



**COURSE  
OFFERING BOOK**

**Centereach High School &  
Newfield High School**

**2025 - 2026**

# **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT AT CENTEREACH**

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## **PUBLIC NOTIFICATION**

The Middle Country Central School District hereby notifies eligible students, parents, employees and the general public that it offers educational opportunities, including special and occupational education, without regard to age, race, religion, sex, color, marital status, national origin or disability and offers employment opportunities without regard to age, race, religion, sex, color, marital status, national origin or disability. Inquiries regarding this policy should be directed to:

Title IX Compliance Officer  
Jonathan Singer, Assistant Superintendent for Instruction  
8 43rd Street  
Centereach, NY 11720

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## **MISSION STATEMENT**

The mission of the Middle Country Central School District is to empower and inspire all students to apply the knowledge, skill and attitudes necessary to be creative problem solvers, to achieve personal success, and to contribute responsibly in a diverse and dynamic world.

## **COVER BY**

Jessica Zheng / CHS



## MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT AT CENTEREACH

January 2025

Dear Student,

Course selection is one of the most important tasks that you will participate in during your high school career. Students should always challenge themselves by taking the most demanding education program possible. As you choose courses, be sure to keep in mind your career goals. Your high school program must be challenging in order to adequately prepare you for the future.

Each year our students graduate from Centereach and Newfield High Schools and are able to go directly into meaningful college and career placements. These opportunities only become available when students pursue an appropriate and challenging course of study while in high school.

The Course Offering book is developed to provide a detailed summary of the comprehensive courses offered at Centereach and Newfield High Schools. Please study this book carefully and follow all the course-selection guidelines as indicated by your school counselor. You should thoroughly research the many options that are available to you for next year. Once you have made your program choices, we will build a "Master Schedule" based on your course requests. You will be held accountable for the choices you make. It is expected that next year, you will attend and complete all the courses you have chosen during the selection process. This especially pertains to those students who choose to enroll in AP classes. Students should bear this in mind during the selection process.

We are hopeful that you will take this process very seriously. Any questions should be discussed with your school counselor as soon as possible.

Sincerely,

***Thomas Bell***

Thomas Bell, Principal  
Centereach High School

Sincerely,

***Scott Graviano***

Scott Graviano, Principal  
Newfield High School

***Jennifer Harrison***

Jennifer Harrison, Ed.D.

Director of Pupil Personnel Services

***Mark Palios***

Mark Palios, Ed.D.

Director of Guidance and Student Support Resources

### **High School Guidance Counselors**

#### **Centereach High School**

Kristina Blieberg  
Carolyn Cifuni  
Ricardo Rivera  
Alison Shumway-Wong  
Christopher Siragusa  
Pamela Thomas

#### **Newfield High School**

Michael Massari, Team Leader  
Paul Capuano  
Ryan McNeely  
Laurie Montalto  
Keri Seif  
Mike Zodda

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# GRADUATION REQUIREMENTS

Diplomas will be awarded to students who meet the requirements set forth below. Only those students meeting these requirements will be allowed to participate in the graduation ceremony.

<b><u>REQUIRED CREDITS</u></b>		
<b><u>Local Diploma</u></b>	<b><u>Regents Diploma</u></b>	<b><u>Advanced Regents Diploma</u></b>
English 4	English 4	English 4
Social Studies 4	Social Studies 4	Social Studies 4
Math (A) 4	Math (A) 4	Math (A) 4
Science (B) 3	Science (B) 3	Science (B) 3
World Languages (WL) 1	World Languages (WL) 1	World Languages (WL) (C) 3
Music/Visual Arts 1	Music/Visual Arts 1	Music/Visual Arts 1
Health .5	Health .5	Health .5
Physical Education 2	Physical Education 2	Physical Education 2
Electives 3.5	Electives 3.5	Electives 1.5
<b>Credit Total (minimum credits required for diploma) 23</b>	<b>Credit Total (minimum credits required for diploma) 23</b>	<b>Credit Total (minimum credits required for diploma) 23</b>
<b><u>Required Exams</u></b>	<b><u>Required Exams</u></b> (passing score of 65 and above)	<b><u>Required Exams</u></b> (passing score of 65 and above)
Regents Examination in ELA (Common Core)	Regents Examination in ELA (Common Core)	Regents Examination in ELA (Common Core)
Math Regents Exam	Math Regents Exam	Algebra 1 Common Core Regents
Global History & Geography Regents	Global History & Geography Regents	Geometry Common Core Regents
US History Regents	US History Regents	Algebra 2 Common Core Regents
Science Regents	Science Regents	Global History & Geography Regents
		US History Regents
		Life Science Regents
		Physical Science Regents
		WL Checkpoint B ©
<b>Total Exams Required 5</b>	<b>Total Exams Required 5</b>	<b>Total Exams Required 9</b>

(A) Students are required to take a Math class for every year of their high school enrollment.

(B) Students are required to take a Science class for 3 years of their high school enrollment.

(C) Students may substitute 5 credits in Art, Music, Career and Technical Education (CTE), in lieu of 3 WL credits.

- Full summary of diploma/credential requirements: <http://www.p12.nysed.gov/ciai/gradreg/intro.html>
- Commencing with the graduating class of 2024, all students will be required to complete a Capstone project no later than the first semester of their senior year to meet their graduation requirements, see page 3 for additional detail.

(D) Students enrolled for a Regents Examination in June 2020, August 2020, January 2021, June 2021, and/or August 2021 may be eligible for an exemption from one or more exams due to the COVID-19 Pandemic. Full summary of eligibility requirements here:

<http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-regents-grad-reg-faq.pdf>

(E) Students enrolled for Regents Exam in June 2022, August 2022, January 2023, June 2023, and/or August 2023 may be eligible for a Special Appeal (SA) on a Regents Exam with a score of 50-64.

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/faqspecialappealtoearnndiplomalowerscoreregents.pdf>

**Testing Requirements for Transfer Students First Entering a New York State School  
from Outside the State or Country at Any Time During the  
2025-2026 School Year**

**Students Entering Grade 12 during the 2025-2026 School Year**

<b>If student first entered grade 9 in the 2022-2023 school year:</b>	<b><u>Must Pass Regents Examinations in:</u></b> <ul style="list-style-type: none"> <li>• Regents Examination in ELA (Common Core)</li> <li>• Mathematics</li> <li>• United States History &amp; Government</li> </ul>	<b><u>Principal May Waive:</u></b> <ul style="list-style-type: none"> <li>• Science</li> <li>• Global History &amp; Geography</li> </ul>
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**Students Entering Grade 11 during the 2025-2026 School Year**

<b>If student first entered grade 9 in the 2023-2024 school year:</b>	<b><u>Must Pass Regents Examinations in:</u></b> <ul style="list-style-type: none"> <li>• Regents Examination in ELA (Common Core)</li> <li>• Mathematics</li> <li>• United States History &amp; Government</li> <li>• Science</li> </ul>	<b><u>Principal May Waive:</u></b> <ul style="list-style-type: none"> <li>• Global History &amp; Geography</li> </ul>
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**Students Entering Grade 10 during the 2025-2026 School Year**

<b>If student first entered grade 9 in the 2024-2025 school year:</b>	<b><u>Must Pass Regents Examinations in:</u></b> <ul style="list-style-type: none"> <li>• Regents Examination in ELA (Common Core)</li> <li>• Mathematics</li> <li>• Global History &amp; Geography</li> <li>• United States History &amp; Government</li> <li>• Science</li> </ul>	<b><u>Principal May Waive:</u></b> <ul style="list-style-type: none"> <li>• No examinations may be waived</li> </ul>
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**Students Entering Grade 9 during the 2025-2026 School Year**

<b>If student first entered grade 9 in the 2025-2026 school year:</b>	<b><u>Must Pass Regents Examinations in:</u></b> <ul style="list-style-type: none"> <li>• Regents Examination in ELA (Common Core)</li> <li>• Mathematics</li> <li>• Global History &amp; Geography</li> <li>• United States History &amp; Government</li> <li>• Science</li> </ul>	<b><u>Principal May Waive:</u></b> <ul style="list-style-type: none"> <li>• No examinations may be waived</li> </ul>
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# High School Capstone Research Requirement

The Middle Country Central School District provides opportunities for all students to engage in meaningful research experiences to prepare them for college and careers beyond high school. As a part of this goal, students in the class of 2024 and beyond must complete a capstone research experience as a graduation requirement. Students can fulfill this requirement by:

- Successfully completing a “capstone ready” course (through embedded research skills and tasks) these courses include:

## **Art:**

- [Advanced Drawing and Painting \(ART111\)](#)
- [Advanced Photography \(ART122\)](#)
- [Advanced Sculpture and Ceramics \(ART135\)](#)
- [College Computer Graphics \(ART142\)](#)

## **Business Ed.:**

- [Entrepreneurship \(OCC111\)](#)
- [College Virtual Enterprise \(OCC124\)](#)
- [Fashion Merchandising \(OCC113\)](#)

## **Cosmetology:**

- [Cosmetology 2 \(OCC133\)](#)

## **ELA:**

- [Public Speaking \(ENG447\)](#)
- [AP Seminar \(ENG449\)](#)
- [Sports Media and Literature \(ENG429\)](#)

## **FACS:**

- [Fashion Design and Apparel Construction \(FCS112\)](#)

## **Health / PE:**

- [Health 2 \(HEA102\)](#)

## **Math:**

- [College Statistics \(MAT337\)](#)

## **Music:**

- [Wind Ensemble \(MUS132\)](#) - Additional Course Requirements Apply
- [Philharmonic Orchestra \(MUS141\)](#) - Additional Course Requirements Apply
- [Select Vocal Ensemble \(MUS123\)](#) - Additional Course Requirements Apply

## **Science:**

- [Science Research \(SCI130\)](#)
- [Science Research 2H \(SCI132\)](#)
- [College Science Research \(SCI131\)](#)
- [AP Research \(SCI133\)](#)

## **Social Studies:**

- [Leadership \(SOC336\)](#)
- [Contemporary Issues \(SOC335\)](#)

## **Technology:**

- [Programming and Software Design \(TEC119\)](#)
- [Robotics 1 \(TEC112\)](#)
- [Robotics 2 \(TEC124\)](#)

- Developing an independent research project under the supervision of a staff adviser ([click here to view the independent project capstone handbook](#)).
- Developing an independent research project under the supervision of an outside mentor with oversight by a district adviser (See the capstone adviser and refer to the [independent project capstone handbook](#) for guidance).
- Developing a research project as an extension of an extracurricular activity (See the capstone adviser AND discuss with your extracurricular activity adviser, please also refer to the [independent project capstone handbook](#) for guidance).

# LEVEL OF INSTRUCTION

**The philosophy and expectation of the Middle Country Central School District is that all students will achieve a Regents Diploma.**

## **Regents**

Regents level courses are courses leading to the successful completion of graduation requirements.

## **Honors**

Honors level courses provide increased rigor over and above the requirements of Regents level courses.

## **College Tie-In Program**

Middle Country's College Tie-In Program is offered in conjunction with local colleges and universities. This program enables high school students to enroll in college level courses and earn college credit while remaining in their high school setting. Students are given the opportunity to accelerate their academic pursuits and benefit from enriched instruction in the secondary school.

**The cost of a College Tie-In course ranges between \$150 - \$290. Registration must be completed through the college.**

The participating college will review high school transcripts and determine eligibility for the college tie-in program. Each college has their own individual GPA requirement (i.e. 80). **An official college drop form must be filed when a student no longer wishes to participate according to the college's individual drop rates. Students must adhere to the individual college enrollment procedure.**

These academic programs are approved by the New York State Education Department and accredited by the Middle States Association of Colleges and Secondary Schools. Coursework completed with a "C" or better may be transferable to other institutions of higher learning in the United States.

Students are financially liable to the colleges for all courses for which a registration card is submitted. The Middle Country School District is not involved with any student's financial obligations. The Middle Country School District does not issue transcripts for courses taken through the College Tie-In Program. Transcripts must be obtained directly from the college or university's registrar's office.

**Students are responsible for contacting individual colleges to which they intend to apply to determine whether or not these courses are transferable.**

**Transcripts for College Tie Courses must be requested directly through the college.**

## **Advanced Placement**

These courses are offered to provide students with enrichment and/or accelerated opportunities. **All students are expected to sit for Advanced Placement examinations. The fee for each AP exam is approximately \$99, except AP Seminar or AP Research, which is \$147.**

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## **CLASS RANK**

A student's weighted class rank is officially determined in the fall of his/her senior year. Rank is based upon grades students have achieved in all credit bearing high school courses with the exception of the following: physical education, Pass/Fail courses, work-study or credit by examination. High school courses taken in the eighth grade are included in the ranking. In the case of repeated failed courses, both final grades will appear on the student transcript. The higher final grade will be calculated for the Grade Point Average (G.P.A.). Each course level (e.g. Regents, honors, advanced placement) is assigned a weight based on degree of difficulty, rigor and expectations.

**Weighted G.P.A. and class rank are calculated as follows:**

Weighting listed in Course Offering Book	Class Rank & Weighted G.P.A.
1.0	No Modification of Course Grade
1.05	Course Grade Multiplied by 1.05
1.1	Course Grade Multiplied by 1.1

Class rank will be determined by weighted G.P.A. in descending order at the beginning of senior year. At the end of quarter 3, the highest ranked senior who has been continuously enrolled in a district high school for a minimum of 5 consecutive semesters will be designated the class valedictorian. The next highest ranked student who has been continuously enrolled in a district high school for a minimum of 5 consecutive semesters will be designated the class salutatorian.

# **COURSE AND CURRICULUM SELECTIONS AND LIMITATIONS**

## **Schedule Changes/Dropping a Course**

Planning a program of study each academic year is one of the most important tasks a student will complete. They will be guided by their parents, faculty, counselors and administrators. Certainly, we want students and parents to be satisfied that they have made the best possible choices from among those offered by Middle Country's exceptional curriculum. Firm choices must be made when selecting courses during program planning. The master schedule is built on initial student requests. Once it is completed, it is extremely difficult to accommodate scheduling changes.

However, students may make sound educational schedule changes for the following reasons only:

- Completion of summer school course work
- Failure to complete a prerequisite course
- Failing or non-qualifying grades in summer school courses
- Authentic, documented health reasons

Students in Grades 9, 10, 11 and 12 may not schedule more than 8 instructional periods. Students are expected to take courses in a logical sequence.

**Student requests for schedule changes will not be considered after April 18, 2025.**

### **ALL STUDENTS MUST SCHEDULE A LUNCH**

Students attending Eastern Long Island - Academy of Applied Technology have until the third week in October to drop without penalty.



## **NYSED DIPLOMAS TYPES, EXIT CREDENTIALS AND ENDORSEMENTS**

### **NYSED Diploma Types**

- |   |                               |
|---|-------------------------------|
| • Advanced Regents Diploma with Mastery in Mathematics and/or Science | • Advanced Regents Diploma    |
| • Advanced Regents Diploma with Honors Designation                    | • Regents Diploma with Honors |
|   | • Regents Diploma             |
|   | • Local Diploma               |

### **Endorsement on Diploma**

**Technical Endorsement** - Students enrolled in an approved school district or Eastern Long Island - Academy of Applied Technology who successfully complete all requirements earn a technical endorsement to be affixed to the high school diploma.

**Seal of Civic Readiness** - Students (beginning with the class of 2025) may earn the Seal of Civic Readiness as +1 Pathway to meet New York State diploma requirements or as a stand-alone distinction on a NYS High School Diploma by demonstrating civic knowledge and civic participation as outlined on page 7.

### **Exit Credentials**

**Skills and Achievement Commencement Credential** - For students who are assessed using the New York State Alternate Assessment (NYSAA). All students with severe disabilities exit with this credential which must be accompanied by a summary of the student's level of achievement in academic and career development and occupational studies. Please note, this is not a diploma.



**Career Development and Occupational Studies (CDOS) Credential** - For all students other than those who are assessed using the New York State Alternate Assessment (NYSAA). Students demonstrate attainment of commencement-level career development and occupational studies learning standards.



## **SPECIAL PROGRAM OPPORTUNITIES**

### **Community Service**

All students are encouraged to participate in the Community Service initiative throughout high school. Community Service is not a graduation requirement; it is an important part of a student's high school career because Community Service:

- Helps students explore interests
- Is a rewarding experience
- Enhances a student's college and scholarship application

Students are recognized at graduation for their participation when they complete a minimum of 100 hours of Community Service. Community Service Cords are worn by these seniors during the graduation ceremony. Community Service will be noted every year on each participant's transcript when they complete a minimum of 25 hours in a school year.

The Community Service Booklet is updated yearly and is posted on the Guidance website.



### **Regents Challenge**

In accordance with NYSED Part 100.5 regulations, students may request to earn course credit by examination (Regents Challenge).

A formal written request from the parent must be presented to the guidance office or an administrative office. The written request must be received prior to the first day of the second quarter. It must indicate the parent/student's desire for the student to challenge a Regents Exam to earn course credit (by examination).

### **ACT/PSAT/SAT Preparation**

The MCCSD offers free SAT and ACT test preparation through Method Test Prep, an online program that students may use throughout high school. Information on how and when to prepare for college admissions exams, as well as information on how students may access their MTP accounts, is available with your child's guidance counselor.

### **Eastern Long Island – Academy of Applied Technology**

Occupational Educational Programs are conducted at the Islip and Brookhaven Technical Centers. Many career-oriented courses are offered and can be taken as one or two year programs. Middle Country students who enroll in Occupational Programs will attend their home school each morning for one half day's instruction in required subjects and will then be transported to the respective program centers in the afternoon. These programs are available only to 12th graders and 11th graders seeking a two-year technical program. Students interested in any of these programs should request a conference with their school counselor and review the Middle Country Central School District Guidelines. **Priority deadline for all applications must be received by Friday, February 7, 2025.**

### **English as a New Language (ENL)**

The English as a New Language program is designed for students whose native language is other than English. Placement in the ENL program occurs in accordance with NYS Part 154 Regulations. Courses within the program focus on all four language modalities: reading, writing, speaking, and listening to support students' academic success. The program also supports students in their transition to the mainstream English language classroom while respecting their unique cultural identities.

### **Student Activities**

The District offers a variety of after-school programs to supplement the instructional program. Participation in these activities are viewed by colleges as a sign of a well-rounded student. For more information about the extra-curricular activities contact:

- Centereach High School 285-8109
- Newfield High School 285-8300



## Seal of Civic Readiness

- The [Seal of Civic Readiness](#) is an approved +1 Pathway to meet New York State diploma requirements.
- However, if a student has already passed five Regents Exams or has chosen a separate 4+1 Pathway, they may still earn the Seal of Civic Readiness as a stand-alone distinction on a NYS High School Diploma.
- Students in the class of 2025 and beyond are eligible for the seal.
- \*Students may receive these points more than once.
- Students must earn a **total of 6 points** with **at least 2 points from Civic Knowledge** and **at least 2 points from Civic Participation**.

Civic Knowledge	Pts.	Civic Participation	Pts.
<p style="text-align: center;"><b>4 Credits of Social Studies</b></p> <p><b>9th Grade Courses</b> - SOC103 Global History &amp; Geography 1 R; SNS01 Global History 1; ICTS03 Global History/Geography 1R; OR SOC101 World History 1 H</p> <p style="text-align: center;"><b>AND</b></p> <p><b>10th Grade Courses</b> - SOC207 Global History &amp; Geography 2 R; SOC206 Global History &amp; Geography 2H; ICTS07 Global History &amp; Geography 2R; SSNS02 Global History 2 OR SOC434 AP World History</p> <p style="text-align: center;"><b>AND</b></p> <p><b>11th Grade Courses</b> - SOC311 United States History/Government H; SOC312 United States History/Government R; ICTS12 US History and Government R; SSNS03 US History Government OR SOC431 AP United States History.</p> <p style="text-align: center;"><b>AND</b></p> <p><b>12th Grade Courses</b> - SSNS24 Law &amp; Government; ICTS24 Law &amp; Government; SOC425 Law and Government SOC423; College Intro to Criminal Justice OR SOC432 AP US Government &amp; Politics</p> <p style="text-align: center;"><b>AND</b></p> <p>SOC422 Economics; ICTS22 Economics R; SSNS22 Economics R; SOC421 College Economics OR SOC436 AP Economics</p>	<b>1</b>	<p style="text-align: center;"><b>High School Civics Project (limit two times during grades 9-12)</b></p> <p>Embedded in the following courses:</p> <ul style="list-style-type: none"> <li>• SOC423; College Intro to Criminal Justice</li> <li>• SOC432 AP US Government &amp; Politics</li> <li>• SOC421 College Economics</li> <li>• SOC436 AP Economics</li> </ul>	<b>1.5</b>
<p style="text-align: center;"><b>Mastery Level on Social Studies Regents Exam</b></p> <p>Global and/or US History Framework Regents 85 or better</p>	<b>1.5 *</b>	<p style="text-align: center;"><b>Middle School Capstone Project</b></p> <p>SOC437 Participation in 8th grade National History Day Symposium</p>	<b>1</b>
<p style="text-align: center;"><b>Proficiency Level on Social Studies Regents Exam</b></p> <p>Global and/or US History Framework Regents 65-84</p>	<b>1 *</b>	<p style="text-align: center;"><b>Civics Capstone Project</b></p> <p>Embedded in the following courses:</p> <ul style="list-style-type: none"> <li>• SOC336 Leadership OR SOC335 Contemporary Issues</li> </ul>	<b>4</b>
<p style="text-align: center;"><b>Advanced Social Studies Course(s)</b></p> <p>SOC434 AP World History; SOC431 AP United States History; SOC432 AP US Government &amp; Politics; SOC436 AP Economics; SOC434 AP World History; SOC433 AP European History ; SOC423 College Intro to Criminal Justice; SOC 421 College Economics;SOC 435 AP Psychology</p>	<b>.5 *</b>		

# **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

## **ACTIVITIES & CLUBS**

Art Club  
Best Buddies Club  
Book Club  
Chamber Orchestra  
Class Officers  
D.E.C.A.  
Drama Club  
Environmental Club  
General Organization/Student Council  
Leaders Club  
LGBTQ+Alliance  
Literary Magazine  
Marching Band  
Math Team

Mock Trial  
Musical Production  
Newspaper  
Robotics  
Science Club  
Speech and Debate Club  
Stage Band  
Students Against Destructive Decisions (S.A.D.D.)  
VICA/Skills USA  
Video Club  
Vocal Ensemble  
World Language Club  
Yearbook  
Youth for Humanity

*Please note club offerings may vary based upon student enrollment and interest.*

*Please check with your school for updated details.*

## **HONOR SOCIETIES**

French Honor Society  
Italian Honor Society  
National Art Honor Society  
National Honor Society

National Technical Honor Society  
Spanish Honor Society  
Thespian Honor Society  
Tri-M Honor Society

## **SCHOOL COUNSELING SERVICES**

School Counselors are an excellent resource when concerns or questions arise regarding course selection and postsecondary planning. Through appointments, counselors are available to work with students, guiding them through selection of stimulating yet realistic academic programs of study. Additionally, counselors work together with staff and families to prepare students with the knowledge and critical skills needed to adapt to challenges in life, higher education and future employment.



**The School Guidance Counseling staff are also available for the following services:**

- Counseling on student/staff concerns
- Annual scheduling
- Vocational and Career Exploration
- Assistance with post-secondary opportunities
- Conferences with staff, parents and students
- Technology assistance (programs such as Naviance, PowerSchool Parent/Student Portal, Websites such as NCAA, CollegeBoard)
- New Student Orientation
- Interpretation of standardized testing scores
- Coordination of Academy of Applied Technology Program



# MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

## SPORTS

### Interscholastic Athletics

The Board of Education subscribes to the rules and regulations of the New York State Public High School Athletic Association and Section XI. The athletic program meets the needs of the individual student. Participation by our secondary students is extensive. It is our belief that there is much to be learned both in the classroom and in extracurricular activities. However, the student's primary goal is to learn and achieve in academics. A District eligibility policy has been established to govern student participation in both extracurricular and/or interscholastic activities. The eligibility policy includes both academic and behavioral criteria. Please check with your high school to confirm which clubs, organizations, and sports will be available.

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
<b>Boys: *Cross Country</b>	<b>Boys: Basketball</b>	<b>Boys: Baseball</b>
<b>Football</b>	<b>*Bowling</b>	<b>*Lacrosse</b>
<b>*Golf</b>	<b>Fencing</b>	<b>*Tennis</b>
<b>Soccer</b>	<b>*Winter Track</b>	<b>*Track &amp; Field</b>
	<b>Wrestling</b>	<b>Unified Basketball (CO-ED)</b>
<b>Girls: Cheerleading</b>	<b>Girls: Basketball</b>	<b>Girls: *Lacrosse</b>
<b>*Cross Country</b>	<b>*Bowling</b>	<b>*Track &amp; Field</b>
<b>Field Hockey</b>	<b>Cheerleading</b>	<b>Softball</b>
<b>*Gymnastics</b>	<b>Fencing</b>	<b>Unified Basketball (CO-ED)</b>
<b>Soccer</b>	<b>*Winter Track</b>	
<b>*Tennis</b>	<b>Kickline</b>	
<b>Volleyball</b>		
<b>Kickline</b>		

*\*Middle Country Teams*

## NCAA ACADEMIC ELIGIBILITY REQUIREMENTS

The National Collegiate Athletic Association (NCAA), an organization founded in 1906, which has established rules on eligibility, recruiting, and financial aid, regulates many college sports. The NCAA has three membership divisions: Division I, Division II, and Division III. If you are planning to enroll in college as a freshman and wish to participate in Division I or Division II sports, you must be certified by the NCAA Initial Eligibility Clearinghouse. The Clearinghouse will recalculate your academic information and determine if you meet the NCAA's initial eligibility requirements. Student athletes are required to send their SAT/ACT scores electronically from the test center. Students must use Code 9999. The application fee is approximately \$80.

Students must register online at: [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

<b><u>Division 1 Requirements:</u></b>	<b><u>Division 2 Requirements:</u></b>
<ul style="list-style-type: none"> <li>• Complete a core curriculum of at least 16 academic courses from the list of approved courses</li> <li>• A minimum G.P.A. 2.3 and SAT/ACT that meets the qualifier index</li> <li>• Graduate from high school</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a core curriculum of at least 16 academic courses from the list of approved courses.</li> <li>• A minimum combined SAT score of 820 or a 68-total score on the ACT and a minimum recalculated GPA of 2.2 on a 4.0 scale (core subjects).</li> <li>• The certification process will begin in the beginning of your senior year.</li> <li>• Your school counselor is available to assist you with your course selection as it relates to NCAA Eligibility.</li> </ul>

# **COLLEGE PREPARATION**

Centereach High School  
CEEB Code = 331-281

Newfield High School  
CEEB Code = 331-283

**STUDENTS MUST INCLUDE THEIR HIGH SCHOOL CODE (LISTED ABOVE) IN THE SAT/ACT APPLICATION IN ORDER FOR THEIR COUNSELOR AND HIGH SCHOOL TO RECEIVE RESULTS.**

## **PSAT (Preliminary Scholastic Assessment Test)**

This exam is offered in October to Junior and Sophomore students to become familiar with the format of the SAT. Juniors are eligible for the National Merit Scholarship. This score is not made available to colleges and is best used as a reference to identify strengths and weaknesses. SAT/SAT courses are offered through Continuing Education in both the fall and in the spring.

## **SAT Exam**

Students should anticipate taking this test in the second semester of their junior year. Additional retakes can be taken in October, November, and/or December of their senior year. Students may register online at [www.collegeboard.com](http://www.collegeboard.com). Students should submit the CEEB code for the appropriate high school to receive all test scores.

Test takers must present their admission tickets and an acceptable photo ID to enter the test center. Students without a photo ID and an admission ticket will not be permitted to take college entrance exams. College Board requires that your student photo must appear on your admission ticket. This photo has to be a close-up; headshot only. No other friends, and/or relatives may be in the photo.

## **ACT Exam**

This achievement test is also accepted by most colleges/universities for admission. Students should anticipate taking the test in the spring of their junior year and fall of their senior year. Students may register online at: [www.actstudent.org](http://www.actstudent.org).

## **Scholarship Opportunities:**

As part of the college process, all seniors should take full advantage of scholarship information that is made available throughout the year:

- Roads to Scholarship: Nationally recognized scholarships which can be found on the district school website and Naviance, which is a post-secondary planning tool that is used throughout high school with student's counselors.
- Local Scholarship Booklet: Available electronically on the district website. Scholarships offered by school and community organizations.

## **Test of English as a Foreign Language (TOEFL)**

The purpose of this test is to evaluate the English proficiency of students whose native language is not English. Please check with your counselor for further details. This test can be used in place of the SAT. Students must register online at: <http://www.ets.org/toefl>



# **ADVANCED PLACEMENT COURSES**

The following AP courses are offered at each high school pending enrollment. Each AP course has a corresponding exam that schools worldwide administer in May, except for Studio Art, which is a portfolio assessment.

## **Why participate?**

- |   |  |
|---|--|
| 1 - Gain the edge in college preparation        | 3 - Broaden your intellectual horizon                          |
| 2 - Stand out in the college admissions process | 4 - Colleges may grant credit based on the results of the exam |

Please check the full course descriptions in the individual department sections for more details. Students may take (or retake) an AP exam every time it is offered. They may also withhold or cancel their AP scores with a fee paid to the College Board. For further information, visit <http://collegeboard.com/student/testing/ap/about.html>

## **ADVANCED PLACEMENT COURSES**

### **Art**

Studio Art - AP (11, 12)  
Art History - AP (10, 11, 12)

### **English**

English Language & Composition - AP (11, 12)  
English Literature & Composition - AP (12)  
Seminar - AP (10, 11, 12)

### **Mathematics**

Calculus AB - AP (11, 12)  
Calculus BC - AP (12)  
Computer Science A - AP (11, 12)  
Statistics - AP (11, 12)

### **Music**

Music Theory - AP (11, 12)

### **Science**

Biology - AP (10, 11, 12)  
Chemistry - AP (10, 11, 12)  
Environmental Science - AP (10, 11, 12)  
Physics C Mechanics - AP (11, 12)  
Research - AP (11, 12)

### **Social Studies**

Economics - AP (12)  
US Government & Politics - AP (12)  
Psychology - AP (11, 12)  
United States History - AP (11, 12)  
World History - AP (10, 11, 12)

### **Technology**

Computer Science Principles - AP (10, 11, 12)

### **World Languages**

French Language & Culture - AP (11, 12)  
Italian Language & Culture - AP (11, 12)  
Spanish Language & Culture - AP (11, 12)

## **AP SEMINAR & RESEARCH CERTIFICATE/ AP CAPSTONE DIPLOMA**

Students have the opportunity to earn an AP Capstone Diploma™ or the AP Seminar and Research Certificate™ credential. AP Capstone Awards are listed on AP score reports, and students who earn the diploma or certificate can view and print it from their online account. Awards are also included on any AP score report sent to colleges. Here are the requirements to earn an AP Capstone award:

- The AP Capstone Diploma™ is granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choosing.
- The AP Seminar and Research Certificate™ is granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.
- More information on these programs can be found at:  
<https://apstudents.collegeboard.org/awards-recognitions/ap-capstone-award>

### **AP Seminar and Research Certificate**

AP Seminar  
Year 1  
Earn Score of 3 or Higher

AP Research  
Year 2  
Earn a Score of 3 or Higher

### **AP Capstone Diploma**

AP Seminar  
Year 1  
Earn Score of 3 or Higher

AP Research  
Year 2  
Earn a Score of 3 or Higher

4 AP Exams  
Throughout High School  
Earn Score of 3 or Higher

## **COLLEGE TIE COURSES**

### **How do “College Tie” programs compare to the AP Program?**

The difference between these programs is that the award of college credit is based on the grade you earn for the work you accomplish during the semester, and is not dependent on an examination.

### **Why become a “College Freshman” with advanced standing?**

- Save Money
- Course Requirements Waived
- Start College With Credits That May Transfer

**NOTE:** It is the responsibility of the student to contact colleges and confirm credit transfer policies.

#### **VERY IMPORTANT!**

\*Tuition cost as of the posting of the 2024-2025 Course Offering Booklet

\*\*L.I.U. requires students to pay tuition for both semesters 1 and 2 in the fall (approximately \$290)

Transfer credit practices vary by school. MCCSD recommends that students contact colleges that they are interested in attending and ask about “transfer credit policies”.

**Note:** Colleges cannot guarantee transfer credit in advance.

### **\*\*L.I.U. Long Island University High School Scholar**

<https://www.liu.edu/post/High-School-Scholars-Programolars-Program>

\*Approximately \$290 per course & one-time \$70 application fee

L.I.U. offers a \$10,000 renewable scholarship to potential freshmen (3.5/92)

College Business Law - 3 credits

College Child Development - 3 credits

Virtual Enterprise 3 credits per semester

College Accounting 3 credits per semester

College English - 6 credits

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

<https://sunysuffolk.edu/explore-academics/college-for-high-school-students/beacon-program/>

Approximately \*\$57 per credit

Combining the Beacon courses may satisfy one semester of study and corresponding tuition at SCCC.

College WL 1 (French, Italian & Spanish) - 3 credits

AP WL/College WL 2 (French, Italian & Spanish)-3 credits

College Precalculus - 4 credits

College Calculus - 4 credits

College Statistics - 3 credits

College Intro. to Criminal Justice - 3 credits

College Music Theory - 7 credits

AP/College Music Theory - 7 credits

College Computer Graphics - 3 credits

College Economics - 3 credits

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### **SUNY Albany**

<https://www.albany.edu/uhs/>

Approximately \*\$160 per course (Free & Reduced Lunch Tuition discount available)

College Science Research - 4 credits/year

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# **FRESHMAN INFORMATION**

## **(9th GRADERS – CLASS OF 2029)**

Freshman courses, grades, and credits all become part of a student's transcript, and will determine class rank during senior year. Freshman honors, activities, community service and awards can be included on college and scholarship applications. It is important during the 9th grade year to monitor academic progress, become involved in after-school activities, and plan for appropriate 10th grade courses.

Ninth grade students will take core courses including English, Math, Lab Science, WL and Social Studies. A full schedule will be made to include lunch, physical education and WL when applicable, for a total of 8 instructional periods.

In 9th grade, students will complete the Arts requirement (see chart below) needed for graduation. In addition to the Arts requirement, freshmen may choose two half-credit electives or a one credit elective. Course descriptions are found in the course offering book. **Courses with (\*) have prerequisites or require department recommendation.**

### **9th Grade Courses to Fulfill Arts Requirement**

<b><u>Course #</u></b>		<b><u>Page #</u></b>
ART 101	Studio in Art (1 cr)	15
FCS 112	Fashion Design and Apparel Construction (.5 cr)	27
FCS 116	Housing and Interior Design (.5 cr)	27
TEC 107	Design and Drawing for Production (1 cr)	29
MUS 120	Chorus-9 with Lessons (1 cr)*	45
MUS 130	Concert Band-with Lessons (1 cr)*	46
MUS 140	Concert Orchestra-with Lessons (1 cr)*	46
MUS 104	Introduction to Theatre (1cr)	47

*(FCS 112 & 116 must be taken together to satisfy the Arts requirement)*

<b><u>Course #</u></b>		<b><u>Page #</u></b>	<b><u>Course #</u></b>		<b><u>Page #</u></b>
TEC 101	Architectural Drawing (.5 cr)	29	ART 120	Photography 1 (.5 cr)	16
MUS 120	Chorus 9 with Lessons (1 cr) *	45	ART 121	Photography 2 (.5 cr) *	16
ART 140	Computer Graphics in Art & Design 1 (.5 cr)	17	TEC 119	Programming & Software Design (.5 cr) *	29
ART 141	Computer Graphics in Art & Design 2 (.5 cr) *	17	ENG 447	Public Speaking (.5 cr)	35
MUS 130	Concert Band with Lessons (1 cr) *	46	OCC 127	Real World-Career and Finance (.5 cr)	22
MUS 140	Concert Orchestra (1 cr) *	46	TEC 111	Residual Structures (.5 cr)	30
ART 102	Crafts 1 (.5 cr)	15	TEC 112	Robotics 1 (.5 cr)	29
ART 103	Crafts 2 (.5 cr) *	15	TEC 124	Robotics 2 (.5 cr) *	30
ENG 445	Creative Writing (1 cr) *	36	SCI 130	Science Research (1 cr) *	51
TEC 107	Design and Drawing for Production (1 cr)	29	ART 133	Sculptures/Ceramics 1 (.5 cr)	16
TEC 108	Electronics 1 (.5 cr)	29	ART 134	Sculptures/Ceramics 2 (.5 cr) *	16
TEC 109	Electronics 2 (.5 cr) *	29	OCC 116	Sports and Entertainment Marketing (.5 cr)	22
OCC 111	Entrepreneurship (.5 cr)	23	ENG 429	Sports Media & Literature (.5 cr)	36
FCS 112	Fashion Design & Apparel Construction (.5 cr)	27	ART 101	Studio in Art (1 cr)	15
OCC 113	Fashion Merchandising (.5 cr)	23	MUS 106	Theatre, Acting and Production (1 cr)	47
FCS 104	Food and Nutrition (.5 cr)	26	TEC 117	Video Production 1 (.5 cr)	31
FCS 116	Housing and Interior Design (.5 cr)	27	OCC 105	Virtual Consumer Skills (.5 cr)	22
SCI 114	Introduction to Anatomy & Physiology (1 cr) *	53	TEC 123	Woodworking Technology (.5 cr)	30
MUS 104	Introduction to Theatre (1 cr)	47			
SOC 336	Leadership (.5 cr)	60			
FCS 108	Life Span Studies (.5 cr)	27			
SCI 122	Meteorology (.5 cr) *	52			

# ART

## Course Sequence

**Five Credit Sequence: Includes Studio in Art, a Major Course Sequence,  
1 Credit from Elective Courses, and Advanced Placement Courses**

<u>Grade</u>	<u>Major Courses</u>	<u>Elective Courses</u>
<b>9th</b>	Studio in Art*	Computer Graphics 1 & 2 Crafts 1 & 2 Photography 1 & 2 Sculpture/Ceramics 1 & 2
<b>10th</b>	Studio in Art* AP Art History* Drawing & Painting	Crafts 1 & 2 Photography 1 & 2 Computer Graphics 1 & 2 Sculpture/Ceramics 1 & 2
<b>11th</b>	Studio in Art* AP Art History* Drawing & Painting Advanced Drawing & Painting Advanced Photography College Computer Graphics Advanced Sculpture/Ceramics AP Studio Art	Crafts 1 & 2 Photography 1 & 2 Computer Graphics 1 & 2 Sculpture/Ceramics 1 & 2
<b>12th</b>	Studio in Art* AP Art History* Drawing & Painting Advanced Drawing & Painting Advanced Photography College Computer Graphics Advanced Sculpture/Ceramics AP Studio Art	Crafts 1 & 2 Photography 1 & 2 Computer Graphics 1 & 2 Sculpture/Ceramics 1 & 2

*\*Maybe used to satisfy 1 credit NYS Arts Graduation Requirement.*



# ART

**The Visual Arts** will inspire students to create through computer graphics, photography, painting, drawing, video, history, ceramics and sculpture. In the 21st century, art students will develop critical thinking skills, self-direction and knowledge through hands-on- learning experiences in a variety of media and technology based learning. Students will gain global knowledge through the study of past and present diverse cultures in the visual arts. Students will acquire leadership skills, creative problem-solving skills and gain personal responsibility through the progressive development of an individual portfolio.

## **STUDIO IN ART (ART 101)**

1 Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

A comprehensive one-year foundation course in the Visual Arts Studio in Art is designed to satisfy the NYS Art requirement for high school graduation. This course is required for Art majors seeking to complete a five-credit sequence in Visual Arts. Students acquire the necessary skills and techniques for art production, study art history, the worlds of master artists and gain insight into art criticism and aesthetic theory. An acceptable portfolio of artwork in various media is required to successfully complete the course. **This course may be used to satisfy the Fine Arts Requirement for graduation.**



## **DRAWING AND PAINTING (ART 110)**

1 Credit Weight 1.0  
Grades: 10, 11, 12  
Prerequisite: Studio in Art

This course involves in-depth work in drawing and painting. The student will explore techniques in the following media: charcoal, pastel, watercolor and acrylic paint. The student will be encouraged to solve individual problems, and to develop a personal style of expression. The student will develop an individual portfolio of 7-10 pieces. Artistic, verbal and written skills with regard to art and artists are developed.

## **CRAFTS 1 (ART 102)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This course is designed to explore and define works of art from diverse cultures. Students will gain a better understanding of what crafts are and how they can be created. Students may work with a variety of materials including clay, metal, fabric and paper. Students will create projects such as: masks, origami, wind chimes, dream catchers, book binding, wood burning, glass and recycled arts.

## **CRAFTS 2 (ART 103)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: Crafts 1

This course is designed to build on the skills and techniques taught in Crafts 1. Projects used may include beadwork, jewelry making, batik, ceramics, tile work and reclaimed art. In addition, this class will focus on crafts as part of our society and commercial industry by implementing the creation of design, display and marketing.

## **ADVANCED DRAWING AND PAINTING H (ART 111)**

1 Credit Weight 1.05  
Grades: 11, 12  
Prerequisite: Drawing and Painting or Departmental Recommendation

This advanced course will provide students with the opportunity to develop directed studies in drawing and painting. Advanced technique and historical understanding of drawing still life, model drawing, painting, landscapes, and two-dimensional design will be developed as part of this course. The student will develop skills in stretching and priming canvas. Upon completion of the course, students may elect AP Studio Art coursework with a focus in drawing and painting for college credits. **This course may be considered for fulfillment of the Capstone graduation requirement.**

## **AP ART HISTORY (ART 200)**

1 Credit Weight 1.1  
Grades: 10, 11, 12  
Prerequisite: Studio Art or Departmental Recommendation  
<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index>

AP Art History emphasizes understanding art in the context of world cultures. This course explores the influence of religion, social/political issues and gender on works of art. The specific course objective is to prepare students for the Advanced Placement Exam in Art History as prescribed by the College Board. This course may be used to satisfy the Fine Arts requirement for graduation. **All students are expected to sit for the AP examination at the end of the course. This course may be used to satisfy the Fine Arts Requirement for graduation.**

### **AP STUDIO ART (ART 112)**

1 Credit Weight 1.1

Grades: 11, 12

Prerequisite: Departmental Recommendation

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index>

This course is designed for the most advanced art student. Students will gain first-hand experience with art exploration, communication, critical thinking and production. Upon completion of this class, students will develop a college level portfolio of art work. Students will choose one area of study in 2-D Media from: computer graphics, drawing and painting, mixed media, or photography. A portfolio of 15 pieces will be developed, along with artistic, verbal and written skills. Students may opt to take this course again in a different focus area. **All students are expected to sit for the AP Examination at the end of the course.**



### **PHOTOGRAPHY 1 (ART 120)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This course is designed to give the student an opportunity to explore the fine art and culture of photography. The history and early development of photography will be explored through both traditional film photography, darkroom printing and digital photographic techniques. The emphasis will be placed on bridging both traditional and digital photographic techniques. Photography projects explored will focus on composition, elements of art and principles of design, basic black and white traditional techniques as well as digital editing. Current Adobe Photoshop software will be used in a lab setting.

### **PHOTOGRAPHY 2 (ART 121)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Photography 1

This course gives the student the chance to further explore the fine art and culture of photography. Students will engage in various photographic activities that will prepare them for both in the classroom, and on location photography linked to today's technology. Students will further explore the ability to photograph with a creative eye and apply advanced technical concepts to their personal work in both a traditional and digital lab setting. Projects will prepare students and provide experience in skills linked to the photography workforce, such as photojournalism, and photographic restoration. Current Adobe Photoshop software will be used in a lab setting.

### **ADVANCED PHOTOGRAPHY H (ART 122)**

1 Credit Weight 1.05

Grades: 10, 11, 12

Prerequisite: Photography 2 or Departmental Recommendation

This full year course encourages photography students to be self motivated, critical thinkers and encourages their visual knowledge to efficiently capture and communicate image content. Digital and traditional applications will be mastered. Students will explore the Fine Art of Photography, both on location and in the portrait/still life studio. Projects may include: Architecture, Studio, Advertising, Landscape and Stock Photography. Students will explore careers in photography while preparing a personal portfolio. Upon completion of the course, students may elect AP Studio Art coursework with a focus in photography for college credit. Students will be encouraged to exhibit their artwork in local galleries. Current Adobe Photoshop software will be used in a lab setting. **This course may be considered for fulfillment of the Capstone graduation requirement.**

### **SCULPTURE/CERAMICS 1 (ART 133)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This course is designed as an art course featuring the fundamental principles of three-dimensional design, shape, form, movement and space. Students will explore and use such materials as clay, paper mache, plaster, cardboard and wood. Emphasis is on students achieving an understanding through modeling, carving, casting, hand building, and assembling to create art and utilitarian objects. Ceramic and pottery techniques with the potter's wheel and constructions will also be explored in this course as well as Glowforge 3D Laser Printing Projects.



### **SCULPTURE/CERAMICS 2 (ART 134)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Sculpture/Ceramics 1

This course is the advanced version of Sculpture /Ceramics 1. It is designed as an advanced art course featuring the more advanced principles of three- dimensional design, shape, form, movement and space. Students will continue to explore and use such materials as clay,paper mache, plaster,cardboard and wood. Ceramics and pottery techniques with the potter's wheel and constructions will continue to be explored in this course as well as Glowforge 3D Laser Printing Projects.



**ADVANCED SCULPTURE/CERAMICS H (ART 135)**

1 Credit Weight 1.05

Grades: 10, 11, 12

Prerequisite: Sculpture/Ceramics 2

This course is the most advanced version of Sculpture/Ceramics. It features the most advanced principles of three-dimensional design, shape, form, movement and space. Students will master sculpture/ceramics using materials such as clay, metal, plaster, stone and wood. Ceramic and pottery techniques with a potter's wheel and constructions will also be explored in this course. Upon completion of the course, students may elect AP Studio Art coursework with a focus in 3D for college credit. **This course may be considered for fulfillment of the Capstone graduation requirement.**

**COMPUTER GRAPHICS IN ART & DESIGN 1 (ART 140)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This course introduces students to the software programs used in the graphic design industry. Students will learn design skills and apply them to projects such as posters, logos, and CD cover designs. Photoshop and Illustrator are the programs utilized in this course. This course is open to art majors, as well as to non-art majors.

**COMPUTER GRAPHICS IN ART & DESIGN 2 (ART 141)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Computer Graphics in Art &amp; Design 1 or Departmental Recommendation

This course will expand on the skills learned in Computer Graphics 1. Advanced concepts in Photoshop, Illustrator, and Flash will be introduced. Students will create their own graphics and use them to create an animation using Flash 5.0.

**COLLEGE COMPUTER GRAPHICS IN ART & DESIGN (ART 142)**

1 Credit Weight 1.05

Grades: 10, 11, 12

Prerequisite: Computer Graphics in Art and Design 2 or Departmental Recommendation

This course is designed for students with proven skills in computer graphics who are exceptionally motivated and have expressed an interest in continuing to develop advanced, computer generated art, Virtual Reality art projects including animation, 3-D modeling, photo editing, using Photoshop, Creative Cloud CC & Illustrator. Students will design their own portfolio website. Through a partnership with Suffolk Community College, students have the opportunity to earn 3 college credits for this study of College Computer Graphics. **This course may be considered for fulfillment of the Capstone graduation requirement.**



## **CAREER AND TECHNICAL EDUCATION**

**CTE Students** are students who are enrolled at an accredited secondary school, seeking a high school diploma, and enrolled in a CTE program. CTE programs are located in local high schools and Eastern Long Island – Academy of Applied Technology (formerly known as Eastern Suffolk BOCES) and provide academic and technical instruction in the areas of agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education and technology education. The Middle Country Central School District offers the following CTE programs:

**Business Education** is a program of study whose purpose is to provide students with their skills, attitudes and competencies to be successful in post-secondary study, the workforce, and as adult consumers. Students begin to learn the knowledge and skills in finance, marketing, management, entrepreneurship, accounting, communications and business technology. A comprehensive business and marketing education program in conjunction with academic study will most effectively prepare a student for lifelong success.

**Family and Consumer Sciences** education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse global society. The unique focus is on families, work, and their inter-relationships.

**Technology Education** is a program of instruction designed to assist all students in meeting State intermediate standards for technology. Technology education uses concepts of science, mathematics, social science, and language arts in a hands-on, systems-based approach to problem solving that guides students in the understanding, design, and development of systems, devices, and products to serve human needs and wants.

**Cosmetology Students** develop employability skills, work ethics, and leadership abilities. Trade programs expose students to technical knowledge and skills and related occupational information. Students are prepared for employment in a variety of semi-professional or technical occupations and for post-secondary education.

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### **CAREER EDUCATION PATHWAYS**

#### **Grade 9 Foundation Courses**

Architectural Drawings  
Electronics 1  
Entrepreneurship  
Food and Nutrition  
Fashion Merchandising  
Residential Structures  
Robotics 1  
Virtual Consumer Skills

Design and Drawings for Production  
Electronics 2  
Fashion Design & Apparel Construction  
Housing and Interior Design  
Programming & Software Design  
Real World-Careers and Finance  
Sports and Entertainment Marketing  
Woodworking

#### **Grade 10-12 Elective Courses**

Advanced Computer-Aided Design  
College Child Development  
College Virtual Enterprises  
Foods Parenting  
Robotics 2

AP Computer Science Principles  
College Business Law  
Computer-Aided Design  
Culinary Techniques  
Visual C++ Programming

#### **Grade 11-12 Elective Courses**

College Accounting  
Cosmetology 1  
Video Production 1

Cosmetology 2  
Work-Based Learning Program (WBL)

## **MCCSD Guidelines for the Academy of Applied Technology Admissions**

Technical and trade education courses are offered in a wide range of occupations by The Academy of Applied Technology at three centers on a half-day basis (periods 6-9 only). **These programs are either one-year or two-year courses of study and are entered in the Junior or Senior year. Students entering the second year of a 2-year program must meet eligibility criteria.** When students enroll in occupational education courses, they remain Middle Country Central School District students. Students receive four credits for The Academy course work.

✓	<u><b>Important Dates</b></u>	<u><b>Requirements</b></u>
	<b>Tuesday, Dec 10, 2024 (NHS) Thursday, Dec 5, 2024 (CHS)</b>	Students attend an assembly program during the school day for BOCES information. Interest forms and Open House information available and will be completed at that assembly.
	<b>Thursday, February 6, 2025 - MTC &amp; BTC Wednesday, March 26, 2025 - ICC Special Career Center at Islip</b>	<b>Parents can attend an Open House at The Academy.</b> <a href="https://www.academyli.org/">https://www.academyli.org/</a>
	<b>Friday, February 7, 2025</b>	Priority Deadline for BOCES Applications. Student pick up an application from the Guidance Office. Students and parents are encouraged to have visited The Academy Open House to apply.
	<b>Monday, March 3, 2025</b>	Completed Academy applications are due to the Guidance Office. <b>Late applications will not be accepted. The technical centers offer admission by application only. The application process does not guarantee acceptance.</b>
	<b>By June 2024</b>	Academy acceptances are announced on a rolling basis. All applicants will be notified of their status by their school counselor. After the Academy applications are approved in March, a third quarter review of grades and attendance will determine the status of an application.
	<b>Videos available anytime</b>	<b>Parents view virtual Course Offering at Islip Career Center for Special Career Education</b> <a href="https://www.esboces.org/programs-services/special-career-education/islip-career-center">https://www.esboces.org/programs-services/special-career-education/islip-career-center</a>

### **Additional Criteria for Eligibility**

1. Acceptance into an Academy program is contingent upon maintaining the requirements for attendance according to MCCSD Attendance Policy (Board Policy #5100).
2. Students not making satisfactory progress are not eligible for Technical Center coursework/programs. Satisfactory progress is defined as passing all scheduled coursework throughout the 2024-2025 school year.
3. Students in the graduating classes of 2025 & 2026 must have Junior/Senior status completed prior to beginning an Academy program in the fall. The Academy program will become a part of the applicant's four-year plan.
4. The technical centers offer admission by application only.
5. BOCES requests that Middle Country attach disciplinary records to all applications.

**Acceptance to an Academy Technical Program is based on school record, attendance, Academy visitation, building informational assemblies, and the recommendation by the placement team (high school representatives and district personnel). Students who are accepted into the Academy program will be monitored by district personnel and must comply with the MCCSD Attendance Policy (in all classes). Additionally, any student denied credit in any 10th/11th grade course, in accordance with the district's high school attendance policy, shall be deemed ineligible to participate in an Academy vocational training program in 11th grade. A final review of each student's eligibility will be conducted at the end of the school year. Students not making satisfactory progress will be removed from their Academy placement before Friday, October 24, 2025**

# **LIST OF ACADEMY COURSES**

Below is a listing of Eastern Long Island – Academy of Applied Technology (formerly Eastern Suffolk BOCES). If you are interested in taking any of these courses, you must see your guidance counselor and follow the Middle Country Central School District Guidelines. **These courses are open to 11th or 12th grade students only. Students applying to any “Health Career” programs will be drug tested at their own expense.**

## **TECHNICAL CENTER**

**(Students are scheduled for periods 1-5 at the high school; then the bus leaves at 11:15 a.m. and returns at 3:30 p.m.)**

Middle Country students must attend the afternoon BOCES CTE sessions only,

There are no accommodations for morning programs.

<u><b>Courses For Juniors</b></u>	<u><b>Length of Course</b></u>	<u><b>Credits Per Year</b></u>
Automotive Technology 1 & 2 (ZBC 23A) (ZBC 23B)	1 or 2 years	4
Aviation Professional Pilot Training (ZBC 106) (ZBC 206)	1 or 2 years	4
Carpentry/Residential Construction and Home Improvement (ZBC 12A)	1 or 2 years	4
Culinary Arts/Restaurant Operations Management (ZBC 14A) (ZBC 14B)	1 or 2 years	4
Electric Trade and Alternative Energy 1 & 2 (ZBC 20A) (ZBC 20B)	1 or 2 years	4
Heating, Ventilation and Air Conditioning/HVAC 1 & 2 (ZBC 101)(ZBC 201)	1 or 2 years	4
Plumbing & Heating 1 & 2 (ZBC 17A) (ZBC 17B)	1 or 2 years	4
Welding/Metal Fabrication (ZBC 128)	1 or 2 years	4

<u><b>Courses For Seniors</b></u>	<u><b>Length of Course</b></u>	<u><b>Credits Per Year</b></u>
Animal Science (ZBC 102)	1 year	4
Clinical Medical Assisting (ZBC 111)	1 year	4
Dental Chairside Assisting (ZBC 120)	1 year	4
Law Enforcement (ZBC 124)	1 year	4
Licensed Practical Nursing (ZBC 126)	1 year plus 7 months	4
Nurse Assisting (ZBC 125)	1 year	4
Physical Therapy Aide (ZBC 245)	1 year	4

## **CAREER CENTER**

**BOCES Occupational Education**

**BOCES Offerings are contingent to availability at the Career Center**

**The Committee on Special Education must approve all Special Career Center placements**

**(Students are scheduled for periods 1-5 at their high school; the bus leaves 10:50 a.m. and returns at 2:30 p.m.)**

**Auto Body Repair & Refinishing**

**Auto Front End & Brakes**

**Automotive Technology, Modern**

**Canine Careers**

**Carpentry**

**Computer Graphic Arts Technology**

**Digital Media Production**

**Early Childhood Education**

**Facilities Maintenance**

**Food Preparation/Service**

**Health Related Occupations**

**Horticulture**

**Introduction to Appearance Enhancement**

**Introduction to Baking**

**Introduction to Cooking**

**Introduction to HVAC**

**Introduction to Personal Training**

**Introduction to Welding/Metal Fabrication**

**Retail Store Services**

**Transportation Service**

**Vehicle Maintenance and Light Repair**

# **BUSINESS**

## **4 + 1 CTE GRADUATION PATHWAY (3.5 credits)** **ENTREPRENEURSHIP/VIRTUAL ENTERPRISE**

*Students must take Real World-Career and Finance as a prerequisite course for the Graduation Pathway. Students receive a Regents Diploma and a CTE Technical Endorsement upon completion. The Pathway can be used to satisfy a 5th Regent requirement for graduation.*

<b><u>Course Work</u></b>	<b><u>Work-Based Learning Activities</u></b>
<ul style="list-style-type: none"><li>• Real World-Career &amp; Finance - ½ Credit</li><li>• Entrepreneurship - ½ Credit</li><li>• College Accounting (LIU) - 1 Credit</li><li>• College Business Law (LIU) - ½ Credit</li><li>• College Virtual Enterprise (LIU) - 1 Credit</li></ul>	<ul style="list-style-type: none"><li>• Career Focused Field Trip (Workplace Tour)</li><li>• Guest/Industry Speakers</li><li>• Career Fair</li><li>• Job Shadowing</li><li>• Career Exploration Challenge</li><li>• Research Project (with Industry Involvement)</li><li>• Service Learning (Community Service)</li><li>• DECA</li><li>• National Technical Honor Society</li><li>• Virtual Enterprise</li></ul>

Technical Assessment: NOCTI - Virtual Enterprise Certification Assessment

## **BUSINESS**

**The vision of the Business Department** supports the creation of successful programs that connect middle and high school with post secondary institutions, building collaborations with the workforce, and equipping our students with the necessary 21st century skills which employers require. The Business Education courses are designed to achieve the following:

- Computer Literacy
- Prepare students for entry-level positions in today's labor markets
- Offer all students a vast array of elective subjects for their own personal use
- Prepare students for further study in Business at the post-secondary level

## **CTE Endorsement**

Students in the NYS CTE Certification Sequence in Business Management have the opportunity to earn a CTE endorsement on their diploma. The CTE endorsement is imprinted on a seal affixed to the diploma and includes the phrase, Career and Technical Endorsement.

In addition to course credit requirements outlined on the previous page, successful completion of a quality work-based learning experience and a passing score on the NOCTI Pathway Assessment for Accounting. See your school counselor for details.

### **REAL WORLD–CAREERS AND FINANCE (OCC 127)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

Explore careers that match your interests and personality. Create resumes, complete job applications, and prepare for the job interview. Learn about personal finances, budgeting decisions, banking, credit and taxes. This class is all you need to know to survive on your own. Internet research, Virtual Business Personal Finance simulation and guest speakers will be used throughout the curriculum to enhance learning.

### **VIRTUAL CONSUMER SKILLS (OCC 105)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

Students will learn about homeowner, automobile, health and life insurance. Consumer rights, investment opportunities and how to plan for retirement is also discussed. These skills will enable students to become self-sufficient and financially independent. Helping students to become knowledgeable consumers will enable them to make the best use of their resources. A computer simulation will focus on finance and money management. Concepts learned in this class will be reinforced by guest speakers from the business world.

## **BUSINESS/MARKETING**

**Business/Marketing** is a broad and diverse discipline that enables students to prepare for entry-level employment and to fulfill business-related and personal responsibilities. The sequences of courses in Business/ Marketing Education are designed to ensure the correlation of business and marketing education and to provide a variety of options for students to meet sequence requirements while developing broad-based, transferable skills, and specialized competencies.

One credit of The Real World – Career and Finance, Virtual Consumer Skills plus Word Processing core courses are required for the Business/Marketing five (5) credit sequence.



### **SPORTS AND ENTERTAINMENT MARKETING (OCC 116)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

A unique and innovative course designed for individuals with an interest in the sports industry. Students will be exposed to the selling of sports and the use of sports to sell other products. Instructional areas include: an orientation to the sports industry, market analysis, decision-making, product design and promotion, sponsorship and advertising. Internet activities, guest speakers, and field trips round out the student's experience.



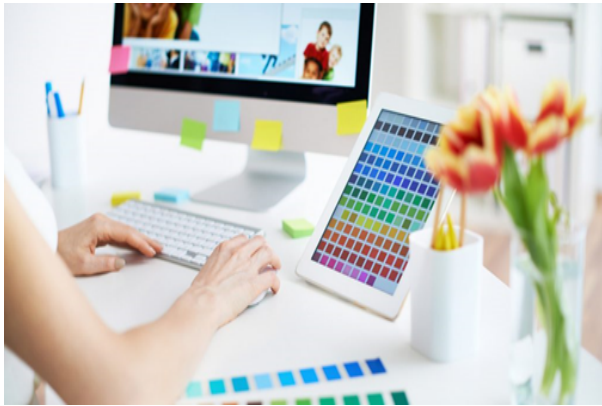
### **FASHION MERCHANDISING (OCC 113)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This course is designed to introduce students to the fundamentals of fashion, fads and trends, how fashion develops and spreads, and the role of style and fashion in contemporary society. Students will understand the fashion movement with a focus on the fashion cycle. An introduction to visual merchandising, store layout and window displays will also be a focus of this class. Students will be able to understand competition, quality, promotional activities, store image and fashion terminology. Students will look at the psychology of consumer behavior, how consumers make fashion purchasing decisions, and spending characteristics at different stages of life. **This course may be considered for fulfillment of the Capstone graduation requirement.**



### **EMPLOYABILITY AND WORK-BASED LEARNING COURSE (OCC 129)**

1/2 Credit Weight: 1.0

Grades: 11, 12

Prerequisite: None

This course incorporates a structured approach allowing students to analyze and reflect on their learning both in the classroom and through outside internship opportunities. With the focus on the enhancement of employability skills, development of personal career plans and improvement of career management skills, students will develop and manage their careers effectively. Students will be exposed to the world of work; using a combined approach of formal curriculum and work-based experiences. Work experience hours are typically acquired through after school internships or weekend opportunities. This course will set a foundation for students to gain the experience and/or hours needed in order to work towards the requirements necessary in obtaining the Career Development and Occupational Studies Commencement Credential (CDOS). Students may take this course multiple times for credit.

### **ENTREPRENEURSHIP (OCC 111)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

Students will explore the “ins” and “outs” of promoting and selling goods and services. In addition, students will learn how businesses target customers and develop marketing strategies for their customers. Students will complete case studies and team projects, while learning how to start a business. Students will be provided the opportunity to identify and understand the risks and rewards of business ownership and to further develop communication and presentation skills. **This course may be considered for fulfillment of the Capstone graduation requirement.**

### **COLLEGE ACCOUNTING (LIU) (OCC 106)**

1 Credit Weight 1.05

Grades: 10, 11, 12

Prerequisite: None

Planning on majoring in accounting or business management in college? Did you know that college business programs require their students to learn the basics of accounting? There is always a need for accountants in the job market. Get your accounting foundation now with this college level accounting course designed for the motivated student. The topics covered are those in a college introductory course. Current computer software applications will be utilized. This course will be offered as a college tie-in course with SUNY Farmingdale. Students can earn six (6) college credits in accounting by successfully completing this course. Students will be introduced to Word and Excel. All notes and financial statements will be done in Word and Excel respectively. **This course can be used for math.** **Approximate cost is \$150 per course.**



### **COLLEGE BUSINESS LAW (LIU) (OCC 412)**

½ Credit Weight 1.05

Grades: 10, 11, 12

Prerequisite: None

Business Law is designed to acquaint students with basic legal rights and problems. Students will explore the judicial system, court procedures, ethics, torts and legal issues such as marriage (family law), employment law, real estate (property law), corporate law, and contract law with the use of case studies and online research. This course will be offered as a college tie-in course with Long Island University. Students may earn three (3) college credits in law by successfully completing this course. Long Island University will review high school transcripts in partnership with instructors and determine eligibility for the college tie course. **Approximate cost is \$290 per course.**



### **COLLEGE VIRTUAL ENTERPRISES (6 credits at (LIU)) (OCC 124)**

1 Credit Weight 1.05

Grades: 10, 11, 12

Prerequisite: Any ½ Credit in Business Ed. Course

Virtual Enterprises is a simulated business that is set up and run by students with the guidance of a teacher/ facilitator. This program allows students to experience all facets of being an employee in a firm in an actual business environment. Students are involved in human resources, accounting, product development, production, distribution, marketing and sales, web design, IT, and social media. They will engage in trade with other practice firms around the world. The goal of Virtual Enterprise is to create a learning environment that integrates school and the workplace to enhance learning. Students will attend two field trips to promote their firm's Business Plan and participate in Trade Shows both on Long Island and in NYC. This course will be offered as a college tie-in course with SUNY Farmingdale. Students can earn six (6) college credits by successfully completing this course. **This course may be considered for fulfillment of the Capstone graduation requirement.** **As a "skills" performance based class, students may take this course an additional time.** **Approximate cost is \$150 per course.**



# COSMETOLOGY



**The Cosmetology Program** courses are designed to provide students with 21st century employment preparation skills. Acquisition of these skills will be obtained through the use of SmartBoards, Cyber Imaging and current Salon Management Software. Students in this program learn scientific principles involved in the care of hair, skin and nails. The Cosmetology curriculum includes anatomy, chemistry and specific skill topics such as permanent waving and chemical relaxing. Required skills include manual dexterity, creativity, artistic ability and good people skills.

## Cosmetology Programs

### Cosmetology 1

Total - 3 Credits

### Cosmetology 2

- Integrated Science
- Integrated English
- Integrated Work Based Learning

Total - 4 Credits

- Real World Career and Finance .5
- Virtual Consumer Skills .5

Total - 1 Credit

Students must complete 1000 clock hours to be eligible for the New York State Licensing Examination.

A student who successfully completes the Cosmetology Program will earn a total of 8 credits.

## CTE Endorsement

**Students in the Cosmetology Program** have the opportunity to earn a New York State Career and Technical Education (CTE) Endorsement on their diploma. The technical endorsement is imprinted on a seal affixed to the diploma and includes the phrase, Career and Technical Endorsement. See your school counselor for details.

### COSMETOLOGY 1 (OCC 132)

3 Credit Weight 1.0

Grades: 11, 12

Prerequisite: None

The introductory course to the field of cosmetology includes providing the services of natural hair styling, esthetics (skin care), nails, waxing, and the study of anatomy and physiology related to beauty culture operation. Cosmetology also includes providing services to the hair, head, face, neck or scalp. The course is also concerned with the total development of the individual student both as a person and as a worker. Emphasis is on basic cosmetology skills, personal grooming and business attitude within the field of cosmetology. This course provides clock hours and knowledge, both theoretical and practical, toward qualifying for the New York State Licensing Examination requirement. Students will have the opportunity to be involved in local, state, regional, and national competitions and organizations.

Students will be responsible for purchasing any kits and/or safety materials required to complete the two-year program.

**Approximate cost for the course is \$520.00.**

### COSMETOLOGY 2 (OCC 133)

4 Credits Weight 1.0

Grades: 12

Prerequisite: Cosmetology 1

This advanced course emphasizes creativity, artistic flair and trade skills, with specialization in hair cutting, blow drying, hair coloring, styling, and permanent waving. It also includes study of the fundamentals of applied cosmetology, the use of chemicals, and the study of materials used in the trade. It also includes two days a week of clinic, which enables students to learn and work in a salon atmosphere. The clinic is open to students, staff and community members. This course provides clock hours toward qualifying for the New York State Licensing Examination requirement of 1000 hours. The students will be prepared to pass a written and practical examination which will be administered by the New York State Division of Licensing for Cosmetology. **This course may be considered for fulfillment of the Capstone graduation requirement.**

**Approximate cost for the course is \$150.00.**

# **FAMILY AND CONSUMER SCIENCES**

## **Career Sequence Education**

Life Span Studies

Parenting

College Child Development



## **Career Sequence Food Services**

Culinary Techniques

Food and Nutrition

International and Regional  
Foods

## **Career Sequence Design**

Fashion Design and Apparel  
Construction

Housing and Interior Design



## **Career in Education Services**

Educator

Child Development

Home Health Care

Physician

Psychologist

Social Services

Social Worker

## **Careers in Design**

Advertising

Architect

Fashion Design

Interior Design

Management

Marketing

Retail

## **Careers in Food**

Chef

Dietician

Food Critic

Food Designer

Stylist

Magazine Editor

Restaurant Owner

**Family and Consumer Sciences** helps prepare students for family life, work life, and future careers by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation. The goal of Family and Consumer Sciences is to improve the well-being of the family through educational programs, which include four content clusters:

- (1) Home and Personal Management
- (2) Food and Nutrition
- (3) Textiles and Design
- (4) Human Development

These courses facilitate development of students' 21st century skills relevant to home and career life.

## **FOOD AND NUTRITION (FCS 104) (CORE)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This is an introductory course for the beginner chef that covers all the basics of food preparation with a focus on nutritional awareness. Topics include ingredients, nutrients, cooking methods, terminology, equipment, and procedures. The class includes lectures, demonstrations and participation in basic food production (including the preparation of eggs, batters, vegetables, starches, pizza, cookies and cakes). Students will also explore careers in the food service industry. Field trips, food demonstrations and guest speakers enhance the curriculum.

### **CULINARY TECHNIQUES (FCS 110)**

½ Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: None

This course reviews basic food management skills with a concentration on food preparation and presentation using more advanced recipes and equipment. Food production includes the preparation of eggs, batters, pasta, vegetables, meats, salads and dressings and desserts. Theory and practice of cooking methods such as frying, roasting, broiling, griddle work and sautéing, as well as demonstration and participation in cake decorating and design. Participate in food lab competitions (Cupcake Wars, Chopped, Cake Decorating Contest, and more). Careers requiring culinary skills will be explored. Field trips, food demonstrations and guest speakers enhance the curriculum.

### **FASHION DESIGN AND APPAREL CONSTRUCTION (FCS 112)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

If you are interested in fashion trends, styles or pursuing a career in the fashion industry, this class is for you. This project-based course introduces you to the world of fashion; along with fashion history, textiles, personal appearance, clothing design and redesign, selection, construction and evaluation of ready-made garments. Students will learn basic hand and machine sewing techniques while exploring fashion design, retail management and other career opportunities. Field trips may be taken to local fashion exhibits. **This course may be considered for fulfillment of the Capstone graduation requirement.**

**\*This course may be applied toward the mandatory 1 credit Art/Music Graduation Requirement in conjunction with Housing and Interior Design.**

### **COLLEGE CHILD DEVELOPMENT (LIU) (FCS 121)**

½ Credit Weight 1.05

Grades: 11, 12

Prerequisite: Parenting (FCS 109) and Administrative Approval

Taught under the auspices of the Long Island University with direct input from the visiting college professors, this course will introduce students to the child education and care profession through a careful, psychology grounded study of child development. It is designed to increase understanding of the basic concepts related to the developmental characteristics of children. This course is the foundation for planning age-appropriate activities and establishing guidelines and expectations of children, while offering an opportunity to study the various developmental domains (social, emotional, cognitive/language and physical). Under the direction of a qualified teacher, there will be opportunities for high school students to observe children in a variety of school settings. In addition, students will also engage in mock lesson planning.

**\*This course requires students to participate in field trips throughout the semester. Students can earn three (3) college credits upon successful completion of the course. The cost is approximately \$290**



### **INTERNATIONAL AND REGIONAL FOODS (FCS 111)**

½ Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: None

This course will focus on helping the student gain a greater understanding of food patterns of various countries and regions. Emphasis is placed on student's production and presentation of complete menus and techniques as they apply to local, European and Asian cuisines. Students are expected to cook at least once a week. They will also evaluate foods and explore career opportunities. Field trips, food demonstrations and guest speakers enhance the curriculum.

### **HOUSING AND INTERIOR DESIGN (FCS 116)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This project-based course provides students the opportunity to develop skills in applying the elements and principles of design to interiors, while allowing the students to explore their creativity. Projects are integrated throughout the course to provide applications of housing styles and trends, furniture styles and placement, design and function of space, and designing floor plans. Students will also explore the many careers available in this field.

**\*This course may be applied toward the mandatory 1 credit Art/Music Graduation Requirement in conjunction with Fashion Design and Apparel Construction.**



### **PARENTING (FCS 109)**

½ Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: None

This course focuses on the vast number of choices individuals make in relation to parenting. The economic, social, educational, and physical conditions that influence parenting are identified and their implications explored. The course includes infant simulators to offer real-life experiences that include substance abuse education, prenatal care, child care skills, infant safety and CPR, and Shaken Baby Syndrome.

### **LIFE SPAN STUDIES (FCS 108)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This is an informative and interactive class that focuses on the adolescent, particularly why one looks, thinks, feels, and acts a certain way. Emphasis is placed on developing strengths, recognizing weaknesses, and improving personal relationships. Educational videos, internet resources and active discussions engage and enlighten students in this life skills course.

# **TECHNOLOGY**

## **5-Credit Sequencing**

**Design and Drawing for Production  
Recommended  
Plus Four (4) Credits from the Following:**

<b><u>Career Sequence</u> <u>Drafting</u></b>	<b><u>Career Sequence</u> <u>Electronics</u> <u>Engineering</u></b>	<b><u>Career Sequence</u> <u>Computers</u></b>
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Design and Drawing for Production	Robotics 1	Programming and Software Design
Architectural Drawing	Robotics 2	Visual C ++ Programming
Computer Aided Design	Electronics 1	* AP Computer Science Principles
Advanced Computer Aided Design	Electronics 2	
Residential Structures	Programming and Software Design	
Woodworking Technology	Visual C ++ Programming	
	Video Production 1	

**\* College Tie-In and Advanced Placement Courses  
Students can earn 3 to 6 Credits**

*Sequence can be used in lieu of World Languages requirements for Advanced Regents Diploma*



**Technology Education** provides students with technical skills, integrated activities, knowledge and attitude necessary for successful performance in a globally competitive 21st century workplace. Students learn about and from technology by applying technological principles and concepts as well as abstract ideas and concepts of mathematics, science, language arts, the fine arts and social studies. Through the study of technology, students develop an understanding of the importance and role of technology in our society and the economy and its impacts upon the environment.

**DESIGN AND DRAWING FOR PRODUCTION (TEC 107)**

1 Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This is the gateway to all technology courses, designed to test the imagination of the student and places emphasis on creative problem solving, designing and technical drawing. The student will be asked to develop solutions to various design or product problems. The proposed solutions are researched, sketched, refined and rendered as technical drawings. **This course can be used by students to meet the NYS Arts requirement.**



**PROGRAMMING AND SOFTWARE DESIGN (TEC 119)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: Algebra 1

Programming and Software Design provides students with an overview of the technological and creative aspects of programming and software design, from business software to video games, in an easy-to-follow format. This course is designed for students who are interested in computers, programming and software, as a career or hobby. It is designed to introduce the student to the software design industry and the basic processes necessary to complete the design of software. This course also explores the history of games, the game development cycle, game careers and the social impact of games. **This course may be considered for fulfillment of the Capstone graduation requirement.**

**ELECTRONICS 1 (TEC 108)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This is a great beginning for any student interested in electronics as either a hobby or as a career interest. The majority of class time is spent with hands-on activities building and testing electronic circuits. Students will gain the real-world skills of using multimeters and learning how to solder. The course concludes with a soldered circuit board project that can be taken home.

**ELECTRONICS 2 (TEC 109)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: Electronics 1

Who is Nikola Tesla? Explore the basics of AC electronics to find out! The majority of class time will be spent with hands-on activities building and testing electronic circuits. Students will discover how alternating currents work, as well as build and troubleshoot different types of amplifiers and communication devices. The course concludes with a soldered circuit board project that can be taken home.

**ARCHITECTURAL DRAWING (TEC 101)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This course covers architectural/structural drafting, architectural art, civil/structural technologies, and layout design. Students will design and draw working blueprints of a home, including floor plans, elevations, plot plans, and isometric drawings of the residence. This course is designed to develop students' skills in construction, technical lettering, freehand sketching, use of various scales, computer-aided drafting and interior design.

**ROBOTICS 1 (TEC 112)**

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

This introductory course is a hands-on and project-based approach to learning. Students will design and build robots utilizing VEX IQ robotics kits. Students will work in groups to complete various classroom activities designed to challenge their problem-solving capabilities. Students will program autonomous functions into the robots utilizing ROBOTC software. The course is perfect for students interested in the field of robotics, programming and electronics. **This course may be considered for fulfillment of the Capstone graduation requirement.**

### **ROBOTICS 2 (TEC 124)**

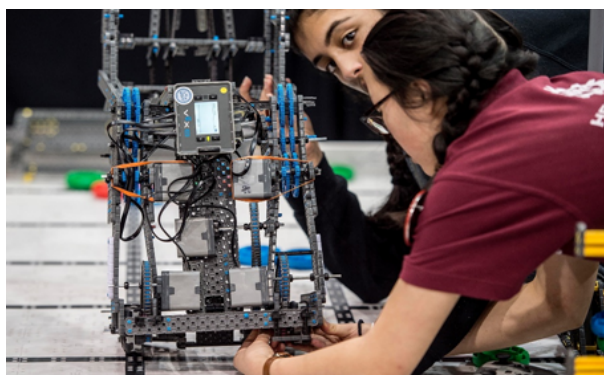
½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Robotics 1 (TEC 112)

This is an advanced robotics course designed to challenge a student's understanding and knowledge of robotics through hands-on and project-based learning. Students utilize the VEX Robotics V5 competition platform. They will work in groups to complete various classroom activities designed to challenge their problem-solving capabilities. Students will be programming the robots using VEX Coding Studio software. **This course may be considered for fulfillment of the Capstone graduation requirement.**

**This course utilizes the same robot platform and program used by our Robotics Clubs for VEX Robotics Competitions. All students interested in competing are encouraged to take this course.**



### **RESIDENTIAL STRUCTURES (TEC 111)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This course is an in-depth study of house construction. The student will be introduced to the many skills and systems involved in constructing residential structures. Students will study environmental impact and economic consequences of construction. Students will build a scale model of a three-bedroom ranch house.

### **WOODWORKING TECHNOLOGY (TEC 123)** **(PROGRAM OFFERED AT NEWFIELD HIGH SCHOOL)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This hands-on course will teach students the art of woodworking through various experiences in using hand and power woodworking tools. Students will learn how to handle materials and use tools in the design of woodworking projects under the direction of the instructor. Related occupations and the requirements for entry into the industry will be discussed. Students will be able to utilize these new skills in their personal lives as well as in many rewarding careers.

**Centereach High School students interested in enrolling in this course must be willing to be transported to NHS.**

### **VISUAL C++ PROGRAMMING (TEC 115)**

1 Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: Algebra 1

This course is an introduction to concepts and methods of object oriented programming (OOP) using MS Visual C++. Students will be introduced to procedural writing and object-oriented programming design methodology. Topics include: variable and constant declarations, if... then statements, loops, functions, arrays, strings, pointers, structures and an introduction to classes and objects. This course is designed for students who would like to pursue a career, or who are interested in computer programming, advanced web design, engineering or graphics. **This course can be used for Math, Technology, or Business credit.**

### **COMPUTER-AIDED DESIGN (TEC 102)**

½ Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: None

In this hands-on activity-based class students will use CAD software to design and draw products and use 3D printing technology to create tangible objects. Students will be in a design environment, generate conceptual design sketches, create design layouts, create models and prototypes, understand and integrate manufacturing principles into design. This course offers instruction and practical experience in all facets of design.

### **ADVANCED COMPUTER-AIDED DESIGN (TEC 103)**

½ Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: Computer Aided Design

This course is an extension of Computer-Aided Design. Students will be able to develop a complete set of working architectural drawings. This course also explores the ability to draw and view drawings in 3D.



### **COMPUTER REPAIR (TEC 116)**

1 Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: Algebra 1

Students will learn how to install, maintain, troubleshoot and repair computers. The students will learn in a STEM environment using hands-on skills and creative problem-solving techniques for "in-demand" computer job skills like computer repair, networking, cyber security issues, data encryption and computer forensics.



### **AP COMPUTER SCIENCE PRINCIPLES (TEC 409)**

1 Credit Weight 1.1

Grades: 10, 11, 12

Prerequisite: Algebra 1 or Departmental Recommendation

This course will introduce students to the creative aspects of programming and how to think algorithmically to solve problems efficiently. Languages include C, PHP, JavaScript plus SQL, CSS, and HTML. Prior programming experience is not required. Computer science experience has become imperative for today's students and the workforce of tomorrow. This course is modeled after Harvard University's extremely popular course Computer Science 50. This course can be used towards a technology sequence or math credit.

**All students are expected to sit for the AP examination at the end of the course.**

### **VIDEO PRODUCTION 1 (TEC 117)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

Video Production students will gain the knowledge, tools and techniques needed to produce short films. Hands-on experience will give students a chance to learn all of the steps of the video completion process from idea conception, script and storyboard writing, camera operation and post production (editing). **This course can be used for art or technology sequences.**



# **ENGLISH**

## **Course Sequence**

<b><u>Grade</u></b>	<b><u>Full-Year Courses</u></b>	<b><u>Electives</u></b>
<b>9th</b>	ELA 9 or ELA 9 H	Creative Writing Public Speaking Sports Media and Literature
<b>10th</b>	AP Seminar or ELA 10 or ELA 10 H	Creative Writing Public Speaking Sports Media and Literature
<b>11th</b>	AP Language and Composition or ELA 11 or ELA 11 H	Creative Writing AP Seminar (1-Credit) Public Speaking Sports Media and Literature
<b>12th</b>	<div> AP Literature and Composition or College English or </div> <hr/> <b><u>Senior Half-Year Courses</u></b> <b>(Choose Two)</b> Contemporary Issues in Literature Greatest Hits in Literature Heroic Journeys in Literature Literacy in the Digital Age	AP Seminar (1-Credit) Contemporary Issues in Literature Creative Writing Greatest Hits in Literature Heroic Journeys in Literature Literacy in the Digital Age Public Speaking Sports Media and Literature



# ENGLISH

**The English program** is designed to support students in developing 21st century literacy competencies and provide students with the tools to appreciate and evaluate a broad scope of literature. The English program will emphasize practice in reading, researching, listening, writing and speaking, while giving students a chance to explore various literary genres and text types. Because all English courses are aligned with the NYS ELA Learning Standards, students will develop the skills to analyze information, think critically, apply knowledge to new situations, collaborate, and communicate effectively. In all English electives, students will be expected to read and write various texts critically and creatively. High school students must take one credit of English during each year of attendance. All students are required to take the Regents Examination in English Language Arts (Common Core) for graduation.

## GRADE 9

### **ENGLISH LANGUAGE ARTS 9 H (ENG 104)**

1 Credit Weight 1.05

Prerequisite: Departmental Recommendation

This course is fully aligned with the NYS ELA Standards and will prepare students for mastery on the ELA Regents Examination and success in English AP courses in grades 11 and 12 or College English in grade 12. Students enrolled in this honors course will engage in topics and a sequence of skills that extend beyond those presented in the Regents-level course. Because students will be required to meet grade-level expectations with more independence, it is essential that they possess a strong work ethic and proficiency in reading, writing, listening, speaking, and researching. Students will be rigorously evaluated in their ability to write narrative, expository, and argumentative texts, complete an inquiry-based research paper, insightfully and thoroughly analyze complex fiction and nonfiction texts, contextualize and integrate ideas, and demonstrate an appreciation for authorial craft.

### **ENGLISH LANGUAGE ARTS 9 (ENG 105)**

1 Credit Weight 1.0

Prerequisite: None

This course is fully aligned with the New York State ELA Standards and is designed to prepare students for success on the ELA Regents Examination at the end of grade 11. In this course, students will receive support as they enhance their skills in reading, writing, listening, speaking, and research. Students will analyze an array of text types and complexity levels; write extensively to enhance skills in argumentation, narration, and exposition; and complete an inquiry-based research paper. Students will also participate in frequent text-based, student centered discussions.

## GRADE 10

### **AP SEMINAR (ENG 449)**

1 Credit Weight 1.1

Prerequisite: ELA 9H or Departmental Recommendation

<https://apcentral.collegeboard.org/courses/ap-seminar/course>

AP Seminar is a full-year course that uses an inquiry framework to engage students in the effective analysis and evaluation of information in order to develop and present college level research-based arguments. Students enrolling in this course will work individually and in teams to analyze different perspectives, synthesize information from multiple sources, and explore complex academic and real-world issues, topics, or themes. Students are assessed through a team project and presentation, an individual research-based essay and presentation, and an end-of-course AP exam. AP Seminar is the first of two courses that comprise the AP Capstone diploma program. Students who successfully complete AP Seminar are expected to enroll in AP Research in the subsequent school year. The successful completion of AP Seminar will satisfy the District Capstone Project graduation requirement. Students earning scores of 3 or higher in both AP Seminar and AP Research will receive the AP Capstone Seminar and Research Certificate. Students who also earn a score of 3 or higher on four additional AP exams of their choice will be awarded the AP Capstone Diploma. **This course may be considered for fulfillment of the Capstone graduation requirement.**

### **ENGLISH LANGUAGE ARTS 10 H (ENG 208)**

1 Credit Weight 1.05

Prerequisite: ELA 9H or Departmental Recommendation

This course is fully aligned with the NYS ELA Standards and will prepare students for mastery on the ELA Regents Examination and success in English AP courses in grades 11 and 12 or College English in grade 12. Students enrolled in this honors course will engage in topics and a sequence of skills that extend beyond those presented in the Regents-level course. Because students will be required to meet grade-level expectations with more independence, it is essential that they possess a strong work ethic and proficiency in reading, writing, listening, speaking, and researching. Students will be rigorously evaluated in their ability to develop research-based claims, use sophisticated language and structure when writing, and complete an inquiry-based research paper. Students will also be expected to provide insightful and in-depth analyses of complex fiction and nonfiction texts, contextualize and integrate ideas, and demonstrate an appreciation for authorial craft.



### **ENGLISH LANGUAGE ARTS 10 (ENG 209)**

1 Credit Weight 1.0

Prerequisite: ELA 9

This course is fully aligned with the NYS ELA Standards and engages the students in writing, research, and an intensive study of literary and non-fiction texts. To prepare students for success on the ELA Regents Examination at the end of grade 11, students receive targeted guidance in the development of their ability to comprehend and analyze complex text, craft a powerful argument, and effectively formulate a written literary analysis. Students will also promote their research skills through the development of an inquiry-based research paper, and they will frequently engage in student-centered, text-based discussions to enhance engagement and communication skills.

## **GRADE 11**

### **AP LANGUAGE AND COMPOSITION (ENG 414)**

1 Credit Weight 1.1

Prerequisite: ELA 10H or Departmental Recommendation

<https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/course?course=ap-english-language-and-composition>

AP Language and Composition is an advanced course designed to help advanced students become skilled readers of prose in a variety of literary periods and rhetorical contexts, as well as skilled writers in a variety of prose forms. Students will read rich primary and secondary texts to form an understanding of writing conventions. The course will develop student understanding and appreciation of an author's attention to language and audience. Students will explore writing beyond the programmatic and formulaic five-paragraph essay and beyond mere citation of text support. Students will analyze and reflect on a reading and then synthesize their views into a wider dialogue and conversation of the topic. Students will complete a formal research paper. **All students are expected to sit for the AP examination at the end of the course. Students must also take the Regents Examination in English Language Arts (Common Core) to complete graduation requirements.**

### **ENGLISH LANGUAGE ARTS 11 H (ENG 313)**

1 Credit Weight 1.05

Prerequisite: ELA 10H or Departmental Recommendation

This course is fully aligned with the NYS ELA Standards and will prepare students for mastery on the ELA Regents Examination and success in the College English or AP Literature and Composition course in grade 12. Students enrolled in this honors course will be instructed in topics and a sequence of skills that extend beyond those presented in the Regents-level course. Because students will be required to meet grade-level expectations with more independence, it is essential that they possess a strong work ethic and proficiency in reading, writing, listening, speaking, and researching. Students will be rigorously evaluated in their ability to develop research-based claims and use sophisticated language and structure when writing. Students will also be expected to provide insightful and in-depth analyses of complex fiction and nonfiction texts, contextualize and integrate ideas, and demonstrate an appreciation for authorial craft. **Students enrolled in this course will be required to complete an inquiry-based research paper, and they take the NYS ELA Regents**

**Examination that is administered to all eleventh-grade students in June.**

### **ENGLISH LANGUAGE ARTS 11 (ENG 314)**

1 Credit Weight 1.0

Prerequisite: ELA 10

This course is fully aligned with the NYS ELA Standards and continues to provide students targeted support as they engage in the literary analyses of complex texts, research, and argumentation. Students will receive instruction in the development of their ability to comprehend and analyze complex text, craft a powerful argument, and effectively formulate a written literary analysis. Students will also promote their research skills through the development of an inquiry-based research paper, and they will frequently engage in student-centered, text-based discussions to enhance engagement and communication skills. **Students enrolled in this course will be required to take the NYS ELA Regents Examination that is administered to all eleventh-grade students in June.**

## **GRADE 12** **FULL-YEAR COURSES**

### **AP LITERATURE & COMPOSITION (ENG 415)**

1 Credit Weight 1.1

Prerequisite: ELA 11H or Departmental Recommendation

<https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/course?course=ap-english-literature-and-composition>

AP Literature and Composition focuses on the critical analysis of literature through speaking, listening, reading, and writing. Students will develop critical standards for independent analysis of various literary works. Students will study the individual work, its language, characters, action, themes, structure, and historical context. In addition, students will be able to express this sensitivity to literature by the effective use of language and the organization of ideas in a clear, coherent and persuasive way. This course requires extensive essay writing on a regular basis. During the school year, a formal research paper will also be completed. **All students are expected to sit for the AP examination at the end of the course.**

### **COLLEGE ENGLISH (LIU) (ENG 416)**

1 Credit Weight 1.05

Prerequisites: ELA 11H or Departmental Recommendation

This is a college-level class with demanding work aligned with college-level expectations. Students have the option of receiving three college credits per semester for a total of six college credits for the year. To succeed in this college-level course, students are expected to demonstrate strong skills in reading, analysis, logic and writing. Literary analysis and writing skills are interwoven throughout the year. Frequent college-level papers will give students practice in thesis development and argumentation. The course is arranged thematically, with both fiction and nonfiction reading assignments that are appropriate for college freshmen.

## **GRADE 12 HALF-YEAR COURSES**

Two half-year courses, all of which incorporate NYS ELA Standards-aligned reading, writing, and research, must be taken to satisfy the grade 12 English requirement. Seniors may also register for these courses as electives.

### **GREATEST HITS IN LITERATURE (ENG 425)**

½ Credit Weight 1.0

Grade: 12

Prerequisite: ELA 11 or Departmental Recommendation

According to The American Heritage Dictionary, classic literature is defined as being “of the highest rank or class; serving as an outstanding representative of its kind.” In this course, students will explore various classic works of literature to develop a deep understanding of why certain texts remain popular and influential many years after they are written. Students will engage in text-based discussions and formulate their analyses of the literature through the development of a personal narrative essay, a research project or paper, and evidence-based writing.



### **HEROIC JOURNEYS IN LITERATURE (ENG 428)**

½ Credit Weight 1.0

Grade: 12

Prerequisite: ELA 11 or Departmental Recommendation

In this course, students will read a wide variety of literature from different historical periods in order to analyze the concept of heroism and understand the universal, timeless appeal of the heroic figure. Students will use these texts as the foundation for evidence-based discussions and research. Students will formulate their analyses of the literature through the development of a personal narrative essay, a research project or paper, and evidence-based writing.

### **CONTEMPORARY ISSUES IN LITERATURE (ENG 426)**

½ Credit Weight 1.0

Grade: 12

Prerequisite: ELA 11 or Departmental Recommendation

In this course, students will analyze how masterful authors from a variety of settings convey a powerful experience through their writing. Through explorations, discussions, analysis, and research, students will also understand why these diverse written experiences are relevant to all readers today. Students will formulate their analyses of the literature through the development of a personal narrative essay, a variety of text-based responses, and a research project or paper.

### **LITERACY IN THE DIGITAL AGE (ENG 427)**

½ Credit Weight 1.0

Grade: 12

Prerequisite: ELA 11 or Departmental Recommendation

As members of a global society in the 21st century, individuals must possess the ability to think critically about the various forms of media they encounter daily. If people are to understand how they are informed, entertained, and persuaded by mass media, they must examine how media shapes and conveys meaning. In this course, students will read various texts regarding media from distinct rhetorical perspectives, and they will explore through research how different forms of media are used to manipulate and shape public opinions and attitudes. Students will formulate their analyses of the literature through the development of a personal narrative essay, a research project or paper, and evidence-based writing.

## **ELECTIVES**

**These courses may not be used to satisfy the 4-credit ELA requirement for graduation.**

### **PUBLIC SPEAKING (ENG 447)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This course is a comprehensive beginning course in the art of communication. Emphasis is placed on voice training, the art of discussion, verbal as well as non-verbal communication, and public speaking techniques. Students are given practice in making speeches. **This course may be considered for fulfillment of the Capstone graduation requirement.**





### **AP SEMINAR (ENG 449)**

1 Credit Weight 1.1

Grades: 11, 12

Prerequisite: ELA 10 H, ELA 11 or Departmental

Recommendation

<http://apcentral.collegeboard.com/public/courses/descriptions/index>

AP Seminar is a full-year course that uses an inquiry framework to engage students in the effective analysis and evaluation of information in order to develop and present college-level research based arguments. Students enrolling in this course will work individually and in teams to analyze different perspectives, synthesize information from multiple sources, and explore complex academic and real-world issues, topics, or themes. Students are assessed through a team project and presentation, an individual research-based essay and presentation, and an end-of-course AP exam. AP Seminar is the first of two courses that comprise the AP Capstone diploma program. Students who successfully complete AP Seminar may enroll in AP Research in a subsequent school year. The successful completion of the AP Seminar will satisfy the District Capstone Project graduation requirement. Students earning scores of 3 or higher in both AP Seminar and AP Research will receive the AP Capstone Seminar and Research Certificate. Students who also earn a score of 3 or higher on four additional AP exams of their choice will be awarded the AP Capstone Diploma. This course may be considered for fulfillment of the Capstone graduation requirement.

### **SPORTS MEDIA AND LITERATURE (ENG 429)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

Sports inspire us through the stories of its athletes and the games and/or events in which they compete. Sports are an exciting and meaningful aspect of American life that offer important themes on which to reflect: heroism, pride, identity, perseverance, and camaraderie. Sports also bring people together by creating a sense of community and team spirit through common interests and shared bonds. Fans admire competitors' skills and talents, applaud great victories, and revel in underdog stories of triumph. Students in this course will explore sports as a centerpiece in literature, documentaries, news media, and other texts. Students will read, write, and discuss various topics and themes in sports and demonstrate their learning through a variety of assessments and engaging projects. In addition, students will develop their understanding of our culture and self-growth from the perspective of sports. **This course may be considered for fulfillment of the Capstone graduation requirement.**

### **CREATIVE WRITING (ENG 445)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

Creative writing is a fantastic way to explore your imagination, develop your voice, and improve your communication skills. In this class, you will have the opportunity to create stories, poems, and personal essays that reflect your unique perspective. You will take risks with your writing, receive helpful feedback, and learn techniques that professional writers use to bring their ideas to life. Creative writing can strengthen important skills such as critical thinking, self-expression, and storytelling. Give yourself the chance to develop your writing ability and unlock your creativity!



# ENGLISH AS NEW LANGUAGE (ENL)

## ENTERING - EMERGING - TRANSITIONING - EXPANDING

The Middle Country Central School District provides an English as New Language (ENL) program for all eligible English Language Learners (ELL). ELL are provided instruction using ENL methodologies which allows them to learn English systematically and cumulatively. The ENL program also helps students to develop English language skills for personal communication and for a variety of academic settings reflective of grade-level standards and advanced literacies including reading, writing, speaking, and listening. All new students who are determined to have limited English proficiency based on initial screening are administered the NYSITELL to establish their ENL Level – Entering (ENT), Emerging (EMG), Transitioning (TRA), or Expanding (EXP). ELL will be scheduled based on their English Proficiency Level.

- Entering (ENT) Level students must take three (3) Courses; (ENL 001), (ENL 002) and (ENL 003 - English).
- Emerging (EMG) Level students must take two (2) Courses; (ENL 004) and ENL 121/221 - English). Transitioning (TRA) Level students must take one (1) Course; (ENL 130/230 - English).
- Expanding (EXP) Level students must take one (1) Course; (ENL 140/240 - English).

All ENL students must take the New York State English as New Language Achievement Test (NYSELAT) each spring. This test establishes the ENL level for the following school year. **Students must score at the Commanding level OR at the Expanding level in addition to a passing score on the NYS Regents ELA Common Core Exam, in order to be exited from the ENL program. Once exited from the program, students will continue to receive testing accommodations and services that support and monitor their language and academic needs for two (2) years.**

### **Newcomer Entering (ENT) ENL and ELA**

Entering (ENL1, ENL2, ELA)

2 Credits ENL 1 & 2 /1 Credit ELA Weight 1.0

### **ENL 001, ENL 002 (Standalone ENL 1 & 2) & ENL 003 (ENL/ELA)**

Grades: 9, 10, 11, 12

These courses are designed for students newly arrived to the United States who demonstrate entering levels of English proficiency as determined by the NYSITELL or NYSESLAT. The first two courses are standalone ENL and they provide instruction in basic English with an emphasis on academic language skills for all four modalities - reading, writing, speaking, and listening. These courses present the basic grammatical and syntactical structures of the English language. The third course will provide instruction using ENL methodologies which focus on building the skills, themes, and topics consistent with the NYS ELA Standards and that parallel the grade appropriate ELA program. Students will receive an ELA credit for this course (ENL 003 and it is expected that 11th grade students will sit for the NYS ELA Regents exam. These courses will encompass fifteen (15) classes per week for ENT level students.

### **LEVEL Emerging (EMG)**

Emerging (ENL, ELA)

1 Credit ENL/1 Credit ELA Weight 1.0

### **ENL 004 (Standalone ENL)**

Grades 9, 10, 11, 12

### **ENL 121 (ENL/ELA)**

Grades 9, 10

### **ENL 221 (ENL/ELA)**

Grades 11, 12

These courses are designed for students who demonstrate emerging levels of English proficiency as determined by the NYSITELL or NYSESLAT. The first course is standalone ENL and it provides instruction in basic English with an emphasis on academic language skills for all four modalities- reading, writing, speaking, and listening. These courses present the basic grammatical and syntactical structures of the English language. The second course will provide instruction using ENL methodologies which focus on building the skills, themes, and topics consistent with the NYS ELA Standards and that parallel the grade appropriate ELA program. Students will receive an ELA credit for these courses (ENL 121 and 221) and it is expected that 11th grade students will sit for the NYS ELA Regents exam. These courses will encompass ten (10) classes per week for EMG level students.

### **LEVEL Transitioning (TRA)**

Transitioning (ELA)

1 Credit ELA Weight 1.0

### **ENL 130 (ENL/ELA)**

Grades: 9, 10

### **ENL 230 (ENL/ELA)**

Grades: 11, 12

These courses are designed for students who demonstrate transitioning levels of English proficiency as determined by the NYSITELL or NYSESLAT. They provide instruction in English with an emphasis on academic language skills for all four modalities reading, writing, speaking, and listening. These courses also provide instruction using ENL methodologies that focus on expanding the skills, themes, and topics consistent with the NYS ELA Standards and that parallel the grade appropriate ELA program and related assessments. Students will receive an ELA credit for these courses and it is expected that 11th grade students will sit for the NYS ELA Regents exam. These courses will encompass five (5) classes per week for TRA level students.

### **LEVEL Expanding (EXP)**

Expanding (ELA)

1 Credit ELA Weight 1.0

### **ENL 140 (ENL/ELA)**

Grades: 9, 10

### **ENL 240 (ENL/ELA)**

Grades: 11, 12

These courses are designed for students who demonstrate expanding levels of English proficiency as determined by the NYSITELL or NYSESLAT. They provide instruction in English with an emphasis on academic language skills for all four modalities reading, writing, speaking, and listening. These courses also provide instruction using ENL methodologies to further expand the skills, themes, and topics consistent with the NYS ELA Standards and that parallel the grade appropriate ELA program and related assessments. Students will receive an ELA credit for these courses and it is expected that 11th grade students will sit for the NYS ELA Common Core Regents exam. These courses will encompass five (5) classes per week for EXP level students.

# HEALTH AND PHYSICAL EDUCATION

**Physical Education** is required for all students for each semester they are in high school. Students must pass physical education each year for a total of two credits upon graduation commencement. Students that are restricted due to illness or a temporary medical condition will be assigned a program modified to meet their needs, but will not be excused from the physical education requirement. All classes focus on communicating and meeting the NYS Learning Standards through the use of credit syllabi. Students are expected to dress appropriately for the class activity. **All courses will culminate with a district-wide exam.**

## PHYSICAL EDUCATION (PEC 912)

½ Credit Weight 1.0  
Grades: 9, 10, 11, 12  
Prerequisite: None

### PHYSICAL EDUCATION PE 9, 10, 11, 12:

Students in grades 9th, 10th, 11th and 12th will have a choice among three groups. (Group 1, Group 2, Group 3).

**Group 1:** Group 1 is designed for the Physical Education student who has a comprehensive understanding in the areas of racquet sports, team sports and individual sports. **Group 1 is offered for students who want to compete in Physical Education class. The students who choose group 1 can expect to participate in tournament play and spend less time on skill development.**

**Group 2:** Group 2 has similar activities to group one. **A student who chooses group 2 can expect a good balance between skill development and game situations. Unlike group 1, group 2 does not accent competition although competition can play a part in their Physical Education experience.**

**Group 3:** Group 3 students are also offered a variety of activities in the areas of racquet sports, individual sports, personal fitness and some team sports. **There is an extra emphasis on personal fitness and individual sports. There is very little emphasis on team sports and competition. Skill development is an important element of group 3.**

## PROJECT ADVENTURE (PE PAD)

½ Credit Weight 1.0  
Grades: 11, 12  
Prerequisite: None

This course is designed to provide students with an opportunity to participate in a series of individual and group activities designed to foster team building, group cohesion, cooperation, leadership, problem solving and communication skills. It will also provide for healthy risk-taking and individual commitment. It uses the experimental model to engage students in an active, dynamic learning process that is characterized by "challenge by choice" which emphasizes cooperation rather than competition. Students are able to choose their level of risk, build their level of trust and increase their level of investment in the class.

## HEALTH EDUCATION (HEA 101)

½ Credit Weight 1.0  
Grades: 9, 10, 11  
Prerequisite: None

Health Education is a mandated class for all high school students and every student must pass Health Education in order to graduate. **All students are expected to complete the Health Education requirement by the conclusion of grade 11.** The class meets every day for one semester. The goal of the Middle Country School District's Health Education course is to impart to students the knowledge, skill and ability to make choices that will have a positive influence on their personal and our community's health while meeting the NYS Learning Standards for Health Education through the use of unit syllabi. Students are expected to be able to determine the dangers associated with poor health choices and the benefits of making positive choices. The Health Education course consists of topics in first aid, hands only compression CPR, AED recognition, nutrition, diseases and disabilities, mental and emotional health, family living, A.I.D.S. education, alcohol, tobacco, substance abuse and environmental health. **All Health courses will culminate with a district-wide exam.**

**\* All Physical Education classes will include the Physical Fitness Test, Square Dancing and the Volleyball Carnival.**

## HEALTH EDUCATION II (HEA 102)

½ Credit Weight 1.0  
Grades: 11, 12  
Prerequisite: Health Education 101

This course will build on the concepts taught in the prior health curriculum. Health 102 is an important course to assist students in making positive health choices as they transition from high school. This course will provide new information regarding relationships, sexuality, mental health conditions, how to access community resources, violence, LGBTQ+ issues, chemical dependency and other addictions, the job interview process, career exploration, birth control options, political influences on health, personal views, respect and the acceptance of differences, and the emotional consequences of living on your own will all be explored. This course is assessed based on class discussion, projects, and a student portfolio. **This course may be considered for fulfillment of the Capstone graduation requirement.**





# **MATH**

## **Course Sequence**

<b>Year 1</b>	<b>Algebra</b>		
<b>Year 2</b>	<b>Geometry and/or Elective</b>		<b>Geometry Honors and/or Elective</b>
<b>Year 3</b>	<b>Algebra 2 and/or Elective</b>		<b>Algebra 2 Honors and/or Elective</b>
<b>Year 4</b>	<b>College Precalculus AP and/or Elective</b>		<b>College Precalculus AP and/or Elective</b>
<b>Year 5</b>	<b>AP and/or Elective</b>		<b>AP and/or Elective</b>

## **ELECTIVES**

<b>Year 2</b>	<b>Logic Topics in Math</b>	
<b>Year 3</b>	<b>Intermediate Algebra Logic Topics in Math Visual C++ Programming</b>	
<b>Year 4</b>	<b>Advanced Algebra</b> <b>AP Calculus AB</b> <b>AP Computer Science</b> <b>AP Statistics</b> <b>College Accounting</b> <b>College Calculus</b> <b>College Precalculus</b> <b>College Statistics</b>	<b>Intermediate Algebra</b> <b>Logic</b> <b>Probability</b> <b>Survey of Mathematics</b> <b>Topics in Math</b> <b>Visual C++ Programming</b>
<b>Year 5</b>	<b>Advanced Algebra</b> <b>Advanced Calculus</b> <b>AP Calculus AB</b> <b>AP Statistics</b> <b>College Accounting</b> <b>College Calculus</b> <b>College Precalculus</b> <b>College Statistics</b>	<b>Intermediate Algebra</b> <b>Logic</b> <b>Math Application 1</b> <b>Math Application 2</b> <b>Probability</b> <b>Survey of Mathematics</b> <b>Topics in Math</b> <b>Visual C++ Programming</b>

# **MATHEMATICS**

**The Mathematics Department** requires all students to enroll in a mathematics course each year in high school. Every student is offered a sequence in developmental mathematics, which stresses an understanding of processes, facts and concepts. Beginning with basic skills in the effective use of numbers, the program is committed to furthering each student's problem-solving abilities, appreciation of, and confidence in, the ever-increasing complexities of mathematics in today's society. Through our NYS Next Generation Standards-aligned curriculum, students in the mathematics classroom will be prepared to become effective and productive citizens of the 21st century.

In preparing students for success in the 21st century, Students are expected to solve problems, reason mathematically, prove mathematical relationships, make mathematical connections, and model and represent mathematical ideas in a variety of ways. Activities have been designed to give students the skills necessary for working in teams and to encourage students to better communicate their understanding around complex mathematical concepts. Preparation for success in the 21st century would be incomplete without the incorporation of technology. The math department continues to incorporate technology to enhance the marketability of our students as they prepare for college and the workplace.

## **ALGEBRA 1 (MAT 125)**

1 Credit Weight 1.0

Grades: 8, 9, 10, 11, 12

This course of study leads to the Algebra 1 Regents examination. This course is aligned with the New York State Next Generation Standards. By the completion of this course, students will have a deeper understanding of functions. Areas of study include: relationships between quantities and reasoning with equations, linear and Exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling.

## **GEOMETRY (MAT 228)**

1 Credit Weight 1.0

Grades 9, 10, 11, 12

Prerequisite: Algebra 1, Logic/Topics, or Intermediate Algebra

This course of study leads to the Geometry Regents examination. This course is aligned with the New York State Next Generation Standards. In this course, students will explore complex geometric situations and deepen their explanations of geometric relationships. Areas of study include: congruence, similarity, right triangles, trigonometry, expressing geometric properties with equations, and modeling with geometry.

## **GEOMETRY HONORS (MAT 227)**

1 Credit Weight 1.05

Grades 9, 10, 11, 12

Prerequisite: Algebra 1, Logic/Topics, or Intermediate Algebra

This course of study leads to the Geometry Regents examination. This course is aligned with the New York State Next Generation Standards, with additional content to extend and enrich the curriculum. This material is designed to prepare students for work in college level and AP courses. In this course, students will explore complex geometric situations and deepen their explanations of geometric relationships. Areas of study include: congruence, similarity, right triangles, trigonometry, expressing geometric properties with equations, and modeling with geometry. The honors class will be required to prove and apply the area of a triangle, the law of sines, and the law of cosines. In addition, students will use Cavalieri's principle to derive the formula for the volume of a sphere, and be able to construct a tangent line from a point outside a given circle to the circle.

## **ALGEBRA 2 (MAT 321)**

1 Credit Weight 1.0

Grades 10, 11, 12

Prerequisite: Geometry or Advanced Algebra

This course of study leads to the Algebra 2 Regents examination. This course is aligned with the New York State Next Generation Standards. In this course, students will explore complex mathematical situations and deepen their understanding of functions. Areas of study include: Polynomial, Trigonometric, Logarithmic, and Exponential functions; Rational functions and equations; Probability and statistics.

## **ALGEBRA 2 HONORS (MAT 320)**

1 Credit Weight 1.05

Grades 10, 11, 12

Prerequisite: Geometry or Advanced Algebra

This course of study leads to the Algebra 2 Regents examination. This course is aligned with the New York State Next Generation Standards, with additional content to extend and enrich the curriculum. This material is designed to prepare students for work in college level and AP courses. In this course, students will explore complex mathematical situations and deepen their understanding of functions. Areas of study include: Polynomial, Trigonometric, Logarithmic, and Exponential functions; Rational functions and equations; Probability and statistics. The honors class will be required to use complex numbers in polynomial identities and equations, rewrite rational expressions, extend the domain of trigonometric functions using the unit circle, and prove and apply trigonometric identities.

**FOUNDATIONS OF ALGEBRA (MAT 095)**

1 Credit Weight 1.0

Grades: 9, 10, 11, 12

Foundations of Algebra is designed to reinforce foundational mathematics skills for entering and emerging ENL students. The course is designed to develop students' pre-Algebra skills and mathematical language to prepare them to enroll in Regents-level Algebra 1.

**TOPICS IN MATH (MAT 220)** $\frac{1}{2}$  Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Algebra 1

This course is designed to strengthen mathematical skills prior to enrolling in Geometry Regents. Key topics include triangles, right triangle trigonometry, similarity, geometry modeling and transformations. Students who have passed the Geometry Regents are not recommended to take this course.

**LOGIC (MAT 222)** $\frac{1}{2}$  Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Algebra 1

This course is designed to strengthen mathematical skills prior to enrolling in the Geometry Regents course. Key topics include the foundation of geometric terms and definitions, congruency, coordinate geometry, quadrilaterals, circles, and constructions. Students who have passed the Geometry Regents are not recommended to take this course.

**INTERMEDIATE ALGEBRA (MAT 330)**

1 Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: Logic/Topics

This course is designed to strengthen mathematical skills prior to enrolling in the Geometry Regents course. Topics covered include: Polynomial functions, exponential functions, irrational expressions, rational functions, right triangle trigonometry, quadrilaterals, and coordinate geometry. Students who have passed the Geometry Regents are not recommended to take this course.

**ADVANCED ALGEBRA (MAT 333)**

1 Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: Geometry

Advanced Algebra is designed to strengthen mathematical skills prior to enrolling in the Algebra 2 Regents course. Emphasis is on strengthening and extending algebra and geometry problem solving skills. Abstract thinking skills will be introduced and cultivated. By the end of this course, students will be conversant with a number of mathematical topics and will have enough computational skill with each topic that they will be able to correctly apply that understanding and appreciation of where the topics arise in real world applications. Students who have passed the Algebra 2 Regents exam are not recommended to take this course.

**PROBABILITY (MAT 335)** $\frac{1}{2}$  Credit Weight 1.0

Grades: 11, 12

Prerequisite: Intermediate Algebra or Advanced Algebra

Not only is probability theory at the root of statistics, it is extremely important for modeling systems that arise in the natural and decision sciences and engineering. In particular, it has important applications in genetics, nuclear fission, queuing theory, sports, asset pricing and logistics. This course will help you improve your critical thinking and problem-solving skills. Topics will include sample spaces, probability, binomial distribution, and statistical analysis.

**COLLEGE STATISTICS (SCCC) (MAT 337)**

1 Credit Weight 1.05

Grades: 11, 12

Prerequisite: Algebra 2 or Advanced Algebra with Department Recommendation

College Statistics is designed to provide an in-depth study of statistical analysis. The course will explore collecting, organizing, analyzing, and interpreting statistical data. Students will conduct surveys and collect information to be studied. The topics will include: measures of variation (mean, median, mode and standard deviation), hypothesis testing, chi-square tests, error analysis, and probability. This course will give the student applications of mathematics in the "real world." **This course may be considered for fulfillment of the Capstone graduation requirement.**

**This course will be offered as a college tie-in with Suffolk County Community College (SCCC). Students will be able to obtain three (3) college credits upon successful completion of this course. Approximate cost is \$60 per credit.**

**AP STATISTICS (MAT 433)**

1 Credit Weight 1.1

Grades: 11, 12

Prerequisite: Algebra 2

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index>

AP Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four (4) broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students planning to take a science course in their senior year will also benefit greatly from AP Statistics. The course of study will be based on the one recommended by the College Entrance Examination Board. **All students are expected to sit for the AP examination at the end of the course.**

### **COLLEGE PRECALCULUS (SCCC) (MAT 338)**

1 Credit Weight 1.05

Grades: 10, 11, 12

Prerequisite: Algebra 2

This course provides a transition between the three-year Regents exam sequence and a college level calculus course. Topics covered include: the theory of functions (polynomial, trigonometric, exponential and their inverses), proof by mathematical induction, analytic geometry, sequences and series, limits, polynomial equations, polar equations, parametric equations and matrix algebra. Additional topics may be covered as time permits.

**This course will be offered as a college tie-in with Suffolk County Community College. Students will be able to obtain four (4) credits upon successful completion of this course.**

**Approximate cost is \$60 per credit.**

- Students may take Precalculus and Algebra 2 simultaneously with Departmental Recommendation



### **AP CALCULUS (CALCULUS AB) (MAT 434)**

1 Credit Weight 1.1

Grades: 11, 12

Prerequisite: Precalculus or Departmental Recommendation

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index>

This is a college level course in differential and integral calculus. Topics covered in this course include: limits, continuity, theory and application of the derivative, definite and indefinite integrals, areas under curves and volumes of revolution. **All students are expected to sit for the AP examination at the end of the course.**

### **COLLEGE CALCULUS (SCCC) (MAT 435)**

1 Credit Weight 1.05

Grades: 11, 12

Prerequisite: Precalculus or Departmental Recommendation

This is a college level course in differential and integral calculus. Topics covered in this course include: limits, continuity, theory and application of the derivative, definite and indefinite integrals, areas under curves and volumes of revolution. In addition to earning a regular math credit,

students have the opportunity to earn college credit. **This course will be offered as a college tie-in with Suffolk County Community College. Students will be able to obtain four (4) credits per semester for successful completion of the course. Approximate cost is \$60 per credit.**

### **ADVANCED CALCULUS (CALCULUS BC) (MAT 436)**

1 Credit Weight 1.1

Grade: 12

Prerequisite: AP Calculus or College Calculus

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index>

Advanced Calculus is a one-year course designed to meet the needs of students who have successfully completed Calculus. It will cover those topics that are on the Calculus BC Advanced Placement Exam that are not covered in Calculus AB or College Calculus. These topics include: differential equations, inverse functions, advanced techniques of integration, improper integrals, sequences and series, polar coordinates and parametric equations, and vectors in the plane. In addition, students will be exposed to selected topics in advanced mathematics such as second order differential equations, partial derivatives, double integrals, moments and centers of mass, hyperbolic functions and inverse hyperbolic functions. **All students are expected to sit for the AP examination at the end of the course.**

### **MATHEMATICAL APPLICATIONS 1 (MAT 322)**

½ Credit Weight 1.0

Grade: 12

Prerequisites: Algebra 1 and successful completion of two math credits.

This is a seniors-only half-year course. Students will utilize basic concepts of mathematics in real world applications. This course will educate students in the mathematics needed in the transition from high school to life beyond high school. Students will learn the calculations and applications of all types of income. Students will also learn how to manage their earnings and assets. Projects and guest speakers are used to enhance the curriculum.

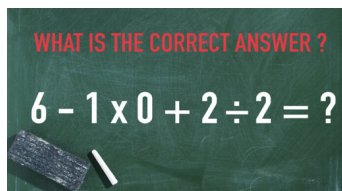
### **MATHEMATICAL APPLICATIONS 2 (MAT 323)**

½ Credit Weight 1.0

Grade: 12

Prerequisites: Algebra 1 and successful completion of two math credits

This is a seniors-only half year course. Students will utilize basic concepts of mathematics in real world applications. This course will educate students in the mathematics needed in the transition from high school to life beyond high school. Students will learn the calculations and applications of all real life expenses and necessary debt. Students will learn how to manage the everyday debt associated with home ownership, vehicle maintenance and day to day living. Budgeting and minimizing debt as well as the effects of incurring debt is also discussed. Projects and guest speakers are used to enhance the curriculum.





### **SURVEY OF MATHEMATICS (MAT 339)**

½ Credit Weight 1.0

Grade: 11, 12

Prerequisites: Intermediate Algebra or Advanced Algebra

This half year course is designed to provide students with an in-depth understanding of reasoning and problem solving. Upon completion of this course, students will be able to: distinguish between deductive and inductive reasoning; perform the basic operations of set theory including intersection, union and complement; analyze basic data type questions (survey results) using subsets and Venn diagrams; translate verbal statements into symbolic forms of implication, conjunction, disjunction and biconditional; define logical connectives using truth tables and be able to discover tautologies and prove theorems using truth tables; convert to any base using expanded numeral concept as well as the division algorithm.

## **MATH ELECTIVES**

### **VISUAL C++ PROGRAMMING (TEC 115)**

1 Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: Algebra 1

Co-requisite: Visual Basic Programming strongly suggested

This course is an introduction to concepts and methods of object-oriented programming (OOP) using MS Visual C++. Students will be introduced to procedural writing and object-oriented programming design methodology. Topics include: variable and constant declarations, if then statements, loops, functions, arrays, strings, pointers, structures, and an introduction to classes and objects. This course is designed for students who would like to pursue a career or who are interested in computer programming, advanced web design, engineering or graphics. **This course can be used for a technology or business sequence or math credit.**

### **AP COMPUTER SCIENCE A (MAT 437)**

1 Credit Weight 1.1

Grades: 11, 12

Prerequisite: Algebra 2 or Departmental Recommendation

AP Computer Science emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is equivalent to a 1st semester college course. It also includes the study of data structures, design, and abstraction. This course can be used towards a technology sequence or math credit. **All students are expected to sit for the AP examination at the end of the course.**



### **COLLEGE ACCOUNTING (SUNY Farmingdale) (OCC 106)**

1 Credit Weight 1.05

Grades: 10, 11, 12

Prerequisite: None

Planning on majoring in accounting or business management in college? Did you know that college business programs require their students to learn the basics of accounting? There is always a need for accountants in the job market. Get your accounting foundation now with this college level accounting course designed for the motivated student. The topics covered are those in a college introductory course. Information will be applied in a variety of novel situations. Current computer software applications will be utilized. This course will be offered as a college tie-in course with SUNY Farmingdale. Students can earn six (6) college credits in accounting by successfully completing this course. Students will be introduced to Word and Excel. All notes and financial statements will be done in Word and Excel respectively. **This course can be used for math or business credit. Approximate cost is \$150 per course.**





# **MUSIC**

## **Course Sequence**

**Three Credit Concentrations:** includes two Skills Development Credits and one Knowledge Development

**Five Credit Sequence:** includes three Skills Development Credits and two Knowledge Development Credits

	<u><b>Skill Courses</b></u>	<u><b>Knowledge Courses</b></u>
<b>Grade 9</b>	9th Grade Chorus *	Introduction to Theatre*
	Concert Band *	
	Concert Orchestra *	
	Theatre, Acting and Production	

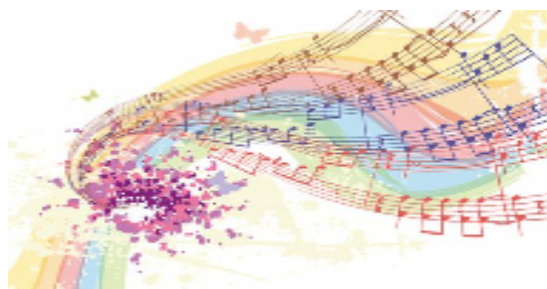
<b>Grade 10, 11, 12</b>	Advanced Chorus *	AP Music Theory
	Concert Orchestra *	College Music Theory
	Philharmonic Orchestra *	Introduction to Theatre*
	Select Vocal Ensemble *	
	Symphonic Band *	
	Theatre, Acting and Production	
	Wind Ensemble *	

*\*May be used to satisfy NYS one credit Arts Graduation Requirement.*

# MUSIC

**The Music Department** offers a multi-faceted program that can accommodate a full range of student interests, levels and abilities while developing cultural and aesthetic values. Individual guidance through gradual development helps the student become musically self-sufficient and broadens his/ her musical background.

A music major sequence (5 credits: 3 skills, 2 musical knowledge) with Advanced Regents Diploma credit can be designed for students with a strong interest in music and is recommended for all students who intend to pursue a career in music or related fields.



## **COLLEGE MUSIC THEORY (SCCC) (MUS 114)**

1 Credit (Knowledge) Weight 1.05

Grades: 10, 11, 12

Prerequisite: Departmental Recommendation, Performing Ensemble or Music In Our Lives

Through a partnership with Suffolk Community College, students have the opportunity to earn 7 college credits for this study of music theory including the development of music analysis, aural and piano skills. Students will master the rudiments and terminology of notational skills, intervals, scales keys, chords, meter, form, four-point voice leading, harmonic function and progression. Students will develop the skills to compose and harmonize music. Activities will include those that increase the ability to analyze music aurally including sight singing and ear training. Students will focus on the ability to hear and dictate basic melodies, harmonies and rhythms and also to sing the same with correct pitch and intonation using a movable "do" solfege, including sharped and flatted syllables. Students will also focus on piano performance, learning to read and perform notation in two clefs while enhancing their knowledge of keyboard technique, hand independency, improvisation and sight-reading. This course is required for a sequence in music and is strongly recommended for students pursuing a music major. **Approximate cost is \$60 per credit.**

## **ADVANCED PLACEMENT MUSIC THEORY/ADVANCED COLLEGE MUSIC THEORY (SCCC) (MUS 115)**

1 Credit (Knowledge) Weight 1.1

Grades: 11, 12

Prerequisite: College Music Theory (SCCC) (MUS 114)

<http://apcentral.collegeboard.com/public/courses/descriptions/index>

Advanced Placement Music Theory/Advanced College Music Theory is a continuation of College Music Theory and is our most in- depth study of advanced music theory including a more in depth study of music analysis, aural and piano skills. Through a partnership with Suffolk Community College, students have the opportunity to earn 7 college credits for this study of Advanced Music Theory. Students will master the rudiments and terminology of notational skills, intervals, scales, keys, chords, meter and form. More sophisticated tasks will include composition of a bass line for a given melody, realization of a figured bass, Roman numeral progression, and analysis of motif, voicing, tonal passages, and cadences. Four voice harmony including tonal and non-tonal chords, and modulation skills will be developed including nonharmonic tones, seventh chords, and secondary dominants. Melodic and harmonic compositions, along with instrumentation will be studied and evaluated through score analysis. Students will complete exercises in diction, discriminatory listening, sight-reading and analysis. **All students are expected to sit for the AP examination at the end of the year. Approximate cost is \$60 per credit.**



## **ADVANCED CHORUS GRADES 10-12 (MUS 121)** **NINTH GRADE CHORUS (MUS 120)**

1 Credit (Skill) Weight 1.0

Prerequisite: Audition or Departmental Recommendation

In this course, the student receives advanced instruction in choral techniques and is taught proper singing habits, tone quality, diction, sight reading skills, and intonation. All are blended in the study and interpretation of major choral works and popular music which are performed at concerts. Participation in this course satisfies the required one credit in art and/or music for all students. **During the lesson period (once a week with the period changing on a rotating basis) advanced vocal skills are taught.** To receive credit for this course, students must participate in all regularly scheduled lessons and after school and evening rehearsals and concerts, fulfill class work requirements, and complete a final exam. Sight-reading and other assignments and assessments will be required.

### **SELECT VOCAL ENSEMBLE H (MUS 123)**

1 Credit (Skill) Weight 1.05

Grades: 10, 11, 12

Prerequisite: Audition and/or Departmental Recommendation

This elective course is offered to those students who wish to enhance their choral experience in a smaller ensemble. This ensemble will provide students with the opportunity to achieve higher levels of proficiency in group singing in addition to preparing the same materials as the chorus (MUS 121). This ensemble will perform at regularly scheduled concerts, performing works in a wide variety of styles within the vocal ensemble tradition. To receive credit for this course, students must participate in all regularly scheduled lessons and after school and evening rehearsals and concerts. **During the lesson period (once a week with the period changing on a rotating basis), advanced vocal skills are taught.** Students will be recommended for Select Vocal Ensemble by the vocal music teacher based upon the student's level of ability and demonstrated skills. Sight reading and other assignments and assessments will be required. **This course may be considered for fulfillment of the Capstone graduation requirement with completion of a NYSSMA All-State Level 6 performance and additional documentation.**

### **SYMPHONIC BAND (MUS 131) Grades: 10, 11, 12**

#### **CONCERT BAND (MUS 130) Grade: 9**

1 Credit (Skill) Weight 1.0

Prerequisite: Audition or Departmental Recommendation

These ensembles stress the development of sight-reading and the performance of significant instrumental works and popular music. During the regular class period, interpretation and accurate performance of all selected works is emphasized. **During the lesson period (once a week with the period changing on a rotating basis), advanced skills for each particular instrument are taught.** Performances at concerts, parades, football games and other academic events are related to and prepared for in the regular band class. To receive credit, a student must participate in all performances, concerts, parades, football games, academic awards assemblies, competitions, graduation, additionally scheduled rehearsals and weekly lessons. **Participation in this course satisfies the required one (1) credit in art and/or music for all students.**

### **WIND ENSEMBLE H (MUS 132)**

1 Credit (Skill) Weight 1.05

Grades: 10, 11, 12

Prerequisites: Audition and Departmental Recommendation

In addition to the activities outlined for the Symphonic Band and Concert Band, students in this group must demonstrate advanced competence on his/her instrument via a competitive audition process. **This course may be considered for fulfillment of the Capstone graduation requirement with completion of a NYSSMA All-State Level 6 performance and additional documentation.**



### **CONCERT ORCHESTRA (MUS 140)**

1 Credit (Skill) Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Audition or Departmental Recommendation

This ensemble stresses the development of music reading and the performance of significant instrumental works. During the daily rehearsal period, interpretation and accurate performance of selected works is emphasized. **During the lesson period (once a week with the period changing on a rotating basis), advanced skills for each particular instrument are taught.** To receive credit for this course, students must participate in all regularly scheduled lessons and after school and evening rehearsals and concerts. **Participation in this course satisfies the required one (1) credit in art and/or music for all students.**

### **PHILHARMONIC ORCHESTRA H (MUS 141)**

1 Credit (Skill) Weight 1.05

Grades: 10, 11, 12

Prerequisite: Audition or Departmental Recommendation

In addition to the activities outlined above in Concert Orchestra, students in this group must demonstrate advanced competence on his/her instrument through an audition process. **This course may be considered for fulfillment of the Capstone graduation requirement with completion of a NYSSMA All-State Level 6 performance and additional documentation.**

# THEATRE

***The study and performance of theatre***, dance and music is an essential vehicle through which 21st century skills can be practiced. Personal responsibility is learned through mastering one's own part and realizing how it contributes to the success of the whole group. Ethics are learned through the appreciation of the value of dedication, commitment and by setting high standards and achieving them. Adaptability is acquired through interaction and cooperation with a variety of peers of differing skill levels, abilities, personalities and goals. Through our performances, we emphasize productivity and accountability through self-analysis, by evaluating and critiquing our own performances. Social and cross-cultural skills are addressed by the study and performance of an ethnically diverse repertoire. Leadership and responsibility are an integral part of any performance ensemble, as both section leaders and performers must all lead by example to achieve the highest standard of excellence. Through the study of theatre, dance and music, student's social and emotional learning, goal setting and personal reflection are encouraged. Classes enhance students' adaptability in many real-life situations. Students practice in teams, helping to develop communication and interpersonal skills, helping them to become self-directed with a stronger self-awareness and knowledge through the student and preparation of performance skills, and the study of a broad range of character traits. The ability to present one's self in front of an audience is a life skill that is eventually needed by everyone.

A music major sequence consisting of five (5) credits with Advanced Regents credit can be designed for students with a strong interest in theatre, and is recommended for students who intend to pursue a career in theatre or related fields. Many of the courses can be utilized as part of a music sequence.



## **INTRODUCTION TO THEATRE (MUS 104)**

1 Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

This course is an overall study of the basic concepts and history of theatre, both past and present. This course will involve the study of Greek and Shakespeare, as well as contemporary theatre. Students will be encouraged to work in both groups and independently and will need to fulfill all tests and project requirements for the class, including participation in drama and musical productions. **This course can be used to fulfill the 9th grade Arts requirement for graduation, or as part of a five (5) credit sequence in music or theatre.**

## **THEATRE, ACTING & PRODUCTION (MUS 106)**

1 Credit (Skill) Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Introduction to Theatre (MUS104)

This full year elective course will accentuate the strengths and talents of individual, small group, and large group theatrical development as it relates to each area of the theatre. Students will have the ability to focus on their specialty area, while having the exposure to all elements of theatre. The concepts explored include, but are not limited to, improv acting, comedic timing, set, lighting and sound design, directing, producing, script writing, and musical performances. Students will be required to fulfill all test and project requirements for the class, including creating their own plays and production. Students will need to fulfill all tests and project requirements for the class, including participation in drama and musical productions. **As a "skills" performance based class, students may take this course additional times.**

# **SCIENCE**

## **Course Sequence**

<b>Grade 8</b>	<b>8th Grade Life Science: Biology</b>		
<b>Grade 9</b>	<b>Earth &amp; Space Science R Earth &amp; Space Science H</b>		<b>Chemistry R Chemistry H</b>
<b>Grade 10</b>	<b>Chemistry R Chemistry H Physics H and/or Elective</b>		<b>Physics H and/or Elective</b>
<b>Grade 11</b>	<b>AP and/or Elective</b>		
<b>Grade 12</b>	<b>AP and/or Elective</b>		

## **ELECTIVES**

<b>Grade 9</b>	<b>Intro to Anatomy &amp; Physiology</b> <b>Meteorology</b> <b>Science Research</b>	
<b>Grade 10</b>	<b>AP Biology</b> <b>AP Chemistry</b> <b>AP Environmental Science</b> <b>Environmental Studies</b> <b>Intro to Anatomy &amp; Physiology</b>	<b>Marine Studies</b> <b>Meteorology</b> <b>Oceanography</b> <b>Paleontology</b> <b>Science Research</b> <b>Science Research 2 H</b>
<b>Grade 11</b>	<b>AP Biology</b> <b>AP Chemistry</b> <b>AP Environmental Science</b> <b>AP Physics</b> <b>AP Research</b> <b>College Science Research</b> <b>Environmental Studies</b> <b>Forensic Science</b>	<b>Intro to Anatomy &amp; Physiology</b> <b>Marine Studies</b> <b>Meteorology</b> <b>Oceanography</b> <b>Paleontology</b> <b>Science Research</b> <b>Science Research 2 H</b>
<b>Grade 12</b>	<b>AP Biology</b> <b>AP Chemistry</b> <b>AP Environmental Science</b> <b>AP Physics</b> <b>AP Research</b> <b>College Science Research</b> <b>Environmental Studies</b> <b>Forensic Science</b>	<b>Intro to Anatomy &amp; Physiology</b> <b>Marine Studies</b> <b>Meteorology</b> <b>Oceanography</b> <b>Paleontology</b> <b>Science Research</b> <b>Science Research 2 H</b>



# SCIENCE

**The Science** curriculum consists of courses designed to allow the individual student to interact with science as a method of investigation and problem solving. Emphasis is placed on the processes of science so the student can discover and interpret scientific knowledge, develop positive attitudes and interests related to science and scientists, and recognize that these behaviors can be applied in making decisions in an age influenced by mathematics, science and technology. An understanding of the nature of science is stimulated through the use of the laboratory as a focal point for engaging in the processes of science.

As students prepare for the 21st century workplace, they work collaboratively to collect and analyze data surrounding real world problems, determine valid trends, and draw relevant conclusions. In alignment with NYS and Common Core standards students are also encouraged to develop strong reading and writing skills as they explain their understanding of the physical world. Through the integration of the Common Core standards alongside the New York State standards, students in the science classroom will be prepared to become effective and productive citizens of the 21st century.

All science courses ending in a NYS Regents examination require a minimum of 1200 minutes of laboratory time. Students must complete the laboratory work as a prerequisite for admission into the Regents examinations.

## **LIFE SCIENCE/BIOLOGY REGENTS**

1 Credit Weight 1.0  
Grades: 9, 10, 11, 12

This course has been established to meet NYSSLS curriculum for Biology. This course will prepare students to explain accurately and with appropriate depth, the most important ideas about matter and energy in ecosystems, inheritance and variation of traits, natural selection and evolution, Earth's systems, and engineering design. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Biology. This course is scheduled to meet seven periods a week. This course can be used to fulfill one science credit for the Biology graduation requirement. **This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.**



## **EARTH & SPACE SCIENCE (SCI 115)**

1 Credit  
Grades: 9, 10, 11, 12  
Regents (SCI 115) Weight 1.0  
Honors (SCI 116) Weight 1.05  
Prerequisite: Living Environment or Biology

This course follows the NYSSLS Earth & Space Science curriculum. The focus of this course will be on application skills related to real world situations in the field of Earth & Space Science such as environmental sustainability, earthquakes and volcanoes, plate tectonics, weathering and erosion, geology history, earth motions, the solar system, deep space astronomy, weather systems, weather prediction, seasons and climate. This course requires the use of a calculator. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Earth & Space Science. This course is scheduled to meet seven (7) periods per week. This course can be used to fulfill one science credit for the physical setting graduation requirement. **This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.**

## **EARTH & SPACE SCIENCE HONORS (SCI 116)**

1 Credit Weight 1.05  
Grades: 9, 10, 11, 12  
Prerequisite: Living Environment or Biology

Note: Honors courses will involve a greater emphasis on the quantitative aspects as they apply to theory and laboratory activities.

This enriched curriculum follows the NYSSLS Earth & Space Science curriculum. The focus of this course will be on application skills related to real world situations in the field of Earth Science such as environmental sustainability, earthquakes and volcanoes, plate tectonics, weathering and erosion, geology history, earth motions, the solar system, deep space astronomy, weather systems, weather prediction, seasons and climate. Emphasis will be placed on problem solving and inquiry skills through mathematical analysis, scientific inquiry, and engineering design. A variety of instructional and assessment strategies will be used throughout the course and science projects and competitions will be encouraged. This course requires the use of a calculator. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Earth & Space Science. This course is scheduled to meet seven (7) periods per week. This course can be used to fulfill one science credit for the physical setting graduation requirement. **This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.**

**PHYSICAL SCIENCE/CHEMISTRY REGENTS (SCI 214)**

1 Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisites: Living Environment or Biology and Earth &amp; Space Science or Departmental Recommendation

Co-requisite: Geometry

This course follows the NYSSLS curriculum for Physical Science/Chemistry. Chemistry Regents is the study of the composition, structure and properties of matter, the changes which matter undergoes and the energy accompanying these changes. The student will be presented with a variety of experiments, which will encourage the development of fundamental scientific concepts using the scientific method. This course requires the use of a calculator. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Physical Science/Chemistry. This course is scheduled to meet seven (7) periods a week. This course can be used to fulfill one science credit for the physical setting graduation requirement. **This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.**

**PHYSICAL SCIENCE/CHEMISTRY HONORS (SCI 212)**

1 Credit Weight 1.05

Grades: 9, 10, 11, 12

Prerequisites: Living Environment or Biology and Earth &amp; Space Science or Departmental Recommendation

This Honors course will involve a greater emphasis on the quantitative aspects of the NYSSLS Chemistry curriculum as they apply to theory and to laboratory activities. This course is recommended for those who desire a rigorous challenge, are capable of advanced independent work and oriented toward a possible scientific career. It focuses primarily on group discussions and laboratory analysis of the following topics: atomic orbital theory, quantum mechanics, periodicity, bonding theories and molecular shapes, organic compounds, reaction rates and chemical equilibria, and the driving forces behind different chemical reactions. Laboratory data from student work is used wherever possible to develop concepts and support theories. Considerable emphasis will be placed on the use of mathematics in the development of these topics.

This course requires the use of a calculator. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Physical Science/Chemistry. This course is scheduled to meet seven (7) periods a week. This course can be used to fulfill one science credit for the physical setting graduation requirement. **This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.**

**PHYSICAL SCIENCE/PHYSICS HONORS (SCI 316)**

1 Credit Weight 1.05

Grades: 10, 11, 12

Prerequisites: Completion of Living Environment or Biology &amp; one Physical Science or Departmental Recommendation

This course follows the NYSSLS curriculum for Physical Science/Physics. Physics Regents will be an introduction to the fundamental concepts of physics as a qualitative and quantitative science. The course deals with laws and problems of mechanics, heat, light, sound, electricity and atomic and nuclear physics. The course is laboratory-oriented, and problem-solving skills necessary for college level science courses will be practiced. This course requires the use of a calculator. The course is scheduled to meet seven (7) periods a week. Written lab reports are required and their successful completion is a requirement for taking the NYS Regents Examination in Physical Science/Physics. This course can be used to fulfill one science credit for the physical science graduation requirement. **This course of study will prepare students for the NYS Comprehensive Regents Examination that is administered TO ALL LAB ELIGIBLE STUDENTS.**

**Advanced Placement Electives****AP ENVIRONMENTAL STUDIES (SCI 338)**

1 Credit Weight 1.1

Grades: 10, 11, 12

Prerequisites: Living Environment &amp; Earth &amp; Science or Departmental Recommendation

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships to the natural world. Additionally, they will identify and analyze environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions to solve them or prevent them. This class is scheduled to meet seven (7) periods a week. Laboratory work is an important part of this course and may include work in the field. The course of study will be based on the one recommended by the College Entrance Examination Board. **All students are expected to sit for the AP examination at the end of the course.**

**AP BIOLOGY (SCI 332)**

1 Credit Weight 1.1

Grades: 10, 11, 12

Prerequisite: Chemistry or Departmental Recommendation

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

This course will meet the objectives of a first-year biology course at the college level. It involves a study of living systems at the molecular level. The emphasis of the course is on familiarizing the student with current trends, literature and methodology in the biological sciences. This class is scheduled to meet seven (7) periods a week. Laboratory work is an important part of this course. The course of study will be based on the one recommended by the College Entrance Examination Board. **All students are expected to sit for the AP examination at the end of the course.**

### **AP CHEMISTRY (SCI 334)**

1 Credit Weight 1.1

Grades: 10, 11, 12

Prerequisite: Chemistry or Departmental Recommendation

Co-requisite: Pre-Calculus is strongly recommended

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

This course will meet the objectives of a first semester chemistry course at the college level. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and thermodynamics will be presented. Laboratory work is an important part of this course. This course requires the use of a calculator. This class is scheduled to meet seven (7) periods a week. Laboratory work is an important part of this course. The course of study will be based on the one recommended by the College Entrance Examination Board. Students need a strong math background for this comprehensive math based course. **All students are expected to sit for the AP examination at the end of the course.**

### **AP PHYSICS C: MECHANICS (SCI 336)**

1 Credit Weight 1.1

Grades: 11, 12

Prerequisite: Physics or Departmental Recommendation

Corequisite: Calculus is strongly recommended

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

This course is designed to meet the objectives of a standard first semester physics course at the college level. The course will cover topics in mechanics. Laboratory work is an important part of this course. This course requires the use of a calculator. This class is scheduled to meet seven (7) periods a week. The course of study will be based on the one recommended by the College Entrance Examination Board. **All students are expected to sit for the AP examination at the end of the course.**

### **AP RESEARCH (SCI 133)**

1 Credit Weight 1.1

Grades: 11, 12

Prerequisite: AP Seminar

<http://apcentral.collegeboard.com/public/courses/descriptions/index>

AP Research is a full-year course that uses an inquiry framework to engage students in the effective analysis and evaluation of information in order to develop and present college-level research based arguments. Students enrolling in this course will build on what was learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration students will design, plan, and conduct a year-long research based investigation to address a research question. Students work individually to evaluate multiple perspectives, synthesize ideas from a variety of sources, and explore complex academic and real-world issues, topics, or themes. Throughout the course, students engage in peer review practices. Students are assessed through a performance task and oral defense. AP Research is the second of two courses that comprise the AP Capstone diploma program. The successful completion of the AP Research will satisfy the District Capstone Project graduation requirement. Students earning scores of 3 or higher in both AP Seminar and AP Research will receive the AP Capstone Seminar and Research Certificate. Students who also earn a score of 3 or higher on four additional AP exams of their choice will be awarded the AP Capstone Diploma. **This course may be considered for fulfillment of the Capstone graduation requirement.**

## **Electives**

### **SCIENCE RESEARCH (SCI 130)**

1 Credit Weight 1.0

Grade: 9, 10, 11

Prerequisite: Departmental Recommendation

This course allows students the opportunity to conduct hands-on scientific research both inside and outside of the classroom. Students will be expected to research topics which interest them, devise investigations to test original hypotheses, and collaborate with teachers, scientists, and other researchers to carry out their investigations. Students will have the opportunity to take field trips to various learning institutions and research facilities as they explore different areas of experimental science. Students will also present their research work in a district-wide end-of-year symposium. Students will be encouraged to use the Middle Country Library, resources at the State University at Stony Brook, and research materials at Brookhaven National Lab. Students will begin to form contacts with science professionals via phone and email, and pursue opportunities to intern or assist in authentic science settings. This course may be taken for as many as two years as students make progress on their research projects. Students will present their research work in an end-of-year symposium. They will also maintain a comprehensive laboratory notebook documenting their research. This class is scheduled to meet five (5) periods a week. **This course may be considered for fulfillment of the Capstone graduation requirement. This course does not meet the requirements for a Regents Diploma or a Regents sequence in Science.**



### **SCIENCE RESEARCH 2 HONORS (SCI 132)**

1 Credit Weight 1.05

Grades: 10, 11, 12

Prerequisite: Science Research

This honors level research course builds on the research project and skills acquired during the Science Research experience. Students will continue the pursuit of the projects conducted the previous year. Students have the opportunity to conduct hands-on scientific research both inside and outside of the classroom. They will develop research papers, competition posters and electronic media to present their experimental findings in settings such as regional competitions and seminars. Students will also present their research work in a district-wide end-of-year symposium and participate in local competitions. Students will be encouraged to use the Middle Country Library resources and the State University at Stony Brook, and research materials at Brookhaven National Lab. This course may be taken for as many as two years as students continue to make progress on their research projects. **This course may be considered for fulfillment of the Capstone graduation requirement. This course does not meet the requirements for a Regents Diploma or a Regents sequence in Science.**



### **COLLEGE SCIENCE RESEARCH (SUNY Albany) (SCI 131)**

1 Credit Weight 1.05

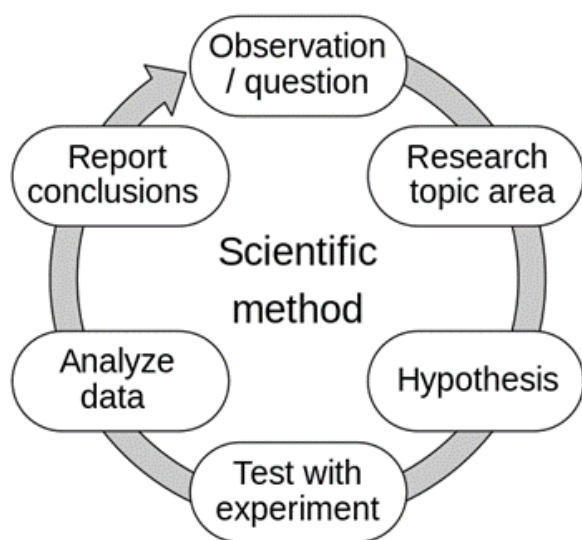
Grades: 11, 12

Prerequisite: Science Research 2 Honors or Departmental Recommendation

Co-requisite: Chemistry or Physics, Algebra 2 strongly Recommended

This college-level course allows students the opportunity to conduct hands-on scientific research both inside and outside of the classroom. Students will be expected to research topics which interest them, devise investigations to test original hypotheses, and collaborate with teachers, scientists, and other researchers to carry out their investigations. Students will be expected to pursue opportunities to intern or assist in authentic science settings. They will develop research papers, competition posters and electronic media to present their experimental findings in settings such as regional competitions and seminars. Students will also present their research work in a district-wide end-of-year symposium. Students will be encouraged to use the Middle Country Library resources and the State University at Stony Brook, and research materials at Brookhaven National Lab. This course may be taken for as many as two years as students continue to make progress on their research projects. **This course may be considered for fulfillment of the Capstone graduation requirement.**

**This course will be offered as a college tie-in with SUNY Albany. Students will be able to obtain four (4) college credits upon successful completion of this course. Approximate cost of SUNY Albany credit is \$150.**



### **METEOROLOGY (SCI 122)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Grade of 65 or higher on one NYS Science Regents Examination

This course is intended as an introduction to today's science of weather and climate. Along with explaining the natural forces that create many different weather conditions, this course will address the benefits of being weather-wise, meteorology technology and the resulting new forecasting techniques. This course is scheduled to meet five (5) periods a week and is designed to provide a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.



### **MARINE STUDIES (SCI 328)**

1 Credit Weight 1.0

Grades: 10, 11, 12

Prerequisites: Living Environment and one Physical Science

This course will involve a detailed study of the anatomical composition of a variety of marine organisms along with the biological and physical properties of their habitats. This course combines classroom learning, research projects, and field studies, affording students the opportunity to study some of the local marine environments here on Long Island. This course is scheduled to meet five periods a week and is designed to provide a third year of science. This course would meet the requirements for a Regents diploma and Regents sequence in science provided the prerequisites are met.

### **OCEANOGRAPHY (SCI 329)**

½ Credit Weight 1.0

Grades: 10, 11, 12

Prerequisites: Living Environment and one Physical Science or departmental recommendation

This half year course meets five (5) periods a week. Aquatic life is studied in relation to the physical and geological make-up of the ocean. This course is designed to provide one half credit toward a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.

**ENVIRONMENTAL STUDIES (SCI 327)**

½ Credit Weight 1.0

Grades: 10, 11, 12

Prerequisites: Living Environment and one Physical Science or departmental recommendation

This half year course meets five (5) periods a week. The focus of this course will be on the cause/effect relationships of pollution and other environmental concerns. Special attention will be given to the Long Island environment and issues surrounding the varied ecosystems present. This course is designed to provide one half credit toward a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.

**PALEONTOLOGY (SCI 339)**

½ Credit Weight 1.0

Grades: 10, 11, 12

Prerequisites: Living Environment and one Physical Science

This course is an introduction to the paleontology of dinosaurs which includes but is not limited to evolutionary relationships and processes, systematics, classification using the dichotomous key, community analysis of dinosaur relationships, and providing evidence through comparative anatomy of dinosaurs through the Jurassic, Triassic and Cretaceous periods, developing scientific literacy skills and scientific communication skills. This course is designed to provide one half credit toward a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.

**FORENSIC SCIENCE (SCI 324)**

1 Credit Weight 1.0

Grades: 11, 12

Prerequisites: Living Environment and Chemistry or Physics

This 5-period a week course will introduce the science and techniques used in forensic studies and crime scene investigations. Students will use investigative techniques to collect and preserve evidence in laboratory settings and maintain proper procedures for the processing of simulated crime scenes. This course is designed to provide a third year of science and would meet the requirements for a Regents diploma or a Regents sequence in science provided the prerequisites are met.

**INTRO TO ANATOMY AND PHYSIOLOGY (SCI 114)**

1 Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: Grade of 65 or higher on one NYS Science Regents Examination

In this course, students will deeply explore the anatomy and physiology of the human body. Students will also complete First Aid & CPR training. For those students considering careers in the medical or rescue fields, this course will provide an excellent opportunity to prepare for college anatomy and physiology courses. Students in this course will explore each body system through a combination of classroom and lab activities, including virtual dissection opportunities. This course is scheduled to meet five (5) periods a week and is designed to provide a third-year science. This course would meet the requirements for a Regents diploma or a Regents sequence in science, provided the prerequisites are met.





# **SOCIAL STUDIES**

## **Course Sequence**

<b>Grade 9</b>	Global History and Geography 1	World History 1	
<b>Grade 10</b>	Global History and Geography 2	Global History and Geography 2 Honors	Advanced Placement World History
<b>Grade 11</b>	United States History and Government	United States History and Government Honors	Advanced Placement United States History
<b>Grade 12</b>	Select one course in Participation in Government		
	Law and Government	College Introduction to Criminal Justice	AP Government and Politics
	AND		
	Select one course in Economics		
	Economics	College Economics	AP Economics

## **ELECTIVES**

<b>Grade 9</b>	Leadership	
<b>Grade 10</b>	Leadership	
<b>Grade 11</b>	AP Psychology AP World History Contemporary Issues Leadership	
<b>Grade 12</b>	AP Economics AP Psychology AP US Gov't and Politics Contemporary Issues	AP United States History AP World History College Intro to Criminal Justice Leadership

# SOCIAL STUDIES

**The Social Studies** curriculum presents students with a view of the world; past, present and an eye to the future. Social studies provides the tools necessary to apply critical thinking skills essential in the 21st century world. The global perspective fundamental for success in our society is explored throughout the social studies curriculum. Social studies fulfills the role of education in citizenship, government, economics and culture which is the essence of the democratic society in which we live. Reflective of the skills and standards in the NYS K-12 Social Studies Framework, students in the social studies classroom will be prepared to become effective and productive citizens of the 21st century.

## Grade 9

### **WORLD HISTORY 1 (SOC 101)**

1 Credit Weight 1.05

Prerequisite: Departmental Recommendation

World History 1 (AP Prep) is a class designed to prepare students for the challenges of the 10th grade AP World History program. This course satisfies the NYS 9th grade Global History and Geography 1 requirement while incorporating extensive reading and writing assignments selected to develop the historical thinking skills needed for success in future social studies courses. World History 1 (AP Prep) will provide students with the opportunity to explore various regions and civilizations, from pre-history through the Age of Exploration and transoceanic empires. The course will enable them to investigate issues and themes from multiple perspectives and to make global connections that lead to a true understanding of the past.

After the successful conclusion of this course, students will have the opportunity to enroll in AP World History or Global History and Geography 2/H.

### **GLOBAL HISTORY AND GEOGRAPHY 1 (SOC 103)**

1 Credit Weight 1.0

Global History and Geography 1 is designed to support a student's continued development of historical thinking and literacy skills in the context of the content to enhance thematic and conceptual understandings. The curriculum begins with the origins of civilization and continues chronologically through the Age of Exploration and transoceanic empires, addressing themes such as the impact of geography, power, conflict, and the interconnectedness of the world. Activities and assessments will reflect the New York State K-12 Social Studies Framework. Throughout the year, students will have opportunities to develop an understanding of global concepts and key ideas through inquiry, research, and analysis of primary and secondary source documents to make historical claims.

## Grade 10

### **AP WORLD HISTORY (SOC 434)**

1 Credit Weight 1.1

Prerequisite: Departmental Recommendation

<https://apcentral.collegeboard.org/pdf/ap-us-history-course-and-exam-description.pdf>

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in the international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specified themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. This course is for those students who accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of the Advanced Placement class. **A summer reading list will be provided. All students are expected to sit for the AP examination at the end of the course and must take the NYS Regents Exam in Global History and Geography II (Framework) to complete graduation requirements.**



### **GLOBAL HISTORY AND GEOGRAPHY 2 H (SOC 206)**

1 Credit Weight 1.05

Prerequisite: World History 1 (AP Prep) or Departmental Recommendation

Global History and Geography 2 Honors is designed for those students who have shown success in 9th grade social studies and are looking to strengthen their skills through an inquiry-based approach in which they develop thematic and conceptual understandings while applying disciplinary practices and literacy skills in the context of content. The Global History and Geography 2 (H) curriculum begins with the world in 1750 and continues chronologically to the present, addressing themes such as industrialization, nationalism, imperialism, conflict, and the interconnectedness of the world. Students will be expected to demonstrate independence and to initiate and effectively participate in a range of collaborative activities with diverse partners as they engage in topics and skills that expand beyond a Regents level course. They will also be required to employ historical thinking skills and use textual evidence in order to make insightful historical claims and to conduct independent research. **This course is designed to prepare students for working college level and AP courses and mastery on the NYS Regents Exam in Global History and Geography II (Framework) that is administered TO ALL STUDENTS.**

### **GLOBAL HISTORY AND GEOGRAPHY 2 (SOC 207)**

1 Credit Weight 1.0

Prerequisite: Global History 1

Global History and Geography 2 (R) is designed to support students' continued development of disciplinary practices and literacy skills in the context of the content to enhance thematic and conceptual understandings. The curriculum begins with the world in 1750 and continues chronologically to the present, addressing themes such as industrialization, nationalism, imperialism, conflict, and the interconnectedness of the world. Throughout the year, students will have opportunities to develop an understanding of global concepts and key ideas through inquiry, research, and analysis of primary and secondary source documents to make historical claims. **This course of study will prepare students for success on the NYS Regents Exam in Global History and Geography II (Framework) that is administered TO ALL STUDENTS.**



## **Grade 11**

### **AP UNITED STATES HISTORY (SOC 431)**

1 Credit Weight 1.1

Prerequisite: Departmental Recommendation

<https://apcentral.collegeboard.org/pdf/ap-us-history-course-and-exam-description.pdf>

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. Students will also develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course is for those students who accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of the Advanced Placement class. **A summer reading list is provided. All students are expected to sit for the AP examination at the end of the course and must take the NYS Regents Exam in United States History and Government (Framework) to complete graduation requirements.**

### **UNITED STATES HISTORY AND GOVERNMENT H (SOC 311)**

1 Credit Weight 1.05

Prerequisites: Global History and Geography 2 H or Departmental Recommendation

US History and Government Honors is designed for those students who have shown success in 10th grade social studies and are looking to strengthen their skills through an inquiry-based approach in which they develop thematic and conceptual understandings while applying disciplinary practices and literacy skills in the context of content. The course begins with the colonial and constitutional foundations of the United States, through the political, social, and economic development of the nation, to the place of the United States increasingly globalized and interconnected world. Students will be expected to demonstrate independence and initiate and effectively participate in a range of collaborative activities with diverse partners as they engage in topics and skills that expand beyond a Regents level course. They will also be required to employ historical thinking skills and use textual evidence in order to make insightful historical claims and to conduct independent research. **This course is designed to prepare students for work in college level and AP courses and mastery on the NYS Regents Exam in United States History and Government (Framework) that is administered TO ALL STUDENTS.**



## **UNITED STATES HISTORY AND GOVERNMENT (SOC 312)**

1 Credit Weight 1.0

Prerequisites: Global History and Geography 2

US History and Government is designed to support students' continued development of disciplinary practices and literacy skills in the context of the content to enhance thematic and conceptual understandings. The course begins with the colonial and constitutional foundations of the United States, through the political, social, and economic development of the nation, to the place of the United States increasingly globalized and interconnected world. Throughout the year, students will be required to participate effectively in a range of collaborative activities, make historical claims supported by textual evidence, and conduct research to analyze historical questions. **This course of study will prepare students for success on the NYS Regents Exam in United States History and Government (Framework) that is administered TO ALL STUDENTS.**



### **Grade 12**

All students must have four (4) credits of social studies for graduation. One-half credit must be in an Economics course- Economics, College Economics, or AP Economics (\*1 credit) **and** another one-half credit must be in a participation in government course - Law & Government, College Introduction to Criminal Justice, or AP Government and Politics: United States (\*1 credit).

## **AP US GOVERNMENT AND POLITICS (SOC 432)**

1 Credit Weight 1.1

Prerequisite: Departmental Recommendation

<https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf>

This course, intended for highly motivated college-bound students, is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up American political reality. Students will gain an understanding of the sources of governmental policy in the United States and the role of the individual citizen. This course is for those students who wish to accept the challenges of extensive reading and writing assignments and understand the more difficult grading criteria in advanced placement courses. **This course has a required research component. A summer reading list is provided. All students are expected to sit for the AP examination at the end of the course.**

## **AP ECONOMICS (SOC 436)**

1 Credit Weight 1.1

Prerequisite: Departmental Recommendation

<https://apcentral.collegeboard.org/pdf/ap-macroeconomics-course-and-exam-description.pdf>

This course, intended for highly motivated college-bound students, is designed to give students a more in-depth view of basic economic concepts in both microeconomics and macroeconomics. Students should have successfully completed Algebra II. Advanced Placement Economics provides a foundation in Microeconomics and an extensive study in Macroeconomics. Microeconomics examines the behaviors of firms and individuals within an economic system and how they interact. Macroeconomics examines economy-wide phenomena, including markets, inflation, recession, unemployment, and economic growth. By taking this course and mastering the material students will find themselves more prepared to meet the challenges of the 21st century and have success in the global marketplace. Emphasis will be placed on the application of economic concepts to real-life questions and conflicts. This course is for those students who enjoy learning about how economies function as well as the logic behind individual decision-makers, both consumers and producers. This course has a required research component. **All students are expected to sit for the AP Macroeconomics examination at the end of the course.**

## **COLLEGE ECONOMICS (SCCC) (SOC 421)**

½ Credit Weight 1.05

Prerequisite: Departmental Recommendation

This course will introduce economics and economic systems. Students will learn basic economics such as scarcity, supply and demand, pricing, the political and social impact of social decisions today, trade-offs, specialization and productivity, and the interdependence of the world's economic systems. This course will stress the roles of the citizen as consumer, worker, investor and voter in today's economy. The use of social skills to understand and make economic decisions will be emphasized. Critical thinking skills and problem solving will be applied to the study of economics. In addition to regular coursework, regular participation in class discussions and research are required. This criteria will apply to all students taking the course. This course will be offered as a college tie-in with Suffolk County Community College. (Students may obtain three (3) college credits upon successful completion of this course).

**Approximate cost is \$60 per credit.**



### **ECONOMICS (SOC 422)**

½ Credit Weight 1.0

Prerequisites: U.S. History and Government

This course will introduce economics and economic systems. Students will learn basic economics such as scarcity, supply and demand, pricing, the political and social impact of social decisions today, trade-offs, specialization and productivity, and interdependence of the world's economic systems. This course will stress the roles of the citizen as consumer, worker, investor and voter in today's economy. The use of social skills to understand and make economic decisions will be emphasized. Critical thinking skills and problem solving will be applied to the study of economics. A research paper and/or project will be required.

### **COLLEGE INTRODUCTION TO CRIMINAL JUSTICE (SCCC) (SOC 423)**

½ Credit Weight 1.05

Prerequisite: Departmental Recommendation

Students will study the agencies and processes involved in the administration of criminal justice and survey the roles of the police, district attorney, courts, probation, corrections and parole departments. Students will study how policy has been developed in these areas and the factors that have caused change and reform. In addition to regular coursework, regular participation in class discussions and research are required. This criteria will apply to all students taking the course. This course will be offered as a college tie-in with Suffolk County Community College. (Students may obtain three (3) college credits upon successful completion of this course). **Approximate cost is \$60 per credit.**



### **LAW & GOVERNMENT (SOC 425)**

½ Credit Weight 1.0

Prerequisites: U.S. History and Government

Through the study of law-related education, the students will understand how citizens interact with the government in the development of public policy. The course's goal is to have students become responsible and capable members of a democratic society. Students will focus on the interaction between citizens and town, county and state governments. Students will learn the criminal justice system and how policy is made within the legal system. A research paper and/or project will be required.

## **Electives**

### **AP UNITED STATES HISTORY (SOC 431)**

1 Credit Weight 1.1

Grade: 12

Prerequisite: Departmental Recommendation

<https://apcentral.collegeboard.org/pdf/ap-us-history-course-and-exam-description.pdf>

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. Students will also develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course is for those students who accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of the Advanced Placement class. **A summer reading list is provided. All students are expected to sit for the AP examination at the end of the course and must take the NYS Regents examination in U.S. History and Government to complete graduation requirements.**

### **AP WORLD HISTORY (SOC 434)**

1 Credit Weight 1.1

Grades: 10, 11, 12

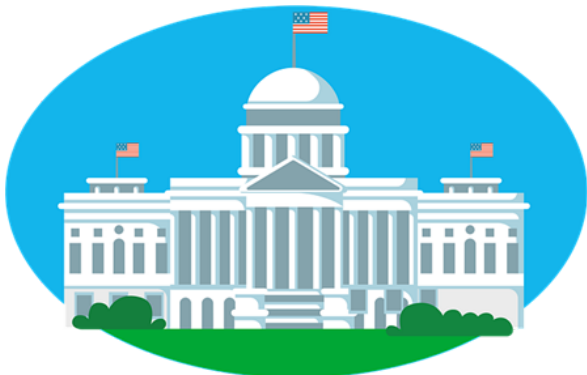
Prerequisite: Departmental Recommendation

<https://apcentral.collegeboard.org/pdf/ap-world-history-modern-course-and-exam-description.pdf>

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human society. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in the international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specified themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

This course is for those students who accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of an Advanced Placement class. **All students are expected to sit for the AP examination at the end of the course and must take the NYS Regents examination in Global History and Geography to complete graduation requirements.**





### **AP US GOVERNMENT AND POLITICS (SOC 432)**

1 Credit Weight 1.1

Grade: 12

Prerequisite: Departmental Recommendation

<https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf>

This course, intended for highly motivated college-bound students, is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up American political reality. Students will gain an understanding of the sources of governmental policy in the United States and the role of the individual citizen. This course is for those students who wish to accept the challenges of extensive reading and writing assignments and understand the more difficult grading criteria in advanced placement courses. This course has a required research component. A summer reading list is provided. **All students are expected to sit for the AP examination at the end of the course.**

### **AP PSYCHOLOGY (SOC 435)**

1 Credit Weight 1.1

Grades: 11, 12

Prerequisite: Departmental Recommendation

<https://apcentral.collegeboard.org/pdf/ap-psychology-course-and-exam-description.pdf>

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use **in their science and** practice. This course is for those students who wish to accept the challenge of extensive reading and writing assignments and understand the more difficult grading criteria of an AP class. All students are expected to sit for the AP examination at the end of the course.

### **AP ECONOMICS (SOC 436)**

1 Credit Weight 1.1

Grade 12

Prerequisite: Departmental Recommendation

<https://apcentral.collegeboard.org/pdf/ap-macroeconomics-course-and-exam-description.pdf>

This course, intended for highly motivated college-bound students, is designed to give students a more in-depth view of basic economic concepts in both microeconomics and macroeconomics. Students should have successfully completed Algebra II. Advanced Placement Economics provides a foundation in Microeconomics and an extensive study in Macroeconomics. Microeconomics examines the behaviors of firms and individuals within an economic system and how they interact. Macroeconomics examines economy-wide phenomena, including markets, inflation, recession, unemployment, and economic growth. By taking this course and mastering the material students will find themselves more prepared to meet the challenges of the 21st century and have success in the global marketplace. Emphasis will be placed on the application of economic concepts to real-life questions and conflicts. This course is for those students who enjoy learning about how economies function as well as the logic behind individual decision-makers, both consumers and producers. **All students are expected to sit for the AP Macroeconomics examination at the end of the course**



### **CONTEMPORARY ISSUES (SOC 335)**

½ Credit Weight 1.0

Grades: 11, 12

Prerequisite: None

This course explores those hot button issues that impact today's world. It breaks down the filter of the media and explores the major social issues from various points of view. Students will understand the social, political and economic decisions that are made and the impact of those decisions. Through debates, projects, and daily discussion, students gain an opportunity to voice their opinions on topics that matter to them. Whether it be the death penalty, the environment, immigration, the war on drugs in America, or outsourcing, students will gain a global perspective on relevant issues that impact their present and future. **This course may be considered for fulfillment of the Capstone graduation requirement.**

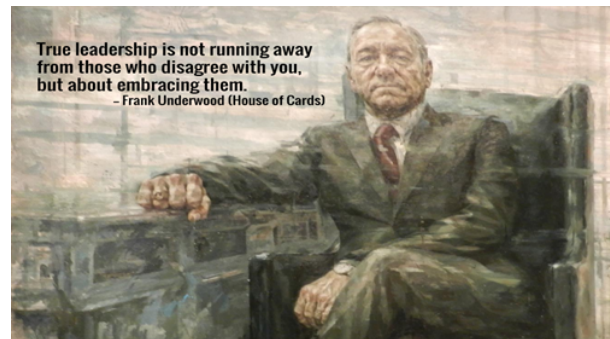
### **LEADERSHIP (SOC 336)**

½ Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: None

Leadership, student service and involvement in the community are essential to our country's democratic principles. In this class, students will understand the role of world leaders and the importance of governmental institutions on the local, state, national and international level as well as becoming more informed citizens in school and community issues. This class is tailored for those students with strong leadership skills who would like the opportunity to design, organize and participate in community service activities. At the conclusion of the class, students will have a better connection to both their school and community. **This course may be considered for fulfillment of the Capstone graduation requirement.**



# SPECIAL EDUCATION HIGH SCHOOL CONTINUUM OF SERVICES

## **RELATED SERVICES:**

Developmental, corrective, and other supportive services are required to assist a student with a disability and includes, speech language therapy, occupational therapy, physical therapy, and/or counseling services are a few examples of related services a student may qualify for in high school.

## **RESOURCE ROOM:**

Resource room programs shall be for the purpose of supplementing the regular classroom instruction of students with disabilities who are in need of such supplementary instruction in a small group setting (5:1) per the students IEP.

## **INTEGRATED CO-TEACHING SERVICES:**

The provision of specially designed instruction and academic instruction provided to a mixed group of students with disabilities and general education students. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.



## **SPECIAL CLASS:**

A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction which means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

## **Learning Independently and Functional Experiences (LIFE) Program:**

This program emphasizes skills that will enable the students to live as independently as possible. The curriculum incorporates functional and skill driven academics in reading, writing and math, social skills, activities of daily living and job related training while meeting each student's individual abilities and preferences. Students will participate in the New York State Alternative Assessment (NYSAA) leading towards a Skills and Achievement Commencement Credential.

## **WORK/CAREER STUDY PROGRAM:**

Work/Career Study Program is designed to help eligible students in the LIFE Program explore a career or job interest in a hands-on manner. Through employment or a career experience, students are provided with the opportunity to make a more informed decision about their future plans. The program utilizes supervision by both school staff and a community sponsor/ employer. Students in the LIFE Program who choose Work/Career Study as a course will be placed under the supervision of the Special Education Work/Career Staff.

Program Goals:

- Students will utilize the knowledge and skills they have gained through work/career related situations
- Students will become involved in and better understand the working community
- Students will be provided with practical work/career related experiences
- Students will develop a sense of responsibility related to their job or career placement
- Students will be able to contribute to their transition plans as they prepare for adulthood

*Inclusion is a belief system. It begins with the belief that every child has strengths to build upon, interests to share, and experiences to honor.*

## **ADDITIONAL SUPPORT SERVICES**

### **ADULT CAREER AND CONTINUING EDUCATION SERVICES VOCATIONAL REHABILITATION (ACCES-VR)** <http://www.acces.nysed.gov/vr>

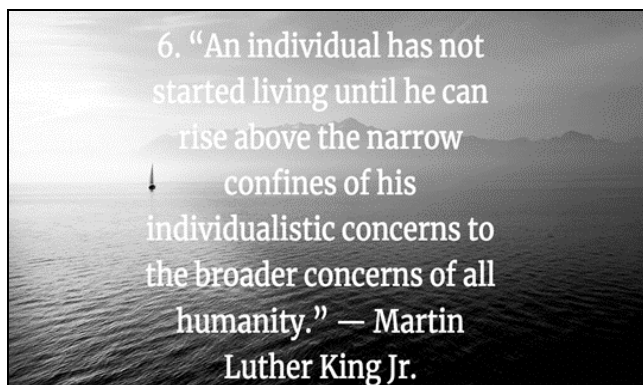
A Student with a Disability, including students with a current IEP, Declassified IEP, Section 504 Plan or Health Plan are eligible to meet with a Vocational Rehabilitation Counselor to determine eligibility for post-secondary training/education through ACCES-VR leading to employment.

**TRANSITION SERVICES:** All high school students with a disability require a coordinated set of activities, designed within a results-oriented process that is focused on improving the academics and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities and/or education. Including, but not limited to, post-secondary education, vocational education, integrated competitive employment (including supported employment), continuing and adult education, adult services and independent living. The coordinated set of activities must be based on the individual student's needs taking into account the student's strengths, preferences and interests, and shall include needed activities in the following areas:

- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives
- Acquisition of daily skills

### **NYS OFFICE OF MENTAL HEALTH:** <http://www.omh.ny.gov> 1-800-597-8481

The Office of Mental Health (OMH) regulates, certifies and oversees programs, operated by local governments and nonprofit agencies. These programs include various inpatient and outpatient programs, emergency, community support, residential and family care programs.



### **EMPLOYABILITY AND WORK-BASED LEARNING COURSE (OCC 129)**

1 Credit Weight: 3  
Grades: 11, 12  
Prerequisite: None

This course incorporates a structured approach allowing students to analyze and reflect on their learning both in the classroom and through outside internship opportunities. With the focus on the enhancement of employability skills, development of personal career plans and improvement of career management skills, students will develop and manage their careers effectively. Students will be exposed to the world of work; using a combined approach of formal curriculum and work-based experiences. Work experience hours are typically acquired through after school internships or weekend opportunities. This course will set a foundation for students to gain the experience and/or hours needed in order to work towards the requirements necessary in obtaining the Career Development and Occupational Studies Commencement Credential (CDOS). Students may take this course multiple times for credit.

#### **Information to Include:**

### **OFFICE OF PEOPLE WITH DEVELOPMENTAL DISABILITIES (OPWDD)** <http://opwdd.ny.gov/>

A student with a disability, including students with a current IEP are eligible to apply for OPWDD (Office of People with Developmental Disabilities) services to determine eligibility for post-secondary training/education.

### **CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) Credential**

Students with disabilities other than those using New York State Alternate Assessment (NYSAA) can receive this credential. Students demonstrate attainment of commencement level career development and occupational studies learning standards in the area of career exploration and development. Credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential.

### **SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL**

For students with severe disabilities who are assessed using New York State Alternate Assessment (NYSAA). All students with severe disabilities exit with this credential which must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies.



# **WORLD LANGUAGES**

## **Course Sequence**

<b>Grade 7 &amp; 8</b>	<b>World Languages 1A &amp; 1B</b> <b>1 Credit*</b> Checkpoint A Exam is administered at the end of 8th grade.
<b>Grade 9</b>	<b>World Languages 2</b> <b>1 Credit</b>
<b>Grade 10</b>	<b>World Languages 3</b> <b>1 Credit</b> Checkpoint B Exam is administered at the end of Level 3.
<b>Grade 11</b>	<b>College World Languages 1</b> <b>1 Credit</b>
<b>Grade 12</b>	<b>AP World Languages/ College World Languages 2</b> <b>1 Credit</b>

*• Successful completion of World Languages 1A, World Languages 1B, and a passing score on the locally or regionally developed exam aligned with Checkpoint A will grant the student one credit before entering high school.*

**The course sequence below is for students entering grade 9 without 1 credit of World Languages.**

<b>Grade 9</b>	<b>World Languages 1</b> <b>1 Credit</b> The Checkpoint A Exam is administered at the end of Level 1.
<b>Grade 10</b>	<b>World Languages 2</b> <b>1 Credit</b>
<b>Grade 11</b>	<b>World Languages 3</b> <b>1 Credit</b> The Checkpoint B Exam is administered at the end of Level 3.
<b>Grade 12</b>	<b>College World Languages 1</b> <b>1 Credit</b>



# **WORLD LANGUAGES**

## **Introduction**

Instruction in a new language is an integral part of the student's total learning experience and will provide a basis for interdisciplinary study. The program in World Languages offers courses that assist students in acquiring proficiency in the interpretive, interpersonal and presentational modes of communication. Our comprehensive World Languages program provides instruction in three modern languages and allows students to meet the requirements of either a Regents Diploma or a Regents Diploma with Advanced Designation. The department strives to make language learning meaningful in terms of its practical applications in everyday situations. The study of World Languages is a tool for understanding other nations and cultures. As the globalization of our economy and society continues throughout the 21st century, the need for employees who have at least a working knowledge of a language in addition to English has been steadily increasing. **Students who have an interest in electing to study an additional new language should seek departmental recommendation.**

## **World Languages 1:**

### **Spanish (WLA 310)**

1 Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisites: None

This course covers the thematic units derived from the NYSED Themes & Topics for Modern Languages aligned with the revised NYS Learning Standards for World Languages at Checkpoint A. The target proficiency range for this course is Novice-Mid to Novice-High. All students in World Languages 1 must pass the course in order to earn the one high school credit required for graduation and be eligible to receive a Regents Diploma. Successful completion of the course will qualify the student for enrollment in World Languages 2 the following school year. Failure of the course will require the student to repeat it for credit.

NOTE: Students who have been granted credit from the middle school program are eligible for World Languages 2 and need not take World Languages 1.

## **World Languages 2:**

### **French (WLA 120)**

### **Italian (WLA 220)**

### **Spanish (WLA 320)**

1 Credit Weight 1.0

Grades: 9, 10, 11, 12

Prerequisite: World Languages 1 (or 1A & 1B)  
or Departmental Recommendation

This course is the first half of the study of the thematic units derived from the NYSED Themes & Topics for Modern Languages aligned with the revised NYS Learning Standards for World Languages at Checkpoint B and continues to build proficiency in the three modes of communication. The goal of the Level 2 course is to help students transition from Novice to Intermediate learners so that they can meet the proficiency target in the subsequent World Languages 3 course. A locally-developed final exam is administered upon completion of Level 2.

## **World Languages 3:**

### **French (WLA 130)**

### **Italian (WLA 230)**

### **Spanish (WLA 330)**

1 Credit Weight 1.0

Grades: 10, 11, 12

Prerequisite: World Languages 2 or Departmental Recommendation

This course is primarily a continuation of Checkpoint B and of the skill-building process in the areas of oral and written communication in the target language. The in-depth study will prepare the students for the locally or regionally developed comprehensive examination aligned with Checkpoint B that is administered at the end of the course.

## **College World Languages 1:**

### **French (WLA 141)**

### **Italian (WLA 241)**

### **Spanish (WLA 341)**

1 Credit Weight 1.05

Grades: 11, 12

SCCC Course Tie-In: FRE 201, ITL 201 and SPN 201

Prerequisite: World Languages 3 or Departmental Recommendation

This course covers the equivalent of a first semester intermediate college-level World Languages course in writing and conversation. It emphasizes the development of communicative skills in terms of functions, situations and topics in accordance with the guidelines for Checkpoint C of the NYS Syllabus. All fifteen topics will be thoroughly covered. Conversational and writing skills will be mastered by both small group and individual work. Reading skills also will be strengthened through exposure to authentic materials. Students will be exposed to the diverse cultural differences of the many countries in which the target languages are spoken via literary works, films, documentary videos, and food preparation. Students enrolled in College World Languages 1 may receive three college credits through Suffolk County Community College's Beacon Program.

## **AP World Languages/College World Languages 2:**

### **French Language and Culture (WLA 152)**

### **Italian Language and Culture (WLA 252)**

### **Spanish Language and Culture (WLA 352)**

1 Credit Weight 1.1

Grade: 12

SCCC Course Tie-In: FRE 202, ITL 202 and SPN 202

Prerequisite: College World Languages 1 or Departmental Recommendation

This course covers the equivalent of a second semester intermediate college-level World Languages course in writing and conversation. It encompasses advanced aural/oral skills, reading comprehension, grammar, and composition. Extensive training in the organization and writing of compositions is an integral part of the AP World Languages/ College World Languages 2 course. Students enrolled in AP World Languages/ College World Languages 2 will have the opportunity to earn college credit in two ways: 1) three credits through Suffolk County Community College's Beacon Program; 2) by taking the corresponding Advanced placement Examination in May. **Please be aware that all students are expected to sit for the AP examination at the end of the course.**