: energy, periodic chart and its applications, enhancement of problem solving abilities relative to chemical reactions and properties is taught in this course. It provides an opportunity to prepare for enriched laboratory activities.			
<u>PREREQUISITE:</u> Successful completion of 9th grade Honors Biology. Completion of Integrated Algebra2/Trigonometry or Geometry H is recommended <u>OR</u> meets criteria for entrance to Honors level.			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<p>*<u>PHYSICS R (0444)</u></p> <p>This is a laboratory course which covers physical concepts and applications in areas of mechanics, energy, electricity, magnetism, and light. This course is intended for college-bound students.</p> <p><u>PREREQUISITE:</u> Successful completion of Regents Chemistry and Integrated Algebra 2/Trigonometry.</p>	year	1	1.0
<p>*<u>PHYSICS H (0445)</u></p> <p>This is an enriched laboratory course which is strongly quantitative and analytical. The course covers physical concepts and applications in areas of mechanics, energy, electricity, magnetism, and light. This course is intended for college-bound science majors.</p> <p><u>PREREQUISITE:</u> Successful completion of Chemistry and Integrated Algebra 2/Trigonometry. Must meet criteria for entrance to Honors level.</p>	year	1	1.05
<p>*<u>ADVANCED PLACEMENT BIOLOGY (0434)</u></p> <p>The AP Biology course is the equivalent of the first two semesters of introductory college biology, and is intended to prepare students for subsequent college biology courses. This course gives students the opportunity to prepare for the Advanced Placement Examination in Biology. High-level laboratory experiments are performed. College course approach will be used. Students are expected to take the <i>AP examination</i> in Biology in May</p> <p><u>PREREQUISITE:</u> Completion of Biology H and Chemistry H. Must meet AP Entrance Criteria. Concurrent enrollment in Human Anatomy and Physiology H is highly recommended.</p>	year	1	1.15
<p>*<u>ADVANCED PLACEMENT CHEMISTRY (0442)</u></p> <p>This is a college level course which provides a systematic introduction to the principles, laws and concepts of chemistry. The students will be expected to develop and use their problem solving skills. A major intent of the course will be to prepare the students for the AP exam, which they will be expected to take in May.</p> <p><u>PREREQUISITE:</u> Completion of Biology H, Chemistry H, and Physics H. (Physics H may be taken concurrently.) Completion of Integrated Algebra 2/Trigonometry H. Must meet AP Entrance Criteria.</p>	year	1	1.15
<p>*<u>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (0452)</u></p> <p>This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students of Long Island with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The environmental problems of Long Island will be identified and analyzed to evaluate the relative risks associated with each situation.</p> <p><u>PREREQUISITE:</u> Completion of two years of Regents science. Must meet AP Entrance Criteria.</p>	year	1	1.15
<p>*<u>ADVANCED PLACEMENT PHYSICS (B) (0436)</u> (Grade 11 or 12)</p> <p>This college level course provides a systematic introduction to the main principles of physics and the development of problem solving abilities. Provides a foundation for students interested in pursuing life sciences, pre-med and other fields not directly related to service. Students are expected to take both the <i>AP and Regents</i> examinations.</p> <p><u>PREREQUISITE:</u> Successful completion of Chemistry H and Integrated Algebra 2/Trigonometry H. Must meet AP Entrance Criteria.</p>	year	1	1.15

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
*<u>ASTRONOMY - EXPLORATION OF THE UNIVERSE (ASTRONOMY I) (0430)</u>	sem	½	1.0
This course is intended to present a study of the universe in which students explore galaxies, the stars, and the possibility of life in other worlds. The use of the planetarium will be an integral part of instruction. <u>PREREQUISITE:</u> Successful completion of two years of Science including Regents Earth Science.			
*<u>ASTRONOMY - UNDERSTANDING THE SOLAR SYSTEM (ASTRONOMY II) (0433)</u>	sem	½	1.0
This course is intended to present a study of our solar system and the laws which govern the properties of the planets, moons, comets, meteors, asteroids, and our sun. The use of the planetarium will be an integral part of instruction. <u>PREREQUISITE:</u> Successful completion of two years of Science including Regents Earth Science. (ASTRONOMY I is not a prerequisite for this course)			
*<u>HUMAN ANATOMY AND PHYSIOLOGY H (0462)</u>	sem	½	1.05
This half-year Honors elective is an in-depth study of the structure and function of the human body. Students will explore the systems of the human body in far greater detail than they did in Biology. This course is highly recommended for anyone thinking of entering health care or medicine. Students must be willing to participate in dissections. <u>PREREQUISITE:</u> Biology. Open to grades 11 and 12. Open o grade 10 with teacher recommendation.			
*<u>MARINE SCIENCE (0453)</u>	sem	½	1.0
This is a one semester course devoted to studying the organisms that live in the marine habitats of Long Island and ecological relationships that exist between them and us. <u>PREREQUISITE:</u> Two years of science. Open to grades 11 and 12.			
*<u>NATURAL DISASTERS (0458)</u>	sem	½	1.0
This is a one semester course that will focus on the causes of natural disasters and their impact on the populations of living organisms on the planet. Topics covered could include the study of hurricanes, tidal waves, volcanoes, earthquakes, meteorites, tornados, global warming, ozone depletion, land slides, avalanches and mud slides. Students will be required to do independent research, projects and group presentations. <u>PREREQUISITE:</u> Two years of science. Open to grades 11 and 12.			
*<u>FORENSICS I (FORENSIC SCIENCE) (0454)</u>	sem	½	1.0
This course will devote one semester to studying the role that forensic science plays in anthropology, history and crime detection. Considerable attention will be given to the role that forensic science plays in society. <u>PREREQUISITE:</u> Successful completion of two years of science including Regents level biology.			
<u>FORENSICS II (APPLIED FORENSICS) (0455)</u>	sem	½	1.0
This is a hands-on course in which students will apply their knowledge and skills learned in Forensics I (formerly Forensics.) Topics will be covered in more detail with more of an emphasis on correct scientific procedure and evaluation used in crime scenes. Forensics I and Forensics II may not be taken concurrently. The course will culminate with a crime scene. <u>PREREQUISITE:</u> Two years of science. Open to grades 11 and 12. A minimum grade of 85 in Forensics I or teacher recommendation is required.			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<p>*<u>GENETICS H (0459)</u></p> <p>This honors-level, laboratory-based course will cover Mendelian genetics, including advanced Mendelian topics such as multiple gene inheritance and gene interactions, as well as genetic disorders and diseases. A semester-long project will be included which will explore the phenotypes at each stage of development of the c-fern. Students will conduct a statistical analysis using a chi-square analysis of the f₁ and f₂ generations.</p> <p><u>PREREQUISITE:</u> Biology. Open to grades 11 and 12. Must meet honors criteria. Open to grade 10 with teacher recommendation.</p>	sem	½	1.05
<p><u>RESEARCH 9: INTRODUCTION TO RESEARCH (0490)</u></p> <p>This one year honors level course introduces students to the scientific method and lab techniques. Students will conduct hands on investigations in the life sciences. Students will also have the opportunity to conduct a research project in their area of interest.</p>	year	1	1.05
<p><u>RESEARCH 10 – BIOTECHNOLOGY (0487)</u></p> <p>This one year honors level course may be taken following the Introduction to Research course. Research 10 introduces students to lab techniques specifically in the field of biotechnology. Students will conduct hands on investigations in which they extract, digest and amplify segments of DNA for analysis. Students will also conduct a research project in the area of biotechnology. Some projects may be entered into local, regional, and/or national science competitions. At the conclusion of this course, students will be prepared to conduct an extended research project in Research 11, 12.</p>	year	1	1.05
<p><u>RESEARCH 11 (0492)</u></p> <p>Students learn research methodology in the natural and social sciences by using on-line databases and bibliographic search techniques, consulting professionals in the field of study, developing hypotheses and conducting an experiment that tests them. Findings are presented through PowerPoint presentations, a final research paper and by making a presentation at the West Islip Science Research Symposium. It is expected that the students will be familiar with many of these activities from prerequisite courses. Emphasis is placed upon developing and conducting the research experiment. Eligible students may apply for acceptance to the Intel Research Course, which carries an AP weighting</p> <p><u>PREREQUISITE:</u> Two years of science, completion of Introduction to Research and Research 10.</p>	year	1	1.05
<p><u>RESEARCH 12 (0493)</u></p> <p>Continuation of work undertaken in grade 11 with emphasis placed upon the communication of results including participation in local and national science competitions. Eligible students may apply for acceptance to the Intel Research Course, which carries an AP weighting.</p> <p><u>PREREQUISITE:</u> Three years of science, satisfactory completion of Research 11.</p>	year	1	1.05

Students must earn three science credits at the high school level in order to meet New York State graduation requirements.

INTERNATIONAL BACCALAUREATE PROGRAM
DIPLOMA AND CERTIFICATE PROGRAMS

IB SCIENCE

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>IB BIOLOGY HL 1 - Grade 11 (IB405)</u>	year	1	1.15
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The primary emphasis of this course will be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding is a grasp of the personal experience in scientific inquiry as well as recognition of unifying themes that integrate the major topics of biology. Students should be able to use inquiry skills to apply their biological knowledge and critical thinking to environmental and social concerns that will benefit the world. Students will use the acquired tools to appreciate worldwide differences and work towards acceptance by those they can influence, educate and persuade. Topics studied in year one include statistics, cells, biochemistry, plants, genetics and DNA, with the accompanying laboratory activities.

The IB Biology HL – year one course is designed for students entering the 11th grade who have successfully completed Honors Biology and Honors Chemistry. The course will follow the guidelines for IB Biology and prepare the student for the HL examination in May of 12th grade. Students may work on the required Group IV project during year one.

*<u>IB BIOLOGY HL 2 - Grade 12 (IB406)</u>	year	1	1.15
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This course is a continuation of IB Biology HL – year one. The emphasis of this course will continue to be to develop an understanding of the concepts through scientific inquiry. Students will be presented with the unifying themes that integrate the major topics of biology. Students should be able to use inquiry skills to apply their biological knowledge and critical thinking to environmental and social concerns that will benefit the world. Students will use the acquired tools to appreciate worldwide differences and work towards acceptance by those they can influence, educate and persuade. Topics studied in year two will include biotechnology, microbiology, ecology, evolution and human physiology, with the accompanying laboratory activities.

The IB Biology HL – year two course is designed for students entering the 12th grade and who have successfully completed IB Biology HL year one. The course will follow the guidelines for IB Biology and prepare the student for the HL examination in May of 12th grade. Students may work on the required Group IV project during year two.

*<u>IB PHYSICS SL (IB403)</u>	year	1.5	1.15
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IB Physics SL utilizes classroom lectures, experiments, and team projects to explore the nature of the physical world around us. Topics studied include classical mechanics, thermodynamics, electricity, magnetism, light, nuclear physics, and optional topics such as digital technology, astrophysics, climate change and communication technology. A large portion of the class time will be devoted to practical investigations and laboratory work. Students will collaborate with other IB subject students on the Group 4 Project. Additionally, we will aim to build the students' awareness of the social context in which scientific investigations are carried out including the moral, ethical, economic and environmental considerations. The essential nature of collaboration, on both the personal and international levels will also be explored.

The IB Physics SL course is designed for students who have successfully completed Honors Biology and Honors Chemistry. The course will follow the guidelines for IB Physics and prepare the student for the SL examination in May.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>IB ENVIRONMENTAL SYSTEMS SL (IB413)</u>	year	1.5	1.15
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This course is designed to provide students with a macrocosmic view of the environmental issues that pervade Planet Earth by integrating historical, economic, cultural, political, and scientific aspects and how they impact our global society. This is a laboratory oriented course with an emphasis on scientific principles, concepts, and methodologies required to identify, analyze, evaluate, and examine avenues of resolution to global issues. The course combines core curricula from both Group 4 and Group 3, offering more flexibility in the IB Diploma Program. It is recommended that students have preparation in understanding scientific method and some awareness of local and global environmental issues. Classes will meet for a double period everyday.

The IB Environmental Systems SL course is designed for students entering the 11th grade who have successfully completed two years of high school level science. The course will follow the guidelines for IB Environmental Systems and prepare the student for the SL examination in May of 11th grade. Students may work on the Group IV project.

SOCIAL STUDIES DEPARTMENT

GLOBAL STUDIES

GRADES 9 and 10

The syllabus for grades 9 and 10 provides students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. This approach aims to cultivate in students the knowledge, skills and attitudes needed to function effectively in today's world.

COURSE

COURSE LENGTH

CREDIT

WEIGHT

***GLOBAL STUDIES 9 RP (0205) R (0207) H (0206)** year 1 1.0,1.0,1.05
This course is open to students who would be scheduled for English 9 and Global Studies concurrently. Taught in consecutive periods by one teacher from each department, a mini-team environment will be created along with expanded opportunities for joint projects and overlapping connections. Literature will be matched with social studies curriculum for both origin and chronology. The course offers a cross-curriculum study of literature, geography, culture and historical influences on the development of selected global regions. Interdisciplinary and multicultural reading, writing and speaking projects will be emphasized. This course *must be taken* with **English 9RP (0105), English 9R (0107), or English 9H (0106)**.

***GLOBAL STUDIES 10 RP (0211) R (0204) H (0212)** year 1 1.0,1.0,1.05
This course will follow the interdisciplinary format as in grade 9 including consecutive period scheduling, literature matched to the social studies curriculum and teamed teaching. Major units of research and analysis will include: the cultural heritage of modern Europe, industrialization, the rise of democratic societies, the institutions and history of the former Soviet Union and Latin America, colonialism, nationalism, and conflicting ideologies of the twentieth century. Global connections will be identified and evaluated. At the conclusion of the course students will take a two-year Regents examination. This course *must be taken* with **English 10 RP (0111), English 10R (0104) or English 10H (0112)**.

***ADVANCED PLACEMENT EUROPEAN HISTORY (0262)** year 1 1.15

This is a college level introduction course on the general narrative of European History from 1450 to the 1990's. The study includes an examination of political, diplomatic, economic, social, intellectual, and cultural themes. Students will compare and contrast the major ideas of documents that contributed to the growth of western civilization. They will also use and analyze statistics, visual and graphic resources, and historical interpretations. There will be a heavy emphasis on the development of theme essays. Students will take the *Advanced Placement* European History Examination in May.

GRADE 11

***UNITED STATES HISTORY RP (0228) R (0224) H (0222)** year 1 1.0,1.0,1.05
This course follows the mandated State Syllabi in Social Studies. The history of American growth from the colonial period to the present is developed. The enduring issues of constitutional history are stressed with a post 1865 emphasis on social, political, and economic themes. Writing and research skills are integrated continuously.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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GRADE 12

*<u>AMERICAN GOVERNMENT (0260) R (0256)</u>	sem	½	1.0,1.0
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The primary goal of this course is to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling the "office of citizen" that is a fundamental precept of democracy and a right and obligation guaranteed by the 14th Amendment to the Constitution. The end product should be individuals who have the characteristics that define a citizen – committed, informed, skillful and active. To that end, we are offering a one semester course in American Government and Politics which is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

Note: All seniors are required to successfully complete American Government AND Economics to meet New York State graduation requirements.

*<u>ADVANCED PLACEMENT AMERICAN GOVERNMENT (0252)</u>	sem	½	1.15
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The course is designed to give students a critical perspective on politics and government in the United States. Students study general concepts used to interpret American politics and analyze specific case studies. The course requires familiarity with the various institutions, groups, beliefs and ideas that constitute American politics. Students are expected to take the Advanced Placement Examination in Government in May.

*<u>PUBLIC ISSUES 12H (0251)</u>	sem	½	1.05
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This curriculum was created in support of the goals of the National Issues Forums, and uses its materials as the basis for the Public Issues course. The students will learn to actively participate in the deliberative process. Eventually, they will also learn the skills and techniques so they may moderate the deliberations. Beyond the examination using the NIF issue books, the students will also learn cost/benefit analysis and be taught that public policy does not exist in a vacuum. The effectiveness of the various approaches will be considered, but more importantly, they will be taught about the mechanics of the creation of public policy. A unit on government's role in creating public policy will be studied so that a true ability to example realistic policies will exist. In addition, it is envisioned that various guest speakers will be brought into the classroom. This includes legislators, people from community organizations, special interest groups, school officials, etc. Hopefully, if the need arises, the students will be able to create a format for and even lead community or school based forums. The idea is to make this a course that increases civic awareness and fosters participation in the democratic process.

*<u>ECONOMICS (0248) R (0244) H (0275)</u>	sem	½	1.0,1.0,1.05
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Economics is a required senior course designed to develop an understanding of the American economic system, including its characteristics, institutions, and problems. The course will cover both macroeconomics and microeconomics. Critical thinking skills (summarizing, organizing, analyzing and evaluating ideas) are incorporated throughout the course to help students make informed economic decisions. In keeping with the concept of economic world interdependence a significant portion of the course focuses on international economics, i.e. international trade, economic growth in developing nations, and comparative economic systems.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<p>*<u>ADVANCED PLACEMENT ECONOMICS MACRO/ MICRO & GOVERNMENT (0247)</u></p> <p>This course will focus on giving students a thorough understanding of the principles of macro and micro economics. It will place primary emphasis on the nature and functions of markets, and the role of government in promoting greater efficiency and equity in the economy. Supply and demand models, consumer choice, production and costs, and market structures will be analyzed. Measurement of economic performance, national income and price determination, as well as international economics will also be included. This course fulfills economics and government requirements for graduation.</p>	year	1	1.15
<p>*<u>THE ROAD TO VIETNAM AND BEYOND (0280)</u></p> <p>This course looks at United States foreign and defense policy from 1945 to the present with an emphasis on the road to Vietnam and its aftermath. Issues examined will include the Cold War, the Korean War, the dissolution of the Soviet Union, and the current involvement in Afghanistan and Iraq. In addition, the role of the Presidency will be discussed. Students will have the opportunity to participate in several creative hands-on activities as part of home and classwork. Open to grades 10, 11 and 12.</p>	sem	½	1.0
<p>*<u>GENOCIDE IN HISTORY (0282)</u></p> <p>This course explores and analyzes the causes, results, and moral decision-making centered on the tragedy of the Holocaust during the rise of Nazism in Germany and World War II. Furthermore, the course will examine parallel case studies of genocide and severe human rights abuses during the 20th century. Using historical analysis such relevant issues as discrimination, prejudice, peer pressure and the responsibilities of an individual in modern society will be studied. Open to grades 10, 11 and 12.</p>	sem	½	1.0
<p>*<u>PSYCHOLOGY (0264)</u></p> <p>This course seeks to analyze and understand why people behave the way they do, both consciously and unconsciously. Through scientific studies, case histories, experiments and related materials and activities, the student will gain an insight into human behavior. The course will also stress informal discussions designed to provide a greater understanding of one's own behavior. Open to grades 10, 11 and 12.</p>	sem	½	1.0
<p>*<u>SOCIOLOGY (0268)</u></p> <p>Sociology is designed to introduce the student to terminology and techniques used by sociologists. The main focus is American society and how the individual develops through the socialization process and becomes a productive member of that society. Open to grades 10, 11 and 12.</p>	sem	½	1.0
<p>*<u>CRIMINAL JUSTICE (0269)</u></p> <p>This course will examine the nature of law and the law-making process. It will also examine the causes of crime and the different classifications of crime that exist within the American criminal justice system. In addition it will investigate the criminal justice process in the United States. Open to grades 10, 11 and 12.</p>	sem	½	1.0

**COURSE DESCRIPTIONS
FOR
SYRACUSE UNIVERSITY PROJECT ADVANCE
AT WEST ISLIP HIGH SCHOOL**

This program offers qualified high school students the opportunity to enroll in challenging Syracuse University freshman courses during their senior year of high school. Students who attain a grade of "C" or better would receive official Syracuse University transcript credit, which can be transferred to most American colleges and universities. *A student tuition cost of \$330 for this three-credit course was required during 2011-2012.*

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<p>*<u>AMERICAN HISTORY 101</u> (0225)</p> <p>While this course is an “introductory” course in American history covering the period from 1607 to 1865, it is not a “survey” course in the sense that we will not attempt to discuss every fact or cover every event in 250 years of American history. Rather we will approach this period of history through a discussion of three themes. The first, essentially covering the period from founding down to the middle of the eighteenth century, will deal with the question of how Europeans from a medieval culture became Americans. The second theme will explore the political, social and economic impact the Revolution had upon American society. And finally, we will focus on the modernization of American society in the nineteenth century and examine the relationship between modernization and the sectional crisis. In all three themes we will focus in part at least, on issues of political democracy, social justice and equality.</p> <p><u>PREREQUISITE:</u> Teacher recommendation for 11H or 11AP.</p>	sem	½	1.15
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<p>*<u>AMERICAN HISTORY 102</u> (0226)</p> <p>This course is intended to be an introduction to U.S. history from the end of the Civil War until the present. While such a course cannot be fully comprehensive, it will focus on many of the important developments and major trends that have shaped modern American life. In the various readings-textbook, primary sources, and “coming of age” accounts-as well as through multi-media resources, students will see how others have experienced, written about, and interpreted history. More importantly, through discussions and various types of assignments, students will have a chance to do history, and not just to read about it. In the process, they will begin to learn something of how historians think about and investigate the past, and will start to develop their own critical, historical perspectives. It is hoped that, by the end of the semester, students will not only know more about the American experience, but will have learned how to construct persuasive arguments, to use evidence effectively, and to hone a variety of analytic skills that will be of value to them both during the undergraduate experience and in the future.</p> <p><u>PREREQUISITE:</u> Teacher recommendation for 11H or 11AP.</p>	sem	½	1.15
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<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>ECONOMICS 203 (0242)</u>	sem	½	1.15
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ECONOMIC IDEAS AND ISSUES

Economics Ideas and Issues is an introduction to mainstream economic thought designed for students with a *liberal arts interest*. The goals of this course are to introduce students to the ideas that form the foundation of modern western (NeoClassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society. The course begins with a presentation of the scientific method which is then used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomics to the macroeconomics level, emphasizing the connection between these two perspectives. Students examine the benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand the on-going economic policy debate between interventionists and non-interventionists.

PREREQUISITE: An average grade of 85 or better in social studies classes or recommendation by the junior year social studies teacher.

*<u>PUBLIC AFFAIRS 101 (0243)</u>	sem	½	1.15
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INTRODUCTION TO THE ANALYSIS OF PUBLIC POLICY

Introduction to the Analysis of Public Policy is designed to provide students with basic research, communication and decision-making skills used in public policy analysis. Students are required to read and analyze articles in *The New York Times* on local, state and international public policy issues. The instructor determines which public policy issues are chosen for study throughout the semester. The content coverage of the course, while important, is secondary to the development of a range of applied social science skills that will help the student make more informed choices as a citizen, worker and consumer, including the ability to:

- Define and identify components of public policy issues.
- Communicate ideas and findings with respect to public policy issues.
- Use library facilities to collect information on public policy issues.
- Examine the use of surveys to collect information on public policy issues.
- Identify and interview knowledgeable people about public policy issues.
- Use graphs, tables and statistics in the analysis of public policy.
- Identify a social problem and propose a public policy to deal with that problem.
- List benefits and costs of a proposed public policy.
- Use a model to forecast social conditions.
- Analyze the political factors affecting the implementation of a proposed public policy.
- Develop strategies to increase the chances that a preferred public policy would be implemented.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
*<u>SOCIOLOGY 101 (0261)</u> <u>SOCIAL PERSPECTIVES OF HUMAN BEHAVIOR</u>	sem	½	1.15

This course views sociology as a social science that examines the interplay of self and society. Both the self and society are seen as ongoing social constructions that are created and sustained through processes of social interaction. The central organizing themes of the course are the processes by which social selves are constructed and sustained; the ritual nature of society and social interaction; the structure of social inequality around issues of race, class, and gender; the mechanisms by which society and self are reproduced in the daily interaction patterns of society; mechanisms that interrupt ongoing self and societal reproduction to produce social change; and an analysis of social institutions and social processes of which both student and classroom teacher choose topics of interest. These topics include such things as the changing nature of the family, the impact of divorce and single parent families, sexual and physical violence, childhood and adolescence, the emergence of a global society, and more. The course focuses on developing analytic reading and writing skills through guided analysis of recent professional articles in the social sciences, as well as numerous writing exercises in which students model social science argument style. In addition, individual and group projects focus on such skills as introspective analysis, interviewing, and observational skills. Various projects are accomplished individually and in groups, and are presented in written and/or oral form.

INTERNATIONAL BACCALAUREATE PROGRAM
DIPLOMA AND CERTIFICATE PROGRAMS

IB SOCIAL STUDIES

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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11th Grade

<u>*IB HISTORY OF THE AMERICAS HL 1 - (IB201)</u>	year	1	1.15
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The History of the Americas is a 2 year course.

An international minded education offers the best solution to provide young people with the skills, knowledge and values to confront the immense challenges that face humanity in the 21st century. This course is designed to present an intensive study of key historical developments in the 20th century and select topics from the Americas. The 11th grade curriculum has been carefully crafted to strike a balance between the IB goals of developing an international perspective particularly as relates to Canada, the United States and various Latin American nations, with the requirements of the New York State Regents assessment the students will sit for in June of the 11th grade year. An important aim of this course will be placed on developing critical thinking skills where students will interpret the past through the investigation of a variety of sources from multiple perspectives. An emphasis will be made to have students evaluate such issues as validity, reliability, credibility, certainty and individual, as well as, cultural points of view. In addition, issues that highlight the relationship between Theory of Knowledge (TOK) and history will be incorporated and explored throughout the course. Students will demonstrate their grasp of the aims and objectives of this course by way of three externally assessed papers in May of the second year. In addition, students will conduct an historical investigation which will be internally assessed and externally moderated.

12th Grade

<u>*IB HISTORY OF THE AMERICAS HL 2 - (IB202)</u>	year	1	1.15
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An international minded education offers the best solution to provide young people with the skills, knowledge and values to confront the immense challenges that face humanity in the 21st century. This is the second year of a two year course designed to present an intensive study of key historical developments in the 20th century from a international perspective. Select topics will include: Causes, Practices and Effects of War, The Cold War and an IB prescribed subject – Communism in Crisis 1976-1989. An emphasis will be made to have students evaluate such issues as validity, reliability, credibility, certainty, and individual, as well as, cultural points of view. In addition, issues that highlight the relationship between Theory of Knowledge (TOK) and history will be incorporated and explored throughout the course. Students will demonstrate their grasp of the aims and objectives of this course by way of three externally assessed papers in May of their senior year. In addition, students will conduct an historical investigation which will be internally assessed and externally moderated.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>IB PSYCHOLOGY SL (IB203/IB204)</u>

2 years

2

1.15

Psychology is the systematic study of human behavior and mental processes from an empirical perspective. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB Psychology examines the interaction of biological, cognitive and socio-cultural influences on human behavior, thereby adopting an integrative approach. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. In the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio-cultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. In this two-year program, students are required to complete two external essay assessments and an internal assessment report of a simple experiment which they conduct.*

*** This course satisfies the 12th grade American Government requirement.**

TECHNOLOGY DEPARTMENT

AUTOMOTIVE TECHNOLOGY

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>TRANSPORTATION SYSTEMS (1208)</u>	sem	½
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This course is an overview of Land Transportation systems. Vehicle types, engine variations, and auxiliary components are some areas of emphasis. Students will use a variety of tools and testing equipment in the study of various forms of transportation. Knowledge of mechanical systems and safe use of tools and equipment are stressed.

Note: This course is a prerequisite for those wishing to enroll in Land Transportation.

<u>LAND TRANSPORTATION (1250)</u>	sem	½
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This course will be an in-depth study of engine designs as well as a focus on areas of vehicle maintenance. Students will work on various lab activities and learn how to use diagnostic equipment and how to maintain and repair automotive vehicles. If a student does not have a personal vehicle, lab vehicles will be used for training purposes.

PREREQUISITE: Transportation Systems

<u>AUTOMOTIVE TECHNOLOGY I & II (1255/1256)</u>	fall, year	½, 1
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This is an advanced course that allows the students to learn further maintenance and repair of automotive vehicles. This course will focus on diagnostic thought process, diagnostic procedures, and use of diagnostic equipment.

PREREQUISITE: Land Transportation.

TECHNICAL & COMPUTER AIDED DESIGN

ALL DRAWING SEQUENCES

Students will learn drafting procedures and techniques to produce a variety of drawings using standard and computer based equipment. Computer Aided Drafting (CAD) is also examined in great detail and students are taught how to produce printed documents, digital document management, 3D prototypes and computer machined parts.

<u>DESIGN & DRAWING FOR PRODUCTION – DDP (1228)</u>	year	1
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This course is designed to introduce students to technical drawing, machine and hand tool skills, problem solving and production methods. Students will learn drafting procedures to create working drawings, apply math and science concepts to their designs, which will prepare them to build and test a variety of models. Students will also study the design process and develop a mass production system.

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

<u>CAD (COMPUTER AIDED DESIGN) (1220)</u>	sem	½
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This course introduces many of the concepts used in implementation of computer aided design. Students use a 3D graphics workstation equipped with Autodesk® software to produce mechanical drawings with an emphasis placed on the continuation of the competencies established in technical drawing.

PREREQUISITE: Design and Drawing for Production (DDP)

COURSE**COURSE LENGTH****CREDIT****CAD II (1245)**

sem

½

This course is a continuation of the study of concepts in CAD I. Students will use their knowledge of CAD to create larger and more complex drawings. An introduction to CAM (Computer Aided Machining) and rapid prototyping using a 3D Printer will also be covered. Students will use a 3D modeling CAD application to create Feature-based parametric models. This method of 3D design prepares students for how industry uses CAD in real world design projects.

PREREQUISITE: CAD (computer aided drafting)

ENGINEERING TECHNOLOGY**PRINCIPLES OF ENGINEERING (1264)**

year

1

This course is a hands-on, laboratory-based course integrating, science, technology, engineering and mathematics (STEM) which introduces students to concepts of engineering. Students will also be introduced to the systems model to ensure a well-designed and engineered system. Students will be exposed to 3D modeling software to help them generate their designs. Students will have the opportunity to see their designs produced with the 3D printer, CNC milling machine as well as through conventional manufacturing. Design and Drawing for Production (DDP) and Computer Aided Design are recommended, but not required prior to taking this course. (Meets the 3rd year requirement for math or science).

PREREQUISITE: Successful completion of 10th grade Regents math and science, and maintaining an 85+ average.

COMPUTER INFORMATION TECHNOLOGY**COMPUTER INFORMATION TECHNOLOGY I (1268)**

sem

½

This course will provide students with the fundamental concepts related to computer hardware and introduce students to computer electronics. Students will learn how a computer works and will work with computer components (both new and old). The topics covered will include the history of computers and their impact on society, software, personal computer problem diagnosis, networking, and the Internet.

PREREQUISITE: Completion of 9th grade or 8th grade technology with teacher recommendation.

COMPUTER INFORMATION TECHNOLOGY II (1270)

sem

½

This course is a continuation of Computer Information Technology I. Emphasis will be placed on mastering skills in electronic diagnosis, operating systems (Windows and Linux), peer to peer and client-server networking (including Internet and intranet infrastructure), computer and network security and the use of computers as technical tools.

PREREQUISITE: Computer Information Technology I

CISCO NETWORKING ACADEMY

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

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

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>CNA - SEMESTERS 1 AND 2 (1272)</u>	year	1
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This course will provide students with advanced concepts related to computer hardware, software and networking technologies. Students will continue to develop the skills necessary to prepare them for a future in the Information Technology (IT) field. In semester 1, students will gain in-depth knowledge about industry standards, network topologies, IP addressing (including subnet masks), networking components, and basic network design. In semester 2, students will begin router configuration and work with routing protocols. Upon completion of all four semesters, students will be prepared to take the Cisco Certified Network Associate (CCNA) Certification Exam.

<u>CNA - SEMESTERS 3 AND 4 (1273)</u>	year	1
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This course is a continuation of semesters 1 and 2. Students will continue to develop the skills necessary to prepare them for a future in the Information Technology (IT) field. In semester 3, students will begin configuring advanced router configurations, local area network (LAN) switching and virtual LANs, explore advanced LAN and hierarchical network design. In semester 4, students will begin WAN theory and design, WAN technologies (Point-to-Point Protocol and Frame Relay), network troubleshooting, and prepare for the Cisco Certified Network Associate (CCNA) Certification Exam.

PREREQUISITE: Completion of Cisco Networking Academy semesters 1 and 2.

OTHER TECHNOLOGY ELECTIVES

<u>DIGITAL PHOTOGRAPHY (1263)</u>	sem	½
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This course provides students with the opportunity to learn basic skills for digital photography, Topics covered are types of digital cameras, computer technology supporting a digital darkroom, digital file management, shooting and post process processing digital photographs, photographic composition, image correction and presenting digital photographs in printed and digital formats. This class fosters creativity and exploration, which makes the program an excellent and enjoyable learning experience.

TECHNOLOGY EDUCATION

<u>BASIC ELECTRICITY/ELECTRONICS (1236)</u>	sem	½
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A study of electricity in the home. Line and low voltage, electronic systems and circuit applications will be studied. Students will conduct a series of lab experiments that will explore the nature of electricity and a variety of circuits, sources and loads. Students will also construct a suitable project that will provide an opportunity to read circuit diagrams, assemble components, and use electronic test equipment.

TECHNOLOGY/ENGINEERING

5-UNIT SEQUENCE EXAMPLES

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

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

* May be replaced with another Technology course elective

WORLD LANGUAGE DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
*<u>SPANISH 1R</u> (0552)	year	1	1.0
This beginning course is aimed at development of fundamental communicative skills. Listening and speaking skills are emphasized. Students are taught pronunciation, basic vocabulary in everyday situations, and basic reading and writing structures in contextual settings. Cultural concepts are incorporated into the material.			
*<u>SPANISH IB</u> (0553)	year	1	1.0
This second year of the foreign language requirement is devoted to continuing the development of basic listening, speaking skills, reading, and writing. <i>(This course satisfies the foreign language requirement for a Local Diploma).</i>			
*<u>SPANISH 2R</u> (0564) <u>ITALIAN 2R</u> (0545)	year	1	1.0
The major objective of this course continues to be comprehension and oral proficiency. More time is devoted to reading and writing in the target language in contextual settings. The class is almost entirely taught in the target language with an emphasis on speaking. Cultural concepts are integrated into all communicative skills. <u>PREREQUISITE:</u> Spanish 1R/Italian 1R			
*<u>SPANISH 2H</u> (0550) <u>ITALIAN 2H</u> (0549)	year	1	1.05
Further development of oral proficiency and listening comprehension is emphasized. The class is also almost entirely conducted in the target language with an emphasis on speaking. Comprehension of contextual reading and written expression with cultural enrichment are also more fully addressed in this course. <u>PREREQUISITE:</u> Spanish 1H/Italian 1H			
*<u>SPANISH 3R</u> (0580) <u>ITALIAN 3R</u> (0546)	year	1	1.0
This course aims to integrate all four skills, comprehension, speaking, reading and writing. A complete review of the structure and vocabulary of the previous years is incorporated into the communication skills practiced. It is almost entirely conducted in the target language with an emphasis on speaking. <u>PREREQUISITE:</u> Spanish 2R/Italian 2R			
*<u>SPANISH 3H</u> (0556) <u>ITALIAN 3H</u> (0551)	year	1	1.05
A major emphasis in this course continues to be oral proficiency. Development of the reading skill is integrated with the speaking skill. The course is taught almost entirely in the target language. Writing is developed through compositions on given topics with cultural enrichment. <u>PREREQUISITE:</u> Spanish 2H/Italian 2H			
*<u>SPANISH 4R</u> (0588) <u>ITALIAN 4R</u> (0548)	year	1	1.0
These post-Regents courses are aimed at speaking, listening, reading and writing proficiency. The class is entirely conducted in the target language with a great emphasis on speaking. Learning modules include music, film, regional cooking, politics, and global issues. <u>PREREQUISITE:</u> 3R class with teacher recommendation, 3H			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<p>*<u>ITALIAN 121 (0539) 11th grade honors</u></p> <p>These post-Regents courses are aimed at speaking, listening, reading and writing proficiency. The class is <i>entirely</i> conducted in the target language with a great emphasis on speaking. A variety of materials including audio and videotapes are utilized to stimulate discussion. Learning modules include music, film, regional cooking, politics, and global issues. Field trips are incorporated into the curriculum as cultural enhancement.</p> <p>Note: Students enrolled in Italian 121 will have the opportunity to earn a maximum of six college credits (3 per semester) through Adelphi University. Tuition is approximately \$420 per semester during 2011-2012.</p> <p><u>PREREQUISITE:</u> Italian 3H with teacher recommendation.</p>	year	1	1.15
<p>*<u>SPANISH 121 (0582) 11th grade honors</u></p> <p>Further development of a higher degree of speaking, reading and writing proficiency is the aim of this college level course. Only the target language is spoken here. A variety of materials including audio CDs and film DVDs are utilized to stimulate discussion. Students in this level must be willing to work hard, as they will be expected to perform academically at a college level. This course is the prerequisite to AP Spanish or the Syracuse University Project Advance class (worth four college credits).</p> <p>Note: Students enrolled in Spanish 121 will have the opportunity to earn a maximum of six college credits (3 per semester) through Adelphi University. Tuition is approximately \$420 per semester during 2011-2012.</p> <p><u>PREREQUISITE:</u> Spanish 3H with teacher recommendation.</p>	year	1	1.15
<p>*<u>SPANISH 5R (0589)</u></p> <p>The second year of post-Regents study, this course offers a student-centered approach to further develop proficiency in listening, speaking, reading and writing. Only the target language is spoken here. Contemporary issues, media, travel and cultural comparisons are integrated in communicative situations. Field trips provide cultural enrichment.</p> <p><u>PREREQUISITE:</u> Teacher recommendation</p>	year	1	1.0
<p>*<u>SPANISH 5AP (0584)</u></p> <p>Students may prepare for the <i>Advanced Placement Examination</i> in this course. Oral communication aimed at developing a high degree of proficiency is stressed. Newspaper/magazine articles, readings on contemporary topics, and videotapes are utilized to stimulate discussion and writing. Lectures and discussions are entirely in target language. Field trips provide cultural enhancement. Students are expected to take the <i>AP examination</i> in May.</p> <p><u>PREREQUISITE:</u> Spanish 121 with teacher recommendation</p>	year	1	1.15
<p>*<u>ITALIAN 201 Syracuse University Format (0531)</u></p> <p>This proficiency-based course reviews understanding of the formal structures of language, refines previously acquired linguistic skill, and builds awareness of Italian culture. Authentic oral and literary tests are introduced. The course uses film, tv/radio, and literary texts in developing oral, listening, and reading skills. By the end of the course, students can be expected to communicate effectively in the language; giving and getting information, surviving predictable and complicated situations, narrating and describing in present, past, and future time, supporting opinions, and hypothesizing comfortably in Italian. Lectures and discussions are entirely in Italian. Students are expected to assume the responsibilities of a college student. Field trips provide cultural enrichment.</p> <p>Note: A student tuition cost of \$440 for this four-credit course was required during 2011-2012.</p> <p><u>PREREQUISITE:</u> Italian 121 or 4R with recommendation by the junior year teacher.</p>	year	1	1.15

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<p>*<u>SPANISH 201 Syracuse University Format (0591)</u></p> <p>This proficiency-based course reviews understanding of the formal structures of language, refines previously acquired linguistic skill, and builds awareness of Spanish culture. Authentic oral and literary tests are introduced. The course uses film, tv/radio, and literary texts in developing oral, listening, and reading skills. By the end of the course, students can be expected to communicate effectively in the language; giving and getting information, surviving predictable and complicated situations, narrating and describing in present, past, and future time, supporting opinions, and hypothesizing comfortably in Spanish. Lectures and discussions are entirely in Spanish. Students are expected to assume the responsibilities of a college student. Field trips provide cultural enrichment.</p> <p><u>Note:</u> A student tuition cost of \$440 for this four-credit course was required during 2011-2012.</p> <p><u>PREREQUISITE:</u> Spanish 121 or 4R with recommendation by the junior year teacher.</p>	year	1	1.15
<p>*<u>AMERICAN SIGN LANGUAGE 1R (0535)</u></p> <p>This course will introduce students to the linguistic and grammatical features of American Sign Language. Emphasis will be placed on developing students abilities to provide and seek information related to everyday conversation. Additionally, students will explore the history of Deaf culture and gather an understanding of the norms and beliefs of members in the Deaf Community. (This course satisfies the foreign language requirement for a Local Diploma.)</p>	year	1	1.0
<p>*<u>AMERICAN SIGN LANGUAGE 2R (0536)</u></p> <p>The major objective of this course continues to be increased receptive and expressive skills. Students will be able to engage in extended discourse on a broad range of topics, including those of general interest to members of the Deaf community.</p> <p><u>PREREQUISITE :</u> ASL 1R (0535)</p>	year	1	1.0
<p>*<u>AMERICAN SIGN LANGUAGE 3R (0537)</u></p> <p>The major focus of this class is to be proficient in receptive and expressive skills. This class will be conducted in American Sign Language with emphasis on student participation and fluency. Students will continue to explore topics on Deaf culture and the community. This course culminates in the Regents examination.</p> <p><u>PREREQUISITE:</u> ASL 2R (0536)</p>	year	1	1.0
<p>*<u>AMERICAN SIGN LANGUAGE 2H (0533)</u></p> <p>Further development of expressive and receptive comprehension is emphasized. The class is almost entirely conducted in the target language with an emphasis on signing. Comprehension of deaf cultural awareness and refection are also more fully addressed in this course</p> <p><u>PREREQUISITE:</u> ASL 1R</p>	year	1	1.05
<p>*<u>AMERICAN SIGN LANGUAGE 3H (0538)</u></p> <p>In this course there is a strong emphasis on strengthening advanced receptive and expressive skills. This class will be conducted entirely in the target language; therefore comprehension and fluency are essential. Students will be exposed to a variety of different cultural materials and participation is imperative. This course culminates in the Regents examination.</p> <p><u>PREREQUISITE:</u> ASL 2H</p>	year	1	1.05

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>AMERICAN SIGN LANGUAGE 121 (0532)</u>	year	1	1.15
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This post-Regents advanced course is designed to increase vocabulary, expand and develop grammar structures and examine the use of classifiers. The class is conducted entirely in the target language. We will examine the preservation of sign language through poetry, handshape stories, ABC stories and drama; as well as discuss the significance of cross cultural issues between the hearing and deaf community. Students in this level must be willing to work hard, as they will be expected to perform academically at a college level. **Note:** Student enrolled in ASL 121 will have the opportunity to earn a maximum of six college credits (3 per semester) through Adelphi University. Tuition is \$420 per semester.

PREREQUISITE: 3R class with teacher recommendation, 3H

Note: Not all colleges will accept ASL as meeting the Foreign Language requirement.

Note: The IB program does not recognize American Sign Language as a Foreign Language.

INTERNATIONAL BACCALAUREATE PROGRAM
DIPLOMA AND CERTIFICATE PROGRAMS

IB WORLD LANGUAGE

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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*<u>IB SPANISH SL 1 (IB501)</u>	year	1	1.15
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This is the first year of a two year sequence for students seeking either an IB certificate or diploma. The course is designed for motivated students with a strong work ethic. The class will focus on reading, speaking and writing with a greater degree of accuracy. Spanish will be used exclusively in this class. In addition, an understanding and acceptance of other Hispanic cultures will be stressed. Contemporary publications (dealing with societal issues, literature, current events) within the Spanish-speaking world will be utilized in the classroom.

PREREQUISITE: Spanish 3R or 3H

*<u>IB SPANISH SL 2 (IB502)</u>	year	1	1.15
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This is the follow-up course to Spanish 4 IB, slated to be implemented in 2011-2012. Students in this class can expect to be assessed as per the requirements of the IB program. Those planning to complete this sequence successfully must have achieved language fluency and the ability to write with grammatical accuracy. Participation in class discussions, utilizing higher order critical thinking skills, is expected of every student. As with the level 4 IB course, a priority of the class will be to foster global awareness and internationalism.

PREREQUISITE: Spanish 4 IB

*<u>IB ITALIAN SL 1 (IB503)</u>	year	1	1.15
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Italian 4 IB is the first course of a two year program of advanced Italian studies. The goals will include increasing a student's ability to speak, understand, read and write in the language with grammatical and contextual accuracy, as well as developing an understanding of the culture where Italian is spoken. Students will be exposed to literature, arts and history, social trends and world issues. This course of study will encourage students to reach language fluency and to place themselves in a global context as citizens of the world. Upon successful completion of this course, students will enter the Italian 5 IB course in grade 12.

PREREQUISITE: Italian 3R or 3H

*<u>IB ITALIAN SL 2 (IB504)</u>	year	1	1.15
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Italian 5 IB is the second course of a two year program of advanced Italian studies. The curriculum taught in this course will prepare students for the Italian IB assessments. Students should have a good command of the structural patterns and considerable competence in listening, speaking, reading, and writing. (See course description of Italian 4 IB.)

PREREQUISITE: Italian 4 IB