

Brentwood High School



2023-2024

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.

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Dr. Chief Taylor, Assistant Principal
Judy Crawford, Assistant Principal
Wayne Loper, Assistant Principal

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Lori Legler
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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- Dr. Chief Taylor	434-2201
Business – Dr. Dashana Dulin	434-2201
Mathematics - Ms. Kristin DeVita	434-2423
English – Ms. Kate Macrae-Lasky	434-2501
ENL/ Bilingual/ SIFE – Ms. Kamalic Cabrera	434-2501
World Language/ HLA – Ms. Carla Ribeiro	434-4504
Family Consumer Science - Ms. Judy Crawford	434-2391
Art & Music K-12 – Mr. Angel Perez	434-2338
Physical Ed. @ BHS- Mr. Wayne Loper	434-2512
Science - Ms. Jen Costa	434-2501
Social Studies - Ms. Paula Santorelli	434-2423
Technology - Dr. Chief Taylor	434-2391
HS Special Education- Ms. Ingrid Citrin	434-2423
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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 our Human Resources Dept. 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. 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 2nd and 3rd week of fall semester classes for full year courses, fall courses or spring courses
- The 2nd and 3rd 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

Computer Science Principles

Environmental Science

Human Geography

Government and Politics – US

Language and Composition

Literature and Composition

Music Theory

Physics 1 Algebra -Based

Physics 2 Algebra -Based

Seminar

Spanish Language

AP 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 / Oswego/ Stony Brook– 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, Principles of Engineering 740 and Business Analysis/ Business Computer Applications 574, Human Anatomy and Physiology 348, Engineering Graphics & Technical Illustration 721, Computer Graphics 815, English 12 Honors 41, Poetry in America the City 48, Poetry in America Foundations 49

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:

Digital Animation 819, Music Theory 861, Digital Filmmaking 826, Introduction to Business 512, Land Transportation 753, Italian III 493, Italian IV Honors 494, and Spanish 4 Honors 434, Journalism in a Digital Society 44, French IV 474

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

SYMBOL	COURSE TYPE	WEIGHT
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

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



WANT TO PLAY COLLEGE SPORTS?

Creating an account is the first step toward becoming an NCAA student-athlete

Want to Compete at an NCAA School?

Create the Eligibility Center account that's right for you!

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center. Plan to register before starting your freshman year of high school (or year nine of secondary school). The information below will help guide you through the registration process.

To get started, review the three account options, and choose the one that's right for you! You'll only need to create one account with the Eligibility Center. Starting with the free Profile Page is best practice, as you can transition it later to the Certification account needed for your circumstances.

<https://web3.ncaa.org/ecwr3/>



AIR FORCE JUNIOR R.O.T.C.

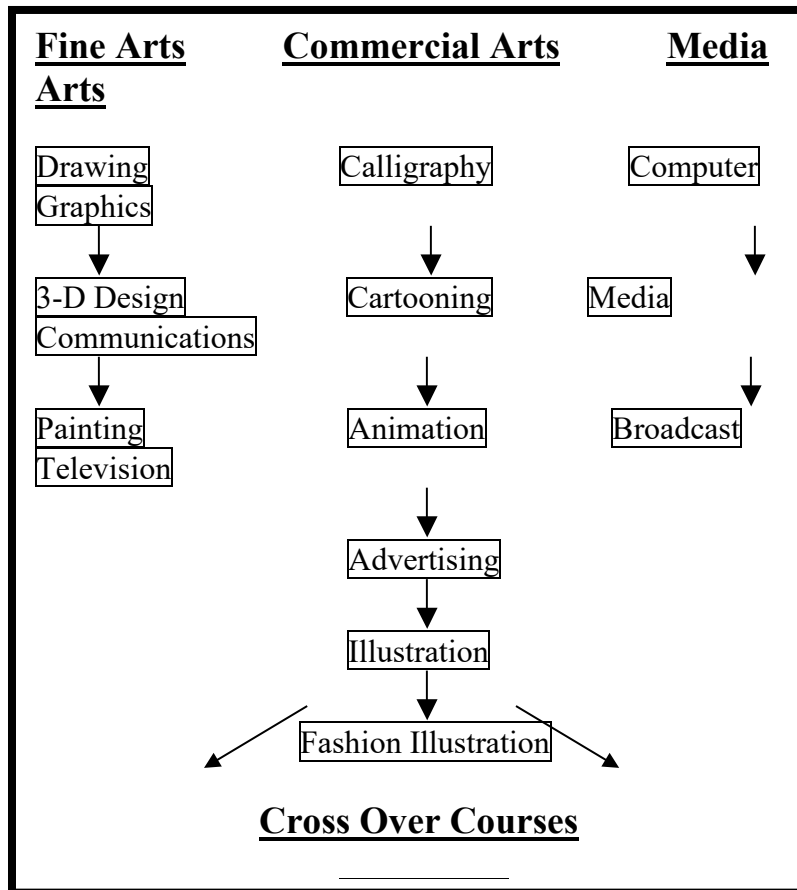


Air Force Junior R.O.T.C. prepares students to meet the challenges of the aerospace age through an appreciation of aviation and space technology. Air Force Jr. R.O.T.C. is designed to develop leadership traits. It stresses habits of orderliness, self-reliance and self-discipline. All courses will incorporate 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>
<u>97 Aerospace Science I</u>	Full year	1 credit
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. There is no military obligation as a result of taking this course.		
<u>98 Aerospace Science II</u>	Full year	1 credit
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. There is no military obligation as a result of taking this course.		
<u>99 Aerospace Science III</u>	Full year	1 credit
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. There is no military obligation as a result of taking this course.		

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.**

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<p><u>*801 Studio in Art (RA) (9-12)</u></p> <p>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. <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></p>	Full year	1 credit
<p><u>*802 Studio in Two Dimensional Design (RA) (10-12)</u></p> <p><u>PREREQUISITE: Studio in Art (RA)</u></p> <p>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.</p>	Full year	1 credit
<p><u>*803 Studio in Painting (RA) (11-12)</u></p> <p><u>PREREQUISITE: Studio in Art (RA)</u></p> <p>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.</p>	Full year	1 credit
<p><u>*804 Studio in Three Dimensional Design (RA) (10-12)</u></p> <p><u>PREREQUISITE: Studio in Art (RA)</u></p> <p>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.</p>	Full year	1 credit
<p><u>*805 Advertising Design (RA) (10-12)</u></p> <p><u>PREREQUISITE: Studio in Art (RA)</u></p> <p>Full year 1 credit PREREQUISITE: Studio in Art (RA) 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, magazine covers and ads, posters, game covers, t-shirts, hats and phone case designs. Computer software such as Photoshop is used as tools to complete these assignments.</p>	Full year	1 credit
<p><u>*806 Fashion Illustration (RA) (10-12)</u></p> <p><u>PREREQUISITE: Studio in Art (RA)</u></p> <p>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.</p>	Full year	1 credit

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

Full year

1 credit

PREREQUISITE: Studio in Art (RA)

This course provides an overview to photography as a visual language. Students are introduced to fundamental techniques in photography focusing on digital capture and digital printing. Students learn and explore the methods and the aesthetics of photographic images through a variety of field assignments and lab work. This hands-on technical course provides students with a solid understanding of digital capture and image editing, utilizing computer equipment and software such as Adobe Lightroom and Photoshop. Students must have either a DSLR camera or phone camera to take photos.

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. Emphasis is placed on the visual problem-solving process through the use of applications and equipment. **Students have the opportunity to earn 3 college credits.**

******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.

This course presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in depth, sustained investigation of materials, processes and

ideas through 15 pieces of original art. The focus is on concepts and skills emphasized within college level art and design foundation courses, with the intent to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication and reflection, through the 15 pieces they will submit to College Board as their exam.

819 Digital Animation (RA) (9-12)
credit

Half year **½**

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. Computer software such as Adobe Animate is used to complete these assignments. Students have the opportunity to earn 3 college credits.

******820 Independent Study (RA) (12)**

Half or Full Year **½ or 1 credit**

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.

821 Cartooning (RA) (9-12)

Half year **½ credit**

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.

******822 Advanced Computer Graphics (RA) (12)**
PREREQUISITE: Computer Graphics (RA)

Full year **1 credit**

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 and creating interactive multimedia presentations. **Students have the opportunity to earn 3 college credits.**

*****823 Advanced Studio in 3-D Design (RA) (11 - 12)**
PREREQUISITE: Studio in 3-D Design (RA)

Full year **1 credit**

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.

*****824 Advanced Studio in Painting (RA) (12)**
PREREQUISITE: Studio in Painting (RA)

Full year **1 credit**

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.

***825 Digital Filmmaking (RA) (11-12)**

Full year

I credit

PREREQUISITE: Studio in Art (RA)

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. *Tenth graders who have successfully completed the animation course and received prior teacher recommendation may enroll in this class.*

826 TV Production (RA) (11-12)

Full year

I credit

PREREQUISITES:

- 1) **Studio in Art (RA)**
- 2) **Media Communications (RA)**

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. **This course necessitates a double period of studio lab time.** 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.

*****827 Advanced Fashion Illustration (RA) (11-12)**

Full Year

I credit

PREREQUISITES: Fashion Illustration (RA)

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.

828 Advanced Advertising Design (RA) (11-12)

Full year

I credit

PREREQUISITE: Advertising Design (RA)

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.

830 Advanced Photography (RA) (12)

Full year

I credit

PREREQUISITE: Photography (RA)

This advanced course allows students who have successfully completed the basic course to explore more in -depth visual and technical areas in photography. More complex techniques will be taught in Adobe Lightroom and Photoshop. Students will create a digital portfolio containing their work from the basic and advanced course, for their final project.

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.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>510 Career Management (RA)</u>	<u>Half year</u>	<u>½ credit</u>
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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 hear "You're Hired!"? 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, and develop the skills, attitudes and abilities that today's employers are looking for. This course is a must for all students to learn about their futures while still in high school.

<u>511 Exploring Teaching II – Internship</u>	<u>Half year</u>	<u>½ credit</u>
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This course provides an opportunity for students to explore an interest in education through work-based learning (WBL) experiences. Students will learn necessary soft skills and participate in WBL opportunities such as job shadowing, informal interviews, volunteering, and work-based school tours. In addition, students will learn email etiquette and research, evaluation, and presentation skills. Opportunities for visitation to the district elementary and middle schools will be arranged. This course is designed to connect school experience and real-life work activities

<u>512 Introduction to Business Administration (RA)</u>	<u>Half year</u>	<u>½ credit</u>
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This college-level course is designed for students with an interest in business. The work covered is equivalent to first-year Introduction to Business courses offered at most colleges. Intro to Business introduces students to topics in business including ownership, managing personnel, marketing, and finance. Students explore business problems and solutions. A capstone project allows students to put their knowledge into action.

College credit is available through **Suffolk County Community College** for those who are interested.

<u>513 Retail Management (RA)</u>	<u>Half year</u>	<u>½ credit</u>
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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.

COURSE**COURSE LENGTH****CREDIT****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.

**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 The Business Of Music**Half Year****½ Credit**

The business of music is a global multi-billion dollar industry comprised of individuals creating the music, and a whole lot of people doing everything else: working at labels, distribution companies, publishing companies, recording studios, artist management, promotion, producing, and legal counsel. If you are looking to further your career in the business end of the music industry, you cannot be successful without first understanding the entire industry as a whole. Music Business 101 presents a broad overview of the music industry, and explains how its various segments operate on a day-to-day basis: where monies are generated, who the key players are, how deals are made and broken, how to protect your interests, and new developments in digital technology that are changing the way that music is marketed, promoted, distributed, and heard. This course presents the career opportunities that are available within the industry, and the knowledge you'll need to achieve your goals. **Students in this course are eligible for scholarships to Five Towns College. College Credit is available.**

**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.

523 Keyboarding

Half Year

½ 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 and more without looking at their hands or the screen!

540 Financial Literacy

Half Year

½ credit

How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Using an online Virtual Simulation students will demonstrate that they have the knowledge and skills to be MONEY SMART!

This is a requirement for students pursuing a CTE or CDOS graduation pathway.

556 College Accounting (RA)

Full year

1 credit

Limited to Upper classmen

Planning on majoring in accounting, management, marketing, or finance in college? Do you have an entrepreneurial spirit and want to have your own business? Then this class is a must take. Students will learn the foundational skills for a sole proprietorship and merchandising business from journalizing and preparation of financial documents to internal controls and payroll. Students will be responsible for independent work and completion of accounting practice sets. **College credit is available through Suffolk County Community College for those who are interested.**

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

Learn the “language of business”. Accounting provides the backbone for any business operation and without it, could not exist. This course is designed to introduce students to a foundation of the principles and practices in accounting. Students will learn on-the-job activities that are required for entry-level accounting employees, such as accounts receivable and accounts payable. Students will learn to maintain accounting records in addition to handling their own checking accounts and checkbooks. Students will gain insight into the role of today’s accountant.

COURSE**COURSE LENGTH****CREDIT****573 Principles of Marketing****Full year****1 credit**

Are you a leader and a decision maker? College Marketing is the class for you! Prepare for a career in Marketing by completing real-life applications in class. Students interested in business, sales, advertising or design are encouraged to consider this course. Topics discussed include basic business principles, target marketing, the marketing mix, social media marketing, branding, advertising and promotion. Throughout the course, students will study and analyze marketing cases based on hypothetical scenarios and current events. Team projects, guest speakers, and roleplay competitions are components of this class. Students are eligible to join the co-curricular club, DECA, an international association of business students that participate in social, civic and competitive activities on the local, state and international levels. **College credit is available through Five Towns College for those who are interested.**

574 Microsoft Office Certification (RA)**Full year****1 credit**

As business continues its' virtual transformation, it is critical that we also adapt to this new online world by improving our own skillsets. This course will prepare students for the prestigious, industry recognized Microsoft Office Specialist (MOS) Certification. Students will set themselves apart from their peers by becoming recognized experts in Microsoft Word, PowerPoint, and Excel.

**585 Sports and Entertainment Marketing (RA)****Full year****1 credit**

The first class at BHS that teaches you how to become an influencer! The first and most successful influencers are marketing professionals. Take the first steps toward a career whose skill set is valued in every industry – from medicine and science to diapers, shovels and dish soap. Why are some commercials funny and others sad? The NBA star gets on TV to talk about an insurance company to make money – but why does the insurance company feel he's worth so much for a 60 second ad? How do businesses compete for your dollar votes and win? Sports and Entertainment marketing explore how athletes, entertainers and businesses large and small combine forces to attract customers and keep them, making healthy profits along the way. Projects are used throughout the year to give students the opportunity to put their new knowledge to work in creating their own new products, ad campaigns, theme parks and more.

586 Business Ownership and Entrepreneurship (RA)**Full year****1 credit**

What does it take to be entrepreneur? How do you start and run a profitable business? This class will provide answers to these questions and more while developing their first business plan and learning about how to get funding for their start-ups. Through the use of an online Business Simulation game, students will get to start and run their own business and test their skills and talents against other businesses in "real time". Some fun projects include "Shark Tank" project where students compete for funding from investors, and "Mega Mogul" where students compete against one another in a virtual city to be the biggest and best in their industry!

590-591 Work Experience**Up to 2 credits throughout a school career**

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.

587 Investing and The Stock Market**Half Year****½ Credit**

Investing and the Stock Market is designed to introduce students to personal investment options. The course will delve into topics involving investing and savings, and familiarize students with key investment terminology. The course consists of five units: savings vehicles and understanding the difference between saving and investing, understanding a variety of investment vehicles with particular emphasis on the stock market, mutual funds, investing for retirement (social security, traditional IRAs, pension plans, Roth IRAs, 401K/403B, Roth 401K), and the role of the Federal Reserve. The intent of the course is to help students demystify the investing process, understand the basic tools of investing, and give practical experience in establishing and monitoring a portfolio. This higher-level course will enable students to prepare investment strategies for their immediate future and their career years, as well as plan for their retirement years. Problem solving and decision-making skills will be stressed.

588 Virtual Enterprise**Full Year****1 Credit****Grades 11-12**

Are you ready to manage an on-line business and compete with over 7500 “virtual businesses” around the world? Virtual Enterprises (VE) is a simulated business that is created and run by students. This program allows students to experience all facets of being an employee in an actual business environment. Students are involved in every aspect of running a business, including human resources, accounting, marketing and sales. In Virtual Enterprise you will conduct business with other virtual businesses, attend a trade show in New York City, and enter competitions!

Prerequisite: MUST have taken at LEAST one of the following courses - Accounting, College Accounting, Business Ownership, or Principles of Marketing class.

*College credit may be available through SUNY Farmingdale

COMMUNICATIONS ARTS

101 Communication 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 Next Generation 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 and half-year courses 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 10th 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 8th 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 of 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.**

***9th 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 8th grade ELA Exam, a grade of 85 or higher for 9th grade English, and/or have the recommendation of their 9th 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, AP, and other college-level courses offered in 11th and 12th 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 5th Century to the present time, related to the Social Studies curriculum. Major works 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, vocabulary acquisition and the thorough review of English grammar, usage, and mechanics. 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 Wiesel'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 the Regents-level course, as well as supplemental materials. The course allows for additional time with direct instruction and support. This Academic Intervention course meets **7 periods per week**. Students will be assigned this course based on scores of less than 300 on the eighth grade ELA test, teacher recommendation for additional skills support, Reading Inventory scores, and grades in English 9.

32 English 11 Honors

Full year

1 credit



To be eligible for this course, students should have earned a grade of 85 or higher for 10th grade English, demonstrated proficient or advanced level son the Reading Inventory, and/or have the recommendation of their 10th grade English teacher. Focusing on American Literature in a chronological survey, this course explores themes and genres that reflect our national heritage. The curriculum is reflective of 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. Works 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 with a view towards 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. Some full-length required texts explored include: *The Crucible*, *The Great Gatsby*, and Shakespeare's *Othello*. 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. This course will culminate in the NYS Common Core English Regents exam.

***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.**

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 24 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 those in the Regents-level course and reflective of 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. The course allows for additional time with direct instruction and support. This course will culminate in the NYS Common Core English Regents exam.

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 *Frankenstein* by Mary Shelley, *A Doll's House* by Henrik Ibsen, *The Things They Carried* by Tim O'Brien, *Fences* by August Wilson, *The Stranger* by Camus, *No Exit* by Sartre, *"The Metamorphosis"* by Franz Kafka, *"The Hunger Artist"* by Franz Kafka, *Brave New World* by Aldous Huxley, *Their Eyes Were Watching God* by Zora Neale Hurston, *Thousand Splendid Suns* by Khaled Hosseini 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.

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**. It is specifically designed for students who have passed 11th grade English but have failed the English Regents exam.

English 12 Regents

Full year

1 credit



English 12 is a full-year, 1 credit course. Students have the option of selecting a concentration for their 12th grade English experience. The following eight courses are current options contingent on enrollment size. These courses replace the existing 42 for all general education students. The core portion of 42 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. Students will 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. College applications, college essay writing and SAT preparation are also features of this course. The remainder of the course will focus on one of the self-selected concentrations below.

***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 BC Black Culture and Society**
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 WW Writing for the Workforce**

English 12 with a concentration in Black Culture and Society

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 Writing for the Workforce

This course would be specifically designed for students on a CTE pathway. It would develop students' reading, writing, listening, and speaking skills in the context of real-life/workforce skills and experiences. By the end of the course students will be able to demonstrate their command of these basic skills important to their success in their future careers.

28 AP Seminar

Full year

1 credit



AP Capstone is a diploma program from the College Board based on two yearlong AP courses:

AP Seminar and AP Research

Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

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 11th 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*, *1984* and a variety of thematically and stylistically related poems, articles, films and critical essays.

ELA ELECTIVES

COURSE LENGTH

CREDIT

25 Grit & Resilience/SEL

Half-year

½ credit

Utilizing a foundational text similar to *The Grit Guide for Teens: A Workbook to Help You Build Perseverance, Self-Control, and a Growth Mindset* and/or *Big Life Journal for Teens*, this course would help students examine and apply SEL strategies. The course would emphasize self-reflection, healthy mindset, and effective coping strategies.

26 Communications/Public Speaking

Half-year

½ credit

In business, in school, and in public life, we are often called upon to “make a few comments.” Often, people tasked with such speeches become anxious and ineffective at expressing their thoughts. They might not know what to talk about, or ramble without making a point, or simply be confusing to listen to. Students, especially in this digital age, would benefit from developing effective communication, interpersonal, and public speaking skills. Students would learn to organize, write, and deliver presentations confidently, reduce fears of public speaking, and discuss other important aspects of real-life communications.

48 Poetry in America: The City

Half-year

½ credit

Poetry in America: The City from Whitman to Hip Hop (Fall)

This course is an Honors/AP level course offered by the National Education Equity Lab through which students can earn three college-level credits from Arizona University. In this course, we consider those American poets whose themes, forms, and voices have given expression to visions of the city since 1850. Beginning with Walt Whitman, the great poet of nineteenth-century New York, we explore the diverse and ever-changing environment of the modern city—from Chicago to London, from San Francisco to Detroit—through the eyes of such poets as Carl Sandburg, Emma Lazarus, Edna St. Vincent Millay, Langston Hughes, Marianne Moore, Frank O'Hara, Gwendolyn Brooks, Allen Ginsberg, Robert Hayden, and Robert Pinsky, as well as contemporary hip hop and spoken word artists. The course was developed by Harvard Professor Elisa New, whom you'll "meet" as you watch her lectures throughout the semester. The course will be facilitated by a Brentwood ELA certified educator, an Arizona University TA, and online materials as described above.

49 Poetry in America: Foundations**Half-year****½ credit****Poetry in America: Foundations of American Literature & Culture, 1850-1945 (Spring)**

This course is an Honors/AP level course offered by the National Education Equity Lab through which students can earn three college-level credits from Arizona University. This course spans a critical era in American literature, beginning with antebellum and Civil War poetry and taking us through the transformative Modernist era. Our study opens with the poetry of the American Civil War and the series of major events and social movements that followed it—including Reconstruction, the Jim Crow Era, and Manifest Destiny, to name just a few. Encountering such poets as Herman Melville, Julia Ward Howe, Walt Whitman, Edward Arlington Robinson, Paul Laurence Dunbar, James Weldon Johnson, Frances Ellen Watkins Harper, Emma Lazarus and W.E.B. DuBois, we examine the language of patriotism, pride, violence, loss and memory inspired by the nation's greatest conflict. As we enter the 20th century, we encounter Modernism, a movement that spanned the decades from the 1910s to the mid-1940s, whose poetry marked a clear break from past traditions and past forms. We read such poets as Robert Frost, T.S. Eliot, Marianne Moore, Langston Hughes, William Carlos Williams, Edna St. Vincent Millay, Claude McKay, Dorothy Parker, and Wallace Stevens. We consider how these poets employed the language of rejection and revolution, of making and remaking, of artistic appropriation and cultural emancipation. Traveling to the homes and workplaces of Robert Frost and Wallace Stevens; to the Poetry Foundation in Chicago, where the institution of American Modernism was born; and even exploring the River Thames in the London of Eliot's *The Waste Land*, we see the sites that witnessed—and cultivated—the rise of American Modernism. The course will be facilitated by a Brentwood ELA certified educator, an Arizona University TA, and online materials as described above.

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. This course is affiliated with SUNY Suffolk and provides students with the opportunity to earn SUNY credit.

45 English Drama (RA) (10-12)**Full year****1 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 2nd semester only; seniors may take it either semester, but it is most beneficial for them to take it during the 1st 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.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>34 ENL/ELA Entering (RA)</u>	Full year	1 credit
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***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.

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

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

<u>36 ENL Academic Writing (RA)</u>	Full year	1 credit
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***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..

<u>409 HOME LANGUAGE ARTS /Home Language -</u>	Full year	1 credit
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<u>410 HOME LANGUAGE ARTS /Home Language -</u>	Full year	1 credit
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<u>411 HOME LANGUAGE ARTS /Home Language -</u>	Full year	1 credit
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<u>412 HOMELANGUAGE ARTS /Home Language -</u>	Full year	1 credit
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HLA/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. HLA/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.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>620 Culinary Arts I (RA)</u>	Half year	½ credit
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**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.

<u>622 International Foods (RA)</u>	Half year	½ credit
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PREREQUISITE: Culinary Arts I or Approval from Department Head (only offered 2nd Semester)

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.

<u>623 Gourmet Foods (RA)</u>	Half Year	½ credit
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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.

<u>624 Bake Shop (RA)</u>	Half Year	½ credit
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PREREQUISITE: This class is a pre-requisite for all cooking classes.

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.

625 Interior Design**Half Year****½ credit**

Interior Design is a hands-on, project-based course where students will learn the basics of design as it applies to decorating the home including creating a floor plan based on traffic patterns of the house, ceiling, wall, flooring, lighting, window treatments and furniture choices. This is an introductory course designed more specifically for personal design in one's own home.

626 Sewing**Half year****½ credit**

This course is designed to provide an overview of both hand-stitching and sewing machine skills and an understanding of thread, fabrics and patterns. Students will learn the basics of sewing including a variety of hand stitches that are used in both the repair of clothing and household items and the finishing of sewing machine projects. Students will learn the basics of using a sewing machine and complete a variety of projects including home fashion items, clothing items and a project of choice. This course is designed for students with little or no sewing experience.

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 Contemporary 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 LANGUAGES

Language skills are essential for communication in an increasingly diverse society. With 21st 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. The NYSSB (New York State Seal of Biliteracy) recognizes high school graduates who attain a high level of proficiency in two or more World Languages (one of which must be English).

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>422 Connecting Cultures</u>	Half Year	½ credit

This course will expose students to competing worldviews and issues as they explore the customs and languages of different cultures. Through activities centered on cross-cultural comparisons, students will develop an awareness of the attitudes and challenges facing local and global communities. Empathy, appreciation, and respect for others are essential for students to be able to engage in the world actively and effectively.

<u>423 Latin I</u>	Full year	1 unit of study *
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Latin I is an introduction to Classical Latin. Emphasis will be placed upon vocabulary, focusing on root words that are essential in the STEM fields as well as the Humanities. This course is meant to be helpful for students taking SAT's and college entrance exams. This is also a rigorous course in Latin grammar, which is helpful in developing analytical skills. It is meant to open the eyes of the learner to the contributions of Latin to the Sciences and Humanities.

<u>425 American Sign Language I</u>	Full year	1 unit of study *
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This is a course for the student with no prior or minimal skills and knowledge of ASL. The primary goal of ASL is the achievement of functional communication in context of deaf culture. Receptive, expressive and interactive skills will be emphasized as a foundation for effective communication. Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural and intellectual accomplishments of deaf culture. This will enable students to develop greater understanding and appreciation of deaf culture as well as their own culture.

<u>427 Spanish I A (RA)</u>	Full year	1 unit of study *
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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.



<u>428 Spanish I B (RA)</u>	Full year	1 unit of study *
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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)

Full Year

1 credit

PREREQUISITE: earning an 84 or higher on the 7th grade screening exam

This course is offered at the middle schools for Native 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 8th 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 Home Language Arts 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 Home Language Arts Credit or permission from department chairperson.**

For those students looking 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 & Culture (AP)

Full year

1 credit



***PREREQUISITE:* a grade of 85 or higher in Spanish IV or Home Language Arts Credit or permission from department chairperson.**

For those students looking 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.

440 Spanish Language Cinema

Half Year – ½ credit

***PREREQUISITE:* a grade of 85 or higher in Spanish III or a grade of 85 or higher in 411 Home Language Arts**

For those students looking to enhance their proficiency in Spanish, this immersive course is conducted entirely in conversational Spanish. Students will learn about the history and culture of Spanish-Speaking countries through film. Students will view, discuss, and analyze Spanish language films to gain a better understanding of Latin American and Spanish societies, by exploring contemporary issues. This course may be taken in conjunction with Spanish IV, AP Spanish Language and/or AP Spanish Literature and Culture.

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 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 Home Language Arts 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. (College credit available through Beacon Program)

475 AP French Language (AP)

Full year


1 credit




PREREQUISITE: a grade of 85 or higher in French IV or Home Language Arts 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. (College credit available through Beacon Program)


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

PREREQUISITE: a grade of 85 or higher in Italian III or Home Language Arts 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. (College credit available through Beacon Program)

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.

<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.

<u>227 Integrated Geometry</u>	Full year	1 credit
<u>228 Integrated Geometry (Bil)</u>	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.

<u>221 Algebra II Honors</u>	Full year	1 credit	
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<u>235 Algebra II (RA)</u>	Full year	1 credit	
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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. A Regents exam will be taken in June. 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.

<u>231 Pre-Calculus (11 H) Honors</u>	Full year	1 credit	
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PREREQUISITES:

- 1) Pass Algebra 2 honors course with 85+ and have an Algebra 2 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.

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.

237 Cybersecurity

Full year

1 credit

PREREQUISITES:

- 1) Successful completion of a computer class
- 2) Successful completion of Algebra and Algebra Regents exam with scores of 75 or higher

New York State has rolled out the Computer Science and Digital Fluency standards. One of the standards is Cybersecurity. As the use of technology increases, so does the need to protect information. This course will discuss confidentiality, data integrity, safeguarding information, and the role that cryptography and data security play in events that have shaped history and impact the future. A district final exam will be given in June.

238 Trigonometry

Half year

½ credit

PREREQUISITES:

- 1) Successful completion of three math credits. This course should be used as a math elective.
- 2) Teacher recommendation

Trigonometry is a one-semester course designed to immerse students in the study of Trigonometry to better prepare them for college and/or Pre-calculus and Calculus. Topics

include: trigonometric functions, identities, right triangle trigonometry, Law of Sines and Cosines, inverse trigonometric functions, circular functions, and radian measure. A district final exam will be given at the end of the semester. It is highly recommended that students take this course concurrently with Algebra 2 if they are in the honors track to better prepare them for Pre-Calculus.

239 Introduction to Statistics

Half year

½ credit

PREREQUISITES:

- 1) Successful completion of three math credits. This course should be used as a math elective.
- 2) Teacher recommendation

This course will provide a hands-on approach to statistical methods. Students will collect and analyze data, make inferences, and predict outcomes. They will learn about basic probability and discuss normal distributions of data. Using real-life situations, students will be able to discuss what bias means and look for ways in which it is used in everyday life. Students will also use both the graphing calculator and statistical software during class. Topics covered include: linear regression and correlation, normal probability distribution, and inferential statistics. A district final exam will be given at the end of the semester.

240 AP Computer Science Principles (AP)

Full year

1 credit

PREREQUISITES:

- 1) **Successful completion of (253) Intro to Computer Science or**
- 2) **Teacher recommendation or**
- 3) **Department Head approval**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. The Advanced Placement test will be taken in May.

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 10th graders in the research program, 11th and

12th 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 11th or 12th 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. This course follows the Discoveries Pathway on Code.org. **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 Python 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 Python language. The course looks at the remaining vocabulary and syntax of Python. More advanced programming structures are also learned and applied. The final exam for this course is a departmental test.

260 HTML/Web Design

Half Year

½ Credit

Prerequisites:

- 1) Successful completion of Computer Programming 2 (255)
- 2) Teacher recommendation

This is a project-based course that teaches students how to build their own web pages using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). The final exam for this course is a departmental test and/or project.

261 Java/Computer Gaming

Half Year

½ Credit

Prerequisites:

- 1) Successful completion of Computer Programming 2 (255)
- 2) Teacher recommendation

This course will focus on program design and the utilization of Java. Programming concepts will be applied to real world situations with an emphasis on creating gaming applications. The final exam for this course is a departmental test and/or project.

🎵 MUSIC & PERFORMING ARTS 🎵

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.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>850A Wind Ensemble (Grades 10-12)</u>	Full year	1 credit
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850B Symphonic Band

<u>872 Select Band (RA) (Grade 9)</u>	Full year	1 credit
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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.

<u>851 Band (RA) (Grades 10-12)</u>	Full year	1 credit
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<u>866 Band (RA) (Grade 9)</u>	Full year	1 credit
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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.

<u>852 Choir (RA) (Grades 10-12)</u>	Full year	1 credit
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<u>875 Choir (RA) (Grade 9)</u>	Full year	1 credit
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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.

<u>853 Select Choir Honors (Grades 10-12)</u>	Full year	1 credit
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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.**

863A/B Advanced/Intermediate Orchestra (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 10th 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.

832 Dance**Full Year****1 Credit****833 Dance (SIFE)**

This is an introductory course to dance and the development of dance literacy. Throughout the year, students will focus on the Laban Movement Analysis (LMA) chart while exploring the concepts of space, timing, body shape and effort qualities. In this course, students will learn how to use their bodies in many ways while creating and developing movement in relation to dance. Students will also use choreographic tools and apply them to cultural, social, and theatrical/performative dance techniques. These choreographic sequences will be presented through the understanding of movement and history from hip hop, tap, ballet, contemporary, African and Latin dance styles. This course counts as an art credit towards graduation.

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.

PHYSICAL EDUCATION

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>893 Physical Education (RA) (9)</u>	Half year	½ credit each year
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<u>898 Physical Education (RA) (10-12)</u>	Half year	½ credit each year
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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

<u>893 Adaptive Physical Education (RA) (9)</u>	Half year	½ credit each year
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<u>894 Adaptive Physical Education (RA) (10-12)</u>	Half year	½ credit each year
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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.



898LTS Introduction into Aquatics and Safety Training

The objective of this course is to teach non swimmers, fearful swimmers, and intermediate swimmers to develop swimming proficiency, confidence and safety in and around the water. Students will have the opportunity to be certified in the American Red Cross First Aid/CPR/AED for Adults and Pediatrics. Students will learn how to recognize and respond appropriately to cardiac, breathing and first aid emergencies.

Course Specific Student Learning outcomes:

1. Students will be able to describe and demonstrate aquatic safety rules
2. Students will be able to demonstrate how to safely enter and exit the pool
3. Students will be able to demonstrate basic aquatic skills and swimming strokes
4. Students will be able to describe and demonstrate proper arm, leg and breathing techniques for various basic swimming skills
5. Students will be able to demonstrate aquatic proficiency in and around the water
6. Students will be able to successfully participate in all classes.
7. Students will be able to recognize and respond appropriately to a first aid, cardiac or breathing emergency in an Adult, Child and Infant.
8. Students will gain knowledge needed to safely rescue others who need assistance in the water. These will be non-swimming rescue techniques.
9. Students will realize the enjoyment of water through water activities. These will include such games as water polo, volleyball and water aerobics.

Diversity Statement: In this class, the teachers will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction in safe and supportive atmosphere. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange we will not only mirror society as it is, but also model society as it should and can be.

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. **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.**



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)

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.**

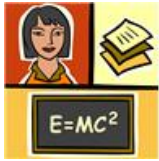
333 General Chemistry (7 periods / week) (10-12)

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.**





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.**



348 Human Anatomy and Physiology (5 periods / week) (11-12) Full year, 1 credit

Prerequisite: An 85 or better on 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.**

354 Human Impact on the Environment (5 periods / week) (11-12) Full Year, 1 credit
Prerequisite: An 85 or better on two Regents science exams, one of which is Living Environment and the other in the Physical Setting. Teacher recommendations are required.

This full year Environmental Science class will focus on Human Impact, both positive and negative, on the environment. The students will use scientific skills to identify and analyze environmental issues, as well as design and develop models to help resolve these issues. This course will align with NYSSLS. This class is the perfect class for the student interested in Ecology but may not be successful in an AP Environmental class. It should not replace regents level classes, but should be in conjunction with them.

Students who are in eleventh and twelfth grades and are in good academic standing may elect to participate in the Suffolk County Community College- Beacon Program. Students who are successful in this class 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.

Science Electives



311 Project Based Physical Science Grades 11th or 12^t Full year, 1 credit
Entering students must have successfully completed Living Environment and have passed the Living Environment regents.

Project-based learning is as a teaching method that will allow students to directly engage in chemistry and physics topics while following the design process to achieve a real-world goal. Students will not be assessed by traditional exams, but rather they will focus on asking questions and discovering the answers to those questions through research, design, and experimentation. Unlike a research science class, all content materials will be provided by the teacher, but students are responsible for using that material to solve their problem for that project. This course will align with NYSSLS. **GOOD ATTENDANCE WILL BE NECESSARY FOR SUCCESS.**

347 Forensic Science (5 periods / week) Grades 11th or 12th Full year, 1 credit
Prerequisite: 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

316 Astronomy 5 periods/week **½ year Grades (11-12) .5 credit**
Prerequisite – Students must have successfully completed Living Environment and have passed the Living Environment Regents.

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**
Prerequisite – Students must have successfully completed of Living Environment and have passed the Living Environment Regents.

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**
Prerequisite – Students must have successfully completed Living Environment and have passed the Living Environment Regents.

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**
Prerequisite – Students must have successfully completed Living Environment and have passed the Living Environment Regents.

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)
Successful completion of the Living Environment course

Half year, .5 credit

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.

346 Botany/Agriculture

Half year, .5 credit

Prerequisite – Students must have successfully completed a Regents level science course and have passed the Regents.

This half year course covers the scientific study of plants and their relationship to the environment. In this course students investigate the growth, reproduction, anatomy, morphology, physiology, biochemistry, taxonomy, genetics, and ecology of plants. Students will also explore the concept and practices of sustainable agriculture. Laboratory and outdoor experiences complement classroom activities. This course will align with NYSSLS.

327 Nutrition and Food Chemistry

Half year, .5 credit

Prerequisite Students must have successfully completed a Regents level science course and have passed the Regents.

This half year course focuses on how food plays a vital role in our overall health and the management and prevention of disease. Nutrition and Food Chemistry is designed to give students an understanding of the chemical aspects of food composition, giving emphasis to the functional properties of the major components of foods: carbohydrates, lipids, proteins, and water. Students will explore the chemical makeup of food and the biology of human nutrition. This course will align with NYSSLS.

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>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>111 Global History & Geography 1 Honors (9)</u>	Full year	1 credit
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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>112 Global History & Geography I (RA)</u>	Full year	1 credit
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<u>113 Global History & Geography 1 (RA) (BI-LINGUAL)</u>	Full year	1 credit
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<u>913 Global History & Geography 1 (RA) (MOD)</u>	Full year	1 credit
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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>121 Global History and Geography II Honors</u>	Full year	1 credit
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<u>122 Global History & Geography II (RA)</u>	Full year	1 credit
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<u>123 Global History & Geography 11 (RA) (BILINGUAL)</u>	Full year	1 credit
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<u>124 Global History & Geography II AIS (RA)</u>	Full year	1 credit
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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.

150 AP Human Geography (Elective for Honors/AP students – Grade Level 9th and 10th)

Full year

1 credit



AP Human Geography introduces students to the systematic study of patterns and processes that have shaped the ways in which humans understand, use, and alter the earth’s surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences and also learn about the methods and tools geographers use in their science and practice.

151 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 10th 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

½ 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

½ 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.

159 Participation in Government (BILINGUAL) Half year ½ Credit

160 Participation in Government (RA) Half year ½ Credit 

160H Participation in Government HONORS Half year ½ Credit

163 Participation in Government (AIS) Half year ½ Credit 

175 Participation in Government AIS) (BILINGUAL) Half year ½ Credit

792 Participation in Government (MOD) (RA) Half year ½ Credit

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.**

161 Economics Half year ½ credit 

161H Economics HONORS Half year ½ credit

164 Economics (AIS) (BILINGUAL) Half year ½ Credit

168 Economics (BILINGUAL) Half year ½ Credit

799 Economics (MOD) (RA) Half year ½ Credit 

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.**

166 The Latino Experience (RA) Half Year ½credit 

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.

167 Psychology (RA) Half year ½ credit 

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.

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.

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>
<u>719 Introduction to Wood Working</u>	<u>Freshman Center Course</u>	.5

Introduce students to the terminology used in wood working. Students are introduced to the various wood working construction tools and the safety protocols for using selected woodworking hand and power tools. Correct and safe use of tools and equipment is emphasized. As students advance, they focus on learning techniques necessary to use wood working hand and power tools, and develop skills to safely use these tools in the workshop. Students will construct small wood working projects to demonstrate their knowledge of hand and power tools. Career information is stressed throughout the course. Assessments will be project based with the exception of safety protocol assessments

The course of study includes:

Unit 1: Terminology Unit 2: Shop Safety Unit 3: Woodworking Hand Tools & Safety Unit 4: Woodworking Power Tools & Safety Unit 5: Basic Woodworking Tool Maintenance Unit 6: Carpentry Careers Unit 7: Practical Woodworking Small Projects

<u>720 Woodworking Design and Construction</u>	<u>Freshman Center Course</u>	.5
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Students are introduced to basic Design and Drafting for Production (DDP). Students learn basic drafting and sketching. Students are introduced to the various kinds of woods used to construct small projects along with varies stains, paints, lacquers and finishing materials. Students design one or more projects and prepare a bill of materials. Correct and safe use of tools and equipment is emphasized along with OSHA safety standards for chemicals used to stain, paint and finish projects. Students typically design a project, prepare bills of materials, construct, and finish proposed projects. Career information will be stressed throughout the course. Assessments will be project based with the exception of safety protocol assessments

The course of study includes:

Unit 1: Introduction to Drafting and Design Unit 2: Introduction to Technical Sketching and Drawing Unit 3: Selecting wood for small projects Unit 4: Finishing Material and Safety Standards Unit 5: Developing Material List and Documentation Unit 6: Construction Careers Unit 7: Project based Design and Construction

701 Design for Drawing and Production* (RA) 10-12 Full year 1 credit

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.

721 Engineering Graphics and Technical Illustration (Honors) Full Year 1 Credit

Prerequisites: 85% or better in any honors level math or science

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.

***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.**

725 Architectural Drawing (RA) 10-12 Half year ½ credit

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.



728 Technical Drawing (RA) 10-12 Half year ½ credit

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.

731 Basic Electricity/Electronics (RA) 10-12 Half year ½ credit

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.

733 Energy Technology (RA) 10-12 Half year ½ credit

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

New York State boasts a rich linguistic and cultural heritage, with students speaking over 200 languages. Understanding the importance of multilingualism and multiliteracy, NYS Legislature established the New York State Seal of Biliteracy in 2012. It's an award that formally recognizes students who have attained a high level of proficiency in two or more World Languages (one of which must be English) by high school graduation. The intent of the 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 *and distributed during NYSSB presentations given by guidance counselors within the 1st Marking Period.*
- **Present a culminating project in English classes** that meet 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 classes** that meet 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.

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 1st**

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 #: _____

Grade 9	Credit Exam	NYS Regents 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	

Grade 10	Credit Exam	NYS Regents 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	

Grade 11	Credit Exam	NYS Regents 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	

Grade 12	Credit Exam	NYS Regents 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: 9 credits

Promotion to next grade: 15 credits

Credits required for Graduation : 22

Course	Credit	Regents	NYS

High School Credits Earned Prior to Grade 9

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		Minimum Required
Math 3 Credits	Electives 3.5 Credits		Total Credits 22

Regents Diploma Exam Requirement			
1 Math	1 Pathway (ie. additional Math, Science or Social Studies) or CDO5		
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