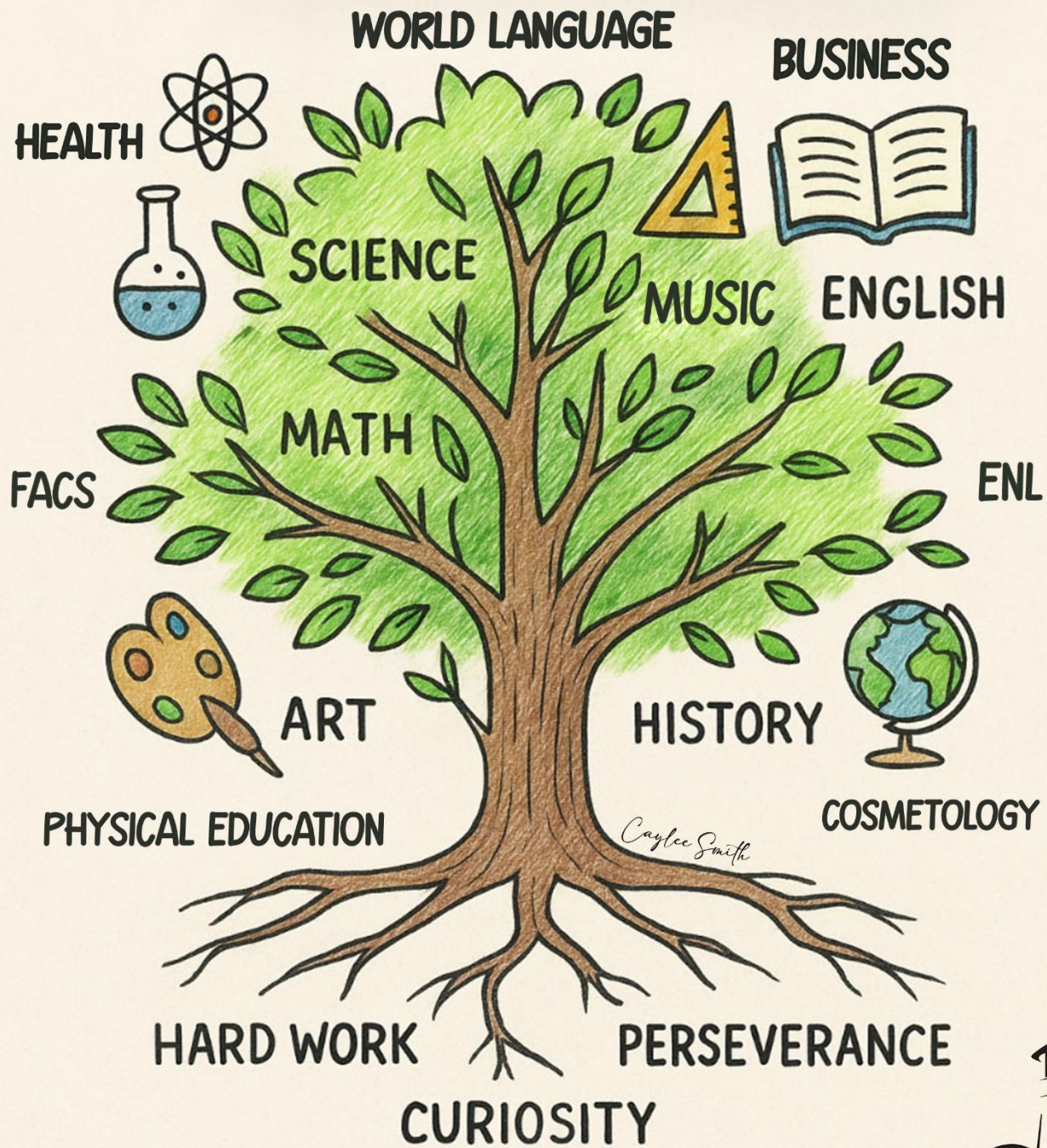


East Islip High School Curriculum Guide



2026 - 2027



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Cover by Caylee Smith

TABLE OF CONTENTS

Message from the Principal.....	3
Introduction.....	4
Grade Placement Requirements.....	5
Guidelines for Success in Honors and Advanced Placement Classes.....	6
Challenge Up Form.....	7
Timelines for Schedule Changes.....	8
Testing Information and Dates.....	9
NCAA Initial Eligibility Standards.....	10
Graduation Requirements.....	11
Diploma/Credential Requirements.....	12
New York Seal of Biliteracy (NYSSB).....	21
New York Seal of Civic Readiness	22
Individual Art Assessment Pathway IAAP.....	23
Extra-Curricular Activities.....	24
Career and Technical Education Program.....	25
College Credit Offerings.....	26

COURSE DESCRIPTIONS BY DEPARTMENT

Art Courses.....	27
Business Courses.....	33
English Courses.....	37
English as a New Language (ENL).....	43
Family and Consumer Science Courses.....	44
Cosmetology Courses.....	46
Mathematics Courses.....	47
Music Courses.....	53
Physical Education/Health Courses.....	56
Science Courses.....	58
Social Studies Courses.....	65
Special Education.....	71
Technology Courses.....	73
World Language Courses.....	77
Cleary School for the Deaf Courses.....	83
FERPA.....	85
Equal Opportunity Public Notice.....	86
Four Year Course Planner for Students.....	87

EAST ISLIP HIGH SCHOOL
MESSAGE FROM THE PRINCIPAL

November 2025

Dear Students and Parents,

Enclosed in this guide is information to help you map out a pathway for your students' success. This guide is a culmination of Teacher, Counselor, Director, and Administrator efforts to create a diverse selection of courses to meet the varying needs of students. The guide provides information to help individuals understand the pathway to graduation, whether they are pursuing higher education, enlisting in military service, or entering the workforce. The catalog of courses covers our core academics, as well as electives, and occupational and technical career opportunities. Sufficient student enrollment is necessary for a course to be offered.

As you help your student navigate this guide, use it to familiarize yourself with the requirements set forth by the New York State Education Department. Use that information to help you guide your student to make the best possible decisions based on interests as well as requirements.

High school is a time when students can learn, grow, and explore all the possibilities to help build upon their strengths and lay the groundwork for who they will become. We encourage all students to explore a variety of courses to better prepare themselves for the world ahead, while engaging in a variety of educational experiences.

The decisions made now will undoubtedly impact their future, so please do not hesitate to reach out if you need help.

Thank you,



Anthony Montemarano
Principal

INTRODUCTION

The school counseling department, teaching faculty, administration, and department directors have prepared this course description guide for your use. It contains important information for use in planning your schedule for next year. In addition to a brief explanation of each course, you will find the prerequisites, academic weighting, and grade level at which each course is offered. The selection of a program of study is a very serious matter. To ensure the greatest degree of success next year, this guide should be studied carefully in terms of your interests and diploma requirements. Course selections should be made with careful consideration of educational and career goals. Students should discuss their course selections with their parents, teachers (particularly where teacher recommendation is needed) and school counselors before making their final selections. If this is completed and your program is done with care, there will be little need for subsequent changes.

Please note certain classes may not be available to students pending sufficient staffing and/or student enrollment.

DEFINITION OF TERMS

CREDIT – The value awarded to a course that is pursued five periods per week for a full school year. A passing grade is required to earn credit.

HALF-CREDIT – The value awarded to a course held five periods weekly for one-half year, or one that is held every other day over the entire school year. A passing grade is required to earn credit.

CURRICULUM – A course of study offered in an educational institution by a department.

ELECTIVES – Subjects chosen by the student toward fulfilling diploma requirements. Electives may be taken in any field as an individual subject or included in further study beyond the minimum amount of credit required.

REQUIRED – Subjects specified by the New York State Department of Education and the East Islip Board of Education as necessary to fulfill diploma requirements.

PREREQUISITES – Courses necessary before going on to advanced work in a subject area. The faculty suggests that the prerequisites are the base for optimal success in the given subject area.

COREQUISITIES – Formal course of study that is required to be taken simultaneously with another.

GRADE PLACEMENT REQUIREMENTS

UNITS OF CREDIT REQUIRED TO ADVANCE TO NEXT GRADE LEVEL	
Grade 10 – 5 Credits	
Grade 11 – 9 ½ Credits	
Grade 12 – 14 ½ Credits	
COURSE WEIGHTING	
Regents	1.0
Honors/College	1.1
Advanced Placement	1.2

Examples of course weighting applied to numeric grades:

English 9 Regents	Grade of 85 = $85 \times 1.0 = 85$
English 10 Honors	Grade of 85 = $85 \times 1.1 = 93.5$
English 11 Advanced Placement	Grade of 85 = $85 \times 1.2 = 102$

The following identifiers are used throughout this guide to designate course weighting:

- Regents
- Honors
- College
- Advanced Placement
- None (not included in GPA)

The East Islip Union Free School District does not rank students. Each year a Valedictorian and Salutatorian will be identified at the end of the third quarter of his/her senior year. The top 10 percent of the senior class will be notified of their status in October of their senior year for scholarship purposes.

**GUIDELINES FOR SUCCESS IN HONORS AND ADVANCED PLACEMENT CLASSES
FOR STUDENTS ENTERING GRADE 9 AND BEYOND**
(Two out of three conditions *should* be met for each course for entrance)

1. Final average of 92 or better
2. Consistent high 3 or 4 on New York State Assessments
3. 90 or better on the applicable Regents examination
4. Tentative teacher placement
(Documentation of additional student characteristics)

Remaining in AP or Honors Courses

5. Final average of 85 or better
6. Tentative teacher placement
(Documentation of additional student characteristics)
7. 90 or better on the applicable Regents examination

**Students who believe they have met the guidelines for success for an AP/Honors course(s)
are encouraged to speak to their teachers.**



East Islip School District

Challenge Up Form

Student Name: _____ Date: _____

I would like to participate in the following course(s):

Student Agreement:

In signing up for this course, I agree to organize my time and effort to successfully complete all work in this rigorous course (possibly including summer assignments). I have read the course description, and I agree with the requirements and expectations of the class. I understand that no special remediation of course material is expected, and the teacher will implement the approved curriculum.

Student Signature

Date

Parent/Guardian Agreement:

I understand the expectations of this course, and I agree to support and encourage my son/daughter in his/her endeavors in the course. I understand that no special remediation of course material is expected to be provided, as the teacher is required to implement the approved curriculum.

Parent/Guardian Signature

Date

Please note if you choose to challenge up, you are expected to remain in this placement for the duration of the school year. Any requests to change back to your original placement may not be able to be accommodated.

DUE TO THE STUDENT SUPPORT CENTER BY MARCH 18, 2026

TIMELINE FOR SCHEDULE CHANGES

TIMELINE FOR SCHEDULE CHANGES	
Last day to add a semester 1 course	September 24, 2026
Last day to add a full year or every other day course	September 24, 2026
Last day to drop a semester 1 course without “WF” on transcript	October 8, 2026
Last day to drop every other day course without “WF” on transcript	October 8, 2026
Last day to drop a full year course without “WF” on transcript	November 16, 2026
Last day to add a semester 2 course	February 4, 2027
Last day to drop a semester 2 course without “WF” on transcript	March 8, 2027

In addition, no class will be dropped (including level changes) for any reason after the first full week of the second half of that class.

REPORTING PUPIL PROGRESS

Report cards are available quarterly during the school year via the Parent Portal. Students and parents are encouraged to check the portal throughout the school year.

SCHOOL COUNSELING SERVICE

The School Counselors in East Islip High School provide students with not only personal and academic counseling but also a myriad of other services. A progressive and formalized career awareness and decision-making program is delivered each year beginning in grade seven. Computers are available in the student support center to provide students with access to data on career information, college selection, and financial aid information. A complete media center is also available to students to help connect them with various college representatives and provide students with opportunities to focus on career readiness.

Many evening programs are presented to keep parents informed and involved in their child’s educational process. Subjects such as graduation requirements, college selection, college athletics, and financial aid are covered in these sessions. Students and parents are encouraged to use these services and facilities. Students may see their counselors during free periods or schedule an appointment by signing a request sheet in the student support center.

TESTING INFORMATION AND DATES

SAT REASONING TEST AND SAT SUBJECT TESTS		
Exam Date	Registration	Late Registration
August 15, 2026	July 31, 2026	August 4, 2026
<i>*October 3, 2026</i>	September 18, 2026	September 1, 2026
<i>*November 7, 2026</i>	October 23, 2026	October 27, 2026
December 5, 2026	November 20, 2026	November 24, 2026
March 13, 2027	February 26, 2027	March 2, 2027
<i>*May 1, 2027</i>	April 16, 2027	April 21, 2027
<i>*June 5, 2027</i>	May 21, 2027	May 25, 2027

*East Islip is a test site for October, November, May, and June SAT exams.
Please visit www.collegeboard.org for alternative exam site locations.

ACT ASSESSMENTS		
Exam Date	Registration	Late Registration
September 5, 2026	July 30, 2026	August 14, 2026
<i>*October 24, 2026</i>	September 18, 2026	October 2, 2026
December 5, 2026	October 30, 2026	November 13, 2026
February 5, 2027	January 1, 2027	January 15, 2027
April 9, 2027	March 5, 2027	March 19, 2027
<i>*June 5, 2027</i>	April 30, 2027	May 14, 2027
July 10, 2027	June 4, 2027	June 18, 2027

*East Islip is a test site for October and June ACT Assessments.
Please visit www.actstudent.org for alternative exam site locations.

PSAT EXAMS

All students will take the PSAT exams during the school day.
October 2025 – Dates TBD

ADVANCED PLACEMENT EXAMS

AP Exams are expected to be administered in the first two weeks in May. Students enrolled in AP courses **MUST** register for their exam(s) through their The College Board account and pay for the exam(s) at the Guidance Office during the month of September or a late fee may be incurred by The College Board to order an exam.

SAT/ACT ONLINE PREPARATION

Method Test Prep provides a web-based course that helps students prepare for the SAT and ACT. This service is available to all students free of charge through their Castle Learning Accounts.

Go to: www.castlelearning.com or via a link on the School Counselor Webpage/Standardized Testing

Login ID: ei(firstnamelastname) Example: eijohnsmith

Password: Student ID

NCAA INITIAL-ELIGIBILITY STANDARDS

All students who plan to play NCAA Division I or II intercollegiate sports must register with the NCAA Eligibility Center. A workshop for college bound athletes and their parents is presented annually. It is important to work together with your coaches and School Counselor to ensure that you will meet the NCAA initial-eligibility requirements. For more information about availability of specific sports sponsored by individual colleges, please consult the NCAA website at www.ncaa.org.

Core Courses

- **NCAA Divisions I and II require 16 core courses.** See the charts below.

NCAA Division I require 10 core courses to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.

Test Scores

- The NCAA eligibility center no longer requires SAT/ACT scores to be submitted. Eligibility is based solely on the student’s core-course GPA and proof of graduation.

Grade-Point Average (NCAA Core Courses ONLY)

- Only courses that appear on our school’s List of NCAA Courses will be used in the calculation of the core GPA. For the most current information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org, select “Resources,” then “List of NCAA Courses.” You will be prompted to enter our school’s CEEB code: 331705.
- If you would like an individual review of your transcript in relation to NCAA eligibility standards, please speak with Mrs. Pignataro in the Student Support Center.

Division I – 16 Core Courses	Division II – 16 Core Courses
4 years of English	3 years of English
3 years of Mathematics (Algebra I or higher)	2 years of Mathematics (Algebra I or higher)
2 years of Natural/Physical Science (1 must be Lab)	2 years of Natural/Physical Science (1 must be Lab)
1 year of additional English, Math or Natural/Physical Science	3 years of additional English, Math or Natural/Physical Science
2 years of Social Science (History)	2 years of Social Science (History)
4 years of additional courses from any area above and/or world language	4 years of additional courses from any area above and/or world language

The NCAA Eligibility Center can be reached at (877) 262-1492. In addition, you may contact the following East Islip personnel with questions related to college athletics:

Mr. Stephen Restivo, Director of Athletics
(631)224-2072 srestivo@eischools.org

Mrs. Jessica Pignataro, District NCAA Liaison
(631) 224-6706 jpignata@eischools.org

Content Area	Regents Diploma	Regents Diploma with Advanced Designation
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
World Language	1	3
Art/Music	1	1
Health	.5	.5
Physical Education	2	2
CORE CREDITS	18.5	20.5
Electives	3.5	1.5
TOTAL CREDITS	22	22

Required Exams

(Passing Score = 65 for Regents Exams)

Regents Diploma (5 Exams or 4 + 1 Pathway)
English Regents
1 Math Regents
Global History Regents
U.S. History Regents
1 Science Regents
<i>4+1 Pathway Option – see NYS Diploma/Credential Requirements</i>

Regents Diploma with Advanced Designation (8 Exams)
English Regents
3 Math Regents
Global History Regents
U.S. History Regents
2 Science Regents
FLACS B Comprehensive Exam



Revised June 2022

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

For the full text of the New York State High School Diploma Requirements, reference the Commissioner’s Regulations 8 CRR-NY 100.5 [Diploma Requirements](#) as well as the NYSED’s [General Education and Diploma Requirements](#) webpage. Reference the [Understanding NYS Diploma Requirements – Family Resources](#) webpage to access three flyers and a tracking tool translated into eleven different languages.

Beginning in Fall 2022, a select number of schools will pilot the Individual Arts Assessment Pathway. More information may be referenced on the [Individual Arts Assessment Pathway](#) webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at emscgradreq@nysed.gov or (518) 474-5922.

New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student population	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Exams (one in each discipline: English Mathematics, science, social studies) • Successful completion of 1 Pathway and <ul style="list-style-type: none"> ○ Each Regents Exam with a score of 65 or better <p>Reference: Diploma Types</p>

Diploma Type	Available to	Requirements
Regents Diploma (through traditional appeal)	All student population	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Exams (one in each discipline: English Mathematics, science, social studies) • Successful completion of 1 Pathway <ul style="list-style-type: none"> ○ 1 of the above Regents Exams (including the pathway, if a 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) and ○ Remaining required Regents Exams with a score of 65 or better <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>

Diploma Type	Available to	Requirements
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Regents Diploma with Honors	All student population	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Exams (one in each discipline: English Mathematics, science, social studies) • Successful completion of 1 Pathway and <ul style="list-style-type: none"> ○ A computed average score of 90 or better on all required Regents Exams (including the pathway, if a Regents Exam <p>Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B exam in world language is not included in the computed average. In instances where students receive exemptions from Regents Examinations, the calculation for the hors endorsement will be dependent upon the number of scored Regents Exams the student has.</p> <ul style="list-style-type: none"> • Students with a minimum of three scored Regents Exams applicable to the diploma <ul style="list-style-type: none"> ○ In instances where students have at least three scored Regents Exams to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Exam scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement. • Students with fewer than three scored Regents Exams applicable to the diploma <ul style="list-style-type: none"> ○ The student’s final course grade for each exempted Regents Exam will be instituted in the calculation for honors. If the computed average of the scored Regents Exam and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement. <p>Reference: <u>Regents Diploma with Honors</u></p>
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Diploma Type	Available to	Requirements
Regents Diploma with Advanced Designation	All student population	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 7 required Regents Exams distributed as follows: 3 mathematics, 2 science (one physical, one life), 1 English, 1 Social Studies • Successful completion of 1 Pathway and <ul style="list-style-type: none"> ○ Each Regents Exam with a score of 65 or better <p>Sequence: successful completion of one of the three sequence options:</p> <ul style="list-style-type: none"> ○ Earning an additional 2 units of credit in world languages and passing a locally developed Checkpoint B exam in work languages, or ○ Completing a 5-unit sequence in the Arts, or ○ Completing a 5-unit sequence in CTE <p>Reference: <u>Diploma Type</u></p>

Diploma Type	Available to	Requirements
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<p>Regents Diploma with Advanced Designation with an annotation that denoted Mastery in Mathematics</p>	<p>All student population</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment and Sequence: Meets all assessments and sequence requirements for the Regents diploma with advanced designation (see above) and scores 85 or better on each of 3 Regents Exams in mathematics.</p> <p>Note: Students who were exempted from a Regents Exam in mathematics (due to COVID-19 cancellations) may earn the mastery in mathematics endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> • Passed 2 Regents Exams in mathematics with a score of 85 or higher and was granted an exemption on a third Regents Exam in mathematics, or • Passed 1 Regents Exam in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating a Regents Exam for which an exemption was granted. <p>Reference: <u>Endorsements and Seals</u></p>
<p>Regents Diploma with Advanced Designation with an annotation that denoted Mastery in Science</p>	<p>All student population</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment and Sequence: Meets all assessments and sequence requirements for the Regents diploma with advanced designation (see above) and scores 85 or better on each of 3 Regents Exams in science.</p> <p>Note: Students who were exempted from a Regents Exam in science (due to COVID-19 cancellations) may earn the mastery in science endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> • Passed 2 Regents Exams in science with a score of 85 or higher and was granted an exemption on a third Regents Exam in science, or • Passed 1 Regents Exam in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating a Regents Exam for which an exemption was granted. • <p>Reference: <u>Endorsements and Seals</u></p>

Diploma Type	Available to	Requirements
Regents Diploma with Advanced Designation with Honors	All student population	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment and Sequence: Meets all assessments and sequence requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better on all Regents Exams required for the diploma.</p> <p>Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B exam in world language is not included in the computed average. In instances where students received exemptions from Regents Exams, the calculation for the honors endorsement will be dependent upon the number of scored Regents Exams the student has.</p> <ul style="list-style-type: none"> • Students with a minimum of three scored Regents Exams applicable to the diploma <ul style="list-style-type: none"> ○ In instances where students have at least three scored Regents Exams to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Exam scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement. • Students with fewer than three scored Regents Exams applicable to the diploma <ul style="list-style-type: none"> ○ The student’s final course grade for each exempted Regents Exam will be substituted in the calculation for honors. If the computed average of the scored Regents Exams and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement. <p>Reference: <u>Regents Diploma with Advanced Designation with Honors</u></p>
Local Diploma (through Traditional Appeal)	All student population	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 work language, 2 physical education, and 3 ½ electives.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Exams (one in each discipline: English, mathematics, science and social studies) • Successful completion of 1 Pathway and <ul style="list-style-type: none"> ○ 2 of the above required Regents Exams (including the Pathway, if a 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); and ○ Remaining required Regents Exam with a score of 65 or better <p>Reference: <u>Appeals, Safety Nets, and Superintendent Determination</u></p>

Diploma Type	Available to	Requirements
Local Diploma	English Language Learners Only	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment</p> <ul style="list-style-type: none"> • 4 required Regents Exams (one in each discipling: English, mathematics, science and social studies) • Successful completion of 1 Pathway and <ul style="list-style-type: none"> ○ The ELA Regents Exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) ○ Up to 1 of the above required 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) ○ Remaining required Regents Exams with a score of 65 or better. <p>Note: English Language Learners (ELL) seeing an appeal for a score of 55-59 on the ELA Regents Exam are only eligible for an appeal in this area if they entered the United States in grade 9 or after and were classified as an ELL when they took the test the second time</p> <p>Reference: <u>Appeals, Safety Nets, and Superintendent Determination</u></p>
Local Diploma	Students with disabilities with an individualized education program (IEP) or if included on the student’s Section 504 Accommodation Plan	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment:</p> <ol style="list-style-type: none"> a. Low Pass Safety Net Option: <ul style="list-style-type: none"> • 4 required Regents Exams (one in each discipline: English, mathematics, science and social studies) • Successful completion of 1 Pathway and <ul style="list-style-type: none"> ○ Each Regents Exam with a score of 55 or better b. Low Pass Safety Net and Appeal: <ul style="list-style-type: none"> • 4 required Regents Exams (one in each discipline: English, mathematics, science and social studies) • Successful completion of 1 Pathway and <ul style="list-style-type: none"> ○ Up to 2 Regents Exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) ○ Each remaining Regents Exam with a score of 55 or better c. Compensatory Safety Net Option: scores between 45-54 on one or more of the required science, social studies, or mathematics (as a pathway) Regents Exams, but compensates the low score with a score of 65 or higher on another required Regents Exam. NOTE: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single exam may not be used to compensate for more than one exam for which a score of 45-54 is earned. <p>Reference: <u>Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities</u></p>

Diploma Type	Available to	Requirements
Local Diploma (through Superintendent Determination)	<p>Students with disabilities with an IEP</p> <p>Does NOT INCLUDE students with a Section 504 Accommodation Plan</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment</p> <ul style="list-style-type: none"> ○ A superintendent’s determination made upon a parent’s written request, based on a review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State’s learning standards through the assessment required for graduation. <p>To be eligible for superintendent determination:</p> <ol style="list-style-type: none"> 1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services. 2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option. 3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation including the Regents courses to prepare for the corresponding required Regents Examination areas (English Language Arts (ELA), mathematics, social studies and science. 4. The student must have taken and received a minimum score of 55 on both the ELA and mathematics Regents Exams or successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score between 52 and 54 on the English and/or Mathematics Regents Exams may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. 5. There must be evidence that the student participated in all Regents Exams required for graduation but has not passed one or more of these exams. 6. In a subject area where the student was not able to demonstrate his/her proficiency of the State’s learning standards through the Regents Exams required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4) there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s). 7. <p>Reference: <u>Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities</u></p>

Local Diploma (through Special Determination)	All student populations (only applies to June 2022 graduates)	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 SS; 3 science, 3 mathematics, ½ health, 1 art, 1 world language, 2 physical education, and 3 ½ electives.</p> <p>Assessment: To be eligible for the Special Determination, the student must otherwise meet all requirements for graduation in June of 2022 and meet one of the following criteria:</p> <ul style="list-style-type: none"> • The student was enrolled in a course of study or make up program during the 2021-2022 school year leading to a June 2022 Regents Exam, earned credit in such course of study by the scheduled date of the Regents Exam, participated in such exam but did not achieve a passing score or qualify for a Special Appeal: or • The student was enrolled in a course of study or make up program during the 2021-2022 school year that was intended to culminate in the student’s participation in a June 2022 Regents Exam and the student earned credit in such course of study by the date of such exam but was unable to participate in such exam due to illness, including isolation restrictions due to COVID. Such illness must be documented by the student’s physician, or in the case of COVID, in accordance with the Centers for Disease Control and Prevention (CDC) and or local guidelines for quarantine. A student absent dur to COVID should follow the locally developed school or district procedures for reports such absence. <p>Reference: <u>Special Determination to Graduate with a Local Diploma in June 2022</u></p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors) with a Career and Technical Education Endorsement	All student populations	<p>Credit: Completes all credit requirements as listed above for specific diploma types and successfully completed an approved career and technical education program.</p> <p>Assessment: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3-part technical assessment designated for the approved career and technical education program which the student has completed.</p> <p>Reference: <u>Endorsements and Seals</u></p>
Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors) with a Seal of Biliteracy	All student populations	<p>Credit: Completes all credit requirements as listed above for specific diploma types (Regents or Regents with Advanced Designation) and meets the criteria for earning the New York State Seal of Biliteracy.</p> <p>Assessment: Meets the criteria for <u>Earning the New York State Seal of Biliteracy</u>.</p> <p>Reference: <u>The New York State Seal of Biliteracy (NYSSB)</u></p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Seal of Civic Readiness	All student populations	<p>Credit: Completes all credit requirements as listed above for specific diploma types (Regents or Regents with Advanced Designation) and meets the criteria for earning the New York State Seal of Civic Readiness.</p> <p>Assessment: Meets the criteria for earning the New York State <u>Seal of Civic Readiness</u>.</p> <p>Reference: <u>New York State of Civic Readiness</u></p>

Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All student population	<ul style="list-style-type: none"> • Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the areas of career exploration and development, integrated learning and universal foundation skills, satisfactorily completes the equivalent of 2 units of student (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. <p>Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standard, 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.</p> <p>Reference: Exiting Credentials and Commissioner’s Regulations 8 CRR-NY 100.6 High school exiting credentials.</p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>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 documentation of the student’s skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning, and working.</p> <p>Reference: Exiting Credentials, Special Education Field Advisory: Skills and Achievement Commencement Credential for Students with Severe Disabilities, and Commissioner’s Regulation 8 CRR-NY 100.6. High School exiting credentials.</p>

Endnotes

- i. Students with a disability may be excused from the world languages credit requirement if indicated on the IEP but must still earn 22 units of credit to graduate.
- ii. In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma.
- iii. **In addition**, to passing the following 4 required Regents Exams or the corresponding Department approved alternative examination, all students must complete 1 of the following pathway options:
 - Earn the New York State Seal of Civic Readiness; or
 - Pass an additional mathematics Regents Exam in different course or Department approved alternative; or
 - Pass an additional science Regents Exam in a different course or Department approved alternative; or
 - Pass an additional social studies Regents Exam in a different course or Department approved alternative; or
 - Pass an additional English assessment in a different course selected from the Department approved alternative list; or
 - Pass a Department Approved Pathway Assessment in the Arts; or
 - Pass a Department Approved Pathway Assessment in Work Languages; or
 - Successfully complete all the requirements for the CDOS Commencement Credential; or
 - Successfully complete an approved CTE program, including the associated 3-part technical assessment.

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CDOS, or world languages. Additional information can be referenced on the NYSED's [Multiple Pathways](#) webpage.

- iv. An assessment exemption may be accepted in lieu of a Regents Exam, pathway assessment, or Department approved alternative exam. Additional information can be referenced in the following: [FAQs: June/August 2020, January 2021, June/August 2021, and January 2022](#) and [FAQs on Cancellation of Regents Exam in US History and Government \(Framework\)](#). Additionally, if a school grants a special appeal, the student is deemed to have met the assessment requirements. Additional information can be referenced in the [Special Appeals Memo](#) and [FAQ](#).
- v. Regents Exams used to meet the pathway requirement may be appealed.
- vi. Non-Regents pathway assessment and Department approved alternative exams are not subject to the Appeal process.

Students with a disability who are excused from the world languages requirement per their IEP need not complete a sequence in world languages nor a 5-unit sequence in the Arts or CTE to meet the requirements for the Regents diploma with advanced designation.



New York Seal of Biliteracy (NYSSB)

The Seal of Biliteracy is a prestigious award that allows colleges and employers to know that you are proficient in more than one language. This distinction will be attached to diplomas and transcripts of graduates who have demonstrated language proficiency in both English and any other language, including American Sign Language. Why earn the Seal of Biliteracy?

- Employers and colleges are looking for bilingual applicants.
- The seal honors the many cultures and languages in our communities.
- It enhances applications for college, grants, and scholarships.
- This distinction prepares you for 21st century careers.
- You will have the potential to earn more money throughout your career.

Any student working towards proficiency in reading, writing, listening, and speaking in English and another language can apply. High school counselors and language teachers will assist students who are eligible to apply for this seal of distinction. Students will be introduced to the program requirements beginning in ninth grade. Planning will typically begin during the 11th grade year. School counselors will ensure that all necessary courses are in the student's course load to achieve the seal. Students starting their junior or senior year are eligible to apply for the NYSSB. In addition to the minimum requirement of graduating with a NYS Regents Diploma, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria. Please visit our website for more information.

Criteria for Demonstrating Proficiency in English	Points	Criteria for Demonstrating Proficiency in World Language	Points
Score 80 or higher on the NYS Regents Examination in English Language Arts OR English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	Complete a Checkpoint Level C World Language course (Level 4), with a grade of 85 or higher, for both the coursework and final examination consistent with the Checkpoint C Standards	1
ELLs score at the Commanding level on two modalities on the NYS English as a Second Language Test (NYSESLAT) as demonstrated by an overall score of 290.	1	Provide transcripts from a school in a country outside of the U.S. shows at least three years of instruction in the student's home/native language in grades 8-12, with an equivalent grade average or higher	1
Complete all 11 th and 12 th grade ELA courses with an average of 85 or higher.	1	Score at a proficient level on an accredited Checkpoint C assessment (ASL only)	1
Achieve the following scores on the examinations listed below: -3 or higher on an AP English Language or Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL)	1	Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee to a panel of reviewers with proficiency in the target language	2
Present a scholarly essay that meets the criteria for speaking, listening, reading, and writing (the junior research paper) established by the district's Seal of Biliteracy Committee to a panel of reviewers with proficiency in English	2		

New York Seal of Civic Readiness



The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- Shows the student’s understanding of a commitment to participatory government, civic responsibility, and civic values.
- Demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- Recognizes the value of civic engagement and scholarship.

Criteria for the Seal of Civic Readiness

In order to obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation. Students may also earn points by completing a middle school Capstone project or a high school Capstone project.

Civic Knowledge	Points	Civic Participation	Points
4 Credits of Social Studies	1	Culminating High School Civic Project	1.5
Mastery level on Social Studies Regents	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay	1*
Social Studied Regents Exams Proficiency Level	1*	Mastery level in an elective course that promotes civic engagement	.5*
Advanced Social Studies Courses	.5*	Middle School Capstone Project	1*
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an application of knowledge essay	.5*
*Students may receive these points more than once.		Civics Capstone Project	4

IAAP – Individual Arts Assessment Pathway

East Islip High School is developing procedures and guidelines during the 2024-2025 school year for our students to earn the IAAP. Please visit the state website to learn more about the different pathways available to our students:

<https://www.nysed.gov/curriculum-instruction/individual-arts-assessment-pathway-iaap>

East Islip High School

Individual Art Assessment Pathway (IAAP)



In January of 2015 the NYSED Board of Regents amended sections 100.2 and 100.5 of the Commissioner's Regulations to implement the 4+1 pathways to graduation to allow students to meet the diploma requirements in different ways. The amendment created pathway assessments in the Humanities, STEAM, Biliteracy, CTE, and the Arts. In 2017 with the implementation of the new Arts Learning Standards, working with the IAAP Development committee, completed the development of the criteria for a 3-unit arts pathway in the Fall of 2021.

Overview to Earn the East Islip Advanced Pathway in the Arts:

Students must enroll in a three-course sequence which ends in a culminating project (i.e. Art Portfolio or NYSATA Adjudication) to earn the IAAP and/or the East Islip Pathway in the Arts Certificate. An Artifact for each year MUST be added to a Cloud Folder by the student for review.

Art Department Requirements:

- **3 Points** - Upload 3 pieces of artwork at the HS Proficient II Level, AND:
Submit a one-page written piece utilizing one or both of the following questions:
 - *How does your work successfully utilize The Elements of Art and/or The Principles of Design?*
 - *Explain the process of the creation of your piece. (Idea, materials, steps, techniques)*
- **Upload the Artwork and Written work to the drive.**
- **3 Points** - Students who participate in the NYSATA assessment process will earn three points per year towards the IAAP.
- **Upload the Certificate and Evaluation Sheet to the drive.**

**Earn a total of 9 points over the 3-year sequence from the following options:*

EXTRA -CURRICULAR ACTIVITIES

The high school offers a wide range of clubs in which students are encouraged to participate. In this way, students can become a real part of the school and contribute to its growth. Club offers differ each year. Please visit the high school website for a list of current advisors for each club.

A Capella
Academic Team
Art Club
Boys Leaders Club
Buddies Social Club
Chamber Orchestra
Chess Club
Class of 2026
Class of 2027
Class of 2028
Class of 2029
Drama Club
E-Sports Club
Environmental Club
French Club
Future Business Leaders of American (FBLA)
Gender-Sexuality Alliance
Girls Leaders Club
Interact Club
Key Club
Kick line
Literary Magazine
Pep Band/Marching Band
Math Honor Society
Math League
Mock Trial Team
National Art Honor Society
National Honor Society
Peer Leadership
Photography Club
Physical Fitness & Weight Training
Robotics
S.A.D.D.
School Musical
School Musical Stage Crew
School Newspaper Club
School Store
Science Honor Society
Science Research/STEM
Skills USA
Special Olympics
STARS
Student Government
Tri-M Music Honor Society
Unified Sports-Basketball & Bowling
Videovation
World Language Honor Society
Yearbook Club

CAREER AND TECHNICAL EDUCATION PROGRAMS AND EASTERN SUFFOLK BOCES

Juniors and Seniors who are interested in a CTE program may apply to attend school for half the day at Eastern Suffolk BOCES. Eastern Suffolk BOCES offers Career and Technical Education (CTE) programs, along with the qualifying academic credits specific to these programs. These are programs approved by the New York State Department of Education. CTE programs provide hands-on learning in areas that may lead to Career and Technical Education endorsement following the successful completion of an industry examination. Students must have a graduating schedule for senior year to be eligible to receive an application. For more information and the courses available, students should schedule an appointment with their school counselor.

Sample Schedule for BOCES

Period	Courses
1	BOCES AM
2	BOCES AM
3	BOCES AM
4	BOCES AM
5	BOCES AM/Lunch
6	English 12
7	Economics/Participation in Government
8	Physical Education/ Elective
9	Math/Science/Elective

Student applications are time/date stamped and are sent to BOCES in the order in which they are received. Space is limited.

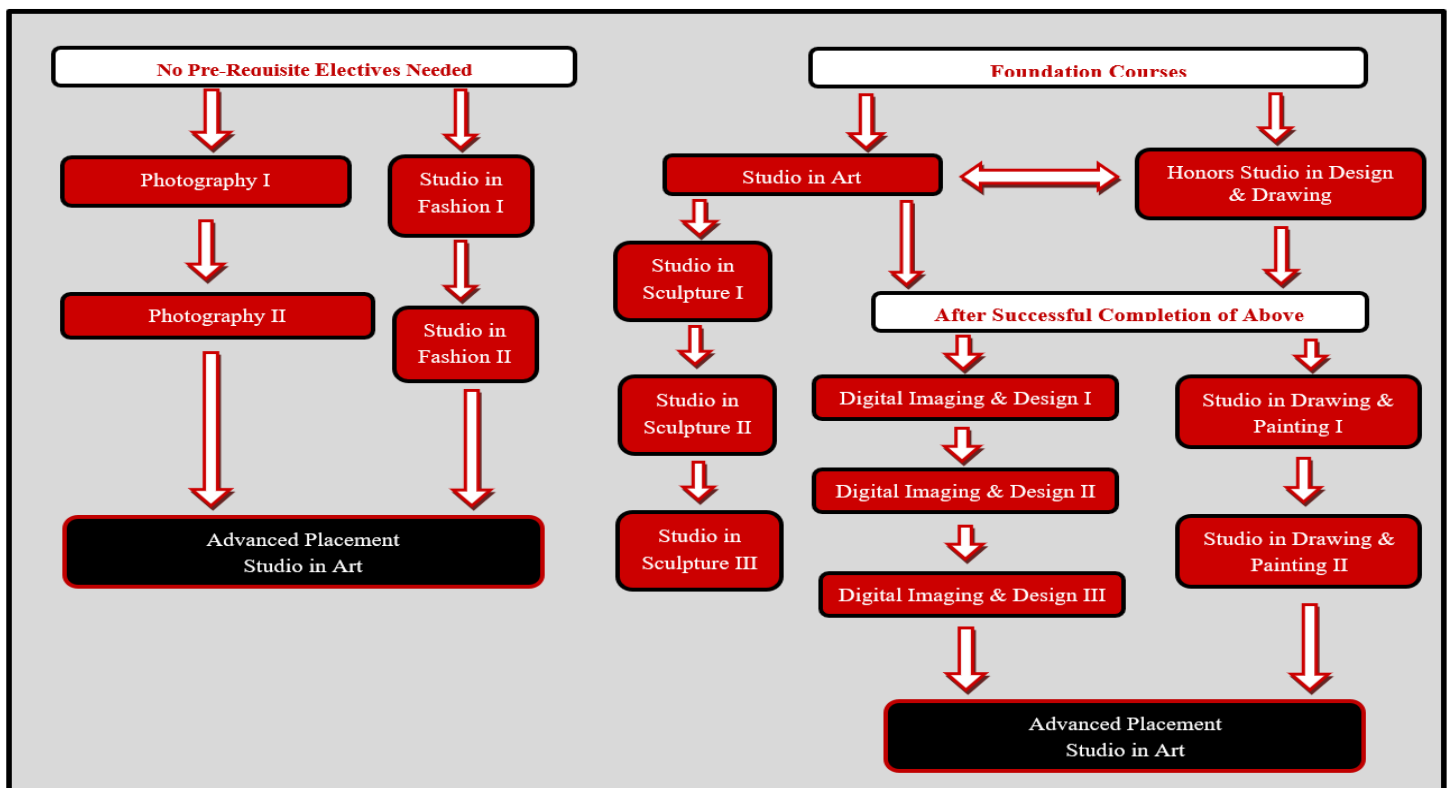
Welding /Metal Fabrication	Audio Production
Aviation/Professional Pilot Training	Aviation/Professional Pilot Training
Carpentry/Residential Construction and Home Improvement	Carpentry/Residential Construction and Home Improvement
Certified Personal Trainer	Certified Personal Trainer
Computer Repair and Network	Clinical Medical Assisting
Culinary Arts/Restaurant Operations Management	Computer Repair and Network
Electrical Trade and Alternative Energy	Culinary Arts/Restaurant Operations Management
Heating, Ventilation and Air Conditioning	Dental Chairside Assisting
Law Enforcement	Electrical Trade and Alternative Energy
Marine/Motorsports Technology	Heating, Ventilation, and Air Conditioning
Plumbing and Heating	Law Enforcement
	Marine/Motorsports Technology
	Nurse Assisting
	Physical Therapy Aide
	Plumbing and Heating
	Practical Nursing
	Welding/Metal Fabrication
	Emergency Medical Technician

2025-2026 COLLEGE COURSER OFFERINGS

COLLEGE	COLLEGE COURSE	EIHS COURSE	TERM	CREDITS
Stony Brook	JRN101	5244 Modern Issues in Media	Fall	3
Stony Brook	ARS225	5728 Digital Imaging and Design I	Year	3
Stony Brook	ARS281	5735 Photography I	Year	3
Stony Brook	SLN111	5546 American Sign Language I	Year	3
Stony Brook	SLN112	5547 American Sign Language II	Year	3
Stony Brook	SLN211	5548 American Sign Language III	Year	3
Stony Brook	FRE111	5575 French IV	Year	4
Stony Brook	FRE112	5509 French V	Year	4
Stony Brook	ITA111	5574 Italian IV	Year	4
Stony Brook	ITA112	5542 Italian V	Year	4
Stony Brook	SPN111	5573 Spanish IV	Year	4
Stony Brook	SPN112	5576 Spanish V	Year	4
Long Island University	MTK11	6643 Marketing	Fall	3
Long Island University	SOC1	5222 Sociology	Fall	3
Long Island University	HSC201	6668 Health Information Network	Fall	3
Long Island University	BIO270	5416 Animal Behavior	Year	4
Long Island University	PSY101	5237 Psychology	Year	3
Long Island University	FCS71	5419 Forensic Investigation	Year	3
Long Island University	CS111	6250 Computer Aided Design	Year	3
Long Island University	FIN323	6647 Personal Financial Management	Year	3
Long Island University	CS350	6261 Robotics II	Year	3
Long Island University	BDST212	5754 Broadcast Television	Year	3
Long Island University	ENT101	6645 Entrepreneurship	Spring	3
Long Island University	CAC123	5221 Criminal Justice	Spring	3
Long Island University	FIN65	5653 Wall Street Plus	Spring	3
Suffolk County Comm College	AUT111	6216 Auto/6238 Advanced Auto	Year	3 for Auto OR Adv Auto
Suffolk County Comm College	CIN117	5751 Video Production I	Year	3
Suffolk County Comm College	PHY118	5409 Physics & Lab	Year	3
SUNY Farmingdale	BUS101	5632 Accounting I	Fall	3
SUNY Farmingdale	BUS111	6663 Virtual Enterprise	Fall	3
SUNY Farmingdale	SMT225	5627 Business & Sports Marketing	Year	3
SUNY Farmingdale	MTH129	5312 Honors Precalculus	Year	3
SUNY Farmingdale	MTH150	5307 Calculus	Year	4
SUNY Farmingdale	BIO123	5420 Human Anatomy & Physiology	Year	4
SUNY Farmingdale	BUS141	6663 Virtual Enterprise	Spring	3
SUNY Farmingdale	BUS102	5633 Accounting II	Spring	3
SUNY Farmingdale	HST105	6665 Medical Terminology	Spring	3

Art Courses

The Art Department offers students an opportunity to develop skills and excel in the visual arts. Beginning with generalized experiments with the fundamentals of design, students are provided with an opportunity to explore a variety of challenging two-dimensional and three-dimensional experiences. In all courses, there is an insistence upon quality of thought and technical excellence. It is the intention of the department to help students reach their creative capacity by “searching,” “discovering,” and “creating.” Towards these ends, the art program provides an opportunity for the student to grasp a feeling of art and to experience the excitement and satisfaction of individual creative expression. Refer to Graduation Requirements on page 11.



Studio in Art

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: None

This is a full-year elective course for students who desire a broad, general foundation in the visual arts, or for those who plan to pursue further studies in the visual arts. Students are introduced to the fundamentals of artistic expression that emphasize the fundamentals of art, the principles and elements of design, and creative expression in a wide variety of art activities. The course emphasizes observation and interpretation of the visual environment, visual communication, imagination, and symbolism through an introduction to various visual arts media. The focus of this comprehensive course is the study of how artists convey ideas through the application of a variety of media, and the study of historical and contemporary art and artists from a worldwide perspective. This course is required for a sequence in art and may be used to fulfill the State graduation requirement for Fine Arts. **This course meets the Art 1-unit diploma requirement and can be used as the first year of Arts sequence.**

Honors Studio in Design and Drawing

Grades: 9-12

Credit: 1

Weighting: Honors

Prerequisite: None

Please refer to Guidelines for Success on page 6 for Honors courses.

Honors Studio in Design and Drawing is a full-year art elective that emphasizes creating solutions to given design problems employing the Design Production process. This is the perfect course for those students planning on or considering a career in Architecture, Engineering, Industrial/Product Design, Advertising, Construction, Interior Design, or Interior Decorating. All projects are fully conceptualized and developed from ideation through client acceptance and final production. This course covers the fundamentals of art and design. It includes mechanical and technical drawing, illustration, basic sketching, rendering, and the use of scale, dimensioning, and modeling. This course is required for a sequence in art and may be used to fulfill the State graduation requirement for Fine Arts. **This course meets the Art 1-unit diploma requirement and can be used as the first year of Arts sequence.**

Studio in Drawing and Painting I

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: Studio in Art or Honors Studio in Design and Drawing

This course is a full-year art elective offering the student intensive experience in drawing and painting. Students will explore a broad range of approaches to art through sketching, formal drawing and painting techniques, and unconventional, experimental, and explorative drawing/painting techniques, with projects drawing from observation and imagination. Development of technical skills and artistic vocabulary will include contour drawings, value studies, color theory, still-life, portraiture, figure drawing/painting, and landscape drawing/painting. Emphasis will be placed on observational drawings and art expressions. Students will learn to express and visually communicate ideas and feelings in a personal way by employing the various principles and elements of art. **High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option.**

Studio in Drawing and Painting II

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: Studio in Drawing and Painting I

Studio in Drawing and Painting II is a full-year art elective offered to students who have successfully completed Studio in Drawing and Painting I and elect to expand their drawing and painting exploration. Students in Studio in Drawing and Painting II are expected to work at a higher level to expand knowledge developed through Studio in Drawing and Painting I and will explore and experiment in various drawing and painting media in preparation for our AP Art courses. This course encourages students to refine their creative process and develop their own artistic exploration, following and breaking from traditional conventions. A diverse portfolio of works will be completed and available for presentation at the end of this course modeled after the practices of our AP Art courses. **High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option.**

Digital Imaging and Design I

Grades: 10-12

Credit: 1

Weighting: College

Prerequisite: None

Digital Imaging and Design is an art course that explores the creative and conceptual aspects of designing and producing digital imagery, illustrations, graphics, and applying the fundamental processes of artistic expression used in visual communication. This course explores the fields of commercial art, advertising, digital imaging, and digital illustration. This course offers practical experience in generating commercial art, logos, layouts, illustrations, displays, lettering, and works with a variety of media, techniques, and processes. Students

will prepare artwork for reproduction and presentation, learn and practice responding to their own art and that of others including professional designers through analysis, critique, and interpretation. **This course alone does not fulfill the NYS graduation requirements for Fine Arts. High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option. 3 College Credits optional through Stony Brook University.**

Digital Imaging and Design II

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: Digital Imaging and Design I

This course is designed to allow students to expand upon the knowledge they acquired through Digital Imaging and Design I. Students will develop a portfolio that advances their skills of visual communication through generating artwork that continues to fine-tune and develop skills in generating illustrations, graphic design, layouts, logos, and commercial art with a variety of media, techniques, and processes. Students will prepare artwork for reproduction and presentation, learn and practice responding to their own art, and that of others including professional designers through analysis, critique, and interpretation. **High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option.**

Digital Imaging and Design III

Grade: 12

Credit: 1

Weighting: Regents

Prerequisite: Digital Imaging and Design I and II

Digital Imaging and Design III is an upper-level elective art course designed for students who wish to explore Graphic Design, Digital Illustration, or Animation further and develop an advanced portfolio of work and have already successfully completed foundational art courses. This course will provide computer literate digital artists the opportunity to work at a mastery level by combining skills taught in the introductory course of Digital Imaging and Design with advanced computer programs. Students will expand their knowledge by using animation software in the Adobe Creative Suite. In Digital Imaging and Design III, students will establish goals for individual growth and exploration of their own interests and style of Digital Imaging and Design. Students will work at their own pace, choose subject matter, and are responsible for monitoring their own progress in terms of meeting the goals of each quarter grading period. Students will work closely with their art teacher to develop projects and cultivate their techniques and skills at an advanced level while creating a strong portfolio of artwork. **High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option.**

Studio in Fashion Design I

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: None

This is a course that covers a broad foundation of fashion design to allow our students to reach the Accomplished Level (HSII). Students will gain a basic fashion vocabulary, research the history of fashion, develop skills drawing elongated fashion figures, and create original designs. Projects may include fashion figures, apparel design, textiles, accessories, and drawing skills as they pertain to the world of fashion. Students will use a variety of mediums to render their fashion illustrations. Students will develop designs and illustrations that may be used for their fashion portfolios. **This course alone does not fulfill the NYS graduation requirements for Fine Arts. High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option.**

Studio in Fashion Design II

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: Studio in Fashion Design I

In this Accomplished Level (HSII) course, students advance their drawing skills and continue to develop and refine their understanding of fashion figures, garment details and construction. Students will continue to develop their fashion vocabulary, research contemporary designers and their contributions to the fashion industry, learn advanced rendering techniques and presentation formats. Projects may include advanced fashion figure techniques, apparel design, creating collections, and an overview of fashion marketing and merchandising. Students will use a variety of mediums to render their fashion illustrations and explore personal style while developing their fashion portfolios. **High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option.**

Photography I

Grades: 10-12

Credit: 1

Weighting: College

Prerequisite: None

Photography I is a course that provides students with an understanding of photographic media, techniques, and processes, allowing our students to reach the Proficient Level (I). This course will focus on the development of photographic compositions through manipulation of the fundamental processes of artistic expression. Students may learn to make meaningful visual statements with an emphasis on personal creative expression to communicate ideas, feelings, or values. Photography courses may also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects. Students engage in critiques of their photographic images, the works of other students, and those by professional photographers. A digital camera is required; however, phone cameras are sufficient. Please note there is a \$70.00 lab fee to cover the cost of supplies. **This course alone does not fulfill the NYS graduation requirements for Fine Arts. High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option. 3 College Credits optional through Stony Brook University.**

Photography II

Grades: 11-12

Credit: 1

Weighting: Honors

Prerequisite: Photography I

Please refer to Guidelines for Success on page 6 for Honors courses.

This course serves as a continuation of Photography I with an emphasis on advanced techniques and exploration of traditional photography techniques allowing our students to move to the Accomplished Level (HSII). Some areas that will be explored are traditional film photography and the darkroom, the use of studio lighting, long exposures in low light, and the incorporation of other media into photography. Traditional photographic principles, creative techniques, and media trends will be explored. Students will develop photographic compositions through manipulation of the fundamental processes of artistic expression and learn to make meaningful visual statements with an emphasis on personal creative expression to communicate ideas, feelings, or values. Students engage in critiques of their photographic images, the works of other students, and those by professional photographers. A digital camera is required; however, phone cameras are sufficient. Film cameras will be provided when necessary for students to share homework assignments. Please note there is a \$70.00 lab fee to cover the cost of supplies. **High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option.**

Studio in Sculpture I

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: Studio in Art

This course allows students the opportunity to experience an in-depth exploration of 3D art. Materials may include, but are not limited to wood, plaster, clay, plastics, stone, and metals. A variety of techniques will be used including casting and assembly construction. This course provides the framework to continue through a three-dimensional pathway which can eventually lead to AP 3D Art and Design. Please note there is a \$70 lab fee associated with this course. **This course alone does not fulfill the NYS graduation requirement for Fine Arts.**

Studio in Sculpture II

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: Studio in Sculpture I

This course will explore a broad range of approaches to three-dimensional art creation through additive, subtractive, and assemblage techniques as methods of construction. Students will learn to further develop their perception of SPACE by exploring how sculpture interacts with the surrounding environment. We will learn about the qualities and properties of a variety of materials, including but not limited to paper, wire, plaster, wood, clay, found objects, and adhesives. This course allows students to sequence to our AP 3D course. Please note there is a \$70 lab fee associated with this course. **This course alone does not fulfill the NYS graduation requirement for Fine Arts.**

Studio in Sculpture III

Grade: 12

Credit: 1

Weighting: Regents

Prerequisite: Studio in Sculpture I, II

Sculpture III is an upper-level elective art course designed for students who wish to explore sculpture further, develop an advanced portfolio of work and have already successfully completed foundational art courses. Sculpture III is a full-year course where emphasis will be given to developing a body of work suitable for portfolio presentation. In Sculpture III, students will establish goals for individual growth and exploration of their own interests and style and medium of Sculpture. Students will work at their own pace, choose subject matter and are responsible for monitoring their own progress in terms of meeting the goals of each quarter grading period. Students will work closely with their art teacher to develop projects and cultivate their techniques and skills at an advanced level while creating a strong portfolio of artwork. Sculpture III students will use prior knowledge of sculpting techniques including but not limited to additive, subtractive, and assemblage building. Students will be able to choose from a variety of materials to work with; this may include ceramic clay, polymer clay, paper, cardboard, plaster, metal, and found objects. Please note there is a \$70 lab fee associated with this course. **High School Accomplished Level Elective course offerings enable students to complete a sequence in the Arts, and Regents Diploma with Advanced Designation and/or (4+1) Pathway option.**

Advanced Placement Art and Design Courses

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses and allow our students to work at the Advanced Level (HSIII). Students may choose to submit any or all the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and

ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all AP Portfolio Exams. Below are the courses offered for our students. **The AP Art and Design Assessments are approved by NYSED, and passing the assessment is required to complete the 4+1 Pathway for a Sequence in the Arts.**

Advanced Placement Art and Design: 2D Design

Grades: 11-12

Credit: 1

Weighting: AP

Prerequisite: Art sequence as outlined by the flow chart

Please refer to Guidelines for Success on page 6 for AP courses.

The AP Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Art and Design: Drawing

Grades: 11-12

Credit: 1

Weighting: AP

Prerequisite: Art Sequence as outlined by the flow chart

Please refer to Guidelines for Success on page 6 for AP courses.

The AP Drawing course framework presents an inquiry-based approach to learning about and making art and design through drawing. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Drawing students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Business Courses

Whether you plan to enter college or the workplace, the Business Education Department offers programs that will help you develop the skills essential for success. Students taking these business courses get a wide range of knowledge that will help them succeed in the real world. Many of the courses offered in the department give students the opportunity to earn college credits. These courses touch on a variety of areas such as computer skills, fundamentals of small business, the ability to understand your personal financial well-being and communication skills to network with our global partners.

Accounting I/Accounting II

Grades: 11-12

Credits: 1

Weighting: College

Prerequisite: None

Accounting is the language of business. If you are interested in having your own business or working in the business field, you need to have a solid foundation in accounting fundamentals. This full year course teaches you how to keep track of, manage, analyze, and interpret the financial records of a business. If you are going to college for Any type of business degree (accounting, administration, entrepreneurship, finance, management, and marketing) you must complete two semesters of accounting. Why not take one while still in high school? No previous accounting experience is required. The second half of the course is built on the underlying framework of accounting and consists of the basic principles of accounting as students continue with their application in related data for internal users to assess company performance. This course focuses on providing accounting-related data for decision making, production management, and product/service pricing. Students will examine course behavior and classification, job order costing, activity-based costing, and variance analysis. An emphasis is placed on the accounting cycle, accruals/deferrals, notes and interest, and internal controls. **6 College Credits optional through SUNY Farmingdale State College when you take both Accounting I and II. This is a full year course.**

Business and Sports Marketing

Grades: 10-12

Credit: 1

Weighting: College

Prerequisite: None

Students will be exposed to the breadth of the ever-burgeoning business of sport. Sport is a multi-billion-dollar global industry and is still growing exponentially. The objective of this course is to define the role of marketing principles as they relate to the sports industry. Students will examine the marketing mix and apply these concepts to professional and amateur sport entities, as well as sport-related products. Areas of study will include but are not limited to endorsements, promotion, media, sport management, administration-related occupations, and the economics of sport. We will continually discuss and react to current issues in sports, be it fiscal, ethical, or otherwise. **3 College Credits optional through SUNY Farmingdale State College.**

Digital Communications and Social Media Influence

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: None

Students will develop an understanding for effective communication in business situations and environments. Mobile computing, social networking, and Smart phone technologies are widely used by teens to connect with

family and friends. What students may not realize are the academic and professional benefits technology can offer in their college and career pursuits. This class will instruct students on the use of presentation software such as PowerPoint, Prezi, and Apple Notes. The class will show students how to maximize productivity and collaborate with others using Cloud-based platforms like Google Docs, Microsoft Outlook, iCloud, and Smartphone Apps. Students will learn how to use Microsoft Excel to gather data, build formulas, and create charts and graphs for college research and business analysis. The class will also explore the academic and professional use of social networking for school projects, creating a professional online portfolio, and learning successful social media influence techniques. Finally, Internet Security issues will be examined, and students will be instructed on best practices for protecting their identity and information in the digital age.

Marketing

Grades: 10-12

Weighting: College

Credit: ½

Prerequisite: None

Corequisite: Entrepreneurship

Ever wonder why some products seem to capture the public's interest and become the rage, while others just seem to appear one day and disappear the next? Do you find certain advertisements funny and others simply ridiculous? What are the secrets to making millions of dollars by selling a new and different idea? If you have ever wondered about such things, you certainly would be interested in Marketing! Principles of Marketing courses offer students insight into the processes affecting the flow of goods and services from the producer to the consumer. Through a series of projects and presentations, students learn the concepts that all successful businesses utilize and allow them to capture the imagination of 300 million American consumers. Learn how major stores such as American Eagle and McDonald's target customers and develop marketing strategies for those customers. Students examine consumer behavior and government regulations pertaining to the business world. Current events, trends and case studies will be integrated and evaluated throughout the classroom discussions. All students interested in business are highly encouraged to take advantage of this invigorating course. This course is aligned with the New York State Common Core Standards. **3 College Credits optional through Long Island University. This course is part of the Business Management and Entrepreneurship CTE Pathway.**

Virtual Enterprise

Grade: 12

Weighting: College

Credit: 1

Prerequisite: None

Virtual Enterprises International is an in-school entrepreneurship program and global business simulation. This is a student-centered course in which the teacher serves as a facilitator as the students develop a simulated business to compete with other high schools throughout the world in the online Virtual Enterprises marketplace. The simulated business will replicate all the functions and demands of a real business in both structure and practice, including product development, production, distribution, marketing, sales, human resources, finance, and accounting. As "employees" of the virtual business, students are accountable for their company's management and performance. Through a web-based banking system that connects over 5,000 student-run businesses in 40 countries, VEI students experience the expectations of the global economy and find new solutions to drive business results by trading across industries, borders, and cultures. Students are responsible for conducting market research, developing business plans, creating annual reports, analyzing risks and returns, paying wages and taxes, maintaining 401(k) plans, preparing professional marketing materials, and communicating with customers and investors. **6 College Credits optional through SUNY Farmingdale College. This course is part of the Business Management and Entrepreneurship CTE Pathway.**

Personal Financial Management

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: None

This course teaches students real-world applications of business to everyday personal and business financial situations. This course will prepare students with the appropriate tools to understand banking, savings, checking, investing, calculation of loans, and understanding payroll and income taxes. Students will learn these business concepts using a business simulation project and a personal finance simulation project. Computer applications will be used to reinforce class discussions. Students will develop their own personal finance portfolio to prepare them for post high school financial decisions. **3 College Credits optional through Long Island University. This course is part of the Business Management and Entrepreneurship CTE Pathway.**

Wall Street Plus

Grades: 10-12

Credit: ½

Weighting: College

Prerequisite: None

Understanding personal investment is for everyone! What are stocks, bonds, and mutual funds? What is asset allocation? What is your tolerance for risk? What is Social Security? What is 401K and 403B accounts? What is Dow Jones Industrial Average? What is the difference between the New York Stock Exchange and NASDAQ? Only you can secure your financial future and the earlier you understand investing, the sooner you can actively manage your finances. Wall Street Plus utilizes the CNBC ticker daily, participates in the Newsday Stock Market Game visits the New York Stock Exchange and the Federal Reserve Bank. Each student learns the fundamentals of investing by tracking publicly held corporations. **3 College Credits optional through Long Island University.**

Entrepreneurship

Grades: 10-12

Credit: ½

Weighting: College

Prerequisite: None

Corequisite: Marketing

Students enrolled in this course will understand the importance of developing a viable Business Plan. This business plan will include all facets of financing, marketing, managing, legal issues, selling, and public relations. The students will also need to look for the perfect location, negotiate and secure a lease for operation. They will also understand the value of efficient usage of all their available resources which will include personnel, capital, supplies, and inventory. They will also be required to conduct research to analyze the competition, market trends, industry structures, and other issues relevant to their business. Commerce has revolutionized the business world. Americans are finding ways to start and succeed in their own small businesses using the Internet and e-commerce. Students will work as part of a team to fill their website with content, to promote, to market, and to manage the website as a real business. **3 College Credits optional through Long Island University. This course is part of the Business Management and Entrepreneurship CTE Pathway.**

Career Financial Management

Grades: 10-12

Credit: ½

Weighting: Regents

Prerequisite: None

The Career Financial Management course is designed to introduce you to basic financial responsibilities, including career decisions in the real world. You will explore ways to maximize your earning potential and manage your money, as well as plan for financial security. The major topics to be examined are career management, the job search process, workplace regulations, leadership and ethics, budgeting, money management, banking and

financial records, and taxes. Day-to-day problem solving, and decision-making skills will also be developed throughout the course. Through these concepts you will learn to develop these skills and behaviors to provide better financial outcomes in every aspect of your life. **This course is part of the Early Childhood Education CTE Pathway, the Cosmetology CTE Pathway, and the Business Management and Entrepreneurship CTE Pathway.**

Medical Terminology/Health Information Network

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: None

This course introduces students to and helps them refine their clerical and office assistant skills. Course content typically covers filing, telephone, and ICD insurance coding systems, medical office procedures, and communication skills, and so on. This course requires students to define and identify acronyms, abbreviations, and technological terms used in an office setting, such as medical office. Emphasis is placed on responsibilities, qualifications, work environments, and career paths. This course may also include an examination of medical terminology, business communications, professional conduct, and presentations from professionals with various occupational areas. Perspective students would include anyone interested in pursuing a career in office administration, office assistant/billing field. **3 College Credits optional through SUNY Farmingdale for Medical Terminology and 3 College Credits optional through LIU for Health Information Network.**

Business Management and Entrepreneurship Pathway
Career and Financial Management – ½ credit
Marketing – ½ credit
Entrepreneurship – ½ credit
Personal Financial Management- ½ credit
Virtual Enterprise – 1 credit

English Courses

Next Generation Learning Standards for English Language Arts The New York State Next Generation English Language Arts Learning Standards (Revised 2017) consist of revisions, additions, deletions, vertical movement, and clarifications of the current English Language Arts Standards. They are defined as the knowledge, skills, and understanding that individuals can and do habitually demonstrate over time when exposed to high-quality instructional environments and learning experiences. A major focus of the standards is on the Lifelong Practices of Readers and Writers.

Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers:</p> <ul style="list-style-type: none">• think, write, speak, and listen to understand.• read often and widely from a range of global and diverse texts.• read for multiple purposes, including for learning and for pleasure.• self-select texts based on interest.• persevere through challenging, complex texts.• enrich personal language, background knowledge, and vocabulary through reading and communicating with others.• monitor comprehension and apply reading strategies flexibly.• make connections (to self, other texts, ideas, cultures, eras, etc.)	<p>Writers:</p> <ul style="list-style-type: none">• think, read, speak, and listen to support writing.• write often and widely in a variety of formats, using print and digital resources and tools.• write for multiple purposes including learning and for pleasure.• persevere through challenging writing tasks.• enrich personal language, background knowledge, and vocabulary through writing and communicating with others.• experiment and play with language.• analyze mentor texts to enhance writing.• strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

The English Language Arts Department of East Islip High School is committed to upholding instructional excellence. As a team, we embrace a high standard of academic rigor, defined according to 21st century criteria. Our mission is to develop and foster a life-long appreciation of the written word and to provide students with the critical reading, writing, listening, and communication skills necessary to be college and career ready. Through the analysis of literature, students develop a sharpened awareness of the human condition and a heightened sensitivity to a myriad of life experiences. We strive for students to be productive, caring members of a global society.

All students in grades 9-11 will be prepared for mastery level performance on the NYS Regents Examination in English, as well as SAT and ACT college entrance exams.

Why do we require summer reading? We believe that all students, whether continuing their education or joining the work force/military, need to be able to read and write effectively. We further believe that summer reading encourages students to maintain skills learned during the school year. Through their reading of one of the selected summer texts, students will be exposed to some of the themes that are woven throughout our core literature. Therefore, students will have a common base that will help them make connections to the texts read in class. Taking notes will enable students to remember key points of their reading.

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
English 9 Honors	English 10 Honors	AP Literature & Composition	AP Language & Composition
Humanities Study Skills	Humanities Study Skills	Humanities Study Skills	Humanities Study Skills
Grade 9 Electives	Grade 10 Electives	Grade 11 Electives	Grade 12 Electives
Speech & Communications	Speech & Communications	Speech & Communications	Speech & Communications
Journalism	Journalism	Journalism	Journalism
	Creative Writing	Creative Writing	Creative Writing
	From Page to Screen: Film & Literature	From Page to Screen: Film & Literature	From Page to Screen: Film & Literature
	Greek Mythology	Greek Mythology	Greek Mythology
	When Good Societies Go Bad: Dystopian Fiction	When Good Societies Go Bad: Dystopian Fiction	When Good Societies Go Bad: Dystopian Fiction

What are our goals and objectives for summer reading?

- To foster choice and a love of reading.
- To maintain skills learned prior to summer.
- To encourage students to read closely and take notes effectively.
- To help students form thematic connections between texts.
- To gather samples of student writing to assess writing strengths and weaknesses.

All summer assignments will be posted on the district website. Students enrolled in Honors and Advanced Placement classes have specific summer assignments. All students **MUST** complete their summer assignment. We encourage students to read more than just the selected work and to keep a log of their other reading experiences.

English 9

Grade: 9

Credit: 1

Weighting: Regents

Prerequisite: None

To be college and career ready in language arts, students must have firm control over the conventions of standard English. This course stresses all strands of the language arts and develops students' ability to read, interpret, and analyze literary selections, selected short stories, poetry, informational text, and drama. There is a special emphasis on critical, close reading of texts to evaluate the effects of literary devices, diction, and structure on the author's aim. Focusing on the writing process, students learn to generate ideas, draft, revise, edit, and publish well-crafted narrative, descriptive, persuasive, and expository essays. Research skills will be taught, and students will write a research paper. The curriculum will be enhanced through projects, student and professional presentations and the opportunity to experience live theater.

Honors English 9

Grade: 9

Credit: 1

Weighting: Honors

Prerequisite: Grade 8 English

Please refer to Guidelines for Success on page 6 for Honors courses.

This honors course of study is academically challenging and rigorous. Within the framework of reading, writing, listening, speaking, and language, students will read, interpret, and analyze classic literary works, and select short stories, poetry, informational text, and drama. There is a special emphasis on critical, close reading of texts to evaluate the effects of literary devices, diction, and structure on the author's aim. Students will learn how to combine elements of different kinds of writing to produce complex and nuanced drafts. Curriculum will be enhanced through projects, student and professional presentations and the opportunity to experience live theater. Research techniques are introduced, and oral communication skills are developed. Students will write a research paper. **Students in Honors classes will be required to complete a summer assignment which will be available on the district website.**

English 10

Grade: 10

Credit: 1

Weighting: Regents

Prerequisite: English 9

This course enables students to gain an appreciation of reading, interpretation, and discussion which brings literature to life. Designated readings include classic literary works, and selected short stories, poetry, informational text, and drama. There is a special emphasis on critical, close reading of texts to evaluate the effects of literary devices, diction, and structure on the author's aim. Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Using technology, students will create and publish writing while interacting and collaborating with others. Research skills will be taught, and students will write a research paper. Curriculum will be enhanced through projects, student and professional presentations and the opportunity to experience live theater.

Honors English 10

Grade: 10

Credit: 1

Weighting: Honors

Prerequisite: English 9

Please refer to Guidelines for Success on page 6 for Honors courses.

This rigorous course requires critical writing based on works read. Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Using various methods of inquiry, students will organize, interpret, and synthesize information. This is an intensive writing course intended to prepare students for the Regents exam and for the Advanced Placement courses. Research techniques are emphasized. Curriculum will be enhanced through projects, student and professional presentations and the opportunity to experience live theater. This course culminates in the English Regents examination. **Students in Honors classes will be required to complete a summer assignment which will be available on the district website.**

English 11**Grade: 11****Credit: 1****Weighting: Regents****Prerequisite: English 10**

The points of view and themes of American writers comprise the major elements of this eleventh-grade English course. As each piece of literature is read, its historical, psychological, and philosophical backgrounds are presented and discussed. The analytical and argumentative essays, as well as narration and description, are emphasized in students' writing. Research skills will be taught, and students will write a research paper. Curriculum will be enhanced through projects, student and professional presentations and the opportunity to experience live theater. This course culminates in the English Regents examination.

Advanced Placement Literature and Composition**Grade: 11****Credit: 1****Weighting: AP****Prerequisite: Grade 10 Honors*****Please refer to Guidelines for Success on page 6 for AP courses.***

Following the College Board's curriculum, this Advanced Placement course demands the highest quality of analytical reading and writing. Writing assignments focus on the critical analysis of literature, including expository and argumentative essays. Writing assignments further aims to develop your sense of the relationship between style, subject, and audience as well as the organization of ideas in a clear, coherent, and persuasive manner. In this class, you will study some of the greatest works of literature ever composed, which raise universal, timeless questions about justice, identity, relationships, the nature of good and evil, and more. The course is intellectually demanding, requiring you to read works ranging from ancient Greek tragedy all the way through more contemporary tales. Literary works studied include authors such as Mary Shelley, F. Scott Fitzgerald, Sophocles, and Shakespeare, among others. Our studies also include various poems and short stories. Students are encouraged to take the Advanced Placement exam in May. After the AP Exam, students will complete an MLA-formatted research paper to culminate the course. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Language and Composition**Grade: 12****Credit: 1****Weighting: AP****Prerequisite: AP Literature*****Please refer to Guidelines for Success on page 6 for AP courses.***

Following the College Board's curriculum, this Advanced Placement course demands the highest order of self-expression. Emphasis is placed on college level grammatical and stylistic structure, recasting sentences, advanced punctuation skills, writing and analyzing paragraphs and essays, and prose discourse. This course places rigorous demands upon students that are equivalent to a college level course. The curriculum will be enhanced through projects, student and professional presentations and the opportunity to experience live theater. Students are encouraged to take the Advanced Placement exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

English 12**Grade: 12****Credit: 1****Weighting: Regents****Prerequisite: English 11**

This course is a culmination of the English Language Arts program which students begin in 9th grade. The course focuses on the skills required for academic success in the English Language Arts. Students will analyze, interpret, and synthesize short fiction (short stories, novellas, poems, essays, and informational text), apply research tools, and utilize the technology necessary for life in the 21st century. Writing, listening, speaking, and language skills

will be perfected through diversified narrative, expository critical essays, as well as oral presentations. Curriculum will be enhanced through projects, student and professional presentations and the opportunity to experience live theater. A research paper is a requirement for graduation.

Greek Mythology

Grades 10-12

Credit: ½

Weighting: Regents

Prerequisite: None

An in-depth study into one of the world's richest and most entertaining sources of literature is provided. The gods of Mount Olympus come alive in the stories the Greeks invented. Such famous names as Hercules, Jason and the Argonauts, and Ulysses are read in their original heroic setting. We will also read imaginative stories of how different things on earth were created and stories of love and adventure.

Journalism

Grades: 9-12

Credit: ½

Weighting: Regents

Prerequisite: None

In this course, students will dive into the world of journalism by reading, analyzing, and writing stories of all different purposes, structures, and forms. We will focus on the ways the written work – with its enduring style, voice and weight – can be enhanced with media to create a product that best engages a present-day audience. Students will work to publish their stories in *The Broadcaster*, our school's new and improved student news site (EIBroadcaster.com). This course provides students an unparalleled opportunity to practice and improve their writing skills in a setting other than the English classroom and become well connected with the school community.

Creative Writing

Grades: 10-12

Credit: ½

Weighting: Regents

Prerequisite: None

The objectives of this course are to provide the fundamentals of writing the short story and several styles of poetry as well as to provide editing techniques useful to the aspiring writer. Besides learning techniques of how to write creatively, students learn about different forms of fiction and will work on stories that may include: horror, drama, science fiction, children's literature, and many more.

When Good Societies Go Bad: Dystopian Fiction

Grades: 10-12

Credit: ½

Weighting: Regents

Prerequisite: None

Have you ever wondered what a society controlled by the worst people among us might be like? What would happen if we were ruled by the power-hungry, the prejudiced, the greedy, the vengeful, or the cruel? Authors of dystopian fiction seek to answer these questions by writing stories about such nightmarish societies. Through reading, discussing, and writing about texts such as Aldous Huxley's novel *Brave New World* and Scott Westerfeld's novel *Uglies*, along with short stories by Kurt Vonnegut, Orson Scott Card, etc., we will learn how authors envision these terrible societies and the individual's role within them.

Speech and Communications

Grades: 9-12

Credit: ½

Weighting: Regents

Prerequisite: None

Clear and effective communication is an important aspect of life, whether for school projects, job requirements, or college/job interviews. It is crucial to learn to present yourself as confident and competent in all these situations. This course will give you the confidence you need to face audiences or groups of any size in school and beyond. It will also give insight into how others communicate to inform, entertain, or persuade you. The course consists of three units. You will first study the elements of composing and delivering a well-written and engaging speech. Then, you will learn about the psychology of advertising and the techniques that companies use to get you to want

their products. Lastly, you will learn about proper behavior in job/college interviews, common interview questions, and the best answers to those questions. If speaking in front of others is something you dread, this course could help you overcome those public-speaking jitters! If you already love presenting to others, you will have perfect opportunities to do so in this class! Throughout the course, you will complete and present projects for each unit, and the course will conclude with a final project that you'll select from various options.

From Page to Screen: Film and Literature

Grades: 10-12

Credits: ½

Weighting: Regents

Prerequisite: None

Are you a film buff? Is curling up with your favorite snack to watch a movie one of your preferred weekend activities? Have you ever wondered how film critics judge movies when they write reviews? Have you ever enjoyed reading a book or story that was turned into a movie and comparing the two? If your answer to any of these questions is yes, then this class is for you! Our studies will focus on movies that were based on short stories. These will include films such as *The Secret Life of Walter Mitty*, *Total Recall*, the Hitchcock classic *Rear Window*, and more. For each film we study, we will first read the story that inspired it so that we can discuss elements that literature and films have in common – characterization, conflict, theme, symbolism, etc. We will also examine elements that are specific to film critiques, such as cinematography, costumes, acting, etc. Assignments for the class will include film reviews and projects.

Humanities Study Skills

This course fulfills a state mandate for Academic Intervention Services and provides students with the academic support they require. Classes are deliberately kept small so that specific skills in need of remedial attention can be identified, targeted, and improved. Placement will be determined as per the district's MTSS plan.

English as a New language (ENL)

Our ENL Department provides programming for our students who are working towards English fluency and content mastery. Under Education Law 3204 and CR PART 154 our multilingual ENL students are offered equal opportunities at our high school. Below is a chart developed to outline the level of programming each students received based on their current English proficiency level (i.e., Entering, Emerging, Transitioning, Expanding, and Commanding). Our goal is to provide programming so our ENL students can exit our program and contribute to our community.

Ninth Through Twelfth Grade N.Y. State Required Levels of Programming		
Entering	3 Units	1 Integrated/1 Stand-Along/1 Flexibility
Emerging	2 Units	1 Integrated/.5 Stand-Along/.5 Flexibility
Transitioning	1 Unit	.5 Integrated/.5 Flexibility
Expanding	1 Unit	1 Integrated
Commanding	.5 Unit	.5 Flexibility

Brief Overview of Programming

Integrated ENL: Core content area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, and Social Studies. This program allows our ENL students to work collaboratively with the content teachers and our ENL teachers to ensure content is explored and understood.

Stand-Alone: Elective credit is awarded upon passing each corresponding Stand-Along ENL unit of study. This program allows our ENL students to work with our ENL teachers in a smaller group setting where English language comprehension is the focus. This course provides time for our ENL students to ask questions pertaining to our language, content area, and social contexts of our community and country.

Flexibility: Allows our students and teachers flexibility to determine whether our students would benefit from either our Integrated or Stand-Alone programming.

ENL English 9/10

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: None

This course is offered specifically to our ELLs who require English 9 and English 10 to graduate. To assist our ELLs transition to the English language, this course offers the language supports to allow our ELLs to become successful and move towards graduation.

ENL English 11/12

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: English 10

This course is offered specifically to our ELLs who require English 11 and English 12 to graduate. To assist our ELLs transition to the English language, this course offers the language supports to allow our ELLs to become successful and move towards graduation.

Family Consumer Science Courses

Child Development and Parenting I

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: None

The Child Development course is an introductory program that is designed to teach students the aspects of teaching and working with young children, from birth through elementary age. Students will explore career pathways and develop the characteristics of successful teachers and childcare providers through many hands-on applications. Students learn about the characteristics, needs, and behaviors of three and four-year old children and study best practices on how to guide and teach them in a pre-school setting. Students will learn how to write fun, thematic lesson plans that incorporate basic skills such as fine motor skills, colors, shapes, math concepts, and letter recognition. Students will work closely with children at the South Shore Learning Center and be responsible for the planning, preparation, and presentation of activities for young children. Students will be assigned to a classroom at South Shore Learning Center and learn how to incorporate observation techniques and guidelines while studying children and developing strategies to meet their needs. The Parenting portion of the course combines the study of the child from birth through the first year of life. Students will learn about pregnancy, birth, and the development of infants. Many aspects of parenting will be explored through a variety of fun hands-on activities that will highlight the basic needs of the newborn and responsibilities and challenges of being a future parent or caregiver. Proper dress code is required to participate in this course. **This course is part of the Early Childhood Education CTE Pathway.**

Child Development and Parenting II

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: Child Development and Parenting I

Corequisite: Career Financial Management

This course was designed as an extension of the Child Development and Parenting I course. The South Shore Learning Center will continue to provide students with an opportunity to work with children in a professional lab setting. Instructions given include applying developmentally appropriate practices (DAP) and teaching lessons to children, maintaining a healthy environment for children, and developing positive relationships with children. On-site lab experience will be a major component of the course. What you learn about education in this class can be transferred to all ages, and age groups, as well as psychology and parenting. We will explore career opportunities for working with children besides education, and develop strong skills needed for success in any workplace in which children are the focus. Proper dress code is required to participate in this course. **This course is part of the Early Childhood Education CTE Pathway.**

Food Preparation and Health Management

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: None

Food Preparation and Health Management is a course designed to provide students with the basic skills and techniques necessary for the preparation of a variety of foods. In the first half of this course, students will build their confidence in the kitchen through many hands-on applications. Students will also become familiar with the tools and equipment of the kitchen and their proper use as well as cooking terminology. Students will spend the first half of the year baking a variety of quick breads and holiday baked goods. In the second half of the year,

students will explore a basic introduction to various cuisines from The United States and countries like Italy, China, Mexico, and Japan. Students will prepare and sample a variety of recipes from appetizers to desserts from these countries. Some of the highlights of this course include Cupcake Wars, a cake decorating contest, and a food truck finale. Proper dress code is required to participate in this course. **This course is part of the Early Childhood Education CTE Pathway.**

New York State Education Department Approved Pathway: Please refer to pages 12-20 to review the 4+1 Pathway options for graduation and speak with your school counselor.

The Career and Technical Education (CTE) Endorsement is an enhancement on a student's high school diploma in the form of a New York State Education Department Seal indicating that a student has completed coursework in a state approved CTE program, along with the requirements for a technical endorsement. The East Islip School District offers students this pathway in Early Childhood Education.

Early Childhood Education Pathway
Food Preparation and Health Management – 1 credit
Child Development and Parenting I – 1 credit
Child Development and Parenting II – 1 credit
Career and Financial Management - ½ credit (see page 35)

Cosmetology

Cosmetology Licensing courses provide students with the knowledge and skills applicable to the care of hair, skin, and nails, and prepare students for the state's Board of Cosmetology examinations. Almost always a series of courses with a specified number of instructional hours, Cosmetology Licensing courses also require applied experience. Course content covers such topics as human anatomy and skin conditions, chemistry and bacteriology, sanitation and sterilization, state laws and regulations, and shop management. These courses provide students with experiences in shampooing, cutting, styling, highlighting, coloring, tinting, waving, and relaxing hair and providing facials and manicures. Proper dress code is required to participate in these courses. **Students will be responsible for purchasing any kits and/or safety materials required to complete the two-year program.**

Cosmetology I

Grades: 11-12

Credit: 3

Weighting: Regents

Prerequisite: None

The introductory course to the field of cosmetology includes providing the services of natural hair styling, esthetics (skin care), nail specialty, waxing, and the study of anatomy and physiology related to beauty culture operation. Cosmetology also includes providing services to the hair, head, face, neck, or scalp. The course is also concerned with the total development of the individual student both as a person and as a worker. Emphasis is on basic skills, personal grooming, cosmetology, and business attitude within the field of cosmetology. This course provides clock hours and knowledge, both theoretical and practical, toward qualifying for the New York State Licensing Examination requirement. This course is scheduled for three periods a day in a student's schedule.

Cosmetology II

Grades: 12

Credit: 3

Weighting: Regents

Prerequisite: Successful completion of Cosmetology I

Corequisite: Career and Financial Management

This advanced course emphasizes the importance of creativity and trade skills. There will be a specialization in haircutting, hair color, chemical relaxing and straightening, nail enhancements, skin care, advanced make up, and waxing. This includes one day a week of clinic where students learn and work in a real salon atmosphere that is open to students, staff, and community members. Students will complete 1,000 hours of learning and be prepared to pass their New York State Division of Licensing exam for cosmetology. Students will be responsible for purchasing any kits and/or safety materials required to complete the program. This course is scheduled for three periods a day, plus one period a day for a semester of Career Financial Management, plus one period a day for a semester of NYS Licensing preparation for a total of 4 periods a day in a student's schedule.

New York State Education Department Approved Pathway: Please refer to pages 12-20 to review the 4+1 Pathway options for graduation and speak with your school counselor.

The Career and Technical Education (CTE) Endorsement is an enhancement on a student's high school diploma in the form of a New York State Education Department Seal indicating that a student has completed coursework in a state approved CTE program, along with the requirements for a technical endorsement. The East Islip School District offers students this pathway in Cosmetology.

Cosmetology Pathway
Cosmetology I – 3 credits
Cosmetology II – 3 credits
Career and Financial Management - ½ credit (see page 35)

Mathematics Courses

The mathematics department offers a variety of courses that meet the needs and interests of the students. This selection allows the students to fulfill and go beyond the three years of high school mathematics that are required for graduation. For a Regents diploma, students must pass one math Regents exam (Algebra, Geometry, or Algebra II). The math requirement for a Regents Diploma with Advanced Designation requires students to pass Algebra I, Geometry and Algebra II exams.

The learning standards define the knowledge, and skills students should have so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The high school math standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. By helping students develop a depth of understanding and ability to apply mathematics to novel situations, our students will be college and career ready.

Grade 9	Grade 10	Grade 11	Grade 12
Computer Programming	Computer Programming	Computer Programming	Computer Programming
Algebra I	Geometry	Geometry	Algebra II
Algebra I and Lab	Geometry and Lab	Geometry and Lab	Algebra II and Lab
Geometry	Geometry Applications	Geometry Applications	Honors Algebra II
Honors Geometry	Honors Geometry	Honors Geometry	Discrete Math
	Algebra II	Algebra II	Pre-Calculus
	Honors Algebra II	Algebra II and Lab	Geometry and Lab
		Honors Algebra II	Calculus*
		Discrete Math	AP Calculus AB
		Pre-Calculus	AP Calculus BC
		Honors Precalculus*	Honors Precalculus*
Grade 9 Electives	Grade 10 Electives	Grade 11 Electives	Grade 12 Electives
AP Computer Science Principles	AP Computer Science Principles	AP Computer Science Principles	AP Computer Science Principles
	AP Statistics	AP Statistics	AP Statistics
	AP Computer Science A	AP Computer Science A	AP Computer Science A
		Honors Computer Science B	Honors Computer Science B
		Statistics and Data	Statistics and Data
		Honors Calculus A	*College Credit Available

The New York State Next Generation Mathematics Learning Standards reflect revisions and clarifications to the current Mathematics Standards. The Standards are defined as the knowledge, skills and understanding that individuals can and do habitually demonstrate over time because of instruction and learning experiences. These Mathematics Standards, collectively, are designed to support student access to the mathematical concepts that are necessary to function in a world very dependent upon the application of mathematics, while providing educators the opportunity to devise innovative programs to support student learning.

Algebra I

Grade: 9

Credit: 1

Weighting: Regents

Prerequisite: Math 8

This course is the first course required for a Regents or Advanced Regents diploma. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Mathematics will be experienced as a coherent, useful, and logical subject that will enhance a student's ability to make sense of and solve problems. Topics include connections to algebra, properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving, and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational equations and functions, radicals, and connections to geometry. Students will take the New York State Regents exam in Algebra I in June.

Algebra I and Lab

Grade: 9

Credit: 1

Weighting: Regents

Prerequisite: Math 8

This course is designed for students who need additional time to improve their knowledge of mathematics, and their fundamental mathematical skills identified as pre-requisites for success in integrated Algebra. Students who take this course are afforded an extra period every other day to get extra practice. This course is the first course required for a Regents or Advanced Regents diploma. Topics include connections to algebra, properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving, and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational equations and functions, radicals, and connections to geometry. Students will take the New York State Regents exam in Algebra I in June.

Geometry

Grades: 9–11

Credit: 1

Weighting: Regents

Prerequisite: Algebra I

This is the second course required for an advanced Regents diploma. Students studying Geometry learn about the properties, measurements, and relationships of points, lines, angles, surfaces, and solids. This course provides an opportunity to learn about geometric shapes and structures and how to analyze their characteristics. Topics of study include geometric relationships, constructions, and trigonometry where students use visualizations and spatial reasoning to analyze characteristics and properties of geometric shapes; informal and formal proofs where students identify and justify geometric relationships formally and informally are studied; Transformational Geometry where students apply transformations and symmetry to analyze problem-solving situations and Coordinate Geometry where students apply coordinate geometry to analyze problem-solving situations are studied. Students will take the NYS Geometry Regents exam in June.

Geometry and Lab

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: Algebra I or Algebra I & Lab

This course is designed for students who need additional time to improve their knowledge of mathematics, and their fundamental mathematical skills identified as prerequisites for success in Geometry. Students who take this course are afforded an extra period every other day to get extra practice. This is the second course required for an advanced Regents diploma. Students studying Geometry learn about the properties, measurements, and relationships of points, lines, angles, surfaces, and solids. Topics of study include geometric relationships, constructions, and trigonometry where students use visualizations and spatial reasoning to analyze characteristics and properties of geometric shapes; Informal and formal proofs where students identify and justify geometric relationships formally and informally are studied; Transformational Geometry where students apply transforma-

tions and symmetry to analyze problem-solving situations and Coordinate Geometry where students apply coordinate geometry to analyze problem-solving situations are studied. Students will take the NYS Geometry Regents exam in June.

Geometry Applications

Grades: 10-11

Credit: 1

Weighting: Regents

Prerequisite: Algebra I or Algebra I & Lab

This course is designed as an alternative to taking Geometry and should be taken by students in their sophomore or junior year. It is a non-Regents course and is intended for students to earn their second or third credit in math. This course includes many topics from Geometry except for proofs. In addition to standard mathematical assessments, students will also have projects that bring in real world applications.

Honors Geometry

Grades: 9-10

Credit: 1

Weighting: Honors

Prerequisite: Algebra I

Please refer to Guidelines for Success on page 6 for Honors courses.

This course includes a more sophisticated and enriched approach to the study of Geometry. Topics include geometric relationships, constructions, locus, characteristics and properties of geometric shapes, informal and formal proofs, transformations, coordinate geometry, and problem-solving. Students will take the NYS Geometry Regents exam in June.

Algebra II

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: Geometry

This is the third course that leads to an Advanced Regents diploma. Building on their 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 that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situation. Calculators need to be TI-84 Plus. Students will take the Algebra II Regents in June.

Algebra II & Lab

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: Geometry & Lab or Geometry

This course is designed for students who need additional time to improve their knowledge of mathematics, and their fundamental mathematical skills identified as prerequisites for success in Algebra. Students who take this course are afforded an extra period every other day to get extra practice. This is the third course that leads to an Advanced Regents diploma. Building on their 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 that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situation. Students will take Algebra II Regents in June.

Honors Algebra II

Grades: 10-12

Weighting: Honors

Credit: 1

Prerequisite: Geometry

Please refer to Guidelines for Success on page 6 for Honors courses.

This is the enriched course for the third year of math that is required for the Advanced Regents diploma. The topics covered in this course are the same as those for the Regents level classes. However, there is a greater emphasis placed on alternate problem-solving techniques, and the course delves deeper into the topics discussed.

Discrete Math

Grades: 11-12

Weighting: Regents

Credit: 1

Prerequisite: Geometry or Geometry Applications

This course is designed as an alternative to taking Algebra II and should be taken by students in their junior or senior year. It is a non-Regents course and is intended for students who need to earn their third credit in math. It is a combination of financial math and an array of topics such as number theory, discrete probability, basic algebraic structures, and graph theory.

Precalculus

Grades: 11-12

Weighting: Regents

Credit: 1

Prerequisite: Algebra II

This course ties together the math concepts learned in Algebra I, Geometry and Algebra II. It extends the student's knowledge of a wide variety of functions and relations, trigonometry, analytic geometry, and mathematic analysis topics as preparation for calculus. The use of the TI-84 Plus graphing calculator as well as the use of computer software is an integral part of the course.

Honors Precalculus

Grade: 11-12

Weighting: College

Credit: 1

Prerequisite: Algebra II

Please refer to Guidelines for Success on page 6 for Honors courses.

This course extends the student's knowledge of mathematics in the analysis of functions and relations, limits, analytic geometry, theory of equations, complex numbers, trigonometry, polar coordinates, matrix algebra and derivatives. Students will apply the mathematical concepts learned toward problems. The second half of this course covers calculus to prepare students for Advanced Placement Calculus. The use of the TI-84 Plus graphing calculator as well as the use of computer software is an integral part of the course. **Students in Honors classes will be required to complete a summer assignment which will be available on the district website. 3 College Credits optional through SUNY Farmingdale State College.**

Calculus

Grade: 12

Weighting: College

Credit: 1

Prerequisite: Precalculus or Honors Precalculus

This course is designed to prepare the college bound student for college level mathematics. The topics studied include limits, continuity, differentiation, curve sketching, maximum/minimum problems, related rate problems, integration, and applications of integration. The course employs a graphing and laboratory discovery approach to Calculus. The use of the TI-84 Plus graphing calculator as well as the use of computer software is an integral part of the course. **3 College Credits optional through SUNY Farmingdale State College.**

Honors Calculus A

Grade: 11

Credit: 1

Weighting: Honors

Prerequisite: Honors Algebra II and mastery level on placement exam

Please refer to the Guidelines for Success on page 6 for Honors courses.

This is the first year of a two-year Calculus BC program. Precalculus topics will include polynomial, rational, exponential, logarithmic and trig functions. Calculus topics will include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. **Students in Honors classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Calculus AB

Grade: 12

Credit: 1

Weighting: AP

Prerequisite: Precalculus or Honors Precalculus

Please refer to Guidelines for Success on page 6 for AP courses.

This course is an in-depth study of differential and integral Calculus, including calculations and problem solving. Students are prepared and encouraged to take the AP exam in May. The use of the TI-84 Plus graphing calculator as well as the use of computer software is an integral part of the course. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Calculus BC

Grade: 12

Credit: 1

Weighting: AP

Prerequisite: Honors Calculus A

Please refer to Guidelines for Success on page 6 for AP courses.

Calculus BC is the second year of a two-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB and BC. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. Students will be prepared to take the AP Calculus BC exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Statistics

Grades: 10-12

Credit: 1

Weighting: AP

Prerequisite: Honors Geometry or Algebra II

Please refer to Guidelines for Success on page 6 for AP courses.

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. The AP exam will be available in May. The use of the TI-84 plus graphing calculator as well as the use of computer software is an integral part of the course. Students are prepared and encouraged to take the AP exam in May. Students are permitted to take this course in conjunction with Algebra II. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Computer Science Principles

Grades: 9-12

Credit: 1

Weighting: AP

Prerequisite: Algebra I

Please refer to Guidelines for Success on page 6 for AP courses.

AP Computer Science Principles is the introductory course in the computer science sequence for students that have already taken Algebra I. AP Computer Science Principles courses introduce students to the fundamental ideas of computer science and how to apply computational thinking across multiple disciplines. These courses teach students to apply creative designs and innovative solutions when developing computational artifacts. These

courses cover such topics as abstraction, communication of information using data, algorithms, programming, and the Internet. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Computer Programming

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: None

This introductory computer programming course introduces high school students to the fundamentals of coding, problem-solving, and computational thinking. Students will learn to write simple programs using beginner-friendly language, focusing on variables, conditionals, loops, and basic algorithms. Through hands-on projects and collaborative activities, students will apply coding concepts to real-world problems and creative challenges. No prior programming experience is required, and the course emphasizes logical thinking, persistence, and clear communication.

Advanced Placement Computer Science A

Grades: 10-12

Credit: 1

Weighting: AP

Prerequisite: None

Please refer to Guidelines for Success on page 6 for AP courses.

Students will continue studying programming using Java. Topics include program design and implementation, algorithm analysis, standard data structures, and object-oriented programming design. AP Computer Science in Java emphasizes programming methodology with an emphasis on problem solving and algorithm development. It is intended to serve as a first-year computer science course, and for students who will major in disciplines that require significant involvement with computing. Students are prepared and are expected to take the AP exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Honors Computer Science B

Grades: 11-12

Credit: 1

Weighting: Honors

Prerequisite: AP Computer Science A

Please refer to Guidelines for Success on page 6 for Honors courses.

This Advanced Honors Programming course is designed for experienced coders who have successfully completed AP Computer Science A using Java or C++. Students will deepen their understanding of software design through advanced data structures, algorithms, object-oriented design patterns, and performance optimization. Emphasis is placed on writing efficient, readable, and scalable code while tackling complex, open-ended problems. Through individual and team-based projects, students will model real-world software development practices, including testing, debugging, and version control.

Statistics and Data Science

Grades: 11-12

Credit: 1

Weighting: Regents

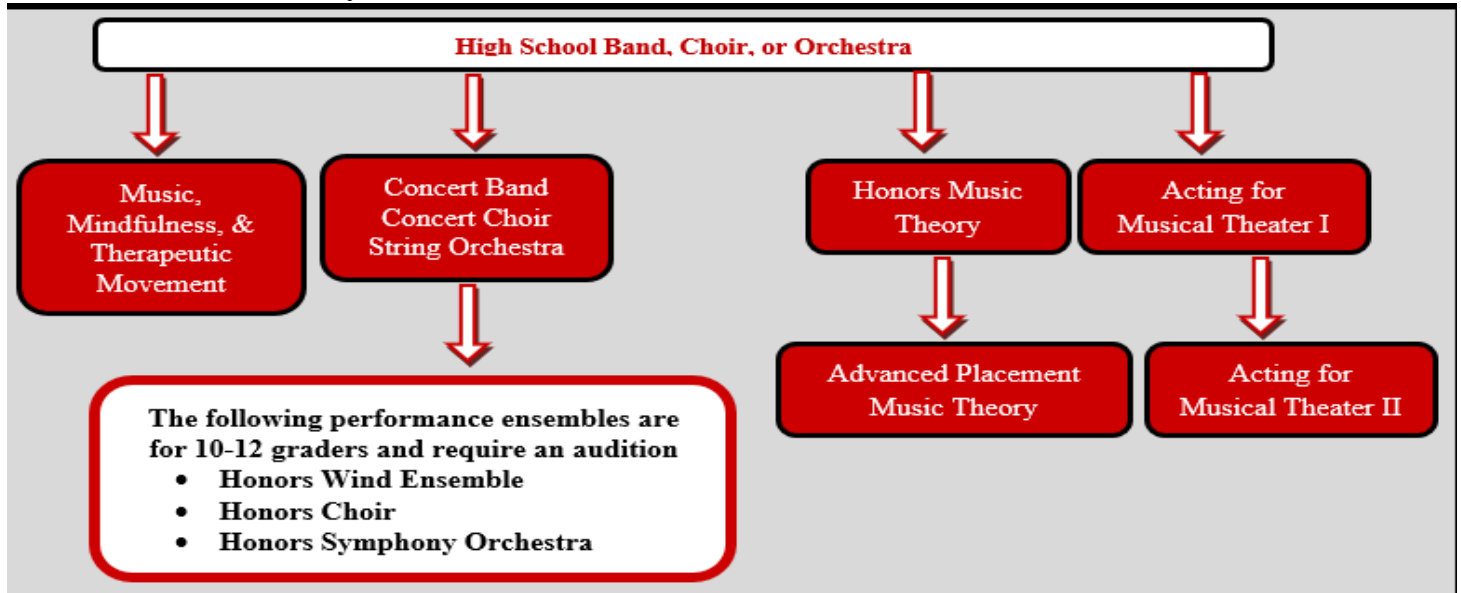
Prerequisite: Any level of Algebra II

Advances in technology have allowed us to collect massive amounts of data. A data scientist is a person who has the skills, knowledge, and ability to extract actionable knowledge from the data, either for the good of society, advancement of science, profits in business, etc. This course will focus on practical applications of data analysis to give students concrete and applicable skills. It will engage in statistical inference using randomization and simulation techniques to enable students to learn about their world. Students will also be taught coding, using “R”, a programming language and RStudio. This language is an easy language which is widely used in businesses today.

Music Courses

Our High School offers a comprehensive music program with performance and theory courses that meet all State requirements in music education. Performing groups, as well as classroom music courses, meet the Regents requirements for graduation and provide students with a Regents credit (refer to Diploma Requirement on page 12).

To complete a sequence in the Arts to earn a Regents Diploma with Advanced Designation, complete a 5-unit sequence including an AP Art and Design or AP Music Theory course and pass the AP exam to be awarded the 4+1 Pathway in the Arts.



Concert Band

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: 8th grade band or audition

The students in Band develop the necessary technical skills for further advancement on brass, woodwind, and percussion instruments. Attendance and participation in rotating lessons and concerts is required for successful completion of the course. This course meets NYS requirement for graduation in Fine Arts.

Honors Wind Ensemble

Grades: 10–12

Credit: 1

Weighting: Honors

Prerequisite: Previous experience and an audition

Please refer to Guidelines for Success on page 6 for Honors courses.

Symphonic Band is available to all students in grades 10-12 who have successfully completed Band. Attendance and participation in rotating lessons and concerts is required for successful completion of the course. This course meets the NYS requirement for graduation in Fine Arts. Acceptance is by audition only.

Concert Choir

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: Preferred vocal experience or an audition required for a new entrant

Concert Choir is available to all students in grades 9-12 and performs various concerts throughout the school year. Attendance and participation in rotating lessons and concerts is required for successful completion of the course. This course meets NYS requirement for graduation in Fine Arts.

Honors Choir

Grades: 10–12

Weighting: Honors

Credit: 1

Prerequisite: Preferred vocal experience and an audition

Please refer to Guidelines for Success on page 6 for Honors courses.

The Honors Chamber Choir is a select group of students who perform music of the highest caliber. They are active in the community and on the concert stage and have received recognition as one of the finest ensembles on the many music tours and contests in which they have participated. Acceptance is by audition only.

String Orchestra

Grades: 9–12

Weighting: Regents

Credit: 1

Prerequisite: 8th grade orchestra or an audition

String orchestra students develop the necessary technical skills for further advancement on violin, viola, cello, and string bass. The Orchestra works on repertoire by the major composers as well as bluegrass and popular favorites. Attendance and participation in rotating lessons and concerts is required for successful completion of the course. This course meets NYS requirement for graduation in Fine Arts.

Honors Symphony Orchestra

Grades: 10-12

Weighting: Honors

Credit: 1

Prerequisite: Previous experience and an audition

Please refer to Guidelines for Success on page 6 for Honors courses.

Symphony Orchestra is available to all students in grades 10-12 who have successfully completed Orchestra. Instrumentation includes members from all the instrument families: strings, woodwinds, brass and percussion. Attendance and participation in rotating lessons and concerts is required for successful completion of the course. This course meets NYS requirement for graduation in Fine Arts. Acceptance is by audition only.

Honors Music Theory

Grades: 9-12

Weighting: Honors

Credit: 1

Prerequisite: Successful participation in a school performing ensemble or advanced private instrument study.

Please refer to Guidelines for Success on page 6 for Honors courses.

Students will learn how music is constructed through the study of scales, chords, keys, composition, melody, harmony, and chord progressions. Students will develop further skills in ear training, dictation, and sight-singing study.

Advanced Placement Music Theory

Grades: 10-12

Weighting: AP

Credit: 1

Prerequisite: Successful completion of Honors Music Theory

Please refer to Guidelines for Success on page 6 for AP courses.

This course is an extension of Music Theory and is designed for students majoring in music. AP Music Theory develops further skills in ear training, music composition, and analysis. Students are expected to take the Advanced Placement Exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Acting for Musical Theatre I

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: None

The purpose of the Acting for Musical Theater course is to provide all students enrolled with a basic knowledge of acting techniques for the stage. Emphasis will also be placed on learning the historical elements and progression of Broadway shows, covering many prominent composer/lyricists such as Rodgers and Hammerstein, Kander and Ebb, Sondheim, Bernstein, Lloyd Webber, and others. The class meets every day, during which students will participate in numerous warm-ups, theatre, and improvisational exercises; lectures and group study of the history of Broadway shows; and cooperative scene-study, blocking, and performing. Students will also participate in many field trips, to see live performances on Broadway as well as local theatre/college workshops.

Acting for Musical Theatre II

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: Acting for Musical Theater I

This course will be a continued course of study for advancement in the curriculum. This course will run concurrently with Musical Theater I.

Music, Mindfulness, and Therapeutic Movement

Grades: 9-12

Credit: ½

Weighting: Regents

Prerequisite: None

This half-year course will introduce our students to the concepts of music, mindfulness, and different forms of therapeutic movement from around the globe. These concepts will lead to the goal of assisting our students in their own self-discovery and the ability to develop strategies to settle and quiet themselves in today's busy world using music and movement. This course will provide a means for our students to explore their own habits in handling stress and anxiety, while also providing the tools to work through these experiences in a musical, calm, and healthy way.

Physical Education/Health

Physical Education is required of all students. Make-up Physical Education classes are available and are posted on the district's website as well as in the gymnasium, only for students who are legally absent from class. This is outlined in the Basic Requirement Form (BRF). As a part of the Presidential Physical Fitness Test, **completing the mile twice a year is a standard requirement for all Physical Education classes.** Medically limited students will be assigned special programs compatible with their restrictions. Students will earn a $\frac{1}{4}$ credit per semester for a total of $\frac{1}{2}$ credit per year. Students in grades 9-12 must earn 2 units of credit, which is mandated for graduation.

Physical Education 9/10

Grades: 9-10

Credit: $\frac{1}{4}$ per semester

Weighting: None

Prerequisite: None

This program provides practice and instruction in a variety of team and individual sports. Most instruction at this level will revolve around the game situation. The program includes soccer, lacrosse, volleyball, body conditioning, fitness training, badminton, tennis, football, European handball, floor hockey, basketball, softball, and other lifetime activities. If time and space permits, an introduction to weight training will be incorporated.

Physical Education 11/12

Grades: 11-12

Credit: $\frac{1}{4}$ per semester

Weighting: None

Prerequisite: None

This program provides practice and instruction in a variety of teaching and individual sports. Activities will vary, but generally include football, tennis, archery, soccer, badminton, European handball, volleyball, basketball, lacrosse, golf, softball, Ultimate Frisbee, and other lifetime activities.

Weight Training

Grades: 11-12

Credit: $\frac{1}{4}$ per semester

Weighting: None

Prerequisite: None

This is a co-educational physical education course open to boys and girls in grades 11 and 12. It includes various types of workouts that will improve toning and firming of body muscle and increase strength and endurance. Equipment used will include Nautilus machines and free weights. This is a full year course. Please note this course is designed for students who are self-motivated to complete the program. The student should have a high interest in developing body tone and fitness using weights, Nautilus, and Hammer Strength machines.

Fitness For Life

Grades: 11-12

Credit: $\frac{1}{4}$ per semester

Weighting: None

Prerequisite: None

Using sound teaching techniques as well as our brand-new equipment, students will improve student health. Students will be able to utilize treadmills, rowing machines, upright bikes, bench presses, squat racks, TRX suspension trainers, medicine balls, yoga mats, just to name a few. Students will participate in activities that are designed to help them integrate health-related fitness concepts, assessments, and principles of training in planning and implementing a personal fitness plan.

Health**Grade: 10****Credit: ½*****Weighting: Regents******Prerequisite: None***

This is a New York State graduation requirement. Students will understand human growth and development and recognize the relationship between behaviors and health development. Students will understand and be able to manage their personal and community resources. Students will also recognize the importance of social and emotional health issues. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy lifestyle.

Science Courses

Students must earn three credits in science and pass a science Regents examination to be eligible for a Regents diploma. One of those courses must be Life Science: Biology and one of the Physical Setting courses. Passing two Regents science examinations is necessary to be eligible for a Regents diploma with Advanced Designation. The goal of each course is to have students acquire interest, creativity, curiosity, and aptitude in the scientific processes. A wide variety of AP and elective courses are available for third- and fourth-year Science selection. In addition, the laboratory portions of these courses are designed to promote practical problem-solving skills.

ALL STUDENTS IN A NEW YORK STATE REGENTS SCIENCE COURSE MUST COMPLETE THE NYS LABORATORY REQUIREMENT OF 1200 “HANDS ON” MINUTES AND SUBMIT SATISFACTORY LABORATORY REPORTS PRIOR TO JUNE 1st.

Grade 9	Grade 10	Grade 11	Grade 12
Regents Earth and Space Science & Lab	Regents Biology & Lab	Regents Physics & Lab	Regents Physics & Lab
Earth and Space Science Skills	Biology Skills	AP Biology	AP Biology
Honors Earth and Space Science & Lab	Regents Chemistry & Lab	Regents Chemistry & Lab	Regents Chemistry & Lab
	Honors Chemistry & Lab	Honors Chemistry & Lab	Honors Chemistry & Lab
		AP Chemistry	AP Chemistry
		AP Physics I	AP Physics I
Grade 9 Electives	Grade 10 Electives	Grade 11 Electives	Grade 12 Electives
Honors Research	Honors Research	AP Research	AP Research
	AP Seminar	AP Seminar	AP Seminar
	AP Environmental Science	AP Environmental Science	AP Environmental Science
		Astronomy	Astronomy
		Marine Science	Marine Science
		Forensic Investigation*	Forensic Investigation*
		Human Anatomy and Physiology*	Human Anatomy and Physiology*
		Animal Behavior*	Animal Behavior*
			*College Credit Available

The New York State Science Learning Standards (NYSSLS) content is focused on preparing students for college and careers. These standards are aligned, by grade level and cognitive demand with the English Language Arts and Mathematics Standards. This allows for science to be a part of a child’s comprehensive education as well as ensuring an aligned sequence of learning in all content areas. The three sets of standards overlap and are reinforced in meaningful and substantive ways.

Earth and Space Science & Lab

Grade: 9

Credit: 1

Weighting: Regents

Prerequisite: Science 8 or Biology

This course studies the different processes, relationships, mechanisms, and concepts that help us interpret planet Earth and is based on the New York State Earth and Space Science Curriculum. It incorporates hands-on laboratory experiences and covers an array of topics including Astronomy, Geology, Meteorology, and

Climatology. This class culminates in a New York State Regents exam as the final exam for the course. To be eligible to take the Regents exam, students **must** complete the NYS laboratory requirement of **1200 minutes** before June 1st.

Earth and Space Science Skills

Grade: 9

Credit: 0

Weighting: None

Prerequisite: None

Academic intervention services help students who are struggling to achieve the learning standards in Earth and Space Science. These additional general education services are designed to provide extra instructional time to assist students in acquiring the skills necessary to succeed in their Earth Science course and Regents Exam.

Honors Earth and Space Science & Lab

Grade: 9

Credit: 1

Weighting: Honors

Prerequisite: Biology & Lab

Please refer to Guidelines for Success on page 6 for Honors courses.

This is an enriched course for highly motivated and qualified students. This course studies the different processes, relationships, mechanisms, and concepts that help us interpret our planet Earth and is based on the New York State Physical Setting/Earth Science core curriculum plus more advanced topics. It incorporates hands-on laboratory experiences and covers an array of topics including Astronomy, Chemistry, Geology, Meteorology, and Climatology. At the end of this course students will be prepared to take the NYS Physical Setting/Earth Science Regents. Students must complete the NYS laboratory requirement of 1200 minutes by June 1st to be Eligible to take the Regents exam. **Students in Honors classes will be required to complete a summer assignment which will be available on the district website.**

Biology & Lab

Grade: 10

Credit: 1

Weighting: Regents

Prerequisite: Earth Science & Lab or Honors Earth Science & Lab

This course involves the study of key ideas that relate to the living environment. It includes such topics as scientific inquiry of natural phenomena, living things, and the human body, inheritance of genetic information, evolution and diversity, reproduction and development, maintenance of life, ecology, and environmental influences. Students **must** complete the NYS laboratory requirement of **1200 minutes** by June 1st to be eligible to take the Regents exam.

Biology Skills

Grade: 10

Credit: 0

Weighting: None

Prerequisite: None

Academic intervention services help students who are struggling to achieve the learning standards in Living Environment. These additional general education services are designed to provide extra instructional time to assist students in acquiring the skills necessary to succeed in their Living Environment course and Regents Exam.

Physical Setting/Chemistry & Lab

Grades: 10-12

Credit: 1

Weighting: Regents

Corequisite/Prerequisite: Algebra II

This course presents a modern view of Chemistry. The basic core of the course includes Matter and Energy, Atomic Structure, Bonding, Periodic Table, Mathematics of Chemistry, Kinetics, Equilibrium, Acid-Base Theories, Redox and Electrochemistry, Organic Chemistry, and Application of Principles of Reaction. Students **must** complete the NYS laboratory requirement of **1200 minutes** by June 1st to be eligible to take the Regents exam.

Honors Physical Setting/Chemistry & Lab

Grades: 10-12

Credit: 1

Weighting: Honors

Prerequisite: Two years of a Regents Science course

Prerequisite: Algebra I

Please refer to Guidelines for Success on page 6 for Honors courses.

This is an enriched Chemistry course, which covers the Regents curriculum in more depth and with greater rigor. Students **must** complete the NYS laboratory requirement of **1200 minutes** by June 1st to be eligible to take the Regents exam. **Students in Honors classes will be required to complete a summer assignment which will be available on the district website.**

Physical Setting/Physics & Lab

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: Chemistry or Honors Chemistry

Co-requisite: Algebra II

The course presents a comprehensive view of Physics. It is especially designed to encourage the utilization of such basic concepts as the conservation of energy, the conservation of momentum, and the conservation of charge. The basic core topics are Mechanics, Waves, Electricity, and Atomic and Nuclear Physics. Students **must** complete the NYS laboratory requirement of **1200 minutes** by June 1st to be eligible to take the Regents exam. **3 College Credits optional through Suffolk County Community College.**

Advanced Placement Biology

Grades: 11-12

Credit: 1

Weighting: AP

Prerequisite: Successful completion of Chemistry Regents Exam.

Corequisite: Algebra II

Please refer to Guidelines for Success on page 6 for AP courses.

This course is offered to highly motivated students with a strong interest in science. It follows the College Board Advanced Placement Biology Curriculum. AP Biology is a molecular based approach to the topics first introduced in the Living Environment, but with considerably more depth and extension of topics. This course is designed to introduce students to the curriculum should they pursue a college degree in biological or medical sciences. Students are prepared and encouraged to take the AP exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Chemistry

Grades: 11-12

Credit: 1

Weighting: AP

Prerequisite: Chemistry or Honors Chemistry

Co-requisite: Algebra II

Please refer to Guidelines for Success on page 6 for AP courses.

This course is offered to exceptional students who have an enthusiasm for science and may possibly pursue a college degree in a science-related field. It follows the College Board Advanced Placement Chemistry curriculum. AP Chemistry centers on six big ideas and seven science practices which include topics covered in Regents Chemistry, but in much greater depth and extension of topics. Students must complete a minimum of 16 hands-on lab investigations to support the learning objectives in the curriculum framework. This course is equivalent to a college freshman chemistry course. Students should be prepared to spend 5 to 10 hours each week on independent study. Students are prepared and encouraged to take the AP exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Physics I

Grades: 11-12

Weighting: AP

Credit: 1

Prerequisite: Chemistry or Honors Chemistry

Co-requisite: Precalculus

Please refer to Guidelines for Success on page 6 for AP courses.

This course provides an exploratory introduction to the fundamentals of physics. It is the equivalent of a college freshman physics course. This student-centered course is inquiry based, and teacher guided. The course is designed to meet the requirements for the College Board's AP Physics I course. Students must complete the NYS requirement of 1200 lab minutes by June 1st to be eligible to take the Regents exam. Students are prepared and encouraged to take the AP exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Environmental Science

Grades: 10-12

Weighting: AP

Credit: 1

Prerequisite: Chemistry or Honors Chemistry

Co-requisite: Algebra II. Honors Chemistry (for 10th grade students)

Please refer to Guidelines for Success on page 6 for AP courses.

This course will provide students with the scientific principles, concepts and methodologies needed to identify and analyze environmental problems and to examine possible solutions or preventive measures. In addition to the scientific principles, environmental issues will be studied from sociological and cultural perspectives along with the political aspects that influence environmental decision-making. The course includes a laboratory component (in school) and field studies outside of normal school hours. Students are prepared and encouraged to take the AP exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Astronomy

Grades: 11-12

Weighting: Regents

Credit: 1

Prerequisite: Physical Setting Earth Science, Living Environment, and Algebra I

This challenging course will allow students to explore the cosmos far beyond what is covered in Physical Setting Earth Science. We will study the history of astronomy, planets and moons, the geometry of orbits, stars, and stellar evolution as well as galaxies, cosmology, and the search for extra-terrestrial life in the universe. This course will require basic knowledge of Chemistry and a solid understanding of Algebra.

Marine Science

Grades: 11-12

Weighting: Regents

Credit: 1

Prerequisite: Completion of 2 Regents science courses.

The Oceanography portion will cover the physical and chemical aspects of the marine environment. Topics such as beach erosion to deep ocean trenches will be covered. Discussion will be devoted to understanding the interactions between biotic and abiotic factors. These will include light, sound, salinity, density, temperature as well as many other factors. Additionally, significant time will be devoted to potential research and technology related to ocean studies. It is expected that you will be able to relate and apply these factors to our local marine environment. The Marine Biology portion will focus on the vast biodiversity of the marine ecosystem. We will study the local marine life along with the ecology of the world's oceans, the problems of commercial and recreational fishing, sharks and venomous sea creatures and the general health of the Maritime ecosystem. The course includes field trips, dissections, projects, and presentations.

Forensic Investigation

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: Passing Grade on Chemistry Regents.

Forensic Investigation is a full-year, intensive study on the application of natural science to an investigation of physical evidence. This course will introduce students to information collected and chain of custody followed at the crime scene, physical evidence, and its properties (including trace evidence, fingerprints, firearms, fibers, document examination). The subject includes principles of microscopy, serology (blood identification procedures), biological substances, hair comparison, drugs and toxicology, pig autopsy, anthropology, entomology, to name a few. Lectures, demonstrations, basic laboratory exercises, guest speakers, and possible field trips are used to present the graphic subject matter. ***Due to the graphic content of this course, Forensics is designed for highly motivated, mature students.*** 3 College Credits optional through Long Island University.

Human Anatomy and Physiology

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: Passing grade on Chemistry Regents.

Each of the major body systems will be investigated. The study of each system will be divided into different areas; its anatomy – the names and location of the major organs, tissues and specialized cells in each system; its physiology – the way in which the various parts of each system function and the integration of one system with another. Emphasis will be placed throughout the course on the body's mechanisms for the maintenance of homeostasis. Laboratory experiences will be aimed at becoming familiar with not only the anatomical structures, but the various types of equipment and techniques involved in diagnosing and treating immediate injury and disease (i.e., blood pressure, pulse rates, controlling bleeding). We will focus on advanced first aid and emergency medical techniques and how they relate to both anatomy and physiology. Fieldwork is planned. Students will be required to perform a minimum of three dissections. **This course will require a summer assignment.**

Due to the graphic content of this course, Human Anatomy is designed for highly motivated, mature students. 4 College Credits optional through SUNY Farmingdale College.

Animal Behavior

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: Successful completion of 2 Regents courses.

This course is designed for students who want to know what makes us tick (biologically speaking). We will explore the many ways in which we are like other animals and those few, but important, ways in which we are different from any other animal that ever lived on planet earth. During the exploration, we will examine basic principles derived from evolution, ecology, ethology, and development and use these principles to explain how and why animals behave as they do in situations. Biological behaviors from insects to humans will be examined. Topics include cooperative behavior, mate choice, parental care, animal communication, migration, foraging, and habitat selection. ***Due to the graphic content of this course, Animal Behavior is designed for highly motivated, mature students.*** 4 College Credits optional through Long Island University.

AP Capstone™

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

How AP Capstone™ Works

Students typically take AP Seminar in the 10th or 11th grade, followed by AP Research. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma™**. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the **AP Seminar and Research Certificate™** signifying their attainment of college-level academic and research skills.

Honors Research

Grades: 9-10

Weighting: Honors

Credit: ½

Prerequisite: None

Co-requisite: Participation in a Regents/Honors/AP level Science course.

Please refer to Guidelines for Success on page 6 for Honors courses.

Honors Research is an introduction to the AP Capstone program where students will learn how to research and write scientific literature, evaluate the design of experiments, use appropriate statistical methods to assess their data, and how to make professional presentations. This course prepares students to take AP Seminar as sophomores and AP Research as juniors.

AP Seminar

Grades: 10-12

Weighting: AP

Credit: 1

Prerequisites: 3 years successful Science Regents for incoming juniors.

Successful completion of Honors Research and/or Honors Earth Science.

Please refer to Guidelines for Success on page 6 for AP courses.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments. Students are assessed by the following format: **Team Project and Presentation 20%, Individual Research-Based Essay and Presentation 35%, End-of-Course Exam (2 Hours) 45%.** Students in AP classes will be required to complete a summer assignment which will be available on the district website.

AP Research**Grades: 11-12****Weighting: AP*****Credit: 1******Prerequisite: AP Seminar******Please refer to Guidelines for Success on page 6 for AP courses.***

AP Research allows students to deeply explore an academic/scientific topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Social Studies Courses

All students in New York State are required to earn four credits in Social Studies. The Social Studies program offers a variety of ways in which a student can learn to master the complex understandings that comprise the social sciences. Emphasis is placed on processing concepts through writing. Students must pass the Regents examination in Global History, as well as the Regents examination in United States History and Government. In the fourth year, students must earn one-half credit in Economics and one-half credit in Participation in Government. Curriculum will be enhanced through projects, student and professional presentations, and the opportunity to visit museums and cultural centers.

Grade 9	Grade 10	Grade 11	Grade 12
Global History & Geo I	Global History & Geo II	US History	Participation in Gov't OR Participation in Government: Generation Citizen
Honors Global History I	AP World History	AP US History	Economics
Humanities Study Skills	AP European History	AP Microeconomics	AP US Gov't & Politics
	Humanities Study Skills	Humanities Study Skills	AP Microeconomics
			Humanities Study Skills
Grade 9 Electives	Grade 10 Electives	Grade 11 Electives	Grade 12 Electives
	AP Human Geography	AP Human Geography	AP Human Geography
	Modern Issues in Media*	Modern Issues in Media*	Modern Issues in Media*
	Trial and Debate I	Trial and Debate I	Trial and Debate I
		Trial and Debate II	Trial and Debate II
		Sociology*	Sociology*
		AP European History	AP European History
		Psychology*	Psychology*
		AP Psychology	AP Psychology
		Holocaust, Bigotry & Hatred Across the Globe	Holocaust, Bigotry & Hatred Across the Globe
		Criminal Justice*	Criminal Justice*
*College Credit Available		Trial and Debate	Trial and Debate

Global History & Geography I

Grade: 9

Credit: 1

Weighting: Regents

Prerequisite: None

This course exposes students to the major historical events and achievements in world history from 8000 BCE – 1750 CE. In this course students will investigate and analyze the significant events, individuals, achievements, and developments of world history by using the historical literacy skills and methods employed by historians. To hone these skills, students will be asked to analyze primary and secondary sources, make historical comparisons, utilize chronological reasoning, and formulate a sound argument. The historical content and skills learned in Global History I R will prepare students for their district final exam at the end of the year.

Honors Global History & Geography I

Grade: 9

Credit: 1

Weighting: Honors

Prerequisite: Social Studies 8

Please refer to Guidelines for Success on page 6 for Honors courses.

The course follows a chronological approach beginning with a study of Paleolithic and Neolithic times and concludes with a close look at Europe during the Age of Discovery. The course emphasizes an understanding of the major developments and trends in world history, as well as teaching and promoting historical thinking and writing skills. Students will analyze and evaluate historical documents as well as compare secondary accounts of the past. The course concludes with a district final examination. Students who take this course will continue their study of world history in 10th grade and will be prepared to take AP World History. This course satisfies the first year of the two-year required course of study in world history. The course concludes with a district final examination. **Students in Honors classes will be required to complete a summer assignment which will be available on the district website.**

Global History & Geography II

Grade: 10

Credit: 1

Weighting: Regents

Prerequisite: Global History & Geography I

Global History II R is a required Regents level course that exposes students to the major historical events and achievements in world history from 1750 through the present. In Global History II R students will investigate and analyze the significant events, individuals, achievements, and developments of world history by using the historical literacy skills and methods employed by historians. To hone these skills, students will be asked to analyze primary and secondary sources, make historical comparisons, utilize chronological reasoning, and formulate a sound argument. The historical content and skills learned in Global History II R will prepare students for the Global History & Geography Regents Examination in June. This is no longer a 2-year Regents.

Advanced Placement World History

Grade: 10

Credit: 1

Weighting: AP

Prerequisite: Honors Global History I

Please refer to Guidelines for Success on Page 6 for AP courses.

Following the College Board's curriculum, this is a college-level course that continues the 9th grade study of world history. Focused on world history from 1450, this course builds upon the historical thinking skills, habits of mind, and knowledge that students were introduced to in the 9th grade with an emphasis on an understanding of the major developments and trends in world history. Students will analyze and evaluate historical documents and will write Long Essay Questions linked to historical thinking skills, as well as Document-Based Essays on the important themes in world history. This is a college level course, and students are encouraged to take the College Board AP World History examination in May. The Regents examination in Global History must be taken in June. This course satisfies the second year of the two-year course required for study in world history. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement European History

Grades: 10-12

Credit: 1

Weighting: AP

Prerequisite: Mastery of Global 9

Please refer to Guidelines for Success on page 6 for AP courses.

Following the College Board's curriculum, Advanced Placement European History is a challenging history course recommended for sophomores who have excelled in Global History 9 and is open to highly motivated juniors and seniors who desire an enriched and more challenging experience. The ideal candidate for AP European History will possess strong reading and writing skills as well as a mature work ethic. Through exploration of primary and secondary materials, students will study European history dating from the Late Medieval Period through current times. Students will be challenged to analyze, interpret, and evaluate the sources, to assess the

complexities of issues and to discover how historians reach conclusions about the past. All sophomores who participate in this program are encouraged to take the Advanced Placement European History examination in May and they must take the NY State Global History examination in June. To this end, sophomores will study additional global history units and prepare for the Global History Regents examination after the AP exam. All juniors and seniors will complete individual, and group final assessments designed to explore current world issues by comparing them to specific historical themes using mediums such as Wikisites, PowerPoint, and Blogging. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

United States History and Government

Grade: 11

Credit: 1

Weighting: Regents

Prerequisite: Global History & Geography II

This is a one-year chronological study of the history and government of the United States. After a unit on the Constitutional foundations of the United States and the development of Constitutional issues to 1865, the course concentrates on the post-Civil War development of this nation as an industrial and political power. Analysis of concepts through writing is part of each unit of study. The Regents examination in United States History and Government must be passed at the end of this course.

Advanced Placement United States History

Grade: 11

Credit: 1

Weighting: AP

Prerequisite: AP World History

Please refer to Guidelines for Success on page 6 for AP courses.

Following the College Board's curriculum, this is a one-year college level chronological study of the history of the United States. AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. History course. It prepares students to take both the Regents exam and the AP exam. In AP U.S. History students investigate significant events, individuals, developments, and processes in historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing critical and evaluative reasoning. Strong reading and writing skills are required, along with a willingness to devote considerable time to homework and study to succeed. Students are encouraged to take the Advanced Placement Exam in May and must take the Regents Exam in U.S. History and Government. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Participation in Government

Grade: 12

Credit: ½

Weighting: Regents

Prerequisite: U.S. History

The role of the effective and responsible citizen in a democracy is emphasized in this course. Students learn the skills of public policy analysis, which they apply to discussion of local, state, national and international public policy issues. Portfolios designed around the basic course concepts and practices are required course components.

Participation in Government: Generation Citizen Through Civic Engagement

Grade: 12

Credit: ½

Weighting: Regents

Prerequisite: U.S. History

This course is an action civics course designed to help students gain the civic knowledge, skills, and dispositions needed to make changes in the issues they care about. Students learn about the political process by directly engaging in it. It is project-based learning and assessment that promotes student agency and empowerment. This course could satisfy the Capstone Project for the New York State Department of Education Seal of Civic Readiness designation.

Advanced Placement US Government and Politics

Grade: 12

Credit: 1

Weighting: AP

Prerequisite: AP US History

Please refer to Guidelines for Success on page 6 for AP courses.

Following the College Board's curriculum, students enrolled in this class will have the opportunity to participate in projects at various levels of government, to work in political campaigns and to become involved in other political activities. Candidates and elected officials from national, state and county governments will visit the class. Public policy issues will be discussed and analyzed. This one-year course fulfills the state requirement for Participation in Government while preparing college bound students for the examination in Advanced Placement American Government and Politics. Topics include the electoral process, political beliefs, and behaviors, political parties and interest groups as well as public policy issues. Students are encouraged to take the AP exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Advanced Placement Human Geography

Grades: 10-12

Credit: 1

Weighting: AP

Prerequisite: Teacher Recommendation

Please refer to Guidelines for Success on page 6 for AP courses.

Following the College Board's curriculum, this one-year course is organized around the discipline's main subfields: economic geography, political geography, and urban geography. The aim of this course is for students to become more geo-literate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students are encouraged to take the AP exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Economics

Grade: 12

Credit: ½

Weighting: Regents

Prerequisite: None

Everything you need to know about how the economy works and where it is going will be covered in this half-year course. Economics does not have to be complicated; in fact, it can be engaging, practical, and directly connected to everyday life. You will learn a logical way of thinking about economic matters through various teaching methods including group work and online research. At the end of this course, you will be prepared to make rational economic choices. This course also includes an embedded personal finance sequence, providing you with essential skills in budgeting, saving, managing credit, and making informed financial decisions. Through research tasks, current events, and analytical discussions, this course is fully aligned to the New York State Social Studies Framework. This course meets the Economics requirement for graduation.

Advanced Placement Microeconomics

Grades: 11-12

Credit: 1

Weighting: AP

Prerequisite: Mastery of Global II or U.S. History

Please refer to Guidelines for Success on page 6 for AP courses.

Following the College Board's curriculum, this one-year course fulfills the East Islip School District's requirement for Grade 12 Economics while preparing students for the examination in Advanced Placement Microeconomics. This course will place emphasis on the nature and functions of product markets and includes a study of factor markets and of the role of government in promoting efficiency and equity in the economy. Students will participate in several "economic challenges" throughout the year to increase their understanding of various economic models. Students are encouraged to take the AP exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Sociology

Grades: 11-12

Credit: ½

Weighting: College

Prerequisite: None

Sociology is a one-semester course, which deals with social science that investigates and analyzes the study of group behavior. Some of the topics studied include human development, interpersonal communication skills, violence in the family, survey methods, subcultures, countercultures, marriage, the changing roles of women, changes in the family, cults, adolescence, divorce, religion, education, social deviance, prejudice, and discrimination. Possible museum visits. **3 College Credits optional through Long Island University.**

Criminal Justice

Grades: 11-12

Credit: ½

Weighting: College

Prerequisite: Sociology

Criminal Justice is a one-semester course designed to give students an overview of the American system of justice. Five basic areas covered are: the purpose of the law; national, state, and local crime rates and the factors influencing each; the court process; controversial issues in the courts, and juvenile justice. Students will have the opportunity to hear guest speakers (police officers, lawyers, court officials, and district attorneys), to go to the Riverhead Maximum Security Prison, Suffolk County Courts to observe trials, meet with judges and attorneys, and to view films to develop an awareness of our justice system. **3 College Credits optional through Long Island University.**

Psychology

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: None

Are you interested in knowing what makes people behave the way they do? Why are some people shy and others outgoing? How is the teenage brain different than the adult brain? If these questions interest you, then Psychology is the right course to take! This is a full year course where we will be examining some introduction topics of Psychology including the Anatomy & Function of the Brain, States of Consciousness (sleep and dreams), Personality, Human Development, Mental Disorders, Treatment and Therapy, Social Psychology, and Learning. All topics as well as class experiments, activities, films, and debates will be used to stimulate critical thinking and learning. **3 College Credits optional through Long Island University.**

Advanced Placement Psychology

Grades: 11-12

Credit: 1

Weighting: AP

Prerequisite: None

Please refer to Guidelines for Success on page 6 for AP courses.

Following the College Board's curriculum, the AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. It follows the College Board Advanced Placement Psychology Curriculum. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. These include Perspectives of Behavior, Research Methods, Biological Bases of Behavior, Sensation & Perception, States of Consciousness, Learning, Cognition, Motivation & Emotion, Development, Personality, Testing, Abnormal Behavior, Treatment of Abnormal Behavior, and Social Psychology. Students are prepared and encouraged to take the AP exam in May. **Students in AP classes will be required to complete a summer assignment which will be available on the district website.**

Holocaust, Bigotry, and Hatred Across the Globe – Contemporary World Issues

Grades: 11-12

Credit: ½

Weighting: Regents

Prerequisite: None

How could such an atrocity as the Holocaust happen? Why are atrocities repeated? This course will explore not only the history of the Holocaust, but also the role that human behavior has on these events. By

using the Holocaust as the lens of understanding, students will be able to apply their learning to the world we live in today.

Trial and Debate I

Grades: 10-12

Credit: ½

Weighting: Regents

Prerequisite: None

Calling all future lawyers, actors, and anyone who wants their voice heard! Mock Trial and Debate is an introductory law course designed for students interested in improving their critical reasoning, public speaking, and communication skills. Through practical and fun exercises, students will develop the ability to think quickly, organize information effectively and speak persuasively. Each class will consist of lectures and hands-on experience. Students will learn how to conduct each phase of a courtroom trial from opening statements to closing arguments and everything in between, including direct and cross examination, how to lay foundations, and evidentiary objections. The class will be divided into two teams of lawyers and witnesses, each preparing either the prosecution or defense of a legal case. At the end of the semester, the teams will scrimmage against each other in a mock trial to showcase their skills.

Trial and Debate II

Grades: 11-12

Credit: ½

Weighting: Regents

Prerequisite: Trial and Debate I

Calling all future lawyers, actors, and anyone who wants their voice heard! Mock Trial and Debate is an introductory law course designed for students interested in improving their critical reasoning, public speaking, and communication skills. Through practical and fun exercises, students will develop the ability to think quickly, organize information effectively, and speak persuasively. Each class will consist of lectures and hands-on experience. Students will learn how to conduct each phase of a courtroom trial from opening statements to closing arguments and everything in between, including direct and cross examination, how to lay foundations, and evidentiary objections. The class will be divided into two teams of lawyers and witnesses, each preparing either the prosecution or defense of a legal case. At the end of the semester, the teams will scrimmage against each other in a mock trial to showcase their skills. In Trial and Debate II, returning students will engage in more advanced class problems and will be expected to take on mentoring responsibilities for the students in Trial and Debate I.

Modern Issues and the Influence of the Media – Contemporary Issues

Grades: 10-12

Credit: ½

Weight: College

Prerequisite: None

In a time when the digital revolution is bombarding us with unprecedented amounts of information and disinformation, students will learn how to apply their critical-thinking skills to judge the reliability and credibility of news reports and sources, allowing them to act on reliable information and be responsible citizens. This course will deal with contemporary issues facing students as citizens in the world today. Some of the topics that could be discussed involve the government, environment, mass media, and teenagers in the new millennium, etc. Topics will be changing continually to keep the course relevant and contemporary. **3 College Credits optional through Stony Brook University.**

Humanities Study Skills

Humanities Study Skills provides support to students as required by New York State. Humanities Study Skills consists of additional planned instruction that supplements regular classroom instruction and enables our students to meet the New York State Next Generation Learning Standards. Humanities Study Skills classes provide our students with support from the academic curriculum. These services are offered as an integral part of the entire instructional program. **Students may be required to take this course as outlined in the District's MTSS plan.**

Special Education

The High School Special Education Department is designed to meet the unique needs of our students classified by the Committee on Special Education. The programs allow students to:

- Remain in the general education classroom with the support of a related service provider and/or a resource room teacher.
- Receive services in an Integrated Co-Teaching class with a special education teacher and general education teacher.
- Participate in a self-contained subject area class, (whereby the special education teacher can modify the curriculum of the subject to maximize academic success).
- Receive instruction in a Career Development Program.

The Committee on Special Education, in collaboration with the parents, teachers, psychologists and guidance staff, determines the most appropriate setting for the student after carefully reviewing all relevant factors regarding evaluations, class work and homework. The goal of these programs is to maximize student success to develop career and college readiness.

Resource Room

The Resource Room program is a special education program for students classified by the Committee on Special Education who need specialized supplementary instruction in a small group setting for a portion of the school day, as prescribed by the Individual Education Plan (I.E.P.). Students work to remediate deficit skill areas to maximize their academic success in the general education classroom setting. Students participate in the same State and local assessments as general education students. The students must meet the graduation requirements identified for their year of graduation. Each student is encouraged to meet with their Guidance Counselor to discuss graduation requirements.

Integrated Co-Teaching

The Integrated Co-Teaching program consists of a general education teacher and a special education teacher. The teachers work collaboratively to provide instruction utilizing differentiated strategies to meet the needs of both the general education student and the student with disabilities. Due to the efforts of the teachers, the instruction provided to the students is seamless. Typically, students in this program take the same State and local assessments as the general education students.

Alternate Courses

Self-contained subject area courses are taught by special education teachers and are designed to meet the individual needs of classified students. They focus on providing subject area instruction in a smaller setting allowing the special education teacher to modify the curriculum to maximize student's success. Typically, students in this program take the same State and local assessments and may be eligible for either a Regents or a local diploma.

Career and Occupational Readiness Program (CORE)

Formerly the Career Development Program

The Career and Occupational Readiness Program is designed to meet the needs of students who have significant cognitive and developmental delays. The program focuses on providing students with the skills necessary to become independent and productive members of society. Students work on activities designed to improve communication, daily living skills and employee preparation. In this program, students are assessed using the New York State Alternate Assessment, which highlights the students' abilities in Math, English, Physical

Education, Science and Social Studies. Skills and Achievement Commencement Credential is awarded at the end of 12th grade or thereafter upon completion of the student's IEP goals. The program also includes work experience in the community.

Career Connections

Formerly Career Development and Occupational Studies (CDOS)

This course provides students with the opportunity to meet the NYS requirements for the CDOS credential. Students will be involved in classroom-based instruction regarding career awareness, community experiences, and self-determination/self-advocacy. These skills will then be applied at work sites within the community, which satisfies the requirement for work-based learning hours/experiences. Through involvement in this course students will be able to display commencement level knowledge and skills related to the CDOS learning standards. Criteria for participation in this program will be developed in coordination with the Special Education Department.

HIGH SCHOOL SUPPORT SERVICES

The Skills program may be offered to students placed in an integrated co-teaching class. The Skills class is a building level support for students. This class provides support in the content areas based on individual student need.

Technology Courses

Technology course offerings are designed to develop marketable entry-level skills as well as provide exploratory experiences for students planning to go on to a technical, 2-year or 4-year college. We provide experience-based education using “hands-on” activities. Students learn to work alone and cooperatively in teams. Courses can be taken as free electives or as part of a planned sequence. Proper dress code is required to participate in these courses.

Video Production I

Grades: 10-12

Credit: 1

Weighting: College

Prerequisite: None

Students enrolled in this hands-on class work in a fully equipped television studio using video cameras, sound mixer, television graphics, studio lights, special effects generator and all the equipment needed to create television productions. Students learn technical and artistic skills and work with every piece of equipment as they participate in class productions and direct their own original student-produced programs. Classes take a field trip to the Long Island Media Arts Show to present student productions. In addition, students will videotape and edit field productions using camcorders and editing systems. This course is for students who want to learn what goes on behind the scenes and in front of the camera in a television studio. **3 College Credits optional through Suffolk County Community College.**

Video Production II

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: Video Production I

This is an advanced video class with an emphasis on the production of programs for creating films and advanced video segments. In this class, students will produce and direct their own original camcorder and studio productions. Original stories about the students, events, clubs, sports, and programs of East Islip High School and East Islip School District will be the subjects of original video projects. Enrolled students will write screenplays, storyboard, and develop creative video productions. Classes take a field trip to the Long Island Media Arts Show to present student productions. Students will work with modern digital camcorders, digital editing equipment, and a broad range of video/sound gear in the fully equipped TV Studio at EIHS. Cable shows featuring the best of East Islip Schools, with students as TV hosts, will be crafted and broadcast live throughout the year.

Broadcast Television

Grades 11-12

Credit: 1

Weighting: College

Prerequisite: Video Production I or Teacher Recommendation.

This is an advanced television class with an emphasis on the production of programs for broadcast television. In this class, students will produce and direct their own original digital news packages. Original stories about the students, events, clubs, sports, and programs of East Islip High School and East Islip School District will be the subjects of original digital news packages. Students will work with modern digital camcorders, digital editing equipment, and a broad range of video/sound gear in the fully equipped TV Studio at EIHS. These students will work as a production team to create the news and sports news broadcast packages for the entire school and community to see throughout the year. Classes also enter Broadcast packages into various competitions throughout Long Island. **3 College Credits optional through Long Island University.**

Computer Aided Design

Grades: 10-12

Credit: 1

Weighting: College

Prerequisite: None

This course is designed to introduce students to the use of the computer as a drawing and design tool. Different concepts of technical projection theory will be introduced. Drawing applications related to the design, manufacture and assembly of various parts and products will be studied. Students generate drawings using state-of-the-art AutoCAD software. The relationship between CAD (Computer Aided Design) and CAM (Computer Aided Manufacturing) will be explored. Other aspects of graphic design will be introduced as time permits. This course is recommended for students interested in graphics, engineering, architecture, industry, and the practical applications of the computer today. **3 College Credits optional through Long Island University.**

Metal/Woodworking Technology

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: None

This course is designed to promote skills and concepts in such areas as sheet metal, welding, forging, and machine shop practices. The general objectives of the course are to allow the student to develop an understanding of metals and their structure, along with their uses in industry and commercial markets. After an understanding of each area is achieved, students may design and construct individual projects. Related job skills and employment opportunities are examined throughout the course. This is a course which provides introductory experience in both hand and power woodworking equipment. Students are expected to design and build a series of projects under the direction of the instructor. The technology of both natural and synthetic forest products will be explored. Related occupations and the requirements for entry into the industry will be discussed.

Advanced Metal/Woodworking Technology

Grades: 11-12

Credit: 1

Weighting: Regents

Prerequisite: Metal/Woodworking Technology

Students will be developing and understanding the different metals and their structure along with an in- depth study of the machines used in industry and commercial markets. Students will also have an opportunity to visit Suffolk Community College and learn about programs available at the college level. Students will have an opportunity to network and intern in the career field. The emphasis in this course is on proficiency in the use of hand tools and modern machine processes. Students will learn about mass production methods used in the woodworking industries. The making of well-designed useful furniture is encouraged. Students who complete the course should achieve an in-depth understanding of products and processes as well as career opportunities in the ever-expanding fields of woodworking technology.

Automotive Technology

Grades: 10-12

Credit: 1

Weighting: College

Prerequisite: None

This course is designed to introduce the student to the world of small engines, automobile engines, auto chassis, auto body repair, upholstery, and detailing. It is assumed that the student has no prior experience with mechanics. Each area has a hands-on lab, which the student can perform on his or her own car/minibike/go-cart. This course has built-in flexibility that will allow the student time to explore other areas. At the very least you will save money during your driving career. **3 College Credits optional through Suffolk County Community College for this course or Advanced Auto Technology.**

Advanced Automotive Technology

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: Automotive Technology

This course is a continuation of and a more in-depth study of Power Mechanics. **3 College Credits optional through Suffolk County Community College for this course or Automotive Technology.**

Robotics I

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: None

The Robotics curriculum is designed to help students in grades 9-12 explore the fundamentals of robotics and the engineering design process while learning to use industry-leading CAD software and VEX Classroom & Competition Robotics Kits. Students will walk through the design and build a robot to play a sport-like game, while also learning key STEM principles, and robotics concepts. At the culmination of the class, they compete head-to-head against their peers in the classroom, or on the world stage in the VEX Robotic Competition. The Robotics curriculum is divided up into twelve primary units and one optional unit. In a flexible format, students learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System and Autodesk Inventor while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. The curriculum is heavily focused on mechatronic principles; as such, programming is NOT required. However, this course is structured in such a way that teachers and students who want to include a more Computer Science heavy layer in the course can do so.

Robotics II

Grades: 10-12

Credit: 1

Weighting: College

Prerequisite: Robotics I

Robotics provides a hands-on activity that directly involves students in the learning process and allows them to take ownership of their STEM learning. Robots bring code to life and allow students to see what they're learning and how individual math and engineering elements come together to form a solution to a real problem. The Robotics curriculum is divided up into fourteen primary units. In a flexible format, students learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System, Autodesk Inventor, RobotC (Programming software), and VEX Robot Virtual Worlds (programming software) while learning key STEM principles through a process that captures the excitement and engagement of robotic competition. ROBOTC for VEX Robotics is an ideal programming language for educational robotics and competition. ROBOTC is a C Based Programming Language with an easy-to-use developmental environment that is great for both new and experienced programmers, especially when used alongside the VEX EDR Video Trainer. This software provides a drag-and-drop graphic interface that eliminates syntax errors and stress, allowing new programmers to focus on foundational programming skills. It also offers a real-time debugger that allows students to see all the values of their motors, sensors, and variables, taking the frustrating guess work out of programming. There are over 300 sample programs to help students get started. ROBOTC allows you to prototype your code in simulation environments using Robot Virtual worlds. The Robotics II curriculum is heavily focused on mechatronic principles as well as programming with the intent of designing and creating a robot for both regional and national competitions. This course is structured in such a way that teachers and students who want to include a more Computer Science heavy layer in the course will do so.

3 College Credits optional through Long Island University.

Robotics III**Grades: 11-12****Credit: 1****Weighting: Regents****Prerequisite: Robotics I and II**

Robotics III is a lab-based course that uses a hands-on approach to continually introduce the advanced concepts of robotics, focusing on the construction and programming of autonomous mobile robots for competition and game play. Course information will be tied to lab experiments; students will work in groups to build and test increasingly more complex mobile robots, culminating in outside robot competitions. We will be using VEX Robotic Design System as our platform. Students will be divided into groups and complete a variety of robot construction and programming activities within the confines of these groups. Students will also study the safe use and practice of flying drones. Each student will have the opportunity to acquire their recreational drone flying certificate and/or potential FAA approval.

World Language Courses

The East Islip School District Mission recognizes the importance of preparing all children “to become responsible citizens of the world.” The World Languages Department incorporates this mission statement – preparing students to become proficient in at least one world language and to gain a multicultural perspective will prepare our students for various career opportunities. Through communication we build friendships and understanding with our neighbors here and around the globe.

Our curriculum is based on the New York Standards and requirements for World Languages. All students must earn one high school credit and pass the FLACS Checkpoint A Exam in Foreign Language to obtain a Regents Diploma. To earn a Regents Diploma with Advanced Designation our students must complete an additional two years of study and pass the FLACS Checkpoint B Exam. We have partnered with Stony Brook University to provide our students with college credit when enrolled in many of our language courses.

American Sign Language Course Descriptions

American Sign Language I

Grades: 10-12

Credit: 1

Weighting: College

Prerequisite: None

This course is a beginning level course and an introduction to American Sign Language. Students will learn basic ASL communication; including sign vocabulary of multiple topics: fingerspelling, numbers, and expressive, students will also learn receptive signing activities and the history of ASL. The students will become knowledgeable of the different aspects of our Deaf culture, which is an integral part of meaningful language usage. ASL 1 is designed to provide our students with a solid foundation of signed communication.

3 College Credits optional through Stony Brook University.

American Sign Language II

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: ASL I

This course consists of the intermediate use of expressive and receptive skills in grammatical structures, scenarios, and dialogues. This course is designed for students who have acquired a basic knowledge of ASL and are ready to achieve an intermediate level. We will provide our students with the opportunity to increase their ASL competence, and to use ASL in a variety of discourse and narrative settings. Skills to be developed are in-depth exploration of ASL grammar and understanding the use of their signing space, introduction of classifiers, parameters, and the importance of facial expression when using ASL as well as more vocabulary from different topics. **3 College Credits optional through Stony Brook University.**

American Sign Language III

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: ASL II

This course consists of the intensive use of expressive and receptive skills in complex grammatical structures, dialogues, and storytelling. This course is designed for the advanced study of ASL. It provides students with the opportunity to increase their ASL competence, and to use ASL in a variety of discourse and narrative settings. Skills to be further developed at an advanced level are semantic awareness analysis, in-depth exploration of ASL grammar and complex uses of space, ways of making transitions between ideas, use of classifiers and determining appropriate perspective in specific texts. **3 College Credits optional through Stony Brook University.**

French Course Descriptions

French II

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: French I

French II is a course of study for students continuing the process of learning to speak French. French II begins the Checkpoint B curriculum for the FLACS exam. A foundation of listening, speaking, writing, and reading skills is provided within the context of grammar concepts and thematic vocabulary where students learn to address a multitude of everyday topics in French. Skills taught in French II are in alignment with the world language New York State standards.

Honors French II

Grades: 9-12

Credit: 1

Weighting: Honors

Prerequisite: French I and Teacher Recommendation

Please refer to Guidelines for Success on page 6 for Honors courses.

Students who have received a recommendation from their eighth-grade teacher can enroll in our French II Honors course due to their strong academic performance. This is a course of study for students continuing the process of learning to speak French. French II begins the Checkpoint B curriculum for the FLACS exam. A foundation of listening, speaking, writing, and reading skills is provided within the context of grammar concepts and thematic vocabulary where students learn to address a multitude of everyday topics in French. Skills taught in French II are in alignment with the whole language New York State standards. There is a heavier emphasis on expressive writing and manipulation of tenses in this course due to the Honors designation.

French III

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: French II

French III is the continuation of French II and the completion of the Checkpoint B curriculum. Skills taught in French III are in alignment with the world language standards. This course ends in the FLACS Checkpoint B assessment. A foundation of listening, speaking, writing, and reading skills is provided within the context of grammar concepts, and thematic vocabulary exposing students to a variety of everyday topics addressed on the FLACS exam. There is a heavier emphasis placed on speaking and reading in this course through exposure to many mediums of authentic material.

Honors French III

Grades: 10-12

Credit: 1

Weighting: Honors

Prerequisite: French II and Teacher Recommendation

Please refer to Guidelines for Success on page 6 for Honors courses.

French III is the continuation of French II and the completion of the Checkpoint B curriculum. Skills taught in French III are in alignment with the world language standards. This course ends in the FLACS Checkpoint B assessment. A foundation of listening, speaking, writing, and reading skills is provided within the context of grammar concepts, and thematic vocabulary exposing students to a variety of everyday topics addressed on the FLACS exam. There is a heavier emphasis placed on speaking and reading in this course through exposure to many mediums of authentic material.

French IV

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: French III and Teacher Recommendation.

French IV provides our students with a continuation of the advanced courses and provides the opportunity to receive college credit from Long Island University. French IV offers students the chance to explore the culture and civilization of France in depth while continuing the process of learning specific grammatical concepts in the French language. The receptive skills: writing, reading, and translation are developed in this course. French literature and authentic materials will be integrated among the varied lessons of culture and civilization. The goal is to develop a higher proficiency using the language as extensively as possible. There will be class discussions, oral presentations, and technology-based assessments. Essays and informal writing are also an essential part of this course. **3 College Credits optional through Stony Brook University.**

French V

Grade: 12

Credit: 1

Weighting: College

Prerequisite: French IV and Teacher Recommendation.

French V offers students of serious intent a course designed to foster higher-level communication in French. The four language skills are consistently addressed in the teaching of this course: listening, speaking, reading, and writing. Cross-cultural thematic units will provide context for vocabulary, speaking activities, reading, writing, and grammar concepts. Students will practice these skills using a variety of learning strategies: dialoguing, role-playing, interviewing, reading, responding, journaling, and discussion. Exposure to the francophone world is an essential part of this course and is integrated daily. **3 College Credits optional through Stony Brook University.**

Italian Course Descriptions

Italian II

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: Italian I

This course will focus on the continuity of language acquisition from the Checkpoint A proficiency exam towards preparation for the sequential FLACS Checkpoint B exam given in June of the student's sophomore year. The four skills of listening, speaking, reading, and writing will be addressed through a variety of interesting and engaging activities that inspire and provide students with a desire to explore and interact in another language. This course will build upon Checkpoint A proficiency prerequisites and lead towards Checkpoint B FLACS exam preparedness.

Honors Italian II

Grades: 9-12

Credit: 1

Weighting: Honors

Prerequisite: Italian I and Teacher Recommendation

Please refer to Guidelines for Success on page 6 for Honors courses.

This course will continue to develop and build upon communication skills that are meaningful with real-world applications. Students will continue to focus on varying aspects of the Italian culture and its similarities and differences, as well as building upon previously acquired grammatical concepts leading towards more advanced study in this area. The goal of this Honors II level course is to help enhance proficiency in the target language, including listening, speaking, writing, and reading skills. This course will build upon Checkpoint A proficiency prerequisites and lead towards preparation for the sequential FLACS Checkpoint B exam given in June of the student's sophomore.

Italian III

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: Italian II

This course focuses on the sequential continuation of communication in the target language focusing on real life

situations by using high frequency, productive vocabulary, and grammar. Students continue exploring current cultural and global themes pertaining to the Italian language and culture. Students will acquire the essential vocabulary and grammar needed to adequately communicate in face-to-face situations in the target language. By the end of this level students will be prepared to take the Checkpoint B FLACS exam and will have the prerequisite course levels needed to continue at the college level.

Honors Italian III

Grades: 10-12

Weighting: Honors

Credit: 1

Prerequisite: Italian II and Teacher Recommendation

Please refer to guidelines for Success on page 6 for Honors courses.

This course focuses on the sequential continuation of communication in the target language focusing on real life situations by using high frequency, productive vocabulary, and grammar. Students continue exploring current cultural and global themes pertaining to the Italian language and culture. Students will acquire the essential vocabulary and grammar needed to adequately communicate in face-to-face situations in the target language. By the end of this level students will be prepared to take the Checkpoint B FLACS exam and will have the prerequisite course levels needed to continue at the college level.

Italian IV

Grades: 11-12

Weighting: College

Credit: 1

Prerequisite: Italian III and Teacher Recommendation.

Students enrolled in Italian IV will continue to improve their linguistic mastery through various speaking, listening, reading, and writing opportunities, and are expected to demonstrate communicative skills consistent with years of second language study at the honors level, while working towards proficiency of the Checkpoint C expectations. Students will be working with a curriculum that exposes them to real life situations, using more sophisticated grammatical structures. An emphasis is placed on oral and written performance. Students will also engage in the exploration of reading culturally authentic texts. Upon successful completion of this course, students will be placed into Italian V. **3 college credits optional through Stony Brook University.**

Italian V

Grade: 12

Weighting: College

Credit: 1

Prerequisite: Italian IV and Teacher Recommendation.

Students who have successfully completed Italian IV will explore opportunities to improve oral proficiency skills and develop a deeper appreciation of cultural differences. Topics vary each year and are based on the New York State syllabus for Checkpoint C. Special emphasis is placed on intermediate conversational skills with a review of formal language structures. Communicative skills are refined in the areas of reading, writing, and listening. Authentic literary texts will be introduced. 3 college credits optional through Stony Brook University. **3 College Credits optional through Stony Brook University.**

Spanish Course Descriptions

Spanish I

Grades: 9-12

Weighting: Regents

Credit: 1

Prerequisite: None

This is a first-year Spanish course where students will be introduced to basic phrases, vocabulary, and structure of Spanish. This course will enable students to understand, speak, read, and write the Spanish language. All topics included in the NYS syllabus will be covered in a detailed manner. Stress will be placed on student comprehension of the spoken language, as well as the recognition of authentic sights and sounds of Spanish culture. This course is offered to those students who have not taken a language previously; to those who are new to our district, or to those whose first language experience was unsuccessful.

Spanish II

Grades: 9-12

Credit: 1

Weighting: Regents

Prerequisite: Spanish I

This course will focus on the continuity of language acquisition from the Checkpoint A proficiency exam towards preparation for the sequential FLACS exam given in June of the student's sophomore year. The four skills of listening, speaking, reading, and writing will be addressed through a variety of interesting and engaging activities that inspire and provide students with a desire to explore and interact in another language. This course will build upon Checkpoint A proficiency prerequisites and lead towards checkpoint B FLACS exam preparation.

Honors Spanish II

Grades: 9-12

Credit: 1

Weighting: Honors

Prerequisite: Spanish I and Teacher Recommendation

Please refer to Guidelines for Success on page 6 for Honors courses.

In this course, students will continue developing and building upon communication skills that are meaningful with real-world applications. Students will continue focusing on varying aspects of Spanish culture and its similarities and differences, as well as building upon previously acquired grammatical concepts leading towards more advanced study in this area. The goal of this Honor's II level course is to help enhance proficiency in the target language, including listening, speaking, writing, and reading skills. This course will build upon Checkpoint A proficiency prerequisites and lead towards Checkpoint B FLACS exam preparedness.

Spanish III

Grades: 10-12

Credit: 1

Weighting: Regents

Prerequisite: Spanish II

This course focuses on the sequential continuation of communication in the target language focusing on real life situations by using high frequency, productive vocabulary, and grammar. Students continue exploring current cultural and global themes pertaining to the course of language study they are pursuing. Students will acquire the essential vocabulary and grammar needed to communicate comfortably in face-to-face situations in the target language. By the end of this level students will be ready to take the Checkpoint B FLACS exam and will have the prerequisite course levels to continue at the college level.

Honors Spanish III

Grades: 10-12

Credit: 1

Weighting: Honors

Prerequisite: Spanish II and Teacher Recommendation

Please refer to Guidelines for Success on page 6 for Honors courses.

This course focuses on the continuation of rigorous and intense study of the target language vocabulary and grammar previously studied. Students will hone their presentational skills in the target language by formally and informally presenting dialogs on a wide variety of topics in the target language. Students at this level have acquired the essential vocabulary and grammar needed to communicate comfortably in face-to-face situations in the target language. At the end of this level students will take the Checkpoint B FLACS exam and will have the prerequisite course levels to continue at the college level.

Spanish IV

Grades: 11-12

Credit: 1

Weighting: College

Prerequisite: Spanish III and Teacher Recommendation.

Students enrolled in Spanish IV will continue to improve their linguistic mastery through various speaking, listening, reading, and writing opportunities, and are expected to demonstrate communicative skills consistent with years of second language study at the honors level, while working towards proficiency of the Checkpoint C expectations. Students will be working with a curriculum that exposes them to real life situations, using more

sophisticated grammar structures. An emphasis is placed on oral and written performance. Students will also engage in the exploration of reading culturally authentic texts. Level 4 honors students will submit authentic products throughout the year, which develop into the portfolio upon which their final assessment score is partially based. Upon successful completion of this course, students will be placed into level 5 Honors. **3 College Credits optional through Stony Brook University.**

Spanish V

Grade: 12

Credit: 1

Weighting: College

Prerequisite: Spanish IV and Teacher Recommendation.

This proficiency-based course will help students to improve oral proficiency skills and develop a deeper appreciation of cultural differences. Topics vary each year and are based on the New York State syllabus for Checkpoint C. Special emphasis is placed on intermediate conversational skills with a review of formal language structures. Communicative skills are refined in the areas of reading, writing, and listening. Authentic literary texts will be introduced. This is a very demanding and fast-paced college level course. Students will be exposed, in a more in-depth way, to the geography, history and rich cultures of the Spanish-speaking world. This course will introduce higher-level up-to-date vocabulary necessary to communicate and function in today's ever-changing world. Students will read newspaper and magazine articles from Spain and Latin America and will be introduced to the works of some of the major writers of the Spanish-speaking world. Advanced grammar and composition topics will be addressed through literature. **3 College Credits optional through Stony Brook University.**

Cleary School for the Deaf

Cleary School for the Deaf High School program is a state-supported program that became part of East Islip High School in July 1988. Deaf students choose courses from those listed below, as well as those listed for East Islip High School. Students mainstreamed into regular classes are provided with a Sign Language Interpreter or Teacher Assistant. The Cleary Program provides guidance, transition and school-related counseling, and other IEP mandated related services for Cleary students.

6501 English 9/10 HI

This course assists the student in making the transition from elementary to secondary level English/Language Arts study. The instructional pace is modified, and materials are adapted to meet the needs of the students. Additionally, students are supported in their independent reading and development of critical thinking skills. Instruction includes analysis of adapted short stories, novels, and essays. Students develop vocabulary and spelling in the context of the literature being studied. Individual and group instruction continues to provide remediation in grammar and correct usage. Reading strategies support individual needs in reading comprehension. Students continue to expand their ability to recognize and understand universal themes presented in a wide array of literary genres. Students in English 9/10 will be required to complete the New York State English/language Arts Regents Examination prior to graduation.

6502 English 11/12 HI

English 11/12 for hearing-impaired students preparing to graduate continue the small-group and individualized program of instruction begun in ninth grade. In addition to the various English/Language Arts areas, students explore the history of the English language and adapted samples of British literature. Individual support is ongoing for those students who need to improve their reading and writing skills to satisfy the requirements for graduation.

6504 Global I HI

This course assists the students in making the transition from elementary to secondary level Global Studies. The instructional pace is modified, and materials are adapted to meet the needs of the students. Students are exposed to the major historical events and achievements in world history from 8000 BCE – 1750 CE. In this course students will investigate and analyze the significant events, individuals, achievements, and developments of world history by using the historical literacy skills and methods employed by historians.

6505 Consumer Math HI

This course teaches concepts which are important to developing economic literacy. This course also assists students to increase their computational skills. Students will emphasize graphing, measurement, ratio, and introductory Algebra. Students will develop an appreciation for mathematics in their lives.

6506 Writing Workshop HI

Students cultivate their abilities in writing. This course is designed to strengthen the students' proficiencies in basic English grammar, enabling them to successfully organize information when presented with various writing tasks.

6520E Communication Arts/Speech HI

Communication skills focus on the student's ability to communicate in the school, family, and work environment both receptively and expressively. Students explore English and ASL comparisons, written language, speech (oral) skills, lip-reading skills, use of residual hearing, types, and etiology of hearing loss, how to read an audiogram, anatomy, as well as vocabulary and grammar building activities that empower the students to become effective communicators. The class is small and individually designed to the students' needs based on student driven goals.

6522 Business Math HI

Business Math focuses on meaningful math concepts related to real world problem solving and conceptual understanding. Students work at an individual level as they gain understanding and insight to how mathematical procedures relate to the world around them. Classroom experiences focus on math relevant for students that will transition from school to independent living and include skills involving basic concepts measuring, percentages, financial management, computational skills, simple word problems, and more.

6571 Academic Support HI

Academic Support classes provide the Cleary students with assistance in a small group or individual setting to support class work, homework, organizational and study skills as well as test-taking strategies for mainstream or internship classes.

6590 Internship HI

The Life Skills/Internship program is offered to deaf students with special needs who require individualized instruction to develop those essential cognitive and affective skills that are necessary for independence and transition from school to work. Student learning is achieved in a self-contained classroom and through meaningful community trips. The students participate in a volunteer work program, which helps prepare them for the workplace. The program uses teacher-created materials and techniques pertinent to the needs of each student while following New York State Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The internship program is also fortunate to use the Practical Assessment Exploration System Lab that was newly created thanks to a generous family donation, which provides in school "work" simulations and experiences for the students.

***NOTIFICATION OF RIGHTS UNDER FAMILY
EDUCATIONAL RIGHTS AND PRIVACY ACT***

Dear Parent or Student:

This is to advise you of your rights with respect to the school records relating to (your son) (your daughter) (you) pursuant to the Federal "Family Educational Rights and Privacy Act of 1974".

Parents of a student under 18, or a student 18 or older, have a right to inspect and review any and all official records, files, and data directly related to their children, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

A parent of a student under 18 years of age or older shall make a request for access to a child's (his/her own) school records, in writing, to the Elementary Principal of the building to which such student is assigned of the Guidance Counselor in the Secondary School. Upon receipt of such a request, arrangements shall be made to provide access to such records within a reasonable period, but in no case, no more than 45 days after the request has been received.

If information contained in the student's record is believed to be inaccurate or misleading, the parent or eligible student should write to the principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested, the parent or eligible student will be notified of the decision and advised of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

Student records, and any material contained therein which is personally identifiable, are confidential and may not be released or made available to people other than parents or students without the written consent of such parents or student. There are several exceptions to this rule, such as other school employees and officials, and certain State and Federal officials, who have a legitimate educational need for access to such records in the course of their employment. In addition, the district will disclose, upon request, education records to officials of another school district in which a student seeks or intends to enroll. Further, directory information may be released by the school to anyone who requests it unless the parent or eligible student objects. Please check the "Do Not Release" box and return this letter to the principal to the release of any or all this information within ten school days of the time this letter was issued. Directory information includes a student's name, parents' or legal guardians' names, address, telephone number, dates of attendance and photographs.

Sincerely,

Mr. Paul E. Manzo

Superintendent of Schools

DO NOT RELEASE

DISTRICT POLICY ON NON-DISCRIMINATION
EQUAL OPPORTUNITY PUBLIC NOTICE

The east Islip Union Free School District hereby advises students, parents, employees, and the public that it offers employment and educational opportunities, including vocational education opportunities, without regard to race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, or disability.

Inquiries regarding this non-discrimination policy may be directed to:

Title IX Coordinators:

Jason Stanton
East Islip High School
1 Redmen Street
Islip Terrace, NY 11752
631-224-2071
jason.stanton@eischools.org

Aileen O'Rourke
District Office
1 Craig B. Gariepy Avenue
Islip Terrace, NY 11752
631-224-2069
Aileen.ORourke@eischools.org

Section 504 Compliance Officer:

Aileen O'Rourke
District Office
1 Craig B. Gariepy Avenue
Islip Terrace, NY 11752
631-224-2071
Aileen.ORourke@eischools.org

ADA Coordinator:

Anthony Gagliano
District Office
1 Craig B. Gariepy Avenue
Islip Terrace, NY 11752
631-224-2035
Anthony.Gagliano@eischools.org

Four Year Course Planner

USE THIS SHEET FOR YOUR GRADUATION PLAN OVER THE COURSE OF FOUR YEARS.

Course Selections	9 th Grade	10 th Grade	11 th Grade	12 th Grade
1				
2				
3				
4				
5				
6				
7				
8				
9				

Four Year Course Planner

Below is an example of a “typical” four-year program.
Please see your school counselor for variations to the schedule below.

Course Selections	9 th Grade	10 th Grade	11 th Grade	12 th Grade
1	English 9 See Pages 37-42	English 10 See Pages 37-42	English 11 See Pages 37-42	English 12 See Pages 37-42
2	Math See Pages 47-52	Math See Pages 47-52	Math See Pages 47-52	Math See Pages 47 For Elective Offerings
3	Earth Science See Pages 58-64	Living Environment See Pages 58-64	Chemistry See Pages 58-64	Science See Page 58 For Elective Offerings
4	PE EOD/ES Lab See Pages 56-57	PE EOD/LE Lab See Pages 56-57	PE EOD/Chem Lab See Pages 55-57	PE EOD/Science Lab See Pages 56-57
5	Global History I See Pages 65-70	Global History II See Pages 65-70	US History and Gov't See Pages 65-70	Participation in Gov't/ Economics See Page 67-68
6	World Language See Pages 77-82	World Language See Pages 77-82	World Languages See Pages 77-82	World Languages See Pages 77-82
7	Fine Art Requirement See Page 27	Health EOD/Elective See Page 56-57	Elective	Elective
8	Lunch	Lunch	Lunch	Lunch
9	Elective	Elective	Elective	Elective