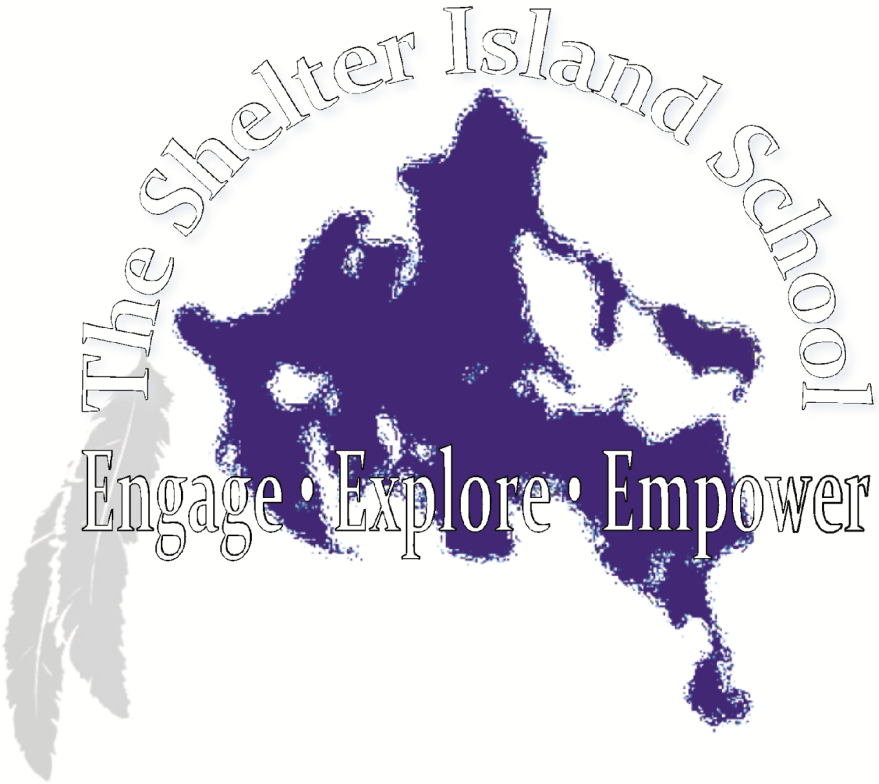

Curriculum and Program Guide

2026-2027

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Board of Education, Mission Statement, and School Song

BOARD OF EDUCATION

Kathleen Lynch, *President*
Margaret Colligan, *Vice President*
Dawn Hedberg, Karina Montalvo, Laurene Silvani, Anthony Rando

MISSION STATEMENT

Engage, Explore, Empower. The Shelter Island Board of Education is committed to the mission that we want our students to cherish our small island community while applying and expanding their learning about, understand of, and engagement with the wider world. To do this they must be:

- ethical and moral individuals
- respectful and responsible communicators
- creative and analytical thinkers
- knowledgeable and literate readers, writers, mathematicians, and scientists
- participants in and audiences for art, drama, music, athletics, and other artistic, cultural, and social activities
- skilled and successful workers and consumers
- committed and active citizens

SCHOOL SONG

When our team goes forth to battle,
For the victory we will cheer.
For it's the fight that we must conquer,
And the victory is so near!
For we are ever loyal
To our colors blue and gray.
And we will fight, with all our might,
till our colors float on high.
Blue and gray, Blue and gray,
Blue and gray, we're out to win today.
For we are ever loyal
To our colors blue and gray,
And we will fight, with all our might,

Till our colors float on high

The Shelter Island School

2026-2027

Curriculum and Program Guide

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School Code: 335175
SAT Test Center Code: 33857 ACT Test Center: 214960

A Message from the Superintendent/Principal

Dear Parents and Students:

It is that time of year again to choose classes and programs of study for next year. The choices that you make have an important implication for your future.

Our goal is to prepare all of our students for a variety of post-secondary options. Considering the increased requirements of college admission and the difficulty of obtaining employment, it is important to remain as competitive as possible.

Taking rigorous classes and performing well are the keys to success. Whether it is a college admissions counselor or an employer looking at a job application, your transcript is a very important document. I encourage you to spend time thinking about this as you choose classes and programs of study.

We continue to offer classes for college credit through Suffolk County Community College and St. John's University. Dual enrollment is noted in the class description.

Please contact me with any questions or concerns. In addition, web resources are available through Naviance and The Shelter Island School website.

Sincerely,
Brian Doelger, Ed.D

New York State Graduation Credit Requirements

Subject	Regents Credit	Advanced Regents Credit
English	4	4
Social Studies	4	4
Math	3	3
Science	3	3
LOTE (Language Other Than English)	1	3
Art/Music	1	1
Health	.5	.5
Physical Education	2	2
Electives	3.5	1.5
Total Credits Earned	22	22

For more information on the New York State Graduation Requirements, please visit http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements

New York State Diploma Requirements

Diploma	Grade	Number of Regents Exams Required
Regents Diploma with Advanced Designation with Honors	90 Average or better on all required Regents exams	**8 Regents and FLACS Checkpoint B** 1 English 2 Social Studies (Global and US History) 2 Science (Physical & Life Science) 3 Math (Algebra I, Geometry, Algebra II) World Language FLACS Checkpoint B
Regents Diploma with Advanced Designation	65 Average or better on all required Regents exams	**8 Regents and FLACS Checkpoint B** 1 English 2 Social Studies (Global and US History) 2 Science (Physical & Life Science) 3 Math (Algebra I, Geometry, Algebra II) World Language FLACS Checkpoint B
Regents Diploma with Advanced Designation, Mastery in Mathematics	Meets all assessment requirements for the Regents Diploma with Advanced Designation, and, in addition, scores 85 or better on each of 3 Regents examinations in Mathematics	**8 Regents and FLACS Checkpoint B** 1 English 2 Social Studies (Global and US History) 2 Science (Physical & Life Science) 3 Math (Algebra I, Geometry, Algebra II) World Language FLACS Checkpoint B
Regents Diploma with Advanced Designation, Mastery in Science	Meets all assessment requirements for the Regents Diploma with Advanced Designation, and, in addition, scores 85 or better on each of 3 Regents examinations in Science	**8 Regents and FLACS Checkpoint B** 1 English 2 Social Studies (Global and US History) 2 Science (Physical & Life Science) 3 Math (Algebra I, Geometry, Algebra II) World Language FLACS Checkpoint B
Regents Diploma	65 Average or better on all required Regents exams	**5 Regents Exams** ***Required:*** 1 English 1 Social Studies 1 Science 1 Math ***PLUS 1 ADDITIONAL (choose one)*** Social Studies Science Math NYS approved CTE, LOTE, or Arts Pathway
Local Diploma		Local Diplomas will be granted to Special Education students and qualifying appeals.

For more information on the New York State Graduation Requirements, please visit
http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements

Program Levels, College Entrance Exams, College & Career Readiness Programs

Students should plan their programs with the intention not only of fulfilling minimum requirements, but also of taking full advantage of the many elective courses offered in various departments.

Regents Level (R)
Designed to meet the needs of those students who can follow the regular New York State Education Department Syllabus, the Regents Program requires a Regents examination at the completion of specific courses.

Honors Level (H)
Honors classes are open to selected students based on recommendation of subject area teachers. Honors courses focus on providing all students with the opportunity for success in each subject area and an opportunity for all students to reach an AP level course. Emphasis is put on perseverance, grit, conscientiousness, optimism, and opportunity. Honors level courses will have a weight of 1.05 in a student's quarterly class average.

Advanced Placement (AP)
Advanced Placement courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated students. Intensive classroom work, independent study and research are an integral part of the program. AP exams are administered in May; and the cost for each AP exam taken is the students responsibility. The cost of each AP exam taken is $96.00 (based on 21/22 school year). In order to receive college credit, a satisfactory grade must be achieved. Exams are scored on a 1-5 scale and the receiving college will determine the satisfactory grade. AP courses will have a weight of 1.1 in a student's quarterly class average. Some AP courses may require a student to complete a summer assignment.

College Credit Programs/Dual Enrollment (DE)
Shelter Island Secondary School offers students an opportunity to take college courses and earn credits through two (2) different post-secondary institutions – St. John's University and Suffolk County Community College. All courses offered by these institutions carry credit which ***may*** be applied towards a degree at other colleges and universities. Acceptance of pre-college credit varies by institution. For more information on whether or not your credit will be accepted, please contact the post-secondary institutions you are considering to attend. Applications to earn pre-college credit, along with registration instructions, are distributed by the course teachers at the beginning of each class (either September and/or January). Each institution has its own registration procedures and it's the student's responsibility to follow that procedure to ensure proper registration and receipt of course credit. *In addition, it is the student's responsibility to request an official transcript directly from these institutions to be sent to post-secondary institutions for admission and/or credit.*

Courses offered with St. John's University - $325.00 (24/25 school year and subject to change)

College English – Semester 1 – 3 credits and Semester 2 – 3 credits (6 total)
Media Production – Full Year – 3 credits
Journalism – Full Year – 3 credits
AP Literature and Composition – 3 credits

Courses offered with Suffolk County Community College - $65.00 per credit (24/25 school year and subject to change)

Beacon Biology – Full Year – 4 credits
Beacon Pre-Calculus – Full Year – 4 credits
Beacon Calculus – Full Year – 4 credits
AP United States History – Semester 1 – 3 credits and Semester 2 – 3 credits (6 total)
Drawing and Painting (2D Art) – Full Year – 3 credits
Marine Science – Full Year – 3 credits

Courses offered with St. Joseph's University - $180.00 (24/25 school year and subject to change)

Participation in Government – Full Year – 3 credits
Marine Science – Full Year – 3 credits

Pre-ACT

The Pre-ACT measures skills in four (4) major curriculum areas: English, Mathematics, Reading, and Science Reasoning. This is an abbreviated practice exam for the ACT and is taken in October of your sophomore year and will be administered during the school day.

PSAT/NMSQT

The PSAT/NMSQT measures the verbal and mathematical reasoning abilities you have developed over many years, both in and out of school. This is an abbreviated practice exam for the SAT and it is used for the NMSQT scholarship placement program. This exam is taken in October of your Junior year and will be administered during the school day.

SAT

The SAT measures the verbal and mathematical reasoning abilities you have developed over many years, both in and out of school. SAT scores provide colleges with a way to compare the academic preparation and ability of students who apply for admission. The exam is usually taken for the first time in the spring of your junior year. Shelter Island School is a test site for this exam 2 times a school year and it will be administered during the school day. In order to better prepare for this exam, we offer an SAT/ACT prep course for students in their junior year. You can take the exam as many times as you wish. If you would like to take it more than the 2 exams we offer, please go to www.collegeboard.org to register for the additional exams.

ACT

The ACT measures skills in four (4) major curriculum areas: English, Mathematics, Reading, and Science Reasoning. Like the SAT exam, the ACT scores provide colleges with a way to compare the academic preparation and ability of students who apply for admission. The exam is usually taken for the first time in the spring of your junior year. Shelter Island School is a test site for this exam 2 times a school year and

It will be administered during the school day. In order to better prepare for this exam, we offer an SAT/ACT prep course for students in their junior year. You can take the exam as many times as you wish. If you would like to take it more than the 2 exams we offer, please go to www.act.org to register for the additional exams.

Naviance

Naviance is an online program we use to develop and monitor a clear plan for post-secondary success.
Naviance is a great resource for students, parents, teachers, and your counselor to collaborate. We encourage all students to take full advantage of the resources available to you through Naviance in an effort to assist in post-secondary planning.
In order to access Naviance, you will need to log on to: http://student.naviance.com/shelterisland You will primarily use three major sections in Naviance. The section tabs are located in the upper right hand corner of the home screen.

About Me

In the **About Me** section you will have access to three important sections:

MY Account which will give you access to your personal information, contact information, and GPA information as well as parent contact information. You will also have access to edit your username and password.

Documents and Notes which offers a great opportunity to help create a resume, set and stick to goals (i.e. make honor roll), view your student portfolio which is a snapshot of all of your information and results of assessments etc., keep a journal to help remember all the activities you have been involved in, and lists your test scores (PSAT, PreACT, SAT, ACT)

Surveys which will keep record of surveys assigned by your counselor and develop your "Game Plan" for after high school (college interests and or career interests)

Self-Discovery

This section consists of 8 surveys that will help in discovering your unique learning style, determine your specific learning style, help find your possible career to name a few. We encourage you take the time to complete as many (if not all) of the assessments as the results may help you in making the right decisions about your future after high school.

Colleges

This section will be used to select colleges you are interested in applying to. Students, parents, teachers, and Guidance Counselor can all add colleges to your list! This section is a great tool to narrow down the perfect fit for your post-secondary plan. This section offers direct links to interested college websites, compares your GPA and test scores to other applicants, and gives an acceptance history information from past student profiles of the Shelter Island High School. ***This section will be used in conjunction with the Common Application for sending transcripts, grade reports, letters of recommendation etc. This section will also be used to track the status of college applications.***

Careers

This section will be helpful in finding out what career would be best for you! Take advantage of completing the assessments/questionnaires in the **Self-Discovery** section – they can be great tools for finding the best post-secondary career for you.

Explore Road Trip Nation is a great resource to use to search a career and listen to interviews with people talking about their jobs, or their career paths, and what it took to get there.

Explore Careers and Explore Clusters and Pathways tab will provide you with an overview of job descriptions, skills & knowledge needed, daily tasks & activities and related college majors for each career.

Academic Policies

Promotion

1. Grade 8 success – **promote to Grade 9**
2. Five (5) High School Credits, three (3) of which include English, Social Studies, Math and/or Science – **promote to Grade 10**
3. Ten (10) High School Credits, six (6) of which include English, Social Studies, Math and/or Science – **promote to Grade 11**
4. Fifteen (15) High School Credits, 9 of which include English, Social Studies, Math and/or Science – **promote to Grade 12**

Students who do not complete the requirements within four years may follow an individualized schedule developed by the guidance office and approved by the administration.

A student must also pass required New York State Examinations. Please see graduation requirements on pages 6/7.

Weighted Grades

Final course average for AP/College level classes will be weighted by 1.1. Honors courses will be weighted by 1.05. Quarterly grades will reflect weighted grades. Honor Roll will be calculated using weighted grades.

Honor Roll – Grades 6-12

High Honor Roll: Average for Quarter 95 to 100
Honor Roll: Average for Quarter 90 to 94.99

Pupil Evaluation

In grading, a teacher will consider the students' test grades, class work, homework and any special assignment. The teacher will assign grades in accordance with the policy which he/she has distributed to the class in the beginning of the year and filed with the office. A minimum grade of 50 will be assigned for the first three quarters of the school year. For the fourth quarter the actual grade will be entered. Final computation for the course work for grades 9-12 will be an average of the four quarters.

In Regents courses longer than one year, a local final will be given at the end of the first year.

Homework

Homework is a necessary part of each pupil's education program. Each student is expected to spend appropriate time in addition to scheduled class instruction to achieve satisfactory progress. Some assignments are long range in nature and extended time is needed for their completion. Planned study eliminates the necessity of "cramming" the day before a test or when an assignment is due.

Make-Up Work and Tests

A student who is absent for one day is expected to make up any and all tests missed on the day he/she returns to school. If a student is absent two or more days, he/she will be given the number of days which he/she has been absent to make up the work missed. In no case is this period to extend beyond five days unless the absence has been medically excused by a physician.

Credit for Regents Courses

A Regents course of study involves class attendance, homework assignments, quizzes, tests, and other activities, as well as the Regents examination that is administered at the end of the course. When deciding whether or not a student has satisfactorily completed a Regents course of study and is entitled to a unit of credit, the teacher will evaluate the pupil's performance on all of these activities. Regents credit will not be given if only the regents examination is passed and not the course.

In science courses with labs, a student must have successfully completed the required minutes on hands-on laboratory experience with satisfactory reports on file.

Regents Exams

The transcript shows all Regents exam grades taken by the student. If a Regents exam is retaken for a higher grade, the lower grade will be removed from the Transcript. If the first Regents exam was used to calculate a final grade average, the class grade will remain the same.

Course Durations & Credits

1. A 1.0 credit course meets five (5) days per week for the full year (eg. English 9).
2. A 0.5 credit course meets either on a Day A / Day B schedule for the full year (eg. Physical Education).
3. A 0.25 credit course meets either on Day A / Day B schedule for a semester.

Dropping a Course

Students will be permitted to drop a full year class until the end of the **1st quarter**. **Students will be permitted to drop a semester course until the end of the third week of the 1st quarter the class runs**. The guidance counselor will contact the parent to review the situation and obtain consent.

After the drop period ends, students may withdraw from a class with the following stipulations:

The student will receive a 50 for the quarter in which they drop the class. This will average with all the previous grades in that class and count towards the final average. If the student withdraws in the final quarter of the course, the student will receive a 50 or the actual quarterly average, whichever is lower. The final average will be calculated without a final exam.

Repeating Courses

A student who fails a course (below 65) may retake the course in summer school or the following year. Please note, The Shelter Island School does not offer summer school. Students may enroll in summer school in neighboring districts. It will vary from year to year where summer school will be offered. A failed course will

remain on the transcript, but the summer school course will also be listed and will be calculated into the overall GPA.

Class Rank

The Board of Education has adopted a "no-ranking" policy. Due to the small size of our school, the Board believes that the practice of determining class rank does not give an accurate picture of a student's performance. A profile of the school will be included to address this issue. However, individual requests for scholarship ranking will be calculated as follows:

A) Computation of cumulative grade point averages will be based on the course credit assigned;

B) Cumulative grade point averages for college transcripts will be computed at the end of the junior year and updated at the end of the first semester of the senior year;

C) Credit from other schools will be interpreted and assigned credit by the Principal in conjunction with the Guidance Counselor;

D) Student Assistant Courses will receive grades of Pass (P) or Fail (F); and

E) All pass/fail courses are excluded from GPA. A failed grade is excluded from the GPA if the student retakes the same course for a higher grade. However, the lower grade remains on the transcript.

Valedictorian and Salutatorian

Determination of the Valedictorian and Salutatorian will be based on strict numerical computation accurate to the thousandths decimal place from courses taken in the district, using weighted GPA.

A) At the end of the third quarter, of each school year, the Valedictorian and Salutatorian will be determined for the graduating class. Selection will be made from those students who are candidates for a Regents Diploma with Advanced Designation. In order to qualify for these honors, a student must have completed at least four (4) semesters in their freshman, sophomore, and junior years, and the first three quarters of their final year in the Shelter Island High School.

B) Valedictorian and Salutatorian will have the required Regents courses and exams of a Regents Diploma with Advanced Designation by the beginning of the second semester of the senior year.

C) Valedictorian and Salutatorian should be enrolled in at least one-half (1/2) of the AP/College level classes offered in the high school.

D) Valedictorian and Salutatorian must be compliant with the District Attendance Policy.

Community Service – Grades 9-12

Although we do not require students to complete Community Service hours for graduation, we strongly encourage student involvement within our community as well as neighboring communities. Community Service hours are considered in awarding scholarships from both our local donors and outside donors as well. Students who reach over 100 hours will be recognized at commencement. In order for you to receive credit for your Community Service hours, the Community Service Verification Form should be completed and signed by the activity chairperson and the Guidance Department. The Guidance Department will keep record of all forms submitted.

Release of Information to Military Recruiters

Congress has passed the Elementary and Secondary Education Act an amendment called the "No Child Left Behind Act of 2001." Pursuant to this act, be advised that "directory information," including names addresses and telephone numbers are released by the Shelter Island School District to military recruiters upon request. A parent has the right to NOT to disclose "directory information" on their child but MUST NOTIFY the Shelter Island School District in writing. A "Military Recruitment Opt Out Request Form" is located on Final Forms for all Juniors and Seniors each fall. If an Opt Out Request Form is not on file, the school district cannot refuse the military recruiters' requests and they may contact students. Please note that this form must be completed each year (Junior and Senior years).

Bell Schedule

Period	***Begins***	***Ends***
Advisory	*8:00 (Warning: 7:58)*	*8:05*
1	*8:05*	*8:46*
2	*8:48*	*9:29*
3	*9:31*	*10:12*
4	*10:14*	*10:55*
5	*10:57*	*11:38*
6	*11:40*	*12:21*
7	*12:23*	*1:04*
8	*1:06*	*1:47*
9	*1:49*	*2:30*

Delayed Opening Abbreviated Schedule			
Period	***Begins***	***Ends***	***Total***
Advisory	*10:00 (Warning: 9:58)*	*10:05*	*0:05*
1	*10:05*	*10:31*	*0:26*
2	*10:33*	*10:59*	*0:26*
3	*11:01*	*11:27*	*0:26*
4	*11:29*	*11:55*	*0:26*
5	*11:57*	*12:28*	*0:31*
6	*12:30*	*1:01*	*0:31*
7	*1:03*	*1:34*	*0:31*
8	*1:36*	*2:02*	*0:26*
9	*2:04*	*2:30*	*0:26*

New York State Seal of Biliteracy (NYSSB)

In recognition of the importance of bilingualism, NYSED developed the New York State Seal of Biliteracy (NYSSB). The NYSSB was established to recognize high school graduates who have attained a "high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The NYSSB will be awarded by the Commissioner to students who meet the criteria established by the Board or Regents and who attend schools in districts that voluntarily agree to participate in the program. The NYSSB will be displayed on the high school diploma and the transcript of graduating pupils satisfying the NYSSB criteria. (Complete details about the NYSSB can be obtained at http://www.nysed.gov/common/nysed/files/programs/world-languages/handbook-for-the-seal-of-biliteracy-10-1-16.pdf)

Earning the New York State Seal of Biliteracy

A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma

B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn three (3) points in each of the two (2) areas listed below:

Criteria for Demonstrating Proficiency in **English**	**Point Value**	Criteria for Demonstrating Proficiency in a **World Language**	**Point Value**
Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	**1**	Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.	**1**
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT)	**1**	Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	**1**
Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	**1**	For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner	**1**
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL)	**1**	Score at a proficient level on an accredited Checkpoint C World Language assessment	**1**
Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	**2**	Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	**2**

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

New York State 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.

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	**Pts.**	**Civic Participation**	**Pts.**
4 credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

*Students may receive these points more than once.

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as

consistent with State policy. * Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.

Sixth, Seventh & Eighth Grade Information

In the Humanities House, English 8 Honors and Social Studies 8 Honors will be offered to students who meet the prerequisite requirements, see course descriptions on the following pages for requirements. Entrance criteria will be evaluated by the Humanities department and entrance to Honors courses will be reviewed on a quarterly basis.

The Sixth-Grade Spanish program aims to bridge learning that took place in the Elementary Language program and the High School Spanish curriculum. All 7th and 8th grade students will be offered Spanish 1A (7th grade) and Spanish 1B (8th grade). Successful completion of both Spanish 1A and 1B and a score of 65 or above on the Spanish Foreign Language Proficiency Exam (FLACS A) will determine if Level 1 High School credit will be issued.

The following is required to earn high school credit:

Algebra I- a 65 or higher on corresponding Regents Exam and final course grade.

Physical Setting: Earth Science - a 65 or higher on corresponding Regents Exam and final course grade.

Spanish – a 65 or higher on the final course grade and the Checkpoint A Proficiency Exam in Spanish after completion of Spanish 1A (7th grade) and Spanish 1B (8th grade).

Credits and course GPA for Algebra I, Physical Setting: Earth Science, and Spanish 1A and 1B **will** appear on a student's high school transcript. These courses will allow a student to take terminal courses in these areas such as AP Calculus, AP Biology, AP Environmental Science, and College Spanish.

NCAA Eligibility

If you want to play sports at an NCAA Division I or Division II school, you must start by registering for a Certification Account with the NCAA Eligibility Center at www.eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at www.eligibilitycenter.org.

The NCAA has Academic requirements as outlined on the Eligibility website. Please make an appointment with your Guidance Counselor and the Shelter Island Athletic Director to plan accordingly in your freshman or sophomore year of high school.

* Grade Point Average (GPA) – The NCAA Eligibility Center calculates your GPA based on the grades you earn in the NCAA approved core- courses

** Test Scores – You are encouraged to take both the ACT and SAT as many times as you want before you enroll in college. If you choose to send your test scores directly to the NCAA during registration, the NCAA Eligibility Center code is 9999. The NCAA will use the best scores from each test section to create you sum score (super score). The NCAA will only consider an official score report received from either ACT.org or Collegeboard.com.

Courses listed on the following pages of this guide are subject to change and may not be offered every year based on instructor availability or student enrollment. Please talk to the School Counselor if you have any questions about the courses offered each year.

Art Department

ART GRADES 6,7,8

Grades 6, 7 & 8 Art is a hands-on, multimedia course that reviews the elements and principles of design and incorporates them with problem solving and art history. Students will develop observation and technical skills in drawing, painting, printmaking, sculpture, and various other art mediums. There are no prerequisites for these classes they are state mandated. In the course students will

*Identify and create artwork based on the elements of art and on the principles of art.
*Demonstrate through their artwork how to use the elements of art to show movement and express feelings.
*Recognize, compare and use different media to create their artwork.
*Develop a respect and appreciation for the artwork of artists, including classmates' art.
*Recognize and compare differences in several art mediums.
*Create representational and abstract art.
*Learn to create depth in a 2-dimensional artwork using one point perspective.
*Communicate thoughts, feelings and experiences to others through art.
*Understand terms that are basic to art media, procedures and techniques, as well as art appreciation.
*Maintain a sketchbook for a variety of drawing assignments to perfect their hand-eye ability and drawing skill.

FAMILY AND CONSUMER SCIENCE GRADES/CAREER AND TECHNICAL EDUCATION 6,7,8

Home and Career Skills is a course designed to help middle level students live in a society of constant change and to improve their quality of life by preparing them to meet their present and future responsibilities as family member and community members, consumers, home managers, and wage earners. The goal is to educate early adolescents to think constructively, make sound decisions, solve problems, and manage resources.

STUDIO IN ART

Studio Art is designed to provide a foundation for Students. Emphasis is placed on understanding the Elements of Art and Principles of Design. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, two & three-dimensional design, and ceramics. Student artwork will reflect aesthetics & cultural and historical contexts. Students should be willing to get involved in the creative process and experiment. No prerequisites required.

DRAWING AND PAINTING (DE)

Option for Dual Enrollment/College Credit issued through Suffolk County Community College.

Drawing and painting is a second year course that provides an opportunity for students to expand on the concepts introduced in Studio Art. Emphasis is placed on experiences with design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media. This class is ideal for students who want to experiment with 2 dimensional concepts and processes.

AP STUDIO ART-2D DESIGN (Not offered every year)
This rigorous one-year course is designed for students who are seriously interested in exploring the practical experience of art through the investigation of ceramics. It is recommended that students enrolling in the AP Studio Art course come to the course prepared with the desire to pursue a personal artistic vision and style. Throughout this course, students will be compiling a portfolio of original artwork and will be participating in regular critiques with their peers as well as participating in an ongoing dialogue with the instructor.

SCULPTURE (Not offered every year)
Students will explore sculpture as three-dimensional art. Students will gain knowledge in additive, subtractive, and assemblage techniques as sources of construction. We will explore the various materials used to create sculptures, including ceramics, paper, plastic and recycled materials. Students learn how to manipulate these materials and use sculpting tools safely. Students will consider volume, weight, color, form, and texture while creating pieces. They analyze other works of sculpture through creation, reading, discussion and critique.

PORTFOLIO ART (Not offered every year)
Portfolio Art is designed for students who would like to explore an idea in depth. Students will develop their theme each quarter and create a carefully considered body of work. This class is ideal for students who are self-directed and like to establish their own outcomes. Students should be willing to get involved in the creative process and push their thinking.

PRINTINGMAKING
Printmaking is a studio practice built on process — and in this course, the process *is* the point. Students work through five methods: tetra pak intaglio, monoprinting, screen printing, linocut, and gel plate printing, approaching each as an experiment rather than a recipe. What happens when ink is too dry, a plate is over-inked, a stencil bleeds? In this class, those moments become the most interesting ones.
Each unit is structured around guided exploration: students learn the mechanics of a process, then push against its edges — layering techniques, combining methods, and making deliberate choices about when to control and when to let go. A monoprint becomes a substrate for a linocut. A failed screen print gets torn and reassembled. Ink, pressure, texture, and time all become part of the visual vocabulary.
The goal isn't a perfect print. It's an understanding of how materials behave, how decisions compound across a series, and how a body of work emerges through iteration. Students leave the semester with a portfolio that documents not just finished pieces, but the thinking and risk-taking behind them.

English Department

ENGLISH LANGUAGE ARTS 6

This year, the curriculum focuses on facilitating the transition from elementary- to secondary-level work in literacy and language arts. Specifically, the course is designed to deepen the students' knowledge of the various literary and informational text genres through close-reading and critical conversation. Along the way, we will improve the students' writing skills in the areas of grammar, mechanics, usage, and style; we will especially emphasize proper structuring of short-response paragraphs, narratives, and formal essays. Moreover, vocabulary building will feature heavily in all of the aforementioned endeavors, as will preparation for the NYS ELA 6 Exam.

ENGLISH LANGUAGE ARTS 7

The 7th grade curriculum in ELA is designed to foster the students' philosophical, emotional, and experiential responses to text. Our year centers on one recurring theme, *virtue vs. villainy*; this theme is addressed in every text we read and in every topic we cover. In other words, we will examine how deep, analytical reading and writing can affect and improve not only our literacy skills, but also our collective moral character and emotional sensitivity. Through this thematic approach, we will deepen the students' learning of all the practical skills we began to cover in 6th grade – grammar, style, structure, verbal decoding, critical questioning, etc. – to begin preparing them for the sort of work that they can expect to encounter on the NYS ELA 7 Exam and when they reach their high school-level English classes.

ENGLISH LANGUAGE ARTS 8

This course is designed to begin the transition to a more sophisticated analysis of literature and language, in preparation for high school study. In ELA 8, we study a variety of works of nonfiction and literature, spanning time periods and genres with an eye to close reading and critical analysis. Language arts skill such as vocabulary, grammar, spelling, and mechanics will also be a focus of study. In addition, preparation for the ELA 8 NYS exam will be comprehensive.

ENGLISH LANGUAGE ARTS 8 HONORS

Perquisite: 90 average in English 7 and teacher recommendation

Like its counterpart above, this course is designed to begin the transition to a more sophisticated analysis of literature and language, in preparation for high school study. In ELA 8 Honors, we study a variety of nonfiction and literary texts, spanning time periods and genres with an eye to close reading and critical analysis. Language arts skill such as vocabulary, grammar, spelling, and mechanics will also be a focus of study. Preparation for the ELA 8 NYS exam will be comprehensive. Many of the texts studied in Regents ELA 8 and Honors ELA 8 are shared. The Honors course covers additional/supplementary texts, and has the added requirement of a full-length independent reading assignment quarterly.

INTRODUCTION TO LITERATURE – 9th Grade

This course is designed to give students an introduction to a wide variety of literature at the high school level. Introduction to Literature will be divided into thematic units. Within these units a variety of genres will be studied. The thematic units include "Fate," "Survival and Independence," "Conflict," "Loneliness vs. Friendship" and "Love and Sacrifice." The goal of these thematic units will be to foster student connections among works that display similar themes. In addition to a challenging reading curriculum, writing skills will be a central focus of the course. Writing will include Regents preparatory writing, creative writing, expressive writing, and composition writing. Grammar and spelling skills will also be consistently practiced both independently and in the context of student reading and writing.

INTRODUCTION TO LITERATURE HONORS – 9th Grade

Prerequisite: Unweighted average of 90% or higher in English 8 or English 8 Honors and teacher recommendation.

This course will offer a more rigorous curriculum than its non-Honors counterpart, while fulfilling all requirements of a Regents-level course. Expectations will include: supplemental readings, literary analyses, and critical writings. Students must be self-motivated and dedicated to scholastic excellence in their study of literature. Students interested in taking AP Literature in the future should enroll. Failure to maintain Honors standards in this course will result in a return to non-Honors Introduction to Literature 9. Students will be evaluated quarterly in order to ensure appropriate placement in Honors versus non-Honors English 9.

BRITISH LITERATURE – 10th Grade

This course is designed to give students an overview of contemporary British literature. The study of British literature will be chronological and students will trace the development of literary
techniques and genres through the centuries. The study of poetry, including sonnet forms, dramas, and novels will be an essential part of British literature. Regents preparation, grammar skills, spelling skills, and reading comprehension skills will all be major areas of study for students taking British literature.

BRITISH LITERATURE HONORS – 10th Grade

Prerequisite: Unweighted average of 90% or higher in English 9 or English 9 Honors and teacher recommendation

This course will offer a more rigorous curriculum than its non-Honors counterpart, while fulfilling all requirements of a Regents-level course. Expectations will include: supplemental readings, literary analyses, and critical writings. Students must be self-motivated and dedicated to scholastic excellence in their study of literature. Students interested in taking AP Literature in the future should enroll. Failure to maintain Honors standards in this course will result in a return to non-Honors British Literature 10. Students will be evaluated mid-year in order to ensure appropriate placement in Honors versus non-Honors British Literature 10.

AMERICAN LITERATURE – 11th Grade (R)

This course is designed to give students a survey of American literature. Literature studied will span from early Puritan texts to contemporary American literature. The study of American literature will be chronological and students will trace the development of American literature through drama, fiction, and nonfiction pieces. The study of American literature in this course will give students a better understanding of American history and literature's place in that history. Regents preparation will be intensive and many writing and reading comprehension assessments will be modeled after English Regents tasks. Students will also be required to expand their skills through SAT preparation, grammar review, and spelling assessments. Students will take the English Regents examination in June.

AP LITERATURE and COMPOSITION (DE) – 11th Grade

Prerequisite: Unweighted cumulative English average of 90% or higher and teacher recommendation

AP English Literature and Composition engages students in the careful reading and critical analysis of literature. Through the close reading of and analytical writing about selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit from American literature. Students can expect long and rigorous reading assignments and lengthy thesis-based writing assignments. The course culminates in a highly challenging three-hour AP exam. Students will also take the English Regents Exam in June as this is a graduation requirement.

ENGLISH 12

This course is designed to offer seniors a variety of instruction in their final year of English. Each quarter of this course will focus on different skill areas of the English/Language Arts curriculum. Quarter one will focus on college composition writing and business writing skills. A variety of college essay formats will be practiced, as well as resume and cover letter writing, and interviewing skills. Quarter two will focus on the senior thesis graduation requirement. Students are required to write a lengthy, research-based thesis paper. This project will be teacher-guided. The senior thesis is the basis of the senior Oral Comprehensive Exam (OCE) required for all seniors. Quarter three will be a "readers' workshop" in which students will be expected to read a variety of genres. Most pieces will be student-choice, with teacher approval. Assessments will be varied and also chosen by students from a variety of teacher offerings. Quarter four will be a combination "writers' workshop" and OCE preparation. Part of this quarter will be spent practicing different and unique writing styles in a variety of genres. The other portion of the quarter will be spent preparing for the OCE at the end of senior year.

COLLEGE ENGLISH (DE)

Prerequisite: Students must have an unweighted cumulative English average of 90% or higher and teacher recommendation.

Option for Dual Enrollment/College Credit issued through St. John's University.

College English I "First-Year Writing" – In this writing intensive course students will work within a community of writers to generate ideas, read texts through the lens of a working writer, access and interrogate sources of information, revise, create multimodal texts, and design a final digital portfolio. *Optional 3 Credits given through St. John's University*

College English II "Literature in a Global Context" – This course examines literature from a global perspective. While familiarizing students with literary genres and texts, the course introduces students to writing and critical thinking about culture, cultural difference, and social values. *Optional 3 Credits given through St. John's University*

SAT/ ACT PREP CLASS (Not offered every year)

This course is designed to give eleventh and twelfth grade students the tools and practice they need to effectively prepare to take the SAT and ACT exams. Students will learn the format of the tests, learn strategies for different question types, and learn strategies for the verbal, math, writing, and science sections, including grammar, usage, mechanics and vocabulary review. Students will utilize official College Board and ACT materials in addition to the Method Test Prep program, an online SAT tutorial.

POETRY: Reading and Writing (Not offered every year)

In this poetry course, students will study a wide variety of poetic forms and trace these poetic forms through a historical literary timeline. Students will be reading poetry, analyzing poetry in writing, and writing their own poetry. The study of poetry will be organized chronologically beginning with pieces in Old English, then Middle English, the Renaissance Period, Neoclassical, Romantic Period, Victorian Period, Realistic Period, Modern Period (WWI & WWII), and ending with post-Modernist/contemporary poetry. Selections will be international and include everything from Viking elegiac poem forms to contemporary song lyrics as material for study. Students will be writing self-reflective poetry and doing a lot of modeling of various poetic forms. This course will offer students an opportunity to learn about the global development of literature over the last 1,300 years, an outlet for creative thought and poetic expression, and a comprehensive study of the poetic form.

THE WESTERN TRADITION OF GOTHIC-ROMANCE (Not offered every year)

This is the course for those students who are intrigued by the darker and more fantastical offerings of the western literary canon. From its origins in French and English lyric poetry all the way up to today's vampire, zombie, and werewolf craze, western society has always been fascinated by the glamorously morbid imaginations of the iconic gothic-romantic masters. This course will delve into the authentic literature that has slowly developed this sub-genre into the popular choice it has become for many young readers. Carefully chosen selections are culled from a variety of texts, including novels, poems, short stories, nonfiction pieces, and more. Sample authors and pieces to be analyzed include, but are certainly not limited to, Edgar Allan Poe's tales and poems, Mary Shelley's Frankenstein, Franz Kafka's "The Metamorphosis," excerpts from Bram Stoker's "Dracula" and "Dracula's Guest," the poetry of Lord Byron and Percy Bysshe Shelley, and a cross-section of the sub-genre's seventeenth- and eighteenth-century precursors. Students will be expected to write creatively and analytically on topics related to these pieces, and they will be given an opportunity to

evaluate current trends to determine their credibility - or lack thereof - in the contemporary development of gothic literature.

JOURNALISM (DE)

Prerequisite: all enrollees must have a minimum 85% average in previous English courses, or if they are close to the cut-off (within 5 points), students must write a letter of interest and intent to be submitted to Mrs. Treharne for approval prior to enrollment. If students are not eligible to enroll in the fall and achieve an 85% or better average in the first semester of English class, they may enroll in Journalism for the second semester.

Option for Dual Enrollment/College Credit issued through St. John's University.

The purpose of this course will be two-fold: 1) to teach students about journalism and 2) to publish a school newspaper. In this course, students will learn about principles of journalism, including: journalistic writing style, journalistic integrity, and the purpose of print journalism. Students will examine newspaper stories for content, writing style, and intended audience. After becoming more familiar with the purpose and style of journalistic writing, students will begin to tackle the publication of a school newspaper. Students will decide on format, style, sections, etc. to be included in the paper. Students will also be writing the bulk of the articles that will make up the newspaper. The research, writing, editing, and printing of the newspaper will be in the hands of students enrolled in this course. In addition, full-time enrollment (every day, as opposed to every other day) is strongly recommended and preferred by Mrs. Treharne.

SENIOR SEMINAR

Senior Seminar is a one-semester course that is held every other day. The course's essential function is to prepare students for the Oral Comprehensive Exam (OCE). The OCE is a formal oral presentation consisting of two components: a defense of each student's senior thesis essay and a reflection on his/her overall experience as a student at Shelter Island School. Each presentation must be between 30-40 minutes long, with 20-25 minutes required for the thesis defense component and 10-15 minutes required for the reflection piece. The student performs his/her presentation in front of a panel consisting of teachers, administrators, coaches, counselors, and/or other school personnel, so we expect the highest professionalism in dress and comportment. Every presentation is a blend of lecture, discussion, and demonstration; and it is graded on a rubric with carefully delineated scoring indicators. The student will earn one of three designations upon completion of his/her presentation: *Pass, Pass with Distinction,* or *Fail.* If the student fails, he /she must perform the presentation again to try for a higher score. Passing with distinction earns the student a special honor to be conferred at graduation. ***This class is a graduation requirement.***

TED Talk Seminar [Technology Education and Design] (Not offered every year)

TED (Technology, Entertainment and Design) is a non-profit organization devoted to spreading ideas, usually in the form of short, powerful talks of 18 minutes or less. Topics range from science to beauty to business to global issues. TED Talks welcome people from every discipline and culture who seek a deeper understanding of the world. TED harnesses the power of ideas in hopes of shaping attitudes and lives. Students will view a wide variety of TED Talks and engage in lively class discussion, followed by analytical and reflective writing. Such talks will expose students to global and national issues they would not normally have access to. Public speaking and media presentation formats will be analyzed and discussed.

INTRODUCTION TO PODCASTING AND AUDIO JOURNALISM (Not offered every year)
What do you like to talk about? Podcasting/audio journalism is an exciting medium for telling stories, entertaining people, and informing audiences. In this course you will learn the basics of narrative podcasting, including:

- The format/structure of podcasts
- Pre-production
- Preparing interview questions and scripts
- Interviewing subjects, conducting research, and evaluating information
- Narrating techniques including awareness of tone and theme
- Sound editing basics using software, assembling rough drafts, scoring, and mixing
- Producing final projects

WRITING WORKSHOP (Not offered every year)
Writing Workshop is a creative elective for students looking to develop their unique writing voices. Students will explore poetry, fiction, creative non-fiction, song lyrics and personal essays through a collaborative workshop model. By participating in daily prompts and peer reviews, students will focus on idea-generation, drafting, and the revision process. This course provides an excellent environment for students wanting to dedicate extra time to the writing of their senior thesis and oral comprehensive exam.

CREATIVE WRITING (Not offered every year)
Do you love to write? Do you like writing using your own creative ideas? Creative writing expresses ideas and thoughts in original, imaginative ways. This workshop course is designed to sharpen students' awareness and use of literary techniques to produce original works of writing in a variety of genres including: poetry, short fiction, playwriting, screenwriting, blog writing, creative nonfiction, memoir, food writing, nature writing, and travel writing. We will read and explore models, and will use brainstorming and generative techniques to inspire students' creative processes.

Information Technology Department

COMPUTER 7
During this course, the students will review how to access and use the school databases for research. The students will also refresh their memories on how to use Noodle Tools to complete a research project. Students will learn basic computer vocabulary and personal Internet safety. Website evaluation and their essential elements will be a focus as well. Lastly, the students will learn how to use HTML as a coding language and use it to build simple, off-line websites.

INTRODUCTION TO ROBOTICS (Not offered every year)
This course will briefly introduce students to the different fields of engineering with a focus on the specialized field of robotics. Students will be introduced to robots, simple machines, chain reactions, and mechanical systems. We will use the VEX IQ robotics kits to build examples from each of the categories listed above that require the use of the included controller.

ROBOTICS II (Not offered every year)
During this course, students will continue to explore mechanical systems using the VEX IQ kits. A specialized programming language will be introduced to the robot builds and the students will learn to manipulate the robots without the use of the included controller. If time allows, students will use the design process to build robots of their own creation that are able to complete a specialized task.

COMPUTER SCIENCE PROGRAMMING PRINCIPLES (Not offered every year)
Computer Science Principles introduces High School students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, this course will prepare students for college and career. Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity and innovation that drive the world. Computer science experience has become imperative for today's students and the workforce of tomorrow.

This course introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security. The course is organized around seven big ideas which encompass ideas foundational to studying computer science, 1) Creativity 2) Abstraction 3) Data 4) Algorithms 5) Programming 6) The internet 7) Global Impact. These big ideas and practices are not intended to be taught in any particular order nor are they units of study. The ideas overlap, intersect, and reference each other The practices represent higher order thinking skills, behaviors, and habits of mind that need to be constantly visited, repeatedly honed, and refined over time. *Students can earn a math credit for the Computer Science Programming Principles class.*

STEM PROJECT BASED LEARNING (Not offered every year)
In this course students will explore the worlds of science, technology, engineering, and mathematics through the project-based learning model and will cover a broad range of topics. Topics covered may include, but are not limited to: robotics, projectile motion, applied physics, finance, applied mathematics, statistics, and computer-aided design. Most importantly this course will stress the importance of two major skill sets: creativity and problem-solving.

STEM APPLICATIONS (Not offered every year)
In this course students explore how the worlds of science, technology, engineering, and mathematics are applied in the modern world. Using a project based learning model and covering a variety of topics potentially including, but are not limited to: computer science, mathematics use in financial applications, research methods, statistics, and computer-aided design. Most importantly this course will stress the importance of two major skill sets: creativity and problem-solving.

ENVIRONMENTAL PROJECT BASED LEARNING (Not offered every year)
Environmental project-based learning (E-PBL) offers opportunities for students to actively explore and address environmental challenges while building skills in teamwork and communication, research, data collection and analysis, community engagement, and reflection. E-PBL enables and requires students to delve deeply into academic content while investigating issues in their own backyard. Projects will be developed around group interests and can include but are not limited to the following:

1. How do we introduce more sustainable food including agriculture and aquaculture into the school system/community?
2. What are some 21st century solutions to dealing with climate/environment?
3. How do we reduce the carbon footprint at Shelter Island school?
4. How do we create a farm to table meal with local ingredients?

Language Department

SPANISH 6th Grade
The Sixth-Grade Spanish program aims to bridge learning that took place in the Elementary Language program and the learning that will take place in the High School Spanish classes. This course will work to promote vocabulary development and increase cultural awareness of Spanish speaking countries. This course will address the four language domains of speaking, listening, reading, and writing. Assessments will include projects and teacher-made quizzes and tests.

SPANISH 1A (7th Grade)
The level I course is divided into two years. The emphasis of this first year is to develop a strong foundation in the process of language learning. All communication areas will be explored through thematic units, with emphasis placed on speaking and listening comprehension. Upon completion of Spanish 1A, students take a comprehensive final exam.

SPANISH 1B (8th Grade)
This course is the second half of the level I program. It reviews previously learned material and introduces new vocabulary and grammar. Continued emphasis is on speaking and listening comprehension, while also developing skills in reading and writing short sentences.
In June, a N.Y. State Second Language Proficiency Exam (FLACS) will be administered. *In order to receive Level I High School credit, student must pass the FLACS exam and the course. **If a student does not pass the FLACS Checkpoint A Exam or the course they must take Spanish I.**

SPANISH I (Not offered every year) NCAA
This course encompasses the same material taught in Spanish IA and Spanish IB, yet at an accelerated pace. The four basic language skills of speaking, listening, reading and writing will be studied. The final will be the New York State Second Language Proficiency exam. This course is for students who did not take Spanish in Middle School or students who did not pass Spanish IA or 1B or the Foreign Language Association of Chairpersons and Supervisors (FLACS A) exam in 8th Grade.

SPANISH II NCAA
Prerequisite: Spanish IA and 1B OR Spanish I
Students will build on all of the skills acquired in Spanish IA and 1B or Spanish I. They will work toward developing a greater fluency in Spanish. Readings will include lengthier articles, stories and short stories. Spoken and written language will progress from short sentences to paragraph level and include past tense narration. At the end of the year, students will take a comprehensive final exam.

SPANISH III

Prerequisite: Spanish II

The objective of this level is to use the Spanish language in daily life situations (i.e. home, school, social, work, etc.) A large portion of the class activities are designed to give students practice in all areas of communication and to polish their previously learned skills. At this level, most tenses and moods will have been covered. The student's final exam in this class will be the FLACS B exam.

SPANISH IV

Prerequisite: Spanish III

This advanced Spanish class covers topics in Spanish and Latin American literature, art, history and current events. There is an emphasis on grammar with daily exercise work. Four themes are studied and quarterly projects are accomplished. Individual student requirements include emailing and instant messaging in Spanish, cooking, watching Spanish television and movies and presenting Latino music to the class.

SPANISH V- Latin American Studies (Not offered every year)

Prerequisite: Spanish IV, cumulative grade of 85% in Spanish and teacher recommendation. Students who fall in the 80-85% range may request an appeal to the requirement and submit to the Guidance Department.

The emphasis is on Latin American studies. Students will explore the geography, native American groups, the Spanish conquest, art, literature, and music of the nineteen Spanish speaking countries in Latin America. Class will be conducted in Spanish. Some of the activities include map work, short essay writing, viewing movies, and reading newspaper and magazine articles. There will be weekly quizzes and some project work.

ENGLISH AS A NEW LANGUAGE

Credit will be given to students who take ENL for English or the content areas. Meeting Time Arranged as Required by N.Y. State Education Department

The English as a New Language Program is available to students whose native language is other than English. The students may be in grades K-12 for ENL instruction. Students are placed in small groups according to their level of English listening, speaking, reading and writing skills. Spelling and vocabulary building are stressed in the beginning level, and more reading and writing skills at the intermediate and advanced levels. Content areas such as social studies, science, and math are tied into the English language instruction. All students must take the New York State English as a New Language Achievement Test (NYSESLAT) annually.

Mathematics Department

MATH 6

The Math 6 curriculum will prepare students for the 7 and 8 grade math curriculums. The course will emphasize the Rule of Four approach to mathematical education. There are a variety of ways to approach and solve problems. We will focus on the four branches of the problem-solving four of mathematics:

- Ratio and Rates
  Whole number multiplication and division and using concepts of ratio and rates
- Rational Numbers
  Completing understanding of division of fractions and extending the notion of the number system
- Expressions and Equations
  Writing, Interpreting
- Developing an Understanding of Statistical Thinking

MATH 7

The Math 7 curriculum will prepare students for the Algebra I course which they will take next school year. The course will emphasize the Rule of Five approach to mathematical education. There are a variety of ways to approach and solve problems. We will focus on the five branches of the problem-solving four of mathematics

- Ratios and Proportionality
  Analyze proportional relationships
- The Number System
  Apply and extend previous understandings of operations
- Expressions and Equations
  Use properties of operations to generate equivalent expressions
- Geometry
  Solve real-world mathematical problems
- Statistics and Probability
  Investigate chance processes and develop, use, and evaluate probability models

ALGEBRA I – Regents Level

This course covers the material tested in the New York State Algebra I Regents. The curriculum is designed around the NYS standards: (Mathematical reasoning, numbers and numeration, operations, modeling/multiple representation, measurement, uncertainty, patterns and functions). Major topics include the real number system, algebraic operations, statistics, and modeling real world problems. Students will take a Regents Examination in June

GEOMETRY – Regents Level

Prerequisite: Course Credit in Algebra I

The curriculum is designed around the New York State Standards: Geometric relationships, constructions, locus, informal and formal proofs, transformational geometry, coordinate geometry and logic. Student will take a Regents Examination in June.

ALGEBRA II – Regents Level

Prerequisite: Course Credit in Algebra I

The curriculum is designed around New York State standards: polynomial, rational, exponential, logarithmic, and trigonometric functions, the study of complex numbers, and the solution of equations and inequalities in one or two variables. Students will take a Regents Examination in June.

PRE-CALCULUS (DE)

Prerequisite: Course Credit in Algebra I, Geometry and Algebra II

Optional Dual Enrollment/College Credit offered through Suffolk County Community College

Pre-Calculus is intended as a preparatory course for calculus. Topics include: functions, graphing techniques, theory of equations, sequences and series.

AP CALCULUS AB (DE)

Prerequisite: Course credit in Algebra I, Geometry, Algebra II, and Pre-Calculus.

Optional Dual Enrollment/College Credit offered through Suffolk County Community College

AP Calculus AB consists of a full high school academic year of work and is comparable to calculus courses in colleges and universities.

Course Outline:

- Understand the meaning of the derivative in terms of a rate of change and local linear approximation, and use derivatives to solve a variety of problems.
- Understand the relationship between the derivative and the definite integral.
- Communicate mathematics both orally and in well-written sentences to explain solutions to problems.
- Model a written description of a physical situation with a function, a differential equation, or an integral.
- Use technology to help solve problems, experiment, interpret results, and verify conclusions.
- Determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.
- Develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

SAT/ ACT PREP CLASS (Not offered every year)

This course is designed to give eleventh and twelfth grade students the tools and practice they need to effectively prepare to take the SAT and ACT exams. Students will learn the format of the tests, learn strategies for different question types, and learn strategies for the verbal, math, writing, and science sections, including grammar, usage, mechanics and vocabulary review. Students will utilize official College Board and ACT materials in addition to the Method Test Prep program, an online SAT tutorial.

SENIOR FINANCIAL LITERACY
This Course will focus on the personal finance and financial proficiency for each senior. It will be taught by the MST Department. Topics will include personal loans, mortgages, credit, the tax system, trading, and finance accounts such as 401K/403B, IRA, money market, CDs, mutual funds, stocks and bonds, checking, and savings. There will be representatives from various financial institutions that will guest speak in this course. This course will be run in conjunction with Senior Seminar. ***This class is a graduation requirement.***

INVESTMENT MATHEMATICS (Not offered every year)
This course is designed to develop the specific skills required to solve a wide variety of mathematical problems. The topics covered include: Investments, Credit, Account types including but not limited to Securities, Bonds, IRA Portfolio Management and Interest. Successful completion of this course, within prescribed guidelines, may be used as one unit of a three-unit local mathematics sequence.

BUSINESS AND FINANCE (Not offered every year)
This course is designed to develop the specific skills required to solve a wide variety of mathematical problems. The topics covered include: Payroll, Budgeting/Depreciation, Loans/Banking, and Interest. Successful completion of this course, within prescribed guidelines, may be used as one unit of a three-unit local mathematics sequence.

FINANCIAL LITERACY (Not offered every year)
Financial literacy is the ability to make informed judgments and to make effective decisions regarding the use and management of money. Throughout the Financial Literacy course at Shelter Island School students will:

- Understand the relationship between education, income, career, and desired lifestyle and will develop the planning skills needed to achieve desired financial goals.
- Manage money effectively by understanding and developing financial goals and budgets.
- Make informed decisions about incurring debt and will manage indebtedness to remain both credit worthy and financially secure.
- Understand the value, features, and planning processes associated with saving and investing and be able to apply this knowledge to long term financial security and wealth.
- Know and use available consumer resources and make responsible choices by applying economic principles in their consumer decisions.
- Understand the personal and social impact of their own financial decisions within the family, the local community, and the global community, as well as understand the ethical and legal issues related to income, profit, and personal wealth.
- Understand the role of insurance in financial planning and be able to analyze and balance risk against benefits in financial planning.

STEM PROJECT BASED LEARNING (Not offered every year)
In this course students will explore the worlds of science, technology, engineering, and mathematics through the project-based learning model and will cover a broad range of topics. Topics covered may include, but are not limited to: robotics, projectile motion, applied physics, finance, applied mathematics, statistics, and

computer-aided design. Most importantly this course will stress the importance of two major skill sets: creativity and problem-solving.

STEM APPLICATIONS (Not offered every year)
In this course students explore how the worlds of science, technology, engineering, and mathematics are applied in the modern world. Using a project based learning model and covering a variety of topics potentially including, but are not limited to: computer science, mathematics use in financial applications, research methods, statistics, and computer-aided design. Most importantly this course will stress the importance of two major skill sets: creativity and problem-solving.

ENVIRONMENTAL PROJECT BASED LEARNING (Not offered every year)
Environmental project-based learning (E-PBL) offers opportunities for students to actively explore and address environmental challenges while building skills in teamwork and communication, research, data collection and analysis, community engagement, and reflection. E-PBL enables and requires students to delve deeply into academic content while investigating issues in their own backyard. Projects will be developed around group interests and can include but are not limited to the following:

5. How do we introduce more sustainable food including agriculture and aquaculture into the school system/community?
6. What are some 21st century solutions to dealing with climate/environment?
7. How do we reduce the carbon footprint at Shelter Island school?
8. How do we create a farm to table meal with local ingredients?

COMPUTER SCIENCE PROGRAMMING PRINCIPLES (Not offered every year)
Computer Science Principles introduces High School students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, this course will prepare students for college and career. Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity and innovation that drive the world. Computer science experience has become imperative for today's students and the workforce of tomorrow. This course introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security. The course is organized around seven big ideas which encompass ideas foundational to studying computer science, 1) Creativity 2) Abstraction 3) Data 4) Algorithms 5) Programming 6) The internet 7) Global Impact. These big ideas and practices are not intended to be taught in any particular order nor are they units of study. The ideas overlap, intersect, and reference each other The practices represent higher order thinking skills, behaviors, and habits of mind that need to be constantly visited, repeatedly honed, and refined over time.

CAREER EXPLORATION EXTERNSHIP
Students in grades 10-12 will be eligible to participate in externship opportunities throughout the school year during periods 8 & 9 with Mr. Theinert. What is an externship? Externships are experiential learning opportunities that provide students exposure to a variety of careers through active participation in different workplaces. Partnering with local businesses, non-profit organizations, and professionals, students will be given the opportunity to explore what exactly a business or a person does for their career. Most externship projects will last for a period of 5-10 days, upon completion students will return to their regularly scheduled class.

Music Department

INSTRUMENTAL MUSIC - BAND 6-7
This course is open to all 6th-7th grade students who have previous experience with band instruments. A wide variety of music literature is studied and active participation in concerts, special school events, and community events is required. Attendance at a weekly group lesson is also a course requirement.

INSTRUMENTAL MUSIC - BAND 8-12
This course is open to all 8th -12th grade students who have previous experience with band instruments. A wide variety of music literature is studied and active participation in concerts, special school events, and community events is required. Attendance at a weekly group lesson is also a course requirement.

VOCAL MUSIC - ***CHORUS 6-7***
The 6-7 Chorus is open to all students who enjoy singing. The course is structured to give students experience in singing a broad variety of music, sight singing skills, concert performance, and a life long ability to use their voice as an instrument. Two public performances are required: a holiday concert in December and a spring concert in May.

VOCAL MUSIC - ***CHORUS 8-12***
The 8-12 Chorus is open to all students who enjoy singing. The course is structured to give students experience in singing a broad variety of music, sight singing skills, concert performance, and a life long ability to use their voice as an instrument. Two public performances are required: a holiday concert in December and a spring concert in May.

GENERAL MUSIC – (Not offered every year)
The high school general music course at Shelter Island School is designed to give students the opportunity to gain an understanding and develop basic skills in the area of general music history, notation, culture and performance. It is through the focus and development of these areas that each student acquires the ability to experience a lifetime of achievement, self-expression and compassion for music and how it relates to everyday lifestyles.

PERFORMING ARTS WORKSHOP
This course provides a broad overview of various disciplines within the performing arts such as music, theatre, and dance. Students will have multiple and varied opportunities to utilize four core artistic processes: creating, performing/presenting/producing, responding, and connecting. Students will actively engage and explore different aspects of performance including music theory, music history, keyboarding, vocal production, and music technology. Students may also engage with acting, movement, reading dramatic literature, theatrical planning, and the creative processes involved in putting on a production. This course aims to provide a foundation of various performing arts disciplines, help students discover their interests, develop skills that can be applied to further study, and foster an appreciation for the performing arts and their role in our lives.

Physical Education Department

PHYSICAL EDUCATION 6-8

The Physical Education department recognizes and contributes to the achievement of the shared educational purposes of the school such as: Citizenship, character, and health. Students in grades 6-8 will be engaged in a Physical Education curriculum that develops fitness and movement skills while also learning concepts and strategies of game play. Students will begin to develop habits, ideals, and interests in various sports and activities that promote living an active and healthy lifestyle. Grades 6-8 will begin to incorporate sport skills learned in Elementary school while applying them in to game like situations. Students will begin to learn offensive and defensive strategies and apply skills and concepts into small-sized games.

PHYSICAL EDUCATION 9-12

The physical education program recognizes and contributes to the achievement of the shared educational purposes of the school such as: citizenship, character, and health. As students engage in physical education activities, they develop fitness and movement skills, while gathering information, understandings, meanings, and concepts. They develop habits, ideals, interests, and attitudes while engaged in various traditional and non-traditional physical education activities.

HEALTH – 6th Grade

Health Education gives students the knowledge and skills necessary to promote the lifelong goals of health and wellness. The focus of our program is to empower students with the capacity to obtain, interpret, and understand basic health information and services and apply that knowledge to make informed decisions in their daily lives. This course covers major health topics including: human body, mental health, family and social health, growth and development, nutrition, exercise and fitness, drugs, disease and disorders, consumer and personal health, safety and first aid, and community and environmental health. The course deals with problems facing the teenager today and deals with the problems honestly and openly. The students will feel responsible for their own health and realize that their decisions will affect their physical, mental and social well-being.

HEALTH – High School Level

Health Education gives students the knowledge and skills necessary to promote the lifelong goals of health and wellness. The focus of our program is to empower students with the capacity to obtain, interpret, and understand basic health information and services and apply that knowledge to make informed decisions in their daily lives. This course covers major health topics including: human body, mental health, family and social health, growth and development, nutrition, exercise and fitness, drugs, disease and disorders, consumer and personal health, safety and first aid, and community and environmental health. The course deals with problems facing the teenager today and deals with the problems honestly and openly. The students will feel responsible for their own health and realize that their decisions will affect their physical, mental and social well-being.

STRENGTH AND CONDITIONING

This physical education elective focuses on improving overall fitness through strength training, cardiovascular conditioning, and flexibility. Students will learn proper exercise techniques, develop personalized workout routines, and track their progress over time to enhance athletic performance and promote lifelong health. In addition, students will explore how the body moves and the effects of those movements through a scientific lens, gaining a deeper understanding of anatomy, biomechanics, and exercise physiology.

Science Department

SCIENCE 6
Students will be able to explain, analyze, and interpret scientific processes and phenomena related to the physical setting and the living environment including environmental science.

SCIENCE 7
Students will be able to explain, analyze, and interpret scientific processes and phenomena related to the physical setting and the living environment including environmental science. There is an emphasis on life science topics focusing on the major systems of the human body. Students in grade seven are also required to present a scientific inquiry-based research project at the beginning of December each year. The projects are presented to local area scientists who volunteer their time to evaluate and assess the student's projects. The project supports New York State Learning Standard 1 - Analysis, Inquiry, and Design. All students taking this course must complete a research-based project to be presented at the Shelter Island Science Fair.

EARTH SCIENCE - Regents Physical Setting
This course fulfills the Regents diploma requirement for a physical setting science course and all students are required to take the Regents Examination in June. Major topics covered are: Earth's Changing Environment; Measuring the Earth; Earth in the Universe; Motions of the Earth, Moon, and Sun; Energy and Earth Processes; Insolation and the Seasons; Weather; Water and Climate; Weathering and Erosion; Deposition; Earth Materials (Minerals, Rocks); Earth's Dynamic Crust and Interior; Interpreting Geologic History; and Landscape Development and Environmental Change. All students must successfully complete the state mandated minimum of 1200 minutes of laboratory work to qualify to take the Regents examination in June. All students taking this course must complete a research-based project to be presented at the Shelter Island Science Fair.

LIVING ENVIRONMENT/BIOLOGY - Regents Living Environment
The Living Environment is a comprehensive, introductory biology course that includes a laboratory component. This course is designed to prepare students for the Living Environment Regents Exam. Biology is the study of life and how organisms including humans, maintain life. Major topics include: Unity and Diversity among Living Things, Animal and Plant Homeostasis, Human Anatomy and Physiology, Classical and Molecular Genetics, the Origin of Life and Evolution, Ecology and the Environment. This course requires successful completion of 1200 minutes of laboratory activities to take the Regents final examination in June. All students taking this course must complete a research-based project to be presented at the Shelter Island Science Fair.

CHEMISTRY - Regents Physical Setting

Prerequisite: Regents Biology, Algebra I

Chemistry is the study of matter and energy. In this class, we see how atoms are put together to form the variety of matter in our universe. We explore the changes that occur when these different pieces of matter react with each other. All students must successfully complete the state mandated minimum of 1200 minutes of laboratory work to qualify to take the Regents examination in June.

PHYSICS - Regents Physical Setting

Prerequisite: Course Credit in Algebra I, Geometry and Biology

Physics is the most basic of all the sciences. In this class we study the nature of motion, forces, energy, matter, sound, light and the structure of atoms. Since most of these concepts are explored and explained using the language of mathematics, the student must be presently enrolled in Integrated Algebra/Trigonometry or higher. All students must successfully complete the state mandated minimum of 1200 minutes of laboratory work to qualify to take the Regents examination in June.

MARINE SCIENCE

Marine Science is an introductory Marine Biology/Oceanography course that includes a laboratory component. This course is designed to provide practical hands-on understanding of the marine environment. Major topics include; the Chemical, Physical, and Geological aspects of the Marine Environment, the Diversity of Marine Organisms, characteristics of Major Marine Ecosystems and the Interrelationship between Humans and the Ocean.

ANATOMY AND PHYSIOLOGY (Not offered every year)

Students will build on information learned in biology and focus specifically on human anatomy and physiology. Students explore the organ systems in great depth. Careers in the medical and healthcare fields are also investigated. Through lecture, labs, and activities, students will review human anatomy and increase their knowledge of how the human body works.

INTRODUCTION TO BOTANY (Not offered every year)

Botany is the biology of plants. This course is designed to give students a broad introduction to the many disciplines in the science of Botany including; plant anatomy and physiology, cultivation, reproduction, cloning and grafting. The intent of this course is to provide practical knowledge in Botany that the student can use in ecologically sound landscape design and maintenance. Students will design and implement a native species garden as a class project. This is a half year laboratory class; labs must be completed in the class period provided.

ASTRONOMY (Not offered every year)

Astronomy will introduce you to the composition and structure of the universe. Topics will include, but not be limited to; the history of astronomy; the origin, motions, and physical nature of the planets and their moons; asteroids and comets along with the physical laws that govern them; the observed properties of stars; stellar evolution; galactic and extragalactic astronomy; our search for life on other planets; and cosmology. The aim is to develop an appreciation of the physical universe and the scientific methods we use to understand it. A laboratory portion of this course will involve astronomical observations including the use of telescopes, lunar and planetary maps, star charts, and deep space object charts. Observations of the moon, sun, planets, stars, nebulae, and other galaxies add to a deeper understanding of astronomy.

FORENSIC SCIENCE (Not offered every year)

Prerequisite: Course credit in Biology and either Earth Science or Physics.

Forensic science is a significant element in the process of solving crimes. Careful analysis of material at or from the crime scene requires knowledge of various sciences, and chemistry is integral to most investigations. A non-science student will find the application of chemical principles to the characteristics of soil, fiber, paint, fingerprints, and other forensic evidence of contemporary importance. This class has a lab.

AP BIOLOGY (DE)

Prerequisite: Course credit in Regents Biology, Regents Chemistry.

Optional Dual Enrollment/College Credit through Suffolk Community College

The AP Biology course is the equivalent of a two-semester college introductory biology course usually taken by science majors during their first year. Students will develop a conceptual framework for modern biology and an appreciation of science as a process. The ongoing knowledge explosion in biology and medicine makes it an exciting time to study biology; from understanding our own bodies, to the environment and healthcare the biological revolution touches everyone. This course will cover topics in biological molecules, cells, heredity, evolution, organisms and populations. The main focus of the course is for the student to develop an understanding of concepts rather than memorizing terms and technical details. Essential to this conceptual understanding are a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. AP Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

AP ENVIRONMENTAL SCIENCE

Prerequisite: Course credit in Regents Earth Science, Regents Biology.

Environmental Science is an interdisciplinary course; pulling from biology, earth science, chemistry, physics, anthropology, sociology, economics, and law. The theme for this course is "think globally, act locally." Study will investigate not only the concepts of environmental science, but will also learn how they apply to global problems and local issues. The course will look at how global environmental problems can be solved by focusing on what we can do here on Shelter Island. This course will utilize a student-centered, problem-based approach in order for students to develop critical thinking and reasoning skills while also learning the curriculum. There is a field study component to this program so that students can learn about the environment in depth, through firsthand observation. On Shelter Island we have a unique relationship with our environment so we should take advantage of the resources available to us here.

SCIENCE RESEARCH (I, II, III, IV)

This course is designed to provide talented students an opportunity for high academic achievement in science through independent research, mentoring and competition. Students will develop protocols and project design based on nationally recognized science and engineering standards. This course makes it possible for a high school student to complete a project that is traditionally expected of a college senior or graduate student, and is a strong indicator of future academic success. All students will be provided with the potential for entering their research project designs in competitions. This course is intended to be a progressive class. Year 1 will include topic and experiment exploration, while subsequent year(s) will focus on the student's chosen project.

ENVIRONMENTAL PROJECT BASED LEARNING (Not offered every year)

Environmental project-based learning (E-PBL) offers opportunities for students to actively explore and address environmental challenges while building skills in teamwork and communication, research, data collection and analysis, community engagement, and reflection. E-PBL enables and requires students to delve deeply into academic content while investigating issues in their own backyard. Projects will be developed around group interests and can include but are not limited to the following:

1. How do we introduce more sustainable food including agriculture and aquaculture into the school system/community?
2. What are some 21st century solutions to dealing with climate/environment?
3. How do we reduce the carbon footprint at Shelter Island school?
4. How do we create a farm to table meal with local ingredients?

STEM PROJECT BASED LEARNING (Not offered every year)

In this course students will explore the worlds of science, technology, engineering, and mathematics through the project-based learning model and will cover a broad range of topics. Topics covered may include, but are not limited to: robotics, projectile motion, applied physics, finance, applied mathematics, statistics, and computer-aided design. Most importantly this course will stress the importance of two major skill sets: creativity and problem-solving.

STEM APPLICATIONS (Not offered every year)

In this course students explore how the worlds of science, technology, engineering, and mathematics are applied in the modern world. Using a project based learning model and covering a variety of topics potentially including, but are not limited to: computer science, mathematics use in financial applications, research methods, statistics, and computer-aided design. Most importantly this course will stress the importance of two major skill sets: creativity and problem-solving.

The Science of Science Fiction

Science fiction is arguably one of the most popular genres of literature and cinema, but how often do writers get the science right? While we are familiar with the typical elements of the genre such as interstellar travel, laser weapons, alien technology, superhuman strength, teleportation, artificial intelligence, and time travel, how much do we understand about the scientific principles underlying these imaginative worlds? While acknowledging that these are works of fiction, it's surprising to discover the substantial foundation of scientific reality that underpins well-known science fiction tropes. From the physics of space flight and the ecology of exoplanets to the creation of space gadgets and the intricacies of time travel paradoxes, we'll uncover how writers and filmmakers apply real-world science to entertain—and contemplate the artistic liberties they take in the name of a compelling plot. This course will delve into numerous books, movies, and television shows, unveiling the science that serves as the foundation for fiction. Famous works we will study include Marvel/DC Comics, Star Wars/Star Trek, Mission Impossible/James Bond, The Last of Us/The Walking Dead/Frankenstein and so much more! This course is designed to be a multidisciplinary, student-driven, inquiry-based learning experience where students pick what they want to study in each unit and debate its scientific plausibility.

GEOLOGY OF THE SOLAR SYSTEM

Ever wonder about the origins of the universe? Why it is that there are terrestrial and Jovian planets? Where all the elements of the periodic table came from? Could there be life on other planets? All these questions and more will be explored in Geology of the Solar System. We will explore in depth the formation of our and other solar systems using data collected from deep space telescopes and cosmic radiation; the evolution of stars and the formation of black holes based on their masses, luminosity, and temperatures; how interior and exterior processes shape planetary surfaces using seismic, atmospheric, and spectroscopic data; and the likelihood of life on other planets through an exploration of the Drake Equation. If you like rocks, space, and existential questions, this is the class for you!

Social Studies Department

SOCIAL STUDIES 6

Grade 6 Social Studies is based on the geography and history of the World with a focus on the Eastern Hemisphere. It includes a study of the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. Students will have the opportunity to develop a variety of skills in 6th Grade World History. They will develop geography and map skills to help their understanding of world history. Students will develop historical thinking skills through an analysis of primary and secondary sources. Students will complete multiple projects to allow for a hands-on approach to world history. Finally, students will work on their writing by completing short and longer writing assignments.

SOCIAL STUDIES 7

Social Studies 7 is a chronologically organized study of United States and New York State history. Course content traces the human experience in the United States and includes the political, geographic, economic, and social trends in United States history. 7th Grade Social studies begins with the founding of the original colonies and ends with the Civil War. Students will continue to develop and practice historical thinking skills and geography and map skills. Students also complete short and long-term writing assignments.

SOCIAL STUDIES 8

Social Studies 8 is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students will have the opportunity to develop a variety of skills in 8th Grade US History. Students will further develop historical thinking skills through an analysis of primary and secondary sources. They will also develop geography and map skills to help their understanding of US History. Students will work on their writing by completing short and longer writing assignments including DBQ essays. Finally, students will complete multiple projects to display their comprehension of US History.

SOCIAL STUDIES 8 HONORS

Prerequisite: Successful completion of 7th Grade US History with a 90% average and recommendation of teacher.

Social Studies 8 Honors is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. Social Studies 8 Honors is a more intensive focus on US History, requiring multiple writing assignments, projects, and class-participation. The Social Studies 8 Honors students should have independent study skills and be prepared to be challenged in their study on US History. Students will have the opportunity to develop a variety of skills in 8th Grade US History. Students will further develop historical thinking skills through an analysis of primary and secondary sources. They will also develop geography and map skills to help their understanding of US History.

GLOBAL HISTORY AND GEOGRAPHY I – 9th Grade

This course is the first half of a two-year program in Global History. Global History and Geography I will cover world history from the dawn of humankind to approximately 1750. The primary emphasis will be on history, but relevant geographic, economic, social and political concepts will be interwoven into the historical context. Students in this course will be required to take the Global History Regents exam at the end of 10th grade.

GLOBAL HISTORY AND GEOGRAPHY I HONORS (Pre-AP European History) – 9th Grade

Prerequisite: Successful completion of 7th and 8th grade with a 90% unweighted average in the History program and recommendation of teacher.

Global History and Geography 9 Honors will prepare students to enroll in Advanced Placement European History in the 10th Grade. Students will practice the appropriate historical thinking skills while studying prehistory through the 1600s. Students will build an understanding of culture, institutions, technologies, and geographical concepts vital to any study of history. Students who take the course must be prepared to analyze cause and effect relationships within societies as well as comparisons of major societies. The course is conceptually based and combines factual knowledge with analytical skills. Students who take the course must be prepared to analyze cause and effect relationships within societies as well as comparisons of major societies.

A strong sense of chronology is needed to think critically about change over time. This will be done through Socratic discourse, document analysis, historical role-play, debates and oral presentations. Critical writing skills are developed during the two-year study through regular practice in short answer questions, document-based essays and long essay questions, such as comparison and changeover time. The course is student-centered and therefore participation is essential to higher-level learning. Upon successful completion of course and mastery of the AP exam, students may earn credit hours at the discretion of the college or university as well as move on to AP United States History.

Basic Requirement for Global 9 Honors: AP-style examinations, quizzes, nightly homework, outside readings, verbal participation, midterm and final examination. All students enrolled in Honors courses must maintain an average of 85%.

GLOBAL HISTORY AND GEOGRAPHY II (Regents Level) – 10th Grade

This course provides the student with a series of opportunities to examine global history from a chronological perspective emphasizing select themes and concepts. The time frame is from approximately 1750 to the present. Students will focus on the following major developments: Enlightenment, Age of Revolution, Industrialism, Nationalism, Imperialism, Totalitarianism and Global problems affecting our society today. For each historical era, students will investigate the following global connections and linkages: cultural diffusion, migration, multi-regional empires, belief systems, trade and conflict. The students will focus on using geography to explain the connection between past and present civilizations. Students will be required to take the Global History Regents exam at the end of the course.

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY – 10th Grade

Prerequisite: Un-weighted 90% average in Global History 9 or Global History 9 Honors

Advanced Placement European History presents in-depth coverage of major developments in modern European history. The course allows the Advanced Placement guidelines established by the College Board and it is therefore taught at the university level. Students will master an understanding of European history from the Renaissance (around 1450) to the present. Through successful participation in the course, students will develop (a) an understanding of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and communicate historical understanding in writing. This course prepares all students to take the AP European History examination.

Basic Requirement for AP European History*:* AP-style examinations quizzes, nightly homework, out-side readings, verbal participation, a binder, mid-term, and Global History and Geography Regents in June. All students enrolled in Advanced Placement courses must maintain an average of 85% and are required to take the Global History and Geography Regents exam in June.

UNITED STATES HISTORY & GOVERNMENT (Regents Level) – 11th Grade

This course will include a chronological survey of United States history with an emphasis on the United States as a developing industrial and post-industrial nation. Constitutional and legal issues will be explored in depth, as will be the problems of a dynamic industrial society in an increasingly complex and technology-oriented world. As should be true in any good learning situation, previous historical knowledge will be called upon for background, comparison, and contrast. Students will be required to take the United States History and Government Regents exam.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY & GOVERNMENT – 11th Grade (DE)

Prerequisite: 90% unweighted average in Global History and 85+ on Global Regents and teacher recommendation

Optional Dual Enrollment/College Credit through Suffolk Community College (3 credits, Fall Semester and 3 credits, Spring Semester)

The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, reliability, and importance - and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students will be required to take US History and Government Regents exam.

ECONOMICS

This course aims to provide students with the economic knowledge and skills necessary to function as informed and economically literate citizens. Students will discuss principles such as money and its value, inflation and recession, the stock market and economic conditions. Also studied are current economic issues that affect America's place in the global economy. ***This class is a graduation requirement.***

PARTICIPATION IN GOVERNMENT (DE)

Participation in Government is a half-year course. It emphasizes active participation by students in gathering information about, analyzing, and effecting changes in public policy issues. They will utilize both traditional and electronic methods in accumulating credit in each marking period. Credits may be accumulated in many ways including: attendance at meetings of public interest, news, oral or written reports, case studies, written options, visual presentations, group projects and community service – as described in the course portfolio requirements guide. ***This class is a graduation requirement.***

ADVANCED PLACEMENT (AP) PSYCHOLOGY

A.P. Psychology is a one-year introductory course, designed to provide students with a learning experience equivalent to that of a college level Psychology course, and to prepare students for the A.P. Psychology exam. The rigor and responsibilities required in this course reflect that of a college-level course. 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. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

HISTORY THROUGH FILM (Not offered every year)

History Through Film will allow students to explore various historical films in order to gain a further understanding of certain historical time periods. Students will have the opportunity to research the historical accuracy of these films. They will be able to correct any inaccuracies depicted in historical films and identify point-of-view and bias. Students will learn about many cultures, time periods, and events in history. Student input will be used to select films.

INTRODUCTION TO PSYCHOLOGY (Not offered every year)

Intro to Psychology will provide a survey of essential psychology ideas and understandings. Students will explore the ideas, theories, and methods of the scientific study of behavior and mental processes. The course will cover scientific foundations of psychology, biological bases of behavior, sensation and perception, learning, cognitive psychology, developmental psychology, motivation, clinical psychology, and social psychology. These topics will be examined through reading and discussion. Students will also analyze data from psychological research studies.

HISTORY OF SHELTER ISLAND (Not offered every year)

In this course, students will explore the history of Shelter Island and the surrounding areas. They will study the contributions of the indigenous peoples of Shelter Island and Long Island and analyze the impact the European encounter had on the island and its inhabitants. Students will also discover the role that Shelter Island played in the American Revolution, the War of 1812 and more recent historical events. The history of Shelter Island will be situated within the broader context of local, national, and international events throughout time. The study will be enhanced with field trips and students will work with the many resources available on Shelter Island.

POLITICS AND POLICY OF URBAN AMERICA

This semester-long course uses HBO's The Wire as a primary text to explore foundational concepts in sociology. Set across Baltimore's interconnected institutions — its drug trade, police department, schools, docks, and city hall —the series functions as one of the most ambitious sociological portraits ever committed to film. Students will move beyond "good guys vs. bad guys" to ask harder questions: Why do institutions fail people? Who holds power, and how is it maintained? What does "crime" really mean when the law itself can be a tool of inequality?

Technology Department

TECHNOLOGY – GRADE 6, 7, 8
This course is designed to introduce younger students to the world of technology and engineering. In this course, students will be introduced to a variety of different practices that are used to develop tangible skills that will become valuable later in life. Students will learn the safe operation of hand and power tools, how to properly plan and measure projects, and learn about various transportation systems. Through these various projects students will apply mathematical and scientific principles in real life scenarios.

DRAWING FOR DESIGN AND PRODUCTION (DDP)
The credit received from this class may be used for the New York State Regents Art/Music requirement.
As an introductory level drawing/drafting course, no previous drawing experience is needed. Throughout this course, the student will increase his/her own understanding of the drafting industry and the graphic language. The graphic language is a means of communication through the use of drawings. Each student will develop a complete understanding of drafting and will be competent in reading and producing working drawings. Topics covered are orthographic projection (three-view drawings), isometric and oblique projection, one and two-point perspective, sectional drawings, and lettering and dimensioning. The course also introduces the students to Computer Aided Design (CAD).

MEDIA PRODUCTION
Media Production is a course that acquaints the student with creative and technical aspects of video and audio production. Students will learn the basic terminology and techniques of video production through analysis of produced video works as well as hands-on experience. Students will be introduced to basic digital video production including: pre-production and planning, storyboarding, editing, camera operation and framing, lighting, sound, and post production. Students will use a variety of techniques and technologies used in today's broadcasting industry. Class is open to 11th and 12th grade students.

MATERIALS PROCESSING (Not offered every year)
Materials processing is primarily an advanced level woodworking class. Students design, draft, and build projects, which tests the limits of their imagination and abilities. Students can experiment with hardwoods, glass, metals, and different finishing techniques. Frequent one on one instruction can be expected to ensure success in the class.

GRAPHIC DESIGN (Not offered every year)
Graphic Design is a course that acquaints the student with creative and technical aspects of Digital Graphic Design. Students will learn the basic terminology and techniques of Digital Graphic Design through Computer based instruction as well as hands-on experience. Students will be introduced to basic digital design production including Product Design, Social Media Graphic Design, Website layouts and development, and many more. Students will use a variety of techniques and technologies used in today's Graphic Design industry.

RESIDENTIAL STRUCTURES (Not offered every year)
This class would be designed to introduce the students to a complete building experience related to home construction. The class/students would work as a general contractor & carpentry workforce. The students would review varied aspects to the building profession, participate in numerous group activities, and exit the class with both a better understanding of what goes into a house, and the working skills to understand and accomplish most of those tasks.

TRANSPORTATION AND POWER TECHNOLOGIES (Not offered every year)
Transportation and Power is a course that acquaints the student with a wide range of methods used to move people, materials, and products from one place to another. The study of land and sea transportation will be the main focus of this course. Theory of operation and related scientific principles for land and sea vehicles will be covered. Students will be involved in the repair of a small internal combustion engine of their choosing that is used to power a marine or land transportation vehicle. Students will be taught the theory of engine operation, function of each engine part, troubleshooting procedures, and major repair techniques.

Library and Media Center

The Library and Information Center is a vibrant place for interactive learning where students gather, access and process information. Students are taught various search strategies and critical thinking skills, which promote information literacy. Through hands-on experiences, students become familiar with research as a process while learning to effectively use library resources, including the school's on-line catalog and Internet databases. Our program enhances basic concepts and skills needed to complete high school and AP level research. It prepares the students to make effective life-long use of information sources and information systems. The instructional program will focus on developing a systematic method of research and instill confidence in using techniques of locating information, including electronic resources.

The collection includes books, periodicals, newspapers, pamphlets, CDs and other media, and electronic informational retrieval systems including the Internet. Today, there is no shortage of information; the challenge is to learn how to sort through the overload of information in order to efficiently locate, evaluate and use the most appropriate material. This is precisely what librarians are trained to do. Let us show you how to benefit from the information that you find and help you prepare to become a lifelong learner.

The Library and Information Center is a participating member of the Eastern Suffolk BOCES School Library System, which offers services and materials to the students and library media specialists free of charge.

Pupil Personnel Services

Shelter Island School has a wide range of support programs to address the needs of individual students. These include federal and state-mandated programs and additional support services approved by the district to maximize student learning. We offer a continuum of services from pro-active consultation and academic intervention services, in addition to Special Education programs.

CRITERIA:
Each student participates in all of the same learning outcomes and general curriculum as other classmates in their grade. Each student has equal access to the full range of programs and services available to all other students in order to achieve the learning results and appropriate diploma.

GRADING:
When students participate in general education classes, they are subject to the grading policies that are in place for the general education population, unless modified by an individual education plan.

Academy for Applied Technology (BOCES)

Career Education Programs

The Academy for Applied Technology (BOCES) courses are offered to students in grades 11 and 12 or through the Committee on Special Education. Below are the programs offered at the H.B. Ward Technical Center in Riverhead:

- Animal Science
- Audio Production
- Auto Body Repair and Car Customizing
- Automotive Technology
- Clinical Medical Assisting
- Cosmetology
- Culinary Arts/Restaurant Operations Management
- Early Childhood Education
- Electrical Trade and Alternative Energy
- Heating, Ventilation and Air Conditioning (HVAC)
- Law Enforcement
- Nurse Assisting

Guidelines for Attending Academy for Applied Technology (BOCES) Programs

Parents and students should know that The Academy for Applied Technology (BOCES) is a part of a student's 4-year academic plan. These are the guidelines for The Academy for Applied Technology (BOCES) participation:

1. Students must be in good academic standing and have obtained junior (11th grade) status (please see student promotion criteria outlined in the student handbook).
2. Students must be in compliance with the school's attendance policy. School attendance policy also applies to BOCES classes (refer to Attendance Policy #7110).
3. Students must attend school sponsored field trip or arrange for a BOCES site visit with their parent/guardian prior to application submission.
4. Completed BOCES applications must be turned in by March 1st of the prior year.
5. Continued enrollment in BOCES is contingent upon success in program.
6. Students must sign and abide by our school's BOCES Commitment Form.

Summer Reading Requirement

It is the Shelter Island School District's belief that reading is the key to all knowledge and that summer reading is beneficial to all students. The Secondary School faculty and English department have provided a broad-spectrum list of books that are interesting and will enhance the curriculum.
See the Reading Assignments for AP Level classes under the parent use tab on the Shelter Island School website at http://www.shelterisland.k12.ny.us

Co-Curricular Activities and Clubs

Available Clubs	Grade Level
Book Craft Club	Grades 3-6
Junior National Honor Society (GPA based)	Grades 7-9
Drama Club – Musical Production/Backstage	Grades 8-12
Jazz Band	Grades 7-12
Select Choir	Grades 8-12
Class Government	Grades 9-12
DECA Business Club	Grades 9-12
Leo Club	Grades 9-12
Art Club	Grades 6-12
School Newspaper	Grades 9-12
Science Club	Grades 9-12
Student Council	Grades 9-12
Unity Club	Grades 9-12
Video Game Development/Programming Club	Grades 9-12
Yearbook	Grades 9-12
National Honor Society (GPA based)	Grades 10-12
Intramural Sports	**Grade Level**
Elementary Intramural (general sports)	Grades Pre K4 - 6
Secondary School Strength and Conditioning	Grades 6-12
Junior High Girls Volleyball	Grades 7-8
Junior High Girls Basketball	Grades 7-8
Junior High Cross Country	Grades 7-8
Junior High Track	Grades 7-8
Junior High Boys Basketball	Grades 7-8
Intramural Sports require sign-up through the Athletic Registration website – https://shelterislandunion-ny.finalforms.com/	

The Shelter Island School
Engage • Explore • Empower