

HALF HOLLOW HILLS

MIDDLE SCHOOL COURSE OFFERINGS BOOK

2026 – 2027

HALF HOLLOW HILLS MIDDLE SCHOOL

COURSE DESCRIPTIONS

2026 - 2027

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Preface

The Half Hollow Hills Middle School Course Offering Book has been prepared so that students and parents may familiarize themselves with course offerings, and to provide an outline for planning student's academic programs. Our guidance counselors, teachers and administrators are ready to help in the process of course selection. Additionally, the department course descriptions are followed by a flowchart to provide students direction in planning for the future.

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ART

Art 6 Grades: 6 Course Length: 10 weeks	Art is a required subject for all sixth-grade students. This 10-week course is a fundamental introduction to the Elements and Principles of Art. Students will be exposed to a variety of different materials and techniques in the execution of detailed projects which may include drawing, painting, ceramics, and collage. Projects are designed to allow for individual student creativity within designated objectives aimed at student understanding of the visual arts creative process.

Art 7 Grades: 7 Course Length: 20 weeks	Art is a required subject for seventh-grade students. The early secondary program continues to provide an opportunity for the exploration of materials and the development of self-expression through a variety of art experiences. In Art 7, students learn how various art activities were developed as part of man's needs in society. The influence these activities have had on past world events and implications for the future are part of the curriculum. Students are given an opportunity to explore computer graphics and/or multimedia projects. Artists and art history are included in specific projects to reinforce student comprehension of the role of art in history.

Art 8 Grades: 8 Course Length: 20 weeks	Art is an optional course for eighth-grade students. This course will further develop concepts and skills covered in seventh grade. The eighth-grade program similarly emphasizes an overview of subject areas, tools, and materials, with additional emphasis on individual development and creativity. Students learn to communicate thoughts, develop ideas, and express feelings. Students also learn how to analyze and evaluate their own work and the work of their classmates through class discussion. They will develop pride in their work, and the works of others, as they learn techniques for displaying it. The students are given the opportunity to explore computer graphics and/or multimedia projects. Artists and art history are included in specific projects to reinforce student comprehension of the role of art in history.

Studio in Art Grades: 8 Course Length: 40 weeks	Studio in Art is a foundation-level art class offered to all high school students, as well as eighth-grade advanced students who qualify for the course. Students successfully completing this foundation-level art class receive one high school credit, which satisfies the art/music graduation requirement. As an overview of the field of art, it embodies drawing and painting in various media, sculpture, three-dimensional design, and computer graphics. Studio in Art is recommended for students who intend to pursue a sequence in the fine arts. Taking Studio Art in eighth grade fulfills the one-credit art requirement for high school graduation. However, it's important to note that this course is designed to provide a strong foundation in art fundamentals and does not replace the need for more advanced art electives in high school. By taking Studio Art in eighth grade, students will gain a head start on their high school art education, allowing them to bypass a foundation art class in ninth grade and immediately enroll in higher-level electives. This accelerated approach enables students to explore a wider range of artistic disciplines and deepen their creative skills throughout their high school career. *It is the expectation of the Art Department that students who take Studio Art in eighth grade will follow through on an art sequence beginning in ninth grade.* *Prerequisite:* Acceptance into the course is based upon a drawing assessment given during the 7th grade and teacher recommendation.

VISUAL AND MEDIA ARTS

K-5 Art – 40 minutes per week
Art 6 – 10 weeks per year
Art 7 – 20 weeks per year

ART 8 (40 weeks)

STUDIO IN ART (40 weeks)

Comprehensive Foundation Courses 9-12

(Satisfies NYS Requirement)

- **Creative Crafts**
- **Design and Drawing for Production I**
- **Media Arts**
- **Studio in Art**

Advanced Art and Design Electives

- Ceramics and Sculpture I, II, III
- Design and Drawing for Production II, III,
- Photography I, II, III, IV
- Drawing and Painting I, II, III, IV
- AP Art 3-D
- Architectural Design I, II, III, IV
- AP Art 2-D Photo
- Design and Illustration I, II, III, IV
- ArTech 3D CAD Lab
- Advanced Media Arts I, II, III, IV
- Fashion Illustration and Design I, II, III, IV
- Film & Video I, II, III, IV
- AP Art 2-D
- AP Art Drawing
- *AP Art History
- *Portfolio Design for the 21st Century ½ year
- *Game Design ½ year
- *Photo Journalism ½ year

Special Note: Students may choose any elective from the flow chart above once they satisfy their NYS requirement.
***These courses are open to all high school students and do not have an art prerequisite.**

Graduation Requirements: One unit of art or music is required for graduation. ONLY the "Comprehensive Foundation Courses" above or a concurrent music ensemble or completion of Music in Our Lives fulfill this NYSED requirement for art. Elective courses DO NOT.

FIVE UNIT SEQUENCES FOR REGENTS CREDIT

Fine Arts Major
1 credit – Studio in Art
1 credit – Musical Knowledge
3 credits – Music, Visual Arts, Media Arts, Humanities, Theatre or Dance

Visual Arts Major
1 credit – one of the five foundation courses
4 credits – from the Visual Arts flow chart

ENGLISH LANGUAGE ARTS

English Language Arts 6 Grades: 6 Course Length: 40 weeks	The English 6 course builds upon the language foundations established in the elementary language arts program. Using guidelines from the Common Core and Next Generation Standards, students continue to read a variety of genres and learn how to compose well structured, audience and purpose specific pieces of writing. They learn metacognitive reading strategies that are useful as they access more challenging fiction and nonfiction texts. Grammar and language study are taught to support the writing process. A research project is completed in the fourth quarter. In the spring, students will take a New York State Assessment in English Language Arts.

English Language Arts 7 Grades: 7 Course Length: 40 weeks	English Language Arts 7 expands students' skills in literary analysis and exposition, creative writing and composition, and grammar and language study. Within the guidelines of the Common Core and Next Generation Standards, assignments in reading and writing place emphasis on critical thinking and the writing process. A research project is completed in the third quarter. In the spring, students will take a New York State Assessment in English Language Arts.

Mastery Level English 8 Grades: 8 Course Length: 40 weeks	Mastery Level English 8 provides a rich and challenging curriculum for all students, and helps us identify those who are best suited to an honors level curriculum at the high school level. Mastery English continues the study of reading and writing covered in prior grades. Within the guidelines of the Common Core and Next Generation Standards, students experience a rich literary program covering a variety of fiction and nonfiction genres. They learn how to develop a personal style in their work, and how to increase their independence as readers and writers of literary and informational texts. A research project is also completed in the third quarter. In the spring, students will take a New York State Assessment in English Language Arts.

Seminar Grades: 8 Course Length: 20 weeks	This course is designed to align with the English 8 curriculum, while enhancing students' ability to fully understand the appropriate grade level English Language Arts standards. This work will help to provide the foundation of skills necessary for English coursework in high school.

English Language Arts Department

REGENTS LEVEL	HONORS LEVEL	ADVANCED PLACEMENT LEVEL
ENGLISH 9	ENGLISH 9 HONORS	ENGLISH 10 AP SEMINAR* This course is a prerequisite for AP Research.
ENGLISH 10	ENGLISH 10 HONORS	AP AFRICAN AMERICAN STUDIES* / AP LANGUAGE & COMP* / AP LITERATURE & COMP* / AP RESEARCH
ENGLISH 11	ENGLISH 11 HONORS	
CONT ISSUES LITERATURE AND COMPOSITION	SENIOR EXPERIENCE (APPLICATION) / COLLEGE WRITING I & II (CW POST) Optional College Credit	*Students will take the College Board Advanced Placement Examination upon the completion of each of these courses. Starting in May 2025, these exams will be digital only.

HIGH SCHOOL ELECTIVES

ANNUAL HALF-YEAR COURSES (.5 Credit)

Creative Writing I and II
Introduction to Creative Nonfiction*
Debate
Film Criticism I (Mastering the Movies)*
Film Criticism II
Fundamentals of Public Speaking*
Hip Hop and the Intellectual Tradition*
Journalism I: News Literacy*
Journalism II: News Literacy & Media Production
Mythology and the Hero's Journey
Shakespeare

FULL-YEAR COURSES A/B Schedule (.5 Credit)

SAT/ACT Prep
Reading and Writing Strategies I and II

*Students in these elective courses have the option of registering for college credit.

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Science Department strives to address the essential living competencies all individuals need to function in our rapidly changing society. The attitudes, skills, and knowledge learned in the Family Consumer Science content areas provide a basis for success in balancing home and work responsibilities as well as for transitioning to career pathways.

Coursework at the middle school level addresses all the New York State Standards in Family and Consumer Science, provides ½ credit during sixth grade (20 weeks), and ¼ credit (10 weeks) during eighth grade, and aims to

- prepare individuals to be competent, confident, and responsible in managing personal, family, and career lives
- help students meet challenges of daily living
- provide laboratory experiences that foster leadership and group skills
- provide individuals with knowledge and skills in:
    - Personal resource management
    - Family and human development
    - Early childhood education
    - Nutrition and food preparation
    - Clothing management
    - Consumerism and financial management
    - Career awareness and planning

Family and Consumer Science	
Grade:	6
Course Length:	20 weeks
Grade:	8
Course Length:	10 weeks

HEALTH

As easy as it is to identify the major health risk behaviors among youth, the challenge today is to determine "what works to prevent or reduce" these behaviors. The weaving together of skills and content knowledge form the basis of helping students learn what they need to know and be able to do to be safe and healthy.

Students at the middle school are also expected to achieve the three New York State Learning Standards in health education which include:

Standard 1 (Personal Health) - Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

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Standard 2 (A Safe & Healthy Environment) - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Standard 3 (Resource Management) - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Health Education Grades: 6 Course Length: 10 weeks	Curriculum Content: Mental health, personal health, growth & development/family living, disease prevention and control, alcohol-tobacco and drugs, injury prevention/safety, consumer/community health, nutrition, environmental health and life skills.

Health Education Grades: 8 Course Length: 10 weeks	Curriculum Content: Mental health, personal health, growth and development/family planning, disease prevention, alcohol-tobacco and drugs, personal safety, consumer/community health, nutrition, environmental health and life skills.

The functional knowledge for students is included in the curriculum content areas listed above that are sequentially programmed at the middle school in 6th and 8th grade.

The Life Skills is a uniquely designed substance abuse prevention program that consists of three major components that cover the critical domains found to promote drug use. Research has shown that students who develop skills in these three domains are far less likely to engage in a wide range of high-risk behaviors. The three components include: Drug Resistance Skills, Personal Self-Management Skills, and General Social Skills. The Life Skills program has continued for four years at the middle school level. Students in sixth grade receive 9 lessons. Students in eighth grade health receive 9 lessons.

The weaving together of content knowledge and prevention skills form the basis of "what works" in preventing risky behaviors.

Mathematics

Mathematics 6 Grades: 6 Course Length: 40 weeks	This course is our introductory middle school mathematics course, providing a continuous development of the skills, concepts and strategies developed in elementary school. There is an emphasis placed on developing students' problem solving strategies and selected topics of the middle level sequence are taught to a mastery level. The sixth grade areas of study include, number and operations, measurement, algebra, geometry, probability and statistics. All sixth grade students will be prepared to take the N.Y. State sixth grade mathematics assessment in the spring.

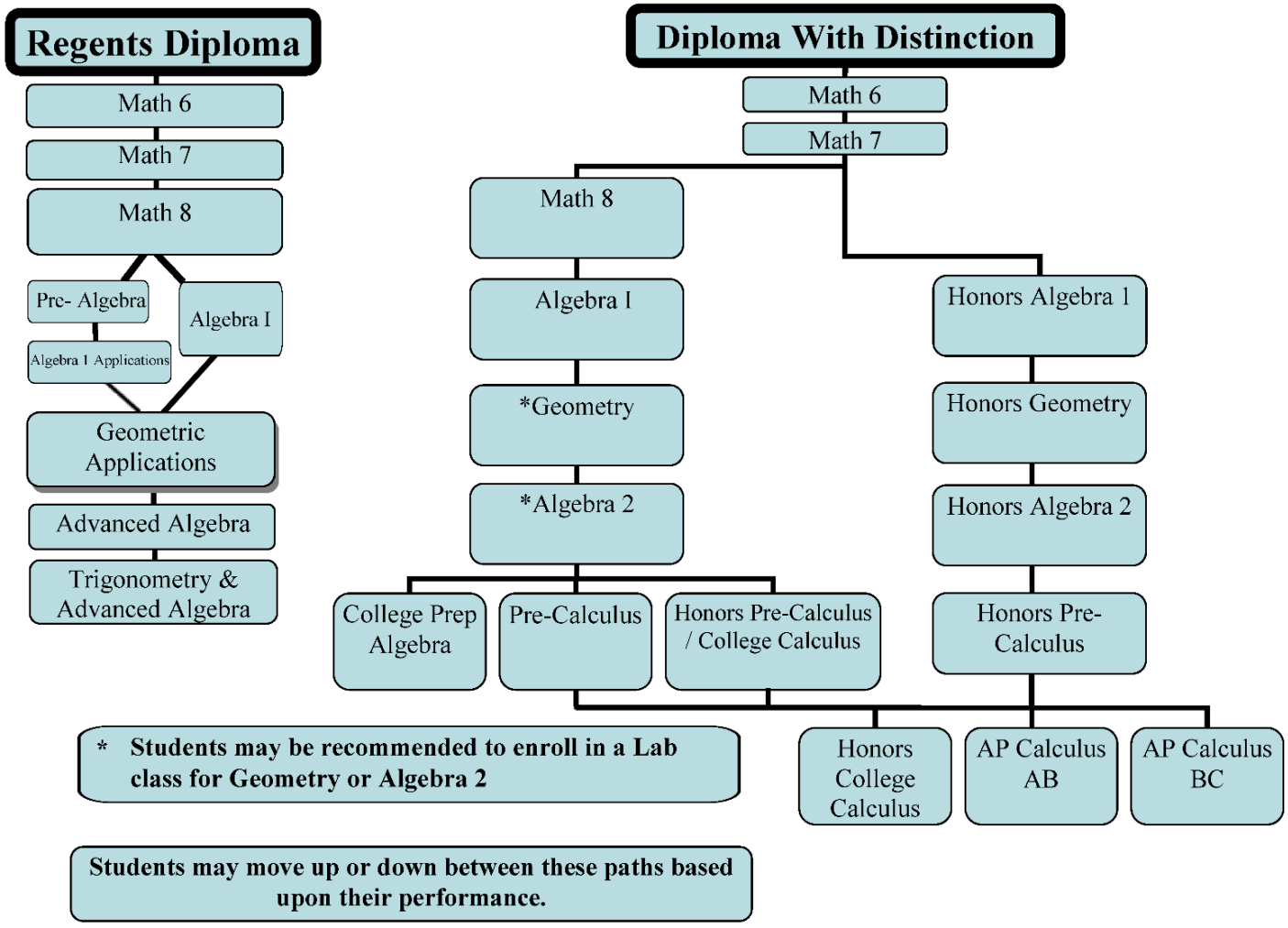
Mathematics 7 Grades: 7 Course Length: 40 weeks	This course is designed to continue the development of students' problem solving skills and to deepen their understanding of the skills and concepts necessary for students to be successful at higher levels of instruction. Particular attention is given to the relationship of mathematics to interdisciplinary and real life applications. The seventh grade areas of study include, number and operations, measurement, algebra, geometry, probability and statistics. All seventh grade students will be prepared to take the N.Y. State seventh grade mathematics assessment in the spring and to enroll in Honors Algebra 1 as an eighth grade student if they qualify.

Mathematics 8 Grades: 8 Course Length: 40 weeks	This course consists primarily of pre-algebra topics with a focus on real world applications. Topics include properties of real numbers, solving linear equations and inequalities, graphing functions, exponents, scientific notation and geometry. All eighth grade students will be prepared to take the N.Y. State eighth grade mathematics assessment in the spring.

Seminar Grades: 8 Course Length: 20 weeks	This course is designed to align with the Math 8 curriculum, while enhancing students' ability to fully understand the process and content grade level standards. This work will help to provide a foundation for future coursework.

Honors Algebra I Grades: 8 Course Length: 40 weeks	This course is a high school, credit bearing Regents course. It is the first of three Regents mathematics courses in the New York State curriculum. Students will develop skills and processes to be applied to problem solving in a variety of settings including: linear, quadratic, absolute value and exponential functions, coordinate geometry, systems of equations, data analysis, right triangle trigonometry and probability. This course culminates with the N. Y. State Algebra 1 Regents exam in June. Students enrolled in this course are *NOT* required to take the N.Y. State grade level mathematics assessment in the spring. *Prerequisite*: Minimum grade performance of 92% in Math 7

HHH Mathematics Department



MUSIC

Band Grades: 6 Course Length 40 weeks every other day	This ensemble is for sixth grade students continuing in the instrumental program begun in elementary school students not previously involved may only participate after displaying the necessary skills by audition. Emphasis is placed on development of technical and reading skills. Performance literature will be selected from the list of standard middle school repertoire. Weekly rotation lessons and all performances are required and are considered in the grading process. *Prerequisite:* Recommendation of Department.

Band Grades: 7 Course Length: 40 weeks, every other day	This ensemble consists of 7th grade wind, brass, and percussion students continuing in the program from 6th grade. Weekly rotation lessons, and concert and parade performances are required and are considered in the grading process. Assignment to this ensemble will be made by the music teacher. This ensemble will perform standard middle school band literature. *Prerequisite:* Recommendation of Department.

Band Grades: 8 Course Length: 40 weeks, every other day	This ensemble consists of 8th grade wind, brass, and percussion students continuing in the program from 7th grade. Weekly rotation lessons, and concert and parade performances are required and are considered in the grading process. Assignment to this ensemble will be made by the music teacher. This ensemble will perform a more difficult level of literature. *Prerequisite:* Recommendation of Department.

Orchestra Grades: 6 Course Length: 40 weeks, every other day	This ensemble is for sixth grade students continuing in the string program begun in elementary school. Students not previously involved may participate after displaying the necessary skill by audition. Emphasis is placed on the development of technical and reading skills. Performance literature will be selected from a list of a standard middle school repertoire. Weekly rotation lessons and all performances are required and are considered in the grading process. *Prerequisite:* Recommendation of Department.

Orchestra Grades: 7 Course Length: 40 weeks every other day Grades: 8 Course Length: 40 weeks, every other day	The orchestra consists of 7th and 8th grade students continuing in the program from 6th grade. Emphasis is placed on continued skill development and the performance of standard middle school literature. Weekly rotation lessons are required and are considered in the grading process. *Prerequisite:* Recommendation of Department.

Chorus Grades: 6 Course Length: 40 weeks, every other day	Participation is open to all 6th grade students who complete a successful audition or receive the recommendation of their elementary choral teacher. Emphasis is on voice placement and development, music reading, and ear training. Standard SA/SSA middle school choral literature is selected for study and performance. Weekly rotation lessons and all performances are required and are considered in the grading process. *Prerequisite:* Recommendation of Department.

Treble Choir Grades: 7 (girls only) Course Length: 40 weeks, every other day Grades: 8 (girls only) Course Length: 40 weeks, every other day	Membership is open to all female soprano and alto voices upon approval of the chorus staff. The ensemble will perform both standard and advanced middle school choral music focusing on treble choir literature in a wide variety of genres. Students not previously enrolled in the choral program must audition prior to placement. Weekly pullout lessons on a rotating basis are required of each student where sight-singing, ear training, and vocal techniques will be emphasized. Attendance at all school concerts and scheduled performances are required. Students may also be asked to perform at local and regional competitions as well as NYSSMA Major Organization Festivals. *Prerequisite:* Recommendation of Department

Concert Choir Grades: 7 Course Length: 40 weeks, every other day Grades: 8 Course Length: 40 weeks, every other day	Membership is open to all 7th and 8th grade students upon approval of the chorus staff. The ensemble will perform both standard and advanced middle school choral music focusing on three and four-part choral literature. Students not previously enrolled in the choral program must audition prior to placement. Weekly pullout lessons on a rotating basis are required of each student where sight-singing, ear training, and vocal techniques will be emphasized. Attendance at all school concerts and scheduled performances are required. Students may also be asked to perform at local and regional competitions as well as NYSSMA Major Organization Festivals. *Prerequisite:* Recommendation of Department

Music Exploration Grades: 6 Course Length: 40 weeks, every other day Grades: 7 Course Length: 40 weeks, every other day Grades: 8 Course Length: 40 weeks, every other day	This course is designed to give students in grades six through eight an overview of the elements, history, and role of music in today's society. Students will be encouraged to participate in performing and creating music through a balanced program of study based upon the NAfME (national) Standards and the NYSED Standards for middle-level education. Students will be performing and composing music through a "hands-on" experience at various stages of the curriculum in our state-of-the-art music lab through the use of digital synthesizers and computers, as well as on musical instruments such as percussion, guitar, and keyboard. They will also have the opportunity to see the correlation between music arts and other academic areas while receiving an overall appreciation of music. *Prerequisite:* None.

MUSIC DEPARTMENT

K-5 Classroom Music – 40 minutes per week
Grades 4 & 5 Ensembles – Two rehearsals per week plus weekly lesson rotation

MUSIC EXPLORATION 6, 7, 8	BAND 6, 7, 8	CHORUS 6 CONCERT CHOIR 7/8	ORCHESTRA 6 Orchestra 7/8

MUSICAL SKILL DEVELOPMENT AND CONCERT PERFORMANCE 9-12

Treble Choir 9-10 Concert Choir 9-12	Band 9 Concert Band (HSE ONLY) 10-11 Symphonic Band 11-12	String Orchestra 9-10 Concert Orchestra **(HSE ONLY)** 10-11 Symphony Orchestra 11-12	Modern Band/Guitar Ensemble

MUSICAL KNOWLEDGE AND TECHNICAL SKILL 9-12

Music in Our Lives	Music Recording and Production Technology I, II, III	Music Theory I, II	AP Music Theory

ELECTIVES

Guitar Fundamentals I/II ½ Year	Social Justice in the Arts ½ Year	Musical Theatre ½ Year

Music in Our Lives, Guitar Ensemble or a foundation art course satisfies the required one (1) unit High School graduation credit in the arts. Students continuing in band, orchestra, chorus, or guitar automatically satisfy the graduation credit in the arts.

FIVE (5) UNIT SEQUENCES

Music Major
3 credits – Skill Development
2 credits – Musical Knowledge

Fine Arts Major
1 credit – Studio in Art
1 credit – Musical Knowledge
3 credits – Music, Visual Arts, Media Arts, Humanities, Theatre or Dance

Physical Education

Physical Education is a New York State required course. Successful completion of 40 weeks (alternating days) during grades 6, 7, and 8 of physical education is necessary in order to graduate from middle school.

Education Law, Section 803 and 3204 and Regulations of the Commissioner of Education, Section 135.4 mandate physical education for all pupils in New York State.

The physical education experience is designed to facilitate and include a wide variety of sport and physical activities for all Half Hollow Hills Middle School students. The developmentally diverse middle school student will experience shorter units of instruction with an emphasis on proper skill technique and through practice begin using these skills in a variety of lead up games that ensure success. Students will also begin to use tactical strategies in game play. To accomplish this objective, the benefits of sport and physical activity are taught throughout 8 different categories. These activities have been designed to provide a maximum opportunity for all students and meet the New York State Learning Standards listed below:

Learning Standard 1A: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

Learning Standard 1B: Students will design personal fitness programs to improve aerobic endurance, flexibility, muscular strength, endurance, and body composition.

Learning Standard 2A: Students will demonstrate responsible personal and social behavior while engaged in physical activity.

Learning Standard 2B: Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

Learning Standard 2C: Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Learning Standard 3A: Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.

Learning Standard 3B: Students will be informed consumers and able to evaluate facilities and programs.

Learning Standard 3C: Students will be aware of some career options in the field of physical education and sports

Physical Education Department
Sport and Physical Activity Menu

Team Passing Games	Net/Wall Games	Target Games	Striking/Fielding Games
Basketball	Badminton	Golf	Softball
Floor Hockey	Handball		
Flag Football	Pickle-Ball		
Soccer	Volleyball		
Speedball			
Team Handball			
Ultimate Frisbee			

Dance & Aesthetics	Outdoor Activities	Personal Performance Activities	Fitness Activities
Ballroom Dance (salsa, meringue, waltz, tango)	Adventure Education	Aerobic Dance	Cardio Kick-Boxing
Creative Dance	Orienteering	Distance Running	Fitnessgram Testing
Dance Dance Revolution (DDR)	Wall Climbing	Self Defense	Pilates
Hip Hop Dance		***Swimming (7^{th} grade)	Step Aerobics
		Walk/Jog/Run	Tae Bo
		Yoga	Weight Training

Physical Education Activities Will Include:

Adapted Physical Education
Adventure Education
Aerobics/Step Aerobics
Badminton
Basketball
Cardio Kick-Boxing
Fitnessgram Testing
Flag Football
Floor Hockey
Golf
Handball
Jogging/Walking
Orienteering
Pickle-Ball
Pilates
Progressive Resistance Exercise (Weight Training)
Self Defense
Soccer
Softball
Speedball
Tae Bo
Team Handball
Ultimate Frisbee
Volleyball
Wall Climbing
Yoga

SCIENCE

Science 6 Grades: 6 Course Length: 40 weeks	Science 6 is a transitional course between the elementary and middle level science program. The course continues to develop the skills and concepts established in our Elementary Science K-5 program. Students develop skills in performing and evaluating basic experiments while following the steps of the scientific method, as well as gaining proficiency in the use of scientific tools such as the microscope and the balance. Students will study such topics within the domain of physical science, which include topics related to measurement, structure and properties of matter, chemical reactions, energy, and forces and interactions. The Science 6 course culminates with a departmental final examination.

Science 7 Grades: 7 Course Length: 40 weeks	Science 7 is a course that reinforces the foundation skills taught in Science 6 as students begin the transition to a full laboratory program. Students will study topics within the domain of life science, which include topics related to cells, human body systems, classical genetics, modern genetics, reproduction & growth, evolution, biodiversity, ecology, and human impact. The Science 7 course culminates with a departmental final examination.

Science 8 Grades: 8 Course Length: 40 weeks	The Science 8 curriculum completes the middle school science experience. Foundational skills and laboratory techniques are refined as students are prepared for the rigorous Regents requirements of high school. Students will study topics within the domain of earth & space science, which include topics related to space systems, weather & climate, energy & heat, dynamic earth, geologic history, waves & electromagnetic radiation, and forces & interactions. This course culminates with the NYS Intermediate Level Science Assessment which assesses students' knowledge on content and skills learned in Science 6, Science 7, and Science 8.

Honors Earth & Space Science (formerly Earth Science) Grades: 8 Course Length: 40 weeks	Earth & Space Science is the first step of participation in the honors-level Regents science sequence. This course aligns with the New York State Science Learning Standards. In this course, students study space systems, energy and climate, meteorology, Earth's systems, surface processes, and human sustainability. Students will apply the science and engineering practices to reinforce their understanding of Earth and space systems. Classes meet for 7½ periods per week. This course culminates with the Earth & Space Science Regents examination. Completion of this course meets part of the NYS graduation requirement. Successful completion of the NYS Required Investigations and laboratory activities are required for admission to the Earth & Space Science Regents examination. Students in this program are expected to maintain an average of at least 85. Students taking this high school-level course will receive a numerical grade that will become part of the student's high school transcript. Extra honors-enrichment work is assigned quarterly. *Prerequisite:* Departmental recommendation based upon math and science achievement in grades 6 and 7 as well as on standardized tests. A grade of at least 92% in Science 7 is required.

Science Department





Science 6

Science 7

Honors Earth & Space Science

Honors Biology

Honors Chemistry

AP Physics 1

AP Elective

AP Physics 1&2

AP Elective

Science 8

Earth & Space Science

Biology

Chemistry

Physics

Foundations of Biology

Earth & Space Science

Chemistry

Physics

Biology AP Environmental Science (BIO-APES)

Honors Chemistry & AP Biology

AP Physics 1&2

AP Physics C &/or AP Elective

AP Electives

-Biology AP Environmental Science (BIO-APES)
-AP Biology
-AP Chemistry
-AP Physics 1
-AP Physics 1&2
-AP Physics C
-AP Environmental Science
-AP Psychology

Electives

Anatomy & Physiology
Astronomy
Forensics
Genetics
Marine Science A/B
Practical Chemistry A/B
Practical Physics A/B
PLTW – Introduction to Engineering Design
PLTW – Principles of Engineering

SOCIAL STUDIES

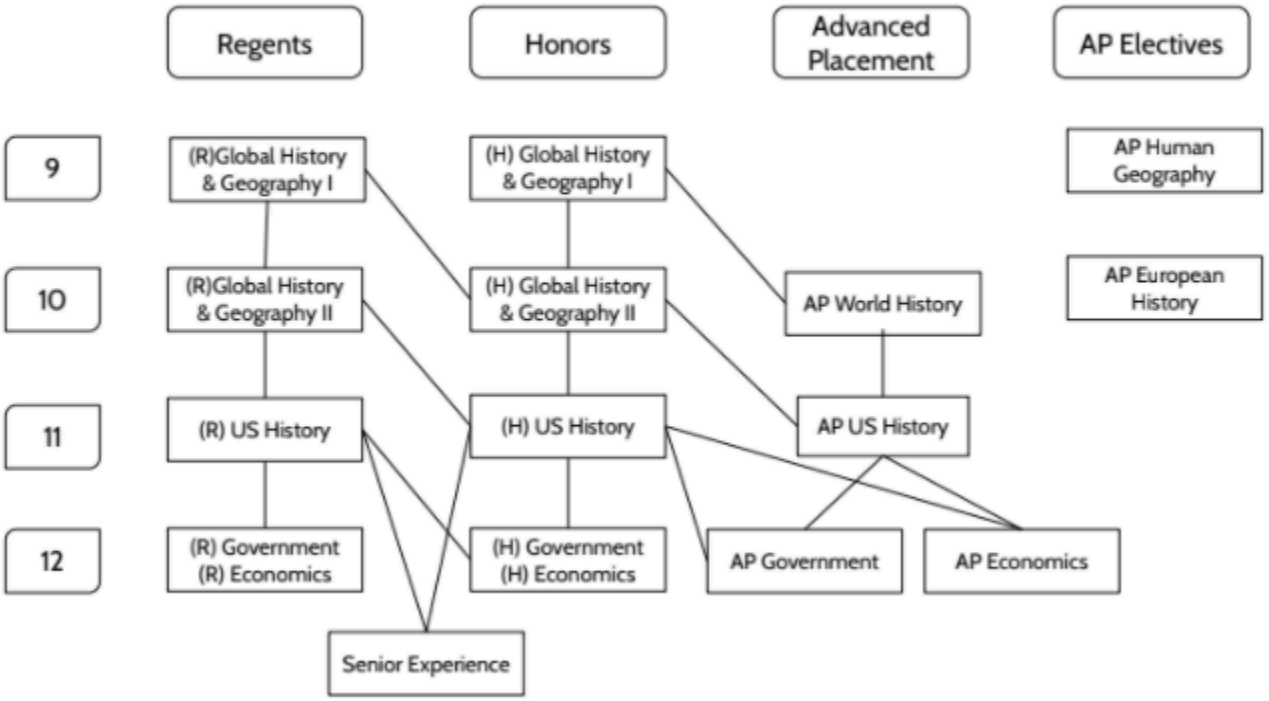
Social Studies 6 Grades: 6 Course Length: 40 weeks	This is a one year course that emphasizes the interdependence of all people, primarily in the Eastern Hemisphere. It provides students with a basic understanding of the economic, political, and social developments of the Eastern Hemisphere from Early Man to the Age of Exploration. Among the civilizations and time periods highlighted are: Mesopotamia, Egypt, Greece, Rome, traditional China, and the Middle Ages. Students will also learn historical thinking skills, including how to analyze historical primary sources appropriate for this course.

Social Studies 7 Grades: 7 Course Length: 40 weeks	This first year of a two-year study of American History provides students with an understanding of the economic, political and social events and movements from pre-Columbian times through the Civil War and Reconstruction periods in US History. While emphasizing the development of the United States and tracing its early history, parallel trends and time frames in New York State history are also considered. Students will apply historical thinking skills to their study of the past as they learn to read and write like historians.

Social Studies 8 Grades: 8 Course Length: 40 weeks	This second year of a two-year study of American History provides students with an in-depth understanding of the economic, political and social events and movements of the United States from Industrialization to the present. While emphasizing the development of the United States and in these time periods, parallel trends and time frames in New York State history are also considered. Students will apply historical thinking skills to their study of the past as they learn to read and write like historians.

AP Human Geography Grades: 9, 10, 11, & 12 with teacher and/or departmental recommendation Course Length: 40 weeks	This college-level course introduces students to the importance of spatial organization, including the location of places, people and events, and the connections among places and landscape, and the understanding of human life on Earth. While history poses "When and why?", human geography asks "Where and why?" Students will explore population and the ways in which the human population is organized geographically, cultural patterns and processes and the way geographers assess cultural groups as defined by language, religion, race, ethnicity, and gender, the political organization of space, industrial and economic development as it relates to space utilization, and urban land use, as well as other provocative topics. Several projects will be assigned. This is a college level course and students will be expected to take the AP Human Geography exam. A summer assignment will be required.

Social Studies Department



Electives

9, 10, 11, 12	10, 11, 12	Advanced Placement/College Credit Elective Courses
Criminal Justice	#Ethics#	AP Human Geography (9 - ♦12)
Psychology	Experiences in Law	AP European History (11 - 12)
#Current Events#	#Holocaust, Human Rights and Genocide#	College Contemporary Issues in Education
#Race & Ethnicity in America#	#These courses have a civic component and allow students to earn .5 points towards the NYSCCR. *These two courses run in alternating years. ♦ AP Human Geography in grade 12 only can count for 12th grade social studies credit	
*Sociology		
*Sports in American History		
Broadcast 1 and II		

Technology Grades: 6, 7 Course Length: 20 weeks	Technology education is a comprehensive overview of the rapid changes in the technological society of the present and the future. Class discussions include the study of the future of technology and its applications to occupations. This introduction to technology program is developed in concert with the New York State Regents mandates. It is a forty-week program, with 20 weeks of instruction in grades 6 and 7. Activities are based on ten learning modules, from the history of technology to the use of computers and automated systems. It is stressed that technology is actually the application of academic knowledge to solve man's practical problems and extend human capabilities. Technology education enhances science, math, social studies and language arts skills, and gives a practical application of this knowledge. Areas of student exploration are communication, information retrieval, transportation, energy, construction, electronics and computer applications. Students work in cooperative groups and become involved using the problem solving approach to understand technology and its application to our everyday lives. Students are taught through hands-on lab activities utilizing materials, tools, instruments and equipment for the safe completion of their experiences.

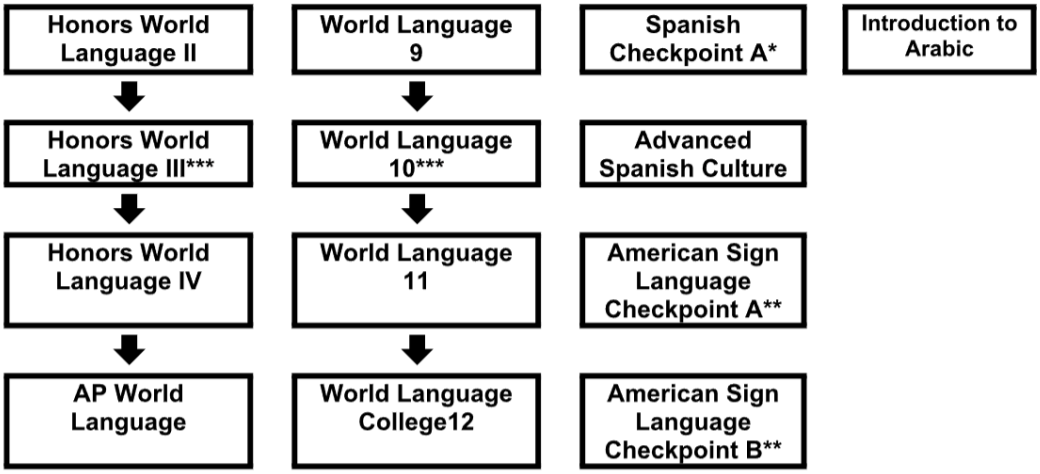
World Languages

World Language Exploration Grades: 6 Course Length: 40 weeks	The purpose of the exploratory course is to introduce students to Spanish, French, Italian and Mandarin Chinese. Students learn about each culture, including holidays, geography, monuments and basic expressions. Students complete a project at the end of the marking quarter that is cumulative based on all that they have learned. Students will begin a full time study of the World Language of their choice in grade 7.

French, Italian, Mandarin Chinese, or Spanish, 7 Grades: 7 Course Length: 40 weeks	Language 7 is a course based on the New York State Learning Standards for Languages Other Than English. In this course, students begin their study of Checkpoint A objectives. The second half of Checkpoint A is completed in Grade 8 culminating with a required locally developed proficiency examination in French, Spanish, Italian, or Mandarin Chinese. Listening and speaking are primary communicative goals in modern language learning. Students learn to use these skills in addition to reading and writing for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. Students also work toward a goal of cultural understanding. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. These elements affect whether and how well a message is received.

Mastery Level French, Italian, Mandarin Chinese or Spanish CHECKPOINT A (8) Grades: 8 Course Length: 40 weeks	The purpose of Mastery Level Language 8 is to provide a rich curriculum to all students and in addition, it will assist with the future identification of Honors high school students. Language 8 completes the students' study of Checkpoint A objectives. The New York State Learning Standards identify two standards for Language Other Than English: Students will be able to use a language other than English for communication and they will develop cross-cultural skills and understandings. In this course, students strive to meet these objectives using the four skills: listening, speaking, reading and writing. They will be able to comprehend language consisting of simple vocabulary and structures. In speaking, they will call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning and use appropriate strategies to initiate and engage in simple conversations based on the various topics in the curriculum. They will be able to read and understand the main idea and some details of simple informative materials written for native speakers and will compose short informal notes and messages to exchange information. These skills will be assessed at the termination of this course by a locally developed proficiency examination in French, Italian, Mandarin Chinese or Spanish. Passing this examination grants one unit of foreign language credit which fulfills the high school graduation requirement for the lower level Regents Diploma. This will appear on High School transcripts. Future Grade Nine Honors Placement: Students are to maintain a 93 or above in Language 8, in all quarters, and on the locally developed proficiency examination. Outstanding listening, speaking, writing and reading skills and teacher recommendations are also considered.

World Languages - High School Flow Chart



*** Students who do not meet Checkpoint A at the middle school level or new entrants to the district who have not studied a language other than English.**

****Students can take this course as an Elective- IN ADDITION to their regular World Language class.**

*****Students take the FLACS Checkpoint B Examination.**

******Students will have the option of registering for college credit through Stony Brook University's ACE program.**