



# GLEN COVE HIGH SCHOOL

## COURSE CURRICULUM GUIDE

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## **PROMOTIONAL GATEWAYS AND GRADING**

**MINIMUM CLASS LOADS:** 9th, 10th, and 11th-grade students must carry a full schedule of classes. No student may drop a course without written permission from their parent or guardian, teacher, counselor, coordinator, and principal. Seniors may not drop any course after college applications have been mailed out.

**SUGGESTED CRITERIA FOR MAINTAINING PLACEMENT IN AND GAINING ADMISSION TO HONORS AND ADVANCED PLACEMENT COURSES:** For a student to advance from a Regents to an Honors-level course or from an Honors to an AP level, he or she should earn an overall average of 90 in the prerequisite course. For a student to maintain previous placement in an Honors or AP level, he or she should earn an overall average of 85 in that course.

**ADD/DROP COURSE POLICY:** All students intending to add a course or drop a course once the school year has begun need to be aware of the following: No half-year course will be added or dropped after the first 10 days of school. No full-year course will be added or dropped after the first mid-marking period progress report. If a drop occurs after the above-referenced time, a “WP” (withdraw pass) or a “WF” (withdraw fail) will appear on the transcript, depending upon the student’s current average in the course. No student may drop a course without written permission from his or her guardian, teacher, coordinator, counselor, and principal.

**GRADES:** A summer assignment/project as assigned by the respective teacher must be completed and submitted as per the due date assigned by the teacher. Passing grades range from 65 to 100. Quarterly grades of 64 and below denote failure. Placement on the honor roll is achieved by having a cumulative average of 85 and no failure in any course. Report cards are issued four times a year. Progress reports are issued five weeks prior to each report card. Students may retake Regents exams to improve a prior score. The new exam score, however, may not be used in determining grade, grade point average, or class rank standing. The district has adopted a comprehensive attendance policy, which can easily be summarized by the following provisions: A student may not receive credit for a course due to excessive unexcused absences. The policy can be found in its entirety on the district website or in the main office of the high school. Students who participate in out-of-district and online courses, please refer to Board Policy #7223 regarding grading policy and calculating grade-point average.

**Grade Weighting:** A weighted grade-point average, calculated at the end of the 11th grade, is recorded on the transcript. Courses are weighted as follows: 1.12 for Advanced Placement courses, 1.07 for Honors & Dual Enrollment courses, and 1.00 for Regents and local-level courses.

# **ACADEMIC ELIGIBILITY POLICY**

**Extra Classroom Activities:** The Board of Education considers extracurricular activities to be a valuable part of the school and shall support these activities within the financial means of the district.

**Eligibility for Participation:** To improve learning and promote increased academic success, the Board of Education implements the following policy concerning extracurricular and interscholastic eligibility:

a) If a student's quarterly average is below 64.5, the student will not be permitted to participate in all extracurricular activities for the duration of the next quarter. The ineligibility will carry over from the fourth quarter to the first quarter of the following school year unless the student passes the classes that had been failed during summer school.

b) If a student's quarterly average is between 64.5 and 75, he or she will be placed on probation for one (1) quarter. If a student's yearly average is between 64.5 and 75 he or she will remain on probation for the duration of the first quarter of the new school year. Should the student attend summer school and increase their overall yearly average beyond 75 he or she will be removed from probation. To remain eligible, it is the student's responsibility to attend required extra help sessions and make up all missed assignments, tests, classwork, etc. A biweekly progress report, which is designed to monitor a student's attendance at extra help sessions, will be mandatory. Failure to do so will result in a student's suspension or removal from the activity for one week.

If a student fails to show continued incremental academic improvement and effort, according to the teacher, then he or she will be deemed ineligible. The Academic Eligibility Committee will be responsible for the determination.

c) All entering ninth graders will have their final eighth-grade report cards evaluated by the High School Eligibility Committee. Their eligibility will be based upon the same requirements that all other high school students must meet (see a and b above). However, if the entering ninth grader is deemed ineligible during the first quarter, he or she should be placed on probation.

d) A student who has an unexcused absence, or is out for reasons of illness, or is suspended, cannot participate in any extracurricular activity while suspended.

e) A student cannot participate in any extracurricular activities for that school day if he or she arrives after 9 a.m. without a legal excuse.

f) An appeals committee consisting of the principal or his designee, athletic director, coach of the sport/ adviser of the activity, school counselor, and one content area teacher will regularly review student status and academic eligibility.

## **NCAA College Athletic Information**

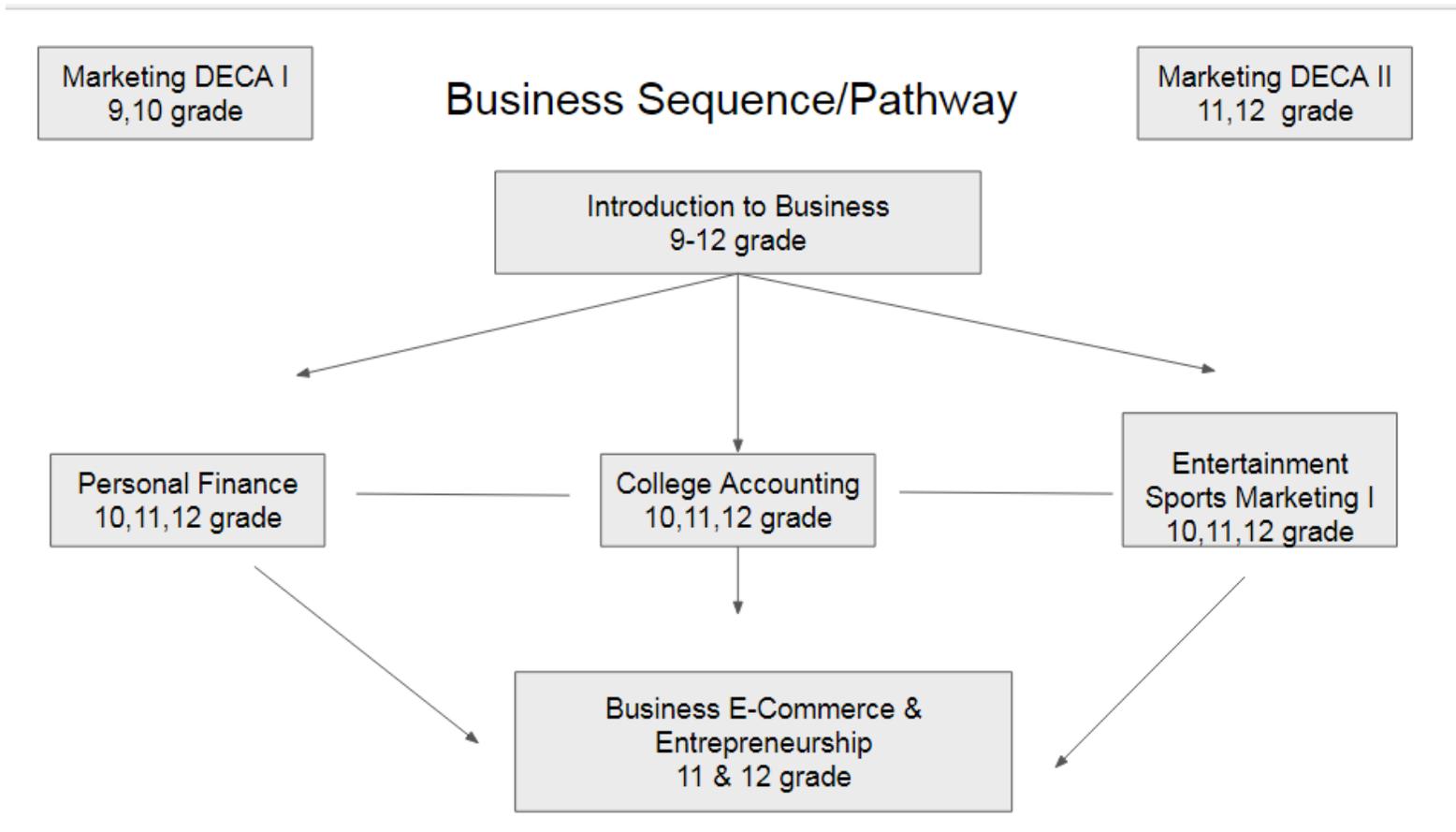
NCAA requirements for students who expect to participate in college athletics: Students who plan to participate in Division I or II athletics as freshmen in college must meet certain criteria, as outlined by the NCAA Initial-Eligibility Clearinghouse. Students considering participation in college athletics should consult with their school counselor early in their high school career to ensure that their course selections meet NCAA requirements. In addition, they should be aware of the NCAA Clearinghouse grade point average and SAT/ACT requirements for participation in athletics. Students should file a clearinghouse application following their junior year at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

# **COURSE OFFERINGS**

**ALL OFFERINGS CONTAINED IN THIS COURSE MANUAL ARE SUBJECT TO CHANGE AND MAY BE ELIMINATED DUE TO LOW-CLASS ENROLLMENTS AND/OR BUDGETARY CONSTRAINTS.**

# BUSINESS

The Business Education Department offers courses in accounting, marketing, and business law. Students have the opportunity to acquire a variety of skills and knowledge that will add to their personal and educational enrichment. Students are encouraged to take any of the business education courses listed in the course bulletin as electives.



**501 ACCOUNTING – 1 Credit. Prerequisite: One year of any mathematics course.** This course develops the skills and procedures necessary to keep a company's financial records, including single proprietorship, partnership, and corporation. Students will learn double-entry accounting with the use of specialized journals. The course stresses the importance of an accountant while developing knowledge of the financial operations of a business. Also, students will be able to use their problem-solving abilities to prepare financial statements, such as income statements, balance sheets, and worksheets. Recommended for grades 10, 11, and 12.

**502 PERSONAL FINANCE/CONSUMER & FINANCIAL MANAGEMENT – .5 Credit.** This course is designed to inform students about their financial responsibilities as citizens, students, consumers, and active participants in the business world. Emphasis on real-life situations and application. Topics covered include checking, credit, budgets, insurance, and investing for the future. Recommended for grades 10, 11, and 12.

**506 INTRODUCTION TO BUSINESS - .5 Credit.** This course is the perfect fit for a first-year business student. This course introduces the basic fundamentals of American and International better business practices. This course provides an overview of organizational, national, and international trends and their impact on businesses and entrepreneurs. Students will develop an understanding of better business concepts, principles, and practices that focus on how companies are created and operated to accomplish goals to become successful through effective and efficient management, production, marketing, distribution, finance/accounting. Recommended for grades 9, 10, 11, and 12.

**520 ENTERTAINMENT AND SPORTS MARKETING – .5 Credit.** Recommended for grades 10, 11, and 12. This course will focus on marketing as it relates to the sports and entertainment industries. Students will become familiar with sports and entertainment products as dynamic goods and services. Students will examine the elements of marketing, mix in terms of product and pricing decisions, market research and outlets, branding, imaging, and licensing, promotion, and marketing plans, as well as careers in these industries. Students will experience, through individual and group projects, product development, event marketing, and decision-making.

**543 MARKETING I – 1 Credit.** This dynamic course provides a basic introduction to the field of marketing and promotion. Topics include marketing theory and careers, hands-on research, product development, and sales. Experience in the school store is also provided. Recommended for grades 10, 11, and 12.

**545 MARKETING/DECA I – 1 Credit.** Adviser approval is required. This independent study course is for the student who wishes to become a member of GCHS’s DECA Chapter (an association of marketing and management students) and stresses youth leadership as mandated by the RAP. Students will be required to complete all activities that will enable them to compete in the Merit Awards Program, a nationally recognized DECA competition, or regional, state, and national competitions, as well as take part in the local chapter activities planned for the year. Each student must meet the requirements of the chapter constitution.

**546 MARKETING/DECA II – 1 Credit.** Adviser approval is required. Students will be given credit for working in the school store during free periods, provided that they work the required number of days. Schedules can be arranged to meet individual class schedules. Performance evaluations will be given by student management and the adviser.

**550 BUSINESS E-COMMERCE AND ENTREPRENEURSHIP – 1 Credit.** How would you like to learn how to start your own online business? More and more Americans are finding ways to start and succeed in their own small businesses using the internet and e-commerce. All students who successfully complete this course will leave with a comprehensive business plan and a website to sell their online products or service. Students will also be assigned a technology mentor to help them develop their business plan and online website. These “e-mentors” volunteer their time from a wide variety of technology companies throughout Long Island. Members of the class may elect to take the course for six college credits from Farmingdale State College. Open for students in grades 11-12.

# **ENGLISH AS A NEW LANGUAGE (ENL)**

English as a New Language (formerly ESL) is a program of English courses designed for non-English speakers as they acquire and develop the English language. English language learners receive instruction in social and academic English to succeed both in and outside of school. Instruction prepares students to meet the New York State standards in all subject areas and the demands of all-English high school classes.

## **ENL DEPARTMENT PATHWAYS**

These are the common pathways in ENL that a student follows during his or her high school career.

However, we always attempt to meet the needs of individual students.

**101E-ENGLISH 9 – 1 English Credit.** This course is for students at least at the emerging stages of English proficiency and is not new admits. Reading and writing skills are emphasized following the NYS ELA Common Core Learning Standards.

**121E-ENGLISH 10 – 1 English Credit.** This course is the equivalent of English 10R, but the instruction is adapted to the needs and abilities of students who are in the process of attaining English proficiency following the NYS ELA Common Core Learning Standards.

**131E-ENGLISH 11 – 1 English Credit.** This course is the equivalent of English 11R, but the instruction is adapted to the needs and abilities of students who are in the process of attaining English proficiency following the NYS ELA Common Core Learning Standards.

**132E-ENGLISH 12 – 1 English Credit.** This course is the equivalent of English 12, but the instruction is adapted to the needs and abilities of students who are in the process of attaining English proficiency following the NYS ELA Common Core Learning Standards.

**221E-UNITED STATES HISTORY AND GOVERNMENT – 1 Social Studies Credit.** This course is the equivalent of United States History and Government, but the instruction is adapted to the needs and abilities of students at the Transitioning level of English proficiency.

**236E-PARTICIPATION IN GOVERNMENT/ECONOMICS – 1 Social Studies Credit.** This course is the equivalent of Participation in Government/Economics, but the instruction is adapted to the needs and abilities of students at the Expanding level of English proficiency.

**322E-CONCEPTS OF ALGEBRA – 1 Math Credit.** This course covers the same curriculum as the Concepts of Algebra course, except it is designed for students with limited English proficiency. Emphasis is placed on the development and usage of appropriate mathematical vocabulary and on communicating mathematical ideas that relate to real-life situations. A TI-84+ graphing calculator is used throughout this course. This course grants Math credit.

**323E-ALGEBRA 1 – 1 Math Credit.** This course covers the same curriculum as the Algebra 1 course, except it is designed for students with limited English proficiency and for whom English is not their first language. In June, students will take the Algebra 1 Regents exam. Passing this exam is a requirement for high school graduation. Emphasis will be placed on the development and usage of appropriate mathematical vocabulary and on communicating mathematical ideas that relate to real-life situations. A TI-84+ graphing calculator will be used throughout the course. This course grants Math credit.

**393E-ALGEBRA EXPLORATIONS – .5 Credit. Co-requisite: Algebra 1.** This course meets every other day and will serve as support for Algebra 1. While preparing to take the Algebra 1 Regents Exam, students will explore how mathematical concepts can be applied to real-world settings.

**332E-CONCEPTS OF GEOMETRY – 1 Math Credit.** This course covers the same curriculum as the Concepts of Geometry course, except it is designed for students with limited English proficiency. Emphasis is placed on the development and usage of appropriate mathematical vocabulary and on communicating mathematical ideas that relate to real-life situations. A TI-84+ graphing calculator is used throughout this course. This course grants Math credit.

**386E-GEOMETRY – 1 Math Credit.** This course covers the same curriculum as the Geometry course, except it is designed for students with limited English proficiency. Emphasis is placed on the development and usage of appropriate mathematical vocabulary and on communicating mathematical ideas that relate to real-life situations. A TI-84+ graphing calculator is used throughout this course. This course grants Math credit.

**394E-GEOMETRY EXPLORATIONS – .5 Credit. Co-requisite: Geometry.** This course meets every other day and will serve as support for Geometry. While preparing to take the Geometry Regents Exam, students will explore how mathematical concepts can be applied to real-world settings.

**325-ALGEBRA II – 1 Math Credit.** This course covers the same curriculum as the Algebra II course, except it is designed for students with limited English proficiency. Emphasis is placed on the development and usage of appropriate mathematical vocabulary and on communicating mathematical ideas that relate to real-life situations. A TI-84+ graphing calculator is used throughout this course. This course grants Math credit.

**398E-ALGEBRA II EXPLORATIONS – .5 Credit. Co-requisite: Algebra II.** This course meets every other day and will serve as support for Algebra II. While preparing to take the Algebra II Regents Exam, students will explore how mathematical concepts can be applied to real-world settings.

**415E-LIVING ENVIRONMENT – 1 Science Credit.** This course is the equivalent of Living Environment, but the instruction is adapted to the needs and abilities of students at the Transitioning level of English proficiency. See the science section for details on laboratory requirements.

**448E-ENVIRONMENTAL SCIENCE – 1 Science Credit.** This course is the equivalent of Environmental Science, but the instruction is adapted to the needs and abilities of students at the Transitioning level of English proficiency.

**641E-ENL BEGINNER – 1 Elective Credit.** This is a course for students at the Entering/Emerging level of English proficiency. Students receive instruction in basic interpersonal communication and academic skills through the four language modalities, following the NYS New Language Arts Progressions.

**642E-ENL INTERMEDIATE – 1 Elective Credit.** This is a course for students at the Emerging/Transitioning level of English proficiency. Instruction is provided in the four language modalities, following the NYS New Language Arts Progressions.

**642EN-ENL ADVANCED – 1 Elective Credit.** This is a course for students at the Expanding/Commanding level of English proficiency. Instruction is provided in the four language modalities, following the NYS New Language Arts Progressions.

**654E-GLOBAL HISTORY AND GEOGRAPHY I – 1 Social Studies Credit.** This course is the equivalent of Global History 9, but the instruction is adapted to the needs and abilities of students at the Entering level of English proficiency.

**648E-GLOBAL HISTORY AND GEOGRAPHY II – 1 Social Studies Credit.** This course is the equivalent of Global History 10, but the instruction is adapted to the needs and abilities of students at the Emerging level of English proficiency.

**655E-GENERAL SCIENCE – 1 Science Credit.** This course is an introduction to Science content, concepts, and topics. It is for students at the Entering level of English proficiency.

**819-ENL DIGITAL LITERACY I-.5 Credit.** This course stresses the fundamentals of computer use and builds on the skills and techniques needed in the age of information. Students will learn to use the Chromebook, Google Suite, and other educational platforms preparing them for other high school courses, college entrance, personal business, and beyond.

**820-ENL DIGITAL LITERACY II-.5 Credit.** This course will build upon the skills learned in the first course in the sequence. Students will create projects that will align with real-world scenarios, learn to use new digital platforms and applications, and prepare for computer based-assessments. In addition, the students will acquire the necessary tools to help them succeed in future careers and jobs.

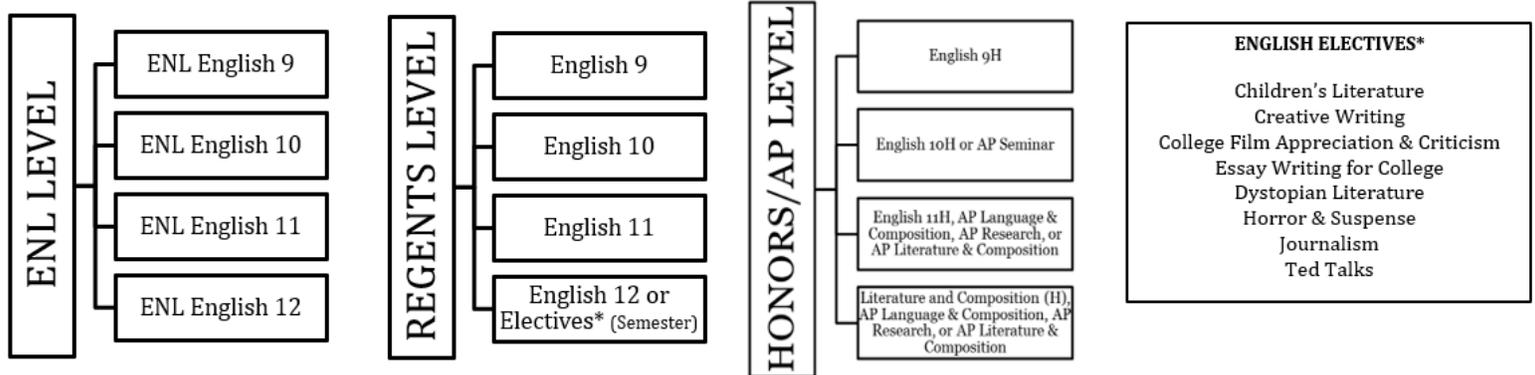
# ENGLISH/LANGUAGE ARTS

All Glen Cove High School English courses are designed to help students develop their reading, writing, speaking, listening, and thinking skills. Students are judged and evaluated based on their improvement in these areas. Mastery of English and the ability to think critically are essential to college and career success. Courses in English are aligned with relevant state and national standards and are designed to prepare students for success on the New York State Common Core English Language Arts examination. Advanced courses prepare students for AP Exams or successful completion of credit-bearing courses through partnerships with local colleges and universities.

## ENGLISH DEPARTMENT PATHWAYS

These are the common pathways in English that a student follows during his or her high school career. However, we always attempt to meet the needs of individual students.

**SUGGESTED CRITERIA FOR MAINTAINING PLACEMENT IN AND GAINING ADMISSION TO HONORS AND ADVANCED PLACEMENT COURSES:** For a student to advance from a Regents to an Honors-level course, or from an Honors to an AP level, we recommend the student earns an overall average of 90 in the prerequisite course. For a student to maintain previous placement in an Honors or AP level, we recommend the student earns an overall average of 85 in that course.



**100 ENGLISH 9-H – 1 Credit.** This advanced course consists of a greater in-depth analysis of the materials taught in English 9R (see English 101 below). Additional works are studied and more emphasis is placed on independent work as well as rigorous writing. This program's pedagogical foundation consists of the skill concepts and strategies that students need for success in AP courses and college-level work as well as the SAT exam. Students should meet the requirements for entry into advanced classes.

**101 ENGLISH 9 – 1 Credit.** This course includes readings in contemporary and classic novels, drama, poetry, and short stories that are taught in conjunction with state standards. Students will be required to compose essays, give speeches, and analyze various forms of media such as music, movies, and artwork. Some of the works studied are *Romeo and Juliet*, *The Odyssey*, and *Of Mice and Men*. Students learn and become familiar with specific literary and poetic terminology while also building their academic and standard vocabulary lexicon.

**120 ENGLISH 10-H – 1 Credit.** This advanced course consists of a greater in-depth analysis of the materials taught in English 10R (see English 121 below). This program's pedagogical foundation consists of the skills, concepts, and strategies students need to succeed in AP courses and college-level work. In addition, students will be prepared for the SAT through targeted vocabulary practice.

**121 ENGLISH 10 – 1 Credit.** This course continues, on a more advanced level, the experiences begun in English 9. Literary works are balanced between classic and modern. A variety of genres are taught, include *The Lord of the Flies*, *Night*, *Othello* as well as fiction, nonfiction, and poetry found in the *Houghton-Mifflin Anthology*. Writing pieces will reflect those needed for the English Regents along with regular reflections and a research paper.

**130 HONORS COLLEGE ENGLISH 11 – 1 Credit.** This advanced course consists of a greater in-depth analysis of the materials taught in English 11R. This program's foundation consists of the skills, concepts, and strategies students need to succeed in AP courses and college-level work. Students must meet the requirements for entry into advanced courses. The New York State Common Core English Language Arts Regents Examination is given during the course. This course is linked to the LIU High School Scholars Program. Students can earn three college credits for this course, equivalent to LIU's ENG 162: The American Novel. (Please see the LIU High School Scholars Program description under the Specialty Programs section for further details).

**131 ENGLISH 11 – 1 Credit.** The basic framework of this course is an analysis of American literature. Contemporary works are studied, such as *A Raisin in the Sun*, *A Streetcar Named Desire*, *The Catcher in the Rye*, and several pieces of fiction, nonfiction, and poetry found in the *Houghton-Mifflin Anthology*. Language arts skills are developed through works, essays, research papers, and projects. The New York State Common Core English Language Arts Regents Examination is given during the course.

**132 ENGLISH 12 – 1 Credit.** This course is designed to provide a college preparatory English survey course, including support for senior graduation candidates who will take the January Common Core English Language Arts Regents Examination. The course will engage students in reading and writing across a wide-variety of genres and engage students in authentic writing tasks. The first semester will concentrate on providing students with the necessary instruction and support that will help them master the standards and tasks addressed on the Regents exam. The second semester will focus on improving writing skills in preparation for college experiences and assessments.

**140 COLLEGE FILM APPRECIATION AND CRITICISM – .5 Credit.** This course focuses on analyzing and evaluating movies. Students will learn the "language" of film – the rhetorical methods of film criticism. Instead of passively viewing a film, students will learn to interact and engage with a film by understanding the cinematic elements and techniques that the artist uses to create an effect. Students will realize cinema's historical, cultural, and psychological impact on society in the 20th and 21st centuries. The rhetoric of cinema will be understood and utilized while examining films from different periods in the history of motion pictures. Students will read and write extensively about movies. This course is linked to the LIU High School Scholars Program. Students have the opportunity to earn three college credits for this course--this course is equivalent to LIU's ENG 69: Fiction in Film. (Please see the LIU High School Scholars Program description under the Specialty Programs section for further details). Open to students in all grades.

**141 CREATIVE WRITING (R) – .5 Credit.** This course covers various genres of short stories and poetry. Students are expected to contribute writing pieces. Drafting, peer critiquing/discussion, and editing comprise the core of the class activities. Students will produce a variety of original short stories and a book of poetry. Open to students in all grades.

**142 PUBLIC SPEAKING – .5 Credit.** Students will be prepared for various academic and formal situations requiring oral presentations. This course will serve as an introduction to communication through speech and will focus on public speaking skills. Topics will include the conventions of speechwriting, rhetorical strategies, establishing voice, speech analysis, and the importance of recognizing purpose through embedded undertones. The course will require students to use research-based organizational strategies as the primary methodology for constructing effective speeches. The class will delve into techniques to lessen anxiety and will ultimately promote self-efficacy in public speaking. Students will learn how to use visual aids to enhance presentations. Students will also analyze and dissect examples of famous speeches that will serve as mentor texts. Open to students in grades 10, 11, and 12.

**148 COLLEGE LITERATURE & COMPOSITION-H – 1 Credit.** This course is a combination of college-level British literature and composition. The first semester focuses on the concepts of rhetorical contexts and strategies. Students will compose expository, analytical, and argumentative texts. Student investigation of the relationships

between brainstorming, reading, research, revising, and editing will serve as the foundation for each text. Students will interact with different styles of writing (essays, letters, speeches, articles, and novels) to serve as mentor texts. Throughout the semester students will develop their own style and voice as a way to establish their authorial identity. The second semester focuses on the study of British literature. Students will be exposed to a multitude of texts that vary in genre, development, craft, and contextual influence. Students will analyze how culture molds a piece of literature, and students will study how the transformation of specific cultures influences human progression over time. This course is linked to the LIU High School Scholars Program. Students have the opportunity to earn six college credits for this course--this course is equivalent to LIU's ENG 12: British Lit II and ENG 1: Writing I. (Please see the LIU High School Scholars Program description under the Specialty Programs section for further details). Open to 12th-graders only.

**150 HORROR/SUSPENSE – .5 Credit.** This rigorous, literature-based course is designed to explore the impact of horror and suspense on society through literary analysis and essays and culminates in a creative writing project. Legends, myths, and the macabre will be examined and scrutinized by examining and analyzing the works of Stephen King, Edgar Allen Poe, and Bram Stoker. The class is literature-based, although we will analyze and compare scenes from movies based upon the literature examined. This class requires an open mind and the understanding that you will be required to do a great deal of reading. Open to students in all grades.

**151 CHILDREN'S LITERATURE – .5 Credit.** The purpose of this course is to acquaint students with the various themes that run through all children's literature. The course attempts to develop an awareness of the different types of children's literature, such as picture books, fairy tales, comics, fables, and novels, and to provide a critical basis for evaluation of this literature. Students will be expected to create storybooks. There will also be an emphasis on how children's literature can be used to teach a variety of ethical, moral, social, and educational concepts. Open to students in all grades.

**154 JOURNALISM – .5 Credit each semester.** Journalism students develop an appreciation for the skills and ethics of newspaper writing. Students will read, study and analyze a variety of news sources in class and will also be expected to find sources independently. Students will practice writing features, editorials, and news and sports stories, and will learn about the journalist's code of ethics in exercising the freedoms and responsibilities of the press. Open to students in all grades.

**166 ADVANCED PLACEMENT SEMINAR – 1 Credit. This course can be taken by 10th graders in place of English 10H.** Students should meet the suggested AP Capstone criteria in conjunction with teacher recommendations. AP Seminar is a foundational course that fosters critical thinking and exploration while engaging students in research-based practices through college-level curricula. The course is designed to encourage inquiry, analysis, synthesis, and evaluation as students investigate issues that matter to them. AP Seminar invites students to explore global issues through divergent perspectives. Students craft evidence-based arguments and communicate their perspectives through various mediums. Students constantly assess the value of their questions and the importance of investigating a solution. The student must take the Advanced Placement examination in AP Seminar.

**169 ADVANCED PLACEMENT RESEARCH – 1 Credit. Prerequisite: AP Seminar.** AP Research is the second course in the AP Capstone program. Students design, plan and implement a yearlong investigation to address a research question. Students have the opportunity to explore a topic or question of personal interest and develop and defend a more comprehensive argument and conclusion. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and addressing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Open to students in grades 11 and 12.

**167 LC ADVANCED PLACEMENT LANGUAGE AND COMPOSITION – 1 Credit. Suggested Prerequisite: English 10H, English 11H, AP Seminar, or AP English Literature.** This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The emphasis will be on the expository, analytical, and argumentative writing that forms the basis of academic and professional communication. The course will teach students to read primary and secondary sources carefully, synthesize material from these texts in their own compositions, and cite sources using MLA conventions. The focus of this course is on the study of rhetoric: argument and analysis. Students will encounter a series of essays, letters, speeches, aphorisms, and novels and practice rhetorical analysis of such texts. Students will construct sophisticated written arguments and rhetorical analyses in preparation for the AP Language and Composition Exam. The New York State Common Core English Language Arts Regents Examination is given to all juniors enrolled in this section. Open to students in grades 11 and 12. The student must take the Advanced Placement examination in AP Language.

**167 ADVANCED PLACEMENT LITERATURE AND COMPOSITION – 1 Credit. Suggested Prerequisite: English 10H, English 11H, AP Seminar or AP English Language.** The purpose of this course is to prepare students for the critical analysis of college-level literary works. Extensive study of poetry, novels, dramas, short stories, and literary criticism will be undertaken. This course is different from regular high school courses in that it is taught with college curricula and college-level materials. The course is fast-paced, with emphasis on content immersion and performance assessments at the analysis and synthesis level. Students who successfully complete this course will demonstrate the ability to read critically, ask relevant and pertinent questions about what has been read--a range of literature rich in quality and representative of different literary forms and historical periods--and analyze the contribution of language to both the literal and figurative meanings of a work. Upon completion of the AP exam offered in the spring, students may be granted up to a full year's college credit depending on their performance. The New York State Common Core English Language Arts Regents Examination is given to all juniors enrolled in this section. Open to students in grades 11 and 12. The student must take the Advanced Placement examination in AP Literature.

**171 ESSAY WRITING FOR COLLEGE – .5 Credit.** If applying to college concerns you, this English course is for you. This class is designed as a hands-on approach to the college acceptance process. The scope of the work includes researching college choices, developing the personal essay, creating a resume needed for the college application, and completing the college application, as well as scholarship applications. Priority will be given to seniors who wish to schedule this course in the fall of senior year. It will run in close collaboration with the counseling department.

**172 TED-ED STUDENT TALKS – .5 Credit.** This is a one-semester course that focuses on analyzing, evaluating, and producing TED-Ed Student Talks through the TED-Ed program. Students will thoroughly analyze existing TED Talks for content, style, appeal, and technique. Afterward, each student will construct and present his/her own ideas in the form of a short, TED-style talk on topics relevant to them and their life. Students will implement the strategies they learned from their analyses. Parental permission is required for presentation recording. Open to students in grades 10-12.

**173 DYSTOPIAN/FANTASY – .5 Credit.** This is a one-semester course where students will explore alternative worlds presented in the two genres - Dystopian and Fantasy. Students will read short stories, novels, and view films which feature fantastical and dystopian worlds as a means to confront the epic struggle of good vs. evil while considering the thematic connections between literature and real-world issues. Students will examine and analyze the works of J.K Rowling, Suzanne Collins, and others. Students will also explore these genres through their own creative writing.

# **HEALTH AND PHYSICAL EDUCATION**

## **HIGH SCHOOL PHYSICAL EDUCATION**

**862 PE 9-12 – .5 Credit.** Physical Education is required for all four years of high school. The mission of physical education in Glen Cove Schools is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. To accomplish this mission three major units of study will be in our Physical Education curriculum:

**866 Personal Wellness**– This unit will teach the general fitness principles and techniques that the students can take with them through life. Students will work on improving overall fitness through activities that will help them build strength, endurance, and flexibility. It will offer a variety of activities including, but not limited to, yoga, cross-country running, Pilates, Crossfit/bootcamp, step aerobics, and abdominal core Classes. Students will learn how exercising through multiple channels helps reduce stress and develop a positive outlook while burning calories.

**865 Strength and Conditioning** – This unit will teach advanced training methods and build the foundations of fitness. The five health-related fitness components – muscular strength, cardiovascular fitness, flexibility, muscular endurance, and body composition – will be the main focus, as well as acquainting students with the skill-related components of power, agility, hand-eye coordination, and speed. An assortment of topics related to fitness will be covered. Students will develop an understanding of all the components necessary for designing a program and maintaining personal fitness throughout their lifetime. Great for athletes and students who are tight on time; these students will now have a place to train without having to join a gym or come home late due to practices, work, or studies.

**867 Personal Training & Fitness Concepts-** This course will allow students to gain skills to pursue a career in life long fitness in addition to providing students with more opportunities to pursue a career in personal training. Students will learn basic anatomy and physiology, proper form, how to use equipment in the gym and what exercises will be most effective to help achieve their fitness goals. In addition the course will promote social emotional growth which includes lifelong activities and promote both mental and physical health.

Physical Education is required annually for all students during their tenure in high school. Two credits are required for graduation, .5 credit annually.

## **HEALTH**

**460 HEALTH EDUCATION – .5 Credit.** This course addresses critical health issues and behaviors of relevance to teenagers in the areas of physical, social, and mental well-being. Students will learn functional knowledge that includes diseases and disorders, nutrition, alcohol, tobacco and other drugs, human sexuality, HIV/AIDS, first aid, and CPR. Students will also learn topics that are covered within the context of developing life skills, including decision-making, refusal skills, self-improvement, communication skills, stress management, and social skills. Emphasis is placed on student participation through assessments, projects, and a final examination. All students are required to take one semester of health to satisfy New York State requirements for a high school diploma. Health is scheduled during the freshman or sophomore year whenever possible.

# WORLD LANGUAGES

Graduates with language backgrounds possess a resource for continuing intellectual growth and personal fulfillment, a passport for moving easily within the world community and its diverse cultures, and a practical tool for earning a living.

Programs in the Department of World Languages concentrate on the acquisition of language and knowledge of the cultures that the language expresses. The department believes that each student can learn and benefit from acquiring a new language in order to develop a global mindset which is crucial in today's society. The knowledge of world languages has many rewards in the fields of international business, law, medicine, politics, and travel.



**NYS Seal of Biliteracy:** The New York State Seal of Biliteracy (NYSSB) is an award given to high school graduates who have demonstrated a high level of proficiency in English and one or more world languages.

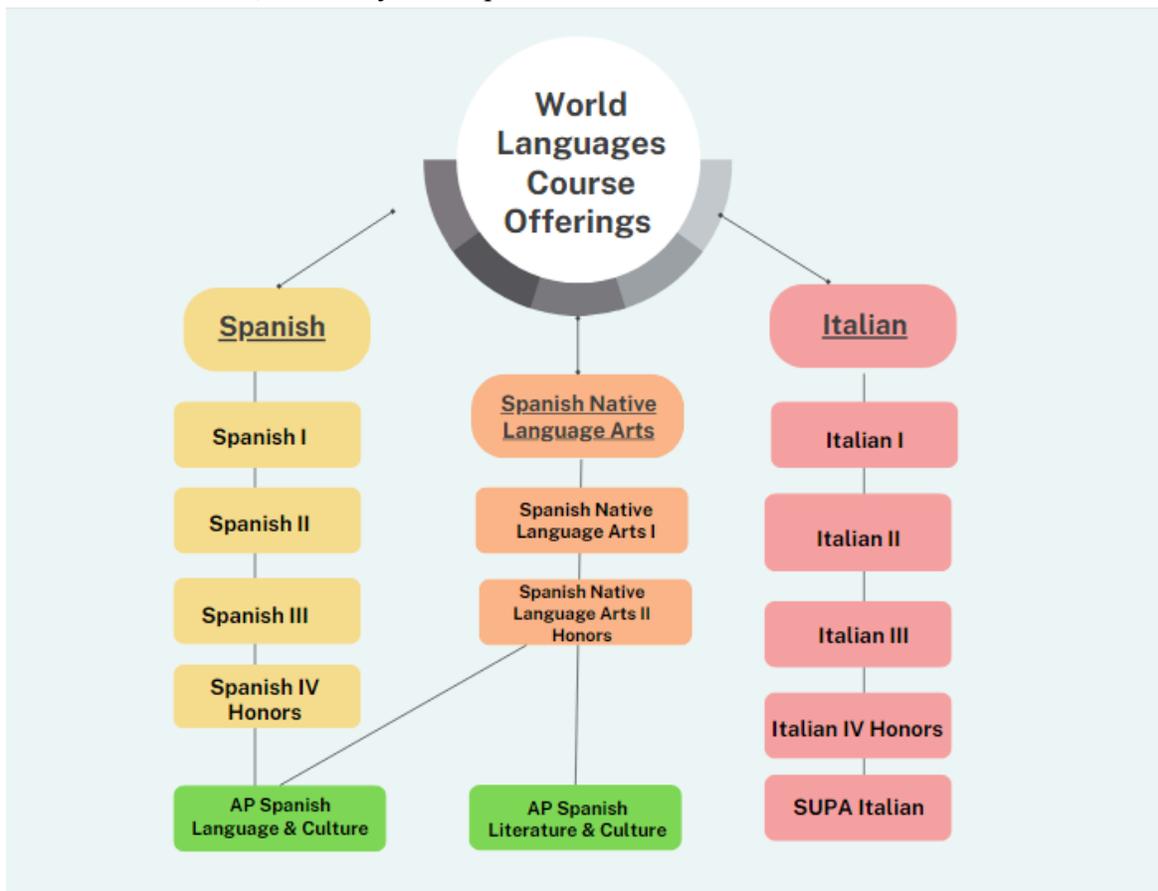
The NYSSB encourages the study of languages, affirms the value of diversity in a multilingual society, and provides universities and future employers with additional information about applicants.

**\*Seniors are eligible to earn the NYS Seal of Biliteracy.**

## **COMMON PATHWAYS IN WORLD LANGUAGES**

These are the common pathways in World Languages that a student follows during his or her high school career.

However, we always attempt to meet the needs of individual students.



**611 SPANISH I – 1 Credit.** This course introduces basic vocabulary, grammar, idiomatic expression, verbs in the present and preterite tenses, and life and customs in the Spanish-speaking world. The emphasis throughout the course is on communicative proficiency and the development of the four language skills – listening, speaking, reading, and writing – in a functional context.

**612 SPANISH II – 1 Credit. Prerequisite: Successful completion of Spanish I.** Includes intermediate grammar, vocabulary, and idioms, as well as verbs in the imperfect and compound tenses, imperative and subjunctive. The emphasis continues to be on communicative proficiency, with additional work on reading and writing skills.

**613 SPANISH III – 1 Credit. Prerequisite: Successful completion of Spanish II.** This course completes the presentation of verb forms and the fundamental grammar of the language. The four language skills continue to be developed with an emphasis on reading and writing in preparation for the FLACS exam or Regents-equivalent examination.

**614 HONORS SPANISH IV – 1 Credit. Prerequisite: Successful completion of Spanish III with a final grade of 90 or better and teacher recommendation.** This is an advanced conversation and composition course, which includes readings from contemporary authors, newspapers, and magazines, as well as from the more traditional authors. A thorough review of grammar is undertaken as needed for appropriate skill development.

**615 ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE – 1 Credit. Prerequisite: Successful completion of Spanish IV(H) with a final grade of 85 or better and teacher recommendation.** This course is designed to build upon the language skills of advanced learners of Spanish. It encourages students' independent exploration and helps them to become lifelong learners of Spanish. It prepares them for the challenges of communication in the real world and serves to train students for success in higher education, as well as in the workplace. It also serves as enrichment in the language and culture by exposing students to Spanish literature, the arts, and the media. The student must take the Advanced Placement examination AP Spanish Language.

**615 ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE – 1 Credit. Prerequisite: Successful completion of Spanish IV(H) with a final grade of 85 or better and teacher recommendation.** This course refines listening, speaking, and writing skills through the study of literature from medieval times to the present. It includes the historical background of each century and author studies, among them Cervantes, Isabel Allende Garcia-Lorca, and Garcia-Marquez. The student must take the Advanced Placement examination AP Spanish Literature.

**621 ITALIAN I – 1 Credit.** This course is designed for any student who wishes to develop listening, speaking, writing, and reading skills in Italian and has the desire to learn a world language as well as develop a deep appreciation for Italian culture. Emphasis will be placed on students' ability to communicate ideas at a beginner level.

**622 ITALIAN II – 1 Credit. Prerequisite: Successful completion of Italian I.** This course includes more advanced vocabulary and grammatical structures. The approach stresses speaking and comprehension but also emphasizes reading and writing. Students will be able to use basic language structures and understand issues in contemporary Italian society.

**623 ITALIAN III – 1 Credit. Prerequisite: Successful completion of Italian II.** This course completes the instruction in basic grammatical structures, including the subjunctive modes (present, imperfect, and pluperfect), the passive voice, and the preterite tense. In addition to the improvement of conversational skills, reading of short selections of contemporary works and developing writing are stressed in preparation for the Regents-equivalent examination.

**624 HONORS ITALIAN IV – 1 Credit. Prerequisite: Successful completion of Italian III with a final grade of 90 or better and teacher recommendation.** This is an advanced conversation and composition course, which includes readings from contemporary authors, newspapers, and magazines, as well as from the more traditional authors. A thorough review of grammar is undertaken as needed for appropriate skill development.

**630 COLLEGE ITALIAN SUPA 201** – **Prerequisite: Successful completion of Italian IV(H) with a final grade of 85 or better and teacher recommendation.** Offered through Syracuse University, this course further develops, strengthens, and refines the language skills learned while building a deeper understanding of Italian culture. Students enrolled in this course have the option of taking the Italian AP exam and/or receiving four Syracuse University College credits (\$115 per credit).

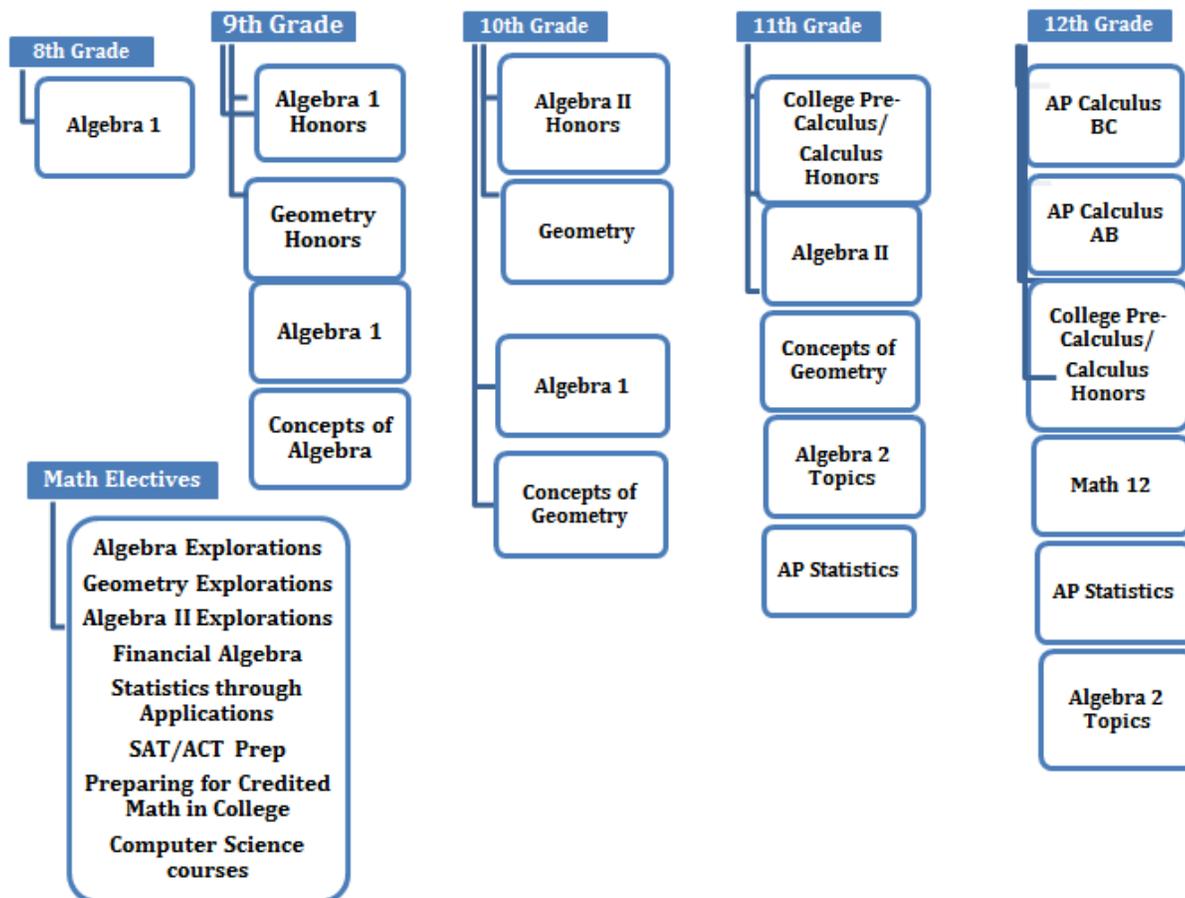
**639 SPANISH NATIVE LANGUAGE ARTS I** – **1 Credit.** This course is intended for those students who complete Checkpoint A in middle school and are native speakers of Spanish.

**640 HONORS SPANISH NATIVE LANGUAGE ARTS II** – **1 Credit. Prerequisite: Successful completion of Spanish Native Language Arts I or department approval.** This course is intended for those students who complete Spanish Native Language Arts I and are native speakers of Spanish. Advanced grammar, classic and contemporary literature, history, and culture will be the main components of the course. This course grants Honors-level credit and prepares students to enroll in an AP Spanish course.

# MATHEMATICS/COMPUTER SCIENCE

One of the greatest predictors of success in college is an achievement in high school mathematics. It is the goal of the Mathematics Department of the Glen Cove School District to offer a wide variety of courses, ensuring that all students experience success. Included in these offerings are computer science classes, which count for math credit. Glen Cove

High School is among the technology leaders of Long Island schools. All of our programs follow New York State guidelines and prepare students to meet the requirements of the state standards, as well as for future study. Below is a list of course offerings by grade level.



**321 CONCEPTS OF ALGEBRA – 1 Credit.** This is an introductory course in high school algebra that will go over the necessary foundational standards for students needing additional support before taking the Algebra 1 Regents course. Students enrolled in Concepts of Algebra will take a midterm and a final exam, but will not take the Algebra 1 Regents exam until the following school year. Topics include proportions, percents, polynomials and solving linear equations. Students will also be introduced to the TI-84+ graphing calculator.

**323E ALGEBRA 1 – 1 Math Credit.** This course covers the same curriculum as the Algebra 1 course, except it is designed for students with limited English proficiency and for whom English is not their first language. In June, students will take the Algebra 1 Regents exam. Passing this exam is a requirement for high school graduation. Emphasis will be placed on the development and usage of appropriate mathematical vocabulary and on communicating mathematical ideas that relate to real-life situations. A TI-84+ graphing calculator will be used throughout the course.

**385 ALGEBRA 1 – 1 Credit. Prerequisite: Math 8 or Concepts of Algebra.** This is the first course of the three-year New York State Mathematics curriculum. It addresses the entire Algebra 1 curriculum over the course of one year, ending with a Regents examination in June. Passing the Algebra Regents exam is a requirement for high school graduation. Throughout this course, students will develop the ability to reason mathematically by exploring topics such as linear and quadratic equations, modeling with functions, transformations, statistics, and sequences. A TI-84+ graphing calculator will be used throughout this course.

**393 ALGEBRA EXPLORATIONS – .5 Credit. Co-requisite: Algebra 1.** This course meets every other day and will serve as support for the Algebra 1 class. While preparing to take the Algebra 1 Regents Exam, students will explore how mathematical concepts can be applied to real-world settings.

**385H ALGEBRA I HONORS – 1 Credit.** This course covers the Algebra 1 Regents curriculum in greater depth and also enriches the curriculum by including additional topics not covered on the Regents exam. A TI-84+ graphing calculator will be used throughout this course.

**331 CONCEPTS OF GEOMETRY – 1 Credit. Prerequisite: Passing the Algebra 1 Course.** This course is for students wanting to build a stronger mathematical foundation before taking the Geometry course and/or students who need to retake the Algebra 1 Regents exam. During the first half of the year, students will review all the necessary algebraic concepts to prepare them for the January Algebra 1 Regents exam. In the second half of the course, students will be exposed to several of the geometry standards including rigid motions, transformations, constructions, and properties of triangles and quadrilaterals. A TI-84+ graphing calculator will be used throughout this course.

**386 GEOMETRY – 1 Credit. Prerequisite: Algebra I or Concepts of Geometry.** This is the second course of the three-year New York State Mathematics curriculum. It addresses the entire geometry curriculum over the course of one year, ending with a Regents examination in June. Students wishing to graduate with a Regents Diploma with Advanced Designation must pass this course, as well as the Geometry Regents exam. Throughout this course, students will utilize a problem-solving approach and explore topics such as geometric proofs, solid geometry, transformational geometry, and coordinate geometry. A TI-84+ graphing calculator will be used throughout this course.

**394 GEOMETRY EXPLORATIONS – .5 Credit. Co-requisite: Geometry.** This course meets every other day and will serve as support for the Geometry class. While preparing to take the Geometry Regents Exam, students will explore how mathematical concepts can be applied to real-world settings.

**384 GEOMETRY HONORS – 1 Credit. Prerequisite: Algebra I or Algebra IH.** This course covers the Geometry Regents curriculum in greater depth and also enriches the curriculum by including additional topics not covered on the Regents exam. A TI-84+ graphing calculator will be used throughout this course.

**383 ALGEBRA 2 TOPICS – 1 Credit. Prerequisite: Geometry or Concepts of Geometry.** This course is for students wanting to build a stronger mathematical foundation prior to taking the Algebra II course. Students enrolled in this course will take a midterm and a final exam, but will not take the Regents exam until the following school year. Topics include functions, complex numbers, probability, and statistics, as well as sequences and series. A TI-84+ graphing calculator will be used throughout this course.

**392 ALGEBRA II – 1 Credit. Prerequisite: Geometry or Algebra II Topics.** This is the third course of the three-year NYS Mathematics curriculum. It addresses the Algebra II curriculum over the course of one year, ending with a Regents examination in June. Students wishing to graduate with a Regents Diploma with Adv. Designation must pass this course, as well as the Algebra II Regents exam. This course expands on the concepts introduced in both the Algebra and Geometry courses while introducing new topics such as the complex number system, conditional probability, statistics, and functions. A TI-84+ graphing calculator will be used throughout this course.

**398 ALGEBRA II EXPLORATIONS – .5 Credit. Co-requisite: Algebra II.** This course meets every other day and will serve as support for Algebra II. While preparing to take the Algebra II Regents Exam, students will explore how mathematical concepts can be applied to real-world settings.

**392H ALGEBRA II HONORS – 1 Credit. Prerequisite: Geometry or Geometry Honors.** This course covers the Algebra II Regents curriculum in greater depth and also enriches the curriculum by including additional topics not covered on the Regents exam. A TI-84+ graphing calculator will be used throughout this course.

**351 MATH 12 – 1 Credit. Prerequisite: Algebra II.** This is a one-year course designed for college-bound students. Topics include advanced algebra, analytic geometry, and matrix algebra with applications. Students will also be exposed to SAT questions throughout this course. A TI-84+ graphing calculator will be used.

**395 COLLEGE PRECALCULUS/CALCULUS HONORS – 1 Credit. Prerequisite: Algebra II or Algebra III.** This dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn up to eight college credits for this course. (Please see the LIU High School Scholars Program description under the Specialty Programs section for further details). The first half of the course is devoted to the study of precalculus where topics will include polynomial, rational, logarithmic, exponential, and trigonometric functions. The second half of the course will be spent on calculus, covering topics such as limits, continuity, differentiability, and applications of the derivative. A TI-84+ graphing calculator will be used.

**346D ADVANCED PLACEMENT CALCULUS AB – 1 Credit. Prerequisite: Algebra III or College PreCalculus/Calculus Honors.** This is a college-level calculus course that prepares students for the Advanced Placement Calculus AB examination administered by the College Board in May of each year. This course includes differential and integral calculus, which are typically addressed in a college Calculus I course. It emphasizes a multi-representational approach to studying calculus, with problems being expressed graphically, analytically, numerically and verbally. A TI-84+ or TI-89 graphing calculator will be used throughout this course. Students will have to meet the criteria for admission to Advanced Placement classes as set forth by the school district. The student must take the Advanced Placement examination in Calculus AB.

**347 ADVANCED PLACEMENT CALCULUS BC – 1 Credit. Suggested Prerequisite: College PreCalculus/Calculus Honors.** This is a college-level calculus course that prepares students for the Advanced Placement Calculus BC examination administered by the College Board in May of each year. This course includes an in-depth study of differential calculus and integral calculus, as well as sequences and series. These topics are typically addressed in college Calculus I and Calculus II courses. A TI-84+ or TI-89 graphing calculator will be used throughout this course. Students will have to meet the criteria for admission to Advanced Placement classes as set forth by the school district. The student must take the Advanced Placement examination in Calculus BC.

**349 ADVANCED PLACEMENT STATISTICS – 1 Credit. Prerequisite: Students may take this course after completing Algebra II or at the same time as taking Algebra II.** This is a college-level non-calculus-based statistics course that prepares students for the Advanced Placement Statistics examination given by the College Board in May of each year. This course is linked to the St. John's University College Advantage Program. Students have the opportunity to earn six college credits for the course. (Please see the St. John's University College Advantage Program description under the Specialty Programs section for further details). This course includes an in-depth study of four major concepts covered by the AP curriculum: data analysis, experimental design, probability, and inferential statistics (hypothesis testing). Students will have to meet the criteria for admission to Advanced Placement classes as set forth by the school district. The student must take the Advanced Placement examination in Statistics.

**320 FINANCIAL ALGEBRA – 1 Credit. Prerequisite: Passing Algebra I.** After completing this course, students will be prepared to make decisions about their daily financial encounters. They will investigate topics such as auto insurance, income taxes, stock market investments, banking investments, and health and homeowner's insurance. They will accomplish this by using the algebra and geometry learned in their previous high school math classes. A TI-84+ graphing calculator will be used.

**391 STATISTICS THROUGH APPLICATIONS – .5 Credit. Prerequisite: Passing Algebra I.** This is an introductory course in high school statistics that incorporates the use of Microsoft Excel. Students will learn to collect and interpret data as they become proficient in the use of this software to create spreadsheets. Applications to areas such as sports, advertising, political campaigns, and surveys will be included.

# COMPUTER SCIENCE COURSES

**348 COMPUTER MATH APPLICATIONS – .5 Math Credit. Prerequisite: Passing Algebra.** This course will expose students to how mathematics is used in the real world. It is taught in a computer lab and students will get to apply their knowledge of topics such as geometry, circles, probability and science to real-life applications. Never again will students ask the question, “When are we ever going to use this in real life?”

**379 INTRO TO GAMING AND GRAPHICS – 1 Math Credit. Suggested Prerequisite: 1 year of high school math.** Stop playing and start creating! Glen Cove City School District is revolutionizing the high school computer class by offering students the opportunity to learn how modern games are created. This class will demystify the process and make programming easy! This introductory course in graphic design and game making will give students the basic understanding necessary to break into the gaming world in a big way. This course will apply the concepts of graphic design as seen in Scratch and include an introduction to JavaScript.

**817 COMPUTER SCIENCE IN PYTHON - .5 Math Credit.** This course teaches the fundamentals of computer programming and is taught in the Python language. Students will develop an appreciation for how computers store and manipulate information by building simple console-based games.

**818 WEB DESIGN - .5 Math Credit.** This is a project-based course where students will learn how to build their own web pages using the languages of HTML and CSS. They will create live homepages serving as portfolios of their creations. By the end of the course, each student will have a published website of their own.

**816 CYBERSECURITY – 1 Math Credit.** As our world becomes increasingly dependent on technology, cybersecurity is an issue of growing importance. It is crucial that we learn to take precautions from the growing threat of cyber attacks. In this course, students will learn to become responsible citizens in a digital future by studying such topics as cryptography, software security, networking fundamentals, and basic system administration.

**808C HONORS COMPUTER PROGRAMMING – 1 Math Credit. Prerequisite: 1 year of high school math. Suggested Prerequisite: Intro to Gaming and Graphics OR Computer Science in Python.** Students will develop logical thinking and problem solving skills as they learn to program in both Python and JavaScript. This course covers looping structures, conditional statements, procedures, arrays, text, color, sound and various other aspects of Python and JavaScript.

**815 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES – 1 Credit. Prerequisite: Computer Science in Python and/or Honors Computer Programming.** Students will learn to create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulation as they prepare to take the Advanced Placement Exam in Computer Science Principles. The student must take the Advanced Placement Exam in Computer Science Principles.

**814 ADVANCED PLACEMENT COMPUTER SCIENCE – 1 Math Credit. Prerequisite: Honors Computer Programming or Advanced Gaming or recommendation from math coordinator.** This course prepare students for the AP Computer Science examination administered by the College Board in May of each year. It is taught at a college level and is appropriate for students who have demonstrated outstanding achievement in computer science classes in the past. The major emphasis will be on using Object Oriented Programming methodology, algorithms and data structures. The programming language used will be Java. Students will be expected to devote a significant amount of independent time working on programming assignments. Evaluation will be based on programming projects, tests and a final project. Students will have to meet the criteria for admission to Advanced Placement classes as set forth by the school district. The student must take the Advanced Placement examination in Computer Science.

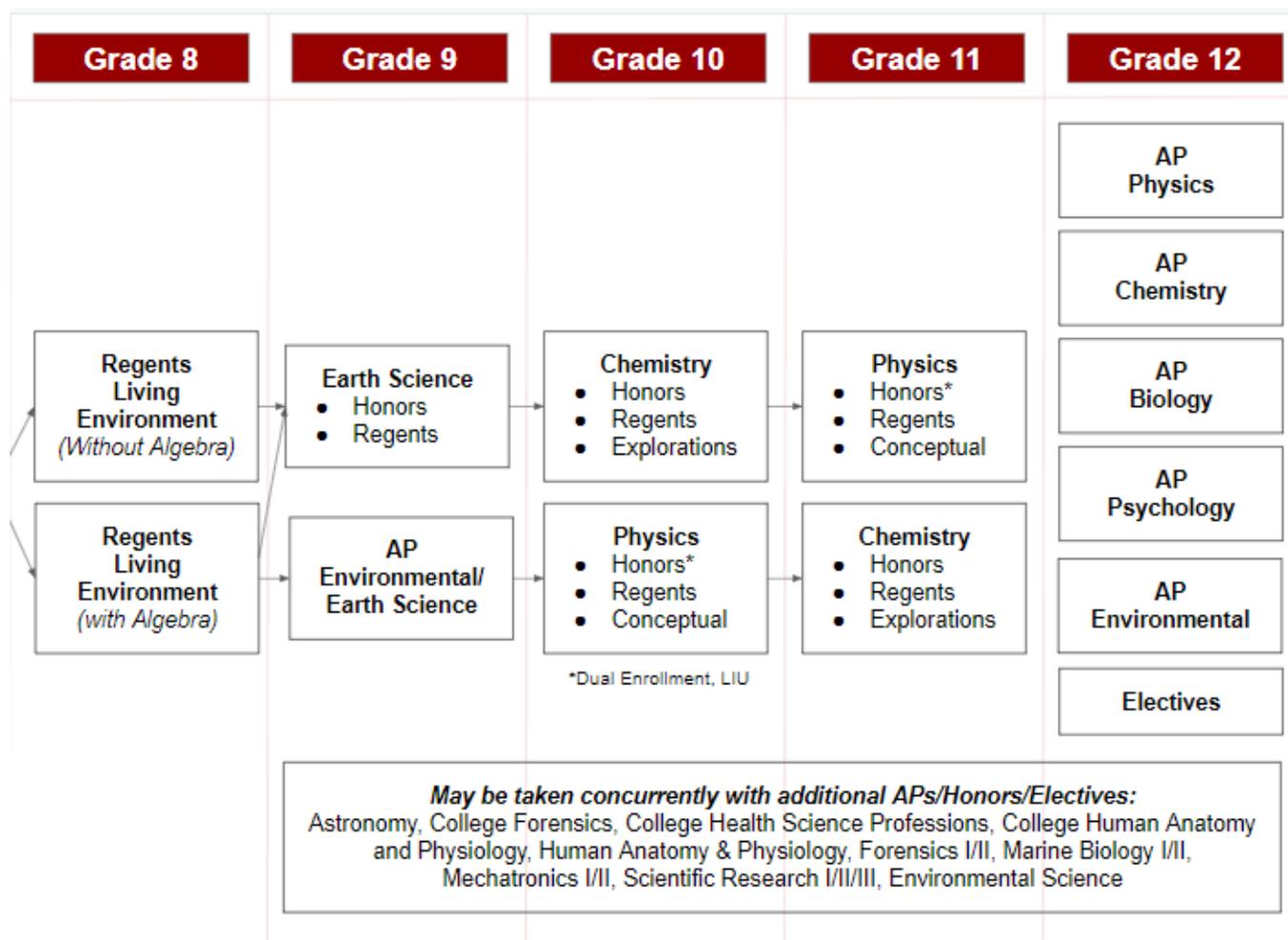
# SCIENCE

The New York State Education Department requirements necessary for a high school diploma include passing a Regents exam in science (65 or greater) along with three science credits. For a student to achieve an Advanced Regents Diploma, the necessary requirements include passing two Regents exams in science with a 65 or greater (the Living Environment/Biology Regents plus one Regents Physical Setting course), and passing three science courses. It is the purpose of the Science Department at Glen Cove High School to provide an environment where students can explore scientific concepts, approach problems from many perspectives, and become literate in scientific issues.

## HONORS AND ADVANCED PLACEMENT SUGGESTED CRITERIA:

For a student to advance from a Regents to an Honors-level course, or from an Honors to an AP level, we recommend the student earns an overall average of 90 in the prerequisite course. For a student to maintain placement in an Honors or AP level, we recommend the student earns an overall average of 85 in that course.

## COMMON SCIENCE PATHWAYS:



The pathways outlined below are highly suggested, however, we always attempt to meet the needs of individual students.

## **LIVING ENVIRONMENT: Suggested Completion, Grade 8**

**415 LIVING ENVIRONMENT/BIOLOGY – 1 Credit.** This is a one-year course that provides students with a basic understanding of biological processes and generalizations. Topics include unity and diversity in living things, maintenance in living things, human physiology, reproduction and development, genetics, evolution, and ecology. Course meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise. Assessment: Various assessments will be used, including, but not limited to, laboratory reports, projects, tests, class participation, homework, and the Regents examination.

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## **EARTH SCIENCE/AP ENVIRONMENTAL: Suggested Completion, Grade 9**

**401 EARTH SCIENCE/EARTH AND SPACE SCIENCES – 1 Credit. Suggested Criteria: Successful completion of Living Environment, as well as passing the Regents exam for that course.** This is a one-year course on the physical materials making up Earth and the surrounding environment. Nine core topics and at least two additional optional topics are covered from the New York State Regents Earth Science Syllabus. Class meetings alternate by day between single and double periods. Laboratory requirement: Completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise. In addition, considerable emphasis is placed on data analysis and problem-solving. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

**407 EARTH SCIENCE/EARTH AND SPACE SCIENCES HONORS – 1 Credit. Suggested Criteria: Successful completion of Living Environment, as well as passing the Regents exam for that course.** This is a rigorous one-year course on the physical materials making up Earth and the surrounding environment. Nine core topics and at least two additional optional topics are covered from the New York State Regents Earth Science Syllabus. Class meetings alternate by day between single and double periods. Laboratory requirement: Completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise. In addition, considerable emphasis is placed on data analysis and problem-solving. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

**452 ADVANCED PLACEMENT ENVIRONMENTAL EARTH SCIENCE – 1 Credit. Suggested Criteria: Successful completion of 8th grade Regents Living Environment, as well as passing the Regents exam for that course. Successful completion of 8th grade Algebra I, as well as passing the Regents exam for that course.** The goal of the course is to provide students with the scientific principles, concepts and methodologies needed to understand the interrelationships between people and their environment, as well as to identify and analyze environmental problems, both natural and human-made, to assess the risks associated with these problems and to identify solutions for resolving or preventing them. Class meetings are a double-period every day. The course is comparable to a one-semester introductory college course and has a significant laboratory/fieldwork component. Extensive outside reading and independent study are expected. Assessment: Various assessments will be used, such as tests, laboratory reports, projects, class participation, homework, and a final examination/project. The student must take the Advanced Placement examination in Environmental Science and the Earth Science Regents Exam.

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## **CHEMISTRY: Suggested Completion, Grade 10/11**

**418 CHEMICAL EXPLORATIONS – 1 Credit.** *\*Should not be taken if Regents credit in Chemistry is the main objective.* **Suggested Criteria: Successful completion of two years of Regents science and Algebra I, as well as passing the Regents exam for each course.** This is a one-year course that gives an introduction to fundamental chemical concepts and problems, with an emphasis placed on the application of chemical principles to real-life situations. Demonstrations and laboratory experiments will be performed to illustrate the variety of chemistry applications that can be used for problems in the home, environment, marketplace, industry, medicine, nutrition, and basic daily life. This course connects the general chemistry curriculum to hands-on project-based learning that makes evident connections to students' daily lives. The course involves some chemical mathematics, and students should have basic algebra skills.

**420 PHYSICAL SCIENCES: CHEMISTRY – 1 Credit.** **Suggested Criteria: Successful completion of two years of Regents science and Algebra I, as well as passing the Regents exam for each course.** An examination of the basic laws of chemistry is presented in the classroom and reinforced in the laboratory. Much material is presented quantitatively. Class meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

**419 PHYSICAL SCIENCES: CHEMISTRY HONORS – 1 Credit.** **Suggested Criteria: Successful completion of two years of Regents science and Algebra I, as well as passing the Regents exam for each course.** A one-year course providing an in-depth analysis of the topics covered in the NYS Regents Chemistry Syllabus. Topics from the SAT Subject Test Syllabus will also be covered. This course is recommended for students who appreciate the analytical relationship between science and mathematics. Class meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise completed. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

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## **PHYSICS: Suggested Completion, Grade 10/11**

**429 CONCEPTUAL PHYSICS – 1 Credit.** *\*Should not be taken if Regents credit in Physics is the main objective.* **Suggested Prerequisites:** Successful completion of Living Environment and/or Earth Science, as well as Algebra 1. This is a one-year course that largely uses a conceptual approach to understanding the principles of physics. Students are more likely to experience success if they are taking any math class concurrently. Some mathematical models are developed and require students to employ algebra and geometry. Topics include motion, forces, momentum, energy, waves, sound, light, electricity, and magnetism. Physics principles are related to relevant aspects of students' experiences. Laboratory activities and small projects are commonly included in this course. This course will conclude with a comprehensive departmental final exam.

**498 PHYSICAL SCIENCES: PHYSICS – 1 Credit.** **Suggested Criteria: Successful completion of Algebra and Geometry (may be taken concurrently), as well as passing the Regents exam for each course.** This is a one-year course on the basic laws of physics. Vectors, forces, motion, wave phenomena, electricity, magnetism, nuclear and atomic physics and other major topics in physics are covered. Class meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise completed. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

**C430 COLLEGE PHYSICS HONORS – 1 Credit. Suggested Criteria: Successful completion of Algebra and Geometry (may be taken concurrently), as well as passing the Regents exam for each course.** This is a one-year course on the basic laws of physics. Vectors, forces, motion, wave phenomena, electricity, magnetism, nuclear and atomic physics and other major topics in physics are covered. Class meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise completed. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and Regents examination. This honors-weighted dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn eight college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

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### **ELECTIVE SCIENCE COURSES**

*\*Elective Science Courses should be taken concurrently with, not in substitution to, core science courses outlined in the pathways above.*

**451 FORENSIC SCIENCE I – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course.** Can be taken concurrently with a laboratory science course. The course introduces skills of forensic science. Investigations in fiber analysis, fingerprinting and blood sample analysis will assist students in problem-solving. This course is strongly recommended for students who are considering a career in a health-related field or police science. Simulated crime scene investigations will take place. Assessment: Various assessments will be used, such as class participation, homework, tests, projects and a final examination/project.

**457 FORENSIC SCIENCE II – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** The Forensic Science II class will expand on materials and skills explored in the elective, along with the exploration of several new topics. Where the first course focused on the forensic analysis of evidence collected from the crime scene, the second course will encourage students to begin drawing conclusions about their findings and more deeply explore investigative techniques. Examples of new topics that will be covered include forensic psychology, profiling and forensic anthropology.

**449 ASTRONOMY – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This is an in-depth study of the solar system, including the sun, planets and the moons thereof, asteroids, comets, and local space exploration, as well as other celestial phenomena, our galaxy, and the universe. Astronomical theories, historical perspectives, galactic movement, and stellar positions, as well as other astronomical data, will be considered. Some post-school day field experiences are possible.

**470 MARINE BIOLOGY I – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This course deals with various scientific disciplines used to study the ocean. This course is designed for the student seeking to gain a basic understanding of the physical, chemical and biological processes of the marine environment.

**471 MARINE BIOLOGY II – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This course will study the way in which marine ecosystems and the organisms that live in them have

changed and are changing in recent times. It will focus on the impact of humans on the marine environment and the importance of the marine environment on human existence. Finally, this course will provide a perspective that encourages marine eco-friendly practices and the ways in which the marine environment can be researched and studied.

**455 ENVIRONMENTAL SCIENCE – 1 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course.** Emphasis will be placed on the biotic environment required by a variety of living things and their direct effect on other living things, including the human condition and environmental conditions that exist. Economic, social, political, ethical and legal aspects of environmental concerns will be explored, with an emphasis on local concerns. Laboratory requirements: Teacher demonstrations, field trips, laboratory activities and reports will vary according to the topic being studied. Assessment: Various assessments will be used, such as tests, reports, projects, class participation, homework and a final examination/project.

**462 HUMAN ANATOMY AND PHYSIOLOGY II – 1 Credit. Suggested Criteria: Successful completion of Living Environment and passing the Regents exam for that course, and/or Human Anatomy and Physiology I Honors. Can be taken concurrently with a laboratory science course.** This elective will include a year-long, in-depth study of advanced topics in human anatomy and physiology. The body systems examined will include those not covered in the Human Anatomy and Physiology I Honors course. Topics of study will include systems of the human body (nervous and special senses/ neuroscience, endocrine, circulatory/hematology, lymphatic/immunology, reproductive with embryology and development); diseases affecting these systems; career exploration; relevant topics (i.e., Ebola and measles outbreaks, regenerative medicine, personalized medicine) and an interdisciplinary unit on medicine and society. This course has no double periods; however, students will have many hands-on experiences with gross anatomical specimens and tissue samples. Hands-on explorations that simulate the various physiological processes in the body will also be conducted. Readings and group discussion of relevant scientific articles will be conducted. Possible field trips to local hospitals may be planned. Guest speakers from the health professions will be invited to address the students.

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### **AP SCIENCE COURSES**

**422 ADVANCED PLACEMENT CHEMISTRY – 1 Credit. Suggested Criteria: Successful completion of Chemistry and Algebra I, as well as passing the Regents exam for each course.** This is a one-year course in chemistry, taught on a college level, which deals with the structure of matter, kinetic theory of gasses, chemical kinetics, thermodynamics, oxidation-reduction, descriptive chemistry, and the basic concepts of organic chemistry. Heavy emphasis is placed on laboratory work. The course includes preparation for the Advanced Placement Chemistry examination. Class meetings alternate by day between single and double periods. Laboratory requirement: Students are expected to devote a significant amount of time to laboratory exercises. Laboratory experiments will be qualitative and quantitative and stress the analytical relationship between science and mathematics. Assessment: Various assessments will be used, such as tests, projects, class participation, homework, laboratory reports, analysis of laboratory unknowns, and a final examination/project. The student must take the Advanced Placement examination in Chemistry.

**450 ADVANCED PLACEMENT BIOLOGY – 1 Credit. Suggested Criteria: Successful completion of Chemistry and Algebra I, as well as passing the Regents exam for each course.** This is a one-year course in biology for science majors, taught on a college level, which deals with life on the molecular and cellular levels. Included is an emphasis on laboratory work. Extensive outside reading and independent study is expected. The course includes preparation for the Advanced Placement examination in Biology. Class meetings alternate by day between single and double periods. Laboratory requirement: Students are expected to devote a significant amount of time to laboratory exercises. Assessment: Various assessments will be used, such as laboratory work (as evidenced by written reports, initiative and skills demonstrated to the instructor), tests, projects, class participation, homework and a final examination/project. The student must take the Advanced Placement examination in Biology.

**446 ADVANCED PLACEMENT PSYCHOLOGY – 1 Credit in Science. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course.** This course is an introductory college-level course in psychology. The following areas of study are discussed: methods, approaches, history of psychology, biological bases of behavior, sensation, and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing, individual differences, abnormal psychology, and psychological disorders. The student must take the Advanced Placement examination in Psychology.

**452 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE – 1 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course.** The goal of the course is to provide students with the scientific principles, concepts and methodologies needed to understand the interrelationships between people and their environment, as well as to identify and analyze environmental problems, both natural and human-made, to assess the risks associated with these problems and to identify solutions for resolving or preventing them. Class meetings alternate by day between single and double periods. The course is comparable to a one-semester introductory college course and has a significant laboratory/fieldwork component. Extensive outside reading and independent study are expected. The student must take the Advanced Placement examination in Environmental Science.

**432 ADVANCED PLACEMENT PHYSICS – 1 Credit. Suggested Criteria: Successful completion of Physics and Algebra II, as well as passing the Regents exam for each course.** This course provides a systematic and intensive introduction to the main principles of non-calculus-based college physics. The course emphasizes the development of problem-solving at the college level and provides a foundation in physics for students pursuing life science, pre-medicine, and applied science careers. Course content includes kinematics, dynamics, rotational statics/dynamics, work/energy, oscillations, mechanical waves, conservation laws, electrostatics, and circuit laws for resistance arranged in serial/parallel configurations. Class meetings are double periods every other day. Laboratory requirement: Students are expected to devote a significant amount of time to laboratory exercises. Laboratory experiments will be performed at a college level and may include computer simulations. Assessment: Various assessments will be used, such as tests, laboratory reports, projects, class participation, homework, and a final examination/project. The student must take the AP examination in Physics.

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### **HONORS SCIENCE ELECTIVES**

*\*Elective Science Courses should be taken concurrently with, not in substitution to, core science courses outlined in the pathways above.*

**453 HUMAN ANATOMY AND PHYSIOLOGY I HONORS – 1 Credit. Suggested Criteria: Successful completion of Living Environment and passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This rigorous elective will include a year-long, in-depth study of human anatomy and physiology. The areas covered will include medical terminology, basic chemistry, cell and tissue structure, and systems of the human body (integumentary, skeletal, muscular, circulatory, respiratory, digestive, and urinary). Study of human diseases will also be included. This course has no double periods; however, students will have many hands-on experiences with gross anatomical specimens and tissue samples. Hands-on explorations that simulate the various physiological processes in the body will also be conducted. Possible field trips to local hospitals, laboratories or the Body Worlds exhibit in New York City may be planned. Guest speakers from the health professions will be invited to address the students.

**404 INTRODUCTION TO MECHATRONICS HONORS – 1 Credit.** Suggested for students who have a strong interest in engineering, computer science, or robotics. This honors-weighted elective will provide students with the opportunity to learn about various engineering disciplines, including mechanical, electrical, and computer

engineering. Students will then be able to apply theory, principles, and engineering design to solve hands-on problems involving different robotics components, including Lego Mindstorms and the Haddington Dynamics Dexter robot. As part of the course, students will have access to participate in local hackathons where they can showcase their accomplishments in coding and robotics.

**408 MECHATRONICS II HONORS – 1 Credit. Prerequisite: Introduction to Mechatronics Honors.** Suggested for students who have completed Introduction to Mechatronics and would like to apply their learning to engage in independent projects and enter into competitions to showcase their work.

**440 SCIENCE RESEARCH LITERACY HONORS – .5 Credit. Prerequisite: 9th and 10th grade students only.** This course will introduce students to methodologies of research to provide students with skills needed to ultimately conduct an independent research investigation. This course is intended to prepare students for science research undertaken through high school and research internships outside of high school. Students will read and analyze research journals. They will also learn the basic skills of scientific investigation and scientific writing by doing their own research project. The course culminates in writing a term paper in the form of a scientific article. Students' research reports will be submitted to various science competitions i.e., Long Island Science and Engineering Fair, Long Island Science Congress, Northwell Medical Marvels, or Toshiba Exploravision.

**441 SECOND-YEAR SCIENTIFIC RESEARCH HONORS – .5 Credit. Prerequisite: Successful completion of Science Research Literacy.** This course will continue the work from the Science Research Literacy course in terms of methodologies of research. During the first semester, students will create research reports that can be submitted to science competitions, i.e., Long Island Science and Engineering Fair, Long Island Science Congress, Northwell Medical Marvels or Toshiba Exploravision. In their second semester, students will find scientists at local university laboratories working in areas of interest to them to serve as project mentors.

**443 THIRD-YEAR SCIENTIFIC RESEARCH HONORS – .5 Credit. Prerequisite: Successful completion of Second-Year Scientific Research Honors.** This course will continue the work from the Second-Year Scientific Research Honors course in terms of competitions and methodologies of research. During the first semester, students will connect with outside mentors to work in areas of interest to them and to serve as project mentors. In their second semester, students work on the research projects and make a plan to continue this work during the summer. In class, students will work closely with the teacher to fine-tune a research proposal and begin the work of compiling results into a preliminary research paper.

**443 FOURTH-YEAR SCIENTIFIC RESEARCH HONORS – .5 Credit. Prerequisite: Successful completion of Third-Year Scientific Research Honors.** This course will continue the work from the Third-Year Scientific Research Honors course in terms of competitions and methodologies of research. Students complete work on their individual independent research projects. The final product of the research work is the original scientific research paper. During the fall semester, students will submit their papers to science competitions e.g.: Siemens-Westinghouse, Intel, New York Academy of Sciences (NYAS), Junior Science and Humanities Symposium (JSHS). During the spring semester, students will present a research seminar, and provide assistance to sophomore and junior research students.

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### **HONORS / COLLEGE DUAL ENROLLMENT SCIENCE COURSES**

*\*Elective Science Courses should be taken concurrently with, not in substitution to, core science courses outlined in the pathways above.*

**430 COLLEGE PHYSICS HONORS – 1 Credit. Suggested Criteria: Successful completion of Algebra and Geometry (may be taken concurrently), as well as passing the Regents exam for each course.** This is a one-year course on the basic laws of physics. Vectors, forces, motion, wave phenomena, electricity, magnetism, nuclear and

atomic physics and other major topics in physics are covered. Class meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise completed. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and Regents examination. This honors-weighted dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn eight college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**442 COLLEGE FORENSICS – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. In this course, scientific methods specifically relevant to crime detection and analysis will be presented. Emphasis is placed upon understanding the science behind techniques used in evaluating physical evidence. Topics include blood analysis, organic and chemical toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons and arson investigation, among others. This honors-weighted dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn three college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**464 COLLEGE HUMAN ANATOMY AND PHYSIOLOGY - 1 Credit. Prerequisites: Living Environment and Regents Chemistry\*, and passing the Regents exam for both courses. \*Students may be co-seated in Regents Chemistry or Chemistry Honors in the same year as this course.** This course covers the structure of the human body, including basic biochemistry, cell structure, cell division, cell respiration, tissue composition, genetics, nervous system, endocrine system, musculoskeletal system, cardiovascular system, lymphatic system, immune system, respiratory system, excretory system, digestive system, and reproductive system. Laboratory activities will explore relevant histology, dissection, and physiological experiments. This honors-weighted dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn up to eight college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

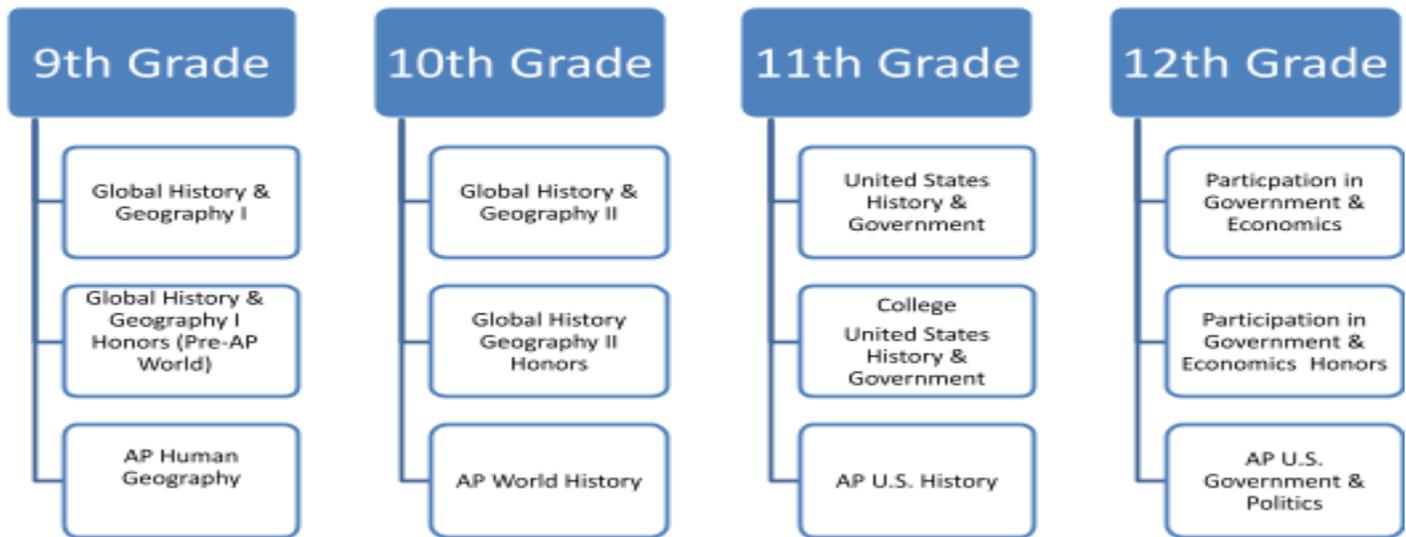
**465 COLLEGE HEALTH SCIENCES AND PROFESSIONS - 1 Credit. Suggested Criteria: Successful completion of Living Environment and passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This course will cover human diseases and pathologies, medical innovations, current events and social issues in healthcare, an introduction to various professions in the healthcare field, an overview of healthcare systems, major aspects of healthcare delivery, national and local healthcare priorities, health careers, professional behavior, values, interests, ethics. In addition, students can begin to explore health career options based on an understanding of professional tasks, skills, tools, technologies, abilities, work activities, work context/environment and education, training and legal requirements, introductory medical terminology, and professional resume creation that may be used for future opportunities. This honors-weighted dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn up to six college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

# **SOCIAL STUDIES**

The social studies curriculum of Glen Cove High School offers a scope of offerings that include both courses required by New York State and courses based on student interest. The following chart illustrates the Glen Cove High School social studies program for grades 9-12. These are the common pathways in Social Studies that a student follows during his/her high school career. However, we always attempt to meet the needs of individual students.

## **SOCIAL STUDIES DEPARTMENT PATHWAYS**

**SUGGESTED CRITERIA FOR MAINTAINING PLACEMENT IN AND GAINING ADMISSION TO HONORS AND ADVANCED PLACEMENT COURSES:** For a student to advance from a Regents to an Honors-level course, or from an Honors to an AP level, we recommend the student earns an overall average of 90 in the prerequisite course. For a student to maintain previous placement in an Honors or AP level, we recommend the student earns an overall average of 85 in that course.



*These are the common pathways in social studies that a student follows during his/her high school career. However, we always attempt to meet the needs of individual students.*

<b>Social Studies Electives:</b>	
African Diaspora (1) Agents of Change: Youth and Activism in American History (.5) American History Through Film (1) College Introduction to Sociology (.5) Foundations of Freedom: A Deep Dive into Law for Aspiring Lawyers (.5) Criminal Justice (.5)	Holocaust Studies (.5) Psychology (.5) Sports in American History (.5) The World at War (.5) Trial & Debate (.5) Women in America: History and Government (.5) World History Through Film (1)

**202 GLOBAL HISTORY AND GEOGRAPHY I – 1 Credit.** The ninth-grade Global History course is designed to incorporate New York State standards and focuses on ancient civilizations, classical civilizations, medieval times, the Renaissance, the Age of Exploration and the Age of Kings. Themes for the year include cultural diffusion, economics, migrations, government, technology, belief systems, trade and conflict. This course represents the first half of a two-year curriculum, with a midterm and a culminating final exam.

**201 GLOBAL HISTORY & GEOGRAPHY I HONORS – 1 Credit.** This course requires more critical, analytical and creative writing activities based on a variety of works read, as well as the inclusion of required independent and group research projects, whereby students utilize methods of inquiry from history and other social sciences to identify, analyze and interpret information. This program's pedagogical foundation consists of the skills, concepts and strategies that students need for success in AP courses and college-level work. All students take a midterm and a culminating final exam.

**211GH GLOBAL HISTORY AND GEOGRAPHY II – 1 Credit.** The 10th-grade Global History and Geography course represents a two-year exploration of global studies. Starting with the Scientific Revolution and the Enlightenment, students study the evolution of revolution, the basis behind conflict, change in governmental systems and the creation of political, social and economic structures found in nations around the world. The curriculum finishes with an exploration of modern global issues. The course concludes with the mandatory Global History and Geography Regents examination.

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**210GH GLOBAL HISTORY AND GEOGRAPHY II HONORS – 1 Credit.** This course is the second half of New York State's two-year global studies curriculum that culminates in the Global History and Geography Regents exam in June. Global II continues Global I's exploration of the pivotal people, events, ideas and technologies of Africa, Eurasia and Latin America, and how they have shaped our world today. Global II begins with key events of the 16th and 17th centuries and ends with critical issues facing us in the present day. Global Honors students are expected to enroll in and succeed in Advanced Placement U.S. History in their junior year. To achieve this, the Honors curriculum diverges from the standard curriculum by utilizing more formidable source material, exploring the units with greater depth and delving into more esoteric concepts. In short, Global History & Geography II Honors has three specific foci: 1) to create an awareness and appreciation of how history has influenced and continues to influence our lives today; 2) to utilize the curriculum to challenge, strengthen and elevate higher-order thinking skills (application, analysis, synthesis, evaluation); and 3) to hone and raise academic writing skills to university standards.

**221 UNITED STATES HISTORY AND GOVERNMENT – 1 Credit.** The 11th-grade United States History and Government course is based on the New York State Social Studies Curriculum. It is designed to provide students with a culminating survey of the major forces of their national history. The curriculum calls for students to learn about the structure and function of government and the role of citizenship. The major themes of the course include Constitutional Foundations, Nationalism, Sectionalism, Industrialization, American Business, Industry and Labor, Progressive Movement, Prosperity and Depression, Global Crisis, World in Uncertain Times and the Decade in Change. The course culminates with the American History Regents.

**240 COLLEGE U.S. HISTORY & GOVERNMENT – 1 Credit.** This course can be taken in lieu of the required 11th grade U.S. History and Government course. The focus of this course is the major developments in American history from the Colonial period to the present. This course culminates with the Regents Examination in United States History and Government. The dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn up to six college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**236 PARTICIPATION IN GOVERNMENT – .5 Credit.** This is a mandated course for all seniors. The primary goal of the course is to encourage the development of civic-minded individuals. Students will be encouraged to become actively involved with various public policies on the local, state and national level.

**238 ECONOMICS – .5 Credit.** This is a mandated course for all seniors. It is a one-semester course designed to provide seniors with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. Upon completion of the course, students should be able to demonstrate an understanding of the operation of the economic system of the United States, the economic interdependence of the world today and the basic differences between major economic systems.

**254 COLLEGE U.S. GOVERNMENT & POLITICS – .5 credit.** This course will complement the New York Social Studies Framework, historical thinking skills, and broaden skill sets. Students will examine the operation of major American institutions such as the presidency and the Executive Branch, the Supreme Court and lower courts and the United States Congress. The course will also examine the functions of bureaucracy, the roles of the political parties, the actions of interest and advocacy groups, and the impact of mass media, civil liberties, civil rights, civil responsibilities, and public policies. This course is structured to enable students to analyze, understand and debate current issues in the

areas of political, social and economic aspects. The dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn three college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**255 COLLEGE ECONOMICS – .5 credit.** This course will complement the New York Social Studies Framework, historical thinking skills, and broaden skill sets. The course is designed to provide seniors with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. Upon completion of the course, students should be able to demonstrate an understanding of the operation of the economic system of the United States, the economic interdependence of the world today and the basic differences between major economic systems. The dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn three college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**252 COLLEGE INTRODUCTION TO SOCIOLOGY– .5 Credit.** This course will complement the New York Social Studies Framework, historical thinking skills, and broaden skills sets. Students will learn about studying people in their social environments. The class encourages students to see and think about the social world, themselves, and the inter-relationships between themselves and the social world. The dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn three college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details). This course can be taken in lieu of the required Participation in Government course. Open to grades 10-12.

**242 ADVANCED PLACEMENT HUMAN GEOGRAPHY – 1 Credit.** This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course may be used as a substitute for Global History & Geography I and is open to grade 9. Students must take the Advanced Placement examination in Human Geography.

**213 ADVANCED PLACEMENT WORLD HISTORY – 1 Credit. Prerequisite: Global 9H.** This course is intended to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The AP World History course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. A summer assignment is mandatory. Students must take the Advanced Placement examination in World History in May for possible college credit, as well as the Global History and Geography II examination in June. Open to grade 10.

**219 ADVANCED PLACEMENT UNITED STATES HISTORY – 1 Credit. Prerequisite: Global 10H or AP World History.** This course will allow juniors to develop disciplined work and study habits that will equip them to realize lifelong academic and professional objectives. The Advanced Placement Program was designed to give more intensive instruction in college preparatory work to the most able students and therefore enable them to make better use of their time in school. The AP Program in American History is designed to develop critical thinking and analytical writing skills necessary to deal with factual and interpretive problems inherent in the study of American history. A summer assignment is mandatory. Students must take the AP examination in United States History in May for possible college credit and the Regents examination in U.S. History and Government in June. The curriculum is aligned to prepare students to take the United States History SAT Subject Area Test. Open to grade 11.

**237A ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS – 1 Credit. Prerequisite: AP American History or American History Honors.** This elective for seniors gives students an opportunity to pursue college-level studies in American government while still in secondary school. Students must have approval of the coordinator prior to registration. Summer assignment is mandatory. Students must take the Advanced Placement examination in United States Government and politics, and may be used as a substitute for Participation in Government and Economics. Open to grade 12.

**249 AGENTS OF CHANGE: YOUTH AND ACTIVISM IN AMERICAN HISTORY – .5 Credit.** This course offers half a credit for Participation in Government. Students will examine their roles and responsibilities as citizens while exploring the potential for wide-reaching impacts that every individual has daily. The themes in this course will be examined through a series of readings, videos, activities, and reflections. Activities will incorporate technology, including guest speakers and enable students to demonstrate expertise through a wide array of projects. The foundation of the course will be historical case studies. Through rigorous historical analysis and the study of human behavior, this class will attempt to heighten students' understanding of past and present issues that have shaped our lives. It seeks to increase students' ability to relate history to their own lives and hopes to promote a greater understanding of their roles and responsibilities in a democracy. This course will also delve into the history of those who have made lasting contributions to our society. They will study these "Agents of Change" and examine the impact they have had politically, socially, and economically. We will examine the roles and contributions of these change-makers through many time periods of American History. Students will be required to complete assignments, and project-based work.

**245 AMERICAN HISTORY THROUGH FILM – .5 Credit.** American History Through Film would run parallel to 11th-grade United States History. This course would follow the pacing guide for 11th US History and implement films and skill-based lessons to improve understanding of the content curriculum as well as the skills necessary to be successful on the NY State US History Regents Exam. The goal of this course is to have students view a variety of content area films which would be followed up by skill-based lessons using document analysis, annotation, and writing skills. The curriculum would follow the scope and sequence of the NYS Social Studies curriculum and standards. Students will work on bolstering their historical thinking skills, as well as reading and writing skills necessary for both stimulus-based writing responses as well as civic literacy essay writing.

**226 FOUNDATIONS OF FREEDOM: A DEEP DIVE INTO LAW FOR ASPIRING LAWYERS – .5 Credit.** This course focuses on the issues raised by society relative to the United States Constitution. It covers both landmark and current constitutional cases and challenges. Students will research the relationships of the three federal branches of government, with emphasis on some of the powers and limitations of the executive, legislative and judicial bodies that arise from principles of separation of powers and checks and balances.

**230 CRIMINAL JUSTICE – .5 Credit.** The purpose of the program is to increase the understanding in students of their role as participants in a constitutional democracy. Through the analysis and influence of criminal justice public policy issues, fundamental operations of the criminal court, the laws that affect that court and crime prevention and law enforcement students will gain knowledge and competency in the criminal justice content area. This course will satisfy the Participation in Government requirement.

**243 HOLOCAUST STUDIES – .5 Credit.** This course examines the roots and developments that led to one of the most infamous periods of human history, the Holocaust. The goal of this course is to provide students with an understanding of these tragic events and nurture a respect for all human life. This course includes media related to the Holocaust and a field trip to the Nassau County Holocaust Memorial and Educational Center in Glen Cove.

**234 PSYCHOLOGY – .5 Credit.** This course is designed for the college-bound and non-college bound students alike. Topics include learning, forgetting, conditioning, thinking, drives, motivation, emotions, anxieties, frustration and conflict situations. Half of the course is devoted to a study of personality development, psychological testing and abnormal psychology (neuroses, psychoses and personality disorders).

**208 SPORTS IN AMERICAN HISTORY - .5 Credit**

This course will trace the evolution of American sports, from its unorganized and quaint origins to present day while discussing significant societal issues associated with those sports. This course hopes to utilize students' interest and passion for sports as an access point to foster student engagement while developing their analytical and academic skills. Students will learn about various events that happened throughout the history of sports and explore questions that arise through these events. The course will be focused around project-based learning and students will be expected to conduct regular research about people and events as they expand their knowledge of American history through sports.

**209 THE AFRICAN DIASPORA - 1 Credit**

The African diaspora refers to the dispersion of African people and their descendants around the world, particularly through the historical transatlantic slave trade and other migrations. This course is not just an exploration of history; it is a crucial tool for promoting diversity, inclusiveness, cultural understanding, and critical thinking skills. It prepares students for success in higher education by recognizing the vital contributions of the African diaspora and is designed to serve students from all backgrounds, promoting cultural understanding for a more inclusive learning environment.

**244 THE WORLD AT WAR – .5 Credit.** This course focuses on the events and implications of World War I, World War II and the Cold War. This course covers the various battles, actions and policies associated with these 20th-century events. A variety of media (movies, newspapers, projects, etc.) are incorporated and some declassified facts about this era are also included in the course.

**229 TRIAL AND DEBATE – .5 Credit.** Students will develop valuable speaking and analytical skills while studying and researching fact, policy and value-based debate propositions. The course will prepare them for participation in competitions such as Mock Trial, Model Congress and Lincoln-Douglas debates. It will also teach life skills, enabling them to participate with confidence in both business conferences and town meetings.

**253 WOMEN IN AMERICA: HISTORY AND GOVERNMENT – .5 Credit.** This course examines the contributions of women in the U.S. past and present, and to view the history of America through various historical lenses. The 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. The class will address social, historical, economic, political, and cultural issues as well as celebrate the contributions of women to America. This course can be taken in lieu of the required Participation in Government course.

**246 WORLD HISTORY THROUGH FILM – .5 Credit.** World History Through Film would run parallel to 10th-grade Global History and Geography. This course would follow the pacing guide for Global History 10 and implement films and skill-based lessons to improve understanding of the content curriculum as well as the skills necessary to be successful on the NY State Global History Regents Exam. The goal of this course is to have students view a variety of content area films which would be followed up by skill-based lessons using document analysis, annotation, and writing skills. The curriculum would follow the scope and sequence of the NYS Social Studies curriculum and standards. Students will work on bolstering their historical thinking skills, interpreting data, and evidence-based writing.

# FINE AND PERFORMING ARTS

The Fine & Performing Arts Department of the Glen Cove City School District is committed to providing a comprehensive arts education to all students. In the Spring Semester of the 9th Grade, students will be eligible to register for the IAAP (Individual Arts Assessment Pathway) if they wish to receive a specialty diploma in the Fine and Performing Arts from the New York State

Department of Education. In order to attain IAAP status upon graduation, students must complete at least three years of arts coursework in an artistic discipline as well as maintain a student IAAP portfolio under advisement of their arts teachers and the Coordinator of Fine & Performing Arts. We are proud to offer authentic arts experiences in all arts disciplines: Music, Visual Art, Theater, Dance, Moving Image/Television.

## MUSIC

The Glen Cove Music Program is known for its fine tradition of excellence. Students begin their musical journey in kindergarten and continue through their senior year in high school. Our musicians are given the opportunity to be part of performing ensembles that include band, chorus, and orchestra, as well as a variety of classroom music experiences. In addition, the music program offers many extra-curricular activities, such as jazz band, pep band, a cappella groups, musical theater performances, drum line, and fine arts festivals. Award winning performances are enjoyed throughout the year by families and community members alike.

Discover the world of music! Our facilities are certainly equal to the best, and the Music Program is generally one of the busiest areas in the school and community. Enjoy music both now and for the rest of your life.

### **Recommended Music Tracks for IAAP**

\*Indicates Dual Enrollment Course with Five Towns College for College Credit

#### Vocal Music Track

Year 1: Mixed Chorus I & Music Elective

Year 2: Mixed Chorus II or Select Chorale I & Music Elective

Year 3: Select Chorale I/II\* & Music Theory I\*

Year 4: Select Chorale II/III\* & Advanced Placement Music Theory

#### Instrumental Band Track

Year 1: Concert Band I & Music Elective

Year 2: Concert Band II or Wind Ensemble I & Music Elective

Year 3: Wind Ensemble I/II\* & Music Theory I\*

Year 4: Wind Ensemble II/III\* & Advanced Placement Music Theory

#### Instrumental Orchestra Track

Year 1: Orchestra I & Music Elective

Year 2: Orchestra III & Music Elective

Year 3: Orchestra III\* & Music Theory I\*

Year 4: Orchestra IV\* & Advanced Placement Music Theory

**720MIXI-IV MIXED CHORUS I-IV – 1 Credit.** This course is open to all students, who must pass a simple audition. Music sung represents all styles and provides a broad basis for cultural enrichment. Choir members are eligible to audition for the Nassau County High School Chorus and the New York All-State Choirs. Besides singing at school concerts, the chorus performs when requested at various special events and meetings in and outside of school.

### **721F1 and 721F2 SELECT CHORALE I & II**

**C721F COLLEGE SELECT CHORALE III** – 1 Credit. Open to outstanding singers in grades 10-12 by audition only. A great variety of challenging music will constitute this curriculum and performances. Choir members are eligible to audition for the Nassau County High School Chorus and the New York All-State Choirs. Besides singing at school concerts, the choir performs when requested at various special events and meetings in and outside of school. The choir also performs at major performing halls in New York City, such as Carnegie Hall and Lincoln Center. In addition, it performs at the New York State School Music Association's major ensemble festivals. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

**723BI-IV CONCERT BAND I-IV** – 1 Credit. Open to students in grades 9-12. Membership in this performing group consists of selected instrumentalists, reserved for those wind and percussion players who have had previous training and experience. Those students entering Concert Band from outside of the Glen Cove schools must be auditioned for proper placement in their respective sections. The music performed is of a medium difficulty level, with the main objective being the advancement of each student's ability level. In addition to school concerts, students participate in the marching band at home football games and parades, and in after-school rehearsals as needed. The band rehearses on all days of the six-day cycle.

### **724JI-III JAZZ BAND I-III**

**C724 COLLEGE JAZZ BAND IV** – .5 Credit. Admission into this performing group is by audition only, with the focus being placed on the various jazz, swing, and jazz-rock idioms, both past, and present. In addition to performances both within and outside the school, the Jazz Ensemble provides the opportunity to study the art of improvisation.

**C725 COLLEGE MUSIC THEORY I (R)** – 1 Credit. This course offers the student the opportunity to develop a fundamental knowledge of music. It includes staves and clefs; scales, both major and minor; key signatures; notations; sight-singing; ear training; dictation; elementary harmony, and a brief overview of music history. Required for Regents Diploma with a major in music. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

**730 AP (ADVANCED PLACEMENT) MUSIC THEORY - 1 Credit.** The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory and aural skills coursework. Students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. Course content extends from the fundamentals of pitch, rhythm, timbre, and expression to concepts of harmonic function, phrase relationships, and tonicization. Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts. Repertoire for analysis on the AP Music Theory Exam ranges from European Baroque pieces to folk and popular music from across the globe. Students develop musicianship skills through melodic and harmonic dictation, sight singing, and error detection exercises. Writing exercises further emphasize the foundational harmonic and voiceleading procedures of Western art music.

**726 MUSIC IN THE DIGITAL AGE** – 1 Credit. Open for students in grades 10-12. This course offers students the opportunity to cultivate skills in composing, recording, editing, mixing, and producing digital audio through basic keyboard musicianship and fluency in digital music software programs (GarageBand, iMovie, iTunes, Sibelius, etc.). Students will also gain a hands-on understanding of the historical development of musical production techniques and their various applications. This course offers the opportunity for students to collaborate in performance with the various school-based performance ensembles (Band, Chorus, and Orchestra).

### **742WI-II WIND ENSEMBLE I & II**

**C742 COLLEGE WIND ENSEMBLE** – 1 Credit. Open to students in grades 10-12 by audition, only without exception. This is a performing group consisting of advanced players of high caliber. A greater variety of difficult music will constitute this curriculum and performances, which assumes a high level of commitment to excellence. In addition to school concerts, students participate in the marching band at home football games and parades, and in after-school rehearsals as needed. The band rehearses on all days of the six-day cycle. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

### **743I-III ORCHESTRA I-III**

**C743 COLLEGE ORCHESTRA IV – 1 Credit.** Orchestra is open to students in grades 9-12. This performing group consists of string instruments, including violins, violas, cellos, and basses, with the option of the piano. Members of the orchestra will participate in the creation of orchestral music of varied genres and time periods. Daily rehearsals take place to advance students' skills and performance on their instruments. Students will prepare musical selections for various concerts and performing opportunities. Previous training and experience on an orchestral instrument is required to be a member. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

## **MEDIA COMMUNICATIONS & ARTS: TELEVISION PRODUCTION**

In an era when the world has become increasingly dependent upon technical solutions to problems, the Technology Department is challenged to provide all students with technological literacy as part of their fundamental education. The technology program shifts the emphasis of the traditional industrial arts curriculum from learning to use tools, machines and the making of products from wood, plastics and metals, to the understanding of systems of technology in the home and the workplace. Systems of technology in fields such as production, transportation, construction and communications will be emphasized. The program will continue to rely on hands-on applied activities. Instruction will make extensive use of tools, machines, materials and processes in an instructional laboratory. All courses include topics highlighting careers in related fields and safety considerations, practices and procedures.

The Glen Cove City School District Media Communications & Television Program offers students the opportunity to attain vast knowledge of all aspects of Television and Film Production, including studio and remote production, live event audio and lighting production, live streaming, all managerial aspects of running a broadcast quality television production studio and editing facility, radio engineering and podcast production, as well as budgets. Our Media Communications & Television program records and live streams all school district events including plays, musicals, moving up ceremonies, graduations, spelling bees, math bees, board of education meetings, talent shows, fashion shows, sporting events, etc. Our faculty is also in contact with industry professionals to keep up with latest technical and creative trends including ABC Networks, News 12 Long Island, LIU Post, Five Towns College, Hofstra University, and several independent production companies, many of which are staffed by GCTV alumni. Our student productions are also submitted for BASH - Long Island broadcast awards program at Hofstra University in which we have won awards previously.

### **Recommended Media Communications/Arts Track for IAAP**

\*Indicates Dual Enrollment Course with Five Towns College for College Credit

#### **Moving Image Track**

Year 1: Television Production I & II

Year 2: Broadcast Journalism

Year 3: Digital Filmmaking

Year 4: Television Production III & IV\*

**155 TV PRODUCTION I – .5 Credit.** The course will involve the student in various aspects of videotape production, including the use of videotape equipment, graphics, lighting, scriptwriting, direction, audio control, camera work and editing. Open to grades 9-12. Class size is limited.

**156 TV PRODUCTION II (ELECTIVE) – .5 Credit. Prerequisite: TV Production I.** Students are expected to produce more sophisticated TV shows that reveal mastery of TV techniques learned in TV-I. Teacher approval is necessary for registration into this course. Open to grades 9-12. Class size is limited.

**158 TV PRODUCTION III/L.S. – .5 Credit. Prerequisite: TV Production II.** Students assist in the TV I productions, edit student productions, and develop and edit scripts with students who are not signed up for TV, but would like to make a TV

production.

**C161 COLLEGE TV PRODUCTION IV/I.S. – .5 Credit. Prerequisite: TV Production III/I.S.** Students assemble a complete Cablevision production using creative works from TV I and TV II students' productions. The student is to create a full-length documentary. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

**162 & 174 BROADCAST JOURNALISM – 1 Credit.** Students enrolled in Broadcast Journalism will explore basic elements of radio, television and web-based media production. The role of broadcast media in society and its history will be discussed. Students will write, produce and distribute the weekly Friday Morning News, a weekly rotation of internet radio programming on GCR-Glen Cove Radio, and create programming for the Glen Cove Schools Live Streaming and On-Demand webpage. Open to grades 9-12. Class size is limited.

**163 DIGITAL FILMMAKING – .5 Credit.** Students enrolled in Digital FilmMaking will explore the various aspects of filmmaking, including, but not limited to location scouting, producing, screenwriting, story boards, editing, sound mixing, casting and the importance of collaborative work. The culminating project for the course is a short film that will be screened for a live audience. Students who have taken previous media courses, namely TV Production I and II, will be given preference. Class size is limited.

**ADVANCED EDITING (POST PRODUCTION)-.5 Credit.** Students will learn through experimentation and collaboration how the juxtaposition of images in an edit evokes emotion. They will have an understanding of theory based on early film makers and experimental films. The post-pandemic film and tv industry has proven to create a higher demand in the post production fields. This course creates a path to career opportunities such as editor, assistant editor, sound designer, graphic artists, and post production supervisor or producer. It is an artistic approach to post production emphasizing that editing equates to storytelling for the student that already understands the basics of editing (having completed TV 1 and 2). It offers them projects that differ from the broadcast/live TV aspect of the studio in that they are film and advertising related.

# danceplay

## THEATER & DANCE

The mission of the Glen Cove City School District Theatre & Dance Program is to challenge students to become well-rounded, engaged, inquisitive Theatre & Dance artists. During their time in Glen Cove City Schools, student-artists will gain experience as actors, writers, readers, dancers, designers, directors, and critics. Students will experience a variety of roles as members of an ensemble and cast through various theatrical productions and recitals.

The Theatre & Dance Program recognizes the value of Theatre & Dance Education as a means of helping students to develop a variety of academic, artistic and life skills. For the student who seeks immersion in Theatre & Dance, we provide the structure and facilities for their training. This includes professional consultations throughout various courses aligned with neighboring colleges/universities. For students who are exploring Theatre & Dance as a means of enhancing their schoolwide experiences, we provide relevant new experiences and frames of reference through which to view their education and the world.

We are dedicated to engaging each of our students in the pursuit of a rigorous academic sequence. Our arts curriculum is aligned to the New York State Standards. The expectations for students in the arts are high and multifaceted. Through arts activities that foster creative expression, discipline, collaboration, self-awareness and personal transformation, students of diverse backgrounds and abilities channel their energies into inspiring artistic endeavors. Students engaged in Arts Making learn to value the literary, oral and cultural traditions of societies. They learn to express themselves and develop empathy for their own and other's situations. They begin to understand universal themes and ways of looking at the world, and they develop the means to express their own vision and ideas. Teaching and learning in the arts develops confident learners who are better prepared to participate actively in their education, community and social lives. We are in the beginning stages of conducting research and attending workshops to support our students in their attainment of an arts endorsement using this sequence of study. We also hope to work with neighboring college institutions to support the courses of study listed below.

### **Recommended Theatre Track for IAAP**

\*Indicates Dual Enrollment Course with Five Towns College for College Credit

#### Theatre Arts Track

Year 1: Foundations in Acting & Directing in Performance & Production Lab I

Year 2: Playwriting & Advanced Musical Theatre Performance\* & Production Lab II

Year 3: Technical Theatre & Design\* & Production Lab III

Year 4: Theater Elective & Production Lab IV\*

### **Recommended Dance Track for IAAP**

\*Indicates Dual Enrollment Course with Five Towns College for College Credit

#### Dance Track

Year 1: Foundations in Dance\*

Year 2: Theatre Movement & Dance\*

Year 3: Dance Elective & Theatre Production Lab I

Year 4: Dance Elective & Theatre Production Lab II

## **THEATRE**

**C753 COLLEGE ACTING AND DIRECTING:** (1 Credit) The aim of this course is to give students an introduction to acting, directing and theater through performance. Students will be introduced to all aspects of acting, including philosophy and different methods; physical, sensory, and emotional work; improvisations; theater games; monologues; character analysis; scene study; script interpretation; playwriting, performing and working with a director. The course will also provide an overview of the key forms of theater, explore significant works of modern drama, and offer hands-on experiences in the development and performance of dramatic text. Students will learn and reinforce the fundamental tools of acting through the practice of scene study. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

**C754 COLLEGE PLAYWRITING & ADVANCED MUSICAL THEATRE PERFORMANCE:** (1 Credit) In this course, students will create, perform, and produce an original storybook musical adaptation, which will be performed at a local elementary school in the community in conjunction with the Cultural Arts Team K-2. Storybook Musical Theatre is dedicated to the cultural enrichment and education of children and their families. Students will work to create adaptations of folktales and children's literature. Students will learn the foundations of the playwriting and production process. Each and every aspect of the production will be student-generated starting with creating an original script, song compositions, auditions and casting, developing production teams and hands-on exploring careers in the arts: marketing, direction, choreography, stage management, and tech theater/design. Major Units of Study: 1. Ensemble & Community Building 2. Storybook Adaptation & Advanced Playwriting 3. Musical Theatre Song Composition 4. Jobs & Responsibilities of a Production Team/Creating Production Teams 5. Auditions, Casting, and Stage Performance (*Prerequisite: Foundations in Acting & Directing*) **Only junior or senior students are eligible to earn college credit from Five Towns College.**

## **756-758 & THEATRICAL PRODUCTION LABORATORY I-III**

**C759 COLLEGE THEATRE LABORATORY IV:** (1 Credit) Students receive credit for participation in theatrical productions. Students take on a leadership or non-leadership role in their theatrical productions. The aim of this course is to give students an opportunity to explore the theatrical, musical, and visual arts by becoming an active participant in a hands-on experience. Students log at least 60 production hours and write a reflective research paper in regards to process to production. Students are given the opportunity to participate in a variety of aspects of the theater, including acting, directing, producing, dancing, stage crew, set-design, sound design and many more. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

**C755 COLLEGE TECHNICAL THEATRE & DESIGN:** (1 Credit) Students learn about all of the work that goes on behind the scenes in the theater. Students design, construct, and paint sets and props, and sew costumes for theatrical productions. The aim of this course is to give students enhanced understanding of technical theatre through set design, lighting design, construction, and painting. It is a course where students receive a basic understanding of the aesthetics and practical application of all phases of technical production. Arts Connection or American Street Dance Theater Company is used as a resource for this class when budget allows. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

## **DANCE**

**C750 COLLEGE FOUNDATIONS IN DANCE:** (1 Credit) This course is an introduction to dance as an art form and performance practice. Classes include the fundamentals of movement, the elementary techniques of ballet, modern, jazz and other styles of dance and exploration of the elements of rhythm, dynamics and spatial awareness through simple composition and improvisational dance studies. Students will explore dance and its role in history and society through the

performance genres selected. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

**C751 COLLEGE THEATRE MOVEMENT & DANCE:** (1 Credit) This introductory course focuses upon the body as the source of creativity. This course explores various exercises and methodologies for encouraging appropriate alignment and execution of basic dance steps within a performance context. It provides ways to explore active imagination through physical action. Students develop and create characters through movement and gesture. This class combines physical theater techniques with theater dance. In this course, each student submits proposals and creates choreography that is performed in an annual theater and/or dance concert. Students will learn and create choreography inspired by popular musicals. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

**C761 COLLEGE DANCE CHOREOGRAPHY:** (1 Credit) This course is a focused study on the choreographic and production process. Students will take an in-depth journey into the art and practice of creating works of dance while also discovering their own artistic voices. Students will engage in every facet of the choreographic process including exploring ideas for material, developing movements into dance phrases, and refining and evaluating their works through continuous feedback sessions. They will practice applying choreographic structures and devices along with the elements of dance: body, actions, space, time, and energy. They will also participate in the design and production processes of performance, including set design, costume design, lighting design, and the stage management plan for a performance piece. Students will have the opportunity to create two culminating pieces in the dance style of their choice which demonstrate their learning and will be performed in a winter and spring performance. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

**760 HIP HOP:** (.5 Credit) This course is an in-depth study of the culture of hip-hop. Students will partake in activities that develop skills in dance technique, improvisation, choreography, and performance. They will practice the two main forms of hip-hop dance, including breaking and social dances, as well as styles from other genres, such as popping and locking. Students will examine the transformation of hip-hop, from its beginning in the Bronx in the 1970s through its relevance in contemporary times. They will explore the elements of hip-hop, including the significance of the DJ, MC, breaking, graffiti, theater and literature, and knowledge of self. Students will understand the revolutionary impact of hip-hop on the cultural landscape of America and worldwide, while recognizing its role as a powerful vehicle of expression, empowerment, and vision. In addition to learning teacher-created choreography, students will also practice creating and performing their own hip-hop sequences while applying choreographic structures and the elements of dance: body, action, space, time, and energy. A culminating performance at the end of the course will showcase and celebrate students' learning.

# VISUAL ARTS

Our visual arts department is proud of our hard-working students. The visual arts develop students' imagination, self-confidence, creativity, and intrinsic motivation. Through study of the arts, students gain the essentials to become leaders for the future. Students create individually and as teams. They self assess and work in groups to critique one another's work, problem solve, and reflect. They discover creativity within themselves, appreciate the talent of others, and make connections that allow them to adapt to their rapidly changing world. The Glen Cove School District offers students learning experiences in visual arts from Kindergarten through High School, during the school day, and after school through extra-curricular clubs and organizations. Our highly qualified, certified Visual Art teachers deliver a curriculum rich with opportunities for self-exploration and expression. We are committed to the importance of the arts in the development of well-educated citizens for our future.

The Visual Arts Department offers a wide variety of courses ranging from the basic Studio in Art to Advanced Placement. There is no need for any special artistic talent to enjoy, and profit from, one or more of these courses. All courses offer the standard .5 credit for one semester and a full credit for one year. The following art courses fulfill this requirement.

## **Recommended Visual Art Tiers for IAAP**

In Visual Arts, students **MUST** enroll for AT LEAST ONE course for EACH tier.

\*Indicates Dual Enrollment Course with Five Towns College for College Credit

### Introduction: Tier 1 Courses

Studio Art  
Photography I  
Media Arts  
Ceramics I

### Intermediate: Tier 2 Courses

Photography II  
Ceramics II

Drawing & Painting  
Fashion Illustration I  
Computer Graphics A  
Computer Graphics B

Accomplished: Tier 3 Courses

Advanced Photography\*  
Advanced Ceramics  
Advanced Visual Art  
Fashion Illustration II  
Animation  
Advanced Placement Visual Art (Teacher Recommendation ONLY)

Advanced: Tier 4 Courses

Advanced Placement Visual Art

**574 PHOTOGRAPHY I – .5 Credit.** This is an introductory course in photography with an emphasis on digital photography, equipment and techniques. Students use digital point-and-shoot cameras and Adobe Photoshop to create and edit images. Students will learn about what makes a strong photograph, basic and intermediate camera controls and Photoshop skills, digital photography terminology and the role of photography in the 21st century. Photography I is a great chance for students who love taking pictures or creating on the computer to further develop their interests.

**701 STUDIO ART – 1 Credit. Prerequisites: None. (This course is a prerequisite for many courses listed below.)**

This foundation course is designed to acquaint students with various forms of artistic expression. Students will concentrate on the creative, technical and practical aspects of the discipline, acquiring a broad based background in drawing, design, painting and sculpture. Students will be given the opportunity to respond to and analyze works of art, developing an appreciation of art around them as well as the cultural dimensions of the world of art. This course is designed to meet the one unit of credit in art and/or music required to meet the New York State Regents art sequence.

**702 DRAWING AND PAINTING – 1 Credit. Prerequisite: Studio Art.** This course is designed for students to further explore their creative potential. Students will acquire the knowledge to develop more complex ways to communicate ideas on a two-dimensional surface while focusing on the technical and practical aspects of color, design and materials. This course will provide an opportunity for students to prepare work for portfolio presentation.

**703 PORTFOLIO DEVELOPMENT AND EXPLORATIONS - 1 credit. Prerequisite: Completion of a course sequence that culminates with any of these courses: Advanced Photo (H), Advanced Ceramics, Fashion Illustration/Design II, Advanced Visual Arts, Sculpture or Animation.** This class is for serious art students who have completed foundation courses in art and wish to work on more in-depth projects, developing mastery in the use of specific media and processes. Students in this course are encouraged to think creatively and to develop a personal style while they continue to explore the principles of art and design in the execution of visual ideas. Those who wish to develop a portfolio for art school/college, and scholarship applications are aided in doing so as part of this course.

**704 ADVERTISING ART & DESIGN - .5 Credit. Prerequisite: Studio in Art.** This course will specifically explore creating art in the advertising world. Students will create project based artwork, as well as, develop advertising campaigns. We will cover the history of advertising art and design touching on concept art, package design, layout design, color theory, typography, logo design, illustration, photography, and also market research & development, in both the print and digital world.

**705 FASHION DESIGN/ILLUSTRATION – 1 Credit. Prerequisite: Studio in Art.** This course in fashion design will teach students to illustrate the fashion figure, as well as create mood boards to design 2D garments, accessories and fabrics. Methods of 2D design and illustration will be both traditional and digital. Students will

explore the history and contemplate the future of fashion trends, influential designers and marketing.

**706 FASHION ILLUSTRATION AND DESIGN II - 1 Credit.** **Prerequisite: Fashion Illustration and Design I.** This course will provide students with an opportunity to continue their exploration in fashion design as well as give hands-on opportunity to experience and explore different fashion illustration materials and techniques. Students will create illustrations and transform them into wearable designs. The class will continue to study the elements and principles of art (the basic visual building blocks of art) as an aesthetic approach to each project. Art historical periods and/or world cultures will be used to introduce units throughout the academic year.

**707 SCULPTURE - 1 Credit.** **Prerequisite: Creative Crafts or Ceramics II.** This course will focus on the creation of 3-dimensional forms through a creative problem solving approach. During this full year course, students will work with a variety of materials including plaster, wood, cardboard, wire and other mixed media. Aspects of three-dimensional design are investigated, and students learn different sculptural techniques. Long-term projects involve casting the human form, modeling, and recycled assemblages.

**708 CERAMICS I – .5 Credit.** **Prerequisite: Studio Art.** This is a foundation course designed to familiarize students with the properties of clay and a variety of hand-building techniques. These techniques are used for personal creative expression within a structured format. There will also be a focus on surface detail using paints, drawing, glazes and faux finishes. Connections will be made through cultural and historical artifacts.

**709 CERAMICS II – .5 Credit.** **Prerequisites: Studio Art, Ceramics I.** This course is a continuation of Ceramics I. It will focus on the further development of hand-building, surface decoration and glazing techniques in an advanced studio environment where individual style is emphasized. The potter's wheel will be introduced for basic skill-building. Students will produce functional and sculptural ceramic work.

**710 ADVANCED CERAMICS – .5 Credit.** **Prerequisites: Studio Art, Ceramics I, Ceramics II.** This course is a continuation of Ceramics II. It will focus on advanced development and mastery of skills for hand-building and potter's wheel techniques. Further experimentation and exploration with surface detail using paints, drawing, glazes and faux finishes will be encouraged for individual style and artistic self-expression.

**711 ADVANCED VISUAL ARTS – 1 Credit.** **Prerequisites: Studio Art, Drawing, and Painting.** This class is designed for advanced students interested in pursuing higher education in visual arts, as well as students who seek life enrichment through visual arts. This course enables students to engage in artistic production and visual and critical investigation. Students will acquire the knowledge to develop more complex subjects and increase their creative potential with new discoveries in materials, techniques, and subject matter. Students will develop aesthetic, imaginative and creative skills through the study of art history. This course will provide an opportunity for students to prepare work for portfolio presentation.

**711ADV ADVANCED VISUAL ARTS (H) – 1 Credit.** **Prerequisite: Must have taken Studio in Art or Fashion Design/Illustration or Media Art.** This course offers the art major, or other interested art students, the opportunity to refine and build upon skills acquired in any of the following basic courses: Drawing and Painting, Fashion/Design Illustration and Creative Crafts. Students who have completed one of the above courses may work for 20 weeks in that area. Students who have completed two of the above courses may work for 20 weeks in one area or 10 weeks in each area. Each student in Advanced Visual Arts will work independently. At the beginning of the course, the student will specify the area or areas of study he or she wishes to pursue. A written outline of that course of study, goals and objectives must be presented to the instructor. Work will be graded at intervals as it progresses, and a final project grade will be given. Grades 10, 11 and 12 only.

**712 ADVANCED PLACEMENT STUDIO ART – 1 Credit.** **Prerequisites: Studio in Art, Drawing, and Painting, and Advanced Visual Arts.** This Advanced Placement course is designed for students who are interested in the practical experience of art. AP Studio Art is not based on a written examination; however, students

submit portfolios for evaluation at the end of the school year. The portfolio will show a basic three section structure, which requires the student to show a fundamental competence and usage of understanding in visual concerns and methods. The student should demonstrate a depth of investigation and process of discovery and an understanding of visual principles and material techniques.

**715 CREATIVE CRAFTS – 1 Credit. Prerequisite: Studio Art.** Students will explore and develop an appreciation of art around them, as well as the cultural dimensions of the world of art. This course is designed to introduce crafts as an art form. A variety of media, tools, techniques and processes is explored. Students will learn to use mixed media as a vehicle for artistic expression. The elements of art and principles of design are used to analyze, design, create and evaluate crafts. All projects incorporate principles of design and place an emphasis on craftsmanship and personal expression.

**716 MEDIA ART – 1 Credit.** A yearlong introductory course using technology in art. Creative use of media through student involvement in computer graphics, animation, cartooning, and video. Students will use the computer as a graphic workstation, learn Photoshop and create digital imagery. Studio in Art experience is recommended but not required.

**717 COMPUTER GRAPHICS A (FALL) AND 718 COMPUTER GRAPHICS B (SPRING) – .5 Credit each semester. Prerequisite: Students must have satisfactorily completed one of the following foundation courses: Media Art, Studio in Art, or Design and Drawing.** A half-year course using the computer as a medium to create art. Students will use various programs to produce, interpret and evaluate art. They will learn to place their work in the context of art history and appreciation.

**719 ANIMATION – .5 Credit. Prerequisite: Media Art.** Students who have had Media Art and experience using our iMac computers as a creative workstation will plan and create an original animated film. Examples of different animation techniques such as claymation will be viewed, analyzed, and taught. Students will organize the preproduction through postproduction aspects of the animation process so a final product can be viewed. Interest in creative storytelling and filmmaking is a big plus.

**720 PHOTOGRAPHY II – .5 Credit. Prerequisite: Photography I.** This course builds on the skills learned in Photography I and introduces students to the DSLR (Canon EOS Rebel series), allowing them to better control their images through manual aperture and shutter speed controls. Projects require students to both finetune their photography skills and become more experimental as they learn about intermediate and advanced Adobe Photoshop skills, studio lighting techniques, photographic history and new terms and information about digital imaging and workflow.

**C721 COLLEGE ADVANCED PHOTOGRAPHY (H) – 1 Credit. Prerequisite: A 90 or above average in Photography II.** This course is for students who have a strong interest in photography. In this course, students will develop a breadth of work that reflects their own sense of style, subject matter, creativity and desire to experiment. Students will explore photography and photographers as they exist in today's modern world on a more personal and realistic level. It will be an environment of higher-level creativity, freedom and discussion for those who want to go beyond the given projects and instruction in Photography I and Photography II. **Only junior or senior students are eligible to earn college credit from Five Towns College.**

## **SPECIAL EDUCATION**

To the maximum extent appropriate, students with disabilities are offered special education supports and services in the least restrictive environment. These supports and services are designed to meet the individual needs of students and are recommended by the Committee on Special Education and approved by the Board of Education. For students with disabilities, a full continuum of services is available, including:

**DECLASSIFICATION SUPPORT SERVICES** – These services are provided to a student and or to a student teacher to facilitate the transition from special education support to full-time enrollment in regular education. Test accommodations are generally included in declassification support services.

**RELATED SERVICES** – These services include speech and language therapy, psychological services, physical therapy, occupational therapy, counseling and all other appropriate support services as specified on a student's Individual Education Plan.

**RESOURCE ROOM** – This service is provided to a student with a disability registered in a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.

**INTEGRATED CO-TEACHING SERVICES** – Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students on a daily basis in Regents-level classes grade 9-11. The instructional team consists of one general education teacher and one special education teacher.

**SPECIAL CLASS PROGRAMS** – These classes are provided, on a daily basis, to students with disabilities that require a small and structured setting to meet their instructional needs in specific content areas, for example, a 15:1 special class.

## **SPECIALTY PROGRAMS**

**560 & 560F GENERAL WORK EXPERIENCE** – Course #560 - .5 Credit (180 hours). Course #560F - 1 Full

**Credit (360 hours).** Juniors and seniors who are engaged in paid work experience after school during the school year can earn credit for each 180 hours of work. Proof of employment such as The General Work Experience Appraisal Form or a signed letter from the employer verifying the student's hours must be submitted.

**877 ACTION LEARNING PROGRAM** – ALP is a volunteer program for students who render service to the community or school. Open to students in all grades. 90 hours = .5 credit; 180 hours = 1 credit. (Maximum of 2 credits may be applied towards graduation.)

**DRIVERS EDUCATION** – (Fees apply - see the main office for details). This program is offered to provide instruction in the safe operation of a motor vehicle. Students receive safety instruction and practical driving experience. Enrollment in driver education is by application through the Main Office, and is subject to the following conditions: Each semester seniors will be assigned first on the basis of age. The oldest juniors will then be offered opportunities to enroll, followed by the oldest sophomores. Students must be 16 years old by Sept. 14 for the fall semester, and by Jan. 1 for the spring semester. Parents and students should be advised that a class DJ Driver's License, also known as a Junior License, is not valid in Nassau County unless an employer-issued Work Permit is attached.

**SYRACUSE UNIVERSITY PROJECT ADVANCE PROGRAM (SUPA)** – Syracuse University Project Advance is a partnership linking Syracuse University with secondary schools. Through this partnership, high schools offer qualified seniors the opportunity to enroll in Syracuse University courses for credit. *FYI: Students are not mandated to participate in SUPA. Students could be enrolled in a course, even if they decide that they do not want to participate in SUPA. Students can earn college credit that is transferable to a multitude of universities and colleges.*

**LONG ISLAND UNIVERSITY HIGH SCHOOL SCHOLARS PROGRAM** – The LIU High School Scholars Program (LIU HSS) offers high school students a unique opportunity to accelerate their college education. Through a wide range of dual-credit courses – applicable toward both the high school diploma and a bachelor's degree – LIU High School Scholars earn college credits while studying in their high school classrooms. *FYI: Students are not mandated to participate in LIU HSS. Students could be enrolled in a course and earn high school credit, even if they decide that they do not want to participate in the LIU HSS program. Students can earn college credit that is transferable to a multitude of universities and colleges. Students who take a minimum of six credits through the LIU High School Scholars program and maintain a 3.5 GPA in the courses in which they are registered are eligible to receive a \$5,000 scholarship renewable for four years (total \$20,000), in addition to their financial aid package, not to exceed the cost of tuition. Students who take a minimum of six credits through the LIU High School Scholars program, and maintain a 3.2 GPA in the courses in which they are registered are eligible to receive a \$2,500 scholarship renewable for four years (total \$10,000), in addition to their financial aid package, not to exceed the cost of tuition.*

**ST. JOHN'S COLLEGE ADVANTAGE PROGRAM** – The College Advantage Program provides qualifying high school juniors and seniors with the opportunity to enroll concurrently in high school and credit bearing St. John's courses at a discount from regular undergraduate tuition rates. This program benefits students to be further motivated and to get a "head start" on college. Please reference the website for the St. John's College Advantage Program for qualification & deadline information. *FYI: College Advantage students who enroll at St. John's University the semester after high school receive a yearly \$2,000 Tuition Grant. Participating students who are admitted and decide to enroll at St. John's immediately after graduation become eligible for the CAP Grant, applicable for up to four years of full-time, continuous undergraduate study at St. John's University. In addition, all completed College Advantage courses, including the grades received, will be part of the student's academic record at SJU and will be reflected on the student's transcript and factored into the student's cumulative GPA.*

**FIVE TOWNS COLLEGE DUAL ENROLLMENT** – Five Towns College's Dual Enrollment initiative is a

partnership with school districts meant to provide students with the opportunity to earn high school and college credit in the Fine & Performing Arts. Classes are taught in high school classrooms, by an approved high school faculty member, during the regular academic year. Dual Enrollment curricula and instructors are reviewed by Five Towns College (FTC) to ensure requirements for credit-bearing courses have been met. **Junior or Senior High School students who are completing courses in the arts at Glen Cove High School are eligible for this program ONLY.**

*Five Towns College Dual Enrollment Mission Goals:*

- *To provide an opportunity for High School students to enter into a fully designated career tract, beginning at the secondary school level and progressing sequentially to an appropriate degree program;*
- *To foster an understanding among High School students with the opportunity for post-secondary study;*
- *To develop students who have the potential for success and prepared to succeed, without regard to their financial ability or economic background; and*
- *To develop students who value learning for its own sake, who are committed to lifelong learning, and who are able to avail themselves of educational opportunities presented by technological advances.*

### **OCCUPATIONAL EDUCATION PROGRAMS – OFF CAMPUS**

**886/887 BOCES AM/PM – 4 credits per year.** Barry Technical Career Center & The Long Island High School for the Arts offer a wide variety of artistic, vocational, and technical programs on a half-day basis. Students attend Glen Cove High School for their basic academic requirements and then are transported to Barry Tech or LIHSA for a 2.5 hour session concentrating on a specific area. A variety of courses are offered in the areas of animal care, art, aviation, automotive technologies, business and commerce, construction trades, electronics, commercial arts, culinary arts, cosmetology, health professions, performing arts, public service, police science and theater. Enrollment in any off-campus program requires an application for admission. The application form should be submitted when the student is planning his or her high school program for the following school year. Contact your school counselor for details.