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Mr. Seth Brechtel ...................................................................................................... ESL Chairperson
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MESSAGE FROM THE
SUPERINTENDENT OF SCHOOLS

Dear Class of 2021,

You have experienced many challenges during these difficult and unique times. This has provided you with the opportunities to position yourself to learn, persevere and grow as a human being. As future leaders, readiness is extremely critical for your future and aspirations. Therefore, selecting your courses must be made with the end goal in mind. Please take the time to analyze and review the course offerings and promote any new course that you deem will serve you best. Your voice matters and is important for us all to provide you with a world class education.

Additionally, develop a rapport with your guidance counselors, and staff that can provide the necessary guidance and place you on the path towards success. Furthermore, make this very important process inclusive of your family by discussing your future plans while on the path of making your decisions. Remembering social emotional and academic preparation is key to your success, whether your path is higher education or the world of work. When we are intentional about our purpose, we can change our own narrative and influence the future of others.

"If you want to lift yourself up, lift up someone else." – Booker T. Washington

Sincerely,

Eudes S. Budhai
Superintendent of Schools
MESSAGE FROM THE PRINCIPAL

It is the intent of this course offering bulletin to provide Westbury High School students with an ongoing vision toward fulfilling and meeting their educational needs. Our goal is to continuously provide all students with the opportunity to move from one level of success to a new level of challenge. The course of study pursued in school will greatly impact personal development, vocational future and educational opportunities. Although there may be many months of hard work ahead, decisions about next year’s program must be made at this time.

How wisely the subjects are chosen will strongly influence the possibilities of academic success not only in High School, but also later in life. Students should seek the recommendations of parents, teachers, and the advice of their guidance counselors.

The curricular offerings at Westbury High School have been designed to provide a strong core of skills. Each student’s goals should be prepared for high school experiences that will help in future educational endeavors. Reaching this goal is determined by the personal commitment of each student to excellence. We at Westbury High School, want our students to receive the best education possible. Toward that goal, we ask that they accept all challenges and further their education.

Westbury High School is committed to the following overall instructional goals:

1. To develop students’ intellectual development through a comprehensive curriculum and system of instruction, which will prepare them to be competitive in a global society.

2. To have a curriculum which promotes intellectual, aesthetic and social development.

3. Through curricular and extracurricular activities, to enhance the students’ sense of their civic and social responsibilities.

4. To create a secure environment where students may interact socially as well as academically.
PHILOSOPHY:

Our philosophy is to provide students an education not only appropriate to their personal needs and abilities, but also responsive to the needs of the community. We acknowledge that the general welfare of students and the needs of a broader citizenry are a joint responsibility shared by staff and community. The challenge for educating young people is too complex to be successfully borne by one segment alone. Therefore, we support and welcome positive interaction among students, parents, staff and the community at large. As educators we provide a program that stresses concepts and skills and fosters pride in their attainment. Our program strengthens awareness of the relationship between educational achievement and general life skills and incorporates convergent, divergent, and evaluative thinking skills. We strive to instill an understanding of the need for and the value of lifelong education.

We remain open to innovation and change. While recognizing the importance of education students so that they may function productively in a rapidly changing and technologically advancing multi-cultural society, we must continue to foster an appreciation of humanistic and artistic values. Short and long term directions for educational programs will be reviewed in a continuing process to assure that the changing needs and goals of the students, staff and community are met.

Standards of quality must be upheld in the face of changing traditional values. Through programs such as the JROTC, Peer Mediation, Interact Club and Students Council, we encourage good citizenship, a sense of responsibility for one’s actions, respect for the rights of others, and an understanding of people of different backgrounds. We support both independent enterprise and the ability to work cooperatively toward a common goal. It is necessary to introduce students to differing ideas and to have them accept that they are part of local, national and world communities. To fulfill our mission we must continually enlist the understanding and support of the broader community to create a partnership that taps the resources of all: all have a stake in the education of our young people.

MISSION:

The mission of Westbury High School is to support students’ academic, social and moral growth, to foster a lifelong commitment to learning, and to encourage responsible contributions to society. We seek to create a partnership reflecting the high standards of supportive families, conscientious learners, committed staff, and an involved community. At all times, instruction and its practical applications should always go hand in hand.
FOREWORD

The purpose of the course offering booklet is to inform students and parents of the Academic courses offered at Westbury High School. It summarizes the requirements for graduation, explains briefly the organization of the curricula, and gives a detailed description of every course. The courses listed will be offered during the 2020–2021 school year based on student interest.

In grades 9 through 12, we offer a variety of subjects including Advanced Placement courses in all major academic areas, as well as Regents level courses, enrichment for students requiring special instruction and programs for students with handicapping conditions. Courses will only be offered if enrollment is sufficient. The programs are developed to prepare students to make the transition from high school to college-level academic work or to the job market for our work-bound students.

We sincerely hope that this bulletin will be of assistance to students and parents in their educational and career planning. It is suggested that it be read in its entirety at least once, and that it be kept readily available for future reference.

Ms. Deadra Faulkner, Director of Guidance
Ms. Abby Archdeacon, Grade 10 Counselor
Ms. Sandra Auguste, ESL School Counselor
Mr. Kyle Bollar, School Counselor
Ms. Rachael Castillo, ESL School Counselor
Mr. Drew Harrison, Grade 9 Counselor

THE SCHOOL COUNSELING PROGRAM

Expectations of the School Counseling Program

Parents can expect a school counselor who:

- Knows their child
- Is the one person in the secondary school who can get the information about their child’s functioning in school (both academic and social)
- Knows and understands the needs of the developmental level of their child
- Organizes and conducts a counseling program which has been designed to meet their child’s developmental needs
- Provides the information needed by their child to make decisions appropriate to his/her higher developmental level-course selection, testing and placement
- Is a person in the school with whom their child can discuss his/her concerns
- Will work with parents to insure the most rewarding school experience for their child(ren).
Grade 9 Counseling Program

The major goal of the Counseling Department at this grade-level is to help the student make a smooth transition to his/her new environment. Students are given a thorough orientation as to grading policies, expectation of teachers and administrators, procedures and responsibilities. Since positive peer relationships and a positive self-image are important goals to be developed at this age, Westbury High School has implemented a program of group counseling sessions to discuss these topics as well as others that impact on adolescents. These group counseling sessions are conducted by the counselors.

Grade 10 Counseling Program

In Grade ten, emphasis is placed on career exploration. The student will participate in a career development program. This program will encourage students to formulate tentative career plans through an evaluation of job values, abilities, subject preferences, and personal interests. Of more immediate concern is the relationship between academic achievement and future goals, which will be examined. Students will be encouraged to select a high school program that prepares them for their tentative career plans.

Grade 11 Counseling Program

Eleventh grade is an important decision making year. Ideally, the student has gained some insight into himself or herself and has set some tentative career goals. Every junior will have an individual parent/student conference to discuss the various tests required for college admission and the military. All students are advised to take the PSAT (October), ACT (April), and the SAT (May/June). Parents are encouraged to meet with their child’s school counselor to plan and prepare for the post-high school process.

Grade 12 Counseling Program

Senior year is marked by information gathering, career evaluation, and decision making. The school counselor becomes a clearinghouse of data and a sounding board for student inquiries and concerns. Decisions on college and careers are made and finalized as the student reevaluates his/her situation and options. Much time is spent with the “undecided” student helping him/her to gain greater insight and building confidence to make productive post-high school plans.
PROGRAM PLANNING

Plan your program carefully. It is wise to plan to take courses not only to meet graduation requirements, but also to permit you options after graduation. Discuss your plans with your counselor. It is an important function of the counseling department to help each student individualize course selections in order to explore interests, develop skills, and meet educational and career requirements.

FOR COLLEGE

The quality of course work in your high school program is the single most important factor in the college admission process. Given the depth and breadth of the course offerings at Westbury High School, it is possible for every student, regardless of ability level, to take a challenging academic program throughout his/her four years. It is important to discuss all program choices with your school counselor who is knowledgeable about the college admissions process and can advise you on the best preparation for postsecondary education. Many students meet traditional academic requirements for college and also complete course work and sequences in areas of interest such as art, music, business, or technology.

FOR EMPLOYMENT

Students who intend to enter the labor market directly from high school, or who possibly desire to continue their education beyond high school in a definite occupational field, should consider the program offerings of the Board of Cooperative Educational Services (BOCES). In addition, many departmental electives provide entry-level training, particularly in business education and technology. Your counselor has detailed information on these courses and will be happy to discuss the possible career training opportunities open to you.
COLLEGE ADMISSIONS TESTS

Preliminary SAT (PSAT)/National Merit Qualifying Test (NMSQT)

This test measures general verbal and math reasoning abilities that students develop over many years, both in and out of school. It assesses knowledge and skills acquired through courses in English, mathematics, science, and social studies, as well as through references outside the classroom. The test is intended to let students practice for the SAT I and enter the National Merit Scholarship competition. The PSAT is generally administered to students in October of the junior year. A sophomore who is considering this exam should discuss it with a school counselor to determine if he/she has the background that is covered on the test.

SAT I Reasoning Test

This test measures only your verbal and mathematical reasoning abilities. These abilities develop over time. The work you do in school and on your own continually refines these reasoning skills.

Scores from this test provide colleges with a way to compare academic preparation and ability of students who apply for admission. In general, students will take the SAT I for the first time in May of the junior year.

American College Testing (ACT) Program

This test measures skills in English, mathematics, reading, and science reasoning. These areas are tested because they include the major areas of instruction in most high school and college programs. Scores from the test measure how well you can perform skills necessary for college coursework. Most colleges accept ACT scores for admission and placement as readily as they do SAT scores. In general, a student should register to take the ACT in June of the junior year.

SAT II Subject Tests (formerly known as Achievement Tests)

These tests measure knowledge or skills in a particular subject and your ability to apply that knowledge. The tests are required for admissions and/or placement at some of the more competitive colleges (consult the college’s for specific information). The course descriptions that follow will include a reference to an SAT II Subject Test if one is available. Consult the SAT Registration Bulletin for applicable test dates and registration procedures. Also, speak with your counselor if you have questions about the appropriateness of the test(s) for you.

SAT II Subject Tests are administered in Writing, Literature, American History, World History, Mathematics, Biology, Chemistry, Physics, French, German, Modern Hebrew, Italian, Latin, and Spanish.

The courses listed below are recommended as minimum preparation for an SAT II Subject Test. Please consult the specific course description for additional information.

- English 11 Honors
- Global History/Geography 10 Honors
- AP U.S. History & Gov’t
- Algebra/Geometry/Trigonometry
- College Prep Math
- AP Calculus
- Chemistry Regents
- AP Biology
- French 3 R

- English 11 Regents
- Global History/Geography 10 Regents
- U.S. History & Gov’t 11 Regents
- Geometry/Trigonometry
- Pre-calculus
- Biology Regents
- AP Physics
- Physics Regents
- Spanish 3 R
- AP Chemistry
# GRADUATION REQUIREMENTS
## CLASS OF 2021 & BEYOND

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REGENTS DIPLOMA</th>
<th>ADVANCED REGENTS DIPLOMA</th>
<th>REQUIRED REGENTS EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits</td>
<td>4 Credits</td>
<td><strong>English Regents (Grade 11)</strong></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4 Credits</td>
<td>4 Credits</td>
<td><strong>Global History Regents (Grade 10) U.S. History Regents (Grade 11)</strong></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 Credits Must include Algebra I and at least one course beyond Algebra I</td>
<td>3 Credits Must include Algebra I and at least one course beyond Algebra I 1</td>
<td>Exam for Regents Diploma. 3 Exams for Advanced Regents Diploma Algebra Geometry Algebra II and Trigonometry</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 Credits</td>
<td>3 Credits</td>
<td>One Science Regents (any Science) 2* Science Regents (Living Environment and a Physical Science) – for Advanced Regents Diploma</td>
</tr>
<tr>
<td><strong>Art or Music</strong></td>
<td>1 Credit</td>
<td>1 Credit</td>
<td>Health is required in Grades 10 &amp; 12</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>1 Credit</td>
<td>1 Credit</td>
<td>World Language Regents for Advanced Regents Diploma</td>
</tr>
<tr>
<td>*<em>World Language</em></td>
<td>1 Credit</td>
<td>3 Credits</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2 Credits</td>
<td>2 Credits</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>3 Credits</td>
<td>1 Credits</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

*Foreign Language Requirement:*

- Foreign Language credit can be received either by passing the course in 7th grade, the course in 8th grade and the FLACS of 8th grade, or by passing a high school course in Foreign Language.

- For the Advanced Regents Diploma, students acquiring 5 credits in Art, Music or Occupational Education may be exempted from the 3 credit requirement in Foreign Language. Those students must still have 1 credit in Foreign Language, which can be earned by passing the course in 7th grade, the course in 8th grade and the FLACS of 8th grade, or by passing a high school course in Foreign Language.

- Students identified as having a handicapping condition may be exempt from the Foreign Language requirement if the I.E.P. states that the requirement is not appropriate.

**Local Diploma** option is available to all students with disabilities provided they earn a score of 55-64 on one or more required Regents examinations.
REQUIRED SUBJECTS

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Art/Music</td>
<td>Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students are encouraged to take courses in math, science and foreign language in Grade 12 to strengthen the academic profile for college-level success.

Course Weighting Policy

The Regents level of study is the standard expected of all students in the district. In addition, students willing to be challenged are encouraged to register for honors programs where they are available. Students may not register for standard and basic level programs but may be placed into such levels on the basis of their previous academic record of achievement. The following course weighting is used to calculate rank in class:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP College Level</td>
<td>1.10</td>
</tr>
<tr>
<td>Honors</td>
<td>1.07</td>
</tr>
<tr>
<td>Regents</td>
<td>1.05</td>
</tr>
<tr>
<td>Non-Regents</td>
<td>1.00</td>
</tr>
</tbody>
</table>

MARKING SYSTEM

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>MARKING SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>65-67</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
</tr>
</tbody>
</table>

There are four marking periods during the year. The final grade is determined by averaging four quarters and final examination (school or Regents) equally.
1. Electives
The elective program at Westbury High School serves to stimulate student educational interests in varying fields of study. The courses also aid in the development of those skills found to be necessary in today’s work environment.

2. Prerequisites
Many specialized courses have prerequisites. Experience has shown that in order to be successful in a particularly specialized course, students must have successfully completed the more elementary course. The usual requirement for admission to a second year specialized course is a firm 85% average or better in the beginning course and the recommendation of the Department Chairperson. On occasion, the recommendation of the school counselor and/or the present subject teacher is also required.

3. Academic Load Requirements
All students must take (7) periods of subjects plus physical education.
Exceptions include the work-study program, occupational education, and students with unique programs that require special scheduling.

4. Class Standing
The minimum number of credits required to maintain class standing is as follows:
   Grade 10............................4 Credits
   Grade 11..........................11 Credits
   Grade 12.........................16 Credits
State Proposed Regents Examination Standards for All Students

To raise standards of learning in New York State, the State will require that all students demonstrate attainment of the learning standards by achieving a passing score on each required Regents Exam. The following percentages for passing are as follows:

<table>
<thead>
<tr>
<th>REGENTS DIPLOMA</th>
<th>ADVANCED DESIGNATION REGENTS DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Exams (Passing score of 65 or above)</td>
<td>Required Exams (Passing score of 65 or above)</td>
</tr>
<tr>
<td>English Language Arts Exam</td>
<td>English Language Arts Exam</td>
</tr>
<tr>
<td>Integrated Algebra Exam</td>
<td>Integrated Algebra Exam</td>
</tr>
<tr>
<td>Regents Global History/Geography Exam</td>
<td>Regents Global History/Geography Exam</td>
</tr>
<tr>
<td>Regents U.S. History Exam</td>
<td>Regents U.S. History Exam</td>
</tr>
<tr>
<td>Regents Science Exam</td>
<td>Two Regents Science Exams</td>
</tr>
<tr>
<td>Regents Foreign Language Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra /Geometry/Trigonometry Exam</td>
</tr>
</tbody>
</table>

- Appropriate test modifications will be identified to provide for the participation in the Regents testing program of students with handicapping conditions.

- The State will continue to allow alternative-testing procedures for students whose native language is other than English as provided in Commissioner’s Regulations 100.2(g.) Tests in the native language must require a level of proficiency comparable to that required by the Regents Examination.
Course Descriptions
ART DEPARTMENT

STUDIO ART  1 Unit Grades 9, 10, 11, 12

This full-year foundation course offers an introduction to the fundamentals of drawing, painting, and design as well as exposes students to art history. A variety of media and techniques will be explored. Projects will include an emphasis on the Elements and Principles of art. The Studio Art course prepares students for advanced classes within the art department.

DRAWING AND PAINTING I  1 Unit Grades 10, 11, 12

This full-year course allows the student to discover and use a wide variety of drawing and painting media and techniques such as charcoal, graphite, acrylic and watercolor paints. Students will draw from life, use photo references and work from imagination. Art history is incorporated daily through art journals.

Prerequisite: Successful completion of Studio Art, College Credit LIU Post

DRAWING AND PAINTING II  1 Unit Grades 11, 12

This course is for students who have completed Drawing and Painting I. The emphasis will be to encourage a personal approach by developing advanced drawing and painting skills.

Prerequisites: 85 average or above in Drawing and Painting I and Department Chairperson recommendation

CERAMICS AND SCULPTURE I  1 Unit Grades 9, 10, 11, 12

The focus of this course will be in the sculptural expression using a variety of materials. Ceramics offers students an opportunity to work with hand building clay techniques. Students will explore materials such as clay, plaster, paper mache, and wire.

CERAMICS AND SCULPTURE II  1 Unit Grades 10, 11, 12

This course is a continuation of Ceramics and Sculpture I. The students will further develop their sculptural skills and can explore the process of wheel throwing.

Prerequisites: 85 average or above in Ceramics and Sculpture I and Department Chairperson recommendation

PHOTOGRAPHY  1 Unit Grades 11, 12

This course is designed to introduce the students to the basic concepts of photography. Aesthetic and technical aspects of the photographic process are explored. Digital and black and white 35 mm film is used in developing and processing the prints in the darkroom.

ARTS/CRAFTS/PRINTMAKING I  1 Unit Grades 9, 10, 11, 12

This full-year course takes a global approach to arts and crafts, linking each project with a different world culture. Additionally, many distinct media will be explored, including but not limited to fiber, paper, metal, beads and clay. Students will also experiment with different methods of additive and reductive printmaking.

GRAPHIC DESIGN I  ½ Unit Grades 10, 11, 12

This course introduces students to the elements of Graphic Design, idea development, and page layout combined with current marketing and advertising psychology. Graphic Design I is an introduction to using the computer to create works of art with a focus on Adobe Photoshop.
GRAPHIC DESIGN II ½ Unit Grades 10, 11, 12
This course is our second level Graphic Design/Digital Arts course. In this course we continue to build upon our foundation from Graphic Design 1. Students will explore the powerful tools of Adobe Illustrator as well as advanced techniques in Adobe Photoshop. Students must pass Graphic Design 1 before entering Graphics 2.

GRAPHIC DESIGN III ½ Unit Grades 10, 11, 12
This is the most advanced course in our Graphic Design/Digital Arts program. Students will be creating 3-D models using a 3-D printer as well as full animations using advanced software. Projects are created in applications such as Sketchup, Sculptris, Lego digital builder, Toon Boom Animate pro, Final cut pro, Adobe Photoshop and Adobe Illustrator. Students must pass both Graphic Design 1 and 2 before entering graphics 3.

PRE-ADVANCED PLACEMENT 1 Unit Grade 11
ART/AP STUDIO ART
This course is for juniors who wish to pursue a two-year sequence in AP Studio Art. It explores a variety of problems related to drawing, design, color theory and two-dimensional design in preparation for the AP Studio Art portfolio requirement in 12th grade.
Prerequisites: Studio Art and Drawing and Painting I and Department Chairperson recommendation

ADVANCED PLACEMENT 1 Unit Grade 12
ART/AP STUDIO ART
This course is for seniors who have a serious interest in pursuing a career in Art. Students work towards creating a portfolio with strict requirements. Students are encouraged to explore a personal, central interest as intensively as possible. It should reveal the evolution of an entire idea, and should focus on a process of investigation, discovery and growth. College credit, advanced placement or both may be granted with the successful completion of the course.
Prerequisites: Successful completion of Pre-Advanced Placement Studio Art and Department Chairperson recommendation
INTRODUCTION TO COMPUTER APPLICATIONS 1 Unit Grades 9,10,11,12

This course is an introduction to computer applications. Students will learn the basics of some of the Microsoft products. Some of the topics covered during the course will be Internet history and safety, Internet search strategies, and electronic mail. An independent research project will be introduced and completed at the end of the year.

Formerly Computer Applications

COMPUTER TECH FOR THE 21ST CENTURY 1 Unit Grades 10,11,12

This course is designated to introduce students to basic computer applications used in the business world. Students will acquire a basic foundation in Microsoft Office. A variety of multidisciplinary projects will be created using various applications such as word processing, spreadsheets, databases, graphics, movies using Photo Story and Windows Movie Maker. Independent research projects will be created using the many skills learned during the course.

Formerly Applications & Keyboarding

ADVANCED COMPUTER TECHNOLOGY FOR THE 21st CENTURY 1 Unit Grades 9,10,11,12

This is a one-year course designed to provide students with a variety of skills for the 21st Century. Students will learn advanced features of the Microsoft Office Suite of software. They will work with a variety of Web 2.0 tools, allowing them to collaborate and use interactive software. Computer programming and Web design will be introduced. Numerous independent research projects are part of the course requirement.

Prerequisites: Successful completion of Business Computer Applications 1 and teacher recommendation

Formerly Advanced Applications & Keyboarding

ACCOUNTING I 1 Unit Grades 10,11,12

Accounting I is a one-year course designed to keep students involved, connected, and a step ahead in today’s changing world. The course will help students develop the basic skills needed for double-entry accounting and obtain a basic understanding of the financial operation of a business. Accounting I includes the accounting cycle, combination cash journals, and subsidiary ledgers. Hands-on experiences are created through the completion of a business simulation using automated accounting.

INTRODUCTION TO BUSINESS MANAGEMENT SKILLS ½ Unit Grades 10, 11

This course will introduce student to the skills needed to successfully compete in the 21st century workplace. With topics such as organizational skills, including goal setting, time management, ethics, etiquette, communication, teamwork and leadership, conflict and negotiation, and career planning tools (resume writing, interviewing), students will be prepared to enter the workplace.

The course provides a broad foundation for further study of these areas, as well as useful knowledge for the workplace. Visits to a number of businesses will be included as part of the course.

BUSINESS LAW 1 UNIT GRADES 11, 12

Business Law is offered as a ½ year course designed to appeal to every student. This course gives the student insight into the legal environment, historical background of our legal system, civil and criminal countdown procedures, contract law, and a great emphasis is given to tort law.

Both courses will participate in a Job shadow program offered through Junior Achievement of New York.

Both course are offered and must be completed for 1 Unit credit.
CAREER & FINANCIAL MANAGEMENT  1 UNIT  GRADES 10, 11, 12

Students receive an overview while researching many career options including trades, vocations, and college options. The second part of the course is designed to give students an overview of finance. Some of the topics will include credit, banking services, budgeting, purchasing and leasing cars, saving and investing money, investing in stocks via a stock market game. Through Junior Achievement Finance Park students will learn about financial institutions, salary and taxes and budgets. We will have a number of guest speakers in the class and may go on field trips.

INTRO TO COLLEGE BUSINESS  1 UNIT  GRADES 11, 12

This course gives students an overview of a college-level course. Topics include business trends, economics, global environments, ethics, entrepreneurship, management, human resources, marketing, pricing, accounting, financial institutions, law and technology. Students may receive 3 college credits through LIU Post for the course. College Credit LIU Post

ENTREPRENEURSHIP/MARKETING  1 UNIT  GRADES 11, 12

Students will gain insight into how a business is run. Students will develop and outline a real business plan, or idea of their dreams. Content within this course will provide students with a step-by-step approach to starting and operating a real business including finding a location, hiring, setting financial goals and developing a budget. Students will be introduced to marketing concepts. Some of the topics include: market research, products, pricing, promotions, advertising, public relations and legal aspects of marketing.

VIRTUAL ENTERPRISE  1 UNIT  GRADES 11, 12

A fast paced, high energy, self accountable business simulation course that turns the traditional classroom into a vibrant real-world office. Students create and manage a virtual business from the ground up selling their products/services to other virtual firms around the world. Students interview to work in different departments of the business based on their strengths, passions and potential career paths, typically Management, Accounting/Finance, Sales, Marketing, Human Resources and Information Technology. Students will develop business skills as they work in teams to make decisions while achieving company goals and objectives and present at various business competitions. Students will also create and run a trade show booth at the Virtual Enterprise International Trade Show in Long Island and New York City. To learn more about the program visit www.veinternational.org College Credit LIU Post
ENGLISH DEPARTMENT

All students need to complete 4 units of required English (English 9, 10, 11, 12), in partial fulfillment of diploma requirements. English 9, 10, 11 and 12 are offered on two levels, based upon student interest and ability. In addition, 11th and 12th grade students must pass the Comprehensive English Regents as one of the requirements for a high school diploma.

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<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tbody>
<tr>
<td>English 9 Regents</td>
<td>English 10 Regents</td>
<td>English 11 Regents</td>
<td>English 12 Honors</td>
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<td>English 10 Honors</td>
<td>English 11 Honors</td>
<td>AP Language &amp; Composition</td>
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<td>AP English Literature and Composition</td>
<td>College Preparation English 12</td>
<td>English 12 Regents Prep</td>
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</table>

*With permission of chairperson only*

ENGLISH 9 REGENTS

Students engage in all facets of a balanced literacy language arts program: listening, speaking, reading and writing for a variety of audiences and purposes. Students maintain a literary journal, a reading and writing portfolio, and a vocabulary log. Core and choice literature from the district curriculum form the basis for literary response. The ninth grade curriculum, tied in with the Common Core Examination, provides opportunities for interdisciplinary activities.

ENGLISH 9 HONORS

Same as English 9 Regents, but with additional reading, journal writing, and vocabulary assignments with more challenging texts, more difficult portfolio writing assignments, and more complex vocabulary words. Students are teacher recommended for honors placement based on academic performance.

ENGLISH 10 REGENTS

During the tenth year of English, students continue to communicate through listening, speaking, reading and writing for a variety of audiences and purposes. The literary journal, the reading and writing portfolio and the vocabulary log continue to be key components in the whole language curriculum. Literary response continues to be centered around district curriculum, including both core and choice works. The tenth grade curriculum, tied in with the Regents Examination, enables the student to explore connections between interdisciplinary topics.

ENGLISH 10 HONORS

Same as English 10 Regents, but with additional reading, journal writing, and vocabulary assignments, and with more challenging reading texts, more difficult portfolio writing assignments, and more complex vocabulary words. Students are teacher recommended for honors placement based on academic performance.

ENGLISH 11 REGENTS

The eleventh grade English curriculum continues to promote a literate environment in which students engage in reading, writing, speaking, and listening for a variety of audiences and purposes. Fundamental tools of this program include the literary journal, the reading and writing portfolio, the vocabulary log, classroom library selections and SAT vocabulary mini-lessons. This year prepares students for successful completion of the Common Core Examination. The eleventh grade curriculum, the literary anthology, demonstrates the broad range of literary styles and genres mastered.
**ENGLISH 11 HONORS**

1 Unit  
Grade 11

Same as English 11 Regents, but with additional reading, journal writing, and vocabulary assignments, more challenging reading texts, more difficult portfolio writing assignments and more complex vocabulary words. Students select honors only if they are extremely motivated to do additional, challenging work. Students are teacher recommended for honors placement based on academic performance.

**ENGLISH 12 HONORS**

1 Unit  
Grade 12

This class is open to those students who have successfully completed the English 11 Honors program; a cumulative average of 85% is mandatory for this course. This class will focus on various composition genres, including college essay writing. In this class, students will experience the rigor of college reading and writing. Interested students may also enroll in the course for College Credit at Mercy College.

**AP LANGUAGE**

1 Unit  
Grade 11, 12

The Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should 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.

Prerequisites: This course will be open to students entering their junior or senior year. Interested students should be enrolled in pre-AP English and have maintained an average of 90% or above and good academic standing in the course. The course is also open to those students enrolled in English Honors who express interest and have maintained a cumulative average of 92% or above. All interested students must have guidance counselor and teacher recommendation, and the approval of the Department Chairperson.

**AP ENGLISH LITERATURE AND COMPOSITION**

1 Unit  
Grade 12

An AP English Literature and Composition course 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 the 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. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature. The goal of the writing assignments is to increase students’ ability to explain clearly, cogently, even elegantly, what they understand about literacy works and why they interpret them as they do. To that end, writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. It includes study of the elements of style and it attends to matters of precision and correctness as necessary.

**ENGLISH 12 REGENTS PREP**

½ Unit  
Grade 12

This course is designed for students who have yet to fulfill their Common Core Examination requirement. In preparation for the Regents Examination, the students concentrate on improving their reading, writing, listening and speaking skills. This course also introduces the student to the future demands of college life through challenging literature and more difficult writing assignments. Upon successful completion of this course and the Regents Examination, a student will receive credit for graduation, review for the SAT Examination, and will be more familiar with college-level reading and writing.

**COLLEGE PREPARATION – ENGLISH 12**

½ Unit  
Grade 12

This course introduces students to college-level readings and writings. The focus will be on composition, current events and timely issues. Students will be taught how to write a college essay, to prepare for a college interview and how to write a research paper using MLA style. A passing research paper will be required for graduation.
**ENGLISH LANGUAGE ARTS / ENGLISH AS A NEW LANGUAGE**  
1 Unit  
Grades 9-12

This is an integrated English course based on New York State Language Proficiency Standards that includes the study of language, literature, composition and oral communication for Limited English Proficient students. The goal of these courses is to support and improve the development of students’ proficiency in listening, speaking, reading, writing and comprehending Standard English.

**ENGLISH 9 AND 10 ELA/ENL**  
1 Unit  
Grade 9, 10

This course is a study of language, literature, composition and oral communication with a focus on exploring a wide variety of genres and their elements. Students read and respond to both literature and nonfiction appropriate to Grades 9 and 10. Students complete a variety of formal and informal writing assignments for varying tasks, purposes and audiences.

**ENGLISH 11 ELA/ELA**  
1 Unit  
Grade 11

This course is a continuation of our grade 9-10 program with greater emphasis on college and career readiness. Students read and respond to both literature and nonfiction appropriate to Grade 11. Students complete a variety of formal and informal writing assignments for varying tasks, purposes and audiences and also prepare to take the NYS Common Core Examination in English.

**ENGLISH 12 ELA/ENL**  
1 Unit  
Grade 12

This course is a co-taught study of language, literature, composition and oral communication with a focus on critical thinking and college/career readiness. Students read and respond to both literature and nonfiction appropriate to Grade 12. Students complete a variety of formal and informal writing assignments for varying tasks, purposes and audiences. Students write and deliver grade-appropriate presentations and access, analyze and evaluate various forms of information.
ENGLISH AS A SECOND LANGUAGE DEPARTMENT

ESL BEGINNING I

Beginning I is for students who have recently arrived in the United States. The course is aligned to the New York State ELA and ESL Learning Standards, allowing students to develop skills in reading, writing, listening and speaking. Students in this course must also enroll in either Language through Content or Communication Skills.

ESL BEGINNING A

Beginning A is for students who have basic communication skills or have passed Beginning I but are not ready for the intermediate level. The course is aligned to the New York State ELA and ESL Learning Standards, allowing students to develop skills in reading, writing, listening and speaking. Students in this course must also enroll in either Language Content or Communication Skills.

ESL LANGUAGE CONTENT

The Language through Content course develops skills in reading, writing, speaking, and listening while previewing or reviewing content that is covered in Global Studies, Living Environment and Algebra courses. Content is presented only as a means of furthering the development of critical language skills. Students will need to succeed in their classes and on state assignments. The class is open to Beginning level students.

ESL COMMUNICATION SKILLS

This course provides students structured practice in oral communication. Through role play, skits, and pronunciation drills, students will develop the competence and confidence to use English in their everyday interactions. The class is open to Beginning level students.

ESL INTERMEDIATE

The Intermediate course is for students who have passed ESL Beginning I and/or Beginning A, or who were placed into the course on the Language Assessment Battery – Revised (LAB _ R). The course is aligned to the New York State ELA and ESL Learning Standards, allowing students to develop skills in reading, writing, listening and speaking. The emphasis of this course is to establish a strong foundation in the fundamentals of English, with an increased focus on writing.

ESL ADVANCED

The Advanced course is for students who have passed intermediate; and/or who place into the course based on the Language Assessment Battery – Revised (LAB R). The course is aligned to the New York State ELA and ESL Learning Standards, allowing students to develop skills in reading, writing, listening and speaking. The focus of the class is on academic reading and writing skills.

ESL TRANSITIONAL I & II

The Transitional course is for students who have passed Advanced. The course is aligned to the New York State ELA and ESL Learning Standards, allowing students to develop skills in reading, writing, listening and speaking. The focus of the class is on academic reading and writing skills to prepare students for introductory college level coursework.

**Denotes new classes**
HEALTH AND PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION  ½ Unit Grades 9, 10, 11, 12

Physical Education is a state mandated course for all grade levels. Classes meet alternate days during the entire school year. Physical, social and emotional development is encouraged in this program through organized group and individual instruction. This course curriculum rotates throughout the academic school year. Activities include: Aerobics, Basketball, Cardio Fitness Training, Cooperative Games, Dance, European Team Handball, Flag Football, Soccer, Softball, Speedball, Ultimate Frisbee, Volleyball, and Weight Training.

*Swimming: Block Physical Education classes (Period ½ and 8/9) Students are required to complete a 10 week swim program. The classes are not co-ed and meet every other day for a half year.

HEALTH  ½ Unit Grades, 9, 10

This course is designed to be a student-centered experience with students engaged in research, discussion, debates and problem-solving. It is hoped that this type of format will result in giving each student a greater awareness of the varying health problems and sound attitudes toward these problems and their solutions. This course is very up-to-date with the current health issues that arise.

All students need ½ unit in order to graduate

WELLNESS/MARRIAGE AND FAMILY  ½ Unit Grade 10, 11, 12

This course consists of activities designed to give students a clearer self-concept so that they will be able to better deal with themselves and with the problems of all types of interpersonal relationships. Special emphasis will be given to the development of communication skills, such as listening and observing. Among the subjects discussed will be marriage, sexuality and parenting.

Prerequisite: Successful completion of Health

CULINARY ARTS  ½ Unit Grade 11, 12

Description: This course is designed to provide students who intend to become coaches, fitness professionals, recreation specialists, athletic administrators, physical education teachers, exercise physiologists, biomechanics, sports physiologists or sport nutritionists with an introduction or exposure to a variety of topics that in some way or another relate to athletic injury management. This course will offer students an opportunity to gain a greater understanding of science, and the structure of and function of the human body as it relates to injury and illness. The students will gain an understanding of health concepts familiar to all medical careers such as anatomy, physiology, and kinesiology. This course will offer all students an opportunity to integrate science, physical skill, clinical experience, and job readiness skills. The main topics of study include definition of sports medicine, basic anatomy, career options, First Aid/CPR/AED, nutrition as related to sports performance, evaluation of injury, prevention of injury and basic taping skills. Involvement of various professionals in the field is a large part of the curriculum. Students will be given the opportunity to observe sports and physical therapy clinics, fitness centers, hospitals, nursing homes, and other related health care institutions.

Prerequisite: Successful completion of Health

**Denotes a new class
**MATHEMATICS DEPARTMENT**

To meet the mathematics requirement for a New York State Regents Diploma, all students entering the high school in September 2013 and thereafter must complete a minimum of three units of study and achieve a minimum score of 65 on the Common Core Algebra Regents Examination. All students seeking a New York State Advanced Regents Diploma must satisfy the above criteria as well as achieve a minimum score of 65 on the Geometry Regents Examination (or the Common Core Geometry Regents Examination) and the Algebra 2/Trigonometry Regents Examination (or the Common Core Algebra II Regents Examination).

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<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
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<tbody>
<tr>
<td>Pre-Algebra ESL</td>
<td>CC Algebra ESL</td>
<td>CC Geometry ESL</td>
<td>College Algebra</td>
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<td>CC Intermediate Algebra</td>
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</tr>
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<td>CC Algebra</td>
<td>CC Geometry</td>
<td>Algebra 2/Trig</td>
<td>College Statistics</td>
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<td>CC Algebra</td>
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<td>Algebraic Principles</td>
<td>Algebra 2/Trig</td>
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<tr>
<td>CC Geometry H</td>
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<td>Pre-Calculus</td>
<td>AP Calculus AB</td>
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<td>Computer Science 9</td>
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<td>AP Calculus BC</td>
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| | | | Pre-College Math Seminar |

*Indicates the New York State Syllabus for Common Core Algebra Regents is followed in this course.

**PRE-ALGEBRA ELL***

This is an entry-level course for English Language Learners. Under new Part 154 regulations, this beginning course is taught using the co-teaching method. This course includes the connections and applications of algebra in geometry, measurement, number systems, statistics and probability. Topics include orders of operations, monomials and polynomials, algebraic equations and inequalities, graphing linear equations and coordinate geometry. The students will be administered a Final Examination during the June testing period. Graphing calculators (TI-84 plus) are required.

**Common Core Algebra**

This is the first year of a three year sequence for the New York State Advanced Regents Diploma. This course includes the connections and applications of algebra in geometry, measurement, number systems, and statistics. Topics include algebraic expressions, equations and inequalities, ratio and proportion, graphing and working with models of linear, exponential, and quadratic equations, functions, and interpretation of statistical data. The students will be administered the Common Core Algebra Regents Examination during the June testing period. Graphing calculators (TI-84 plus) are required.

**Common Core Algebra ELL – YR 1***

This is the first year of instruction for the two-year format. This course includes the connections and applications of algebra in geometry, measurement, number systems, and statistics. Topics include a review of the properties of integers, operations with polynomials, algebraic expressions and equations, ratio and proportion, graphing linear and quadratic equations and radicals. The students will be administered a Final Examination during the June testing period. Graphing calculators (TI-84 plus) are required.

*Prerequisite: Recommendation from 8th grade guidance counselor/teacher or mathematics screening exam for new student.

*Prerequisite: Successful completion of Algebra 8.

*Prerequisite: Successful completion of Pre-Algebra ESL.
COMMON CORE ALGEBRA ELL – YR 2* 1 Unit Grades 9, 10, 11

This is the second year of instruction for the two-year format. This course includes the connections and applications of algebra in geometry, measurement, number systems, and statistics. Topics include algebraic expressions, equations and inequalities, ratio and proportion, graphing and working with models of linear, exponential, and quadratic equations, functions, and interpretation of statistical data. The students will be administered the Common Core Algebra Regents Examination during the June testing period. Graphing calculators (TI-84 plus) are required.
Prerequisite: Successful completion of Pre-Algebra ESL or Common Core Algebra ELL – Year 1.

CC INTERMEDIATE ALGEBRA * 1 Unit Grade 10, 11

This course will offer students an opportunity to prepare for the Common Core Algebra Regents administered in January. Topics include algebraic expressions, equations and inequalities, graphing and working with models of linear, exponential, and quadratic equations, functions, and statistics. Beyond Algebra I, topics include the introduction to geometric relationships, transformations, and coordinate geometry. A final examination will be administered during the June testing period. Graphing calculators (TI-84 plus) are required.
Prerequisite: Successful completion of the Common Core Algebra course.
** Indicates the New York State Syllabus for the Common Core Geometry Regents Examination is followed in this course.

COMMON CORE GEOMETRY HONORS** 1 Unit Grade 9

This is the second year of a three year sequence for the New York State Advanced Regents Diploma. This course includes the connections and applications of geometry in algebra. Topics include geometric relationships, constructions, informal and formal proofs, transformational geometry, triangle congruence and similarity, right triangle trigonometry, coordinate geometry, and modeling with area and volume. The students will be administered the Common Core Geometry Regents Examination during the June testing period. Graphing calculators (TI-84 plus) are required.
Prerequisite: A minimum of 85% on the Common Core Algebra Regents and in the 8H course. Department Chairperson approval and teacher recommendation are also required for this course.

COMMON CORE GEOMETRY** 1 Unit Grade 10, 11

This is the second year of a three year sequence for the New York State Advanced Regents Diploma. This course includes the connections and applications of geometry in algebra. Topics include geometric relationships, constructions, informal and formal proofs, transformational geometry, triangle congruence and similarity, right triangle trigonometry, coordinate geometry, and modeling with area and volume. The students will be administered the Common Core Geometry Regents Examination during the June testing period. Graphing calculators (TI-84 plus) are required.
Prerequisite: Successful completion of the Common Core Algebra course and the Common Core Algebra Regents, and teacher recommendation.

GEOMETRIC PRINCIPLES** 1 Unit Grade 10, 11

This is the second year of a three year sequence for the New York State Regents Diploma. This course includes the connections and applications of geometry in algebra. Topics include geometric relationships, constructions, informal and formal proofs, transformational geometry, triangle congruence and similarity, right triangle trigonometry, coordinate geometry, and modeling with area and volume. A final examination will be administered during the June testing period. Graphing calculators (TI-84 plus) are required.
Prerequisite: Successful completion of the Common Core Algebra course, the Common Core Algebra Regents, and teacher recommendation.
*** Indicates the New York State Syllabus for the Algebra 2/Trigonometry Regents Examination is followed in this course.
COMMON CORE ALGEBRA II HONORS***  1 Unit  Grade 10
This is the third year of a three-year sequence for the New York State Advanced Regents Diploma. This course analyzes the connections between the algebraic and graphical representations of polynomial, rational, and radical functions, provides an introduction to exponential, logarithmic, and trigonometric functions including the modeling of periodic phenomena, and analyzes statistical data to makes inferences and conclusions. The students will be administered the Algebra II (Common Core) Regents Examination during the June testing period. Graphing calculators (TI-84 plus) are required.
Prerequisite: A minimum final grade of 85 in Geometry Honors and the Geometry Regents Examination. Department Chairperson approval and teacher recommendation are required for this course.

COMMON CORE ALGEBRA II***  1 Unit  Grade 10, 11, 12
This is the third year of a three-year sequence for the New York State Advanced Regents Diploma. This course analyzes the connections between the algebraic and graphical representations of polynomial, rational, and radical functions, provides an introduction to exponential, logarithmic, and trigonometric functions including the modeling of periodic phenomena, and analyzes statistical data to makes inferences and conclusions. The students will be administered the Algebra II (Common Core) Regents Examination during the June testing period. Graphing calculators (TI-84 plus, TI-NSpire) are required.
Prerequisite: Successful completion of the Geometry course, the Geometry Regents Examination, and teacher recommendation are required for this course.

***ALGEBRA 2/TRIG  1 Unit  Grade 11
This is the third year of a three-year sequence for the New York State Advanced Regents Diploma. This course emphasizes extensive use of the graphing calculator in the study of statistics, as well as trigonometric, exponential, and logarithmic functions, along with their graphs and applications. The students will be administered the Algebra 2/Trig Regents Examination during the June testing period. Graphing calculators (TI-84 plus) are required.
Prerequisite: Successful completion of the Geometry course and teacher recommendation are required for this course.

ALGEBRAIC PRINCIPLES***  1 Unit  Grade 11
This is the third year of a three-year sequence for the New York State Regents Diploma. This program is designed to develop and strengthen the algebraic and trigonometric concepts necessary for students’ success. This course emphasizes extensive use of the graphing calculator in the study of statistics, as well as trigonometric, exponential, and logarithmic functions, along with their graphs and applications. The students will be administered a final examination during the June testing period. Graphing calculators (TI-84 plus) are required. Prerequisites: Successful completion of the Geometry course and teacher recommendation are required for this course.

COLLEGE ALGEBRA  1 Unit  Grade 12
This course, accredited by Molloy College, will provide students with the skills needed to pass the college level placement tests as well as extensive review for the SAT examination. Fundamental processes of arithmetic and algebra, linear and fractional equations, and an intensive study of functions: linear, quadratic, exponential, logarithmic, and trigonometric, will be covered. A Final Examination will be administered during the June testing period. Graphing calculators (TI-84 plus) are required. For students who wish to earn three (3) college credits, a tuition fee will need to be paid for this full-year course.
Prerequisite: Successful completion of two or three years of high school mathematics and successful completion of the Common Core Algebra Regents. College Credit Molloy College

COLLEGE PRE-CALCULUS  1 Unit  Grades 11, 12
This course, accredited by Molloy College, is designed for the college bound student and provides an essential background for many college majors including math, science and engineering and business. The curriculum topics include advanced algebra, modeling with linear, quadratic, exponential, logarithmic, trigonometric, polynomial, and rational functions, transformations of functions, and an introduction to calculus. This course is required for all students who intend to enroll in Advanced Placement Calculus. For students who wish to earn three (3) college credits, a tuition fee will need to be paid for this full year course. Graphing calculators (TI-84 plus) are
required. Prerequisite: Successful completion of Algebra 2 & Trigonometry or Algebra 2 & Trigonometry Honors, and a minimum grade of 75 on Algebra 2 & Trigonometry Regents Examination. Department Chairperson approval and teacher recommendation are required for placement in this course. College Credit Molloy College

COLLEGE STATISTICS

This course, accredited by Molloy College, will provide students with the skills and knowledge in the field of introductory statistics and is equivalent to a one-semester college course. Topics such as Probability, Statistical Graphing, Discrete and Continuous Random Variables, and Hypothesis Testing are covered in this course. Various software applications are used in depth. For students who wish to earn three (3) college credits, a tuition fee will need to be paid for this full year course. Graphing calculators (TI-84 plus, TI-Nspire) are required. Prerequisite: Successful completion of Algebra 2 & Trigonometry or College Algebra. Department Chairperson approval and teacher recommendation are required.

AP CALCULUS AB

This is a one-year college level course. This course is designed to provide students with a learning experience equivalent to a full-year college course in single variable calculus including topics such as limits and derivatives, differentiation, and integration. Upon successful completion of this course, students will receive high school credit. College credit or advanced placement credit will be granted upon successful completion of the Advanced Placement Examination depending on the college or university that is attended by the student. Graphing calculators (TI-89) are required. Prerequisite: Successful completion of College Pre-Calculus, Department Chairperson approval and teacher recommendation is required for placement in this course.

AP CALCULUS BC

This is a one-year college level course which is considerably more rigorous than AP Calculus AB and includes an alternating day lab. This course covers all the topics in AB Calculus course in addition to infinite series, vectors, polar curves, parametric equations, and all techniques of integrations. College credit, or advanced placement credit, will be granted upon successful completion of the Advanced Placement Examination depending on the college or university that is attended by the student. Graphing calculators (TI-89) are required. Prerequisite: Successful completion of AP Calculus AB, Department Chairperson approval and teacher recommendation is required for placement in this course.

AP COMPUTER SCIENCE **

PRE-COLLEGE MATH SEMINAR

This course will provide students with the opportunity to obtain their third and final credit in mathematics necessary for graduation. The focus of this course is on critical thinking skills needed to pass college level placement tests as well as extensive review for the SAT examination. Fundamental processes of arithmetic, algebra and geometry will be covered. A Final Examination will be administered during the June testing period. Prerequisite: Successful completion of one or two years of high school mathematics.

COMPUTER SCIENCE 9

This course is an introduction to programming logic and problem solving, including programming concepts and terminology. The focus of this course is on critical thinking skills necessary to write computer programs and provides students with an introduction to programming without focusing on the details of programming syntax. This course is intended for students with little or no programming experience. Prerequisite: Successful completion of the Common Core Algebra course and/or the Integrated Algebra Regents Examination, or the Common Core Algebra Regents Examination.
Music Instruction is an important part of every child’s education and New York State requires a minimum of one credit of arts instruction for graduation. Many of the music courses satisfy this requirement. Students may also take three or five year sequences in music. Students may satisfy a graduation sequence with a three year sequence in music and certain other requirements with a five year sequence in music. Students may also strive to graduate with an Arts Academy Certificate. Requirements for the Arts Academy Certificate are listed later in this booklet.

Music course are divided into two categories, performance and non-performance. Students enrolled in performing classes will be required to perform at evening concerts and, in a few cases, on Saturdays. In order to receive credit for the course, students must attend performances. Performance dates are provided at the beginning of the school year and well in advance for added performances. Our non-performing classes are designed to prepare students to take performing classes, in the future, and to meet graduation requirements and sequences.

### Performance Classes

**Pre-AP Music Theory (College Music Theory)**
1 Unit
Grades 9, 10, 11, 12
College Credit is available for this course. This course is designed specifically for the student who has a strong interest in music and who wishes to learn to write music. Students will develop the skills necessary to transfer musical ideas to paper. We explore basic harmonic structures, chord progression, and composition techniques, as well as ear training, sight reading, and sight singing. The course is considered a performing class because students will learn to write for, rehearse, conduct, and perform with small ensembles.

*Prerequisite: Strong Interest in Music*

**Advanced Placement Music Theory**
1 Unit
Grades 9, 10, 11, 12
This course is designed specifically for the student who has a deep interest in music, who wishes to learn to write music, or who is thinking of majoring in music. Students will develop the skills necessary to transfer musical ideas to paper. We explore advanced harmonic structures, chord progression, and composition techniques, as well as ear training, sight reading, and sight singing. The course is considered a performing class because students will learn to write for, rehearse, conduct, and perform with small ensembles.

*Prerequisite: Pre-AP Music Theory or Department Approval*

**Concert Band/ Philharmonic Orchestra**
1 Unit
Grade 9
This performing group strives to perform music at a NYSSMA level IV or better. Instruction focuses on the mastery of basic instrument technique and musical proficiency. Students will develop strong sight reading skills, listening skills, and the ability to play music with emotion and purpose. Students must be available to perform at two evening concerts and other performances. They will have the option to participate in extra performances, trips to hear professional performances, and various other trips and activities.

*Prerequisite: Middle school band or departmental approval*

**Symphonic Band**
1 Unit
Grades 10, 11, 12
This featured performing group strives to perform high level music (NYSSMA levels V and VI.) Students will continue to develop the skills necessary to achieve an advanced level of proficiency on their instrument. Students will study many different styles of music including marches, pep band, and concert band literature. A strong emphasis will be placed on personal improvement, sight-reading, individual musicianship and ensemble building. The class will concentrate on improving the fundamental principles of music: tone, technique, rhythm, scales, articulation, dynamics, and interpretation. Students must be available to perform at two evening concerts and several Saturday performances. They will have the option to participate in extra performances, trips to hear professional performances, and various other trips and activities.

*Prerequisite: Concert Band or departmental approval*

**Concert Choir**
1 Unit
Grades 9, 10, 11, 12
This SATB (Soprano, Alto, Tenor, Bass,) choir course will teach students how to sing and use their voices with versatility, freedom, and ease. Students will be introduced to basic vocal techniques with individually tailored exercises for proper breathing, relaxation, and voice control. The mechanics of sight singing and music theory are important components of this course. All styles of singing will be explored during the course. Students must be
available to perform at two evening concerts. They will have the option to participate in extra performances, trips to hear professional performances, and various other trips and activities.

**Concert Orchestra / Philharmonic Orchestra** 1 Unit Grades 10, 11, 12
This performing group strives to perform music at a NYSSMA level IV or better. Instruction focuses on the mastery of basic instrument technique and musical proficiency. Students will develop strong sight reading skills, listening skills, and the ability to play music with emotion and purpose. Students must be available to perform at two evening concerts and will have the option to participate in extra performance, trips to hear professional performances, and various other trips and activities.

Prerequisite: Middle school orchestra or departmental approval

**Chamber Orchestra** 1 Unit Grades 10, 11, 12
This featured performing group strives to perform high level music (NYSSMA levels V and VI.) Students will continue to develop the skills necessary to achieve an advanced level of proficiency on their instrument. In the development of the orchestra, attention is given to the string ensemble sound, tone control, rhythm, dynamics, interpretation, vibrato, shifting, and various bow techniques. Students will study many different styles of music including classical, rock, fiddling, and jazz. Strong emphasis will be placed on learning scales and arpeggios, and preparing a solo for personal musical growth. Students must be available to perform at two evening concerts and will have the option to participate in extra performance, trips to hear professional performances, and various other trips and activities.

Prerequisite: Concert Orchestra or departmental approval

**Jazz Improvisation and Performance** 1 Unit Grades 10, 11, 12
The Jazz Program is for the experienced high school music students who would like to further their jazz studies. Students will learn to apply jazz, blues, major and minor scales, and theory to improvisation and written literature. A strong emphasis will be placed on learning jazz standards, improvisation over chord changes, sight-reading, and personal musical growth. Students are required at evening concerts, including their own “Jazz Night.”

Prerequisite: audition or departmental approval

**Guitar II** 1 Unit Grades 10, 11, 12
In Guitar II students will become independent guitarists and will learn to perform live. This course will emphasize note reading, aural skills, and flat picking and finger picking. Abilities such as two octave major scales, minor scales, and note reading to 5th position will be taught. Student will exit the course technically proficiency on the instrument.

Prerequisite: guitar I or departmental approval

**Piano II** 1 Unit Grades 10, 11, 12
Students with developing piano and music reading skills can further their ability to perform, alone and with others. Emphasis is placed on sight reading, accompaniment, and advanced piano technique.

Prerequisite: piano I or departmental approval

**Non-Performance Classes**

**Piano I** 1 Unit Grades 9, 10, 11, 12
This course is designed to teach students how to play the piano with a goal of playing for personal satisfaction and social situations. Emphasis is placed on reading music and the basic theory involved in playing the piano.

**Guitar I** 1 Unit Grades 9, 10, 11, 12
This course will give students the ability to play the guitar for pleasure and in social situations. Students will develop basic technique and learn to read popular sheet music “charts.” They will learn to play famous guitar “riffs” and to play along with current popular music.

**Music Appreciation** 1 Unit Grades 9, 10, 11, 12
This course explores music through the playing of instruments. Students will learn to read basic music notation and perform with others using percussion instruments and Ukuleles. They will learn to play various styles of music including current popular songs.
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music Technology</strong></td>
<td>1</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>This course traces the history of music technology from the beginning of audio recording to modern sampling, sequencing, and encoding. Student will learn how technology has shaped the creative, legal, and economics components of the music industry. Classroom activities and assessment include research, reading, writing, audio editing, and audio composition. Students will exit the course with the abilities to create original musical works through sampling, edit audio for video and presentation, and to complete the paperwork involved with copyright application and clearance. Class time is provided for students to apply these skills to projects for other classes, school and community events, and personal projects.</td>
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</tbody>
</table>

| **Musical Theater and Improvisation** | 1     | 9, 10, 11, 12 |
| This course is designed to give students a glimpse into Musical Theater by studying a range of relevant musicals. Students will have the opportunity to analyze lyrics, character roles, underlying themes, and understand the role of the American Musical in music history. Students will also develop skills in improvisation and study the techniques of performance. Students should expect to listen, read, write and perform during this class. |
Naval Junior Reserve Officers Training Corps (NJROTC) is a leadership program designed to develop self-discipline, self-confidence, motivation and well-rounded productive students with tools which they will need to succeed. This is not a Military Recruitment Program. All students are encouraged to pursue higher education after graduation.

The Naval Science curriculum includes the following subjects: leadership, naval history, citizenship, astronomy, oceanography, meteorology, naval ships and aircraft, seamanship, radar and sonar electronics, navigation and sea power. In addition, the cadets will participate in extracurricular activities such as color guard, sword team, drill team, community service, fund-raising and trips to naval installations.

**NAVAL SCIENCE 1**

1 Unit  
Grades 9, 10, 11, 12

This course is for first-year naval science students and focuses on military drill, proper wearing of the uniform, military customs and courtesies, citizenship and United States laws.

**NAVAL SCIENCE 2**

1 Unit  
Grades 10, 11, 12

Naval Science 2 is for second-year cadets and will include maritime history, naval strategy and tactics, maritime geography, oceanography, meteorology, astronomy and aeronautical science.

**NAVAL SCIENCE 3**

1 Unit  
Grades 11, 12

This curriculum is designed for third-year cadets and consists of naval sea power, national security and laws of the sea, shipboard life, and navigation times.

**NAVAL SCIENCE 4**

1 Unit  
Grade 12

Naval Science 4 is designed for seniors in their fourth-year of naval science and will consist of leadership theories and lab, ethics and morals case studies, positions of authority and responsibilities for subordinates.
SCIENCE DEPARTMENT

The following standards are instituted for students to meet the science requirement for a high school diploma:

1. Students must complete a minimum three-year sequence in science
   (a) In order for students to earn a Regents Diploma, it is necessary that one of these science courses end in passing a Regents exam, Life Science, Physical Science, Earth Science, Chemistry, Living Environment.

2. Students must successfully complete 30 periods of laboratory work and complete satisfactory lab reports before the student is permitted to take a Regents examination in any course. Students who do not complete the laboratory requirement cannot take the Regents examination in that subject.

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Environment / Algebra CC</td>
<td>Physics</td>
<td>Honors Chemistry</td>
<td>AP Sciences</td>
<td>AP Sciences</td>
</tr>
<tr>
<td>80% or above both</td>
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<tr>
<td>Living Environment / Algebra CC</td>
<td>Earth Science</td>
<td>Chemistry</td>
<td>Physics</td>
<td>AP Sciences</td>
</tr>
<tr>
<td>65% - 79% both</td>
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<tr>
<td>Passing</td>
<td>Environmental Science</td>
<td>Earth Science</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Living Environment / Algebra CC</td>
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<td></td>
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<tr>
<td>Below 65% Algebra CC</td>
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<tr>
<td>8th Grade Science or Failed both</td>
<td>Living Environment / Algebra CC</td>
<td>Earth Science</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Living Env &amp; Algebra CC</td>
<td>65% or above on both</td>
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<tr>
<td>8th Grade Science or Failed both</td>
<td>Living Environment / Algebra CC</td>
<td>Environmental Science</td>
<td>Earth Science</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Living Env &amp; Algebra CC</td>
<td>Passed LE / failed</td>
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<td></td>
<td>Algebra CC</td>
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</tbody>
</table>

*Students should retake the Living Environment course if they score below 60% on the Regents Examination.

Placement in Environmental, AP Biology or AP Chemistry requires:

- 80% or above Living Environment Regents
- 80% or above Chemistry Regents
- 70% or above Physics Regents in grade 9 / 80% or above Physics Regents in grade 11
- 80% or above Algebra CC and Geometry
- Teacher recommendation
- Counselor recommendation

LIVING ENVIRONMENT REGENTS 1 Unit Grades 9, 10, 11, 12

This course prepares students for the Living Environment New York State Assessment. Laboratory work is a major component of this course. Students develop inquiry, processing, conceptual thinking, and an understanding of ethics and consequences. The core curriculum covers heredity and molecular genetics, ecology and the biosphere, evolution, reproduction and development, cells, organelles, life processes and components, and many other topics based on the fundamentals of biology. Prerequisites: Successful completion of Regents Earth Science State examination and/ or General Science. 1,200 minutes of laboratory activity and satisfactory laboratory reports are required for admission to the Regents examination. Students who receive a grade of 65% or higher on the examination receive Regents credit.
**LIVING ENVIRONMENT HONORS**

1 Unit  Grades 9, 10, 11, 12

The purpose of this course is to prepare students for the Living Environment/Biology assessment. There are a wide-range of classroom and laboratory experiences, which include assessing and creating scientific data in the form of graphs, charts, and tables; performing inquiry-based science activities on life processes and homeostasis, reproduction and development, heredity and genetic engineering, evolution, plant and animal physiology, and ecology.

Prerequisites: Passing grade of 80% or better on the Earth Science Regents and/or cumulative final average of 80% or higher. Successful completion of 1,200 minutes of laboratory experience and written proof of laboratory assignments are required for admission to the Regents examination.

**EARTH SCIENCE REGENTS**

1 Unit  Grades 10, 11, 12

Earth Science concentrates on understanding the earth’s dynamic environments through study of its lithosphere, hydrosphere and atmosphere. A scientific approach is used to examine fundamental concepts in related topics such as plate tectonics, landform development, atmospheric processes, global climate, and water resources, in order to provide an understanding of how the earth system functions and the human role in these phenomena.

Prerequisite: Successful completion of Living Environment and Algebra Regents with a minimum grade of 65%.

**ADVANCED PLACEMENT BIOLOGY**

1 Unit  Grades 11, 12

The AP Biology course is the equivalent of a one-year introductory course for science majors. Students will develop a fundamental understanding of biological concepts and laboratory skills. The emphasis on laboratory work highlights science as a process and stresses the scientific method. Course content includes molecular and cellular biology, organism, populations, heredity and evolution.

Prerequisites: Passing grade of 80% or higher on Living Environment and Chemistry Regents Exams.

Remarks: Students are required to take the College Board Advanced Placement examination in May. The student’s college may grant advanced placement, college credit, or both, based on the results of the AP examination.

**GENERAL CHEMISTRY**

1 Unit  Grades 10, 11, 12

The goal of this one-year course of study is to have students gain an understanding of general chemical theory and specific technical applications. Emphasis throughout the course is on the type of chemical knowledge that will be meaningful in daily life, in decision-making of an informed citizen, and in career goals outside of pure research in the physical sciences. Hands-on practical laboratory experiences are provided within the course material. Laboratory experiences are provided within the course material.

**CHEMISTRY REGENTS**

1 Unit  Grades 10, 11, 12

This course provides a modern view of chemistry covering the following areas: matter and energy, atomic structure, bonding, periodic table, mathematics of chemistry, kinetics and equilibrium, acid-base theories, redox, electrochemistry, organic chemistry, and the application of the principles of reactions. It is a combination lecture-laboratory course.

Prerequisite: Successful completion of Algebra Regents and one of the Science Regents examinations with a minimum grade of 70%.

**CHEMISTRY HONORS**

1 Unit  Grades 10, 11, 12

This course has the same curriculum description as Regents Chemistry, but it is paced at a faster rate to delve into greater depth on the topics discussed.

Prerequisite: A grade of 80% or above on the Living Environment and Algebra CC Regents Examination.
ADVANCED PLACEMENT CHEMISTRY  1 Unit  Grades 11, 12

The class is designed as a first-year college course emphasizing the basic principles of chemistry. Topics include the structure of matter, kinetic theory of gases, chemical kinetics, equilibria, and thermodynamics. The course provides the opportunity for students to begin second year work in chemistry. Advanced laboratory activities are included. All students are expected to take the Advanced Placement examination in May.

Prerequisites: 80% or higher on Regents Living Environment and Regents Chemistry Regents Exam, completion of Algebra I CC and Geometry and recommendation of Chemistry teacher.

PHYSICS REGENTS  1 Unit  Grades 10, 11, 12

This course provides a modern view of physics with major emphasis placed on the fundamental concepts underlying this basic science. The course of study includes: mechanics wave phenomena, electricity, magnetism and modern concepts. The material is presented in such a way as to give the students an appreciation of the unity of physics. It is a combination lecture-laboratory course.

Prerequisites: Recommendation of school faculty and successful completion of Algebra CC, Geometry Regents and one of the Science Regents examinations with a minimum grade of 70%.

ADVANCED PLACEMENT PHYSICS  1 Unit  Grades 11, 12

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability, mainly using algebra and trigonometry. This is a college-level, one-year terminal course with a laboratory component. The course work covers the following areas: Newtonian mechanics, fluid mechanics, electricity and magnetism, waves and optics, and nuclear physics. This provides a foundation in physics for students who intend to major in the life sciences, pre-medicine, and other areas of applied sciences.

Prerequisites: Passing Grade of 80% Successful completion of Algebra I, Geometry, Algebra II, Chemistry and Physics Regents examinations, and approval of the instructor. Students are required to take the College Board Advanced Placement examination in May. Awarding advanced placement credit, college credit, or both depends on the results of the examination, and depends on criteria set by the accrediting college or higher institution.

FORENSICS  1 Unit  Grades 11, 12

It is impossible to overstate the importance of Forensic Science. This course will show students how forensic scientists provide immeasurable support to those criminal and civil laws that are enforced by Police agencies in a criminal justice system. This course will also go into the technology of DNA Typing, which for the first time gives forensic scientists the capability of narrowing the origin of blood, semen, and hair to a single individual. Genes, genetic disorders, genetic counseling and other characteristics related to chromosomes will be studied.

Prerequisites: Successful completion of Living Environment; permission of the instructor or Science Department Chair.

AP ENVIRONMENTAL SCIENCE**  1 Unit  Grade 12

FORENSICS / GENETICS **  1 Unit  Grade 12

ELL LIVING ENVIRONMENT  1 Unit  Grades 9, 10, 11, 12

This course is designed to give the ESL students a fundamental understanding of biology. This course contains an emphasis on living organisms and their interaction with the environment. New York State requires 1200 minutes of laboratory experience to sit for the Regents.

ELL GENERAL BIOLOGY  1 Unit  Grades 9, 10, 11, 12

This course is designed for Beginner ESL students. It will introduce the students to the scientific method, safety and measurements in the laboratory, organization and date interpretation. In addition to this, the students will be introduced to the world of biology, energy, motion, chemistry and matter.
SOCIAL STUDIES DEPARTMENT

All students need to complete 4 units of Social Studies, in partial fulfillment of diploma requirements. Social Studies 9, 10, 11 and 12 are offered on four levels, based upon student interest and ability.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History/Geography 9 Honors</td>
<td>Global History/Geography 10 Regents</td>
<td>U.S. History/Gov’t 11 Honors</td>
<td>Participation in Government (Required)</td>
</tr>
<tr>
<td>Global History/Geography 9 Regents</td>
<td>Global History/Geography 10 Regents with Lab</td>
<td>U.S. History/Gov’t 11 Regents</td>
<td>Economics (Required)</td>
</tr>
<tr>
<td>Global History/Geography 10 Honors</td>
<td>Global History/Geography 10 Regents with Lab</td>
<td>U.S. History/Gov’t 11 Regents</td>
<td>Honors Economics</td>
</tr>
<tr>
<td>Sociology</td>
<td>Global History Issues</td>
<td>Honors Government</td>
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<tr>
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<td>Global History Issues ESL</td>
<td>Global History Issues</td>
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<td>Sociology</td>
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<td>U.S. History Issues</td>
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<td>U.S. History Issues ESL</td>
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<td>AP U.S. History/Gov’t</td>
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GLOBAL HISTORY/GEOGRAPHY 9 HONORS  1 Unit  Grade 9

This course is designed to provide each student with an expanded Regents curriculum in Global History. There will be additional readings of primary resource materials as well as an in-depth research project. The major focus will be student involvement and participation by oral presentations and research projects. This course is the first half of the Global History curriculum and will prepare students for the Global History 10 Honors program and the Regents examination. Students must maintain a portfolio of work for application to the Global History 10 Honors program. Students must maintain a passing average through the first semester of the school year, or be removed from the honors program. Prerequisites: A minimum passing grade of 85% on the 9th grade entrance exam. A minimum average of 85% in 8th grade Social Studies. Department Chairperson and teacher recommendation.

GLOBAL HISTORY/GEOGRAPHY 9 REGENTS  1 Unit  Grade 9

Ninth graders take the first year of a two-year Global Studies curriculum organized around major areas of the world. Grade 9 includes units on Africa, South Asia, India, East Asia (including China and Japan), and Latin America. While the course is organized by geographic areas, the curriculum for each area contains sections on geographical and historical settings and cultural and economic development. This course will prepare the students to satisfy the Regents requirement of Global Studies 10.
GLOBAL HISTORY/GEOGRAPHY 10 REGENTS 1 Unit Grade 10

Tenth graders take the second year of the Global History curriculum. Grade 10 continues the themes of the 9th grade curriculum from the French Revolution to present. Students will study all geographic areas of the world simultaneously and make thematic connections across time periods of world history. Major themes of Global History 10 are interdependence, migration of peoples, revolutions, government and economic systems, wars, important leaders and the shaping of historical perspectives on historical events. Students are responsible for analyzing primary source material to further understand historical events.

GLOBAL HISTORY/GEOGRAPHY WITH LAB 1 Unit Grade 10

This is the New York State Global History curriculum taught with a graded lab component to assist students who need extra help in history. Students take a section of Global History and Geography along with an extra section of Global History Skills to supplement classwork and ensure successful completion of the Regents exam. Prerequisites: Department Chairperson and teacher recommendation

GLOBAL HISTORY/GEOGRAPHY 10 HONORS 1 Unit Grade 10

Students will use a variety of cognitive skills to demonstrate their understanding of major ideas, themes, developments and turning points in Global History and to examine the broad sweep of history from a variety of perspectives. This enrichment course will prepare students to write thematic and document-based essays on an advanced level, enabling them to excel on the Global Studies Regents. The major focus will use primary resource materials as well as two in-depth research projects. Students will also be responsible for maintaining a portfolio highlighting a body of work in preparation for application to the Advanced Placement program in United States History. Students must maintain a passing average through the first semester of the school year, or be removed from the honors program.

Prerequisites: The student must maintain a writing portfolio including a sample of a major project. A minimum average of 85% in 9th grade Global Studies and a minimum average of 85% on the 9th grade Global Studies exam. Department Chairperson and teacher recommendation.

U.S. HISTORY/GOVERNMENT WITH LAB 1 Unit Grade 11

This is the New York State United States History curriculum taught with a graded lab component to assist students who need extra help in history. Students will take a section of United States History Skills to supplement classwork and ensure successful completion of the Regents exam. Prerequisites: Department Chairperson and teacher recommendation

U.S. HISTORY AND GOVERNMENT REGENTS 1 Unit Grade 11

A chronologically-organized course in U.S. History with an emphasis on major themes such as the Constitution, industrialization, legal issues, the rights of minority groups, the U.S. role in world affairs, economic issues, presidential decisions, and United States in the present day. Students are responsible for reading and analyzing a number of primary source documents and Supreme Court cases for successful completion of the course. A passing grade of 65 or better on the United States History and Government Regents examination is a requirement for graduation.

U.S. HISTORY AND GOVERNMENT HONORS 1 Unit Grade 11

This course is designed to provide each student with an expanded Regents curriculum in U.S. History and Government. They will use a variety of cognitive skills to demonstrate their understanding of the major trends and themes in U.S. History and Government. There will be additional readings of primary resource material as well as an in depth research project. A passing grade of 65% on the American History Regents examination is a New York State high school diploma requirement.

Prerequisites: The student must maintain a writing portfolio including a sample of a major project. A minimum average of 85% in 10th grade Global Studies and a minimum average of 80% on the 10th grade Global Studies exam. Department Chairperson and teacher recommendation.
ADVANCED PLACEMENT – U.S. HISTORY 1 Unit Grade 12

This course will prepare college-bound students for the Advanced placement examination in U. S. History. Successful passage of the examination may result in the earning of 3-6 college credits and/or can satisfy the course requirement in college. The course will be a comprehensive, in-depth study of U. S. History. Emphasis will be placed on causes and effects of major events in the life of this nation as well as major themes in U. S. History.

PARTICIPATION IN GOVERNMENT (Required) ½ Unit Grade 12

One semester of the Grade 12 program is a course in Participation in Government. This course includes the basic economic concepts and understandings which all persons need to function effectively and intelligently as citizens and participants in the economy of the United States and the world.

ECONOMICS (Required) ½ Unit Grade 12

The other semester of the Grade 12 program is a course in Economics and economic decision-making. This course includes the basic economic concepts and understandings which all persons need to function effectively and intelligently as citizens and participants in the economy of the United States and the world.

AFRICAN/LATINO EXPERIENCE IN AMERICA ½ Unit Grade 11, 12

This course will proceed in reverse chronological order, starting with the present and extending back to the beginning of the African and Latino experience in America, as well as ancestral Africa and Latin America. This order provides for immediate identification by today’s students with the subject, and adds to the effectiveness and relevance of the study. The course will include discussion of the many concerns of African and Latino Americans and the methods they have employed in striving for total equality and opportunity in today’s society. It is expected that awareness of the contributions of African-Americans and Latino contributions to the overall growth of America would foster the deserved respect of our increasingly multicultural society.

Prerequisite: This class is designed for students who have already satisfied the New York State Regents requirements in Global Studies.

SOCIOLOGY ½ Unit Grades 10, 11, 12

This course will allow students to investigate social trends in modern societies and their impact on socialization and personality development. The family, the school, peer groups, religious groups and mass media will be examined. Other areas of investigation will include class structure, ethnic stratification, contemporary social problems and social change. College Credit LIU Post

PSYCHOLOGY ½ Unit Grades 11, 12

The procedures and content of psychology will be used to study the developmental milestones of childhood, adolescence, and maturity. The chief aim of the course is to provide the students with a comprehensive coverage of contemporary psychology in such a way that they will understand its scientific basis, and, at the same time, will be able to relate it to their own experience.

The course will also consider the more subjective and humanistic aspects of psychology so as to provide the students with an opportunity to apply their knowledge to the everyday problems faced by youth in their attitudes, values, and social relationships.

Prerequisite: This class is designed for students who have already satisfied the New York State Regents requirements in Global Studies.

*This course does not meet the 12th year Social Studies requirement for a New York State high school diploma. College Credit LIU Post

WOMEN’S STUDIES ½ Unit Grades 11, 12

This course will focus on the lives and work of women, the significance and meaning of gender at different periods in history and the development of U. S. feminism and feminist theory. Issues of race and ethnicity, sexuality, class, age and generational location will also be addressed. This course will be interdisciplinary in its approach. The class will read essays from the disciplines of cultural studies, economics, history, philosophy, political theory and psychology.
FACING HISTORY AND OURSELVES  

½ Unit  Grades 11, 12

This course will provide students the opportunity to examine the decisions individuals and government make which can lead to human rights violations and in extreme cases, genocide. Students will explore historical examples of genocide and social injustice such as the Holocaust, Armenian genocide, ethnic cleansing in the Balkans and Rwanda, treatment of Native Americans and the Trans-Atlantic slave trade. The Nazi “final solution” is examined in depth to explore the social and political milieu in which the Nazi Party came to power. At its heart this is a course which deals with human behavior which will require students to look at themselves and the decisions that individuals make that impact others and which influence historical events.

IMPACT OF SPORTS IN HISTORY  

½ Unit  Grades 11, 12

This course will provide students with an overall view of the impact of sports throughout history, beginning with the emergence of the Olympics in Greece and continuing through the 21st century. Focus topics will include discrimination, Title IX cases, and the economics of sports among others. Various source materials will include documentaries, Internet research projects, discussion and debate on the focus topic.

HONORS GOVERNMENT  

½ Unit  Grade 12

This course will analyze the fundamental principles of Democracy, while comparing it to other governmental systems that exist in the world today. Students will study the Constitution, particularly the Bill of Rights, and familiarize themselves with their rights and freedoms. Supreme Court decisions will be analyzed extensively and current cases will be followed. This course will also have a comprehensive law unit with focus on the sources of American Law and the differences between criminal and civil litigation. All students will also participate in an election project while exploring their own political beliefs.

HONORS ECONOMICS  

½ Unit  Grade 12

This course will explore the fundamentals of free enterprise and compare it to the other economic systems in the world. The students will study the laws of supply and demand in depth and understand how each works together to determine price. This course will also introduce its students to the concept of budgets, loans, insurance and investments. Students will be able to analyze the stock market and create their own investment portfolio. Students will also create their own business venture and market their product or service.

AP EUROPEAN HISTORY (FALL 2013)  

1 Unit  Grade 10

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

AP U.S. GOVERNMENT & POLITICS  

1 Unit  Grade 12

The A Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US political reality. Economic concepts will also be covered to fulfill a student’s Economics credit.
PRE-AP EUROPEAN HISTORY 1 Unit Grade 9

This course is intended for those students who have completed their United States History Regents credit in the Eighth Grade. This class will provide each student with an expanded curriculum in Global and European History. There will be additional readings of primary resource materials as well as an in-depth research project.

Prerequisites: Students must have completed their United States History credit in the Eighth Grade and have passed the United States History Regents.

GLOBAL HISTORY ISSUES ½ Unit Grades 11, 12

This course is designed for students who have yet to fulfill their Global History Examination requirement. In preparation for the Regents Examination, the students will concentrate on improving their thematic essay writing, Document Based Question analysis and political cartoon interpretation. This course will offer students academic intervention services. The course will also introduce the students to current issues facing the World including: financial crisis, Revolutions in the Middle East, human rights violations and world hunger.

UNITED STATES HISTORY ISSUES ½ Unit Grade 12

This course is designed for students who have yet to fulfill their United States History Examination requirement. In preparation for the Regents Examination, the students will concentrate on improving their thematic essay writing, Document Based Question analysis and political cartoon interpretation. This course will offer students academic intervention services. The course will also introduce the students to current issues facing the United States including: financial crisis, immigration, unemployment and terrorism.

ESL GLOBAL HISTORY ISSUES ½ Unit Grades 11, 12

This course is designed for students who have yet to fulfill their Global History Examination requirement. In preparation for the Regents Examination, the students will concentrate on improving their thematic essay writing, Document Based Question analysis and political cartoon interpretation. This course will offer students academic intervention services. The course will also introduce the students to current issues facing the World including: financial crisis, Revolutions in the Middle East, human rights violations and world hunger.

ESL UNITED STATES HISTORY ISSUES ½ Unit Grade 12

This course is designed for students who have yet to fulfill their United States History Examination requirement. In preparation for the Regents Examination, the students will concentrate on improving their thematic essay writing, Document Based Question analysis and political cartoon interpretation. This course will offer students academic intervention services. The course will also introduce the students to current issues facing the United States including: financial crisis, immigration, unemployment and terrorism.
SPANISH I REGENTS  1 Unit  Grades 9, 10
This course is for those students who did not fully complete Checkpoint A and achieved mastery in the course provided in middle school or who are new to the District with no prior study of a language. Students will develop communicative proficiency in reading, writing, speaking and listening. Students will also develop cross-cultural skills and understanding as outlined in the Learning Standards for Languages Other Than English. This course is part of a two year sequence in Checkpoint A of the NY State curriculum. Students will take the locally developed examination upon its completion. This course will satisfy all requirements for Checkpoint A of the NY State syllabus Modern Languages for Communication students will receive required language credit as per NYS Standards upon successfully passing local assessment in June.

SPANISH II REGENTS  1 Unit  Grades 9, 10, 11, 12
This course is for ninth grade students who maintained a high grade point average in Spanish 8 level 2 in the middle school and who received an 85 or above on the locally developed assessment taken at the completion of the course in Grade 8. It is also the course for students who successfully completed the Checkpoint A exam at the HS level. The course includes an expansion of Checkpoint A objectives and begins coverage of performance indicators for Checkpoint B. Students will continue to develop communicative proficiency in listening, speaking, reading and writing as outlined in the learning standards for NYS State Syllabus Modern Languages for Communication, as well as developing cross cultural skills and understanding.
Prerequisites: Grade point average (85% or higher) in Spanish 8 level 2 and Checkpoint A assessment

SPANISH III REGENTS  1 Unit  Grades 9, 10, 11, 12
This course is the second year of a two-year sequence which completes Checkpoint B of the NY State curriculum. Listening, reading, writing, and speaking are primary communicative goals. Reading and writing are highly emphasized at this level. These skills are taught in the context of socializing, providing and acquiring information, expressing personal feelings and opinions and getting others to adopt a course of action. Students become proficient in the language based on the performance indicators for Checkpoint B and prepare for the locally developed examination. The course is finalized with a mandatory examination in June. Passing of this course and of the Checkpoint B assessment fulfills the graduation requirement for an Advanced Regents Diploma.
Prerequisites: Successful completion of Spanish II, or recommendation of Teacher or Chairperson

SPANISH IV/PRE AP  1 Unit  Grades 10, 11
This course is designed to help students begin their preparation for the AP Spanish Language and Culture exam and course the following year. This course will transition students from the post-regents course by fine-tuning previously learned material. In addition, through the exploration of current global issues and trends, along with literary and artistic themes, students develop a rich, precise and idiomatic vocabulary necessary for advanced study. Advanced study of grammar and the application of complex structures to spoken language will also be a focus. This course is designed to alleviate the pressure of preparing for the AP exam taken the following year. This course concludes with a departmental examination.
Prerequisites: Completion of Spanish III Regents or Native Intermediate, recommendation of the teacher and the department chairperson

ADVANCED PLACEMENT SPANISH  1 Unit  Grades 10, 11, 12
This course presents a unique opportunity to experience the most advanced study available to high school students. It is a college-level course which follows the new outlines set up by the College Board. Students will develop the advanced fluency necessary to communicate, cultural, contemporary and literary topics. At this level the language becomes the means to acquire deeper knowledge of the culture and literature. Students develop linguistic fluency and familiarization of Latin American issues and trends via online tools and sources. This course will finalize with the advanced placement examination in Spanish language and culture for possible college credit.
Prerequisites: Successful completion of Pre AP and recommendation from Teacher
FRENCH I REGENTS 1 Unit Grades 9, 10, 11

This course is for those students who did not fully achieve mastery in Spanish 8 at the middle school or in the Checkpoint A exam or who are new to the District with no prior study of a language. Students will develop communicative proficiency in reading, writing, speaking and listening. Students will also develop cross-cultural skills and understanding as outlined in the learning standards for Languages Other Than English. This course is part of a two year sequence in checkpoint A of the NY State curriculum. Students will take the locally developed examination upon its completion. This course will satisfy all requirements for Checkpoint A of the NY State syllabus “Modern Languages for Communication”. Students will receive required language credit as per NYS Standards upon successfully passing the Checkpoint A local assessment in June.

FRENCH II REGENTS 1 Unit Grades 9, 10, 11, 12

This course is for ninth grade students who maintained a high grade point average in Spanish 8 level 2 in the middle school and who received an 85 or above on the locally developed assessment taken at the completion of the course in Grade 8. It is also the course for students who successfully completed Spanish 1 Checkpoint A exam at mastery level. The course includes an expansion of Checkpoint A objectives and begins coverage of performance indicators for Checkpoint B. Students will continue to develop communicative proficiency in listening, speaking, reading and writing as outlined in the learning standards for Languages Other Than English as well as developing cross cultural skills and understanding.

Prerequisites: Grade point average (85% or higher) in French 8 level 2 and Checkpoint A assessment

FRENCH III REGENTS 1 Unit Grades 9, 10, 11, 12

This course is the second year of a two-year sequence which completes Checkpoint B of the NY State curriculum. The course stresses the two learning standards for Languages Other Than English; communication and cultural understanding. Listening and speaking are primary communicative goals. Reading and writing are highly emphasized at this level. These skills are taught in the context of socializing, providing and acquiring information, expressing personal feelings and opinions and getting others to adopt a course of action. Students become proficient in the language based on the performance indicators for Checkpoint B and prepare for the locally developed examination. The course is finalized with a mandatory examination in June. Passing of this course and of the Checkpoint B assessment fulfills the graduation requirement for an Advanced Regents Diploma.

Prerequisites: Successful completion of French II Regents, recommendation of the teacher and the department chairperson

FRENCH PRE AP 1 Unit Grades 10, 11

This course is designated to help students begin their preparation for the AP French Language and Culture exam and course the following year. This course will transition students from the post-regents course by fine-tuning previously learned material. In addition, through the exploration of current global issues and trends, along with literary and artistic themes, students develop a rich, precise and idiomatic vocabulary necessary for advanced study. Advanced study of grammar and the application of complex structures to spoken language will also be a focus. This course is designed to alleviate the pressure of preparing for the AP exam taken the following year. This course concludes with a departmental examination.

Prerequisites: Recommendation of the teacher and the department chairperson

ADVANCED PLACEMENT FRENCH 1 Unit Grades 11, 12

This course presents a unique opportunity to experience the most advanced study available to high school students. It is a college-level course which follows the new outlines set up by the College Board. Students will develop the advanced fluency necessary to deal with language, cultural and literacy topics. At this level the language becomes the means to acquire deeper knowledge of the culture and literature. Students develop linguistic fluency and familiarization of latin american issues and trends via online tools and sources. This course will finalize with the advanced placement examination in spanish language and culture for possible college credit.

Prerequisites: Successful completion of Pre AP and recommendation of the teacher
The Home Language Arts courses are designed to support our students who are English Language learners. Our goal is to develop communication skills which demonstrate progression in their native language. This course provides cultural, linguistic, and literary connections in order to further develop student abilities and talents in their home language. This is achieved by integrating Common Core principles, literacy in the home language, and language learning objectives throughout the course. Additionally, students are provided with exposure to various forms of relatable literature and cultural connectivity within the content area. The courses will further develop each student’s written and spoken form of communication, as well as, develop reading and listening skills that are authentic and thought provoking. Our goal for each student is to achieve a greater proficiency in their native language and across all content areas.

Prerequisite: ELL student and a language assessment provided by the World Language Department
Extensive evidence demonstrates the connection between the Arts and student achievement, both academically and personally. To this end, the Arts Academy at Westbury High School was created to further the High Schools mission to support student’s academic, social and moral growth and foster a lifelong appreciation for the Arts.

Students enrolled in designated Fine and Performing Arts course are eligible to graduate with an Academy certificate, provided they consistently meet the following requirements:

1. Successfully completing a minimum of FIVE of the Academy approved courses with a GPA of 3.0 (passing) or 3.5 (with honors). *If a student repeats a course (such as ongoing Choir, Band, Orchestra, Theatre Arts), the course will only count once.*

2. Appropriate participation in high school’s musical productions, concerts and art shows, as assigned by course instructor.


Students will be allowed to choose from the following:

<table>
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<tr>
<th>Theater Arts</th>
<th>Dance I</th>
<th>Choir</th>
<th>Band</th>
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<tr>
<td>Musical Theater</td>
<td>Dance II</td>
<td>Set Design</td>
<td>Music Theory</td>
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<td>Photography</td>
<td>Theater Costume Design</td>
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ADVANCED PLACEMENT STUDENT AND PARENT CONTRACT

Congratulations on your decision to enroll in an Advanced Placement course!
A.P classes offer the challenge and experience of a college course while still enrolled in high school. Advanced Placement classes at Westbury High School are extremely rigorous and equivalent to an introductory college course. They are intended for students who have demonstrated the highest level of academic achievement and commitment to hard work. Successful AP students are task-oriented students as well as proficient readers who are able to organize their time and utilize resources from school and home. Outside study time is generally at least one to two times the amount of time spent in class per week. Students who struggle with an AP course are expected to commit themselves to a greater effort and seek regular support services, one of which should be tutoring.

Students are expected to be:

- Independent learners
- Task oriented students
- Be able to organize their time
- To learn and ask questions
- To openly accept suggestions, assignments and coaching from teacher
- To seek support service (tutoring) if having difficulty with course
- An appropriate course load that leads to success
- To spend, on average, approximately 5 hours per week on each AP class

We want students to challenge themselves and to be successful but we want you and your parent/guardian to be fully aware of what to expect. Prior to enrolling in an AP class, you and your parent/guardian must understand and agree to the following:

Parent Commitment

The parent/guardian commits to AP courses by supporting student learning in the courses. As a parent/guardian of a student enrolled in an AP course(s)
- I will encourage my child to be prepared for classes each day
- If my child encounters difficulties, I will expect my child to conference with the teacher and attend tutorials
- I will keep in contact with my child’s teacher if I have any concerns or questions regarding my child’s progress
Student Commitment:

- The College Board provides guidelines on curricular and resource requirements for an AP course.
- Students may be required to complete AP summer requirements for an AP course.
- Students are expected to be committed to meet the demands of the course.
- Students enrolled in an AP course must take the College Board’s AP examination given in May. (The examination will be at no cost to student and parent/guardian).
- In the event I encounter difficulties with the course, I will conference with my teacher and attend tutorials.
- Withdrawal from an AP course must occur within the specific time outlined on contract.
- Approval for withdrawal from an AP course must be attained from the following: teacher, AP coordinator, Director of Guidance, counselor, parent and principal.
- I understand I will receive a WF or P (when applicable) grade for any dropped AP course after the 30 days of enrollment. This grade will reflect on my transcript, NO EXCEPTIONS!

I have read and understand the information in this contract. I agree to abide by the requirements. I have selected to enroll in the following AP courses for the 2016-17 school year:

**AP Courses Enrolled:**

1.
2.
3.

Student’s signature________________________ Date: ____________________

Parent’s name____________________________ Date: ____________________

Parent’s signature________________________

Parent’s contact information___________________________________________
WHAT IS CAREER AND TECHNICAL EDUCATION?

Career and technical education is a work experience program that provides work-based learning for students ages 16 or older (Grades 11 & 12). Westbury High School provides select students with an opportunity to attend Barry Tech Education Center. Students are afforded the opportunity to enhance their high school experience by learning a career related skill needed for employment and/or advanced career studies in technical related training programs.

BOCES CTE Graduation requires successful 2 year completion at Barry Tech resulting in:
- Enter the world of work after graduation
- Continue advanced studies
- Attend a 2 year/4 year college

Graduation Requirements

2-Year Enrollment:
All 2-year students can receive up to 8 CTE credits. In addition, if the following credits are used in the course where they are offered, the 8 credits will be reduced by the number of credits below* and may be distributed as follows:

1.0 English (required 4th year in lieu of English 12)
1.0 Math (required 3rd year)
1.0 Science (required 3rd year)
1.0 Career and Financial Management

*for NYSED approved and certified programs only

2nd Language Requirement Waiver:
Students who complete 5-unit sequence in a CTE subject can use that credit in lieu of the 3-unit second language sequence.

Certificates of Completion:
All graduates who have successfully completed a CTE course (of up to 450 hours for a 1-year course, or up to 900 hours for a 2-year course) can enter the workplace and/or continue studies and receive a Certificate of Completion.

Career and Financial Management (CFM):
This course is a requirement for all CTE programs. Students must take a CFM proficiency exam in January or June. Credit is awarded by district request.

Technical Endorsements

Students who have successfully completed a 2-year CTE course at Barry Tech are eligible to earn a technical endorsement on their Regents diplomas. The student is required to:

 cena a minimum of 22 credits
 cena a grade of 75% or better in his/her chosen CTE course of study
 cena passing grades on all 5 of the required Regents examinations
 cena at or above the state average on the appropriate industry technical assessment
 cena a work-based learning experience as required by his or her approved program
 cena a work-skills employability profile.

Nassau BOCES will notify each student's home school district when he/she has completed all approved program requirements and has earned the technical endorsement.
YOU CAN CHOOSE ONE OF THESE COURSES

Arts/Humanities
  Advertising and Animation Design
  Audio Production
  Fashion Design Technology
  Graphics and Commercial Printing
  Skills
  Video Production and Digital Film
  Making

Business/Information Systems
  Business Services Skills
  Retail Skills

Engineering/Technologies
  Auto Collision Technician
  Auto Skills
  Automotive Technology
  Aviation Operations
  Carpentry
  Computer Network Technology
  Computer Technology
  Construction Electricity
  Construction Trades
  Construction Trades Skills
  Network Cabling Technician/Home
  Technology Integration (HTI)
  Plumbing
  Small Engine Repair
  Welding

Health Services
  Certified Personal Trainer/
    Performance Fitness Instructor
  Dental Assisting
  Health Skills
  Medical Assisting
  Nurse Assisting
  Pharmacy Technician
  Physical Therapy Aide

Human and Public Services
  Barbering Technician
  Child Development
  Cosmetology
  Cosmetology Skills
  Culinary Arts
  Culinary Arts Skills
  Police Science and Criminal
    Justice

Natural and Agricultural Sciences
  Animal Care
  Animal Care Skills
  Horse Science and Management
  Veterinary Science
# Graduation Requirements Checklist

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<th>Student's Name:</th>
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