

GLEN COVE SCHOOL DISTRICT  
NEW COURSE PROPOSAL

All proposals are coordinated and signed off by the Principal. Upon completion, forward to the Assistant Superintendent for processing.

Course Title: COLLEGE HUMAN ANATOMY AND PHYSIOLOGY HONORS II

Grade Level(s): 10/11/12 Date: 11/6/20

Course Duration: 2 (semesters). Credits: 1 HIGH SCHOOL

1. Rationale for new course: TO ENABLE STUDENTS TO EARN COLLEGE CREDIT IN THIS DUAL-ENROLLMENT COURSE.

2. Describe how this proposal is consistent with district goals:

IT GIVES STUDENTS AN OPPORTUNITY TO "BEGIN COLLEGE" WHILE STILL IN HIGH SCHOOL, BROADENING THEIR HORIZONS AND MOTIVATION.

3. Which of the NYS Standards will be addressed by this course?

NYS SCIENCE LEARNING STANDARDS.

4. What will students learn and experience?

HUMAN BODY SYSTEMS, DISEASES, CAREER EXPLORATION, MEDICINE AND SOCIETY; HANDS-ON SPECIMENS, POSSIBLE FIELD TRIPS TO LOCAL HOSPITALS, GUEST SPEAKERS.

5. What means will be used to assess student performance?

LABORATORY ACTIVITIES; SUMMATIVE ASSESSMENTS

6. What are staffing implications for this proposal?

EXISTING STAFFING WOULD BE UTILIZED; THIS COURSE WOULD REPLACE ITS PREDECESSOR, WHICH LACKS THE "COLLEGE" COMPONENT.

7. What staff development is necessary to assure this program's effectiveness?

POSSIBLY CONTENT PROFESSIONAL DEVELOPMENT FOR THE TEACHER.  
POSSIBLY CURRICULUM WRITING/RE-WRITING.

Will this course replace an existing course?  Y  N

If yes, which course? HUMAN ANATOMY AND PHYSIOLOGY HONORS II (NON-COLLEGE)

Please check all that needs to be purchased as a result of this proposal. Complete accompanying forms for the necessary materials:

Textbook  Software  <sup>LAB</sup> Equipment  Consultant Services  
 Other Explain: SPECIMENS

Submitted by:

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal/Supervisor: \_\_\_\_\_

J. Infante / Santana Date: 11/6/20  
11/6/20

DISTRICT USE BELOW THIS LINE

Reviewed by Asst. Supt.: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation to the Superintendent: \_\_\_\_\_

Superintendent's Recommendation:

Approved  Denied  Revise

Requires Board of Education action?  Yes  No

Comments/Suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Superintendent's Signature

Date

Board Action:

Recommendation to the Board of Education

Resolution  Approved  Denied \_\_\_\_\_

Date: \_\_\_\_\_

**GLEN COVE SCHOOL DISTRICT  
NEW COURSE PROPOSAL**

All proposals are coordinated and signed off by the Principal. Upon completion, forward to the Assistant Superintendent for processing.

Course Title: Computer Science in Python

Grade Level(s): 9-12 Date: 11/5/2020

Course Duration: 1 (semesters). Credits: 0.5

1. Rationale for new course:

**This course will help to enhance our Computer Science course offerings in the high school. Requiring no computer science prerequisites, this course will be open to all students.**

2. Describe how this proposal is consistent with district goals:

**One of the district goals is to expand educational opportunities for all students by utilizing technology to enhance student learning.**

3. Which of the NYS Standards will be addressed by this course?

**This course will address the Computer Science K12 Frameworks.**

4. What will students learn and experience? **The units listed below will be covered. See attached for more information.**

- **Unit 1: Intro to Programming with Turtle Graphics**
- **Unit 2: Basic Python and Console Interaction**
- **Unit 3: Conditionals**
- **Unit 4: Looping**
- **Unit 5: Functions and Exceptions**
- 

5. What means will be used to assess student performance?  
**Students will be given quizzes, exams, and projects throughout the course.**

6. What are staffing implications for this proposal?  
**No additional staff will be needed.**

7. What staff development is necessary to assure this program's effectiveness? **Online training will be available through CodeHS. See cost below.**

Will this course replace an existing course? ~~No~~ **Yes, Computer Science Essentials**

Please check all that needs to be purchased as a result of this proposal. Complete accompanying forms for the necessary materials:

Textbook     Software     Equipment     Consultant Services  
 Other    Explain: CodeHS Training and License approximately \$2,600

Submitted by:

Coordinator: Cassie Shannon

Date: 11/5/2020

Signature of Principal/Supervisor:



Date:

11/6/20

**DISTRICT USE BELOW THIS LINE**

Reviewed by Asst. Supt.: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewed by Curriculum Committee: \_\_\_\_\_

Date: \_\_\_\_\_

Recommendation to the Superintendent:

Superintendent's Recommendation:

Approved     Denied     Revise

Requires Board of Education action?     Yes     No

Comments/Suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

Board Action:

Recommendation to the Board of Education

Resolution    Approved     Denied  \_\_\_\_\_

Date: \_\_\_\_\_

**GLEN COVE SCHOOL DISTRICT  
NEW COURSE PROPOSAL**

All proposals are coordinated and signed off by the Principal. Upon completion, forward to the Assistant Superintendent for processing.

Course Title: Web Design

Grade Level(s): 9-12 Date: 11/5/2020

Course Duration: 1 (semesters). Credits: 0.5

1. Rationale for new course:

**This course will help to enhance our Computer Science course offerings in the high school. Requiring no computer science prerequisites, this course will be open to all students.**

2. Describe how this proposal is consistent with district goals:

**One of the district goals is to expand educational opportunities for all students by utilizing technology to enhance student learning.**

3. Which of the NYS Standards will be addressed by this course?

**This course will address the Computer Science K12 Frameworks.**

4. What will students learn and experience? **The units listed below will be covered. See attached for more information.**

- **Unit 1: What is the Web?**
- **Unit 2: HTML – Structuring Websites**
- **Unit 3: CSS – Styling Websites**
- **Unit 4: Creating Homepages**
- **Unit 5: Advanced HTML and CSS**
- **Unit 6: Designing User Interfaces**

5. What means will be used to assess student performance?  
**Students will be given quizzes, exams, and projects throughout the course.**

6. What are staffing implications for this proposal?  
**No additional staff will be needed.**

7. What staff development is necessary to assure this program's effectiveness? **Online training will be available through CodeHS. See cost below.**

Will this course replace an existing course? ~~No~~ **Yes, Computer Science Essentials**

Please check all that needs to be purchased as a result of this proposal. Complete accompanying forms for the necessary materials:

Textbook     Software     Equipment     Consultant Services  
 Other    Explain: **CodeHS Training and License approximately \$2,600**

Submitted by:

Coordinator: **Cassie Shannon**

Date: **11/5/2020**

Signature of Principal/Supervisor: \_\_\_\_\_

*Cassie Shannon*

Date: 11/6/20

**DISTRICT USE BELOW THIS LINE**

Reviewed by Asst. Supt.: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation to the Superintendent:

Superintendent's Recommendation:

Approved     Denied     Revise

Requires Board of Education action?     Yes     No

Comments/Suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

Board Action:

Recommendation to the Board of Education

Resolution    Approved     Denied  \_\_\_\_\_

Date: \_\_\_\_\_

**GLEN COVE SCHOOL DISTRICT  
NEW COURSE PROPOSAL**

All proposals are coordinated and signed off by the Principal. Upon completion, forward to the Assistant Superintendent for processing.

Course Title: Women in America: History and Government  
Grade Level(s): 10-12 Date: October, 2020

Course Duration: Semester Course

Credits: .5 credit

**1. Rationale for the new course:**

The purpose of a course focusing on **Women in America: History and Government** is to promote the contributions of women in the U.S. past and present, and to view the history of America through a different lens. This course will ensure equal representation within the social studies curriculum in the hopes of redefining assumptions regarding gender, race, class, and women's role in history and government. By doing so, students will be asked to use historical analysis and critical thinking to explore the relationship between women in history and the government; such as their importance in historical events, literary texts, the media, science, and more. The class will address social, historical, economic, political and cultural issues as well as celebrate the contributions of women to America. Additionally the course will ensure equal representation in the curriculum and allow students to explore the complexities of history they may think they already know, while making connections to current events and future issues. This course will be taken for *Government Credit*.

This course will serve as a complement to the new Social Studies Framework's historical thinking skills and research. It will serve to strengthen the skillset for students taking ICT, Regents, and advanced level courses. Historical thinking skills will be stressed, but not limited to

1. Gathering, Interpreting, and Using Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Civic Participation

**2. Describe how this proposal is consistent with district goals:**

One of the district goals is to improve student achievement and increase the graduation rate (to incorporate NYS Social Studies Framework & Social Studies Practices into instruction, curriculum, and assessments).

**3. Which of the NYS Standards will be addressed by this course?**

New Social Studies Framework: The College, Career, and Civic Life (C3) Framework and the Inquiry Arc:

1. Developing questions and planning inquiries
2. Applying disciplinary concepts and tools
3. Evaluating sources and using evidence
4. Communicating conclusions and taking informed action

**Standard 1: History of the United States and New York** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 3: Geography** Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

**Standard 4: Economics** Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through the market and nonmarket mechanisms.

**Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**4. What will students learn and experience?**

The students will re-examine historical events through a different lens and address the issue of sexism, racism, prejudice, and inequality that is so often found in common history. A course on Women’s Studies will give students a new appreciation of the past as well as providing an opportunity to use critical thought with an open-mindedness to become thoughtful, responsible, and inclusive citizens.

**5. What means will be used to assess student performance?**

Data-Driven Instruction, data will be collected and analyzed from formative and summative assessments, Gap Reports & Analysis will be based on Regents Exams & Project Based Learning Assessments.

**6. What are staffing implications for this proposal?**

Staffing may increase.

**7. What staff development is necessary to assure this program’s effectiveness?**

Attending conferences and continuing to uphold an ongoing professional development and collaboration with instructional teachers for preparation and planning. Curriculum development/Summer Course writing.

Will this course replace an existing course? \_\_\_\_\_Y \_\_\_\_\_X\_\_\_\_\_N

If yes, which course? \_\_\_\_\_


Please check all that needs to be purchased as a result of this proposal. Complete accompanying forms for the necessary materials:

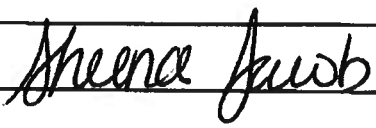
Textbook                      \_\_\_Software                      \_\_\_Equipment                      \_\_\_Consultant Services  
\_\_\_Other                       Explain: Online Resources, Professional Development



Submitted by:

Teacher: Danielle Treder Date: 10/2020

Teacher:  Date: 11/2/20

Signature of Principal/Supervisor:  Date: 11/2/2020

**DISTRICT USE BELOW THIS LINE**

Reviewed by Asst. Supt.: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation to the Superintendent:

Superintendent's Recommendation:

\_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Revise

Requires Board of Education action? \_\_\_\_\_ Yes \_\_\_\_\_ No

Comments/Suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

Board Action:

Recommendation to the Board of Education

Resolution Approved \_\_\_\_\_ Denied \_\_\_\_\_

Date: \_\_\_\_\_

**GLEN COVE SCHOOL DISTRICT  
NEW COURSE PROPOSAL**

All proposals are coordinated and signed off by the Principal. Upon completion, forward to the Assistant Superintendent for processing.

Course Title: Introduction to Sociology

Grade Level(s): 10-12 Date: October, 2020

Course Duration: Semester Course

Credits: .5 credit

**1. Rationale for new course:**

This course will complement the new Social Studies Framework's historical think skills, and it will strengthen and broaden skill sets. Students will learn about studying people in their social environments. It is an introduction to sociology class that encourages students to see and think about the social world, themselves, and the relations between themselves and the social world in new ways. This new course will be running in partnership with LIU Post. Interested students can earn college credit for this course. (Tuition is \$290 for 3-credit class).

Allowing this course to be a dually credited course, will allow students to take a course that is academically rigorous and supports their growing interest in college career readiness. Implementing such courses will support a vertical alignment as the students' progress in their Social Studies career. Such historical thinking skills that will be developed but not limited to are the following:

1. Gathering, Interpreting and Using Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economic Systems
6. Civic Participation

**2. Describe how this proposal is consistent with district goals:**

One of the district goals is to expand educational opportunities for all students. This course will allow 10<sup>th</sup>-12<sup>th</sup> grade students to participate in a college level course and earn college credits.

**3. Which of the NYS Standards will be addressed by this course? (need science standards)**

New Social Studies Framework: The College, Career, and Civic Life (C3) Framework and the Inquiry Arc:

1. Developing questions and planning inquiries
2. Applying disciplinary concepts and tools
3. Evaluating sources and using evidence
4. Communicating conclusions and taking informed action

Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**4. What will students learn and experience?**

Sociology gives us the tools to understand our own lives and those quite remote from us. The premise of this class is that to benefit from the sociological perspective, we need to learn and understand our own lives and the lives of others. Along the way, students will study core concepts including ethnocentrism, social networks, community, unanticipated consequences, social capital, race, class and gender. The course introduces will learn about studying people in their social environments. It is an introduction to sociology class that encourages students to see and think about the social world, themselves, and the relations between themselves and the social world in new ways.

**5. What means will be used to assess student performance?**

Data-Driven Instruction, data will be collected and analyzed from formative and summative assessments, Gap Reports & Analysis will be based on Regents Exams & Project Based Learning Assessments.

**6. What are staffing implications for this proposal?**

Staffing may increase.

**7. What staff development is necessary to assure this program's effectiveness?**

Attending conferences and continuing to uphold an ongoing professional development and collaboration with instructional teachers for preparation and planning. Curriculum development/Summer Course writing. The teacher(s) of these courses will work closely with LIU Post staff. A history professor from LIU Post will teach 3 guest lectures at GCHS each semester.

Will this course replace an existing course? \_\_\_Y \_\_\_X\_\_\_N

If yes, which course? \_\_\_\_\_

Please check all that needs to be purchased as a result of this proposal. Complete accompanying forms for the necessary materials:

Textbook      \_\_\_\_\_ Software      \_\_\_\_\_ Equipment      \_\_\_\_\_ Consultant Services  
 Other      Explain: Online Resources that focus on this course.

Submitted by:

Teacher: Dr. Sheena Jacob      Date: 10/2020

Teacher:       Date: 10/30/2020

Signature of Principal/Supervisor:       Date: 10/30/2020

**DISTRICT USE BELOW THIS LINE**

Reviewed by Asst. Supt.: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation to the Superintendent:  
\_\_\_\_\_

Superintendent's Recommendation:  
\_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Revise

Requires Board of Education action? \_\_\_\_\_ Yes \_\_\_\_\_ No

Comments/Suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

Board Action:  
Recommendation to the Board of Education  
Resolution Approved \_\_\_\_\_ Denied \_\_\_\_\_ Date: \_\_\_\_\_

**GLEN COVE SCHOOL DISTRICT  
NEW COURSE PROPOSAL**

All proposals are coordinated and signed off by the Principal. Upon completion, forward to the Assistant Superintendent for processing.

Course Title: \_\_\_\_\_ Symphonic Orchestra \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ 10-12 (by audition) \_\_\_\_\_ Date: October 2020 \_\_\_\_\_

Course Duration: \_\_\_\_\_ 2 (semesters). Credits: \_\_\_\_\_ 1 \_\_\_\_\_

1. Rationale for new course:

The rationale for this course was set in motion 14 years ago with the proposal and inception of the new String Orchestra program. It has always been a goal seen as a necessary step in fulfilling this initial endeavor. Growth in number and performance level of students in the Glen Cove School District String Orchestra Program in grades 9-12 necessitates a string-based ensemble group that will adequately service the needs of the higher level music students, as well as those serious players that wish to continue their instrument at the college level. This group will service the growing numbers projected over the course of the next several academic years, and would parallel existing artistic/academic practices within the district music department, mirroring the track progression established by the Band (Concert Band/Wind Ensemble) and Vocal (Mixed Chorus/Select Chorale) ensemble programs. Currently, the existing High School String Orchestra program includes students in grades 9-12. The vastly different ability levels in the incoming freshman class against the more experienced upperclassmen creates an instructional environment that both stifles the progress of upperclassmen and sets unreasonable benchmark goals in technique and understandings for lower classmen. This new course will rectify this issue, and will also create the opportunities for students to perform advanced repertoire designed for collaboration between Band, Vocal, and String students in a true "Full Orchestra" setting, as found in many major symphonic works. This new course will further the growth of our entire district music department and our school district as a whole.

2. Describe how this proposal is consistent with district goals:

This course will provide students with the opportunity to receive world-class, college preparatory instruction and enable our String Orchestra students to proceed along a path established for their entire academic career in a direction of pre-professional experience.

3. Which of the NYS Standards will be addressed by this course?

This course will address all New York State Learning Standards for Music as well as several other cross-curricular standards.

4. What will students learn and experience?

Students in this course will be afforded the same experience currently offered to those music students tracking through our High School Band and Chorus. An advanced string-based group, with membership attained through a fair audition process, will permit highly motivated upperclassmen to commit to a more demanding and level-appropriate performance repertoire as well as all the responsibilities that come along with it. This course will also allow the existing String Orchestra class to properly serve our incoming freshmen and other string students who need more work on the basic technical foundations of orchestral playing. Students in Symphonic Orchestra will gain the unique opportunity to perform within a true "Full Orchestra" context (Brass, Woodwind, Percussion, and Strings), and would be afforded access to an entire category of music repertoire as yet not covered by the current musical course offerings. Students will learn advanced technique and repertoire consistent with NYSSMA Levels 5 & 6 and will gain the experience of a professional performing ensemble. Through performances within our local community, region, and beyond, students will gain invaluable life experience. Students will learn the benefits of serving their local community and society through strict discipline in musicianship.

5. What means will be used to assess student performance?

Daily rehearsal exercises and musicianship/participation will provide a great deal of the material for assessment of student performance. Through daily performance, students will actively demonstrate their ability and understandings on a regular basis. Assessment is built into this course by virtue of the fact that to stay enrolled in this class each member of the group must uphold his or her responsibility to prepare rehearsal repertoire for performance. As this subject will be by audition, student commitment to practice and preparation will be of the utmost. Additionally, playing auditions, score/part preparation, bowing/fingering notations, theory exercises, quizzes, written tests, live concert performances and community service will all play a role in assessment.

6. What are staffing implications for this proposal?

The addition of this course will require an increase of a .4 to the Strings position at the High School (1 rehearsal period and 1 lesson period per day). This addition in staffing would effectively create a 1.0 (full time) High School Strings position, and a teaching schedule consisting of 2 ensemble periods and 3 lesson groups per day. This situation would mirror the High School Band and Vocal teaching positions and schedules currently in place within our district.

7. What staff development is necessary to assure this program's effectiveness?

Continued participation in local annual conferences and related events, as well as development workshops with professionals from the field will be necessary to assure this program's effectiveness. Also team planning to coordinate within the High School music department will be necessary to facilitate selection of students and level appropriate repertoire.

Will this course replace an existing course? No.

If yes, which course? \_\_\_\_\_

Please check all that needs to be purchased as a result of this proposal. Complete accompanying forms for the necessary materials:

Textbook  Software  Equipment  Consultant Services  
 Other Explain: \_\_\_\_\_

\*\*Rehearsal space, materials, and most equipment are already in place for this program. Some budget would be necessary for materials and supplies (sheet music, folders, strings, rosin, repairs, etc).

Submitted by:

Teacher: James A. Guarini Date: 10/21/2020

Teacher: Edward P. Norris III Date: 10/21/2020

Signature of Principal/Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**DISTRICT USE BELOW THIS LINE**

Reviewed by Asst. Supt.: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation to the Superintendent:

\_\_\_\_\_

Superintendent's Recommendation:

Approved  Denied  Revise

Requires Board of Education action?  Yes  No

Comments/Suggestions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

Board Action:

Recommendation to the Board of Education

Resolution  Approved  Denied \_\_\_\_\_ Date: \_\_\_\_\_