

# Brentwood High School



## 2021-2022 Curriculum and Course Guide

### MISSION STATEMENT

The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.

**Board of Education – Brentwood School District**

Robert Feliciano, President  
Julie Burgos, First Vice President  
Maria Gonzalez-Prescod, Second Vice President  
Trustees  
Cindy Ciferri,  
Paula Moore Eileen Felix  
Simone Holder-Daniel

Richard Loeschner, Superintendent of Schools  
Dr. Monique Akil-Darrisaw, Assistant Superintendent for Secondary Education

**Brentwood High School Administration**

John Callan, Principal  
Dashana Dulin, Assistant Principal  
James Gesseck, Assistant Principal  
Ed Coleman, Assistant Principal  
Judy Crawford, Assistant Principal  
Wayne Loper, Assistant Principal

**Brentwood High School Counseling Staff**

Wayne A. Abenes, District Guidance Coordinator

<b>Sonderling Counselors (434-2394)</b>	<b>Ross Center Counselors (434-2207)</b>
Denise Fasano Karin Feil Sarah Tricoche Jennifer Montoya Dawn Lanzetta Melissa Ferguson Jill Cohen Ruth Cosme- Dropout Prevention Counselor	Rommel Archaga Sarah Ciofrone Anthony Jimenez Christine Burrows Kerry Sands Gloria Jaramillo Kiersten Mann

**Freshman Center**

Vincent Autera, Principal  
Dr. Chief Taylor, Assistant Principal  
Stephanie Weeks, Assistant Principal

**Counseling Staff - 434-2545**

Eddie Ramirez  
Agostinho Fernandes  
Antoinette Shervington

Dear Members of the Brentwood High School Community,

The Curriculum and Course Selection Guide has been prepared for the main purpose of allowing students, along with their families to become familiar with our course offerings. We believe our students should plan for their courses carefully and we encourage them to take the most challenging courses that are available. Our guidance counselors and teachers are ready to help in the process of course selection. As graduation requirements continue to change, it is even more important to seek the assistance of your counselor to help in this endeavor.

Our hope for all of our students is to further their educational endeavors upon graduating from high school. Taking a rigorous curriculum can help you prepare for this next stage. We suggest you use the courses and opportunities in this book as a means to reaching these higher goals. Graduating from high school is only the beginning of this life long journey.

This book contains a variety of courses available in all our departments. In addition to core courses, we offer a wide variety of electives. We also offer a BOCES program for seniors that meet the requirements. We have also included procedures on course changes, diploma requirements and promotion requirements.

We are here to champion your efforts knowing that those efforts will go a long way in expanding and guaranteeing your options.

Sincerely,

*Wayne Abenes*

Wayne Abenes

District Coordinator of Guidance, K-12


And The Brentwood High School Counseling Department


**Coordinators/Department Head Contact Information**

AFJROTC- Col. Robert W. Kaelin	434-2429
Business - Mr. Ed Coleman	434-2201
Mathematics - Ms. Kristin DeVita	434-2423
English – Ms. Kate Macrae-Lasky	434-2501
ENL / Bilingual / SIFE – Ms. Mary Alice Gans	434-2501
World Language – Mr. James Gesseck	434-4504
Home Economics - Ms. Judy Crawford	434-2391
Art & Music K-12 - Dr. Stephen Guarino	434-2338
Physical Ed. @ BHS- Mr. Wayne Loper	434-2512
Science - Ms. Jen Costa	434-2501
Social Studies - Ms. Paula Santorelli	434-2423
Technology - Mr. Ed Coleman	434-2391
HS Special Education- TBD	434-2423
District Coordinator of Guidance – Mr. Abenes	434-2394

## Table of Contents

	<u>Topic/Department</u>	<u>Page</u>
I.	Academic Planning.....	5
II.	Course Changes.....	6
III.	AP Courses.....	7
IV.	College Credit in High School.....	9
V.	Promotion Requirements .....	10
VI.	NCAA for Student Athletes.....	11
VII.	Air Force Junior R.O.T.C. ....	15
VIII.	Art.....	16
IX.	Business Education.....	21
X.	English.....	26
XI.	English Language Learners.....	35
XII.	Family and Consumer Science .....	36
XIII.	World Language.....	38
XIV.	Math.....	43
XV.	Music.....	48
XVI.	Physical Education.....	50
XVII.	Health Education.....	50
XVIII.	Science.....	52
XIX.	Social Studies.....	62
XX.	Technology.....	67
XXI.	Seal of Biliteracy.....	79
XXII.	NYS Graduation Requirements.....	71

Please note: If a course is colored red, then it is not being offered next year. 

If a course shows  it is considered one of the 16 core courses required for NCAA.

### Brentwood School District Policy of Non-Discrimination

Brentwood students are advised not to choose courses and careers on the basis of sex stereotyping; rather, emphasis should be placed on which courses and careers are best matched to each student's specific aptitudes and interests.

The Brentwood Union Free School District, 2 Sixth Ave, New York 11717, does not discriminate on the basis of race, color, natural origin, sex or handicap, in the education programs or activities which it operates. Some of the areas which this policy on non-discrimination includes are: counseling services for students, access by students to educational programs, course offerings and student activities.

Inquiries concerning the application of the district's policy of non-discrimination on the basis of a Handicapping\ condition may be referred to Alice Vanderveldt 434-2331.

## **Academic Planning**

1. The process of course selection will begin in January when students meet with their counselor to discuss course requirements and elective requests for the following year. **STUDENTS ARE EXPECTED TO REMAIN COMMITTED TO THESE CHOICES.**
2. A course in any department will only be offered if there is sufficient registration.
3. All students are required to carry a full program including a minimum of four courses plus physical education each semester. An exception may be made for students attending BOCES programs.
4. All students are expected to choose courses carefully during the course selection process. Schedules are planned according to student requests and students are expected to abide by their choices.
5. Regents Examinations must be taken by all students enrolled in courses requiring a Regents Exam, regardless of the type of diploma a student is pursuing. The Regents grade equals one ninth of the final grade.
6. Students who plan early graduation must meet with their counselor before the completion of scheduling. It is necessary to make early plans to insure the availability of subjects needed to meet the diploma requirements. Arrangements must be made before the beginning of the next school year.
8. Repeating a subject is necessary if a student fails a **REQUIRED SUBJECT**. If offered, the course must be repeated.
9. Occupational Education includes all BOCES, Business Education, Technology Education, and Family/Consumer Science courses.
10. Early Release at the conclusion of 5<sup>th</sup>, 6<sup>th</sup> or 7<sup>th</sup> period. Students granted Early Release must leave the campus at the end of their school day.
11. Brentwood High School reserves the right to make appropriate modifications of the information provided in the Curriculum Guide when needed to insure the successful administration of its educational program

## **Procedure on Course Changes**

We apply an extraordinary amount of time, resources, and energy into producing the program of courses you want for next year. We will start to meet individually with students in January and continue the process through February. An evening program is planned for parents as well to help in making the best decisions, and parents are invited in for conferences. Within this time frame, we fully expect that you will change your mind a few times as more information becomes available for you to make better decisions. We will ask teachers to make recommendations to reflect their thinking regarding your potential.

By the end of March, it is expected that the courses you have selected are the courses you will carry for the next academic year. While any errors in scheduling (missing courses, duplicative courses, summer school successes not reflected in the student's schedule) will be taken care of immediately in September, **we will not entertain any requests to change a program except for truly extraordinary and unique circumstances.**

Please be aware that **ALL ELECTIVE COURSES** will be offered provided that they meet **MAXIMUM** subscription totals.

## **Drop-Add Procedure**

1. All students are expected to choose courses carefully during the course selection process. Schedules are planned according to student requests and students are expected to abide by their choices.

2. Student and/or parent-initiated schedule changes will be permitted **only during the following time periods:**

- The 2<sup>nd</sup> and 3<sup>rd</sup> week of fall semester classes for full year courses, fall courses or spring courses
- The 2<sup>nd</sup> and 3<sup>rd</sup> week of spring semester classes for spring courses

3. In order to process a change, students must:

- Schedule an appointment with their counselor during the drop-add period
- Bring a note from a parent, to be verbally confirmed by their counselor, authorizing the schedule change
- Choose a substitute course, if one is available, for each dropped course

4. Final approval of changes is contingent upon the following:

- The proposed change does not jeopardize graduation
- The proposed change does not negatively affect prospects of college admission
- The change requested is logistically possible

5. Under no circumstances will schedules be adjusted to:

- Change teachers
- Change lunch periods (unless supported by medical documentation)
- Change to more convenient and/or desirable periods
- Group friends together in the same class

6. Changes in a student's placement based on academic concerns that are recommended by administrators, teachers, and/or counselors may occur throughout the school year pending departmental approval.

\*\* Students that drop a class after the first marking period will have a WF on their transcript. (Withdrawal Failure)



<http://www.collegeboard.org/>

### **Advanced Placement Courses**

AP courses provide an opportunity to earn college credit while in high school, but of late, they have played an increasingly important role in the college admissions process, especially at the highly selective colleges. AP is a national standard, and the number of students across the nation who take AP courses and exams increases each year.

AP examinations are given the first two weeks in May.

Studio in Art 2D

Biology

Chemistry

Calculus AB

Calculus BC

Environmental Science

~~French Language~~

Government and Politics – US

Language and Composition

Literature and Composition

Music Theory

Physics 1 Algebra -Based

Physics 2 Algebra -Based

Spanish Language

~~Spanish Literature~~

Statistics

United States History

World History

## **AP SCHOLAR AWARDS**

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP score report that is sent to colleges the following fall.

### **Award Levels**

#### **AP Scholar**

Granted to students who receive scores of 3 or higher on three or more AP Exams.

#### **AP Scholar with Honor**

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

#### **AP Scholar with Distinction**

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

#### **State AP Scholar**

Granted to the one male and one female student in each U.S. state, and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, **and then** the highest average score (at least 3.5) on all AP Exams taken.

#### **National AP Scholar**

Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams.

# **COLLEGE CREDIT IN HIGH SCHOOL**

We currently offer students in eleventh and twelfth grades the opportunity to accrue college credit in a number of programs:

## **SUNY Farmingdale – University in the High School Program**

Students who are in eleventh and twelfth grades and are in good academic standing may elect to participate in this program. The four courses listed below are courses regularly taught at Brentwood High School. Students who enroll in these classes may apply for college credit at a reduced cost per credit. These credits will begin their college transcript and may be transferrable to most colleges:

**Photography 808, Forensics 347, Principles of Engineering 740 and Business Analysis/ Business Computer Applications 574, Human Anatomy and Physiology 348, Engineering Graphics & Technical Illustration 721**

## **Suffolk County Community College- Beacon Program**

Students who are in eleventh and twelfth grades and are in good academic standing may elect to participate in this program. The four courses listed below are courses regularly taught at Brentwood High School. Students who enroll in these classes may apply for college credit at a reduced cost per credit. These credits will begin their college transcript and may be transferrable to most colleges:

**Animation 819, Music Theory 861, Media Communication 825, Television Broadcast 826, Introduction to Business 512, Land Transportation 753, Italian III 493, Italian IV Honors 494, and Spanish 4 Honors 434, Intro to Journalism 44**

## **Suffolk County Community College – Early College Program**

The requirements for students to participate in the Early College Program are: Students who are in eleventh and twelfth grades must have at least an 85 average and must have scored at least an 85 on any Regents examination. Students will be required to take the college entrance examination. If approved, students may register for courses from a select list of courses which they will take at the Grant campus of Suffolk County Community College. Students who qualify may register for up to two courses. Transportation will be provided from Monday to Thursday at dismissal for students to attend classes from 3:30-4:45. Students would return to Brentwood High School and take the late bus home. Students may choose a weekend course but must provide their own transportation in that case. Tuition is offered at a reduced cost per credit.

## **Long Island University**

**Introduction to Social Work 634-** 3 college credits. Look in Family Consumer Science for a brief description.

**District contact person:** Wayne Abenes, District Coordinator of Guidance  
**631-434-2204**

Students enrolled in **99 Aerospace Science III** course can earn transferable college credit for select AFJROTC courses prior to high school graduation.

**Department contact person:** Col. Robert W. Kaelin, AFJROTC Coordinator located in room  
**631-434-2429**

**\*\* Be aware courses that offer college credits are subject to change.**

## **PROMOTION REQUIREMENTS**

1. **To be considered a tenth grader**, students must have accumulated 3 credits, with a minimum of two credits in English, Social Studies, Science, Mathematics or LOTE.
2. **To be considered an eleventh grader**, students must have accumulated a minimum of 9 credits, and must have passed all ninth grade subjects to include English, Mathematics, Social Studies, Science as well as a minimum of two tenth grade courses in English, Mathematics, Social Studies, or Science.
3. **To be considered a twelfth grader**, students must have accumulated a minimum of 15 credits, and must have passed all tenth grade courses in English, Mathematics, Social Studies, and Science, and must have passed a minimum of any two eleventh grade core courses in English, Mathematics, Social Studies, and Science.
4. **In addition to credit requirements**, seniors must also have received a passing grade (65 or better) on the following Regents exams:
  - one Mathematics Regents
  - one Science Regents
  - one Global History/Geography Regents
  - either the ELA Regents or the US History/Geography Regents

Students may enroll in two consecutive courses in one subject area if they are repeating the first of the two courses. Students may "double up" in more than one area only with the written consent of the department head.

### **COURSE CODE SYMBOL KEY**

<b>SYMBOL</b>	<b>COURSE TYPE</b>	<b>WEIGHT</b>
AP	Advanced Placement	1.2
HONORS	HONORS	1.1
RA	Regents Level	1.0
MOD	Modified Special Education	1.0

**\* Half-year courses have half the quality points of their full year counterparts.**

### **Grading Conversion Table**

<b>Percent grade</b>	<b>Letter Grade</b>	<b>4.0 Scale</b>
<b>97-100</b>	<b>A+</b>	<b>4.0</b>
<b>93-96</b>	<b>A</b>	<b>4.0</b>
<b>90-92</b>	<b>A-</b>	<b>3.7</b>
<b>87-89</b>	<b>B+</b>	<b>3.3</b>
<b>83-86</b>	<b>B</b>	<b>3.0</b>
<b>80-82</b>	<b>B-</b>	<b>2.7</b>
<b>77-79</b>	<b>C+</b>	<b>2.3</b>
<b>73-76</b>	<b>C</b>	<b>2.0</b>
<b>70-72</b>	<b>C-</b>	<b>1.7</b>
<b>67-69</b>	<b>D+</b>	<b>1.3</b>
<b>65-66</b>	<b>D</b>	<b>1.0</b>
<b>Below 65</b>	<b>F</b>	<b>0</b>

## DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year,

### Core-Course Requirement

Complete 16 core courses in the following areas:



### Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

### Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

**International Students:** Please visit [ncaa.org/international](http://ncaa.org/international) for information and academic requirements specific to international student-athletes.

## Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

\*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.

## DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

### Core-Course Requirement

Complete 16 core courses in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 year	2 years	4 years

### FULL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### PARTIAL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

### Partial Qualifier

College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

### Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

### International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division I academic requirements.



DIVISION II FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.050 & above	400	37
3.025	410	38
3.000	430	39
2.975	440	40
2.950	460	41
2.925	470	41
2.900	490	42
2.875	500	42
2.850	520	43
2.825	530	44
2.800	550	44
2.775	560	45
2.750	580	46
2.725	590	46
2.700	600	47
2.675	620	47
2.650	630	48
2.625	650	49
2.600	660	49
2.575	680	50
2.550	690	50
2.525	710	51
2.500	720	52
2.475	730	52
2.450	740	53
2.425	750	53
2.400	750	54
2.375	760	55
2.350	770	56
2.325	780	56
2.300	790	57
2.275	800	58
2.250	810	59
2.225	820	60
2.200	830	61
2.175	840	61
2.150	850	62
2.125	860	63
2.100	860	64
2.075	870	65
2.050	880	66
2.025	890	67
2.000	900	68 & above

## Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

\*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.  
September 2019



## AIR FORCE JUNIOR R.O.T.C.

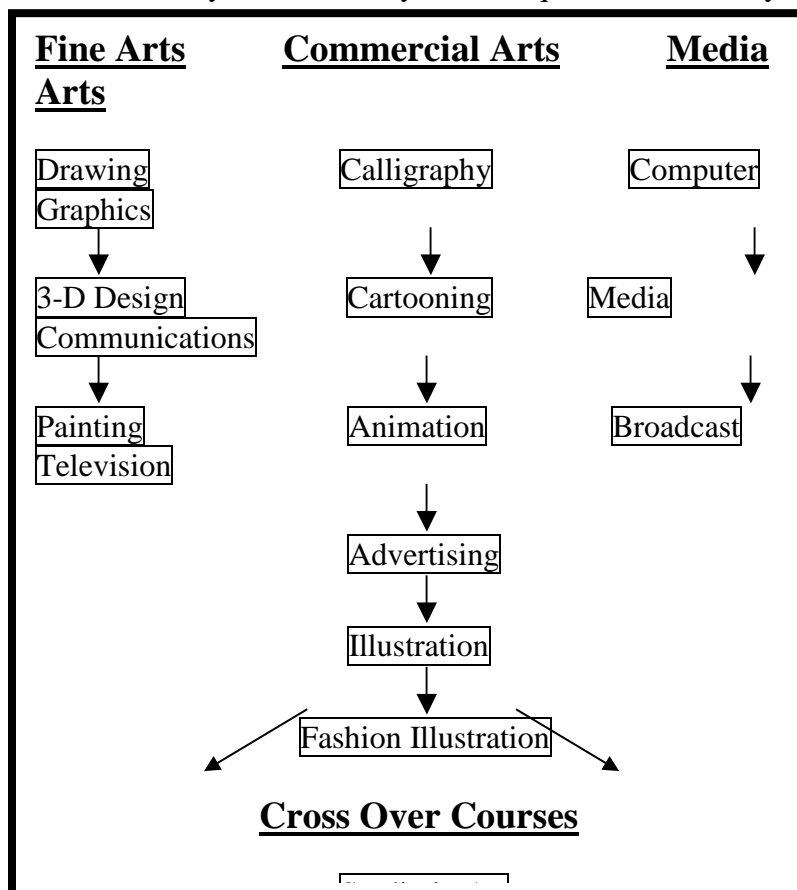


Air Force Junior R.O.T.C. prepares students to meet the challenges of the aerospace age through an appreciation of aviation and space technology. Air Force Jr. R.O.T.C. is designed to develop leadership traits. It stresses habits of orderliness, self-reliance and self-discipline. All courses will incorporate the Cadet Health and Wellness Program (CHWP). All uniforms and insignia are provided by the Air Force. **Cadets are required to wear the uniform during personal inspection which is on Mondays for the entire school day. THERE IS NO MILITARY OBLIGATION ATTACHED TO ENROLLMENT IN THIS COURSE.** Cadets receive 1 unit of credit per year toward graduation and courses are open to male and female students. Cadets are involved in a host of extracurricular activities and community service projects.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<b><u>97 Aerospace Science I</u></b>	<b>Full year</b>	<b>1 credit</b>
Aerospace Science: Frontier of Aviation History acquaints the student with the historical development of flight and the role of the military in history. Development of flight is reviewed from ancient legends through the Persian Gulf War and beyond. Additionally, the role of the military throughout the history of the US is identified. The course describes the organization, mission and operation of the United States Air Force. Leadership studies relate directly to the academic subject matter, with study habits and time management. Wearing of the uniform, Air Force customs and courtesies and basic drill skills are introduced. Also, the course will strengthen and develop character, promote understanding their role as informed citizens. <b>There is no military obligation as a result of taking this course.</b>		
<b><u>98 Aerospace Science II</u></b>	<b>Full year</b>	<b>1 credit</b>
Aerospace Science: The Science of Flight acquaints the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. Leadership studies stress communication skills and cadet staff activities. Written reports and speeches compliment academic materials. Cadet staff activities include holding positions of greater responsibility in the planning and execution of Unit projects. This course requires students to develop a GOALS project portfolio for entering college or starting a career after graduation. <b>There is no military obligation as a result of taking this course.</b>		
<b><u>99 Aerospace Science III</u></b>	<b>Full year</b>	<b>1 credit</b>
Aerospace Science: The Exploration of Space examines our Earth, the Moon and the planets, the latest advances in space technology and continuing challenges of space and manned space flight. Leadership studies emphasize managing personnel, stress, finances, citizenship, life skills after high school, college preparation and ethics. Third year cadets put these skills into practice by holding key leadership positions in the cadet corps. This course requires students to develop a GOALS project portfolio for entering college or starting a career after graduation. <b>There is no military obligation as a result of taking this course.</b>		

# ART

The aim of the High School Art Program is to develop each student's potential for individual art expression through acquiring aesthetic sensitivity, understanding cultural and historical art influences as well as developing technical art skills. The art curriculum is divided structurally into three major areas of study. The fine arts group of courses focuses on a comprehensive exposure to the fine arts, the commercial arts group deals with the vocational or commercial arts and the media arts group of courses focuses on the technology-based media arts field. There are also a number of cross-over courses that may be used in any of the sequences effectively.



## **Art Course Recommendation Process**

In order to build a sequential art experience, students are required to successfully complete the prerequisite course requirements before enrolling in the advanced-level art classes. Advanced Placement courses require students to have an 85 or better average in all of their prior high school art courses along with a recommendation from the student's present art teacher. The asterisks (\*) have the following meaning:

- \* **Studio in Art is a prerequisite for this course.**
- \*\* **Studio in Art and/or the Drawing course are prerequisites for this course.**
- \*\*\* **Studio in Art and completion of the basic course are prerequisites for this course.**
- \*\*\*\* **Studio in Art and the successful completion of a minimum of two (2) additional art courses and the recommendation of the student's art teacher(s) are prerequisites for this course.**

<b><u>COURSE</u></b>	<b><u>COURSE LENGTH</u></b>	<b><u>CREDIT</u></b>
<b><u>801 Studio in Art (RA) (9-12)</u></b> Studio in Art is a foundation course, which surveys the visual arts (drawing, painting and sculpture) through hands-on project work that explores both the fine and commercial Art approaches. Students acquire skills in a variety of art media, learn about their art heritage and develop an ability to critically evaluate art works, while meeting the State graduation requirement of one (1) art elective. <b><u>This course will fulfill the State Humanities requirement, students will be required to take and pass this course prior to taking any other art courses.</u></b>	<b>Full year</b>	<b>1 credit</b>
<b><u>*802 Studio in Two Dimensional Design (RA) (10-12)</u></b> <b><i>PREREQUISITE: Studio in Art (RA)</i></b> Students will examine two-dimensional graphic design in both fine and commercial arts applications. They will experiment with a variety of two-dimensional media and techniques, which will be used to explore concepts dealing with the principles and elements of arts and design.	<b>Full year</b>	<b>1 credit</b>
<b><u>*803 Studio in Painting (RA) (11-12)</u></b> <b><i>PREREQUISITE: Studio in Art (RA)</i></b> Students will develop their design, drawing and technical skills through the use of a variety of painting styles and media (watercolors, tempera and acrylics) that explore past and contemporary cultures. Students will explore various artists and the major schools of painting (Realism, Impressionism and Abstraction) in this course.	<b>Full year</b>	<b>1 credit</b>
<b><u>*804 Studio in Three Dimensional Design (RA) (10-12)</u></b> <b><i>PREREQUISITE: Studio in Art (RA)</i></b> Students will learn about the world of three dimensional form and space. This course develops the understanding and skills necessary to create three dimensional forms and sculptures in a variety of media such as clay, plaster, paper-maché, fibers, cloth, wire and found materials.	<b>Full year</b>	<b>1 credit</b>
<b><u>*805 Advertising Design (RA) (10-12)</u></b> <b><i>PREREQUISITE: Studio in Art (RA)</i></b> Advertising Design will introduce students to the exciting commercial field of marketing. This course develops the students' thinking and organization of ideas through design from a Commercial Art viewpoint. Students work with typical commercial design problems such as logos, brochures, newspaper and magazine ads, posters, CD covers and book jackets. The computer is used as tools to complete many of these assignments.	<b>Full year</b>	<b>1 credit</b>
<b><u>*806 Fashion Illustration (RA) (10-12)</u></b> <b><i>PREREQUISITE: Studio in Art (RA)</i></b> In this course, students will learn to create magazine and newspaper illustrations using drawings and/or paintings depicting fashion apparel and accessories. A variety of media that includes pencil, colored pencils, markers, watercolors and airbrush techniques will be used to complete these projects.	<b>Full year</b>	<b>1 credit</b>

<u><b>COURSE</b></u>	<u><b>COURSE LENGTH</b></u>	<u><b>CREDIT</b></u>
----------------------	-----------------------------	----------------------

**\*808 Photography (RA) (11-12)**

**Full year**

**1 credit**

***PREREQUISITE: Studio in Art (RA)***

Students will learn the art of taking aesthetically pleasing photographs as they explore photography as a means of individual creative expression. Students acquire skills in operating 35mm cameras, darkroom film development, as well as print and mounting finished images. Students must supply their own 35mm cameras and be prepared to purchase film for their use. Students will also use the computer as a tool to explore aspects of digital photography and photo retouch.

**811 Calligraphy (9) (RA) Freshman Center only**

**Half year**

**½ credit**

The calligraphy course is designed to teach students beautiful hand lettering by learning to create a variety of type styles using the appropriate media. Students will learn the basics of this form of lettering to create elegant manuscripts, embellished border designs as well as functional greeting cards and announcements.

**813 Drawing (RA) (10-12)**

**Half year**

**½ credit**

Students will experiment with basic drawing techniques by experiencing various styles and media (pencil, charcoal, markers, pastels, etc). The curriculum moves students from simple line drawings, to more complex mass and value renderings that give objects and figures a three-dimensional quality.

**\*\*814 Illustration (RA) (10-12)**

**Half year**

**½ credit**

***PREREQUISITE: Studio in Art (RA) or Drawing (RA)***

Illustration is a commercial art course designed to give students training in the planning and execution of drawings and paintings for books, magazines and newspapers. Students will be taught the skill of interpreting the written word into effective visual images. A variety of media will be explored in this class.

**\*815 Computer Graphics (RA) (11-12)**

**Full year**

**1 credit**

***PREREQUISITE: Studio in Art (RA) or Drawing (RA)***

Students will learn to use the computer and various software programs to create original graphic designs for use in advertising, publishing and multimedia applications. Fundamentals of computer assisted drawing, painting, desk-top publishing, 3-D rendering, 3-D animation and video will be explored in this class.

**\*\*\*\*818 AP Studio Art: 2D (11-12) (AP)**

**Full year**

**1 credit**

***PREREQUISITES:***

- 1) Studio Art (801)
- 2) 2D Design (802) or 3D Design (804)
- 3) Drawing /Illustration (813/814) or Painting (803)

**Students must have successfully completed the required courses, listed above, with a final grade of 85 or better and be recommended by the high school art teacher to enroll in this course.** In this Advanced Placement course, students will creatively problem-solve two-dimensional projects using the elements and principles of art and design. Students will demonstrate mastery of 2D design through a series of challenging exercises in a variety of media and processes, including but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting and printmaking. The course culminates with the production of

high-powered portfolio, consisting of at least 24 college-level artworks, to be submitted for AP assessment and grading by the College Board in May. This assessment may enable the student to earn college credit at some colleges and universities while still in high school.

<u><b>COURSE</b></u>	<u><b>COURSE LENGTH</b></u>	<u><b>CREDIT</b></u>
----------------------	-----------------------------	----------------------

<b><u>819 Animation (RA) (9-12)</u></b>	<b>Half year</b>	<b>½ credit</b>
---	------------------	-----------------

The animation course is designed to teach students the basics of creating art in motion by using past and present animation techniques and materials. The curriculum will cover the technical as well as creative aspects of animation. It is strongly suggested that students take the half year cartooning course prior to enrolling in the animation class.

<b><u>****820 Independent Study (RA) (12)</u></b>	<b>Half or Full Year</b>	<b>½ or 1 credit</b>
---	--------------------------	----------------------

**In addition, this course study must be reviewed and approved by the District Coordinator of Art. Depending upon the length of time projected, students may earn either a half or full year of credit upon successfully completing all of the course requirements.**

This program allows gifted and motivated students to undertake art projects that go beyond the scope and depth of the normal range of curriculum offerings. Students, who wish to pursue a specialized area, possess a high degree of responsibility and display a high-level of creative concepts and technical skills, should contact a member of the High School Art Faculty with whom they wish to work. Upon approval from this teacher, both the student and the teacher will develop a formal curriculum proposal. Advanced portfolios will be developed to gain admittance into art colleges, universities and technical schools.

<b><u>821 Cartooning (RA) (9-12)</u></b>	<b>Half year</b>	<b>½ credit</b>
--	------------------	-----------------

This half year cartooning courses is designed to teach students the basic design techniques of creating comic strips, editorial cartoons, single gag panel cartoons and comic book pages. Students learn to draw existing cartoon characters as well as develop their own original characters.

<b><u>****822 Advanced Computer Graphics (RA) (12)</u></b>	<b>Full year</b>	<b>1 credit</b>
--	------------------	-----------------

***PREREQUISITE: Computer Graphics (RA)***

Students who successfully completed the basic course will be allowed to explore more complex and diversified computer graphics software programs. Advanced projects will also give students experience in three-dimensional rendering, creating interactive multimedia presentations and web page design.

<b><u>****823 Advanced Studio in 3-D Design (RA) (11 - 12)</u></b>	<b>Full year</b>	<b>1 credit</b>
--	------------------	-----------------

***PREREQUISITE: Studio in 3-D Design (RA)***

Students who successfully completed the basic course will explore a variety of three-dimensional materials in more depth and on a larger scale, while being able to choose personal areas of concentration and interest.

<b><u>****824 Advanced Studio in Painting (RA) (12)</u></b>	<b>Full year</b>	<b>1 credit</b>
---	------------------	-----------------

***PREREQUISITE: Studio in Painting (RA)***

Students who successfully completed the basic painting class and desire additional technical skills in the painting media will receive a more advanced and individualized approach to painting in this course. Students will be allowed to experiment with more sophisticated techniques and be encouraged to develop their own painting styles.

<b><u>COURSE</u></b>	<b><u>COURSE LENGTH</u></b>	<b><u>CREDIT</u></b>
<b><u>*825 Media Communications (RA) (11-12)</u></b> <b><u>PREREQUISITE: Studio in Art (RA)</u></b> Students will explore and experience a number of areas pertaining to video and sound production. Projects include single camera productions that incorporate basic filmmaking and movie techniques. Field productions, sound and video special effects, lighting and editing skills are also learned in this class. Students will write and produce short film clips in this course. The class is geared for those students who are thinking of possible careers in the high tech communications industry. <i>Tenth graders who have successfully completed the animation course and received prior teacher recommendation may enroll in this class.</i>	<b>Full year</b>	<b>1 credit</b>
<b><u>826 Broadcast Television (RA) (11-12)</u></b> <b><u>PREREQUISITES:</u></b> 1) <b>Studio in Art (RA)</b> 2) <b>Media Communications (RA)</b> This course incorporates multi-camera shoots to create live studio productions. Students will learn to operate cameras, video equipment, microphones and production equipment. Attention will be paid to set and stage layout as well as stage lighting. Students will write and produce their own studio programs that incorporate the variety, talk, or information formats. These finished productions could be possibly aired on Cablevision. <b>This course necessitates a double period of studio lab time.</b> The class meets everyday, followed by the lab session that meets every other day. This course is recommended for students who want to pursue a career in this field.	<b>Full year</b>	<b>1 credit</b>
<b><u>***827 Advanced Fashion Illustration (RA) (11-12)</u></b> This course allows students to work on more complex and individualized fashion Illustration projects. It is designed for those students who successfully completed the basic fashion illustration class and are interested in this area as a possible career.	<b>Full Year</b>	<b>1 credit</b>
<b><u>828 Advanced Advertising Design (RA) (11-12)</u></b> <b><u>PREREQUISITE: Advertising Design (RA)</u></b> This course features more in-depth design problems and techniques that would be common to the professional graphics field. This class is designed for students who successfully completed the basic advertising course and are interested in this area as a possible career.	<b>Full year</b>	<b>1 credit</b>
<b><u>830 Advanced Photography (RA) (12)</u></b> <b><u>PREREQUISITE: Photography (RA)</u></b> This course allows students who have successfully completed the basic course to explore more complex visual and technical areas in photography. More advanced digital photography and photo retouch will also be explored.	<b>Full year</b>	<b>1 credit</b>

# **BUSINESS EDUCATION**

Business Education has become increasingly important to our ever-changing technological world. Brentwood High School's Business Education Department strives to offer the most motivational and informative courses to our students. Our teachers prepare our students to utilize the latest computer equipment and programs so that they will succeed. The aims and objectives of this department are to develop office and marketing skill competencies in a cluster of related office and distribution occupations. The secondary aims and objectives of the department are to provide personal use skills in the universal tools of keyboarding and computers and to provide the basis for future study at two year, four year and vocational post secondary schools.

## **COURSE**

## **COURSE LENGTH**

## **CREDIT**

### **510 Career and Financial Management (for BOCES students only) (RA)**

#### **510 Career and Financial Management (RA)**

**Half year**

**½ credit**

Do you know what you would like to do with your future? Do you worry because you have no idea what career best suits you? Would you like to learn the keys to retire debt free? If your answer is **YES** to any of these questions, this course is for you. Come discover career opportunities, learn interviewing techniques that will help you land a job, investigate where all of your paycheck goes when taxes come out, explore the world of banking, credit, and the impact on your future. This course is a must for all students to learn about their futures while still in high school.

#### **512 Introduction to Business Administration (RA)**

**Half year**

**½credit**

If you are considering a career in business or working in a managerial position, this is the course for you. You will learn about the role of business in American society, how businesses provide goods and services essential to society and the interrelationships between business and government, labor and society. You will also study the effect of government on business; business ownership; managing personnel; marketing; finance; financial services; business problems and solutions. **College credit is available through Suffolk County Community College for those who are interested.**

#### **513 Retail Management (RA)**

**Half year**

**½ credit**

In the United States alone retailers employ over 23 million people and exceed \$3.5 trillion in annual sales. This course is for people who want to work in the retail and/or wholesale industries, or just want to know more about their favorite stores. You will learn how to display merchandise and overall store presentation, lead and manage people, all the activities involved in the sale of goods and services and how to provide a safe working environment to employees and customers alike. You will learn about management of the retail business, inventory, merchandising and sales. This will take place through a combination of activities, case studies, role plays, simulations, projects and assignments.

#### **514 Travel, Hospitality and Tourism (RA)**

**Half year**

**½ credit**

Travel and tourism is one of the largest industries in the world today. This course will introduce students to the nature, structure, and complexity of the travel, hospitality and tourism markets. You will learn about all aspects of the business and work on projects that include designing a themed cruise and a business plan.

**COURSE****COURSE LENGTH****CREDIT****515 E-Commerce (RA)****Full year****½ credit**

Have you heard of *e-Bay*? E-commerce is often seen as the new frontier of business. It is nearly impossible to go about our business without some facet of it being conducted electronically. The ‘e’ part of E-Commerce helps us conduct business faster, cheaper, easier, and provides new opportunities in more distant markets through the use of the Internet. New technologies, protocols, and standards emerge every day and this course will introduce the most current business practices. Not every technology will become the new big thing, but most will play a part in our everyday lives and greatly effect how we do business. Understanding this technology will help us run organizations better, communicate better, become more efficient, and reduce costs.

**516 Business of Music****Half year****½ credit**

The world of music business is dynamic and ever changing, and includes performers, producers and listeners. The music industry as a whole has seen a rebirth with the introduction of MP3 players, advances in digital internet based radio, and other technological inventions. Changes in portability, quality, and digital downloading now allow listeners uninterrupted access to music in restaurants, hotel lobbies, in elevators, and at work. Music has been incorporated into television show, video games, and many other aspects of everyday life. As a class we can research careers associated in the music world, learn about music and copyright laws, and explore current issues related to the music industry.

**517 Human Resource/Management****Half year****½ credit**

Human resource management (HRM) is how businesses manage their most valued assets: the people working there. The terms “human resource management” and “human resources” have largely replaced the term “personnel management” as a description of the processes involved in managing people in organizations, employing people, developing their resources, utilizing, maintaining and compensating their services in tune with the job and organizational requirement. This course focuses on the role of the manager, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training, and development.

**521 Keyboarding and Business Communications (RA)****Full year****1 credit**

This is an introductory computer course that will give students the skills required for almost any career. In this course, students will learn the proper touch typing techniques enabling them to key at a rate of 35 words per minute without looking at their hands or the screen! Equally important, students will be able to prepare numerous business documents including formal letters, memos, tables, and reports as well as the ability to use widely accepted proofreader marks. Professional level oral and written communication skills are covered to ensure students are ready for collegiate and professional level employment. Students will use a combination of the course text and on-line typing games to help build speed and accuracy.

**540 Personal Business Management (RA)****Half year****½ credit**

Students will learn how to become the master of their own destinies by acquiring wealth building skills and techniques. Students will get to create the life they want to live via a movie utilizing Windows Movie Maker (WMM). This course will help students compete in the global market by giving them an in-depth understanding of what it takes to be an ideal employee or venture into the world of entrepreneurial ship. Activities included are selecting stocks and evaluating trends in the stock market, WMM, and other real world experiences. Specialized search engines will be used along with financial management tools.

**556 College Accounting (RA)****Full year****1 credit****Limited to Upper classmen**

For students considering business as a college major with a concentration in accounting, finance or business administration, this class will provide a challenging opportunity to prepare you for a rewarding career path. No previous accounting course is required. Students will be responsible for independent work and completion of accounting practice sets.

**561 Business Law (RA)****Full year****1 credit**

Do you want to study law? Check this course out and see what your classmates are talking about. Business Law is designed for college bound students. This course will help students develop an appreciation for law and a practical understanding of the legal framework within which individuals function. A case study approach is used to help students assimilate and understand business law. Students will be able to analyze many aspects of law including criminal law, civil law, consumer law, employment law and property law. Students will learn that with our many freedoms come great responsibilities. This business class will prove to be invaluable to your college success! College credit is available through Long Island University for those who are interested.

**564 Accounting (RA)****Full year****1 credit**

This course is not just for the student who intends on majoring in accounting in college. It is designed for any student who plans to enter into the business world regardless of occupation i.e.: business owner, accountant, lawyer, doctor, salesperson, engineer or teacher. Accounting is the language of business. It is the backbone of any business operation and without it, businesses could not exist. In this course, students will learn about general business operations and principles utilizing real world activities and projects.

**573 College Marketing****Full year****1 credit****Limited to Upper Classmen (11<sup>th</sup> and 12<sup>th</sup>)**

College Marketing offers an intense study of the marketing field emphasizing the Marketing Mix, the Nine Functions of Marketing and the Promotional Mix. The course will further investigate consumer buying behavior and marketing information systems. Students will gain an understanding of the wide range of social and economic responsibilities that accompany the right to engage in Marketing in a free enterprise system. This course will provide students the tools and knowledge to analyze market data, develop objectives and strategies, and to plan and execute an effective advertising campaign. The course will consist of problem-solving exercises utilizing a case-study approach, oral presentations, and the development of a marketing plan.

<u><b>COURSE</b></u>	<u><b>COURSE LENGTH</b></u>	<u><b>CREDIT</b></u>
----------------------	-----------------------------	----------------------

<b><u>574 Business Analysis/Business Computer Applications (RA)</u></b>	<b>Full year</b>	<b>1 credit</b>
---	------------------	-----------------

Using Microsoft Office 2007, you will learn word processing and desktop publishing in addition to data analysis skills with spreadsheets and databases. Students will learn skills necessary to make effective presentations and use your creative energy to design eye-catching materials using resources from the internet. College credit is available through Farmingdale for those who are interested.

<b><u>585 Sports and Entertainment Marketing (RA)</u></b>	<b>Full year</b>	<b>1 credit</b>
---	------------------	-----------------

How would you like to own your own sports team or learn how athletes make hundreds of millions of dollars by endorsing products? Understand why Super Bowl ads cost almost as much as a new car per second to run on television? Then Sports and Entertainment Marketing is the class for you. Sports and Entertainment Marketing is designed for students with an interest in the sports and entertainment industry. Along with learning the fundamentals of marketing, students will complete projects such as the creation of the team logo, design of a sports stadium, marketing and promoting a new product, and developing new and exciting ads for radio and television. Other areas covered include the marketing and design of theme parks, the cruise ship industry, Las Vegas Casinos, and the music/entertainment industries. College credit is available through Long Island University for those who are interested.

<b><u>586 Business Ownership and Marketing (RA)</u></b>	<b>Full year</b>	<b>1 credit</b>
---	------------------	-----------------

What does it take to be entrepreneur? How do you start and run a profitable business? This class will provide answers to these questions as well as how to write a business plan, what types of businesses exist, trade restrictions, hiring practices, safety in the workplace, outsourcing, tax regulations, payroll, marketing strategies, employee benefits and other valuable information.

<b><u>590-591 Work Experience</u></b>	<b>Up to 2 credits throughout a school career</b>
---------------------------------------	---

This course allows students to earn money and school credit at the same time. A work coordinator will assist you in obtaining employment with one of the many area businesses who participate in the program. Supervision will be provided. Students are eligible for up to one credit per year for successfully working a total of 300 hours OR a half credit for 150 hours.

# **COMMUNICATIONS ARTS**

## **101Communication in Music**

**Full year      1 credit**

Radio Broadcasting will cover the varied aspects of the radio broadcast industry. The focus of the course will be on radio communications, audio production, copy writing, announcing, show preparation and news reporting. To be included are the history and development of the radio broadcasting industry, basic technical information, and personalities behind the early radio movement so as to provide perspective to where the industry is today and where it is expected to go in the future. Each student will become familiar with current rules and regulations that govern Radio and TV Broadcasting. Students will take an On-Air clearance exam that will provide the opportunity of hosting a radio show on WXBA. Radio broadcast careers will also be discussed. Students interested in communicating and are looking for a unique creative outlet in meeting and working with other people should explore this course.

# **ENGLISH**

**“Literacy is...the road to human progress and the means through which every man, woman and child can realize his or her full potential.”**

**Kofi Annan**

Courses offered by the Brentwood High School English Department reflect our commitment to instructional excellence in the language arts and, wherever practicable, an interdisciplinary connection with the Social Studies Department. New York State Common Core Learning Standards for English Language Arts and Literacy are addressed in every class so that students may develop the reading, writing, research and speaking skills to meet and exceed the requirements of the English Regents Exam, the SAT and other benchmarks of success, including college credit for Advanced Placement courses. The curriculum is designed to prepare our students for college and career readiness. Our program offers a variety of English courses that are designed to support all levels of student achievement and growth: Regents, Honors, Advanced Placement (AP) and Academic Intervention Service (AIS) courses reflect these available options. The portfolio system is used to build reading, writing, listening and speaking skills; the final exam is based on portfolio assessment.

We also offer elective classes to provide additional language arts learning opportunities based upon student interests. These classes seek to further develop students’ understanding and appreciation of literature and writing, and to foster a facility with language. While at the same time, these electives enable students to earn credits toward high school graduation and prepare them for a college course of study after graduation. These courses are full-year courses, offer 1 credit, and must be taken in addition to regular English course requirements.

Any student who fails English for the year must make it up in summer school; students will not be allowed to double-up in English the following year if they do not attend summer school and must take English courses in sequential order.

Every student, including incoming 10<sup>th</sup> graders, is encouraged to participate in the Summer Reading challenge and read at least one book in order to participate in the Summer Reading Fair in the Fall. Honors and AP level students will have a separate accompanying Summer Writing Assignment. All summer assignments must be completed by the start of the new school year. All English Department summer reading assignments and accompanying materials are posted annually on our district website.

**COURSE****COURSE LENGTH****CREDIT****1 English 9 (Honors)****Full year****1 credit**

**(Freshman Center Only) Placement in this challenging course is based on grade 8 ELA scores and 8<sup>th</sup> grade English performance and teacher recommendation.**

From Homer to Shakespeare, this humanities-driven honors class takes the advanced student on a literary journey from the early Greeks to the days of the great Bard while complementing the historical content of the grade 9 global studies course. Students complete extensive outside class reading and writing assignments, as well as experience frequent exposure to the vigorous vocabulary found on the SAT. In addition, the NYS English Regents tasks and rubrics are introduced during this course. Completion of summer reading and writing assignments are pre-requisites for this class. This course requires extensive higher-level reading skills, strong analytical and writing skills, a diligent work ethic, and an individual incentive to work independently.

**12 English 9 Regents (9-10)****Full year****1 credit**

**(Freshman Center Only)**

This course provides a sampling of short stories, poems, plays, and full-length novels of representative authors of the Western World, including *To Kill a Mockingbird*, *Of Mice and Men*, Shakespeare's *Romeo and Juliet*, among others. Select works are studied to create an awareness of Western ideas and values and to develop an understanding of the historical context of those values. The writing component is literature-driven, and aims to nurture critical thinking skills, expository techniques, and a distinctive student voice.

**\*The English 9 MOD course aligns to the English 9 Regents course description and curriculum requirements.**

**\*9<sup>th</sup> grade ENL students may take 12 ENL/ELA EX for Expanding and Commanding students and 12 ENL/ELA ET for Emerging and Transitioning students.**

**21 English 10 Honors****Full year****1 credit**

**To be eligible for this course, students should have earned the following: a score of (high) 3 or 4 on the 8<sup>th</sup> grade ELA Exam, a grade of 85 or higher for 9<sup>th</sup> grade English, and/or have the recommendation of their 9<sup>th</sup> grade English teacher.** Students should be highly motivated in English Language Arts and have exceptional reading and writing skills. The curriculum prepares students for the Honors and AP level courses offered in 11<sup>th</sup> and 12<sup>th</sup> grades. Through the rigorous study and analysis of British and European Literature, students will analyze the major themes and ideas that shaped events and culture in the Western World from the 5<sup>th</sup> Century to the present time, loosely following the Social Studies curriculum. Major works studied include a Shakespearean play, a variety of essays and poems, *Lord of the Flies*, *The Immortal Life of Henrietta Lacks*, *Animal Farm*, *Night*, and much more. Writing development will emphasize vocabulary acquisition, literary analysis, expository essays, and the development of the writer's "voice." Students will create and present a variety of humanities-based research projects.

## **22 English 10 Regents**

**Full year**

**1 credit**



This course allows students to examine a wide variety of short stories, poetic forms and models, plays, full-length novels, non-fiction and informational texts; in addition, vocabulary acquisition and the thorough review of English grammar, usage, and mechanics continue to receive strong emphasis throughout. Extensive reading from a variety of genres is intrinsic to this course, as is the development of research skills. Literary selections have been chosen as a basis for the continuity of instruction and interdisciplinary understanding, and include a Shakespearean play and Elie Weisel's memoir *Night*, among others. The composition program stresses both the analytical and personal response to literature along with primary modes of rhetorical discourse outlined in the SED Framework for the English Language Arts. Students will begin to prepare for the NYS Common Core English Regents and the PSAT/SAT exams.

**\*The English 10 MOD course aligns to the English 10 Regents course description and curriculum requirements.**

**\*10th grade ENL students may take 22 ENL/ELA EX for Expanding and Commanding students and 22 ENL/ELA ET for Emerging and Transitioning students.**

## **24 English 10 AIS**

**Full year**

**1 credit**



This course is designed to address the additional literacy and writing needs of those students who would benefit from increased access to the English 10 curriculum. The four basic strands of reading, writing, speaking and listening will reinforce the tenth grade English curriculum, provide supportive skill-building, and early preparation for the English Regents and PSAT/SAT exams. Literature includes the same works as 022, as well as other materials. This Academic Intervention course meets **7 periods per week**. Students will be assigned this course if they scored less than 300 on the eighth grade ELA test, have received teacher recommendation for additional skills support, Reading Inventory scores and grades in English 9.

## **30 English 11 AIS**

**Full year**

**1 credit**



Our eleventh grade Academic Intervention class meets **seven times a week** and is a continuation of the tenth grade 024 course. Course instruction will emphasize that reading, writing, listening and speaking are process activities. Skills and practices that enhance these language goals will be a regular feature of the program. Literature study includes a variety of novels, short stories, poems and plays, generally representing the American canon and loosely coordinated with the Social Studies curriculum. Students will prepare to take the NYS Common Core English Regents and PSAT/SAT exams. Students will be placed in this class based upon teacher recommendation, Reading Inventory scores and grades in English 10 or 10AIS.

## **32 English 11 Honors**

**Full year**

**1 credit**



**Students should have earned a grade point average of 85 or higher in English and on a department level English exam, and/or have the recommendation of a teacher for placement in this course.** Focusing on American Literature in a chronological survey, this course explores

themes and genres that reflect our national heritage. The curriculum is loosely built around the Social Studies curriculum. Beginning with literature of the Puritans and extending to contemporary writers, students analyze a variety of works including sermons, novels, short stories, poems, essays, speeches, films and more. Full-length required texts include: *The Catcher in the Rye*, *The Crucible*, *The Great Gatsby*, and Shakespeare's *Othello*, while other selections are chosen from the *Prentice Hall Literature Text: The American Experience* textbook. Supplementary selections may also include: *Death of a Salesman*, *The Adventures of Huckleberry Finn*, *The Scarlet Letter*, *The Grapes of Wrath* and more. Work by Hemingway, Melville, Whitman, Thoreau, Ben Franklin, Steinbeck, Faulkner, Dickinson and Frost are integrated in the curriculum. Students will create and present humanities-based projects; continue to develop their research, writing, and vocabulary acquisition skills; prepare for PSAT/SAT exams; learn to write college-style papers; and hone their literary analysis, rhetorical and presentation skills. This course will culminate in the NYS Common Core English Regents exam.

### **32 English 11 Regents**

**Full year**

**1 credit**



Representative American authors are studied with an emphasis on understanding their ideas and values, and also with a view towards helping students gain an awareness of historical context. The composition program continues to stress both the analytical and personal response to literature and informational text along with primary modes of rhetorical discourse outlined in the SED Framework for the English Language Arts. Since all students will take the New York State Common Core English Regents Examination, intense preparation is offered in realizing the New York State English Language Arts learning standards. Vocabulary acquisition and inquiry-based research skill utilization are stressed throughout the year. Preparation for PSAT/SAT exams is included in the curriculum; in addition, college-style writing and analysis is introduced and developed.

**\*The English 11 MOD course aligns to the English 11 Regents course description and curriculum requirements.**

**\*11th grade ENL students may take 32 ENL/ELA EX for Expanding and Commanding students and 32 ENL/ELA ET for Emerging and Transitioning students.**

### **40 English 12 AIS**

**Full year**

**1 credit**



This course is designed for the student who must complete the twelfth grade ELA course requirements and review coursework for the Common Core English Regents. Students taking this course will retake the English Regents exam. Literature, both fiction and non-fiction, is selected for mature readers, while writing assignments provide skill development. Students will develop research skills to prepare for post-secondary plans of college and workplace. Preparation of college applications is included. This Academic Intervention course meets **7 periods per week**.

### **41 English 12 Honors**

**Full year**

**1 credit**



**Seniors who have the recommendation of an English teacher and a grade point average of 85 or higher are eligible to take this enriched literature study. (Student performance on the Common Core English Regents exam will also be taken into consideration as a pre-requisite for course acceptance.)** Students will read and analyze powerful literary works as they address literary themes, genres and styles. Writing assignments will foster college level research and writing skills. Throughout the year, reading will be thematically organized by topics such as: Literature of Empowerment, Literature and the Utopian Society, Author Studies (e.g. Hemingway

and Fitzgerald), Youth and Identity, The Immigration Experience. Literature includes Ralph Ellison's *Invisible Man*, Dostoyevsky's *Crime and Punishment* and more. College essay writing and SAT exam preparation are included. This course is affiliated with SUNY Stony Brook's ACE program and provides students with the opportunity to earn three SUNY credits.



### **42 English 12 Regents**

**Full year**

**1 credit**



This course presents a global approach to literature based on poetry, short stories, drama, novels, fables, myths and legends from around the world. Students will encounter some of the world's greatest authors and will be challenged by the relevance of their works and the values inherent in them. Works may include Shakespeare's *Hamlet*, Coelho's *The Alchemist*, Achebe's *Things Fall Apart* and much more. Students develop a strong literary background and greater experience with literary discourse, which is utilized in the development of their writing skills. In addition, the course includes a mandatory Senior Project research paper and a variety of portfolio writing assignments. Numerous essays and short readings will be included in the curriculum to model writing techniques. College applications, college essay writing and SAT preparation are also features of this course.

**\*The English 12 MOD course aligns to the English 12 Regents course description and curriculum requirements.**

**\*12th grade ENL students may take 42 ENL/ELA EX for Expanding and Commanding students and 42 ENL/ELA ET for Emerging and Transitioning students.**

1. **042 AA African American Lit**
2. **042 CW Creative Writing**
3. **042 DM Digital Media**
4. **042 FS Film Study**
5. **042 GN Graphic Novels**
6. **042 HL Hispanic Literature**
7. **042 PL Psychology in Literature**
8. **042 WD War & Dystopian Literature**
9. **042 WL Women in Literature**

**English 12 is a full-year, 1 credit course.** In the 2019-20 school year, students will have the option of selecting a concentration for their 042 experience. The following nine courses are currently options which are open to them contingent on enrollment size. This course replaces the existing 042 for all general education students. Special Education and ENL 12<sup>th</sup> grade courses will remain the same for the 2019-20 school year. The core portion (marking periods 1 & 2) of 042 will be the same for all students. This part of the course will continue to examine personal growth and one's place in the world through literature and self-examination, the college essay, and self-reflection amongst other things. The remainder of the course will focus on one of the self-selected concentrations below.

## **English 12 with a concentration in African American Literature**

Come and join us as we take an electrifying and colorful journey through this course with a concentration in African American Literature! Prepare to immerse yourself in the African American culture as you start the journey by examining the oral tradition of the West African Griots (traveling poets, musicians and storytellers), read first-hand accounts of the atrocities of slavery through slave narratives, and spend some time in the post-Civil War era with W.E.B. DuBois as we experience life after slavery. We will also travel up north to Harlem and spend some time with Langston Hughes, Ralph Ellison, James Weldon Johnson and Zora Neale Hurston to enjoy some music, art and literature of the Harlem Renaissance. Stay with us as we continue and travel across America with Malcolm X, James Baldwin, Nikki Giovanni and others who used their words in music and literature to fight for equal rights of Black Americans during the Civil Rights Movement. We will end our journey with contemporary authors, poets, and musicians focusing on some of the current issues facing the African American community today. This is one journey you do not want to miss!

## **English 12 with a concentration in Creative Writing**

Would you love to learn how to write stories and poems? Are you interested in the way a novel works? Do you get story ideas while you're walking home from school or in the shower? Would you love to see your name in Barnes and Noble spread across the cover of a book? If you said yes to any of these questions, Creative Writing is for you. You will learn to develop and understand the elements of fiction and see what makes a novel successful. You will learn how to write a story that is relatable, emotive, and causes the reader to think deeply! You will use your own writer's journal for stimulating creativity and brainstorming cool ideas!

## **English 12 with a concentration in Digital Media**

Become an active, digital learner and improve your awareness of how the digital world is shaping your life. Explore the pros and the cons of creating content in an ever-connected world. Create your own personal blogs. Create podcasts. Produce a TED Talk inspired video. Tell your story. Explore the lives of modern personalities and celebrities who have made a name for themselves by embracing the digital world. This course teaches the value of developing your personal awareness and critical thinking in the digital age.

## **English 12 with a concentration in Film Study**

This course is designed to introduce students to the critical study of film. Through study of selected films and readings, lectures, class discussion, and writing assignments, students will learn to recognize and analyze film language (editing, cinematography, sound and lighting) and will be introduced to some major concepts in film studies. By the end of the course students will have an understanding of the many ways films produce meaning and should be able to demonstrate their command of these basic skills to critically interpret those meanings through deep analysis and writing.

## **English 12 with a concentration in Graphic Novels**

This course is designed to bring reading to life in an unconventional way through the use of graphic novels in the context of a Standard English literature class. Students will read texts such as *Persepolis* (living in the Islamic Revolution), *Maus* (WWII and Holocaust survivors) and *American-Born Chinese* (Chinese folktales and the lives of second-generation immigrants.) These graphic novels have cross-curricular connections to Art, Art History, World

Cultures, Psychology, Sociology and World Languages, and also add to the multicultural diversity of the English curriculum.

### **English 12 with a concentration in Hispanic Literature**

This course is an introduction to modern Hispanic literature. All literature will be presented in the English translation. Students will explore how Hispanic writers search for meaning and self-expression in an ever-changing cultural landscape. Works will focus on four major themes: Identity, The Immigrant Experience, Magical Realism, and Literature of Resistance. Authors will include Gabriel Garcia Marquez, Pablo Neruda, Octavio Paz, Jose Marti, Laura Esquivel, Cristina Henriquez, Piri Thomas, and Julia Alvarez. The course will incorporate art, film, and traditional celebrations as they relate to our studies.

### **English 12 with a concentration in Psychology in Literature**

Psychology in Literature introduces you to the complex workings of the human psyche through literature and media. You will read and discuss various genres of literature and film incorporating the concepts of human psychology in order to analyze the psychological dynamics of characters and explore what makes people tick. You will also create original creative pieces that focus on many of these same elements.

### **English 12 with a concentration in War & Dystopian Literature**

This class is going to look at war from the microcosm of the items in a soldier's pack to the macrocosm of what makes nations go to war in the first place. Through the novel The Things They Carried we will open our discussion with what all soldiers carry literally and figuratively. As we read you will be asked what you would do if you were drafted? What is your opinion of The War on Terror? Would you fight in it? Should LGBTQ soldiers be allowed in the military? And should women fight? We will be reading short stories and poems from other wars with similar themes. The course will conclude with the future of war and what it might hold. If you have enjoyed films or books like *Lone Survivor*, *American Sniper*, and *The Hunger Games*, then this class is for you.

### **English 12 with a concentration in Women in Literature**

The Women in Literature course is a humanities course that explores the experience of women throughout history and literature. We begin by exploring women goddesses of the past and travel all the way up to how modern day concepts of beauty were created. Some additional topics that the course covers are:

- Woman in Fairytales
- The Domestic Goddess
- The Beauty Myth
- Struggles for Freedom
- Challenging Society/Breaking Boundaries
- Violence & Women
- Contemporary Women's Issues

**43 AP Language and Composition (11)****Full year****1 credit**

This junior AP course is available to students who have the recommendation of an English teacher and a grade point average of 85 or higher in previous honors level coursework. The AP course in English Language and Composition engages 11<sup>th</sup> grade students in becoming skilled readers of prose written throughout an array of historical periods, disciplines, and rhetorical contexts, while also becoming skilled writers who compose for a variety of purposes. Through intensive writing and reading, and a thematic approach to curriculum development, students will have many opportunities to appreciate and understand the interactions among a writer's purpose, an audience's expectations and the subjects about which the author writes. Some of the writers whose work will be examined for their rhetorical strategies and stylistic choices are: Laura Hillenbrand, Frederick Douglass, Joan Didion, Truman Capote, Frank McCourt, Barbara Ehrenreich, Eric Schlosser, and many others. Students who take this yearlong course are required to take the A.P. Exam in May, which may result in earning credit at some colleges and universities while still in high school. This course will also culminate in the NYS Common Core English Regents exam in June.

**47 AP English Literature and Composition (12)****Full year****1 credit**

This senior AP course is available to students who have the recommendation of an English teacher and a grade point average of 85 or higher in previous honors or AP level coursework. Students should be highly motivated and possess a love of reading and exceptional writing abilities as they are expected to do considerable reading and writing throughout the course. The course culminates in the AP exam administered by *The College Board* in May, which may enable the student to earn college credit at some colleges and universities while still in high school. Through in-depth reading and analysis of world literature, students will explore major themes and cultural philosophies expressed in a variety of literary genres. This course utilizes full-length works including *Frankenstein*, *The Secret Sharer*, *The Things They Carried*, *The Heart of Darkness*, and a variety of thematically and stylistically related poems, articles, films and critical essays.

**COURSE****COURSE LENGTH****CREDIT****44 Journalism in a Digital Society (RA) (11-12)****Full year****1 credit**

Do you tend to find yourself at the center of the action and sharing it out via tweets, blogs, posts or snaps? Delivery of the news has progressed significantly in our contemporary society, generally in a manner that complements traditional news print. This course will introduce you to the fundamentals of journalism, including writing, graphic design, interviewing, researching, evaluating sources, and reporting on the news of our school community. This experience will give you the opportunity to promote the endeavors, activities, and issues that interest and impact you and your peers. As part of this course, students will contribute to the production of the school's newspaper, *The Pow Wow*. Students will conduct interviews, write in a variety of journalistic forms, discuss editorial positions, and help produce and edit the newspaper using desktop publishing. Business management skills, essential to the self-sufficiency of a newspaper, will be emphasized.

**45 English Drama (RA) (11-12)****Half year****½ credit**

This course in theater arts concentrates on basic theater skills for the novice student actor: vocal and physical work, pantomime, and beginning scene study. Students will review the elements of drama, begin analyzing dramatic texts, and learn the basic elements of theater production. This course will empower students to embrace their theater arts talents, interests, and expression.

**75 College Preparation (RA) (11-12)****Half year****½ credit**

Juniors may take this course in the 2<sup>nd</sup> semester only; seniors may take it either semester, but it is most beneficial for them to take it during the 1<sup>st</sup> semester. This course has been designed to prepare students for the challenges they will face in applying to college and then helping them to meet with success once they are there. In addition, the skills taught and learned through this coursework will be authentic in nature, and applicable throughout a student's college experience and subsequent career. Our work will focus on honing students' skills in the following areas: SAT preparation, college level writing assignments, writing for purpose and audience, critical thinking, public speaking, academic research, interviewing techniques, note-taking, collaborative problem solving and the use of presentation technologies. In preparation for college level reading assignments, students will continue to learn how to effectively navigate through fictional and informational texts.

**89 English 9 Read-180 2 periods (RA)  
**(Freshman Center Only)******Full year****1 credit**

This reading intensive course is designed for those students with a demonstrated need in the areas of reading and writing as determined by a score of 1 or 2 on the grade 8 ELA. Vocabulary skills, grammar and an integrated writing approach are used for this Scholastic program, which allows students the opportunity to choose books matching both their interest and reading levels. The double period daily allows for whole group instruction with the teacher and independent reading. A maximum class size of 15 allows for greater student-teacher interaction and increases the rate for success and earning an English 9 credit.

# **ENGLISH LANGUAGE LEARNERS- ENL & BILINGUAL**

Our series of English as a New Language (ENL) courses are designed to meet the needs of students classified by New York State as "Limited English Proficient." Emphasis is placed on all four-language skill areas - reading, writing, speaking and listening. All students are placed in the appropriate courses as a result of the NYSESLAT or NYSITELL test scores.

<b><u>COURSE</u></b>	<b><u>COURSE LENGTH</u></b>	<b><u>CREDIT</u></b>
----------------------	-----------------------------	----------------------

<b><u>34 ENL/ELA Entering (RA)</u></b>	<b>Full year</b>	<b>1 credit</b>
--	------------------	-----------------

***PREREQUISITE:* appropriate scores on the NYSESLAT or NYSITELL**

This course is designed for Entering ENL students. Students will work to improve the comprehension of simple statements, engage in face-to-face conversations, understand simple material for informative or social purposes, and express basic personal needs by composing short phrases or sentences on familiar topics in English. The course is taken in conjunction with course 50 ENL/ELA Entering.

<b><u>50 ENL Entering (2 periods) (RA)</u></b>	<b>Full year</b>	<b>1 credit</b>
--	------------------	-----------------

***PREREQUISITE:* appropriate scores on the NYSESLAT or NYSITELL**

This course meets for two periods every day and is designed for Entering ENL students. Emphasis is placed on improving reading, writing, speaking and listening. This course is taken in conjunction with course 34.

<b><u>35 Emerging/Transitioning ENL/ ESL (1 period) (RA)</u></b>	<b>Full year</b>	<b>1 credit</b>
--	------------------	-----------------

***PREREQUISITE:* appropriate scores on the NYSESLAT or NYSITELL**

This course is designed to address the needs of the Emerging & Transitioning ENL student. Students will focus on intermediate reading, writing, speaking and listening learn to comprehend and sustain conversations in English, understand intermediate texts and write basic essays. The course is taken in conjunction with course ELA/ET courses 12 ET , 22 ET, 32 ET or 42 ET. ELA/ET course will depend on grade level.

<b><u>36 ENL Academic Writing (RA)</u></b>	<b>Full year</b>	<b>1 credit</b>
--	------------------	-----------------

***PREREQUISITE:* appropriate scores on the NYSESLAT or NYSITELL**

This course has been developed for the Expanding and Commanding English Language Learners. It can be taken simultaneously with an Expanding or Mainstream English course. Course instruction will emphasize the academic reading and writing an Regents-type essay multi-paragraphed essays..

<b><u>409 NATIVE LANGUAGE ARTS /Home Language -</u></b>	<b>Full year</b>	<b>1 credit</b>
---	------------------	-----------------

<b><u>410 NATIVE LANGUAGE ARTS /Home Language -</u></b>	<b>Full year</b>	<b>1 credit</b>
---	------------------	-----------------

<b><u>411 NATIVE LANGUAGE ARTS /Home Language -</u></b>	<b>Full year</b>	<b>1 credit</b>
---	------------------	-----------------

<b><u>412 NATIVE LANGUAGE ARTS /Home Language -</u></b>	<b>Full year</b>	<b>1 credit</b>
---	------------------	-----------------

NLA/HL courses are a requirement for all Limited English Proficiency students who are taking their academic course work in Spanish. Students will practice advanced listening, speaking, reading and writing in Spanish. This program is intended to support the academic and linguistic development of students in Spanish. NLA/HL stresses grammar as well as literary analysis, self-expression and artistic creation.

# **FAMILY AND CONSUMER SCIENCE**

The various courses in Family and Consumer Science are offered in grades 9-12 to develop skills which help to improve the quality of life by helping students learn strategies to manage their future roles as employees and home managers.

<b><u>COURSE</u></b>	<b><u>COURSE LENGTH</u></b>	<b><u>CREDIT</u></b>
----------------------	-----------------------------	----------------------

<b><u>620 Culinary Arts I (RA)</u></b>
--

<b>Half year</b>
------------------

<b>½ credit</b>
-----------------

*\*This class is a prerequisite for all cooking classes.*

A one semester course that introduces students to the theory and practical application of kitchen orientation, safety and sanitation, knife skills, proper cutting techniques, vegetable and fruit cookery, pasta and rice cookery, basic preparation and cooking methods of meat, fish, poultry and preparation of sauces, stocks and soups as well as the bake shop. The course includes topics such as proper planning, food presentation, nutrition, safety, efficiency, and career options. Students will gain basic cooking skills that are needed to be successful and have fun in the kitchen. The class is devoted to labs where skills and creativity are tested.

<b><u>622 International Foods (RA)</u></b>
--

<b>Half year</b>
------------------

<b>½ credit</b>
-----------------

**PREREQUISITE: Culinary Arts I or Approval from Department Head**

This one-semester course is for students who are interested in food as it relates to the culture of several selected countries. Students will have a multicultural experience as they study the foods, dietary needs, family traditions, and celebrations of cultures around the world. Students will prepare delicious, easy-to-make main dishes, side dishes, salads and desserts as they discover new flavors, tastes, cultures and customs. This class is devoted to labs where skills and creativity are tested.

<b><u>623 Gourmet Foods (RA)</u></b>
--------------------------------------

<b>Half Year</b>
------------------

<b>½ credit</b>
-----------------

**PREREQUISITE: Culinary Arts I or department head approval**

This one semester course is for students who are interested in learning more advanced preparation of foods and the art of plate presentation. Students will develop skills in selection, preparation and serving at the intermediate level. Curriculum will include appetizers, garnishes, omelets, quiches, soufflés, stir-fry and high quality baking and pastry items. This class is devoted to labs where skills and creativity are tested.

<b><u>624 Bake Shop (RA)</u></b>
----------------------------------

<b>Half Year</b>
------------------

<b>½ credit</b>
-----------------

**PREREQUISITE: Culinary Arts I or department head approval**

This one semester course is an introduction to the principles and techniques used in the preparation of high-quality baked goods and pastries. Students will learn fundamental production techniques as well as evaluation criteria. Practical instruction includes: yeast production, cake production, cake decorating, frozen desserts, pastry, chocolate fundamentals, show pieces and sugar works. Class time is devoted to labs where skill and creativity are tested.

**631 Parenting (RA)****Half Year****½ credit**

Effective parenting requires an understanding of child development, family dynamics and personal beliefs/attitudes towards parenting. The economic, social educational and physical conditions which influence parenting are identified and their implications explored. Students will explore and examine skills, strategies and logic used to nurture and guide children.

**632 Child Psychology (RA)****Full year****1 credit**

This course will prepare students to understand a child's physical, intellectual, emotional and social growth and development. Course work explores the knowledge and skills necessary for the care and guidance of children. Specific techniques for instilling and maintaining positive self-esteem in the child will be learned. Practical application of this understanding will be explored through class reading, group and individual projects that investigate behavior assessment and modification, observation of children in their natural environment and examination of positive parenting choices and practices. Child centered projects that stimulate areas of development in the child will be undertaken.

**633 Adolescent Psychology****Half year****½ credit**

This new course is designed to meet the changing needs of teenagers in our community. Students will gain understanding of the physical, mental, emotional and social changes that adolescents endure during the transitional period, linking childhood and adulthood. Students will participate in hands-on facilitated learning.

**635 Independent Living (RA)****Half year****½ credit**

Seniors or students embarking on independent living (college, leaving home) will find that this course will prepare them for "real world" experiences, i.e. balancing a checkbook, interviewing skills, how to buy/lease a car, how to read classified ads in order to obtain housing, survival cooking and college life experiences. The material will be presented through lecture, class discussion, computer research and experiential activities.

**634 Intro to Social Work-Honors****Full year****1 credit**

Students will learn about the combination of values, knowledge and skills with purpose of improving the well-being of people and creating a just society. Students will be introduced to the various fields of practice where social workers address client needs and social problems. Students in this course have an option to receive 3 credits from Long Island University.

# WORLD LANGUAGE

World language is no longer considered a past time. Language skills are necessary for communication in an increasingly diverse society. With 21<sup>st</sup> Century skills preparing students to be globally competitive, the Brentwood School District boasts opportunities in Spanish, French, and Italian inclusive of accelerated courses and advanced language opportunities.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
---------------	----------------------	---------------

## 427 Spanish I A (RA)

**Full year 1 unit of study \***



First year Spanish offers the student the opportunity to develop the ability to speak, understand, and read simple Spanish. Emphasis is placed on basic conversation, pronunciation, fundamental points of grammar, and an understanding of the Spanish culture. Speaking and listening skills are stressed.

## 428 Spanish I B (RA)

**Full year 1 unit of study \***



The second part of first year Spanish offers the student the opportunity to develop the ability to speak, understand, and read simple Spanish. Emphasis is placed on basic conversation, pronunciation, fundamental points of grammar, and an understanding of the Spanish culture. Speaking and listening skills are stressed. The Checkpoint A examination is administered at the end of this course.

**\* Successful completion of Spanish 1A (one unit) & 1B (one unit) earns 1 credit.**

## 429 Accelerated Spanish – grade 8 (RA)

**PREREQUISITE:** earning an 84 or higher on the 7<sup>th</sup> grade screening exam

**Full year 1 credit**

This course is offered at the middle schools for Heritage Language speakers of Spanish. It combines the course work covered in Spanish 1A and 1B. The material is covered at a more rapid pace and the Checkpoint A exam is administered at the end of the school year. Successful completion of course 429 and the Checkpoint A earns 1 credit.

## 431 Spanish I (RA)

**Full year 1 credit**



This course is offered at the Freshman Center and the High School and combines the course work covered in Spanish 1A and 1B. Spanish I offers the student the opportunity to develop the ability to speak, understand, and read simple Spanish. Emphasis is placed on basic conversation, pronunciation, fundamental points of grammar, and an understanding of the Spanish culture. Speaking and listening skills are stressed. Successful completion of course 431 earns 1 credit without the Checkpoint A examination.

**432 Spanish II (RA)****Full year****1 credit*****PREREQUISITE:* Spanish IA & IB, Spanish I or 8<sup>th</sup> grade Accelerated Spanish**

The second credit Spanish continues the development of vocabulary, idiomatic expressions and grammar. Dictation, translation, and readings provide for greater understanding of Spanish culture. Major emphasis is placed on the speaking/listening skills.

**433 Spanish III (RA)****Full year****1 credit*****PREREQUISITE:* Spanish II**

Students will be able to comprehend, initiate, and sustain short conversations on simple everyday topics with native Spanish speakers. At this level students should develop more fully their skills in reading and writing. Communicative writing includes being able to persuade, describe, narrate, and seek information. Students will be prepared for the Checkpoint B examination in Spanish.

**434 Spanish IV Honors****Full year****1 credit*****PREREQUISITE:* a grade of 85 or higher in Spanish III or Native Language Credit or permission from department chairperson.**

This course includes a more in-depth study of and practice in Spanish grammar, culture and literature. Literary movements, their authors and excerpts from their works are read and discussed. Students prepare oral and written reports on poems, short stories, magazine and newspaper articles, other modern media and important modern and historic personalities and events. Practice in communication and appreciation of Spanish culture through cooking, songs, movies and plays is an integral part of this course.

**435 AP Spanish Language (AP)****Full year****1 credit*****PREREQUISITE:* a grade of 85 or higher in Spanish IV or Native Language Credit or permission from department chairperson.**

For those students who have chosen to develop their proficiency in Spanish, this course stresses oral skills, composition, and grammar. Students will be exposed to a variety of literary forms. This course seeks to develop language skills that can be applied to various activities and disciplines. Students will be required to take the Advanced Placement exam, which may earn them college credit. This course also completes a five-year sequence requirement for a Regents diploma.

**436 AP Spanish Literature (AP)****Full year****1 credit*****PREREQUISITE:* a grade of 85 or higher in Spanish IV or Native Language Credit or permission from department chairperson.**

For those students who have chosen to enhance their proficiency in Spanish, this course stresses the study of Spanish and Hispanic Literature from the Middle Ages to the present. This course seeks to develop skills of language and literary analysis that can be applied to various activities and disciplines, through active communication in Spanish. Students will be required to take the Advanced Placement Spanish Literature Exam.

**467 French IA (RA)****Full year****1 unit of study \***

First year French offers the student the opportunity to develop the ability to speak, understand, and read simple French. Emphasis is put on basic phonetics, pronunciation, fundamental points of grammar, and an understanding of the French idiom. Oral and reading procedures present the cultural and traditional heritage of France and the position of the French language in the world today.

**468 French IB (RA)****Full year****1 unit of study \***

The second part of first year French offers the student the opportunity to develop the ability to speak, understand, and read simple French. Emphasis is put on basic phonetics, pronunciation, fundamental points of grammar, and an understanding of the French idiom. Oral and reading procedures present the cultural and traditional heritage of France and the position of the French language in the world today. The Checkpoint A examination is administered at the end of this course.

\* **Successful completion of Spanish 1A (one unit) & 1B (one unit) earns 1 credit.**

**471 French I (RA)****Full year 1 credit**

This course is offered at the Freshman Center and the High School and combines the course work covered in French 1A and 1B. French I offers the student the opportunity to develop the ability to speak, understand, and read simple French. Emphasis is put on basic phonetics, pronunciation, fundamental points of grammar, and an understanding of the French idiom. Oral and reading procedures present the cultural and traditional heritage of France and the position of the French language in the world today. Successful completion of course 471 earns 1 credit without the Checkpoint A examination.

**472 French II (RA)****Full year****1 credit**

***PREREQUISITE:* French IA & IB or French 1**

Second year French continues the emphasis begun in the first year on the fundamentals of grammar, syntax, special vocabulary and common idiomatic expressions. Dictation, translation and reading based on the foreign environment give further acquaintance with varied aspects of the French culture. Major stress is on speaking and listening comprehension of the language.

**473 French III (RA)****Full year****1 credit**

***PREREQUISITE:* French II**

Students will be able to comprehend, initiate and sustain short conversations on simple everyday topics with native French speakers. At this level, students should develop more fully their skills in reading and writing. Communicative writing includes being able to persuade, describe, narrate and seek information. Students will be prepared for the Checkpoint B examination in French.

**474 French IV Honors****Full year****1 credit**

***PREREQUISITE:* a grade of 85 or higher in French III or Native Language Credit or permission from department chairperson.**

This course includes a more in-depth study of and practice in French grammar, culture and literature. Literary movements, their authors and excerpts from their works are read and discussed. Students prepare oral and written reports on poems, short stories, magazines and newspaper articles, other modern media and important modern and historic personalities and events. Practice in singular communication and appreciation of French culture through cooking, songs, plays and movies is an integral part of this course.

**475 AP French Language (AP)****Full year****1 credit**

***PREREQUISITE:* a grade of 85 or higher in French IV or Native Language Credit or permission from department chairperson.**

For those who have chosen to develop their proficiency in French, this course stresses oral skills, composition and grammar. Students will be exposed to a variety of literary forms. This course seeks to develop language skills and can be applied to various activities and disciplines through active communication in French. This course also completes a five-credit sequence for a Regents diploma.

**491 Italian I (RA)****Full year****1 credit**

This course offers the student the opportunity to develop the ability to understand, speak and read basic Italian. Emphasis is placed on speaking, pronunciation, basic grammar, and an understanding of the Italian culture. Successful completion of course 491 earns 1 credit without the Checkpoint A examination.

**492 Italian II (RA)****Full year****1 credit**

***PREREQUISITE:* Italian I**

A continuation of Italian I, this course emphasizes the fundamentals of grammar, syntax, vocabulary and common idiomatic expressions. Writing, translation, and reading based on the foreign culture will be covered. Major stress is on the speaking and listening skills.

**493 Italian III (RA)****Full year****1 credit**

***PREREQUISITE:* Italian II**

Students will be able to comprehend, initiate, and sustain short conversations on simple everyday topics with native Italian speakers. At this level students should develop more fully their skills in reading and writing. Communicative writing includes being able to persuade, describe, narrate, and seek information. Students will be prepared for the Checkpoint B examination in Italian.


**494 Italian IV: Honors****Full year****1 credit**

***PREREQUISITE:* a grade of 85 or higher in Italian III or Native Language Credit or permission from department chairperson**



This course includes a more in-depth study of and practice in Italian grammar, culture and literature. Literary movements, their authors and excerpts from their works are read and discussed. Students prepare oral and written reports on poems, short stories, magazines and newspaper articles, other modern media and important modern and historic personalities and events. Practice in communication and appreciation of Italian culture through cooking, song, cinema, and plays are stressed.

# MATH

The general objective of the Math department is to enable every student to reach his or her potential in an academically focused environment. We believe that all students should be taught many skills, concepts and applications to make conjectures, produce logical arguments, think deductively and represent solutions numerically, analytically, graphically, and verbally. The curriculum has been devised to provide an opportunity for all students to participate in a challenging mathematics program based on their ability level. Our goals are to lead our students into higher-level critical thinking and problem solving and to enable our students to use previously learned mathematical concepts and skills in everyday situations. **We strongly recommend that students take four years of mathematics at the high school level to be at a competitive advantage when applying to colleges.**

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>220 Algebra (RA)</u>	Full year	1 credit 
<u>222 Algebra (Bil)</u>	Full year	1 credit

Algebra 1 students will become fluent in: solving problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope; adding, subtracting, and multiplying polynomials; and transforming expressions and chunking (seeing parts of an expression as a single object). These fluencies will help students solve and model problems involving linearity, work with functions, factor, complete the square, and make other algebraic calculations. Students will take the Algebra Regents Exam in June. Students **MUST** take (250) HS Math AIS concurrently.

<u>211 Common Core Geometry Honors</u>	Full year	1 credit 
<u>225 Common Core Geometry (RA)</u>	Full year	1 credit 
<u>226 Common Core Geometry (RA) (Bil)</u>	Full year	1 credit 

## ***PREREQUISITES:***

- 1) Successful completion of the Algebra course and passing the Algebra Regents Exam with a final avg. and regents score above 70. (Honors students must have 85+ final avg. and regents score)
- 2) Teacher recommendation

Geometry is the second course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Topics include synthetic, transformational, and coordinate approaches to geometry, congruence and similarity of triangles, transformations including rotations, reflections, translations and glide reflections and coordinate geometry will be used to establish and verify geometric situations. Students will take the Geometry Regents exam in June.

**227 Integrated Geometry**  
**228 Integrated Geometry (Bil)**

**Full year**                      **1 credit**  
**Full year**                      **1 credit**

***PREREQUISITES:***

- 1) Students must pass the Algebra course and Algebra Regents Exam with a score of 65-70.**
- 2) Demonstrate need for AIS services (final avg. or Regents score of 70 or below)**
- 3) Teacher recommendation**

Geometry is the second course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Topics include synthetic, transformational, and coordinate approaches to geometry, congruence and similarity of triangles, transformations including rotations, reflections, translations and glide reflections and coordinate geometry will be used to establish and verify geometric situations. A Geometry district final exam will be given in June.

**221 Algebra II Honors**

**Full year**                      **1 credit**



**235 Algebra II (RA)**

**Full year**                      **1 credit**



***PREREQUISITES:***

- 1) Successful completion of Algebra and Geometry courses**
- 2) Student must have passed the Algebra and Geometry Regents exams (Honors students must have final avg. and Regents score of 85+)**
- 3) Teacher recommendation**

This course is a continuation and extension of the two courses that precede it. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic. Other topics include direct and indirect variation, systems of equations, data analysis, arithmetic and geometric sequences, probability theory, and right triangle trigonometry. Successful completion of this third year of math as well as the three Math Regents exams will qualify a student for an Advanced Regents Diploma.

**231 Pre-Calculus (11 H) Honors**

**Full year**                      **1 credit**



***PREREQUISITES:***

- 1) Pass Algebra 2 honors course with 85+ and have an Algebra 2 or Algebra 2 Trigonometry Regents score of 85+**
- 2) Student must have successfully completed Algebra and Geometry courses and Regents Exams with grades of 85+**
- 3) Teacher recommendation**

The Pre-Calculus course is a preparation for the study of AP Calculus given during senior year. Topics include: graphing and finding roots of polynomials, number theory, functions and relations, limits of functions, derivatives and differential calculus. Students will take a departmental final exam. It is strongly recommended that students purchase a graphing calculator (TI-84, or 89).

**234 Intermediate Topics in Math (RA)****Full year****1 credit****PREREQUISITES:**

- 1) Students must pass the Algebra course
- 2) Student **has not** passed any math regents exam

This course may be taken for a second or third credit of math. Students will explore Algebra and Geometry topics and how they relate to each other. Concentration will be on improving algebraic and geometric understanding of concepts through exploration. Students will retake the Algebra Regents Exam in January and June if necessary. A district final exam will be given in June. Students **MUST** take (250) HS Math AIS concurrently.

**236 Advanced Topics (RA)****Full year****1 credit****PREREQUISITES:**

- 1) Successful completion of Geometry AIS (227) or Geometry (225) or Intermediate Topics (234) with teacher recommendation.
- 2) Student passed Algebra or Geometry Regents exam.

Topics covered are those Algebra 2 topics offered in the first semesters of the Algebra 2 curriculum including: geometry, coordinate geometry, rational numbers, basic trigonometry, relations and functions. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, and exponential. Students will take a district final exam.

**241 AP Statistics (AP)****Full year****1 credit****PREREQUISITES:**

- 1) Passing the Algebra 2 course and Regents Exam with an average of 80 or above in the course and 80 or above on the Regents Exam
- 2) Teacher recommendation
- 3) Department head approval

The AP Statistics course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. This course may be taken by 10<sup>th</sup> graders in the research program, 11<sup>th</sup> and 12<sup>th</sup> graders provided they have completed the prerequisites. The Advanced Placement test will be taken in May.

**242 College Calculus (RA)****Full year****1 credit****PREREQUISITES:**

- 1) Students must pass Algebra 2 course **and** Regents exam
- 2) Teacher recommendation
- 3) Open to **Seniors** only

Introduction to Calculus is a course that covers concepts and skills that must be mastered before enrollment in a college-level calculus course. Students will be taught the basic techniques of finding limits, differentiating and integrating as well as relations and functions. A departmental final exam will be given in June.

**243 College Algebra (RA)****Full year****1 credit**

**PREREQUISITES:**

- 1) **Passing the Algebra 2 course (235), but not the Algebra 2 Regents Exam**
- OR 2) Successful completion of (236) with teacher recommendation**

This course is intended to assist students in transitioning from high school to college mathematics. Numerical operations and algebraic skills will be emphasized in order to prepare students for the college placement exams. The use of technology will be incorporated to facilitate a deeper understanding of higher level mathematics. Students will also be challenged to increase their ability to perform mental math calculations by solving problems without the aid of the calculator. Topics include basic concepts of algebra; linear, quadratic, radical, logarithmic, exponential, and absolute value equations; inequalities; complex numbers; graphs of linear, polynomial, exponential, logarithmic, rational, and absolute value functions; conic sections; systems of equations; sequences and series.

**250 HS Math AIS**

This is a lab course for 11<sup>th</sup> or 12<sup>th</sup> graders who have not passed any math regents exam. It is to be taken **simultaneously** with 234. Algebra topics and test-taking strategies are stressed. The Algebra Regents Exam will be taken in January and again in June, if necessary.

**251 AP Calculus AB (AP)****Full year****1 credit****PREREQUISITES:**

- 1) **Successful completion of (231) 11H Pre-calculus (final average of 85+)**
- 2) **Teacher recommendation**
- 3) **Department Head approval**

This course will concentrate on the study of all topics included in the Calculus AB Advanced Placement Examination including: limits of a function, continuity, maxima and minima, area, volume, rates of growth, and infinite sequences and series. The Advanced Placement test will be taken in May.

**252 AP Calculus BC (AP)****Full year****1 credit****PREREQUISITES:**

- 1) **Successful completion of (231) 11H Pre-calculus (final average of 85+)**
- 2) **Teacher recommendation**
- 3) **Department Head approval**

Calculus BC includes all of the topics of Calculus AB in greater depth. Additional topics such as differential equations, infinite series, and special types of integration are also included. The Advanced Placement Calculus BC exam will be administered in May. Two scores on the AP exam will be given: a BC score and an AB sub-score.

**230 SAT Prep-Math****PREREQUISITES:****Half year****½ credit**

- 1) **Successful completion of Algebra and Geometry**
- 2) **Teacher recommendation**
- 3) **Department Head approval**

This course will prepare students for the Math portion of the SAT. A review of test content includes basic math, algebra, geometry, data analysis, statistics, and probability. The course includes practice in taking the SAT test as well as test-taking strategies. Students must have internet access at home to complete assignments on Khan Academy.

**253 Introduction to Computer Science & Applications****Full year****1 credit****PREREQUISITES:**

- 1) Pass the Algebra Regents Exam
- 2) Teacher recommendation

This is an introductory course for students who have an interest in computers or wish to continue with the computer programming courses offered at the high school. Topics in the course include: binary code, computer languages, computer components, networking, computer ethics, cyber safety, and careers in the computer field. Students will complete projects using Geometer's Sketchpad, Powerpoint, Excel, and Word. Students will take a departmental final exam.

**Students cannot take this course as a third credit of math.**

**254 Computer Programming 1****Half Year****½ Credit****PREREQUISITES:**

- 1) Pass the Algebra and Geometry Regents Exams
- 2) Teacher recommendation

Computer Programming 1 is an introductory course to the study of computer programming and mathematical problem solving. Elementary and intermediate computing techniques will be explored using the BASIC computer language. Students should have a strong interest in problem solving and computer programming. The final examination for this course is a departmental test.

**255 Computer Programming 2****Half Year****½ Credit****PREREQUISITES:**

- 1) Computer Programming 1 (254)
- 2) Teacher recommendation

Computer Programming 2 is the second course in our series of classes in computer programming and mathematical problem solving. It is designed for those students who wish to learn more about computers through the BASIC language. The course looks at the remaining vocabulary and syntax of BASIC. More advanced programming structures are also learned and applied. The final exam for this course is a departmental test.

**260 Introduction to Java****Half Year****½ Credit****Prerequisites:**

- 1) Computer Programming 2 (255)
- 2) Teacher recommendation

This course is an extension of Computer Programming 2 with additional emphasis on program design and the utilization of Java. Programming concepts will be applied to real world situations and gaming will be introduced. The final exam for this course is a departmental test.

**261 Computer Gaming****Half Year****½ Credit****Prerequisites:**

- 1) Introduction to Java
- 2) Teacher recommendation

This course is an extension of Introduction to Java with an emphasis on creating gaming applications. Exploration of different coding techniques to produce games will be discussed in this course. The final exam for this course is a departmental test.

# **MUSIC**

The objective of all music courses includes improvement of performance skills, increased understanding of the elements of music and development of aesthetic appreciation and love for music by students. Students enrolled in performing groups will have additional opportunities to enhance their high school musical experience through participation in NYSSMA, SCMEA All-County Jazz Ensemble, the Green Machine Marching Band, the spring musical, and other select ensembles. Other opportunities include use of computer technology, field trips, and arts in education experiences that bring professional musicians into the school.

<b><u>COURSE</u></b>	<b><u>COURSE LENGTH</u></b>	<b><u>CREDIT</u></b>
----------------------	-----------------------------	----------------------

**850 Select Band Honors (Grades 10-12)**

**Full year**

**1 credit**

**872 Select Band (RA) (Grade 9)**

**Full year**

**1 credit**

The Select Band is open to **experienced** high school students with a high level of performance ability on woodwind, brass or percussion instruments. Students will perform advanced college and professional level music in daily rehearsals, concerts, school assemblies and community events. All students enrolled in band must participate in rotating lessons and activities as directed by the music department. The course is open by audition and music teacher recommendation.

**851 Band (RA) (Grades 10-12)**

**Full year**

**1 credit**

**866 Band (RA) (Grade 9)**

**Full year**

**1 credit**

The Band is open to all high school students with performing ability and experience on woodwind, brass or percussion instruments. Students will be assigned to sections of band based on previous experience and an audition and will perform a wide variety of musical compositions in daily rehearsals, concerts, school assemblies and community events. All students must participate in rotating lessons and activities as directed by the music department.

**852 Choir (RA) (Grades 10-12)**

**Full year**

**1 credit**

**875 Choir (RA) (Grade 9)**

**Full year**

**1 credit**

The choir is open to all high school students with an interest and ability in vocal music. Students will be assigned to sections of choir based on previous experience and an audition, and will perform a wide variety of musical compositions in daily rehearsals, concerts, school assemblies, and community events. All students enrolled in choir must participate in rotating lessons and activities as directed by the music department.

**853 Select Choir Honors (Grades 10-12)**

**Full year**

**1 credit**

The Select Choir is open to experienced high school vocalists who demonstrate a high level of performance in Choir. The ensemble will perform college and professional level choral literature in daily rehearsals, concerts, school assemblies, and community events. All students enrolled in choir must participate in rotating lessons and activities as directed by the music department. The course is open by audition and music teacher recommendation.

**854 Orchestra (RA) (Grades 10-12)****Full year****1 credit****874 Orchestra (RA) (Grade 9)****Full year****1 credit**

The orchestra is open to all high school students with performing ability on violin, viola, cello or string bass. Students will be assigned to sections of orchestra based on previous experience and an audition, and will perform a wide variety of musical compositions in daily rehearsals, concerts, school assemblies and community events. All students enrolled in orchestra must participate in rotating lessons and activities as directed by the music department.

**860 Music in Our Lives (RA) (Grade 9)****Full year****1 credit**

In this course, students will participate in listening, performing and composing activities using basic skills and developing special interests. This course is designed primarily for the student who wishes to fulfill the one graduation credit requirement through music.

**861 Music Theory I (RA) (Grades 10-12)****Full year****1 credit**

This class is designed to instill mastery of the rudiments and terminology of music including notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns. The students will actively learn through the use of computers, electronic piano keyboards, and by using their primary instruments in class. They will be expected to sing, conduct, compose, improvise, dictate melody, and develop a listening repertoire of various styles of music. The course concludes with a Regents Examination.

**862 AP Music Theory (Grades 11-12) (AP)****Full year****1 credit****PREREQUISITES: (1 or 2)****1) A grade of 85 (+) in Music Theory I****2) The recommendation of the Coordinator of Music.**

This is a college level course to be taken after the completion of Music Theory I. The students will learn to enhance their musical skills and knowledge through active listening, sight singing, composing, dictation, conducting, and analysis. They will use computers, electronic piano keyboards, as well as their instruments in class to master these skills. A wide variety of musical styles will be used, including classical, contemporary jazz, popular world music. **It is required that students in the class take the AP Music Theory examination.**

**863 Select Orchestra Honors (Grades 10-12)****Full year****1 credit****873 Select Orchestra (RA) (Grade 9)****Full year****1 credit**

The orchestra is open to experienced high school students with a high level of performance ability on violin, viola, cello or string bass. Students will perform college and professional level music in daily rehearsals, concerts, school assemblies and community events. All students enrolled in orchestra must participate in rotating lessons and activities as directed by the music department. The course is open by audition and music teacher recommendation.

**871 Women's Choir (RA) (Grades 10)****Full year****1 credit**

The Women's Choir is the appropriate choral placement primarily for 10<sup>th</sup> Grade girls. Students will be assigned to sections of choir based on previous experience and an audition, and will perform a wide variety of musical compositions in daily rehearsals, concerts, school assemblies, and community events. All students enrolled in choir must participate in rotating lessons and activities as directed by the music department.

# PHYSICAL EDUCATION

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
---------------	----------------------	---------------

<b><u>893 Physical Education (RA) (9)</u></b>	Half year	½ credit each year
---	-----------	--------------------

<b><u>898 Physical Education (RA) (10-12)</u></b>	Half year	½ credit each year
---	-----------	--------------------

Students will develop an understanding of the concepts of physical fitness, how to develop and sustain a healthful lifestyle, and the role physical activity plays to that end. In addition, they will attain competency and proficiency in a several complex motor and sport activities enabling them to maintain a physically active life as adults. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. **Physical Education fulfills a student's physical education graduation requirement.**

## **898 Physical Education Lifeguarding**

The Lifeguarding course provides participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide professional-level care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel take over.

### **Course requirements:**

You must be a proficient swimmer

You must be 15 years old by the completion date of the course; you will be required to bring ID to completion requirements.

- Participants must pass two written exams with 80% or better.
- Participants must pass a practical exam for lifeguard in water skills and CPR/AED skills test.
- Participants must be present for all days for the course

<b><u>893 Adaptive Physical Education (RA) (9)</u></b>	Half year	½ credit each year
--	-----------	--------------------

<b><u>894 Adaptive Physical Education (RA) (10-12)</u></b>	Half year	½ credit each year
--	-----------	--------------------

Students with temporary or permanent disabilities, illnesses or injuries who cannot safely or successfully participate in the regular physical education program will be assigned to an Adaptive Physical Education program. Upon receipt of the requisite Adaptive Physical Education forms, the teacher will design an individual program for each student. Adaptive Physical Education fulfills a student's physical education graduation requirement.

## **899 Introduction to Sports Medicine**

This course provides high school students with a general overview and history of the allied health care professions including but not limited to physical medicine, physiology of exercise, physical and occupational therapies, nutrition, nursing, and strength and conditioning. The course will have an emphasis on sports medicine/athletic training. Human anatomy and physiology will be discussed at great length. It will include introductory information about the athletic trainer's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. The classroom structure will be a combination of lecture and experiential ("hands-on") learning. The knowledge and skills acquired through this class will not be limited to only athletic training but expose students to career possibilities in the health care field. The students will receive a certification in the American Red Cross CPR/AED/First Aid and Bloodborne Pathogens.

# **HEALTH EDUCATION**

## **360 Health Education (RA)**

**Half year**

**½ credit**

## **361 Health Education (BOCES) (RA)**

**Half year/alternate day**

**½ credit**

## **798 Health Education (MOD)**

**Half year**

**½ credit**

Health Education is instruction in concepts, understandings and behaviors in regard to several dimensions of health. Instructional areas are in mental health, nutrition, alcohol, tobacco and other drugs, safety, disease prevention and control, environment and public health, family life education and other health related areas. Within each content area students examine their behavior, identify the decision making process and alternate behaviors and evaluate benefits and/or consequences. Students will know about and be able to use valid health information, products and services. This process of resource management and examining, evaluating and making decisions affecting behavior is intended to promote quality living and a healthful life style.

## **766 Personal Development (RA)**

**Half Year**

**½ credit**

Personal Development emphasizes strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others.

# SCIENCE



“Somewhere, something incredible is waiting to be known.”

Carl Sagan

What do you wonder? Let science help you answer that question. Our society is dependent on science and technology, and the advances that have been made. Your generation will be faced with climate change, the search for new energy sources, global health issues and more. It is important for each and every student to have the strong scientific literacy needed to meet the challenges that lie ahead. Here at Brentwood High School, we offer a wide selection of science courses. We hope to foster a genuine curiosity in each of our students, in an effort to create a world of citizen scientists. We encourage all students to complete four years of science course work, and to take the most challenging courses available to them.

The New York State Board of Regents has set forth new requirements in Science Education. All students are responsible for passing three science courses as a requirement for graduation. In addition, each student must pass one Regents exam with a minimum score of 65. **Regents-level courses have a 1200-minute laboratory requirement, which must be satisfied in order for students to be eligible to take the Regents examination.** The laboratory requirement must be completed by the first Friday in June. The Department Head of Science has final approval of all course selections.



# Living Environment



**321 Living Environment Honors (7 periods / week) (Grades 9-10) Full year, 1 credit**

**Prerequisite:** An 85 or better in Earth Science for the course and on the Regents and teacher recommendations are required.

Honors biology is available to students who have completed Honors Earth Science and have received a recommendation from their teacher. This course offers the student in-depth study and laboratory investigations of biological processes and relationships. Scientific inquiry is used to develop explanations of natural phenomena. Students will use mathematical analysis, scientific inquiry and engineering design to pose questions, seek answers and develop solutions. Their study will help them understand and apply scientific concepts, principles and theories pertaining to the Living Environment. In addition to the new NY State Living Environment Core Curriculum, Honors Biology will also discuss the following topics: molecular structure and function of living organisms - with an emphasis on understanding the role of DNA, growth, development, and reproduction, studied at the cellular level. In addition, special emphasis on topics that will enhance the understanding of biochemistry and additional enrichment will be included. This is a rigorous course that will help prepare students for the SAT II exam in biology. **All students enrolled in this class must take the NYS Regents exam in June. Satisfactory completion of 1200 minutes of laboratory work is a prerequisite for taking the Regents.**

**315 Living Environment (BILINGUAL) (7 periods / week) (Grade 9) Full year, 1 credit**



**322 Living Environment (7 periods / week) (Grades 10-12)**

**323 Living Environment (BILINGUAL) (7 periods / week) (Grades 10-12)**

**(SP 770 Living Environment)(MOD) (7 periods / week) (Grades 10-12)**

**(SP 916 Living Environment) (MOD) (7 periods /week) (Grade 9)**

This course offers the student in-depth study and laboratory investigations of biological processes and relationships. Scientific inquiry is used to develop explanations of natural phenomena. Students will use mathematical analysis, scientific inquiry and engineering design to pose questions, seek answers and develop solutions. Their study will help them understand and apply scientific concepts, principles and theories pertaining to the Living Environment. The N.Y. State Education Department has added four mandatory lab exercises that are tested on the Regents exam. **All students enrolled in Regents level class must take the NYS Regents exam in June. Satisfactory completion of 1200 minutes of laboratory work is a prerequisite for taking the Regents.**



# Earth Science

## 351 Earth Science Accelerated (7 periods / week) (8-9)

Full year, 1 credit



Honors earth science **is available to eighth and ninth grade students** who have received a recommendation from their teacher. This course offers the student in-depth study and laboratory investigations of ecological processes and relationships. Scientific inquiry is used to develop explanations of natural phenomena. Students will use mathematical analysis, scientific inquiry and engineering design to pose questions, seek answers and develop solutions. This course is based on the new NY State Physical Setting/Earth Science Core Curriculum. The course uses components of biology, chemistry, physics and mathematics as tools to explain and aid in the understanding of natural phenomena occurring within, on and around the earth that has a direct impact on its population. The following topics will be presented: meteorology, ecology, astronomy, geology, rocks and minerals, oceanography, paleontology and more. The course is presented as discussion/investigative. Students will work with earth materials as well as more traditional science apparatus to discover important relationships and concepts. **All students enrolled in this class must take the NYS Regents exam in June. Satisfactory completion of 1200 minutes of laboratory work is a prerequisite for taking the Regents.**

## 352 Regents Earth Science (7 periods / week) (9-12)

Full year, 1 credit



This course is for those who want a better understanding of the earth from the innermost core to outermost space surrounding our planet. . This course is based on the new NY State Physical Setting/Earth Science Core Curriculum. **Included topics are: astronomy, geology, rocks and minerals, weather, ecology, map reading, oceanography and more.** **All students enrolled in this class must take the NYS Regents exam in June. Satisfactory completion of 1200 minutes of laboratory work is a prerequisite for taking the Regents.**



# Chemistry

## **331 Honors Chemistry (7 periods / week) (10-11)**

Full year, 1 credit



**Prerequisites:** Entering students must have at least an 85 average on the Integrated Algebra and Geometry and Science Regents examinations. **Co-requisite:** Algebra II/Trigonometry.

This is an enriched version of the New York State Regents course of study. It differs from the regular Regents course in the sophistication of the laboratory and problem solving experiences. The course will discuss the following key concepts: atomic structure, chemical bonding, states of matter, the periodic table, chemical mathematics, chemical reactions, acid-base chemistry, electro-chemistry, and organic chemistry. In addition, special emphasis on topics that will enhance the understanding of biochemistry and additional enrichment will be included to prepare students for the SAT II exam in Chemistry. **All students enrolled in this class must take the NYS Regents exam in June. Satisfactory completion of 1200 minutes of laboratory work is a prerequisite for taking the Regents.**

## **332 Regents Chemistry (7 periods / week) (10-12)**

Full year, 1 credit



**Prerequisites:** Entering students must have a 70 or better in the course and on the Regents in Living Environment, Regents Earth Science, Integrated Algebra and Integrated Geometry / **Co-requisites:** Algebra II/Trigonometry.

This course is designed to cover the requirements of the core Chemistry Curriculum. Major areas of study include: atomic structure, chemical bonds, chemical reactions, data of reactions, acids & bases and organic materials. Emphasis is placed on laboratory experiences. Mathematics is used as a tool to understand chemistry at this level. A mastery of Algebraic calculations is necessary for success. **All students enrolled in this class must take the NYS Regents exam in June. Satisfactory completion of 1200 minutes of laboratory work is a prerequisite for taking the Regents.**

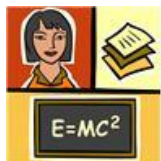
## **333 General Chemistry (7 periods / week) (10-12)**

Full year, 1 credit



**Prerequisites:** Successful completion of Regents Living Environment & Integrated Algebra.

Applications of knowledge from this course are related to everyday experiences, industry, ecology, or as a basic background for success in first year chemistry in college. The course will emphasize a laboratory approach to learning Chemistry. Mathematics will be used at the level required to teach the scientific concepts of the course. A variety of topics are covered which will give students a broad spectrum of Chemistry. Topics such as atomic structure, phases of matter, bonding, acids & bases, and the periodic table will be investigated.



# Physics

## **341 Honors Physics (7 periods / week) (11-12)**

**Full year, 1 credit**



Prerequisites: Entering students must have successfully completed Regents Living Environment and Regents Chemistry, with an 85 or better in the class and on the Regents. In addition, they must have successfully completed Integrated Algebra and Geometry with an 85 or better in the class and on the Regents. **Teacher recommendations are required.** Co-requisites: Algebra II/Trigonometry.

This course presents a modern view of the physical world. Major areas of study include matter and energy, mechanics, states of matter, waves & light, electricity and modern physics. In the laboratory, students generate data, analyze it mathematically, and relate it to the fundamental laws of matter. This course is more rigorous and will help to prepare students for the SAT II exam in physics. **All students enrolled in this class must take the NYS Regents exam in June. Satisfactory completion of 1200 minutes of laboratory work is a prerequisite for taking the Regents.**

## **342 Regents Physics (7 periods / week) (11-12)**

**Full year, 1 credit**



Prerequisites: Entering students must have successfully completed Regents Living Environment and Regents Chemistry with a 70 or better in the class and on the Regents. In addition, they must have successfully completed Integrated Algebra and Geometry. Co-requisites: Algebra II/Trigonometry.

This course involves the study of the fundamental of the physical world. Major areas of study include matter and energy, mechanics, states of matter, waves & light, electricity and modern physics. It is recommended that students who wish to major in science or engineering in college take this course. **All students enrolled in this class must take the NYS Regents exam in June. Satisfactory completion of 1200 minutes of laboratory work is a prerequisite for taking the Regents.**

## **343 General Physics (7 periods / week) (11-12)**

**Full year, 1 credit**



Prerequisites: Regents Living Environment & Regents or General Chemistry and Integrated Algebra & Geometry.

Applications of knowledge from this course are related to everyday experiences, industry, ecology, or as a basic background for success in first year physics in college. The course will emphasize a laboratory approach to learning physics. Mathematics will be used at an appropriate level to teach the scientific concepts of the course. A variety of topics are cover which will give students a broad spectrum of physics. Topics such as: motion, sound, light, electricity, machines and energy will be investigated.



# Research

## **335 Research 10 Honors (5 periods / week) (10)**

**Full year, 1 credit**



**Prerequisites: An overall GPG of 85 or better, plus 85 or better Regents scores in all Math & Science courses. Teacher recommendations are required.**

This is an elective course in the foundations of science research. This course will teach students some of the basic skills and concepts necessary to do independent scientific investigation. This course is in addition to any Regents of Honors level science course the student is taking. Topics that will be presented are as follows: The scientific method, basic experimental design, measurements and uncertainties, basic statistics, writing lab reports, using internet resources, computer applications, laboratory techniques, development of research projects for laboratory techniques, development of research projects for science competitions. Registration in the course requires a summer assignment & 3 year commitment through senior year.

## **336 Research 11 Honors (5 periods / week) (11)**

**Full year, 1 credit**



This is the second year continuation of science research. This course enables students to practice authentic and original scientific research in an independent manner. This program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. Students are encouraged to work in conjunction with research scientists and professionals within their field of research, thereby achieving independent research in mathematics, life sciences, physical sciences, psychology, or the social sciences. Students are required to use telecommunications to obtain the services of dialog, e-mail, and to maintain a portfolio of their research. All students are required to enter local, regional, national, and international scientific competitions. Students enrolled in this course are also enrolled in a Regents or Honors science course. **Teacher recommendations are required.**

## **337 Research 12 Honors (5 periods / week) (12)**

**Full year, 1 credit**



This is the third year continuation of science research. This course enables students to practice authentic and original scientific research in an independent manner. This year 3 of a three-year program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. Students are encouraged to work in conjunction with research scientists and professionals within their field of research, thereby achieving independent research in mathematics, life sciences, physical sciences, psychology, or the social sciences. Students are required to use telecommunications to obtain the services of dialog, e-mail, and to maintain a portfolio of their research. All students are required to enter local, regional, national, and international scientific competitions. Students enrolled in this course are usually enrolled in an Advanced Placement or Honors science course.

# AP and College Course Offerings

## 320 AP Biology (7 periods / week) (Grades 11-12)

Full year, 1 credit



**Prerequisites:** Mastery of Regents Living Environment & Regents Chemistry / Co-requisite: Regents Physics. Teacher recommendations are required.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is designed to enable you to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. This very challenging course will involve lab work, science projects, and independent study, which includes a summer assignment. **All students enrolled in an AP class are expected to take the College Board AP exam.**

## 339 AP Physics I: Algebra-Based (AP) (7 periods / week) (11-12)

Full year, 1 credit



**Pre-requisites:** Students must have successfully completed Geometry and Honors Chemistry with an 85 in the class and on the Regents exam for all previous math and science courses. Co-requisite - Algebra II/Trigonometry or an equivalent course. Teacher recommendations are required.

This course is the equivalent to a first-semester college course in algebra-based physics, however is designed to be taught over a full academic year to enable students to develop deep understanding of the content and to focus on applying their knowledge through inquiry-based labs. The full year also allows time for inclusion of physics content specified by New York State standards. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will introduce electric circuits. No prior coursework in Physics is required to enroll. **All students enrolled in an AP class are expected to take the College Board AP exam.**

## 340 AP Physics II: Algebra-Based (7 periods / week) (11-12)

Full year, 1 credit



**Pre-requisites:** Students should have successfully completed Physics 1 and should be enrolled in Precalculus or an equivalent course. Teacher recommendations are required.

This course the equivalent to a second-semester college course in algebra-based physics, but is designed to be taught over a full academic year to enable students to develop deep understanding of the content and to focus on applying their knowledge through inquiry-based labs. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. **All students enrolled in an AP class are expected to take the College Board AP exam.**

## 330 AP Chemistry (7 periods/week) (11-12)

Full year, 1 credit



**Prerequisite: An 85 or better in Regents Chemistry & Regents Algebra II/Trigonometry in both the course and on the Regents Exam. Teacher recommendations are required.**

The Advanced Placement (AP) Chemistry course is a college level chemistry course with the course content, evaluation, and pace taught at a college level. This very challenging course will involve lab work, science projects, and much independent study (summer too). By completing introductory college courses, the student is often able to move directly to more advanced courses when going on to college. **All students enrolled in an AP class are expected to take the College Board AP exam.**



**350 AP Environmental Science (7 periods / week) (11-12) Full year, 1 credit**

**Prerequisites:** An 85 or better in the course and on the Regents in Earth Science, Living Environment and Integrated Algebra Regents / **Co-requisite:** Regents Chemistry and Regents Geometry. Teacher recommendations are required.

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study, yet there are several major unifying themes that cut across the many topics included in the study of environmental science. There is a summer reading assignment that is due at the start of class in September. **All students enrolled in an AP class are expected to take the College Board AP exam.**



**347 Forensic Science (5 periods / week) Seniors Only**

**Full year, 1 credit**

**Prerequisite:** Seniors only, successful completion of two Regents science exams, one of which is Living Environment and the other in the Physical Setting. Teacher recommendations are required.

This course will provide students with the opportunity to study an exciting application of science, the world of forensic science. Topics of study will include fingerprinting, analysis of prints, fiber and hair analysis, forensic entomology, and toxicology. Lecture, text work, laboratory exercises, case studies, and guest speakers will be used to teach students the basics of forensics throughout this full-year course. In addition, written exams, lab practical and mock crime scenes will be used to determine student mastery of topics. Forensics is taken as a third or fourth year of science to meet the graduation requirements. **A partnership between SUNY Farmingdale and Brentwood High School exists where students may select to earn college credits at a greatly reduced price for CRJ 201 – Criminalistics, which is a 3 credit course. This is a dual credit program.**



**348 Human Anatomy and Physiology (5 periods / week) (11-12)**

**Full year, 1 credit**

**Prerequisite: Seniors only, successful completion of two Regents science exams, one of which is Living Environment and the other in the Physical Setting. Teacher recommendations are required.**

This full-year course is an in-depth study of human anatomy and physiology. It includes a systematic review of the integumentary, skeletal, muscular, nervous, reproductive, endocrine, digestive, immune, and circulatory systems. Labs involving comparative study of cells, tissues, and organs are incorporated into the curriculum to supplement and enhance learning. Labs involving detailed dissections of various specimens will be performed. Major human muscle groups and blood vessels will be studied. In addition, current topics in the fields of medicine and health will be researched using the Internet and other media. Grades will be based on student research, presentations, projects, and topical papers. Human Anatomy & Physiology is taken as a third or fourth year of science to meet the science graduation requirements. **A partnership between SUNY Farmingdale and Brentwood High School exists where students may select to earn college credits at a greatly reduced price for BIO 197 – Human Biology, which is a 3 credit course. This is a dual credit program.**

## **Science Electives**

### **316 Astronomy 5 periods/week**

**½ year Grades (11-12) .5 credit**

This course will provide the student with a study of the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars. Discussions and lab activities will help students demonstrate the ability to conduct astronomical laboratory and field investigations.

### **317 Marine Science 5 periods/week**

**½ year Grades (11-12) .5 credit**

Marine Biology is designed to be an elective course for students with a career or special interest and high motivation for an in-depth study of marine biology. Marine Biology focuses on to the identification, classification and interaction of marine organisms. Students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans. Laboratory activities reinforce concepts and principles discussed in class.

### **318 Natural Science and Weather 5 periods/week**

**½ year Grades 11 & 12 .5 credit**

This engaging course is designed to familiarize students with earth's atmosphere and the weather events that take place in it. This course will also cover human impact on climate as well as natural disasters and the impact they have on the planet. A combination of laboratory activities, weather tools and data collection are used to make students literate in the process of forecasting and broadcasting the weather.

**319 Applied Forensic Science 5 periods/week****½ year Grades 11 & 12 .5 credit**

This exciting ½ year course introduces students to the Forensic technology and investigative techniques used in real life criminal investigations. Students will learn topics that include fingerprinting, blood splatter analysis, and hair and fiber analysis. Hands on laboratory activities and mock crime scene investigations will give students an experience that will help them to see what forensics is all about.

**334 Unified Physical Science (5 periods / week) (10-12)****Full Year, 1 Credit****344 Unified Physical Science (BILINGUAL)**

This course is designed for the student who has successfully completed Regents Living Environment. The emphasis of the course will be in the physical sciences, such as earth, chemistry and physics. Topics include energy, matter, astronomy, weather, force and motion. The discussions and lab activities are designed so that the student can explore and learn scientific concepts which will increase their science literacy.

**324A & 324B Unified Science Life (5 periods / week) (10-12) Half year, .5 credit**

This course is designed for the student who has successfully completed two Regents science exams, one of which is Living Environment and the other is a Physical setting in science. The emphasis of this course will be in the life sciences, such as biotechnology, ecology, evolution, genetics, heredity, impact of humans on the environment, the nature of science, and life's organization. The discussions and lab activities are designed so that the student can explore and learn scientific concepts which will increase their science literacy.







**314 General Science – Bilingual (5 periods / week) (Grades 9-12)****Full year, 1 credit**

Applications of the knowledge from this course are related to everyday experiences, industry, ecology, or as a basic background for success in the first year of college biology. The course is taught in Spanish through reading, mini-labs, and activities. Students will explore biological process in organisms in general, but specifically in humans. The structure of the human body will be studied in detail. Human reproduction will be linked to genetics. Evolution and man's role in the environment will be reviewed. This course is open to those students who have the Earth Science Regents but do not intend to pursue a stringent course of study in science.

# **SOCIAL STUDIES**

All courses offered by the Social Studies department provide students with the knowledge, intellectual skills, civic understanding, and disposition toward democratic values that are necessary to function effectively in American society. Ultimately, social studies instruction should help students assume their roles as responsible citizens in America's constitutional democracy, and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. Social studies supplies students with the background to conduct research in order to cast informed votes, with the skills to place conflicting ideas in context, and with the wisdom to make good judgments in dealing with tensions inherent in society.

The course of studies prepares our students for the Social Studies Regents examinations, the SAT, and the attainment of college credit by way of the Advanced Placement program.

<u><b>COURSE</b></u>	<u><b>COURSE LENGTH</b></u>	<u><b>CREDIT</b></u>
<u><b>111 Global History &amp; Geography 1 Honors (9)</b></u>	<b>Full year</b>	<b>1 credit</b> 
This course offered at the Freshman Center is a prerequisite for the tenth grade AP World History. The curriculum includes units on an overview to the study of global history, ancient worlds, civilizations and religion. It is a college level comprehensive and detailed study of world history. Assignments consist of intensive reading, writing research papers, analysis of documents, and historical research. There is no AP exam for this course.		
<u><b>112 Global History &amp; Geography I (RA)</b></u>	<b>Full year</b>	<b>1 credit</b> 
<u><b>113 Global History &amp; Geography 1 (RA) (BI-LINGUAL)</b></u>	<b>Full year</b>	<b>1 credit</b>
<u><b>913 Global History &amp; Geography 1 (RA) (MOD)</b></u>	<b>Full year</b>	<b>1 credit</b> 
This course, offered at the Freshman Center, is the first part of a two-year global history and geography program organized around major themes interconnected throughout the world. The curriculum for grade nine includes units on an overview to the study of global history, ancient worlds, civilizations and religion, expanding zones of exchange and encounter, global interactions, and the first Global Age.		
<u><b>121 Global History and Geography II Honors</b></u>	<b>Full year</b>	<b>1 credit</b> 
<u><b>122 Global History &amp; Geography II (RA)</b></u>	<b>Full year</b>	<b>1 credit</b> 
<u><b>123 Global History &amp; Geography 11 (RA) (BILINGUAL)</b></u>	<b>Full year</b>	<b>1 credit</b>
<u><b>124 Global History &amp; Geography II AIS (RA)</b></u>	<b>Full year</b>	<b>1 credit</b> 

**836 Global History & Geography 11 (MOD) (RA)****Full year****1 credit*****PREREQUISITE: FOR 121*****1) PERMISSION FROM THE SOCIAL STUDIES DEPARTMENT HEAD**

This course is offered on Honors and Regents levels, and is the second part of a two-year global history and geography course. Global History and Geography II focuses on the Age of Revolution (1750-1914), A half Century of Crisis and Achievement (1900-1945), The Twentieth Century since 1945 and Global connections and Interactions. The curriculum for each area contains sections on geographical and historical setting, the dynamics of change, interdependence, diversity, contemporary nations and culture, economic development and global relationships. A New York State Regents examination is given at the end of the course. Students must pass the course and the examination to complete the social studies requirements for graduation. The 124 course provides academic intervention services.

**131 U.S History & Government Honors****Full year****1 credit****132 U.S History & Government (RA)****Full year****1 credit****133 US History & Government (RA) BILINGUAL****Full year****1 credit****134 U.S History and Government AIS (RA)****Full year****1 credit****782 U.S History and Government (RA) (MOD)****Full year****1 credit*****PREREQUISITE: FOR 131 AND 134*****1) PERMISSION FROM THE SOCIAL STUDIES DEPARTMENT HEAD**

This course, offered on the Regents level is a chronologically organized study from the historical period of Reconstruction to the present day. Constitutional and legal issues are developed, as well as issues of international involvement. A New York State Regents examination is given at the end of the course. Students must pass the course and the examination to complete the social studies requirements for graduation. The 134 course provides academic intervention services.

**51 AP World History (AP)****Full year****1 credit*****PREREQUISITE:*****1) 111 Global History & Geography I - 9 Honors****2) PERMISSION FROM THE SOCIAL STUDIES DEPARTMENT HEAD**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed,

forms an organizing principle for dealing with change and continuity throughout the course. An outline of the periodization is listed below.

Foundations:

1. Circa 8000 B.C.E. - 600 C.E.
2. 600 C.E.-1450
3. 1450-1750
4. 1750-1914
5. 1914-the present

Students will take the Global History & Geography II regents along with the Advanced Placement Examination in World History. Success on the Regent's examination satisfies the social studies 10<sup>th</sup> grade requirement for graduation.

### **152 AP US History (AP)**

**Full year**

**1 credit**



#### **PREREQUISITE:**

- 1) **151 AP World History**
- 2) **PERMISSION FROM THE SOCIAL STUDIES DEPARTMENT HEAD**

This course is college level, comprehensive and detailed chronological study of American history. Assignments consist of intensive reading, writing research papers, analysis of documents, and historical research. Students are required to take the Advanced Placement Examination in U.S. History in May. This course may be substituted for U.S. History and Government.

### **155 African American Studies (RA)**

**Half year**

**1/2 credit**



This course follows the African American from the various civilizations in Africa, to America, and up to the present day. Using a historical approach, students will be able to see the progress of African Americans from slavery to the current civil rights struggle. The major topics include: 1) Africa to America, 2) Slavery to Freedom, 3) Country Side to City, 4) Segregation to Civil Rights, 5) Music, Religion and Art.

### **158 Criminal Justice (RA)**

**Half year**

**1/2 credit**



This course introduces students to the problem of crime in American society. Students will be able to see how the criminal justice system operates on local, state and federal levels and how law affects the lives of students and their communities. Units will include our court system, the functions of police, juvenile justice and other selected topics. Guest speakers from agencies within the Criminal Justice System will give students the opportunity to raise questions regarding the operation of the system. Major emphasis will also be placed on juvenile justice. Students interested in continuing their law related interests after high school, will find this course both informative and rewarding.

<b><u>159 Participation in Government (BILINGUAL)</u></b>	<b>Half year</b>	<b>½ Credit</b>	
---	------------------	-----------------	--

<b><u>160 Participation in Government (RA)</u></b>	<b>Half year</b>	<b>½ Credit</b>	
--	------------------	-----------------	---

<b><u>160H Participation in Government HONORS</u></b>	<b>Half year</b>	<b>½ Credit</b>	
---	------------------	-----------------	--

<b><u>163 Participation in Government (AIS)</u></b>	<b>Half year</b>	<b>½ Credit</b>	
---	------------------	-----------------	---

<b><u>175 Participation in Government AIS) (BILINGUAL)</u></b>	<b>Half year</b>	<b>½ Credit</b>	
--	------------------	-----------------	--

<b><u>792 Participation in Government (MOD) (RA)</u></b>	<b>Half year</b>	<b>½ Credit</b>	
--	------------------	-----------------	--

This course provides students with an understanding of how public policy is formed by focusing on current issues. Students will refine and develop skills for participating in the decision making process. A community service component is part of the course requirements. **Students must pass this course to complete the social studies requirements for graduation.**

<b>161 Economics</b>	<b>Half year</b>	<b>½ credit</b>	
----------------------	------------------	-----------------	---

<b>161H Economics HONORS</b>	<b>Half year</b>	<b>½ credit</b>	
------------------------------	------------------	-----------------	--

<b>164 Economics (AIS) (BILINGUAL)</b>	<b>Half year</b>	<b>½ Credit</b>	
--	------------------	-----------------	--

<b>168 Economics (BILINGUAL)</b>	<b>Half year</b>	<b>½ Credit</b>	
----------------------------------	------------------	-----------------	--

<b><u>799 Economics (MOD) (RA)</u></b>	<b>Half year</b>	<b>½ Credit</b>	
--	------------------	-----------------	---

This course provides students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our democratic society and in the global marketplace. The topics include information about business, entrepreneurship, the enterprise system, finance and personal finance, in addition to economic theory. **Students must pass the course to complete the social studies requirements for graduation.**

<b><u>166 The Latino Experience (RA)</u></b>	<b>Half Year</b>	<b>½credit</b>	
--	------------------	----------------	---

This course is intended to cover the history and culture of Hispanic Americans in the United States from early 1800's to the present. Students will be introduced to concepts dealing with the Latino experience in America, such as, cultural unity and acceptance, assimilation, immigration policy, race classification, affirmative action and many others. Throughout this in depth study, we will be using films, literature, periodicals and music in helping enhance a better understanding of the colorful traditions of the Hispanic population in the United States. Students of all ethnic backgrounds will feel as though they could relate to many of the topics, which apply not only to those of Hispanic descent, but any immigrant background.

<b><u>167 Psychology (RA)</u></b>	<b>Half year</b>	<b>½ credit</b>	
-----------------------------------	------------------	-----------------	---

The study of Psychology is based on a search for clues to the riddle of human behavior. It asks why man behaves the way he does. Psychologists believe there are laws of human behavior that can be discovered and then used to predict other human behavior. The subject will deal with theories and experiments, which will help us, understand what leads to a normal or abnormal personality.

### **165 Sociology (RA)**

**Half year**

**½credit**



The study of Sociology is based on the idea that we live in a social world. This means that who we are and what we become is tremendously influenced by the family, social class, race, and our religious and ethnic background. In this course, we look for “connections” between social facts. We examine how and why people and societies change. Some of the topics we examine include: the single parent household; how people learn to relate to one another; delinquency; and the American family.

### **171 AP United States Government and Politics (AP)**

**Full year**

**1 credit**



#### **PREREQUISITE:**

**1) 152 AP US History**

**2) PERMISSION FROM THE SOCIAL STUDIES DEPARTMENT HEAD**

The major emphasis of this challenging course is the study of the United States Government and Politics, its political ideology/philosophy, and the evolution of our democratic institutions. The course will evaluate and analyze the role of the national government and its relationship to the concept of liberty in a pluralistic society, and includes the study of general concepts and analyses used to interpret United States politics. It will also require a familiarity with the various institutions, groups, beliefs, and ideas that shape and constitute United States politics.

The Advanced Placement examination in United States Government and Politics will serve as an integral part of the course. **This course would replace the Participation in Government and the Economics, The Enterprise System and Finance courses required for students to complete the social studies requirement for graduation.** Advanced Placement in United States Government and Politics is a challenging program that is meant to be the equivalent of a freshman college course

# TECHNOLOGY EDUCATION


Technology Education is an exploratory program of instruction in the sources, systems, and impact of technology. Students enrolled in Technology Education courses study the major technological systems of the world and our society. Various components or processes of electricity/electronics, energy and technical drawing) which are fundamental to technological systems are studied in detail. Technology Education courses have been designed to meet the needs of all academic levels and are taught through laboratory based learning activities. Laboratory classes will spend approximately 70%-80% of the class time with hands-on projects.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
---------------	----------------------	---------------

<b><u>701 Design for Drawing and Production* (RA) 10-12</u></b>	<b>Full year</b>	<b>1 credit</b>
This course intends to provide opportunities in the areas of design and drawing through creative thinking, decision making and problem-solving experiences.		
* This course meets the Art/Music requirement.		

<b><u>721 Engineering Graphics and Technical Illustration (Honors)</u></b>	<b>Full Year</b>	<b>1 Credit</b>
<b>Prerequisites: 85% or better in any honors level math or science</b>		
Engineering Graphics and Technical Illustration is a study of engineering graphics as a medium for communication and problem solving. Course content will include a contemporary systematic process for the development of graphic representations to communicate ideas, objects, or systems. Instruction will address standards and practice accepted as universal language within the global society. Emphasis will be placed on skills development through hands-on laboratory experience. Students will utilize mechanical drawing techniques as well as CAD software.		
<b>*A partnership between SUNY Oswego and Brentwood High School exists where students may select to earn college credits at a greatly reduced price for TEL 101, which is a 3 credit course.</b>		

<b><u>725 Architectural Drawing (RA) 10-12</u></b>	<b>Half year</b>	<b>½ credit</b>
Architectural Drawing is the study of design and drafting related to building construction. Students will be able to prepare a complete set of working drawings to build a home of their design.		

 <b><u>728 Technical Drawing (RA) 10-12</u></b>	<b>Half year</b>	<b>½ credit</b>
An introductory course to the world of drafting, Technical Drawing lends itself to be used as a foundation for enabling students to better relate to technology in general. The course is also intended to promote an understanding and interest in the allied fields of the Visual Arts.		

<b><u>731 Basic Electricity/Electronics (RA) 10-12</u></b>	<b>Half year</b>	<b>½ credit</b>
This introductory course centers on the study of electricity in the home to include line and low voltage, electronic systems, passive and active devices, circuit applications, integrated circuits and digital electronics.		

<b><u>733 Energy Technology (RA) 10-12</u></b>	<b>Half year</b>	<b>½ credit</b>
--	------------------	-----------------

Our society is constantly investigating new applications for existing energy sources and the development of new sources of energy. Energy Technology will introduce the student to various selected energy sources and their relationship to our technical environment.

**740 Principals of Engineering (Honors) 11-12**                      **Full year**                      **1 credit**

**Prerequisites:** Engineering Graphics or 92+ DDP and 85% in any honors math or science.

**Co-requisite:** Physics

This course is an integrative hands-on laboratory based set of case studies, which will convey the following concepts: Modeling, Systems, Optimization, Technology Society Interactions, Design and Ethics. This course will include a VEX Robotics Component to convey engineering principles and concepts.

**\*A partnership between SUNY Farmingdale and Brentwood High School exists where students may select to earn college credits at a greatly reduced price for MET 215, which is a 3 credit course.**

**\*The POE prerequisite would need to be waived for a couple years as we introduce the Engineering Graphics course.**

**741 Residential Woodworking (RA) 9**                      **Half year**                      **½ credit**

Most of the residential buildings, commercial buildings, roadways, dams and bridges used by man are a result of construction activity. Students will learn to use the tools and machines essential to their construction. They will complete several construction projects using the concepts and techniques of the construction industry. Safety and career information will be stressed throughout the course.

**745 Practical Woodworking (RA) 9**                      **Half year**                      **½ credit**

Material Processing is a generic and broad view of the way man changes materials. Students will be involved in shop processes that will demonstrate specific concepts similar to those taught in a typical Metal and/or Woodworking laboratory. The technologies behind the various machining (processing) will be analyzed.

**748 Residential Structures (RA) 10-12**                      **Half Year**                      **½ credit**

Residential Structures provides the student with an in depth study of our residential environment. It includes the technology of building a home as well as the impact new residential structures have on our community and related career opportunities.

**751 Small Engines (RA) 10-12**                      **Half year**                      **½ credit**

Students will study an overview of the three basic transportation systems -Aerospace, Land and Marine. The course studies various propulsion systems, commercial and recreational applications and related physical science technologies.

**753 Land Transportation (RA) 10-12**                      **Half year**                      **½ credit**

Land transportation is an investigation of the various systems needed to operate a land vehicle. Typically, the automobile's component sub systems are studied on a consumer oriented level. Students will learn to perform scheduled maintenance and make minor repairs to the automobile.

## Brentwood HS NYS Seal of Biliteracy

In recognition of the importance of bilingualism, many states, including New York, are beginning to award a Seal of Biliteracy in formal recognition of students who have studied and attained a high proficiency in two or more languages by high school graduation. The intent of a Seal of Biliteracy is to:

- encourage the study of languages,
- identify high school graduates with language and biliteracy skills for employers,
- provide universities with additional information about applicants seeking admission,
- prepare students with twenty-first century skills, and
- affirm the value of diversity in a multilingual and global society.

Students who earn the Seal of Biliteracy will have a seal affixed to their diplomas, which they will receive at graduation. In addition, students who complete the requirements for earning the NYSSB during their junior year will have the designation listed on their official transcripts.

Three preliminary student requirements for earning the NYS Seal of Biliteracy:

- Earn an 80 or higher on the English Language Arts Regents exam
- Maintain an 85 or higher average in English
- Maintain an 85 or higher average in World Language

The full list of requirements can be found on the Brentwood NYS Seal of Biliteracy application.

Students who wish to pursue the New York State Seal of Biliteracy this year must complete the following steps, each of which will be guided by the classroom teacher and supported by a World Languages department staff advisor:

- **Complete a student application.** Applications are available in all World Languages classrooms and in guidance. *Applications are due March 20th.*
- **Present a culminating project in English class** that meets the criteria for reading, writing and research established by the district's Seal of Biliteracy Committee. *Culminating project is already included as part of the English 11 curriculum.*
- **Present a culminating project in World Languages class** that meets the criteria for reading, writing and research established by the district's Seal of Biliteracy Committee, and that is aligned with the New York State Checkpoint C Learning Standards and the Intermediate High level of the National World Readiness Standards. *Culminating project is already included as part of the advanced course curriculum.*
- **Engage in an interactive target language interview with a Seal of Biliteracy Committee panel,** during which the student must demonstrate knowledge of the project/essay topics, and proficiency in the target language. The student may be asked questions regarding the presented topics, the student's process, personal feelings about the topic and other questions the panel feels necessary to measure the student's knowledge of the topics and proficiency level.

- **Attend advisory sessions.** Advisory sessions will be available to Seal of Biliteracy candidates to provide support and guidance in preparation for the culminating interactive interview described above. Students are strongly encouraged to attend.

## Earning the New York State Seal of Biliteracy

[\[Back to Table\]](#)

A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma\*;

B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn three (3) points in each of the two (2) areas listed below:

Criteria for Demonstrating Proficiency in <u>English</u>	Point Value	Criteria for Demonstrating Proficiency in a <u>World Language</u>	Point Value
Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework <u>and</u> final examination consistent with Checkpoint C standards.	1
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).	1	Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
Complete all 11 <sup>th</sup> and 12 <sup>th</sup> grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2



## New York State Diploma/Credential Requirements

Revised July 2020

The following chart outlines the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

For the full text of the New York State High School Diploma Requirements, reference the Commissioner's Regulations 8 CRR-NY 100.5, [Diploma Requirements](#) as well as the NYSED's [General Education and Diploma Requirements](#) webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at [emscgradreq@nysed.gov](mailto:emscgradreq@nysed.gov) or (518) 477-5922.

### New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)<sup>1</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>4 required Regents exams<sup>2</sup> (one in each discipline: English, math, science, social studies);</li> <li>successful completion of 1 Pathway<sup>3</sup>; and               <ul style="list-style-type: none"> <li>each Regents exam with a score of <b>65 or better</b><sup>4</sup></li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Diploma Types</a></p>
Regents Diploma (through appeal)	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)<sup>1</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>4 required Regents exams<sup>2</sup> (one in each discipline: English, math, science, social studies);</li> <li>successful completion of 1 Pathway<sup>3</sup>;               <ul style="list-style-type: none"> <li>1 of the above <b>Regents exams</b> (including the pathway, if a Regents exam) with a score of <b>60-64</b> for which an appeal<sup>5</sup> is granted by the local district per Commissioner's Regulation 100.5(d)(7); and</li> <li>remaining required Regents exams with a score of <b>65 or better</b><sup>4</sup></li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a></p>

Diploma Type	Available to	Requirements
Regents Diploma with Honors	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)<sup>y</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>4 required Regents exams<sup>z</sup> (one in each discipline: English, math, science, social studies);</li> <li>successful completion of 1 Pathway<sup>z</sup>; and <ul style="list-style-type: none"> <li>a computed average score of <b>90 or better</b> on all required Regents exams (including the pathway, if a Regents exam)</li> </ul> </li> </ul> <p><b>Note:</b> No more than 2 Department approved alternatives may be substituted and will not count in the computed average. While exempted exams<sup>z</sup> (due to COVID-19 cancellations) may be used to meet assessment requirements for any diploma type, they would be removed from the calculation of the honors endorsement.</p> <p><b>Reference:</b> <a href="#">Regents Diploma with Honors</a></p>
Regents Diploma with Advanced Designation	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)<sup>y</sup>, 2 physical education, and 3 ½ electives.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>7 required Regents exams<sup>z</sup> distributed as follows: 3 math, 2 science (one physical, one life), 1 English, 1 social studies;</li> <li>successful completion of 1 Pathway<sup>z</sup>; and <ul style="list-style-type: none"> <li>each Regents exam with a score of <b>65 or better</b><sup>z</sup></li> </ul> </li> </ul> <p><b>Sequence<sup>z</sup>:</b> successful completion of <b>one</b> of the three sequence options:</p> <ul style="list-style-type: none"> <li>earning an additional 2 units of credit in LOTE and passing a locally developed Checkpoint B LOTE examination; or</li> <li>completing a 5 unit sequence in the Arts; or</li> <li>completing a 5 unit sequence in CTE.</li> </ul> <p><b>Reference:</b> <a href="#">Diploma Types</a></p>
Regents with Advanced Designation with an annotation that denotes <b>Mastery in Math</b>	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)<sup>y</sup>, 2 physical education, and 3 ½ electives.</p> <p><b>Assessment and Sequence<sup>z</sup>:</b> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) <b>and</b> scores 85 or better on each of 3 Regents examinations in mathematics.</p> <p><b>Note:</b> Students who were exempted<sup>z</sup> from a Regents examination in mathematics (due to COVID-19 cancellations) and pass at least two additional Regents examinations in mathematics with scores of 85 or above would qualify for this endorsement.</p> <p><b>Reference:</b> <a href="#">Endorsements and Seals</a></p>

Diploma Type	Available to	Requirements
Regents with <b>Advanced Designation with an annotation that denotes Mastery in Science</b>	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, <math>\frac{1}{2}</math> health, 1 arts, 1 language other than English (LOTE)<sup>y</sup>, 2 physical education, and 3 <math>\frac{1}{2}</math> electives.</p> <p><b>Assessment and Sequence<sup>u</sup>:</b> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) <b>and</b> scores 85 or better on each of 3 Regents examinations in science.</p> <p><b>Note:</b> Students who were exempted<sup>u</sup> from a Regents examination in science (due to COVID-19 cancellations) and pass at least two additional Regents examinations in science with scores of 85 or above would qualify for this endorsement.</p> <p><b>Reference:</b> <a href="#">Endorsements and Seals</a></p>
Regents with <b>Advanced Designation with Honors</b>	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, <math>\frac{1}{2}</math> health, 1 arts, 1 language other than English (LOTE)<sup>y</sup>, 2 physical education, and 3 <math>\frac{1}{2}</math> electives.</p> <p><b>Assessment and Sequence<sup>u</sup>:</b> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) with a computed average score of <b>90 or better</b> on all Regents exams required for the diploma.</p> <p><b>Note:</b> No more than 2 Department approved alternatives may be substituted and will not count in the computed average. While exempted exams<sup>u</sup> (due to COVID-19 cancellations) may be used to meet assessment requirements for any diploma type, they would be removed from the calculation of the honors endorsement. The locally developed Checkpoint B LOTE examination is not included in the computed average.</p> <p><b>Reference:</b> <a href="#">Regents Diploma with Advanced Designation with Honors</a></p>
Local Diploma (through Appeal)	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, <math>\frac{1}{2}</math> health, 1 arts, 1 language other than English (LOTE)<sup>y</sup>, 2 physical education, and 3 <math>\frac{1}{2}</math> electives.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ 4 required Regents exams<sup>u</sup> (one in each discipline: English, math, science, social studies);</li> <li>• Successful completion of 1 Pathway<sup>u,v</sup>; and <ul style="list-style-type: none"> <li>○ 2 of the above required <b>Regents exams</b> (including the Pathway, if a Regents exam) with a score of <b>60-64</b> for which an appeal<sup>u</sup> is granted by the local district per Commissioner's Regulation 100.5(d)(7); and</li> <li>○ remaining required Regents exams with a score of <b>65 or better<sup>u</sup></b>.</li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a></p>

Diploma Type	Available to	Requirements
Local Diploma	English Language Learners Only	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, <math>\frac{1}{2}</math> health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 <math>\frac{1}{2}</math> electives.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents exams<sup>i</sup> <ul style="list-style-type: none"> <li>○ one in each discipline: English, math, science, social studies <ul style="list-style-type: none"> <li>▪ the ELA Regents exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7),</li> <li>▪ up to 1 of the above required <b>Regents exam</b> with a score of <b>60-64</b> for which an appeal<sup>ii</sup> is granted by the local district per Commissioner's Regulation 100.5(d)(7),</li> <li>▪ remaining required Regents exams with a score of <b>65 or better<sup>iii</sup></b>; and</li> </ul> </li> </ul> </li> <li>• Successful completion of 1 Pathway<sup>iv</sup>.</li> </ul> <p><b>Note:</b> English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible for an appeal in this area if they entered the United States in grade 9 or after and were classified as an ELL when they took the test the second time.</p> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a></p>
Local Diploma	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, <math>\frac{1}{2}</math> health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 <math>\frac{1}{2}</math> electives.</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li><b>Low Pass Safety Net Option:</b> <ul style="list-style-type: none"> <li>• 4 required Regents exams<sup>i</sup> (one in each discipline: English, math, science, social studies);</li> <li>• Successful completion of 1 Pathway<sup>iv</sup>; and <ul style="list-style-type: none"> <li>○ each Regents exam with a score of <b>55 or better<sup>v</sup></b>.</li> </ul> </li> </ul> </li> <li><b>Low Pass Safety Net and Appeal:</b> <ul style="list-style-type: none"> <li>• 4 required Regents exams<sup>i</sup> (one in each discipline: English, math, science, social studies);</li> <li>• Successful completion of 1 Pathway<sup>iv</sup>; and <ul style="list-style-type: none"> <li>○ up to 2 Regents exams with a score of 52-54 for which an appeal<sup>vi</sup> is granted by the local district per Commissioner's Regulation 100.5(d)(7)</li> <li>○ each remaining Regents exam with a score of <b>55 or better<sup>vii</sup></b>.</li> </ul> </li> </ul> </li> <li><b>Compensatory Safety Net Option:</b> scores between 45-54 on one or more of the required science, social studies, or mathematics (as a pathway) Regents exams, but compensates the low score with a score of 65 or higher on another required Regents exam. <b>Note:</b> a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</li> </ol> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a> and <a href="#">Information Related to Graduation Requirements for Students with Disabilities</a></p>

Diploma Type	Available to	Requirements
Local Diploma (through Superintendent Determination)	Students with disabilities with an IEP  Does <b>NOT</b> <b>INCLUDE</b> students with a Section 504 Accommodation Plan	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, <math>\frac{1}{2}</math> health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 <math>\frac{1}{2}</math> electives.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>A superintendent's determination made upon a parent's written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation.</li> </ul> <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> <li>The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services.</li> <li>The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.</li> <li>The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English Language Arts (ELA), mathematics, social studies and science).</li> <li>The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential.</li> <li>There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations.</li> <li>In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).</li> </ol> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities</a></p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Career and Technical Education Endorsement</b>	All student populations	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program.</p> <p><b>Assessment:</b> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed.</p> <p><b>Reference:</b> <a href="#">Endorsements and Seals</a></p>

New York State Diploma/Credential Requirements, *Revised July 2020*

5

Diploma Type	Available to	Requirements
Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Seal of Biliteracy	All student populations	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types (Regents or Regents with Advanced Designation) and meets the criteria for earning the New York State Seal of Biliteracy.</p> <p><b>Assessment:</b> Meets the criteria for <a href="#">Earning the New York State Seal of Biliteracy</a>.</p> <p><b>Reference:</b> <a href="#">The New York State Seal of Biliteracy</a> (NYSSB)</p>

### Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students <b>other than</b> those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> <li>Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the areas of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; <b>or</b></li> <li>Student meets criteria for a national work readiness credential</li> </ul> <p>Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p>Reference: <a href="#">Exiting Credentials</a> and Commissioner's Regulations 8 CRR-NY 100.6, <a href="#">High school exiting credentials</a></p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p>Reference: <a href="#">Exiting Credentials</a>, Special Education Field Advisory: <a href="#">Skills and Achievement Commencement Credential for Students with Severe Disabilities</a>, and Commissioner's Regulations 8 CRR-NY 100.6, <a href="#">High school exiting credentials</a></p>

## Endnotes

---

- i. Students with a disability may be excused from the LOTE requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.
- ii. In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma.
- iii. In **addition** to passing the following 4 required Regents exams or the corresponding [Department approved alternative examination](#), all students must complete **1** of the following pathway options:
  - pass an additional math Regents exam in a different course or Department approved alternative; or
  - pass an additional science Regents exam in a different course or Department approved alternative; or
  - pass an additional social studies Regents exam in a different course or Department approved alternative; or
  - pass an additional English assessment in a different course selected from the Department approved alternative list; or
  - pass a [Department Approved Pathway Assessment in the Arts](#); or
  - pass a [Department Approved Pathway Assessment in a Language other than English](#) (LOTE); or
  - successfully complete all the requirements for the [CDOS Commencement Credential](#); or
  - successfully complete an [approved CTE program](#), including the associated 3-part technical assessment.

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE, or LOTE. Additional information can be referenced on the NYSED's [Multiple Pathways](#) webpage.
- iv. An assessment exemption granted due to COVID-19 closures and cancellations may be accepted in lieu of a Regents examination, pathway assessment, or Department approved alternative exam. Additional information can be referenced in the [Regents Examination and Graduation Requirements Questions Related to COVID-19 Closure](#) resource.
- v. Regents exams used to meet the pathway requirement may be appealed.
- vi. Non-Regents Pathway exams and Department approved alternative exams are not subject to the Appeal Process.
- vii. Students with a disability who are excused from the LOTE requirement per their IEP need not complete a sequence in LOTE nor a 5 unit sequence in the Arts or CTE in order to meet the requirements for the Regents Diploma with Advanced Designation.

## SOPHOMORE/JUNIOR PLANNING CHECKLIST

### September/October

- ☐ Investigate college credit courses
- ☐ Register and take PSAT
- ☐ Attend a college fair
- ☐ Start your college search (Naviance)
- ☐ Focus on grades
- ☐ Volunteer and join clubs/sports
- ☐ Register at scholarship websites
- ☐ Take a Test Prep Course & get practice guides
- ☐ Utilize Method Test Prep
- ☐ Student Athletes register with NCAA

### November/ December

- ☐ Check your PSAT score report online and get started on Khan Academy for test prep
- ☐ Find your Social Security Number for college apps
- ☐ Talk to adults about their college experiences

### January/February/March

- ☐ Register for the ACT or SAT in the spring
- ☐ Schedule visits at local colleges
- ☐ Begin search for scholarships
- ☐ Register for the AP Exams
- ☐ Begin search for scholarships
- ☐ Update your list of extracurricular activities
- ☐ Visit colleges during spring break
- ☐ Attend college fair at the BHS
- ☐ Practice for admissions interviews

### April/May

- ☐ Meet with Your Counselor
- ☐ Sign up for June SAT and/or ACT
- ☐ Start planning summer college visits
- ☐ Make sure your senior year schedule fulfills college requirements
- ☐ If you plan to play sports, send a letter of interest to prospective colleges
- ☐ Begin to write your personal statement/college essay
- ☐ Ask for letters of recommendation

### June/ Summer

- ☐ Use Naviance Family Connection to compile a list of colleges that you wish to apply to in the fall
- ☐ Visit top colleges
- ☐ Ask teachers and counselors for letters of recommendation
- ☐ Register for September ACT

## SENIOR PLANNING CHECKLIST

### September

- ☐ Attend a financial Aid Night
- ☐ Polish your list of colleges
- ☐ Register at commonapp.org
- ☐ Start your applications
- ☐ Register for October SAT/ACT
- ☐ Meet with counselor; finalize college list on Naviance Family Connection, including safety, target, and reach schools
- ☐ Ask counselor for college app fee waiver (you will need to qualify for free or reduced lunch)
- ☐ Begin writing college essay if you haven't already
- ☐ Continue scholarship searches local and national
- ☐ Get student and parent FSA Id number for FAFSA
- ☐ Complete activity resume

### October

- ☐ Decide if you are applying early action (EA) or early decision (ED)
- ☐ Get feedback on your college essay from teachers/counselors
- ☐ Polish your application essays
- ☐ Complete the FAFSA – Need prior year tax return

### November

- ☐ Finish applications and essays
- ☐ Be sure to keep updating colleges on Naviance Family Connection
- ☐ Apply to colleges with rolling admissions, EA, and ED
- ☐ Submit student transcript request form to counselor
- ☐ Complete all final applications

### December

- ☐ Apply for scholarships

### January/February

- ☐ Contact colleges that all application materials have been received

### March

- ☐ Begin receiving decisions from colleges – update Naviance Family Connection with results!

### April

- ☐ Compare financial aid packages
- ☐ Make a final decision, accept the aid, mail a deposit check, and notify other colleges that you will not be attending. Tell the guidance office where you are going. MUST BE COMPLETED BY MAY 1<sup>st</sup>

### May/June/Summer

- ☐ Send AP grades reports and final transcripts to college
- ☐ Enjoy Graduation!

# FOUR YEAR HIGH SCHOOL GRADUATION PLAN

BRENTWOOD SCHOOL DISTRICT

Cohort Year: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

	NYS Regents Exam
Grade 9	Credit Exam
English	1.0
Global History & Geography I	1.0
Mathematics	1.0
Science	1.0
Foreign Language	1.0
Phys. Ed 9	0.5
Art /Music	
Elective(s)	
Total Credits	5.5

	NYS Regents Exam
Grade 10	Credit Exam
English	1.0
Global History & Geography II	1.0
Mathematics	1.0
Science	1.0
Foreign Language	1.0
Phys. Ed 10	0.5
Elective(s)	
Total Credits	5.5

	NYS Regents Exam
Grade 11	Credit Exam
English	1.0
US History and Government	1.0
Mathematics	1.0
Science	1.0
Foreign Language	1.0
Phys. Ed 11	0.5
Health	0.5
Elective(s)	
Total Credits	6.0

	NYS Regents Exam
Grade 12	Credit Exam
English	1.0
Economics Government	1.0
Mathematics	1.0
Science	1.0
Foreign Language	1.0
Phys. Ed 12	0.5
Elective(s)	
Total Credits	5.5

Promotion to next grade = 3 credits

Promotion to next grade: 9 credits

Promotion to next grade: 15 credits

Credits required for Graduation : 22

## High School Credits Earned Prior to Grade 9

Course	Credit	Regents

## Recommended Timeframes for taking College Entrance Examinations

PSAT - October of Grade 10 (optional); October of Grade 11  
 SAT - Fall or Spring of Grade 11 and/or Fall of Grade 12  
 ACT - Fall or Spring of Grade 11 and/or Fall of Grade 12  
 SAT (Subject Tests) - Additional entrance requirement at the majority of the nation's "most selective" colleges/universities - Grades 9-12 as appropriate, or as required by college(s)

Credits earned Prior to Grade 9	0.0
Projected Credits-total from Grades 9-12	22.5

Total Projected Credits	22.5
-------------------------	------

NYS Graduation Requirements	
English 4 credits	World Language 1 Credit
Social Studies 4 Credits	Physical Education 2 Credits
Science 3 Credits	Health 5
Math 3 Credits	Electives 3.5 Credits
	Total Credits 22

Regents Diploma Exam Requirement	1 Pathway (i.e. additional Math, Science or Social Studies or CDOs)
1 Math	
1 ELA	
1 Social Studies	
1 Science	

## **Brentwood School District Policy of Non-Discrimination**

Brentwood UFSD does not discriminate on the basis of an individual's actual or perceived race, color, national origin, disability, sex, including sexual harassment and/or sexual violence, ethnic group/ethnicity, weight, religion, religious practice, gender identity and sexual orientation, including heterosexuality, homosexuality, bisexuality, asexuality, creed, marital status, military status, veteran status, genetic information, domestic violence, victim status, or any other basis prohibited by federal and /or New York State non-discrimination laws in employment or in its programs and activities. The school provides equal access to community and youth organizations.

Inquiries regarding the BHS non-discrimination policies should be directed to the Ross and Sonderling Dignity Act Coordinator:

James Gesseck- Ross- 631-434-2201

Judy Crawford- Sonderling- 631-434-2391

2 6th Avenue  
Brentwood, NY 11717