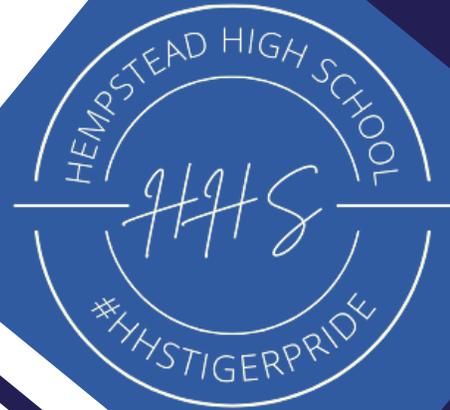


2025-2026



HEMPSTEAD HIGH SCHOOL

Course Catalog

*Ensuring our Students are College and
Career Ready*



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BOARD OF EDUCATION

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Mr. Jeffrey Spencer	Vice President
Mr. LaMont E. Johnson	Trustee
Mrs. Elyse Nicholson-Dukes	Trustee
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Ms. Djuana Wilson	Assistant Superintendent for Special Education and Pupil Personnel Services
Mr. Jamal Scott	Assistant Superintendent for Business and Operations
Mrs. April Keys	District Clerk

HIGH SCHOOL ADMINISTRATION

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Mr. Carey Gray	Assistant Principal
Dr, Kristin Kelly	Assistant Principal
Ms. Natalia Reyes	Assistant Principal
Ms. Sionery Villar	Assistant Principal
Ms. Jennifer Garcia	Dean of Students
Mr. ONeil Glenn	Dean of Students

HEMPSTEAD PUBLIC SCHOOLS MISSION STATEMENT

A Long Island model suburban-urban culturally diverse public-school system is to ensure that students achieve personal growth and academic success and become productive citizens in a global society, by engaging students, staff, family and community in a comprehensive, challenging curriculum and effective instructional program which responds to each student's needs and aspirations in a safe and nurturing environment.

HEMPSTED PUBLIC SCHOOLS VISION STATEMENT

Hempstead Public School students will meet and exceed state and national standards; be college and workforce ready and value diversity.

HEMPSTEAD HIGH SCHOOL MISSION STATEMENT

The mission of Hempstead High School, a culturally diverse community, is to provide students with a safe, progressive, and disciplined learning environment that is academically challenging, safe, and secure; this will be accomplished through excellence in teaching and learning in partnership with family and community to ensure that students become productive citizens in a global community.

STATE DIPLOMA/CREDENTIAL REQUIREMENTS

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

REGENTS DIPLOMA

- All Student Population
- Credits: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3 ½ Electives
- Assessments: 5 required Regent exams with a score of 65 or better as follows: 1 Math, 1 Science, ELA, 1 Social Studies and 1 Pathway Assessment
- **OR** 4 required Regent exams with a score of 65 or better as follows: 1 Math, 1 Science, 1 Social Studies, ELA **and** meet all the requirements of the CDOS Commencement Credential

REGENTS DIPLOMA VIA APPEAL

- All Student Population
- Credits: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives.
- Assessments: 4 required Regent exams with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 Pathway Assessment;
- **OR** 3 required Regent exams with a score of 65 or better **and** 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential

REGENTS DIPLOMA WITH HONORS DISTINCTION

- All Student Population
- Credits: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3 ½ Electives
- Assessments: 5 required Regent exams (1) with a computed average score of 90 or better as follows: 1 Math, 1 Science, 1 Social Studies, ELA and either 1 Pathway Assessment **or** meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)

REGENTS DIPLOMA WITH ADVANCED DESIGNATION

- All Student Population
- Credits: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.
- Assessments:
 1. Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 sciences, 1 must be life science and 1 must be physical science) = 8 Assessments
 2. Pathway Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 sciences (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments
 3. STEM (Mathematics) Pathway Combination: ELA, 1 social studies 4 mathematics, 2 sciences (1 must be life science and 1 must be physical science) = 8 Assessments
 4. STEM (Science) Pathway Combination: ELA, 1 social studies, 3 mathematics, 3 sciences (1 must be life science and 1 must be physical science) = 8 Assessments
- In addition, a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5-unit sequence in the Arts or CTE

REGENTS WITH ADVANCED DESIGNATION -MASTERY IN MATH

- All Student Population
- Credits: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.
- Assessments: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics

REGENTS WITH ADVANCED DESIGNATION -MASTERY IN SCIENCE

- All Student Population
- Credits: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.
- Assessments: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science

REGENTS WITH ADVANCED DESIGNATION WITH HONORS

- All Student Population
- Credits: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.
- Assessments: 8 required Regent exams with a computed average score of 90 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B LOTE examination with a score of 65 or a 5-unit sequence in the Arts or CTE

LOCAL DIPLOMA

- Student with disabilities with an individualized education program or section 504 accommodation plan
- Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives.
- Assessments: Low Pass Safety Net Option1: 5 required Regent exams with a score of 55 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Global History and Geography, 1 US History and Government;
- **OR** Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination
- Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regent exams, other than the English language arts (ELA) or mathematics exam but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.

LOCAL DIPLOMA VIA APPEAL

- All Student Population
- Credits: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives.
- Assessments: 3 required Regent exams with a score of 65 or better and 2 Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government

LOCAL DIPLOMA, REGENTS DIPLOMA, REGENTS DIPLOMA WITH ADVANCED DESIGNATION (WITH OR WITHOUT HONORS), WITH A CAREER AND TECHNICAL EDUCATION ENDORSEMENT

- Credits: Completes all credit requirements as listed above for specific diploma types and completes an approved career and technical education program.
- Assessments: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the approved career and technical education program which the student has completed.

ADDITIONAL DIPLOMA DISTINCTION OPPOTUNITIES

**SEAL OF
CIVIC READINESS**



**SEAL OF
BILITERACY**



NON DIPLOMA EXITING CREDENTIALS

CAREER DEVELOPMENT AND OCCUPATION STUDIES

COMMENCEMENT CREDENTIAL

- Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA)
- Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in career exploration and development, integrated learning, and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile;
- **OR** Student meets criteria for a national work readiness credential

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 provided the student has attended school for not less than 12 years, excluding Kindergarten.

SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL

- All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies.



Note: the low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There are still students in our K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

GRADUATION CREDIT REQUIREMENTS

GRADE LEVEL	CREDITS
9	0-5.0
10	5.05-10.5
11	11.0-16.0 AND*
12	16.5+ AND**

**Successful completion of two (2) years of English and two (2) years of social studies. Minimum passing two (2) Regents Exams in Global History, and Math or Science*

***Successful completion of three (3) years of English and three (2) years of social studies. Minimum passing two (2) Regents Exams in English, Global History, US History and Math or Science*

CREDIT WEIGHTS

Courses that provide a greater challenge carry a heavier weight in a student's overall grade point average. Below, the weight of different course categories is identified and explained. Course credit weights range from 1.0 to 1.10

COLLEGE LEVEL COURSES - CREDIT WEIGHT OF 1.10

College level courses, offered through public and private New York State Colleges, are offered to Hempstead High School students. Successful completion of the course and appropriate exams entitle the student to receive credit for the course for tuition and test books at the participating college. To be eligible, students must meet the college level course requirements.

ADVANCED PLACEMENT COURSES (A.P.) - CREDIT WEIGHT OF 1.10

Hempstead High School also provides many opportunities for its students to challenge themselves through A.P (ADVANCED PLACEMENT). courses. Depending on the grade earned on the A.P. test, students can earn college credits for A.P. classes at the discretion of individual colleges and or universities. To be eligible, students must meet A.P. level course requirements.

CREDIT WEIGHTS

HONORS PROGRAM - CREDIT WEIGHT 1.05

The Honors Program at Hempstead High School attracts academically talented and highly motivated students by providing them with additional academic opportunities. Honors Level courses are designed to challenge students by providing enrichment through in-depth study. Emphasis is placed on the quality of achievement.

In addition, Honors Level courses:

- Foster critical thinking self-reflection and an examination of values
- Encourage active, participatory learning
- Promote interdisciplinary and cross-cultural studies
- Cultivate intellectual, social, and cultural enrichment

Students in Honors Level courses will take Regent examinations whenever they are offered in that subject. To be eligible and remain in the Honor courses, students must also consistently meet the requirements of the Honors Course Guidelines. In addition, state assessment test results are taken into consideration for placement in honor classes.

To participate in the Honors Program, students must meet the following prerequisites:

- Teacher recommendation
- Demonstrate academic excellence (minimum of 85 average)

CREDIT WEIGHTS

REGENTS COURSES - CREDIT WEIGHT OF 1.00

Courses at this level, Regents Level designation, meet the New York State Regents standards. Students successfully completing these courses are deemed able to advance to the next level of their education. Additionally, students on a Regents course are required to take the corresponding Regents exam to earn credit for the course.

ELECTIVE COURSES - CREDIT WEIGHT OF 1.00

While various elective courses are offered, students choosing elective courses should be aware that electives may not be offered. A roster with a minimum of 12 students is required before a course can be officially offered. It is strongly suggested that backup elective courses are selected.

SEMINAR COURSES - CREDIT WEIGHT OF 1.00

Courses are designed to meet the needs of students who study the content included in Regent level courses, but who would benefit from smaller classes or more emphasis on specific skills.

ACADEMIC AWARDS AND RECOGNITION CRITERIA

PRINCIPAL'S LIST	90 cumulative GPA with no grades in any course under 90
HONOR ROLL	85 - 89.99 cumulative GPA with no failed courses
MERIT ROLL	80 - 84.99 cumulative GPA with no failed courses

ACADEMIC INTERVENTION SERVICES

Academic Intervention Services are intended to assist students who are at risk of not achieving the state learning standards in English Language Arts (ELA), Math, Social Studies, and or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. AIS (ACADEMIC INTERVENTION SERVICES) shall be made available to students with disabilities on the same basis as non-disabled students, provided that these services are in accordance with the students' Individual Education Plan (I.E.P).

The regulations also require that the parent or guardian of each student should be notified in writing by the principal of the AIS to be provided; the reason the student needs such services, and the consequences of not achieving expected performance levels. Such notification must be provided in the language best understood by the parent or guardian.

Specifically, section 100.2(EE) of the Regulations of the Commissioner of Education requires that students who fail any of the core state examinations required for high school graduation shall be provided with the appropriate Academic Intervention Services (AIS) in the following semester to enable them to pass the test by the time they are otherwise qualified to graduate.

Finally, as stated above, academic Intervention Services will be provided through the offering of various support services. They may include, but are not limited to reading, writing and math skills, as well as, after school extra help and Regent's mini reviews. These services assist students in meeting the state's learning standards. The above regulation also mandates Students Support Services as further provided through this regulation. Such services may include a Psychologist, Social Worker, Speech, Guidance, Attendance, and Counseling. These services can provide support to improve academic performance. Special Education students and English Language Learners also receive academic support under this plan.

2025-2026



**ACADEMIC
DEPARTMENTS
&
COURSE
OFFERINGS**

ADVANCED PLACEMENT

WHAT IS ADVANCED PLACEMENT?



Hempstead High School currently offers numerous Advanced Placement (AP) courses, which are college-level classes in a wide variety of subjects that students can take while still in high school. Hempstead High School students can experience challenging course work as well as a taste of what college classes are like. These AP courses are offered through the College Boards Advanced Placement (AP) in conjunction with the high school. Interested students should contact their guidance counselors for more information about registering for AP courses or AP information in general. Additionally, students may log on directly to the College Board's website at collegeboard.org

Students who would like to challenge themselves by taking an AP course that is not currently offered by the high school or does not fit into their schedules will have the additional option to take an AP course online. Like regular AP classes, the difference is that the course is taken online at home or school. Although they lack a physical classroom, online courses have a teacher, a syllabus, reading and homework assignments, lectures, and exams, etc. However, an online course is not simply reading text on a screen. These online courses include some combination of presentations, audio, video, animations, and discussions. Communication between teachers and students is done through online discussions, e-mail, and sometimes over the phone.

Succeeding in any AP class takes effort. With an online course, students may need even more self-discipline and initiative, as it may be difficult to be motivated without day-to-day contact with teachers and fellow students.

ADVANCED PLACEMENT COURSES OFFERED AT HEMPSTEAD HIGH SCHOOL

BIOLOGY
CALCULUS
CHEMISTRY
COMPUTER SCIENCE A
ENGLISH LANGUAGE AND COMPOSITION
ENGLISH LITERATURE AND COMPOSITION
ENVIRONMENTAL SCIENCE
FRENCH LANGUAGE AND COMPOSITION
GOVERNMENT AND POLITICS
HUMAN GEOGRAPHY
PSYCHOLOGY
RESEARCH (A.P. CAPSTONE)
SEMINAR (A.P. CAPSTONE)
SPANISH LANGUAGE AND COMPOSITION
SPANISH LITERATURE AND COMPOSITION
STATISTICS
STUDIO ART: 2-D DESIGN
UNITED STATES HISTORY AND GEOGRAPHY
WORLD HISTORY: MODERN

**COLLEGE BOARD
COURSE & EXAM DESCRIPTIONS**



A.P. BIOLOGY

Credit: 1 Credit (full year course)

Course Description: *Students will study the core scientific principles, theories, and processes that govern living organisms and biological systems. Students will participate in hands-on laboratory work to investigate natural phenomena. Students will design experiments and procedures to test a prediction or theory, collect and analyze data, interpret data to draw conclusions, as well as develop and support a scientific claim with evidence. Students are required to take the A.P. Biology exam at the culmination of the course.*



A.P. CALCULUS: AB

Credit: 1 Credit (full year course)

Course Description: *Students will explore the concepts, methods, and applications of differential and integral calculus. Students will determine expressions and values using mathematical procedures and rules, connect representations, justify reasoning and solutions, as well as use correct notation, language, and mathematical conventions to communicate results or solutions. Students are required to take the A.P. Calculus AB exam at the culmination of the course.*



A.P. CHEMISTRY

Credit: 1 Credit (full year course)

Course Description: *Students will learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. Students will participate in hands-on lab investigations and use chemical calculations to solve problems. Students will design experiments and procedures to test a prediction or theory, explain how the microscopic structure of a substance determines its chemical properties, make a scientific claim and support it with evidence, create graphs, diagrams and models to represent chemical phenomena, as well as balance a chemical equation. Students are required to take the A.P. Chemistry exam at the culmination of the course.*



A.P. COMPUTER SCIENCE: A

Credit: 1 Credit (full year course)

Course Description: *Students will get familiar with the concepts and tools of computer science as they learn a subset of the Java programming language. Students will do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. Students will design a program, develop the algorithms it needs, and write code to implement them, document and explain how program codes work, and test program codes as well as correct errors. Students are required to take the A.P. Computer Science exam at the culmination of the course.*



A.P. ENGLISH LANGUAGE AND COMPOSITION

Credit: 1 Credit (full year course)

Course Description: *Students will learn about the elements of argument and composition as they develop their critical-reading and writing skills. Students will read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade a reader of something. Students will read closely, analyze, and interpret a piece of writing, evaluate a source of information, gather and consolidate information from different sources, draft and revise a piece of writing, and construct evidence-based arguments. Students are required to take the A.P. English Language Exam at the culmination of the course.*



A.P. ENGLISH LITERATURE AND COMPOSITION

Credit: 1 Credit (full year course)

Course Description: *Students will learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures. Students will read literary works and write essays to explain and support their analysis of them. Students will read a text closely and draw conclusions from details, develop an interpretation of a text, identify the techniques used by an author and their effects, as well as present their interpretations and make an argument for it in writing. Students are required to take the A.P. English Literature exam at the culmination of their course.*



A.P. ENVIRONMENTAL SCIENCE

Credit: 1 Credit (full year course)

Course Description: *Students will explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students will participate in laboratory investigations and field work. Students will explain environmental concepts and processes, apply quantitative methods in solving problems, analyze a research study to identify a hypothesis, analyze data, visual representations, and writings, as well as propose a solution for an environmental problem to support their idea with evidence. Students are required to take the A.P. Environmental Science exam at the culmination of the course.*



A.P. FRENCH LANGUAGE AND COMPOSITION

Credit: 1 Credit (full year course)

Course Description: *Students will develop their French language skills and learn about the cultures in French-speaking parts of the world. Students will practice communicating in French and study real-life materials such as newspaper articles, films, music, and books. Students will understand French when they hear it and read it, write stories, letters, emails, essays, and other texts, as well as hold conversations in real-life situations. Students are required to take the A.P. French Language exam at the culmination of the course.*



A.P. GOVERNMENT AND POLITICS

Credit: 1 Credit (full year course)

Course Description: *Students will study the key concepts and institutions of the political system and culture of the United States. Students will read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applies civics project. The civic project can earn students 1.0 points towards the Seal of Civic Readiness. Additionally, students will connect political concepts to real-life situations, analyze data to find patterns and trends to draw conclusions, develop a claim or thesis and support it in an essay, and explain the impact and implications of certain U.S. Supreme Court decisions. Students are required to take the A.P. Government and Politics exam at the culmination of the course.*



A.P. HUMAN GEOGRAPHY

Credit: 1 Credit (full year course)

Course Description: *Students will explore how humans have understood, used, and changed the surface of Earth. Students will use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use. Students will connect geographic concepts and processes to real-life scenarios, understand information shown in maps, tables, charts, graphs, and landscapes, as well as understand spatial relationships using geographic scales. Students are required to take the A.P. Human Geography exam at the culmination of the course.*



A.P. PSYCHOLOGY

Credit: 1 Credit (full year course)

Course Description: *Students will explore the ideas, theories, and methods of the scientific study of behavior and mental processes. Students will examine the concepts of psychology through reading and discussion as well as analyze data from psychological research studies. Students will connect psychological concepts and theories to real-life scenarios, understand and interpret data, and analyze research studies in psychology. Students are required to take the A.P. Psychology exam at the culmination of the course.*



A.P. SPANISH LANGUAGE AND COMPOSITION

Credit: 1 Credit (full year course)

Course Description: *Students will develop their Spanish language skills and learn about the cultures in Spanish-speaking parts of the world. Students will practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books. Students will understand Spanish when they hear it and read it, write stories, letters, emails, and essays, as well as hold conversations in real-life situations. Students are required to take the A.P. Spanish Language exam at the culmination of the course.*



A.P. SPANISH LITERATURE AND COMPOSITION

Credit: 1 Credit (full year course)

Course Description: *Students will build their language skills and cultural knowledge by exploring works of literature written in Spanish. Students will use Spanish to communicate, read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods. Students will interpret, analyze, and compare literary works, relate literary works to their cultural and historical contexts, as well as write a literary analysis using correct literary terms. Students are required to take the A.P. Spanish Literature exam at the culmination of the course.*



A.P. STATISTICS

Credit: 1 Credit (full year course)

Course Description: *Students will learn about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. Students will explore statistics through discussion and activities, and design surveys and experiments. Students will select methods for collecting and analyzing data, use probability and simulation to describe probability distributions and define uncertainty in statistical inference, as well as use statistical reasoning to draw appropriate conclusions and justify claims. Students are required to take the A.P. Statistics exam at the culmination of the course.*



A.P. STUDIO ART: 2-D DESIGN

Credit: 1 Credit (full year course)

Course Description *Students will develop their 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, and others. Students will create artwork that reflects their own ideas and skills demonstrating what they have learned. Students will investigate materials, processes, and ideas that artists and designers use, communicate their ideas about works of art and design, as well as practice, experiment, and revise their own work. Students are required to complete a digital portfolio at the culmination of the course.*



A.P. UNITED STATES HISTORY AND GEOGRAPHY

Credit: 1 Credit (full year course)

Course Description: *Students will study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Students will evaluate primary and secondary sources, put historical developments in context to make connections between them, analyze claims, evidence, and reasoning found in sources, as well as come up with a claim or thesis to explain and support in writing. Students are required to take the A.P. U. S. History and Government exam at the culmination of this course.*



A.P. WORLD HISTORY: MODERN

Credit: 1 Credit (full year course)

Course Description: *Students will study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will analyze texts, visual sources, and other historical evidence and other historical evidence and write essays expressing historical arguments. Students will evaluate primary and secondary sources, analyze the claims, evidence, and reasoning you find in sources, put historical developments in context to make connections between them, as well as come up with a claim or thesis and explain and support it in writing. Students are required to take the A.P. World History: Modern exam at the culmination of this course.*



A.P. CAPSTONE DIPLOMA PROGRAM

The AP Capstone Diploma Program is a two-year program based on two AP courses, AP Seminar and AP Research. Students who fulfill the requirements can earn academic awards recognized by colleges throughout the country.



A.P. SEMINAR

Credit: 1 Credit (full year course)

Open to students in grade 11

Course Description: *Students will develop and practice the skills in research, collaboration, and communication that they need in any academic discipline. Students will investigate topics in a variety of subject areas, write research-based essays, as well as design and give presentations both individually and as part of a team. Students will read and analyze articles, studies, and other texts, gather and combine information from sources, as well as craft evidence-based arguments. Students are required to submit a digital portfolio at the culmination of this course.*

A.P. RESEARCH

Credit: 1 Credit (full year course)

Open to students in grade 12

Prerequisite: *Successful completion of A.P. Seminar with a qualifying score on the digital portfolio submitted*

Course Description: *Students will build on what they learned in A.P. Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, student will design, plan, and conduct a year-long research based investigation to address a research question. Students will conduct independent research analyze sources and evidence, present research findings to an audience, and write a college-level academic paper.*



BOCES

(BOARD OF COOPERATIVE
EDUCATIONAL SERVICES)

MISSION STATEMENT

To partner with all Nassau County school districts in providing leadership and the highest quality educational and support services. We are committed to ensuring a successful, challenging, caring and safe environment that enables students of all ages and abilities to achieve their maximum potential.

ABILITIES, INC.

YOUTH TRANSITION SERVICES PROGRAM

The Youth Transition Services Program through Abilities is a district-based, half day program for students in the Life Skills Program. This half day program (AM/PM) is customized to fit the individual needs of the students and school district. Through this program, students receive pre-vocational services and work-based learning opportunities in community and classroom settings.

BOCES

NOTE: STUDENTS MUST REGISTER WITH THEIR GUIDANCE COUNSELORS AND APPLY TO THE BOCES PROGRAM DURING THE SPRING SEMESTER OF THEIR SOPHOMORE YEAR. STUDENT ATTENDANCE PLAYS A CRITICAL ROLE IN THE REVIEW PROCESS BY BOCES WHEN DETERMINING STUDENT ACCEPTANCE INTO THE PROGRAM.

The Board of Cooperative Educational Services of Nassau County (Nassau BOCES) serves the 56 school districts of Nassau County, Long Island, including the Hempstead School District by providing cost-effective shared services, including career training for high school students and adults, special education, alternative schools, technology education, as well as dozens of programs to expand educational opportunity and help districts operate more efficiently. Nassau BOCES, which was created in 1967, is the youngest – and the largest – of the 37 BOCES in New York State.

As stated above, the Nassau Board of Cooperative Educational Services (BOCES) in conjunction with Hempstead High School course offerings provides a variety of services to school districts throughout Nassau County, including The Career and Technical Education Center (CTEC).

The Career and Technical Education Center (CTEC) prepares 11th and 12th grade High School students for skilled work force careers. Most CTEC programs require two years to complete and are offered primarily on a half day basis either during morning or afternoon sessions.

The following CTEC courses are offered:

- ·Business/Information Services
- Human and Public Services
- ·Arts and Humanities
- ·Health Services
- ·Natural and Agricultural Sciences
- ·Engineering Technologies
- ·Senior Opportunities
- ·The Doshi STEM Program (Science,Technology, Engineering, Math):
 - This is a new 4 -year half-day high school program that was opened in September 2013. In this half-day program, students will be immersed in science and math courses taught through an interdisciplinary curriculum. Units of study will focus on current issues in STEM-related industries. Other key features include a small school design, field trips to laboratories and research facilities, a cohort of students with similar interests, expanded opportunities for real-world experiences and access to advanced AP courses.



BUSINESS AND TECHNOLOGY

BUSINESS ADMINISTRATION & MARKETING

CTE PATHWAY

COURSE	NUMBER OF CREDITS
INTRODUCTION TO MARKETING	1.0
COMPUTER APPLICATIONS	.5
ACCOUNTING	1.0
BUSINESS LAW	1.0
WEB DESIGN I	.5
WEB DESIGN II	.5
VIRTUAL ENTERPRISE	2.0
INDEPENDENT STUDY CAREER FOCUSED RESEARCH PROJECT AND PORTFOLIO	.5
CAREER AND FINANCIAL MANAGEMENT (REQUIRED FOR ALL PATHWAYS)	.5

EXAM OPTIONS

SKILLS USA: CAREER READY

NOCTI: ADMINISTRATIVE ASSISTING

OR

54 HOURS OF WORK BASED LEARNING

CAREER DEVELOPMENT AND OCUPATIONAL STUDIES (CDOS)

ACCOUNTING

Credit: 1 Credit (full year course)

Course Description: *This elective course is designed to develop competence in the application of accounting theory. Students will process transactions through the entire accounting cycle in a service and merchandizing business. They will also be introduced to automatic accounting and will be required to use a computer to process accounts receivable, payroll and transactions specific.*

BUSINESS LAW

Credit: 1 Credit (full year course)

Course Description: *Understanding Business and Personal Law presents a general introduction to the law and court system. It also familiarizes students with procedures and details of business and personal law. Students will encounter and explore many important social and ethical issues using various resources. Students will work independently, with partners, or in cooperative learning groups to investigate state and local laws.*

CAREER AND FINANCIAL MANAGEMENT (CTE)

Credit: ½ Credit (half year course)

Course Description: *This course replaced the phased-out Introduction to Occupations course which culminated in a proficiency exam. This newly designed course reflects the growing changes of added technological advances in our economy. Awareness of new college and career opportunities is explored. In addition, this course covers employment, job selection, management, personal and financial resources, consumer decisions, consumer law, and careers in business. This course serves as an introductory course for CTE (Career and Technical Education) studies.*

COMPUTER APPLICATIONS

Credit: 1/2 Credit (half year course)

Course Description: *While ideal for students in grades 9 and 10, it is open to all grade levels. Students in this course have the opportunity to attain certifications in Microsoft Word MO-100, Microsoft Word Expert MO-111, and Microsoft PowerPoint MO-300. These certifications are highly sought after in the professional realm and serve as crucial credentials on resumes.*

DESKTOP PUBLISHING

Credit: 1/2 Credit (half year course)

Course Description: *Students in this course will learn and utilize the skills required to design and produce engaging and enticing communicative-type media. Advanced and enhanced features of Canva, Microsoft Publisher, Microsoft Word, and other publication software will be used, and students will have the opportunity to create flyers, animations, banners, newsletters, videos, pamphlets, and more.*

ENTREPRENEURSHIP

Credit: 1 Credit (full year course)

Open to students in grade 12

Prerequisite: Career and Financial Management

Course Description: *This course offers a phenomenal opportunity for students to experience what it takes to become an entrepreneur. Beginning with basic skills of what is a business plan and what skills are needed to be successful in your own business; students explore via project all the aspects of developing their own business. Community involvement is expected to bring real-life experience into the classroom for the students. Job shadowing will also be explored. Other areas to be covered by the curriculum include, but are not limited to – communication skills; government and the economy impact; business plan; market research; finances; location selection; marketing; personnel; technology; giving back to the community and strategy for future growth.*

EXCEL AND POWERPOINT

Credit: 1/2 Credit (half year course)

Open to students in grades 9-12

Course Description: *This course is designed to develop valuable skills required to design, edit, and enhance spreadsheets and presentations. In Excel, students will be able to perform basic core to advanced mathematical functions and develop a variety of financial statements. In PowerPoint, students will work individually and collaboratively to produce engaging and professional slideshow presentations. In both disciplines, lessons and activities are designed to relate to everyday tasks in both personal and business life situations.*

MARKETING I

Credit: 1 Credit (full year course)

Open to students in grades 9-12

Course Description: *The marketing course will introduce the essentials of marketing to the student. Beginning with the marketing mix, students will identify the who, what, where how and why of marketing. They will explore the economic factors that influence buyers as well as advertising, buying and distribution, pricing, and research. The course will culminate with product planning where students will participate in the creation of a class product right through its distribution.*

VIRTUAL ENTERPRISE (CTE)

Credit: 2 Credit (full year course)

Open to students in grades 10-12

Course Description: *This course will teach students the basic knowledge and skills to build a brand through store planning, marketing strategies, trend forecasting, knowing your target customers and how to appeal to them, Presentation skills, website building, and how to interact with business professionals from other cultures. Students in all CTE program pathways (Business Administration and Marketing, Fashion Design and Marketing, and Graphic Design) are eligible.*



**FASHION DESIGN
AND
MERCHANDISING
PROGRAM
(CTE)**

FASHION DESIGN AND MARKETING

CTE PATHWAY

COURSE	NUMBER OF CREDITS
GARMENT CONSTRUCTION I	1.0
GARMENT CONSTRUCTION II	1.0
FASHION DESIGN AND TEXTILES I	.5
FASHION DESIGN AND TEXTILES II	.5
INTRODUCTION TO MARKETING	1
FASHION MARKETING	.5
VIRTUAL ENTERPRISE	1.0 HS/ 2 Higher Ed
INDEPENDENT STUDY CAREER FOCUSED RESEARCH PROJECT AND PORTFOLIO	.5
CAREER AND FINANCIAL MANAGEMENT (REQUIRED FOR ALL PATHWAYS)	.5

EXAM OPTIONS

NOCTI: APPAREL AND TEXTILE PRODUCTION AND MERCHANDISING

OR

54 HOURS OF WORK BASED LEARNING

GARMENT CONSTRUCTION I

Credit: 1 Credit (full year course)

Course Description: *This course will introduce students to the fundamental skills used in the Fashion Industry to construct garments. Students will develop a thorough understanding of the important components used to create a consumer acceptable garment through hands on experience with patterns, sewing machines, and other tools. Introduction to constructing garments; how to take and use measurements, garment construction terms, use of various seams, finishes, and garment details (e.g., trims, closures, darts, gathers, elastic casing, etc).*

GARMENT CONSTRUCTION II

Credit: 1 Credit (full year course)

Prerequisite: Garment Construction I

Course Description: *Students will continue to learn the fundamental skills used in Fashion Industry to construct garments. Students will use the skills obtained in Garment Construction I to create full garments, convert patterns, conducting fittings, alterations, and fit corrections, etc.*

FASHION DESIGN AND TEXTILES I

Credit: 1/2 Credit (half year course)

Course Description: *This course will be an introduction to the basic elements of fashion designing. Students will learn how to develop and design garments by teaching design elements and principals, how to extract inspiration from fashion history and other areas of art and life, create a coherent mood board and translate that into a fashion collection, how to identify natural and synthetic fibers and their properties, explore the fabric production process, and fabric sustainability.*

FASHION DESIGN AND TEXTILES II

Credit: 1/2 Credit (half year course)

Prerequisite: Fashion Design and Textiles I

Course Description: *Students will use the skills and knowledge gained from Fashion Design and Textiles I to put together a complete design presentation. Students will learn how to enhance the aesthetic of their design sketches using Adobe Photoshop and other photo editing software and continue to explore the properties for different textiles and fibers through research and experiments.*

FASHION TECHNOLOGY AND COMPUTER SKETCHING

Credit: 1/2 Credit (half year course)

Open to students in grades 10-12

Course Description: *This course will provide students with the skills to make computer sketches flat illustrations as well as technical sketches and how to develop basic technical packages which include accurately measuring garments at various POM (point of measure), how to author professional emails to communicating with peers and overseas vendors. Students will learn and have a hands-on experience of how technology is used in different areas of the Fashion Industry.*

INDEPENDENT STUDY

Credit: 1/2 Credit (half year course)

Prerequisite: Completion of all CTE Pathway Core Courses

Course Description: *This course will review and incorporate all the skills gained throughout the CTE programs. Students will have the opportunity to immerse themselves in their chosen CTE pathway. Examples include the following: Attend college level fashion shows and prepare for the Hempstead High School Annual Fashion Show, attend industry conventions for applicable fields, creating exhibits throughout the school building, undergraduate tutoring opportunities, portfolio review, mock interviews, and resume building. Independent Study opportunities are available in all CTE program pathways (Business Administration and Marketing, Fashion Design and Marketing, and Graphic Design).*



ENGLISH LANGUAGE ARTS

COLLEGE AND CAREER PREPARATION

Credit: 1/2 Credit (half year course)

Prerequisite: English 11

Course Description: *This course provides students with the skills and understanding they are expected to have for college and career readiness. This course is designed to give students guided practice in drafting, revising, and editing various forms of written work, including essays, research reports, post-secondary school, and career applications, etc. Additionally, students will also be provided with opportunities for hands-on learning experiences such as college and career fairs and visits.*

ENGLISH 9

Credit: 1 Credit (full year course)

**NYS Required Course for Graduation*

Course Description: *The 9th grade English program will rigorously address diverse writing forms and will have students thinking critically and logically. Students will read and analyze a balance of fiction and non-fiction text. Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Classroom instruction will prepare students for the Regents Examination in ELA.*

ENGLISH 9 HONORS

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement for English 9*

Suggested Prerequisite: 85% or higher course average in English 8

Course Description: *The course expands upon the acquisition of language skills in reading, writing, speaking, and listening. Although similar to the course work of English 9, English 9 Honors is designed for increased rigor, where students will think critically, interpret, and analyze literature and informational texts on a deeper level. Students will also engage in research and evidence-based writing. Presentations will be required. Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Classroom instruction will prepare students for the Regents Examination in ELA.*

ENGLISH 10

Credit: 1 Credit (full year course)

**NYS Required Course for Graduation*

Prerequisite: English 9

Course Description: *This course continues to rigorously develop the acquisition of language skills in reading, writing, speaking, and listening that was begun in English 9. The course is designed for students to continue to use critical thinking skills to analyze various literary genres, while analyzing thematic influences, characterization, and plot development. Students will be expected to understand the meaning of figurative language and make evidenced based inferences. Students are expected to write in an informative/explanatory manner, to make text-based connections. Students will develop claim(s) and counterclaims to support evidence. Classroom instruction will prepare students for the Regents Examination in ELA.*

ENGLISH 10 HONORS

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement for English 9*

Suggested Prerequisite: 85% or higher course average in English 9/English 9H

Course Description: *This course continues in the development, refinement, and enhancement of language skills, in which students create cohesion and clarify the relationships among complex ideas and concepts which were begun in English 9 or 9H. Students will use appropriate and varying transitions by engaging in extensive reading of informational text and literary genres in preparation for the Regents Examination in English Language Arts. Students will write routinely, reflect, and revise written work. Students will gather relevant information from multiple authoritative print and digital sources to support oral presentations, extended projects, and required research papers.*

ENGLISH 11

Credit: 1 Credit (full year course)

**NYS Requirement for Graduation*

Prerequisite: English 10

Course Description: *This course develops the acquisition of language skills in reading, writing, speaking, and listening in preparation for the New York State Comprehensive Examination in English. Students will use evidence to support the analysis of complex text and to determine the development and interaction of multiple themes, writer's voice, and purpose in making determinations about structural content. Students will introduce precise and knowledgeable claims and counter claims supported by adequate evidence in both their writings and discussions. This course culminates in the New York State English Language Arts Regents Examination.*

ENGLISH 11 HONORS

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement Course for English II*

Suggested Prerequisite: 85% or higher course average in English 10/English 10H

Course Description: *This course continues to develop the skills acquired in prior years with a focus on an enhanced and highly challenging curriculum. Analytical reasoning skills, creative and responsive writing skills will be emphasized. This course will introduce the student to the analysis of rhetoric, a component of Advanced Placement English. Students will also begin to explore post-secondary career options, with a specific focus on college and career readiness, and the college application process. Course culminates in the New York State English Language Arts Regents Exam.*

ENGLISH 12

Credit: 1 Credit (full year course)

**NYS Requirement for Graduation*

Prerequisite: English 11

Course Description: *This course is a culmination of the past three years of English Language Arts. Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Following accepted college formatting, the MLA format will be used in writing research papers. Students will continue to analyze multiple interpretations of a story, drama, or poem (e.g., recorded, or live production of a play or recorded novel or poetry), while evaluating and interpreting the text. Additionally, students will prepare and deliver oral presentations, (i.e., Senior Speeches).*

ENGLISH 12 HONORS

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement Course for English II*

Suggested Prerequisite: 85% or higher course average in English 11/English 11H

Course Description: *This course is an advanced course to refine students' writing, critical thinking, and analytical skills through a variety of writing genres. Students will engage in composing persuasive essays, literary analyses, reflective writing, and creative pieces, all while developing their ability to effectively express complex ideas. A central focus of the course is the research paper, where students will learn to gather, evaluate, and synthesize sources, strengthening their abilities in research methodology and academic writing. Throughout the semester, students will engage in deep analysis and interpretation of a range of texts, from classical literature to contemporary works, honing their skills in evaluating themes, rhetoric and authorial intent. By the end of the course, students will be adept at crafting cohesive, insightful arguments and navigating diverse forms of written communication with clarity and precision.*

JOURNALISM

Credit: 1/2 Credit (half year course)

Open to students in grades 10-12

Course Description: *This elective course represents the theoretical aspects of producing and close reading of newspapers. Students will participate in the interview process, write, and analyze various news articles, editorials, create photographic displays, and develop newspaper management skills.*

MULTICULTURAL LITERATURE

Credit: 1/2 Credit (half year course)

Open to students in grades 10-12

Course Description: *This elective course focuses on the literary accomplishments of global writers. All genres will be addressed through various forms of writing. Students will analyze, discuss, and draw upon relationships and understandings about the social, historical, political, and cultural aspects of the writers' lives and times. Themes will explore the underlying conditions of past and present concerns.*

PUBLIC SPEAKING

Credit: 1/2 Credit (half year course)

Open to students in grades 10-12

Course Description: *Public Speaking is an elective course that engages students in the practice and study of effective communication skills through activities such as role playing, interviewing, oral interpretation, theater games, as well as dramatic presentations and recitations. In addition, this course will incorporate technology skills and strategies.*



ENGLISH AS A NEW LANGUAGE

NOTE: *English as a Second Language-(ENL) is an instructional program available to students whose first language is not English. Students are placed various courses based on their individual testing results, either the NYSITELL if they are newcomers, or the New York State English as a Second Language Achievement Test (NYSESLAT), which measures annual progress in English development. ENL courses provide ELA as well as elective credit.*

ENL E - ENTERING STUDENTS

Credit: 1 Credit (full year course)

Open to all grades

Corequisite: HLA

Course Description: *This course is for students whose dominant language is one other than English and received a beginning level based on the NYSITELL/NYSESLAT. The course is based on strengthening proficiency levels of (reading, writing, listening, and speaking) in content-related areas. Students will participate in learning activities to improve the use of English and communication. These two periods of ENL Beginner A must be taken in conjunction with one period of an HLA class.*

ENL EM - EMERGING STUDENTS

Credit: 1 Credit (full year course)

Open to all grades

Corequisite: HLA

Course Description: *This course is for students whose dominant language is one other than English and received a beginning level based on the NYSITELL/NYSESLAT. The course is based on strengthening proficiency levels of (reading, writing, listening, and speaking) in content-related areas. Students will participate in learning activities to improve the use of English and communication. These two periods of ENL Beginner A must be taken in conjunction with one period of an HLA class.*

ENL T/EX- TRANSITIONING AND EXPANDING STUDENTS

Credit: 1 Credit (full year course)

Open to all grades

Corequisite: HLA

Course Description: *This course is for ENL students who were previously enrolled in a United States school system and/or scored Intermediate on the NYSITELL or the NYSESLAT. This course will continue to develop more advanced English language skills in reading, writing, speaking, and listening, as well as more advanced grammatical function and literary genres. This course must be taken in conjunction with an HLA class.*

English Language Learner & Multilingual Learner Resources



**BILINGUAL
EDUCATION:
HOME LANGUAGE
ARTS**

NOTE: HLA is a New York State mandated program for students whose home language is other than English, who are considered English Language Learners, and are in a bilingual program. The HLA program is designed to enable students to use their home language literacy skills and strategies to become literate in the second language. The accrued benefits of Home Language Arts in instruction serve as a bridge to the acquisition of English.

HOME LANGUAGE ARTS

Credit: 1 Credit (full year course) - per year

Open to all grade levels

Prerequisite: Home Spanish Speaker

Corequisite: ENL

Course Description: *The Home Language Arts program concentrates on writing experiences and the literary form in Spanish, paying special attention to technique. Stories based on world literature are utilized as common experiences for development of reading, writing, speaking, and listening skills. Grammar skills are taught on an individual level using the student's own writings, as well as through classroom experience. As students advance through the program students will learn to document and organize research information into an argumentative research paper. Additionally, students will read and analyze challenging Spanish literary works in a variety of forms including plays, poetry, and novels that prepare them for college.*



**FAMILY
AND
CONSUMER
SCIENCE**

CHILD DEVELOPMENT AND PARENTING I

Credit: 1/2 Credit (half year course)

Open to students in grades 10-12

Course Description: *This course is a parenting class taught as part of a health education course or taught separately by home economics instructors. This course is designed to give students a broad and detailed perspective of being parents. Students will gain awareness of a variety of topics from the factors which influence the development of an unborn child to investigating how families care for children with special needs.*

CHILD DEVELOPMENT AND PARENTING II

Credit: 1/2 Credit (half year course)

Open to students in grades 10-12

Course Description: *This course is a continuation of Child Development and Parenting A. It is designed to extend student awareness of what it takes to be a parent. Students will further study a variety of topics, from the factors which influence the development of an unborn child to investigating how families care for children with special needs.*

CULINARY ARTS

Credit: 1/2 Credit (half year course)

Open to students in grades 10-12

Course Description: *Through this course, the students will explore a variety of cultures, specific foods, and preparation techniques.*

FASHION COORDINATING

Credit: 1/2 Credit (half year course)

Open to students in grades 10-12

Course Description: *Clothing Production is a laboratory course offering students the opportunity to expand their skills in clothing construction. Projects may include handling special fabrics, lining a garment, making a design adaptation to a commercial pattern, and altering, repairing, or adapting clothing.*

FOOD AND NUTRITION

Credit: 1/2 Credit (half year course)

Open to students in grades 10-12

Course Description: *The purpose of this course is to provide students with the foundations of food preparation with emphasis on nutritious culturally diverse meal planning. Students will develop an understanding of basic nutritional concepts through instruction nutritional requirements and the planning, purchasing, preparation and serving of food. In addition, students will investigate areas of study and career opportunities in the areas of food and nutrition.*



MATHEMATICS

ALGEBRA I

Credit: 1 Credit (full year course)

**Fulfills NYS Requirement for Graduation*

***Bilingual course available*

Prerequisite: Completion of Transition to Advanced Math

Course Description: *The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibits a linear trend, while students engage in methods for analyzing, solving, and using quadratic functions. The mathematical Practice Standards apply throughout each course and together with the content standards, prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problems. A graphing calculator (TI84+) will be used extensively in this course. Students are required to take the Algebra I Core Regents examination.*

ALGEBRA II

Credit: 1 Credit (full year course)

**Fulfills NYS Requirement for Graduation*

***Bilingual course available*

Prerequisite: Completion of Geometry

Course Description: *This course builds on students work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students are required to take the Algebra II Core Regents examination.*

FINANCIAL ALGEBRA

Credit: 1 Credit (full year course)

Open to students in grades 10-12

**Fulfills NYS Requirement for Graduation*

***Bilingual course available*

Course Description: *Advanced Algebra with Financial Applications applies Algebra I concepts in practical business and personal finance contexts. Aligned to the Common Core State Standards, Financial Algebra helps students achieve success by incorporating aspects of Algebra I, Algebra II, and Geometry topics. Financial Algebra encourages students to be actively involved in applying mathematical ideas to their everyday life – credit, banking insurance, the stock market, independent living and more! The 2014 edition aligns and applies the Common Core State Standards (CCSS). Each lesson clearly identifies domains and standards that are covered in addition to CCSS Warm-up activities to kick off the instruction.*

FOUNDATIONS OF GEOMETRY

Credit: 1 Credit (full year course)

**Fulfills NYS Requirement for Graduation*

***Bilingual course available*

Prerequisite: Completion of Algebra I

Course Description: *The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Crucial differences exist between this Geometry course and the historical approach taken in Geometry classes. Close attention will be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout this course and together with the content standards prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator (TI84+) will be used extensively during the course. Students are required to take the Geometry Regents examination.*

GEOMETRY

Credit: 1 Credit (full year course)

**Fulfills NYS Requirement for Graduation*

***Bilingual course available*

Prerequisite: Completion of Algebra I and Foundations of Geometry

Course Description: *The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Crucial differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention will be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout this course and together with the content standards prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator (TI84+) will be used extensively during the course. Students are required to take the Geometry Regents examination.*

INTERMEDIATE MATH CONCEPTS

Credit: 1 Credit (full year course)

**Fulfills NYS Requirement for Graduation*

***Bilingual course available*

Course Description: *Ideal for students who were not successful on their Algebra I Regents exam, but needs a mathematics elective as well as prepare for a retake of the Algebra I regents exam.*

PRE-CALCULUS

Credit: 1 Credit (full year course)

**Fulfills NYS Requirement for Graduation*

Prerequisite: Completion of Algebra II

Course Description: *This course includes a study of angles and their trigonometric functions, trigonometry of right triangles, applications and graphs of trigonometric functions, coordinate geometry, functions and their graphs, conic sections, exponents, rational expressions, interval notations and an introduction to limits linear functions, theory of polynomials, sequences and series, matrices, analytical geometry, differentiation, and integration. Students will learn to solve problems using graphing calculators and be required to graph functions and solve problems without the use of technological devices. District honors eligibility is required. Students may sign up for 4 hours of college credit through Nassau Community College.*

STATISTICS: INTRODUCTION TO STATISTICS

Credit: 1 Credit (full year course)

**Fulfills NYS Requirement for Graduation*

Prerequisite: Completion of Algebra I

Course Description: *The elective course will provide a hands-on approach to statistical methods. Students will collect, analyze, display, and make inferences about data. Using technology such as Excel and Google Docs, students will use descriptive statistics to communicate their results from student surveys and project-based experiences. Statistics, testing hypotheses and estimating parameters will also be topics discussed in this course. Proficiency will be measured by class work, problem solving, homework and comprehensive examinations. Students who complete this course and Algebra II will be well-prepared to be successful in A.P. Statistics.*

TRANSITION TO ADVANCED MATHEMATICS

Credit: 1 Credit (full year course)

**Fulfills NYS Requirement for Graduation*

***Bilingual course available*

Course Description: *Students often struggle with mathematical reasoning, data analysis, probability, numbers and integers as well as rational numbers; measurement, patterns, and functions. Introduction to Algebra reteaches these methods to reinforce skills as students prepare for Algebra I. The author assumes that your students have received instruction in these topics in years prior to TAM, and the purpose of this unit is to demystify popular algorithms, while incorporating new concepts. These units were written to invoke an important level of multiplicative thinking for students. Students are taught to think additively throughout elementary school, and this additive thought process transcends teaching at the middle school level. These units attempt to transition students to be both additive and multiplicative (absolute and relative) thinkers. This will facilitate future understanding of rates and proportional reasoning.*



PEER GROUP CONNECTION (PGC)

PEER GROUP CONNECTION (PGC)

Credits: 1.0 Credits (full year course)

Course Description: *PGC is a peer-to-peer mentoring model that trains and mobilizes older, more experienced students to help ease the transition into school for incoming students and improve school culture and climate.*

Peer-to-peer group mentoring is a straightforward, cost-effective, and evidence based model for:

- Enhancing school connectedness for students through caring relationships with adults and one another*
- Easing the transition into middle and high school*
- Training and mobilizing students to be lifelong leaders who make schools better for themselves, their peers, and younger students*
- Help students develop the leadership, academic, social, and emotional skills that are proven to result in school and life success*



PHYSICAL EDUCATION AND HEALTH

Note: Two (2) credits of Physical Education are required by New York State for graduation. The satisfactory completion of Health is also a graduation requirement for all students in New York State.

HEALTH

Credit: 1/2 Credit (half year course)

**NYS Graduation Requirement*

Course Description: *This course is designed to help students develop healthy concepts, which are meaningful and relevant to their personal and societal needs. The course will provide coverage of the basic principles, including sexuality and AIDS education.*

PHYSICAL EDUCATION

Credit: 1/2 Credit (half year course)

Open to all students

**NYS Graduation Requirement*

Course Description: *This course provides all students with factual instruction concerning their fitness levels, activities for leisure time sports, and constructive use of recreational time. The Physical Education program offers a varied program stressing skill development, individual improvement, and fitness. The district has adopted SPARK Physical Education as the basic curriculum for Physical Education.*



SWIMMING

Credit: 1/2 Credit (half year course)

Open to all students

**NYS Graduation Requirement*

Course Description: *This course provides all students with the opportunity to learn basic swimming fundamentals as well as intermediate techniques along with safety procedures and protocols. This course fulfills NYS required physical education credit.*

INTRODUCTION TO DANCE

Credit: 1/2 Credit (half year course)

Open to all students

**NYS Graduation Requirement*

Course Description: *This course provides students the chance to learn basic dance skills such as stretching, conditioning, and proper placement. Students will be exposed to a variety of dancing styles and learn how to perform with clarity of intent and expressive quality. Students will learn how to analyze dance performances as well as the historical and cultural contexts of different dance styles.*



SCIENCE

CHEMISTRY

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

***Bilingual Course Available*

Prerequisite: *Completion of Living Environment and/or Earth Science*

Course Description: *This course provides students with a thorough understanding of the basic concepts of chemistry. An emphasis will be placed on quantitative relationships between substances, using mathematical problem-solving activities. Topics covered include molecular concepts and structures, the relationship between matter and energy, periodic relationships, organic and nuclear chemistry, solutions, acids and bases, and kinetics. The interactions of science, technology and society will also be explored. This course is recommended for students pursuing higher level science courses. Students are required to take the Chemistry Regents examination.*

CHEMISTRY HONORS

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Prerequisite: *Completion of Living Environment and/or Earth Science*

Course Description: *Chemistry Honors is a rigorous treatment of chemistry with a quantitative emphasis. It covers all the material found in the physical setting: Chemistry curriculum with an emphasis on the complex mathematical connections of matter in the physical world. This course is designed for strong science/mathematics students. This course is recommended for students pursuing higher level science courses. Students are required to take the Chemistry Regents examination. Earth*

EARTH SCIENCE

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

***Bilingual Course Available*

Course Description: *This course allows students to study the earth as a complex system involving interactions among rock materials, water, air and living organisms. The basic principles of astronomy, geology, meteorology, and oceanography-related processes are reviewed in detail. Laboratory exercises reinforce the basic principles in each of the course topics. Students must be no more than one grade level below in reading ability and should have a strong background in mathematical skills such as graphing and the use of formulas/equations. A strong emphasis is placed on interrelating the earth science concepts and utilizing them in problem solving situations. Students are required to take the Earth Science Regents Exam. Additionally, a laboratory performance test is part of the Regents examination.*

ENVIRONMENTAL SCIENCE

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *This course surveys human effects on the environment from a scientific perspective. Major topics of study include, but are not limited to, biomes, populations, land management, pollution, and current environmental issues.*

FORENSIC SCIENCE

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *The purpose of this course is to review the methods used by police Forensic scientists to discover and analyze clues, which help solve crimes. This is an academic course based on and expanding the student's background in the sciences by putting theories to practical use. The student will study famous cases, learn how to collect evidence at the scene of the crime, and analyze evidence such as fingerprints, firearms, hair fibers, documents etc.*

FORENSICS - SYRACUSE UNIVERSITY (SUPA)

Credit: 1 Credit (full year course)/4 Syracuse University Credits (\$448)

**Fulfills NYS Graduation Requirement*

**Open to students in grades 10-12*

Course Description: *This dual-enrollment Forensics course (Chemistry 113) is offered through Syracuse University Project Advance (SUPA). The course focuses on the application of scientific methods and techniques to solve crime. Recent advances in scientific methods and principles have impacted law enforcement and the criminal justice system. This course provides an understanding of the science behind crime detection. Specific scientific methods relevant to crime detection and analysis are presented in the course with an emphasis on the techniques used to evaluate physical evidence. These techniques include fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations.*

LIVING ENVIRONMENT

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

***Bilingual Course Available*

Course Description: *This course provides a broad understanding of the fundamental principles of biology and will address specific areas of biochemistry, human physiology, reproduction and development, modern genetics, modern evolution, and ecology. These concepts are developed through appropriate laboratory experiences that emphasize the disciplined approach of the scientist. Students are required to take the Living Environment Regents Exam.*

MARINE BIOLOGY

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *Marine Biology is the study of marine life. Principal areas of instruction are Photosynthesis, Biochemistry of marine organisms, Cytology, Evolution and Classification, Invertebrates, Marine Vertebrates and Ecology. Oceanography will explore the features of the ocean floor, the effect of the oceans on weather and climate, the tremendous energy generated by waves and introduce students to the vast and wonderful animals that live in the oceans.*

PHYSICS

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Suggested Prerequisite/Corequisite: Algebra II

Course Description: *This course presents a modern view of physics based on conservation of matter, energy, and momentum. The topics of study include mechanics, waves, electricity, magnetism, and modern physics. This is a lab-oriented program designed to produce skill in problem solving, critical thinking and cooperative learning. It requires students to learn by doing and is a transitional course into college level educational processes. A good background in mathematics is strongly recommended for success in the course. Students are required to take the Physics Regents Exam.*

**SMART
SCHOLARS
(EARLY COLLEGE PROGRAM)**

HEMPSTEAD SMART SCHOLARS

EARLY COLLEGE HIGH SCHOOL (ECHS) PROGRAM

Hempstead Smart Scholars Early College High School (ECHS) Program is designed for the acceleration of the completion of high school studies while earning college credits at no cost. This program is a partnership between Hempstead High School and York College.

Some of the program's benefits include:

- Additional academic support, dual enrollment (high school and college), increased high school and college completion rate, transferable college credits and familiarity with college campus through college tours.*

A sample student schedule is available to view. Course offerings and sequence are subject to change.

NYSED & SMART SCHOLARS



HHS SMART SCHOLARS



SOCIAL STUDIES

CIVIL LAW

Credit: 1/2 Credit (half year course)

Open to students grades 10-12

Course Description: *This elective will provide the student with an understanding of the rights and responsibilities that Americans have in our legal system. The rights of victims as well as the rights of the accused will be studied along with the role of the court system. Students will be taught proper courtroom procedures through the re-enactment of cases and role-playing. Students will learn how to analyze primary documents and use them in oral and written reports and presentations. Course culminates with a Civic Research Project that is worth 1.5 points towards the Seal of Civic Readiness diploma distinction.*

CRIMINAL LAW

Credit: 1/2 Credit (half year course)

Open to students grades 10-12

Course Description: *This course will examine the various aspects of the criminal justice system and process. Students will study the history of American law, the administration of criminal justice, and the nature and problems of crime in contemporary society. The course content is divided into the following general units: The Criminal Justice System and Process, The Adversary System, Lawmaking, Crime, Corrections and Police Procedures and Criminal Justice as a Profession. This course culminates with a Civic Research Project that is worth 1.5 points towards the Seal of Civic Readiness diploma distinction.*

ECONOMICS

Credit: 1/2 Credit (half year course)

Open to grade 12 students

**NYS Required Course for Graduation*

***Bilingual Course Available*

Course Description: *This course will emphasize how economic decisions are made and how they affect our daily lives. Topics will include supply and demand, the business community, consumer activities, the role of government, and international trade. This course encompasses an overview of general economics including various world economic systems; microeconomics, with a focus on the U.S. economy; macroeconomics; and decision making, personal finance, trade, types of business organizations, taxing, spending, as well as current national and international issues will be discussed. Financial literacy will be a recurring theme throughout the coursework.*

GLOBAL HISTORY AND GEOGRAPHY I

Credit: 1 Credit (half year course)

**Open to students in grade 10*

**NYS Required Course for Graduation*

***Bilingual Course Available*

Course Description: *This course is the first of a two-year course of study, which culminates in the required Global History Regents upon completing Global History & Geography II. The course is designed to challenge students to define culture and civilization as they examine how geographically distinct societies developed over time. The students investigate the various components of culture and civilization including social customs, norms, values, and traditions. The emphasis is on the examination of political systems, economic systems, religions, and spiritual beliefs. The course examines the development and connectedness of Western Civilization with civilizations and cultures in South and East Asia, Latin America, and Africa. Students will proceed to Global History and Geography II upon completion of this course.*

GLOBAL HISTORY AND GEOGRAPHY I HONORS

Credit: 1 Credit (half year course)

**Open to students in grade 10*

**Fulfills NYS Requirement for Graduation*

Course Description: *This course is the first of a two-course sequence of study, which culminates in the required Advanced Placement World History exam as well as the Global History Regents upon completing Global History & Geography II. The course is designed to challenge students at a college level to define culture and civilization as they examine how geographically distinct societies developed over time. The students research and investigate various components of culture and civilization including social customs, norms, values, and traditions. The emphasis is on the examination of political systems, economic systems, religions, and spiritual beliefs. The course examines the development and connectedness of Western Civilization with civilizations and cultures in South and East Asia, Latin America, and Africa. Students will proceed to Advanced Placement World History and Geography upon completion of this course.*

GLOBAL HISTORY AND GEOGRAPHY II

Credit: 1 Credit (half year course)

**Open to students in grade 10*

**Fulfills NYS Requirement for Graduation*

Course Description: *This course is the second of a two-course sequence of study, which Global History and Geography is a two-year course. Global History and Geography II builds from the significant concepts and themes in Global History I. Using a chronological and thematic approach, Global II explores the impacts of power consolidation and power loss in an increasingly interconnected and technologically advanced world over 275 years from the mid-18th Century to the present. This course concludes with the Regents Exam in Global History and Geography.*

HUMANITIES

Credit: 1 Credit (half year course)

Open to grade 9 students

***Bilingual Course Available*

Course Description: *This course is designed to provide an interdisciplinary approach to the study of social studies by emphasizing literacy skill progression. The curriculum is rooted in the "Four C's" of historical thinking and is enriched by the inclusion of art, music, architecture, and philosophy. Students will be encouraged to take risks and be reflective practitioners as well as demonstrate their abilities to act as inquiry-driven and open-minded thinkers as they examine global perspectives focusing on the diversity of ideas, customs, traditions, and values. This course culminates in a research project that can earn students 1.0 points towards the Seal of Civic Readiness.*

MULTICULTURAL STUDIES

Credit: 1 Credit (half year course)

**Open to students in grades 10-12*

Course Description: *This course will focus on Caribbean and Latin Americans and will highlight the significant contributions to society they have had made throughout history. This course will also provide a platform and safe space for students to engage in constructive conversations to further foster cultural competency.*

PARTICIPATION IN GOVERNMENT

Credit: 1/2 Credit (half year course)

**Open to students in grade 12*

**NYS Requirement for Graduation*

***Bilingual Course Available*

Course Description: *This course focuses on Civics, Citizenship and Government as it relates to past and present public issues. The goal is to increase student awareness of their rights and responsibilities as a citizen. Students will be engaged in various projects, including community service, relevant to the course of study. All students are required to attend a public community meeting or a board meeting and write a reaction paper. In addition, each student must submit a final policy research paper on an issue of choice. It is expected that all students participate in class, complete homework assignments, and maintain a passing average on all tests. This course culminates in a Civic Research Project worth 1.5 points towards the Seal of Civic Readiness and/or a Service Learning Project worth 1.0 points towards the Seal of Civic Readiness.*

UNITED STATES HISTORY & GOVERNMENT

Credit: 1 Credit (half year course)

**Open to students in grade 11*

**NYS Requirement for Graduation*

***Bilingual Course Available*

Course Description: *This course begins with a survey of United States history and intellectual forces from 1607-1865. Students will examine the major events and turning points of U.S. history from the nation's origin through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. Students are required to take the U.S. History and Government Regents Exam.*

SPECIAL EDUCATION

NOTE: The Commissioner's Regulations provide the parameters for the continuum of services for students with Individualized Education Plans (IEP). Students must have access to the full range of programs and services to the extent appropriate for their individual needs. The program is designed to enable the student to function at his or her maximum capability. However, instructional techniques and materials must be modified to the appropriate degree to allow students to meet the diploma requirements.

At Hempstead High School, students with Individualized Education Plans have classes at different program levels, according to their academic and or management needs. These classes are 12:1:1, Integrated Co-Teaching, and Resource Room.

- Life Skills (12:1:1)- This class has twelve students, one Special Education teacher and one teaching assistant. The 12:1:1 class serves students whose academic management needs require additional adult support to assist students to engage in learning. Students receive specially designed instruction, which is best accomplished in a self-contained setting. Students in this class participate in the New York State Alternate Assessment.
- Self Contained (15:1)- This class has fifteen students and one Special Education teacher. The 15:1 class serves students whose academic needs require specially designed instruction in a self-contained setting. Students in this class participate in all district and state assessments.
- Integrated Co-Teaching- This class is co-taught by two teachers, a general educator in the content area and a special educator. Instruction is provided jointly to a class that includes both students with and students without disabilities, to meet the diverse learning needs of all students. The maximum number of students with disabilities receiving integrated co-teaching services in a class is twelve students. Students in this class participate in all district and state assessments.



- *Resource Room – This class is for students with a disability registered in either a special education class or general education class, who need specialized supplementary instruction in an individual or small group setting. The instruction group size in Resource Room cannot exceed five students. Students receive instruction five times over a ten-day cycle. Students are provided with individualized study skills, organizational skills and supplemental instruction related to their content classes. Students in this class participate in all district and state assessments.*

The district provides related and support services as stated on the student's Individualized Education Plan. These services include counseling, occupational and physical therapy, speech and language services, hearing services, visual services, and social worker services. Any or all the above support services may be recommended by the school's Instructional Support Team as a pre-referral strategy, prior to referral to the Committee on Special Education.

NYS EDUCATION DEPARTMENT
Office of Special Education



VISUAL AND PERFORMING ARTS

ART

GRAPHIC DESIGN CTE PATHWAY

COURSE	NUMBER OF CREDITS
GRAPHIC DESIGN I	.5
GRAPHIC DESIGN II	.5
COMMERCIAL ART I	.5
COMMERCIAL ART II	.5
STUDIO IN ART	.5
VIRTUAL ENTERPRISE	1 HS/3 Higher Ed.
INDEPENDENT STUDY CAREER FOCUSED RESEARCH PROJECT AND PORTFOLIO	.5
CAREER AND FINANCIAL MANAGEMENT (REQUIRED FOR ALL PATHWAYS)	.5

EXAM OPTIONS

SKILLS USA: GRAPHIC DESIGN

NOCTI: VISUAL COMMUNICATION AND INTERACTIVE MEDIA DESIGN

OR

54 HOURS OF WORK BASED LEARNING

ANIMATION ART

Credit: ½ Credit (half year course)

Course Description: *The course will build upon the skills learned in cartooning to create projects that create the illusion of movement through art. This course will require students to work on independent projects under the supervision and guidance of the teacher. This course may be used toward obtaining a Regents sequence in Art.*

CARTOONING

Credit: ½ Credit (half year course)

Course Description: *This course will focus on animation art through comic books, silver screens, lithographs, and portraits. This course may be used toward obtaining a Regents sequence in the Arts.*

CERAMICS A

Credit: ½ Credit (half year course)

Course Description: *This course is an elective that covers basic ceramic techniques, the use, and limitations of the medium, various glazes, uses and types of firing procedures, slab and coil method, decorative styles, and methods. This course is one of two half credit courses covering basic techniques and vocabulary. This course may be used toward obtaining a Regents sequence in Art.*

CERAMICS B

Credit: ½ Credit (half year course)

Course Description: *This course offers experience in the design and construction of ceramic objects. Various techniques will include the preparation and shaping of clay in a functional and sculpture manner, glazing, working on the pottery wheel ceramic sculpture, kiln preparation and firing. This course may be used toward obtaining a Regents sequence in Art.*

COMMERCIAL ART I (CTE)

Credit: ½ Credit (half year course)

Course Description: *This course is an elective that introduces students to the basic tools and processes used to create Advertising Art. Commercial Art includes advertising design, publication design, fabric design, illustration, package/poster design, and business logos/trademarks. This course may be used toward obtaining a Regents sequence in Art and CTE Pathway for Graphic design.*

COMMERCIAL ART II

Credit: ½ Credit (half year course)

Prerequisite: Commercial Art I

Course Description: *Students will continue with the skills learned in Commercial Art. Students will learn more advanced techniques in the areas of advertising design, publication design, fabric design, illustration, package/poster design, and business logos/trademarks. This course may be used toward obtaining a Regents sequence in Art and CTE Pathway for Graphic design.*

DIGITAL PHOTOGRAPHY I (CTE)

Credit: ½ Credit (half year course)

Course Description: *This course is an introduction to digital photography and digital editing. Students will learn to use a digital camera and comprehend the various techniques necessary to master basic software and methods to create artwork on the computer. This course will teach students to analyze and manipulate images in a digital environment. Students will be expected to purchase a standard memory size flash drive to store their work. This course may be used toward obtaining a Regents sequence in art.*

DIGITAL PHOTOGRAPHY II (CTE)

Credit: ½ Credit (half year course)

Prerequisite: Digital Photography I

Course Description: *Students will continue with the skills learned in Digital Photographic Art. Students will learn various advanced features of a digital camera and various advanced techniques. Students will be required to create a digital portfolio and display their work. Students will have a better understanding of Adobe Photoshop.*

DRAWING

Credit: ½ Credit (half year course)

Course Description: *This course is an elective that covers basic one-point perspective, two-point perspective, figure proportion, figure movement, and portrait drawing. This course may be used toward obtaining a Regents sequence in art.*

GRAPHIC DESIGN I (CTE)

Credit: ½ Credit (half year course)

Prerequisite: Studio Art A, Studio Art B, Drawing, and Painting

Course Description: *This is a course that focuses on typography, computer graphics and illustration art. This course is designed for higher level art students who have taken previous art courses such as Studio in Art A&B, Drawing and Painting. Digital Photography as a prerequisite for this course is not required, but recommended, as is previous computer knowledge. In this course, students will learn a basic knowledge of page layout, photo manipulation, and illustration skills with the goal of implementing this knowledge commercially. Instruction will include both hand-drawing and digital techniques. This course may be used towards the completion of the CTE Pathway for Graphic design.*

GRAPHIC DESIGN II (CTE)

Credit: ½ Credit (half year course)

Prerequisite: Graphic Design I

Course Description: *Students will continue with the skills learned in Graphic Design I. Students will learn more advanced techniques in the areas of typography, computer graphics and illustration art. Digital Photography as a prerequisite for this course is not required, but recommended, as is previous computer knowledge. In this course, students will enhance their knowledge of page layout, photo manipulation, and illustration skills with the goal of implementing this knowledge commercially. Instruction will include both hand-drawing and digital techniques. This course may be used towards the completion of the CTE Pathway for Graphic design.*

PAINTING

Credit: ½ Credit (half year course)

Course Description: *This course, an elective, covers the fundamentals of painting such as color theory and mixing of colors. Students will paint primarily with a Gloss Tempera as they learn various techniques in manipulating paint as an artistic medium. The students are expected to have a small portfolio of various paintings upon completion of the course to receive half the credit. This course may be used toward obtaining a Regents sequence in art.*

STUDIO IN ART A

Credit: ½ Credit (half year course)

Course Description: *This class is a foundations course where students learn how to create art through a multitude of 2-dimensional art forms. The class will cover the exploration of art forms, fundamentals, the principles and elements of art, and art appreciation. Projects will consist of 2-dimension art forms. Studio A and B may be combined to fulfill the HS one credit in arts. The classes may be taken in any order. You may also combine Studio in Art A or B with Music in Our lives to fulfill the one credit in the arts. This course may be used toward fulfilling the New York State Regents requirement for one credit in art and/or music.*

STUDIO IN ART B

Credit: ½ Credit (half year course)

Course Description: *This class is a foundations course where students learn how to create art through a multitude of 3-dimensional art forms. An emphasis will be on self-expression as students learn about the principles and elements of art. Studio A and B may be combined to fulfill the HS one credit in arts. These classes may be taken in any order. You may also combine Studio in Art A or B with Music in Our Lives (MIOL) to fulfill the one credit in the arts. This course may be used toward fulfilling the New York State Regents requirement for one credit in art and/or music.*



MUSIC

BEGINNING BAND

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *This course is for students who have never played a band instrument or who want to return to playing an instrument. Instrument selection will be based on availability and need. Students will be expected to practice their assigned instrument daily.*

BEGINNING ORCHESTRA

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *This course is for students who have never played a string instrument or who want to return to playing an instrument. Instrument selection will be based on availability and need. Students will be expected to practice their assigned instrument daily. Student must be able to work in both group and independent settings.*

BEGINNING GUITAR

Credit: 1/2 Credit (half year course)

Course Description: *Students will learn the fundamentals of guitar playing. Students will learn how to read both music and fret board charts. Students in this class are expected to work both independently and in group settings.*

CONCERT CHOIR

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *The Concert choir is open to students in grades 9-12. Beginners are welcome to audition. This course prepares a mixed-voice performance group that will participate in community activities, school assemblies. Students will be required to perform in after-school functions and concerts including dress rehearsals. Attendance in SGI (Small Group Instruction) is mandatory. Public performances, including winter and spring concerts, and NYSSMA Major Organization Festival (if applicable), are required.*

COLLEGE CHORALE PREP

Credit: 1 Credit (full year course)

Course Description: *This course is designed for vocal students who want to further their musical skills and/or who are considering singing in college. This intense class is designed to prepare choral students for sight-singing, dictation, and music theory. Although like Music Theory, this class focuses more on the vocalist. Students will learn rudimentary keyboard skills to complete class assignments. In addition, students will prepare solo and vocal chamber literature in preparation for college and auditions.*

INTERMEDIATE BAND

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *Students should be able to play an instrument at a NYSSMA Level III on their principal instrument and be prepared to explore more advanced literature to prepare for NYSSMA Level IV. Public performance, including winter and spring concerts, football games, community parades, and NYSSMA Major Organization Festival (if applicable), is required. Attendance in SGI (Small Group Instruction) is mandatory.*

INTERMEDIATE ORCHESTRA

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *This course affords students the opportunity to perfect their musical knowledge, understanding, and skills that will prepare them for the Symphonic Orchestra. Public performances, including winter and spring concerts, and NYSSMA Major Organization Festival (if applicable), are required. Attendance in SGI (Small Group Instruction) is mandatory.*

MUSIC IN OUR LIVES

Credit: 1/2 Credit (half year course)

**Fulfills NYS Graduation Requirement*

Course Description: *This course is designed to give students an overview of music through a “hands on” experience with the electric piano and electric guitar. With the skills acquired in this class, students will create musical compositions.*

PIANO LAB I

Credit: 1/2 Credit (half year course)

Course Description: *Students will learn the fundamentals of the piano using an electronic keyboard. Students will learn how to read piano music as well as learn how to play various chords. Students will explore a variety of musical styles as well as compose music.*

PIANO LAB II

Credit: 1/2 Credit (half year course)

Prerequisite: Piano Lab I

Course Description: *Students will continue learning piano keyboard fundamentals begun in Piano Lab. In this course, students will be expected to read more complex music as they explore a variety of musical styles as well as compose music.*

SELECT CHORALE

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *This course is designed to expose advanced level music students to a variety of musical selections and styles. The performance objective supports the concept of a mixed choir of highly trained vocal music students who perform publicly. Students will be expected to learn and sing a variety of musical selections and materials. Students enrolled in this program must meet the audition criteria established by both the high school chorus teacher and director of music. Students are expected to be positive role models who will represent Hempstead High School at various musical events in the community. Attendance in SGI (Small Group Instruction) is mandatory. Public performances, including winter and spring concerts, and NYSSMA Major Organization Festival (if applicable), are required.*

SYMPHONIC BAND

Credit: 1 Credit (full year course)

**Fulfills NYS Graduation Requirement*

Course Description: *The Symphonic Band is a large ensemble in which students perform classic and contemporary works. The Band concentrates on broadening students' knowledge of music by increasing a student's instrumental proficiency, self-image, self-discipline; and creating esprit de corps through excellence in performance. Attendance in SGI (Small Group Instruction) is mandatory.*



THEATER ARTS

THEATER ARTS I

Credit: 1/2 Credit (half year course)

Course Description: *This introduction to the theater will guide students in the study of acting, scene study, theater history, improvisation, pantomime, voice and diction, playwriting, character development and many other skills and tools for the stage and life. This course can be used towards the New York State Regents requirement for one credit in the arts.*

THEATER ARTS II

Credit: 1/2 Credit (half year course)

Course Description: *This class will supplement, reinforce, and further develop the skills learned in Theater Arts I. Additionally, the principles of directing, and dramatic literature will be introduced. Individual and group projects will be assigned. Active participation in school productions is encouraged. This course can be used towards the New York State Regents requirement for one credit in the arts.*

ACTING I

Credit: 1/2 Credit (half year course)

Course Description: *Acting I is an introduction to the craft of acting. Acting skills are explored and developed through both structured and improvised classroom activities. Text analysis is taught and applied to monologues and scenes selected from contemporary dramatic literature.*

ACTING II

Credit: 1/2 Credit (half year course)

Course Description: *Skills acquired in Acting I will be further developed. More advanced monologue and audition techniques will be explored. Focusing on “technique” that produces well –rounded performances, this course accentuates practical application through scene work using classical text.*



INTRO TO TV BROADCASTING

Credit: 1 Credit (half year course)

Course Description: *This introduction students to the industry of TV Broadcasting. Students will ge the chance to learn how to use broadcasting technology, conduct interviews, and practice their oratory skills.*

TV PRODUCTION

Credit: 1 Credit (half year course)

Course Description: *Students will learn the basic skills behind television production including video control, operating of cameras and sound devices, interviewing, staging, and lighting.*



WORLD LANGUAGES

FRENCH I

Credit: 1 Credit (full year course)

Course Description: *This course is for students who have never taken French and want to experience the language and culture. Students will learn to communicate their basic needs in situations such as greetings and introductions, food meals and eating in a restaurant, as well as shopping, sports, and leisure time. This course requires class participation, speaking projects, art projects and homework assignments. Quizzes, tests, and a final examination will be given.*

FRENCH II

Credit: 1 Credit (full year course)

Course Description: *This course stresses listening and speaking skills including grammar and structure. Students learn basic writing tasks such as messages, notes, and short conversations. Major topics covered include personal information, house/home leisure time, shopping, earning, and living, health and welfare, meal order taking, community and neighborhood. Required are two oral projects (skit, biography) and two major assignments (letter and essay). Students will develop cross-cultural skills and understanding.*

FRENCH III

Credit: 1 Credit (full year course)

Course Description: *This is an intensive course focusing on the students' ability to understand and communicate in written and oral language. Students will strengthen their conversational skills by learning how to communicate in typical daily-life situations. Major topics covered are the daily routine, school, work, and domestic life chores in the home, in the city, restaurant, getting directions, leisure time and travel. Students must attend class daily on time and will be required to write letters, essays and read selections from books and magazines for meaning. They will also view films in French and demonstrate comprehension by discussing them in essays and short answer exams in French and English.*

SPANISH I

Credit: 1 Credit (full year course)

Course Description: *This course focuses on teaching students how to communicate in Spanish. The students will learn to use basic Spanish vocabulary and grammar, tell the time of day, describe themselves and their family members how to get help in an emergency, to order a meal in a Spanish restaurant and to conjugate verbs in the present tense. Students are required to do homework daily, participate in class, study for exams, and write dialogues and complete special projects. Students are introduced to the present and past tense of verbs.*

SPANISH II

Credit: 1 Credit (full year course)

Course Description: *Students will develop listening and conversational skills through simple messages and short conversations. They will practice their oral skills by learning how to communicate in typical daily-life situations and be able to read and comprehend material when the topic and language are familiar. Major topics covered: socialization, providing and obtaining information, deriving meaning from context, persuasion, and use of reception, and rephrasing to communicate meaning. Students will be required to write short stories, compositions, and read selections from textbooks, newspapers, and magazines. They will attend classes every day on time, do homework on a daily, participate in class, study from exams and quizzes, complete special projects, listen, speak, and write Spanish. They will also review the present tense form and will be introduced to the past tense forms of common regular and irregular verbs.*

SPANISH III

Credit: 1 Credit (full year course)

Course Description: *In this course, the students will strengthen their conversational skills by learning how to communicate in typical daily-life situations. They will be able to read passages and answer questions, read Spanish short stories and react to them. Students will write brief compositions in which they describe their own experiences, create their own stories from given pictures and write friendly, business, and personal letters. Major topics covered: Spanish literature and plays, daily work/school routine, domestic life, cross cultural skills and understanding weekend leisure time and travel. Students will be required to write letters and essays, read selections from books and magazines for meaning, attend class on time daily, read and view films and plays in Spanish and demonstrate comprehension by examinations in Spanish and English.*

SPANISH IV HONORS

Credit: 1 Credit (full year course)

Course Description: *This course focuses on the student's ability to comprehend formal and informal spoken Spanish. Students will be able to read and discuss Spanish short stories, poems, and plays. They will also be able to perform at a prominent level of proficiency in the four basic language skills: listening, speaking, reading, and writing. Major topics covered are Spanish literature, customs, traditions, art, music, grammar, and history. Students are required to come to class prepared and on time, do homework daily, write essays, short stories, and poems. This course is conducted exclusively in Spanish.*



EXTRACURRICULAR ACTIVITES

Extracurricular Clubs and Activities

Hempstead High School has robust extracurricular opportunities that provide students with a variety of avenues to engage with their peers, learn a new skill, or discover passions that will enhance their learning experiences each day. All students are encouraged to deepen their involvement with the school community by joining a sport and/or club. Additionally, students have the opportunity to voice their desires by requesting the addition of new clubs that meet their interests and allow them to achieve their goals.

HHS Club Bulletin



NCAA ELIGIBILITY AND REQUIREMENTS

Academic Standards for Initial-Eligibility

Initial-eligibility is determined by the following according to the National Collegiate Athletic Association (www.ncaa.org)

Academic Standards

The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics.

College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet the following requirements:

- *Graduate from high school.*
- *Complete a minimum of 16 core courses for Division I or II.*
- *Earn a minimum required grade-point average in core courses.*
- *Earn a qualifying test score on either the ACT or SAT.*
- *Request final amateurism certification from the NCAA Eligibility Center.*

For Division I student-athletes, the following must be completed in addition to the above standards:

- *Earn at least a 2.3 grade-point average in core courses.*
- *Meet an increased sliding-scale standard (for example, an SAT score of 820 requires a 2.5 high school core course GPA)*

Successfully complete 10 of the 16 total required core courses before the start of their seventh semester in high school. Seven of the 10 courses must be successfully completed in English, math and science.



Students who earn at least a 2.0 GPA and meet the current sliding-scale standard will be eligible for practice in the first term and athletically related financial aid the entire year, but not competition. Freshmen who are academically successful in the first term will earn the ability to continue to practice for the remainder of the year.

Division III colleges and universities set their own admission standards. The NCAA does not set initial-eligibility requirements in Division III.

INITIAL ELIGIBILITY BROCHURE



NATIONAL COLLEGIATE ATHLETIC ASSOCIATION



