



West Islip High School

Course Selection Handbook

2009 – 2010



**West Islip High School
2009-2010 Course Selection Guide**

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INTRODUCTION

The purpose of this booklet is to help you choose courses for next year. Read it carefully before selecting a tentative program in preparation for your scheduling conference with your counselor.

Parents are welcome to be present when students are scheduled, or to telephone a counselor for information about course selections. The Counseling Office telephone numbers are listed below.

Students will complete a final course selection sheet during the scheduling interview. This must be signed by a parent and returned PROMPTLY to the Counseling Office. Since we plan teacher assignments and course offerings on the basis of student course selections, **students may revise their choices up to but not after the first week in June.**

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GRADUATION REQUIREMENTS

Regents Diploma

Regents w/Advanced Designation Diploma

Required Courses	Credits	Required Courses	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Math [a]	3	Math	3
Science [a]	3	Science	3
World Language	1 [b]	World Language	3 [c]
Art/Music	1	Art/Music	1
Health **	.5	Health **	.5
Physical Education	2	Physical Education	2
Sequence/Electives	3.5	Sequence/Electives	1.5
TOTAL (minimum)	22	TOTAL (minimum)	22

Required Exams

[All exams require a score of 65 or above] *

Required Exams

[All exams require a score of 65 or above]

English Comprehensive Exam	Regents English Comprehensive Exam
Regents Global Studies Exam	Regents Global Studies Exam
Regents U.S. History Exam	Regents U.S. History Exam
Regents Science Exam	2 Regents Science Exams
See chart below for Math Requirements	
	Regents World Language Exam [c]

New Regents Exam Requirements for Math
[All exams require a score of 65 or above]

REGENTS DIPLOMA				REGENTS DIPLOMA WITH ADVANCED DESIGNATION			
Students entering Grade 9 in:	Math Units of Credit	Course/ Regents exam options*	Math Regents exams	Math Units of Credit	Course Options	Math Regents exams	Regents exam options*
September 2006, 2007	3	Math A, Math B,	1	3	Math A, Math B	2 or 3	Mathematics A <u>and</u> Mathematics B or Algebra 2/Trigonometry
		----- Integrated Algebra, Geometry, Algebra 2/ Trigonometry			----- Integrated Algebra, Geometry, Algebra 2/ Trigonometry		----- Integrated Algebra or Mathematics A <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry
September 2008	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	3 or 2	Integrated Algebra or Mathematics A** <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry
		----- Mathematics A**, Mathematics B**					----- Mathematics A** <u>and</u> Mathematics B** or Algebra 2/Trigonometry
September 2009 and thereafter	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	3	Integrated Algebra or Mathematics A** <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry

[a] An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third unit of credit in mathematics or science.

[b] Students are required to have completed two units of study in World Language by the end of their 9th grade year. One unit of credit is earned either by passing the state World Language proficiency exam or by earning a unit of commencement (high school) level credit in a World Language.

[c] Students acquiring 5 units of credit in one of the following may be exempt from the requirement: Art, Music, Business, Family & Consumer Sciences, and Technical Education.

** All students are required to complete one credit of Health between grades 9 and 12, for any diploma used.
(local requirement)

All seniors must carry a minimum course load of 6.0 credits and sufficient credits to graduate.

* The New York State Department of Education has adopted new graduation requirements phasing-in the score of 65 on required Regents exams. The phase-in schedule is as follows:

- **For students entering grade 9 in 2005:** General education students must have at least two scores of 65 or above on the five required Regents exams and all scores at 55 or above.
- **For students entering grade 9 in 2006:** General education students must have at least three scores at 65 or above on the five required Regents exams and all scores at 55 or above.
- **For students entering grade 9 in 2007:** General education students must have at least four scores at 65 or above on the five required Regents exams and all scores at 55 or above.
- **For students entering grade 9 in 2008:** General education students must pass all five required Regents exams with a score of 65 or above.

Students who complete all coursework and testing requirements for the Regents Diploma with Advanced Designation in mathematics and/or science and take and pass three regents examinations in each academic discipline with a score of 85 or better earn a Regents Diploma with Advanced Designation, with an annotation on the diploma that denotes mastery in mathematics and/or science (*local designation*)

SCHOOL COUNSELING SERVICES - Office hours – 7:00 a.m. – 3:00 p.m. – (631) 504-5830

The West Islip School District offers a comprehensive program of school counseling services to all students, their parents, and members of the school community. At the high school, the school counselors are trained to guide students through all phases of the secondary school experience. Assistance in decision-making and problem solving helps students realize their personal, academic and social potential. Services also include post-secondary educational planning, course scheduling information, and group guidance instruction. The counseling program emphasizes a developmental approach to life and career planning.

Counseling services are diversified and address the special needs of each grade level. Keeping individual students in mind, every effort is made to maintain program continuity. Each student is assigned to a school counselor who works with the student and monitors their progress throughout the school year. Whenever possible, student conferences are scheduled during lunch or study hall to avoid interruption of class work.

The counseling staff is also available for the following services:

- Provide counseling to individuals and small groups of students.
- Act as a source of referrals to community service programs and organizations.
- Coordinate parent-teacher-student conferences.
- Assist in the preparation of referrals for psychological evaluation and other special services.
- Interpret standardized test scores.
- Administer interest inventories.
- Provide vocational and career counseling.
- Plan an annual review of each student's progress and future plans.
- Introduce new students and their families to the school and community.
- Assist students in maintaining the appropriate academic schedule.
- Provide a comprehensive program for post-secondary planning.

Parents are encouraged to call the counseling office to schedule an appointment with their child's counselor.

CLASS RANK COMPUTATION

For the purpose of computation of rank, courses are assigned a weight according to their level of academic difficulty.

Course weights are assigned as follows:

- a) Advanced placement courses and college level courses – a weight of 1.15
- b) Honors courses (including those completed in eighth grade for which high school credit is awarded) – a weight of 1.05
- c) All other courses – a weight of 1.0

Courses applicable to class rank are those that are within the five major academic areas (English, social studies, math, science, and foreign language), as well as all additional honors, advanced placement and college level courses in any discipline.

TRANSCRIPTS

All courses taken, including summer school or repeated courses, will be listed on a student's transcript. For courses taken more than once, only the highest grade received will be used for ranking purposes.

RANK FOR COLLEGE APPLICATIONS

Rank for college application purposes is calculated at the beginning of the senior year and mailed home to students in October.

RANK FOR VALEDICTORIAN/SALUTATORIAN/OTHER HONORS

Rank is calculated once again after the third quarter of senior year to determine the Valedictorian/Salutatorian, as well as for any other honors that may be based on rank.

TRANSFER STUDENTS

To be considered for Valedictorian/Salutatorian a graduating senior must have spent at least four (4) semesters at West Islip High School. A grade conversion chart will be applied to grades of students who transfer from a school which uses an alternate grading method.

UNWEIGHTED AVERAGE

A student's *unweighted average* is the numerical average of those courses included in the ranking process. No weight factor is involved. (When courses are repeated, the highest grade will be included in the average.)

HONOR SOCIETY

Students are elected to the Honor Society by the Faculty Council. Applicants may first apply as juniors. Any student may apply who has a cumulative average in grades 9 and 10 of at least **eighty-eight (88) percent**. For this purpose a student's average is the mathematical average of all courses except *physical education*. No weighting factor is used. Successful applicants must have demonstrated qualities of *leadership, service and character* as well as *scholarship*. Students who **do not** meet these criteria as juniors may apply as seniors.

ADVANCED PLACEMENT COURSES

Advanced Placement (**AP**) is a term used to describe college level courses offered in high school. The main purpose of Advanced Placement courses is to offer the capable student a more challenging classroom experience, thereby better preparing him or her for college. West Islip offers the following AP courses: *American History, Biology, Calculus, Chemistry, Computer Science, Economics, English Language and Composition, English Literature and Composition, Environmental Science, European History, French Language, Italian Language, Physics B, Physics C, Spanish Language, Statistics, Studio in Art and US Government and Politics*. Students who enroll in AP courses are expected to take AP examinations. ***Pursuant to Board Policy 8242-R, students who choose not to take the related***

Advanced Placement examination for a course will have their final transcript amended to read “no exam taken”. Examinations are prepared and graded by the Advanced Placement Program, a division of the College Entrance Examination Board in Princeton, New Jersey. Students are responsible for the payment of required fees. Financial aid is available for students of high achievement who are unable to pay the required fees.

Colleges vary in their policies concerning the granting of college credit or placement for specific grades earned on AP examinations. A student must check the college catalog to determine the policy of any specific college.

DROPPING COURSES

The intended goal of the school course selection process, which begins in the early spring of the preceding school year, is to best serve the educational needs of each student. Discussions take place among counselors, teachers, parents and students which take into account graduation requirements, as well as each student’s interests, abilities and goals. Students have the opportunity, in the succeeding months, to review their schedules with their parents and counselors and to make any necessary adjustments. The next step in this process is to build a master schedule based upon the course choices which students have made. Teacher schedules are developed based upon student enrollment in each course.

However, we do recognize that there are sometimes circumstances that occur that require changes to a student’s schedule. In such cases, students are to request a change in writing within the first ten days of class, stating the reason for their request. Those reasons include the following:

1. The student failed a course and needs to retake the course in order to graduate.
2. The student is adding a class in place of a study hall.
3. The student has the same teacher with whom they received a failing grade during a prior year.

Please note that schedules will **NOT** be changed to accommodate a request for early release. Also, lunch period changes will **NOT** take place without a doctor’s note. Any schedule changes must be recommended by each student’s counselor and approved by their parent, teacher, and the director/lead teacher of the department. Students must continue to attend the class until a determination has been made. Students may obtain a course change request form from their counselor and are responsible for obtaining all required signatures.

Any class dropped after ten days and prior to five weeks will result in either a “withdrawn passing” (WP) or a “withdrawn failing” (WF) appearing on the student’s transcript. Dropping a class after five weeks will result in an automatic “withdrawn failing”. There will be an opportunity for a student to appeal should extenuating circumstances exist.

HIGH SCHOOL INDEPENDENT STUDY

The following statement summarizes The Board of Education Policy regarding high school independent study:

“In unusual circumstances a student may wish to pursue study in a subject area of particular interest or importance to him/her that is not available in the regular course offerings or which scheduling conflicts preclude. With the permission of the school counselor, the subject area supervisor and the principal, such students may, on their own initiative, attempt to arrange to take such coursework on an independent study basis. It will be the student’s responsibility to establish his/her eligibility for such coursework and to seek out a teacher who is willing to facilitate the project. Such independent study will only be conducted subject to the availability of both student and teacher for common meeting times and subject to the willingness of a qualified teacher to undertake the project. Independent study meetings shall occur before or after school, or during study or lunch periods, but may NOT occur during times when the student or the teacher are scheduled for regular classes. No assurance can be made that any independent study coursework will be provided”.

NOTE:

All independent study courses must be approved by the Superintendent. It will be the responsibility of the high school Principal to notify the Superintendent of a proposed independent study course. A list of such approved courses will be provided to the Board of Education as an information item.

Criteria for Entrance to Honors Level

Two out of three of the following:

- New York State Assessments – Level 4 (8th grade)
 - ELA – English, social studies or science placements
 - Math – Math placements
- Final subject area unweighted grade of 93 or better
- Teacher recommendation per district format

Criteria for Continuation at Honors Level

- Final unweighted grade of 93 or better
- Final unweighted grade of 88 or better, plus teacher's recommendation per district format

Procedures

- Students will be tentatively scheduled for honors classes based upon midyear subject area unweighted grades as delineated above.
- Final grades will be reviewed in June to confirm eligibility. The district reserves the right to reschedule students based upon end-of-year grades.
- Should a student fail to meet the eligibility criteria, any interested stakeholder (parent, teacher, or counselor) may request that a hearing be held by a review panel, consisting of the appropriate department head and two impartial teachers appointed by the Principal. The panel may deny or approve a student's placement in an honors class; however, in all cases the panel's decision will be final.

Criteria for Entrance to Advanced Placement Level

- Successful completion of a prerequisite course at the honors level
- Grades which would meet the criteria for continuation at the honors level

Procedures

- Same as for honors level
- Students who choose not to take the related Advanced Placement examination for a course will have their final transcript amended to read "no exam taken".

ART DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>STUDIO-IN-ART I (0701) & II (0704)</u>	sem or year	½, 1	
An introduction to the skills and understandings needed as a background for all other art courses. This course is a prerequisite for all other art courses. May be taken for one semester only for ½ credit. 1 credit fulfills the art requirement for graduation.			
<u>DRAWING & PAINTING I (0708) & II (0712)</u>	sem or year	½, 1	
Students approach drawing and painting through the use of multi media and the introduction of many different subject matters. Different techniques are used in creating both realistic and abstract art. Stress on strengthening drawing and painting skills is featured. This course is the key to the first steps in building a serious art portfolio. <u>PREREQUISITE:</u> 85 Average or better in Studio-In-Art and/or permission of instructor.			
<u>GRAPHIC DESIGN I (0757) & II (0758)</u>	sem or year	½, 1	
The curriculum will focus on teaching students the basics of commercial art and how to use technology to create. Focus will be placed not only on the mechanics of the computer, both hardware and software, but also on the various steps involved in commercial art. Students will learn to conceptualize ideas, create designs and produce them. Real world skills will play a vital role in the class, since the curriculum mirrors actual skills used in the commercial art fields. Language arts skills are incorporated as well. Students will learn about printing and photo imaging, as well as graphic design (incorporating words with pictures). This course will lay the foundations for Advertising Design I & II. May be taken for ½ year. <u>PREREQUISITE:</u> Studio In Art I and II and permission of instructor.			
<u>ADVERTISING DESIGN I (0736) & II (0732)</u>	sem or year	½, 1	
Advertising I and II acquaint the student with important ideas about layout, typography, lettering, display and the requirements, and limitations of the graphic arts processes. Emphasis is placed on portfolio development and career guidance as the course develops. May be taken for one semester for ½ credit. <u>PREREQUISITE:</u> Graphic Design I & II and permission of instructor			
<u>OIL PAINTING (0740)</u>	sem	½	
Students study this time-honored art by exploring color and manipulating brushes and painting knives. Many styles and techniques are introduced. This course is important for portfolio building and is necessary to proceed to AP Art. <u>PREREQUISITE:</u> 85 Average or better in Drawing and Painting I and II and/or permission of instructor.			
<u>WATER COLOR (0744)</u>	sem	½	
Although a little more effort is needed to learn the skills related to watercolor painting, the final results are very rewarding. Traditional and experimental approaches are used in this exciting medium. This course is very important for portfolio building, and is necessary to proceed to AP Art. <u>PREREQUISITE:</u> 85 Average or better in Drawing and Painting I and II and/or permission of instructor.			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>COSTUME DESIGN I (0738) & II (0739)</u>	sem or year	½, 1	
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Topics studied include the fashion industry, the fashion figure, historic and modern dress, garment sketching, tailor details, and designing with regard to body type and personality. May be taken for one semester only for ½ credit.

PREREQUISITE: 85 Average or better in Drawing and Painting I and II and/or permission of instructor

<u>CERAMIC 3D DESIGN AND HAND BUILDING I (0761) & II (0762)</u>	sem or year	½, 1	
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The Ceramic 3D Design and Hand Building I/II course is intended for highly motivated students who are seriously interested in the continued study of art. Students at this level will have a strong understanding and foundation of utilizing elements of art, such as form, texture, composition, balance, and line necessary to achieve success in this class. This course is designed to offer both aesthetic and technical experiences so that students will be able to understand and appreciate 3D Design in various forms.

PREREQUISITE: 85 Average or better in Drawing and Painting I and II and/or permission of instructor.

<u>TEXTILE DESIGN/INTERIOR DESIGN (0726)</u>	year	1	
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Like to be creative? Design an original chair or create a pattern for fabric. You can do this by learning to use freehand and technical techniques. The students plan room and furniture designs for home and industry. Work is done in a variety of media.

PREREQUISITE: 85 Average or better in Drawing and Painting I and II and/or permission of instructor.

<u>SKILLS-IN-ART I (0750) & II (0754)</u>	sem or year	½, 1	
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This course is for students who wish to meet the art requirement but who do not believe that they will continue their study of art beyond one year. There is less of an emphasis on the technical aspects of art and more emphasis on creativity and appreciation of various artistic techniques. May be taken for one semester for ½ credit. 1 credit fulfills the art requirement for graduation.

<u>ADVANCED PLACEMENT STUDIO ART (0760)</u>	year	1	1.15
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The AP Program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Students should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course and that the program is not for the casually interested. The quest for quality of both production and experience in the AP program in Studio Art makes active demands on the student.

PREREQUISITE: Outstanding work in the basic Studio in Art, Drawing and Painting I and II, Oil Painting and Water Color, portfolio review and permission of instructor.

BUSINESS EDUCATION DEPARTMENT

GRADE LEVELS INDICATED IN COURSE DESCRIPTIONS ARE SUGGESTED GRADE LEVELS ONLY
OTHER SCHEDULING OPTIONS ARE AVAILABLE.
ANY OF OUR ENTRY-LEVEL COURSES MAY BE TAKEN BY NON-BUSINESS MAJORS AS ELECTIVES

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>COMPUTER ESSENTIALS (0660)</u>	sem	½
This course is a highly recommended <u>elective</u> for ALL high school students and should be taken as soon as scheduling allows. It is designed for those students who wish to develop keyboarding skills and word processing skills for personal and professional use and is taught using Microsoft Word and MicroType Pro (interactive keyboarding software). Recent graduates report that this is one of the most important and practical courses they have taken in high school—a course most likely to lead them to success in college and the workplace. Recommended for <u>mature</u> students who have an interest in developing good typing techniques; successful completion of this course requires being able to key without looking.		
<u>INFORMATION PROCESSING (0664)</u>	sem	½
Using the Microsoft Office Professional suite of software, students will have the opportunity to develop skills in four major topics: word processing/desktop publishing using <i>Word</i> , spreadsheets using <i>Excel</i> , database management using <i>Access</i> , and presentations using <i>PowerPoint</i> . A program of study will be designed and structured based on a student's academic/personal needs and abilities. This <u>elective</u> course is <i>highly</i> recommended for juniors and seniors. It would be the ideal course to take as a follow-up to the Computer Essentials course listed above, and it was the second course mentioned by our former graduates as most helpful to them in college and in the workplace.. <i>Students completing this course would have the skills needed to meet the requirements for the Microsoft Office Specialist (MOS) Certification exams. Achieving MOS Certification gives students the marketable skills necessary to set them apart in the competitive job market.</i> <u>PREREQUISITE:</u> Successful completion of Computer Essentials.		
<u>WEB WIZARDS (0696)</u>	sem	½
A course for the new millennium: <i>Web Wizards!</i> This is a course that provides an introduction to the fast-growing world of web page design. Using Microsoft's FrontPage software, students will have an opportunity to explore their creative talent and learn how to create a web page (or gain experience in web page design). As a final project, each student will be asked to research a business in the community and assist them in developing a web page design unique to that business. Interact with our business community and enjoy the personal rewards of a job well done and of helping others. Join us for this exciting and challenging course. <u>PREREQUISITE:</u> Successful completion of Computer Essentials.		
<u>CAREER & FINANCIAL MANAGEMENT (0600)</u>	year	1
This is a full year course offered by the Business Department that will prepare students for the rapidly changing nature of the workplace. An emphasis on workplace skills, human relation skills, technology, banking, financial literacy, and career planning makes this course a strong foundation for future coursework. Students will develop an understanding of skills and competencies needed for success in the workplace and explore a variety of careers. Career exploration develops awareness of various job and career opportunities. As a final exam project, students will create a career portfolio that can help them develop a realistic understanding of the relationship between education and the world of work. <i>This is a required course for ALL 5 unit sequences in any area of Career and Technical Education.</i>		

COURSE**COURSE LENGTH** **CREDIT****HIGH SCHOOL FRESHMAN SEMINAR (0676)**

year

½

High School Freshman Seminar is a course designed to promote a successful transition between middle school and high school. Too many students enter high school without the necessary skills or knowledge of what will be expected of them socially and academically as they move through the high school curriculum toward graduation. This course is designed to help students practice the study, note-taking, time management, social and human relations skills they need every day in their major academic subjects and in their “real” lives outside of school. This course will provide students with opportunities for academic enrichment and assistance, as well as the chance to improve organizational and communication skills. In addition, part of the course is dedicated to preparation for college and career choices. This course will assist students in meeting with success in high school. *This course is recommended for freshmen and will be offered as an alternate day course.*

DESKTOP PUBLISHING (0608)

sem

½

Desktop Publishing combines the skills of graphic design as part of the layout and production of a variety of published products. This course is designed for students already familiar with the basic features of Microsoft Word and will use Word’s advanced features and design concepts to create a variety of desktop publications such as: letterheads, brochures, newsletters, agendas, promotional flyers, business cards, and presentation materials. A portfolio will be utilized to assess student performance.

PREREQUISITE: Successful completion of Computer Essentials.

FASHION MARKETING (0650)

sem

½

Fashion is a part of our everyday lives. Everyone wears clothes and buys clothes. Styles change from year to year and from season to season creating new trends and demand for certain fashions. It is important to recognize the impact the fashion industry has on our lives. Fashion Marketing will introduce students to the marketing strategies used to develop, distribute, and showcase today’s fashion and will learn how marketing shapes the fashion industry. Field trips will be incorporated into the course with possible trips to Fashion Institute of Technology and Macy’s Herald Square. *Recommended for grades 10-12.*

**SPORTS AND ENTERTAINMENT
MARKETING (0652)**

year

1

This full-year course will introduce students to principles of marketing utilizing the specific environments of the sports and entertainment industries. Students enrolled in this course will create and manage their own sports team using the "Fantasy Sports Pro" software program and design and manage their own theme park utilizing the "Roller Coaster Tycoon" software program. Students work on continuous projects encompassing research, event promotion, merchandising, packaging, product marketing, promotion, publicity and sales. Real-life scenarios allow students to participate in decision-making and event marketing. Guest speakers, hands-on experience, and relevant field trips are all a part of this exciting course.

ACCOUNTING (0628)

year

1

This course is designed to develop occupational competencies in bookkeeping. It is an introduction to the keeping of business and financial records. Course content encompasses the complete accounting cycle and provides opportunities for incorporation of computer utilization into the instruction. It is an excellent elective for students majoring in the office technologies or marketing. ACADEMIC students planning on majoring in Accounting or Business Administration in college will find this course extremely beneficial. Upon completion of this course the student should be able to keep a simple set of books. Recommended for any student planning on majoring in business in college.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>FINANCIAL MATH (0685)</u>	year	1	
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Financial Math is a *specialized* interdisciplinary course related to the MST and the Career Development and Occupational Studies NYS Learning Standards. This course is designed to prepare students for college level business programs and to understand the complex financial world they will encounter during their lives both personally and professionally.

PREREQUISITE: Open to juniors and seniors who have successfully completed the first two years of math requirements for graduation. *Can be taken for math or business credit.*

<u>BUSINESS LAW (0636)</u>	year	1	
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Business Law is a course that will offer you insight into the legal aspects of topics that will definitely be part of your future. It will help you become a more careful and astute consumer by becoming knowledgeable about leases, contracts, insurance, employment, marriage, and many other legal documents. Your legal rights and obligations will be explored and explained. You will acquire the confidence and knowledge necessary to contend with legal problems you may encounter in business or your personal life. For these reasons, Business Law is a course you will find practical, and interesting. Guest speakers and field trips offer enriched learning experiences. *Recommended for upperclassmen who have the ability to read at grade level.*

<u>WALL STREET: Investing in a Global Economy (0680)</u>	sem	½	
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Start building your own portfolio NOW; become your own investment banker. Enroll in our Wall Street Investment course to find out how to buy and sell stocks, read a company's earnings report and financial statement, research companies to discover potential moneymakers, and handle your personal budgeting and banking. This course will teach you practical money management techniques in addition to the strategies and fundamentals you will need to know to build financial wealth. Ask yourself, "How early do I want to retire, and how do I go about making that happen?" Internet-based Stock Market simulations and projects, as well as banking management software are among the tools we will use to learn how to manage money wisely. *(recommended for upperclassmen)*

SUGGESTED PREREQUISITE: Career and Financial Management,

<u>COLLEGE FRESHMAN SEMINAR - for seniors (0678)</u>	fall	½	
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College Freshman Seminar is recommended for seniors who plan to attend college. This course was created to ensure your success in college and the future workplace. It will also help you in the college decision making, planning, and application process. Topics to be explored include: college selection, choosing a college major, financial aid and scholarships, critical thinking (what it is and how it works), your attitude and willingness to work, task and time management, setting priorities, using research tools, making decisions, independent living, and knowing your own best learning style. Study faster, better and smarter; learn how to take notes in an efficient and effective manner. *Successful completion of this course may be used when attending Suffolk County Community College to fulfill the requirement for OS 15.*

<u>COLLEGE FRESHMAN SEMINAR - for juniors (0690)</u>	spring	½	
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College Freshman Seminar is recommended for juniors who plan to attend college. This course was created to ensure your success in college and the future workplace. It will also help you in the college decision making, planning, and application process. Topics to be explored include: college selection, choosing a college major, financial aid and scholarships, critical thinking (what it is and how it works), your attitude and willingness to work, task and time management, setting priorities, using research tools, making decisions, independent living, and knowing your own best learning style. Study faster, better and smarter; learn how to take notes in an efficient and effective manner. *Successful completion of this course may be used when attending Suffolk County Community College to fulfill the requirement for OS 15.*

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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CAREER CONNECTIONS (0684)

sem

1/2

Career Connections is a course that will assist students in the decision-making process and planning for their post-secondary education. Students will be better prepared for both college and a future career. This career preparation course will provide students with essential career-related skills and abilities. Students will have the opportunity to develop transferable skills needed to support employment, learn about internships, and job shadowing experiences. Students will engage in discussions about body language, sexual harassment in the workplace, resume writing, professional correspondence, job applications, labor laws, business etiquette and occupational internet-based research. This course will be a mix of face-to-face instruction as well as an opportunity to engage in *web-based distance learning* experiences. ***Students will submit assignments electronically and attend some classes in cyberspace.***

PREREQUISITE OR CO-REQUISITE: This course will be offered to ***juniors or seniors*** as a culminating component to the career planning process. It can be taken in conjunction with the Cooperative Work Experience program or the Senior Internship program. It can also be taken as a stand-alone course for students who want to obtain work-based learning skills for later use.

SENIOR INTERNSHIP PROGRAM (0694)

sem

1/2

This new and exciting program is designed to give students a clearer picture of a career they wish to pursue and thus be better prepared to make responsible choices in their selection of a college and major course of study. Students will be involved in a non-paid internship (*70 hours after school or on weekends*) in a career of **their** choice. For a semester they will have an opportunity to work closely with a mentor in a chosen field of study. They will receive hands-on experience, as well as learn what skills and education are needed to be successful in that career. They will also gain an understanding of the importance of positive work ethics, timeliness, teamwork and human relations. Seminar time with an internship coordinator is required, and transportation to and from the internship site is the responsibility of the student.

PREREQUISITE/COREQUISITE: Students must have taken **Career Connections** or are concurrently enrolled while in an Internship or Work Experience. To qualify to participate in this program, students must have an 85 average. Acceptance is by application and interview only. Placements are limited and, therefore, competitive.

COOPERATIVE WORK EXPERIENCE (0698)

sem

1/2

Cooperative work experience opportunities are available to those students enrolled in Business Education, Technology, and Family and Consumer Sciences courses. Students may earn up to one additional credit per year by participating in the work experience program if they are employed in a *related* field. In the work experience program, the student can use the knowledge gained in the classroom in an actual job setting.

PREREQUISITE/COREQUISITE: Students must have taken **Career Connections** or are concurrently enrolled while in an Internship or Work Experience.

COOPERATIVE WORK EXPERIENCE (0699)

year

1

Cooperative work experience opportunities are available to those students enrolled in Business Education, Technology, and Family and Consumer Sciences courses. Students may earn up to one additional credit per year by participating in the work experience program if they are employed in a *related* field. In the work experience program, the student can use the knowledge gained in the classroom in an actual job setting.

PREREQUISITE/COREQUISITE: Students must have taken **Career Connections** or are concurrently enrolled while in an Internship or Work Experience.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>COLLEGE ACCOUNTING (0634)</u>	year	1	1.15
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College Accounting is a college level course for academically talented and highly motivated students. This is an accelerated accounting course particularly of value for students who plan to study business administration or a related field while in college and who wish to enter their freshman year with Advanced Placement. It includes analysis, interpretation and preparation of financial statements for proprietorships, partnerships, and corporations. Homework and practice sets are an integral part of the course requirements. Students enrolled in College Accounting will have the option of receiving three undergraduate credits in conjunction with *Dowling's Early College Program*. (\$66.00/credit 08-09)

PREREQUISITE: Open to juniors and seniors who have maintained an overall average of at least 85, have the ability to read on grade level, **AND** have received the recommendation of their business or math teacher.

<u>COLLEGE MARKETING (0654)</u>	year	1	1.15
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College Marketing is a college level course for academically talented and highly motivated students. This is an accelerated marketing course particularly of value for students who plan to study business marketing, sports marketing, business administration, or related fields. College Marketing will provide students with a comprehensive understanding of marketing practices and principles at both the retail and industrial level to stress the importance of marketing in the business world. Each student will develop an employability portfolio which can be taken to a prospective employer to demonstrate the student's marketing knowledge and general skills needed to succeed in a business career. Relevant field trips to local businesses will also be incorporated. Students enrolled in College Marketing will have the option of receiving three undergraduate credits in conjunction with *Dowling's Early College Program*. (\$66.00/credit 08-09)

PREREQUISITE: Open to juniors and seniors who have maintained an overall average of at least 85, and who have the ability to read on grade level.

<u>COLLEGE COMPUTING 101 (0670)</u>	sem	½	1.15
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College Computing 101 is a college level computer applications course designed for students planning to attend college. This course will focus on the need to understand how computers are used on campus and in their future careers to enrich both their personal and professional life. To assist students with the reports and documents they will need to generate in college, they will have an opportunity to become familiar with *Microsoft Office Professional Suite* software. This course will provide students with the skills needed to meet the requirements for the **Microsoft Office Specialist (MOS) Certification** exams. Achieving MOS Certification gives students the marketable skills necessary to set them apart in the competitive job market. Students enrolled in College Computing 101 will have the option of receiving three undergraduate credits in conjunction with *Dowling's Early College Program*. (\$66.00/credit 08-09)

PREREQUISITE: Successful completion of Computer Essentials. Open to juniors and seniors who have maintained an overall average of at least 85, **AND** who have the ability to read on grade level.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>COLLEGE INTRODUCTION TO BUSINESS (0683)</u>	year	1	1.15
<p>College Introduction to Business is a college level course designed to introduce the concepts and skills needed to understand and manage businesses. It examines the complex environment in which business organizations function, integrates the study of Management within the traditional liberal arts curriculum, and prepares the student for more advanced courses in Business and Economics. The pace will be rapid and intense, but the dedicated student will be rewarded with a <i>wealth</i> of knowledge about the functioning of today's business world and current trends. Students will work as a team to create a BUSINESS PLAN as a final assessment. Internet-based activities will be an integral part of this course. Students enrolled in Introduction to Business will have the option of receiving three undergraduate credits in conjunction with <i>Dowling's Early College Program</i>. (\$66.00/credit 08-09)</p> <p><u>PREREQUISITE:</u> Open to <i>juniors</i> and <i>seniors</i> who have maintained an overall average of at least 85 and who have the ability to read on grade level.</p>			

<u>COLLEGE BUSINESS COMMUNICATIONS (0637)</u>	year	1	1.15
<p>College Business Communications is a college level course for academically talented and highly motivated students. In today's highly technical and competitive environment the ability to express yourself may perhaps be the greatest skill you possess. Students who communicate effectively are better prepared to contribute more positively to both their current work environment and to their career plans. Course content includes proper usage of grammar, writing memoranda, letters, resumes, and electronic messages; delivering oral presentations and developing interpersonal skills. Critical thinking and problem solving skills are emphasized. Development of these skills is integrated with the use of technology. Students enrolled in Business Communications will have the option of receiving three undergraduate credits in conjunction with <i>Dowling's Early College Program</i>. (\$66.00/credit 08-09)</p> <p><u>PREREQUISITE:</u> Successful completion of Computer Essentials and Information Processing or College Computing. Open to <i>juniors</i> and <i>seniors</i> who have maintained an overall average of at least 85, AND who have the ability to read on grade level.</p>			

<u>COLLEGE BUSINESS LAW (0610)</u>	year	1	1.15
<p>College Business Law is a college level accelerated law course particularly of value for students who plan to study business, business administration, or related fields. Businesses operate within a clear but quite complex legal environment and to become an effective business leader, one needs to understand that environment. In this course, students will be introduced to the important concepts of torts, contracts, agency, business structures, develop legal reasoning skills and a solid appreciation for the business benefits and constraints of our legal system. Students will learn the basics of court and trial procedure and how to minimize their business's legal risks, prepare legal plans and learn how to maximize legal protections by participating in a mock trial. Students enrolled in Introduction to Business will have the option of receiving three undergraduate credits in conjunction with <i>Dowling's Early College Program</i>. (\$66.00/credit 08-09)</p> <p><u>PREREQUISITE:</u> Open to <i>juniors</i> and <i>seniors</i> who have maintained an overall average of at least 85 and who have the ability to read on grade level.</p>			

5-UNIT SEQUENCES
BUSINESS AND MARKETING EDUCATION

<u>All must include:</u> Career and Financial Management (0600)			1 Credit
Computer Technology Cluster		Credits	Credits
Computer Essentials or Keyboarding/Business Communications	½ - 1	Information Processing	½
Web Wizards	½	College Computing	½
Desktop Publishing	½	College Introduction to Business	1
Cooperative Work Experience	½ - 1	College Business Communications	1
Career Connections	½	Senior Internship	½
Accounting / Finance Cluster			
Computer Essentials or Keyboarding/Business Communications	½ - 1	Information Processing and / or College Computing	½ - 1
Accounting	1	College Accounting	1
Business Law and / or College Business Law	1	Wall Street	½
Financial Math	1	College Introduction to Business	1
Cooperative Work Experience	½ - 1	College Business Communications	1
Career Connections	½	Senior Internship	½
Marketing Cluster			
Computer Essentials or Keyboarding/Business Communications	½ - 1	Information Processing and / or College Computing	½ - 1
Fashion Marketing	½	College Marketing	1
Sports and Entertainment Marketing	1	College Accounting	1
Accounting	1	College Introduction to Business	1
Career Connections	½	College Business Communications	1
Cooperative Work Experience	½ - 1	Senior Internship	½
Business Law and / or College Business Law	1		
Business Administration Cluster			
Computer Essentials or Keyboarding/Business Communications	½ - 1	Information Processing and / or College Computing	½ - 1
Business Law and / or College Business Law	1	College Marketing	1
Cooperative Work Experience	½ - 1	College Introduction to Business	1
Career Connections	½	College Business Communications	1
Senior Internship	½	College Accounting	1

DANCE DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>STUDIO DANCE I (1113/0780) Grades 9 - 12</u>	year	½
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This is a class for the 1st year high school dancer. The course will place emphasis on physical and creative skill development while providing opportunities to experience and appreciate dance performance. Studies will include: the historical and cultural development of the dance arts, criteria for the evaluation of dance art, choreographic craftsmanship and personal creativity. Ballet, modern and jazz dance techniques will be taught.

Note: 9th Grade students – Physical Education credit only; 10th – 12th grade students – Physical Education *or* Fine Arts credit. Full year – ½ credit, Blue or Gold days.

<u>STUDIO DANCE II (1114/0781) Grades 10 - 12</u>	year	½
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This is a class for experienced dancers. The course will place emphasis on physical and creative skill development while providing opportunities to experience and appreciate dance performance at a higher level than offered in Studio Dance I. Studies will include: the historical and cultural development of the dance arts, criteria for the evaluation of dance art, choreographic craftsmanship and personal creativity. Ballet, modern and jazz dance techniques will be taught.

PREREQUISITE: Studio Dance I and permission of department **OR** placement via audition. Physical Education or Fine Arts credit. Full year – ½ credit, Blue or Gold days.

<u>WEST ISLIP DANCE COMPANY (1115/0782) BLUE</u>	year	1
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This is a class for the advanced dancers. Advanced ballet, modern and jazz dance techniques will be taught. Advanced studies will include: the historical and cultural development of the dance arts, criteria for the evaluation of dance art, choreographic craftsmanship and personal creativity.

PREREQUISITE: Studio Dance I and permission of department **OR** placement via audition. Physical Education or Fine Arts credit. Full year – 1 credit, Blue or Gold days (double period).

<u>WEST ISLIP DANCE COMPANY (1116/0783) GOLD</u>	year	1
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This is a class for the most advanced dancers. Advanced ballet, modern and jazz dance techniques will be taught. Advanced studies will include: the historical and cultural development of the dance arts, criteria for the evaluation of dance art, choreographic craftsmanship and personal creativity.

PREREQUISITE: Studio Dance I and permission of department **OR** placement via audition. Physical Education or Fine Arts credit. Full year 1 credit, Blue or Gold days (double period).

ENGLISH DEPARTMENT

Overview

Language:

Students learn about the evolution of the English language, and they develop an awareness of the living and changing nature of our language. They study vocabulary, grammar, and usage primarily in the real contexts of their reading and writing. The progressive nature of the courses aims to expose students to increasingly sophisticated uses of language.

Literature:

Developing the ability to read literature with understanding is the chief aim of instruction. In the 9th grade, the basic techniques of analyzing literature are taught. Each year, more of these analytical tools are employed in the study of increasingly complex literature. While familiarity with the important literary works is a result of this instruction, the main goal is to enable students to read with appreciation and enjoyment throughout their lives. Consequently, provision is made for individual interests and abilities.

Composition:

Instruction in writing aims to help students achieve the following goals: awareness of task and audience; articulation of a thesis or controlling idea; organization and development of the idea in an appropriate form; originality, depth and soundness of thought; correctness, clarity, and felicity of expression; familiarity with various types of writing, and pride of authorship. Students will write frequently and develop their writing skills using a process approach that takes them through two or more drafts to a finished piece of writing. In addition, they will learn to revise in response to teacher and peer suggestions and corrections. Students are encouraged to confer regularly with their teachers about their progress in writing.

Speaking and Listening:

The ability to speak informatively, cogently, entertainingly, and easily to others is an important goal of English instruction. Equally important is the ability to listen with attention, comprehension, and appreciation. Class discussions, group presentations, and formal and informal speeches are some of the activities used to develop these interrelated skills.

Research:

Students at each grade level will participate in formal research activities in the Library Media Center using various databases as well as other resources. The goals of these activities are to further develop their ability to use technology effectively and to help them become independent users of information.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>ENGLISH 9RP (0105) 9R (0107) 9H (0106)</u>	year	1	1.0/1.0/1.05
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Freshman English is an examination of literature from around the world. Students will study themes and technical construction of various genres of literature, including but not limited to: novels, plays, short stories, poems, and autobiographies. In addition to the study of literature, the curriculum focuses on composition, featuring a variety of forms including expository essays, narrative essays, creative writing, research writing, and journal writing. Throughout the writing process, students will be expected to master a number of grammatical rules. In addition, students will begin to obtain the skills necessary to be successful on the New York State Comprehensive Examination in English.

<u>ENGLISH 10RP (0111) 10R (0104) 10H (0112)</u>	year	1	1.0/1.0/1.05
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Sophomore English is a continuation of the examination of literature from around the world. Students will participate in a more in-depth study of themes, the technical construction of various genres of literature, and composition. Students will be expected to gain greater command of grammatical rules as their writing instruction becomes more sophisticated. Students will continue to develop the skills necessary to be successful on the New York State Comprehensive Examination in English.

<u>ENGLISH 11R (0120) RP (0124)</u>	year	1	1.0
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English 11R is the culmination of study begun in the middle school and finalizes students' preparation for the New York State Comprehensive Examination in English. American literature is organized within thematic units and emphasizes reading, writing, speaking, and listening at the commencement level of achievement.

<u>ENGLISH 11H* (0110)</u>	year	1	1.05
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This course will cover the same curriculum as English 11R but with greater emphasis on the critical analysis of complicated literary works. Students read increasingly difficult literature and write with more stylistic sophistication than in English 11R.

* See Honors criteria on Page 5

<u>HUMANITIES 11 ADVANCED PLACEMENT LITERATURE AND COMPOSITION (0117)</u>	year	1	1.15
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AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of 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 such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. **This interdisciplinary program integrates the U.S. History Advanced Placement curriculum (see course 0220) with that of Advanced Placement 11th grade English and provides students with an opportunity to work within the disciplines of English, social studies, music, and art.** Emphasis is placed on the student's ability to challenge ideas and incorporate the codes and conventions of difficult texts into his or her thinking. Students read increasingly difficult literature and write with more stylistic sophistication than in English 11H. Students are expected to take the AP examination in U.S. History, the AP examination in Literature and Composition, as well as the New York State Regents examinations in English and social studies.

PREREQUISITE: English 10H and Social Studies 10H *plus* teacher recommendation. This course *must be taken with Advanced Placement American History Humanities (0220).*

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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ENGLISH 11 ADVANCED PLACEMENT

<u>LITERATURE AND COMPOSITION (0179)</u>	year	1	1.15
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AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of 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 such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Emphasis is placed on the student’s ability to challenge ideas and incorporate the codes and conventions of difficult texts into his or her thinking. Students read increasingly difficult literature and write with more stylistic sophistication than in English 11H. Students are expected to take the AP examination in Literature and Composition in May, as well as the New York State Regents examination in English.

PREREQUISITE: English 10H and Social Studies 10H *plus* teacher recommendation.

Note: *All students must take a year of English in the 12th grade, regardless of the amount of English completed in Grades 9-11. All Honors students in the 12th grade must take English 12AP, World Literature 12, or SUPA (WRT 105 and ETS 142). (See Honors/Advanced Placement Eligibility Criteria on page 5.) All 12th grade RP and R students must take either Writers’ Workshop or Literature and Advanced Writing and a ½ year elective.*

<u>LITERATURE & ADVANCED WRITING (0148)</u>	sem	½	1.0
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Registrants for this class will examine various college application forms and learn writing techniques and strategies to accomplish the writing tasks for college applications and for college writing courses. The objectives are: to extend a student’s skill in controlling the structure of the essay form; to provide students with opportunities to explore and improve the techniques of personal essay writing; to help students distinguish and interpret the narrative and non-narrative elements in the writing of a personal essay; to develop further students’ ability to describe, analyze and evaluate the essay form; to develop further student’s ability to use and distinguish methods of peer critiques; to emulate stylistic devices of various authors from literature read; to familiarize students with the makings of effective creative writing and to acquaint students with the requirements of college composition courses. Required for 12th grade.

<u>WRITERS’ WORKSHOP (0150)</u>	sem	½	1.0
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Students who have been identified as needing intensive instruction in order to succeed with writing tasks such as college screening examinations are scheduled for small group instruction in writing. After an analysis of writing, students will receive instruction in areas of need, e.g. meaning, development, organization, language use, and conventions. Required for 12th grade.

<u>ENGLISH 12 ADVANCED PLACEMENT – LANGUAGE AND COMPOSITION (0182)</u>	year	1	1.15
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The overall goal of this course is to engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and reading will make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will read increasingly complex texts with understanding and write with sufficient richness and complexity to communicate with mature readers. Students are expected to take the AP Examination in Language and Composition in May. Registration requires teacher recommendation.

PREREQUISITE: Humanities 11AP or English 11H *plus* teacher recommendation.

COURSE

COURSE LENGTH

CREDIT

WEIGHT

WORLD LITERATURE 12H (0127)

year

1

1.05

Students in this full-year course examine and analyze challenging and diverse literature from ancient Greeks to modern Europeans. Units of study are designed to challenge students to consider and explore literary themes across cultural lines/boundaries. This writing-intensive course involves work on personal essays, literary criticism, and a major author research paper and presentations.

PREREQUISITE: 11H or 11AP – Open to 11R with teacher recommendation.

**COURSE DESCRIPTIONS FOR
SYRACUSE UNIVERSITY PROJECT ADVANCE
AT WEST ISLIP HIGH SCHOOL**

This program offers qualified high school students the opportunity to enroll in challenging Syracuse University freshman courses during their senior year of high school. Control of the academic aspects of PROJECT ADVANCE courses, including course syllabi, textbooks, kinds of assignments, grading practices, and like matters, resides with the university faculty. *A student tuition cost of \$330 for each three-credit course is required.* Students are expected to adhere to all the policies and procedures set forth by Syracuse University.

NOTE: *In order to participate in PROJECT ADVANCE, students must enroll in both WRT 105 and ETS 142.*

The benefits of participating in Project Advance include the following:

- A high proportion of students (approximately 9 in 10) have reported receiving recognition for the SU courses in the form of transfer of credit hours, fulfillment of general education or major program requirements, placement in more advanced courses, or some combination of these.
- For students who enroll at Syracuse University, the credits (and grades) they earn automatically become part of their records as SU students.
- The tuition rate for courses taken through SUPA is approximately 25% of what it would cost to take the same course as a part-time student on the Syracuse University campus.
- Study in university courses helps to sharpen students’ skills for full-time college study and gives them a realistic expectation of the academic demands of college life.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>WRT 105 – PRACTICES OF ACADEMIC WRITING (0180)</u>	sem	WIHS ½ SU 3	1.15

(Concurrent Enrollment Model)

Academic Writing is the first of a series of writing courses, that, along with other resources, comprises the Writing Program at Syracuse University. In this first studio, particular attention is paid to writing as a means of learning and of encouraging active analytical engagement. Students also learn to write supported arguments using appropriate conventions of documentation. Learning how to write formal academic analysis and argument begins with learning how to think reflectively (and communally) in various kinds of informal written modes, such as reading logs, class correspondences, and response papers. Academic Writing gives students intensive practice in writing understood as a process: formal papers go through multiple-drafting, reader response of some kind, revision and editing. Students are asked to participate in collaborative methods, such as peer workshops and group projects. Students read from an illustrative range of complex texts, drawn from various disciplines and genres, not only to understand the ideas in the texts, but also to respond, refine, or refute those ideas. Strategies such as annotation, summary, paraphrase, and log entries show students how writing can become a means for reading more flexibly, deeply, and critically – and a way of defining one’s self in relation to the ideas and words of others. By responding to each other’s writing and by doing copy-editing, students practice good writing and learn how it is accomplished within the genres and conventions of particular discourse communities.

PREREQUISITE: Students must:

- be seniors in high school with an average of B+ or higher
- have participated in rigorous honors or advanced placement courses
- have earned at least 93 in higher level English courses

Note: Students may be subject to a writing review.

<u>ETS 142 – Narratives of Culture: Introduction to Issues of Critical Reading (0181)</u>	sem	WIHS ½ SU 3	1.15
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(Concurrent Enrollment Model)

This freshman course introduces students to the complex and significant issues at stake when we read a text of culture. Students study texts of the culture around them ranging from advertisements to paintings; from television programs to plays and theatrical pieces; from poetry to political speeches; from song lyrics to contemporary and canonical novels. Students learn that ideas about language, subjectivity, representation and culture itself often intersect in lively debates that cross time and disciplinary boundaries. Students examine how language and meaning interrelate, and how the subject position of a character in a story, the author, or even the reader influences the meaning the reader makes of a text. Students look at the historical situatedness of a text and determine how the text’s, the author’s and even the reader’s place in history influences the meaning that is made. Students investigate how power works among the characters in texts and the effects of power relationships in the society producing and consuming those texts. By the end of the course, the students will appreciate what is at stake when we read, how interpretive practice is shaped, and how we make meaning in our culture.

PREREQUISITE: Students must:

- be seniors in high school with an average of B+ or higher
- have participated in rigorous honors or advanced placement courses
- have earned at least 93 in higher level English courses
- have completed SYRACUSE UNIVERSITY PROJECT ADVANCE: WRT 105

ENGLISH DEPARTMENT ELECTIVES

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>ADVANCED WORD POWER (0172)</u>	year	1	1.0
This course is designed to assist students in enhancing their vocabulary and grammar skills. The advanced study of etymology, which includes the study of Latin & Greek words, coupled with an intense focus on grammatical dexterity, provides a foundation for lifelong language development. Students will also receive instruction in advanced composition, working towards mastery in writing skills. Grades 10 thru 12			
<u>CREATIVE WRITING (0184)</u>	sem	½	1.0
This elective is an advanced writing course for students who wish to gain or extend their experience as a writer. Creative Writing provides an opportunity for students to create original, imaginative writing based on the study of models from observation, experience, and literature. Students will work on descriptive, narrative, and persuasive prose as well as dialogue and poetry. Student writing will be shared with the class and will be evaluated by both the instructor and peers. The course will be conducted in a workshop format; most class periods will be devoted to writing and ongoing conferences. Writers will be encouraged to submit work to contests and publications. Grades 11 and 12			
<u>JOURNALISM I (0183)</u>	sem	½	1.0
This elective course will provide a general introduction to journalism, focusing on the history of journalism, trends in journalism, news writing, design and layout, and publishing. This course will develop the communication skills and specialized writing techniques needed by journalists. Students will learn and employ interviewing techniques as they gather, write, and report the news. In addition, students will write for a variety of purposes as they explore the different genres of a newspaper, such as sports, editorials, advice, local news, feature stories, advertising, and entertainment. Students will contribute to <i>Paw Prints</i> , West Islip High School's newspaper. Open to all students grades 9-12. Students <u>must</u> possess strong writing skills to be successful in this course.			
<u>JOURNALISM II (0185)</u>	sem	½	1.0
This elective course is designed to be a practical laboratory of the newspaper production process, culminating in the class members assuming responsibility for the publication of the school newspaper. It focuses on journalistic writing, photography, design, and newspaper production. Students will write, edit and complete the layout for each edition of the school newspaper. Participating students will assume leadership roles as page and section editors. Students will make decisions about copy, style, design, deadlines, assignments, and fundraising. Open to students in grades 10-12 who have demonstrated a profound interest in writing beyond the standard English curriculum, have strong writing skills, and have completed Journalism I.			
<u>MYTHOLOGY (0136)</u>	sem	½	1.0
Mythology is designed to bring to students, through a thematic approach, a concept of the role played by <i>Greek</i> and <i>Roman</i> mythologies in shaping civilization from the era of ancient Greece to the present. This course will help students to understand the many influences of ancient mythology upon modern day life. Grades 10-12.			
<u>SOCIAL ISSUES IN CONTEMPORARY LITERATURE (0165)</u>	sem	½	1.0
Students read, question, and discuss social issues such as racism, sexism, societal violence, drug addiction and alcoholism in the context of contemporary novels, short stories and poetry. Grade 12.			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>THEATER ARTS I (0170)</u>	sem	½	1.0
Students are offered the opportunity to explore and learn all aspects of the theatrical experience. Subject content material will include production skills, acting, directing, and technical skills. The culminating project will be acting, directing, and producing a one-act play. This workshop course is an active learning environment. Grades 10-12.			
<u>THEATER ARTS II (0171)</u>	sem	½	1.0
Theatre Arts II examines more closely the aspects of theatre and production that are addressed in Theatre Arts I. Additional units may include play analysis, musical theatre, and careers in theatre. Grades 10-12.			
<u>PREREQUISITE:</u> Theatre Arts I			
<u>PUBLIC SPEAKING, DRAMA, AND DEBATE (0166)</u>	sem	½	1.0
The focus is the various aspects of public speaking, employing oral presentations of narrative, persuasive, and expository styles. Debate will focus on adherence to form, thorough written research, objectivity, and the ability to present both sides of an issue. A unit on theater will include dramatic monologues, dialogue, body language, projection, emotion conveyance, and extemporaneous speaking. Grades 10-12.			
<u>SPORTS IN LITERATURE (0168)</u>	sem	½	1.0
This course is designed for students interested in examining life, society, and society's opinion on such issues as racism, commitment, competition, politics, gambling, drugs, injury, and authority through the medium of sports. Grade 12.			
<u>SHORT STORIES (0174)</u>	sem	½	1.0
This half-year course is designed to allow students to read, analyze, compare, contrast, and discuss a variety of short stories. In addition to reading short stories, students will also write short stories in a range of genres, e.g. narrative, adventure, mystery, humorous, science fiction, and/or personal memory. Grades 10-12.			
<u>SHAKESPEARE AND PERFORMANCE (0175)</u>	sem	½	1.0
This course is designed to provide students with an in-depth examination of several Shakespearean plays through the use of performance. This interactive approach will bring life to a variety of The Bard's tragedies and comedies. Students will view, perform, critique, and compare different Shakespearean interpretations. Grades 10-12.			
<u>FILM STUDIES (0176)</u>	sem	½	1.0
Film Studies examines the different genres of film including comedy, drama, suspense, and horror. Discussion will focus on the film techniques (camera angle, lighting, editing) and methods of critical analysis (shot, mis en scene). Students will use this foundation to analyze and create their own short films. Grades 10-12.			
<u>VOICES IN LITERATURE (0177)</u>	sem	½	1.0
The students enrolled in this class will analyze the differences and similarities in both the writing and attitude of female and male authors, both past and present. Students will listen to and read pamphlets, speeches, essays, poems, and novels. They will use these works to analyze the varying perspectives. Grades 10-12.			

FAMILY AND CONSUMER SCIENCE DEPARTMENT

COURSE

COURSE LENGTH

CREDIT

LIFE SPAN STUDIES: CORE (0800)

sem

½

This course will help you see where you fit into the scheme of things as an adolescent. You'll learn about yourself and ways of coping with the problems and stresses you face, and how to deal effectively with those around you: peers, family members, younger children, and other adults. You'll have opportunities to investigate issues facing teens today, plan and carry out activities for children and others of various ages, discover how you affect the lives of adults and how they affect you, explore career possibilities and identify personal characteristics necessary for these careers.

FOOD AND NUTRITION: CORE (0808)

sem

½

This course will help you develop an understanding of sound nutritional concepts through many hands-on experiences related to food and nutrition. You will explore nutritional requirements for people of various ages and needs, learn about the dietary guidelines that promote long-term wellness, and plan, purchase, prepare, serve and evaluate a wide variety of foods. Careers related to food and nutrition will be studied. Field trips will be arranged when possible.

CLOTHING AND TEXTILES: CORE (0812)

sem

½

In this course you will study clothing as it relates to culture, history, social and economic situations. You will explore clothing and textiles as a medium for artistic expression. By learning clothing construction skills you will be able to increase your own wardrobe, evaluate the quality of ready-made garments and be a better consumer. Careers will also be explored. ***This course may be used to meet the art requirement for graduation.***

HOUSING AND ENVIRONMENT: CORE (0816)

sem

½

Students in Housing and Environment will become familiar with housing design, past and present, and will learn which personal and environmental factors must be considered when making housing decisions. Students will plan projects which use the principles of design and the elements of art to create attractive and practical environments. You will evaluate household appliances and equipment, learn about care of the home, and investigate energy conservation techniques. Field trips to commercial and retail housing suppliers, historical sites, energy conservation and handicap-accessible facilities will be arranged when possible. ***This course may be used to meet the art requirement for graduation.***

INTERIOR DESIGN (0814)

sem

½

Explore the world of the interior designer! In this course, students will assume the role of an interior designer/decorator. Using principles of design and the architectural features of a home, students will plan a complete interior that meets the needs of a client. The many and varied careers in this field will be examined.

PREREQUISITE: Housing and Environment Core *plus* teacher recommendation

TEXTILE & APPAREL STUDIO (0813)

sem

½

This new advanced course is perfect for creative students who wish to add personal style and pizzazz to their wardrobe. The course will explore apparel design, pattern alterations, advanced construction techniques, and new technologies. Careers in the textile, design and apparel industries will be investigated with field trips to these related areas included.

PREREQUISITE: Clothing and Textiles Core *plus* teacher recommendation

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>CULTURE & FOOD (0809)</u>	sem	½
This intermediate level food and nutrition course explores cultural foods and preparation techniques around the world. Students will examine how politics, economics, hunger, and ecology influence food choices and availability. Global food issues and exciting developments in future food production are also addressed as are careers related to these fields.		
<u>PARENTING (0820) *</u>	sem	½
Do you want to understand more about yourself while learning about children? What are children really like? Are discipline and punishment the same thing? What does being a "responsible" parent mean? These and other questions will be explored in this course. Topics include prenatal to early childhood development, parenting skills, managing family life, and community help for families in stress or crisis. Activities involving children and community service will be included, as well as opportunities to explore a host of exciting career possibilities in the field of Human Services. <i>Suggested for students in grades 10-12.</i>		
<u>CHILD DEVELOPMENT (0828)</u>	year	1
Aren't babies and children wonderful? Parenting and child development is an important area of study for those who want to enjoy and understand children to the fullest. If children are in your future as part of a career or as a parent, you'll enjoy this course. You will have an opportunity to work with four-year-old children in our playschool lab, observing their growth, development, and behavior. <i>Suggested for students in grades 10 and 11.</i>		
<u>EARLY CHILDHOOD EDUCATION (0804)</u>	year	1
Would you like an opportunity to work with young children? In our Early Childhood Education course you will work as a "student teacher" with four-year-old children in our playschool lab. You will plan and conduct age-appropriate art, music, math, science, story, and game activities with them. You will explore career opportunities, and develop skills needed in the field of early childhood education. <i>Suggested for students in grades 11 and 12.</i>		
<u>FAMILY DYNAMICS (0838) *</u>	sem	½
For those of you interested in an additional course from the Human Development cluster of our course offerings, we are pleased to offer Family Dynamics. Family Dynamics will take a look at such topics as marriage, the marriage partnership, parenthood and marriage, family communication, resolving conflicts, families in crisis, family changes and family-related careers. <i>Suggested for students in grades 10-12.</i>		
<u>INDEPENDENT LIVING (0836) *</u>	sem	½
Are you ready to navigate through life on your own? Can you manage work, study, rent, food, clothing and housing needs? Will you be able to plan for the things you would really like as well as those you need? This course prepares students for the challenges of independent living. It will help develop the skills you need to create the future you want. In addition to focus topics of the course, students will be asked to identify and explore special topics of personal interest. <i>Suggested for students in grades 11 and 12.</i>		
<u>CAREER & FINANCIAL MANAGEMENT (0851)</u>	sem	½
This is a one-semester course that will provide students with the opportunity to learn about the features of our economy, develop and understand the skills and competencies needed for success in the workplace, begin to become " <i>Financially Literate</i> ," and explore a variety of careers. Recommended for Family and Consumer Science and Technology majors who have not yet completed this requirement.		

*These courses may be offered on an alternate year rotation. Check with the Counseling Department for 2009/2010 offerings.

COURSE**COURSE LENGTH****CREDIT****COOPERATIVE WORK EXPERIENCE (0899)**

year

1+

Cooperative work experience opportunities are available to those students enrolled in Family and Consumer Science. Students may earn up to one additional credit per year by participating in the work experience program if they are employed in a related field. In the work experience program, the student can use the knowledge gained in the classroom in an actual job setting. Jobs are available through our work experience coordinator.

PREREQUISITE/COREQUISITE: Students must have taken Career Connections or be concurrently enrolled while in an Internship or Work Experience.

SENIOR INTERNSHIP PROGRAM (0694)

sem

½

This new and exciting program is designed to give students a clearer picture of a career they wish to pursue, and thus be better prepared to make responsible choices in their selection of a college and major course of study. Students will be involved in a non-paid internship (approximately 70 hours after school or on weekends) in a career of **their** choice. For a semester they will have an opportunity to work closely with a mentor in a chosen field of study. They will receive hands-on experience, as well as learn what skills and education are needed to be successful in that career. They will also gain an understanding of the importance of positive work ethics, timeliness, teamwork, and human relations. Seminar time with an internship coordinator is required, and transportation to and from the internship site is the responsibility of the student.

PREREQUISITE/COREQUISITE: Students must have taken Career Connections or be concurrently enrolled while in an Internship or Work Experience. To qualify to participate in this program, students must have an 85 minimum average. Acceptance is by application and interview only. Placements are limited and therefore competitive.

FAMILY AND CONSUMER SCIENCE FIVE UNIT SEQUENCES

Family Studies Cluster	Credits	Credits	Credits
CORE Courses (Required):		Elective/Specialization Courses:	
Lifespan Studies	½	Child Development	1
Food and Nutrition	½	Early Childhood Education	1
Career and Financial Management	½	Family Dynamics	½
		Parenting	½
		Independent Living	½
		And/Or	
		Cooperative Work Experience	½ to 1
		Senior Internship	½
Home and Personal Management Cluster			
CORE Courses (Required):		Elective/Specialization Courses:	
Lifespan Studies	½	Independent Living	½
Textiles and Clothing	½	Parenting	½
Housing and Environment	½	Electives from any cluster area	1- ½
Food and Nutrition	½	And/Or	
Career and Financial Management	½	Cooperative Work Experience	½ to 1
		Senior Internship	½
Textiles and Design Cluster			
CORE Courses (Required):		Elective/Specialization Courses:	
Textiles and Clothing	½	Textiles and Apparel Studio	½
Housing and Environment	½	Interior Design	½
Career and Financial Management	½	Independent Living	½
		Parenting	½
		And/Or	
		Cooperative Work Experience	½ to 1
		Senior Internship	
Food and Nutrition Cluster			
CORE Courses (Required):		Elective/Specialization Courses:	
Food and Nutrition	½	Culture and Food	½
Lifespan Studies	½	Family Dynamics	½
Career and Financial Management	½	Independent Living	½
		Parenting	½
		And/Or	
		Cooperative Work Experience	½ to 1
		Senior Internship	½

*The total units or credits for a sequence must total five within the cluster area.
Check with the Counseling Department for the combination of courses to best meet your needs.*

HEALTH & PHYSICAL EDUCATION DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>HEALTH EDUCATION (1401)</u>	sem	½
The purpose of this course is to provide students with a practical and working knowledge that will help them keep physically fit and mentally healthy throughout their lives. The course concentrates on the following areas: Personality Development, Fitness, Nutrition, Communicative Diseases including Sexually Transmitted Diseases, Mental Health, Drug Abuse Education including Alcohol and Tobacco, and current issues in Health and Family Life. A practical and written test qualifying the student for certification in Cardio-Pulmonary Resuscitation is given. Health Education is required for graduation.*		
<u>PHYSICAL EDUCATION 9/10 (1101/1102) 11/12 (1111/1112)</u>	year	½
All students are required to participate in a physical education course each year. Classes are coeducational and are organized so that students may select from several activities including team sports, individual sports, Project Adventure or water sports. All 9th and 10th graders <i>must</i> successfully complete one unit in pool each year.		
<u>LIFEGUARD TRAINING (1105)</u>	year	½
The Lifeguard Training course meets for the entire year on Blue or Gold days. The course is a combination of Lifeguard Training, CPR and Basic Life Support. All of the units follow the American Red Cross programs. There is opportunity for summer employment for those who qualify fulfills Physical Education requirement. Grades 10-12		
<u>PREREQUISITE:</u> Passing grade on Level 1 Pool (9 th grade). Students must be 15 years of age or older to receive certification.		
<u>ADAPTIVE PHYSICAL EDUCATION (1107)</u>		
A program offered for students with special needs, whether these needs are temporary or permanent. Students may move from a regular program to the special program, or vice versa. An individualized program of activity is designed for each participant with the assistance of the student's physician where needed.		
<u>PERSONAL HEALTH & WELLNESS (1405)</u>	sem	½
Topics covered in this course will include CPR certification, diseases and disorders, environmental health, alternative medicine, health careers, and health issues in college. In addition, some topics such as family life issues, alcohol, tobacco and other drugs, nutrition, and general health and wellness will be revisited and explored in greater depth. Personal Health & Wellness is required for graduation.		
* All students in West Islip are required to complete both Health Education (1401) (<u>state requirement</u>) and Personal Health & Wellness (1405) between grades 9 and 12 for any diploma earned (<u>local requirement</u>).		

MATHEMATICS DEPARTMENT

In 2005, the Board of Regents in the State of New York began modifying the mathematics curriculum. Accordingly, the “Math A” and “Math B” courses will be eliminated and replaced by three new courses, “Integrated Algebra”, “Integrated Geometry” and “Integrated Algebra II and Trigonometry”. These courses are built around five process strands: Problem Solving, Reasoning and Proof, Communication, Connections and Representation as well as five content strands: Number Sense and Operations, Algebra, Geometry, Measurement, Statistics and Probability. These courses will require students to apply and adapt a selection of strategies and algorithms to solve a variety of problems using both traditional and technological tools. Implementation of this program is being phased in beginning September of 2007.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>INTEGRATED ALGEBRA (0314)</u>	year	1	1.0
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The focus point of this course is the algebra content strand of the New York State Core Curriculum. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Topics will include: linear equations, quadratic functions, absolute value and exponential functions. Coordinate geometry and problem solving situations will be integrated into the investigation of these functions along with matrix solutions to systems of equations, data analysis, right triangle trigonometry and elementary probability theory. Students will take the *Integrated Algebra Regents* exam at the end of this course.

Note: Passing the Integrated Algebra Regents examination is a graduation requirement.

This course will be for students who have a failing grade in Integrated Algebra and on the Integrated Algebra Regents.

<u>INTEGRATED ALGEBRA LAB (0315)</u>	year	1	1.0
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This is the same program of study presented in Integrated Algebra except that there is a lab attached every other day. It is designed to give students the extra time needed to be successful. Students will take the *Integrated Algebra Regents* exam at the end of this course.

Note: Passing the Integrated Algebra Regents examination is a graduation requirement

This course will be for students who have a failing grade in Integrated Algebra and on the Integrated Algebra Regents.

<u>INTEGRATED ALGEBRA 2 LAB (0309)</u>	year	1	1.0
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This is the second half of a two year program of study that will prepare students to take the Integrated Algebra Regents. The course includes study in the key ideas of the New York State Mathematics Core Curriculum. The emphasis is on using algebraic skills to assist in the solution of applications problems. Topics will include linear functions and inequalities, algebraic fractions and quadratic functions. Students will take the *Integrated Algebra Regents* exam at the end of this course.

Note: Passing the Integrated Algebra Regents examination is a graduation requirement.

PREREQUISITE: A passing grade in Integrated Algebra 1.

<u>INTERMEDIATE ALGEBRA (0325)</u>	year	1	1.0
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Intermediate Algebra is intended to help students develop the mathematics skills and foundations necessary to complete topics related to Integrated Algebra and to explore topics related to Integrated Geometry. Students will find this course will strengthen their algebraic, critical thinking skills and problem solving skills. The course will include topics such as operations on algebraic expressions, first and second degree equations, inequalities, geometry, circles and problem solving techniques. Upon successful completion of this course, it is recommended that the student enroll in an Integrated Geometry Course. Students will retake the *Integrated Algebra Regents* in January.

PREREQUISITE: A passing grade in Integrated Algebra course with a failing grade on the Integrated Algebra Regents.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>INTEGRATED GEOMETRY (0317)</u>	year	1	1.0
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The focal point of this course is the geometry content strand of the New York State Core Curriculum. This course will give the students opportunity to make conjectures about geometric situations using formal and informal proofs and employ an integrated approach to the study of geometric relationships. Topics will include: Congruence and similarity of triangles, transformations, coordinate geometry. Properties of geometric figures will receive attention. Students will take the *Integrated Geometry Regents* exam at the end of this course.

Note: Passing the Integrated Geometry Regents examination is required to receive the “Regents Diploma with Advanced Designation.”

PREREQUISITE: A passing grade on the Integrated Algebra Regents exam and a minimum grade of 80 in Integrated Algebra or minimum grade of 90 in Integrated Algebra Lab.

<u>INTEGRATED GEOMETRY 1 (0321)</u>			
<u>INTEGRATED GEOMETRY 2 (0322)</u>	year	1	1.0

This is a two year program of study that will prepare students to take the *Integrated Geometry Regents* exam. The course includes a more in depth study of the key ideas of the Core Curriculum. The emphasis is on giving students the opportunity to make conjectures about geometric situations using formal and informal proofs and employ an integrated approach to the study of geometric relationships. Topics will include congruence and similarity of triangles, transformations, and coordinate geometry. Properties of geometric figures will receive attention. Students will be eligible to take the *Integrated Geometry Regents* exam in June of the year they complete Integrated Geometry 2.

Note: Passing the Integrated Geometry Regents examination is required to receive the “Regents Diploma with Advanced Designation.”

PREREQUISITE for Geometry 1: A passing grade on the Integrated Algebra Regents exam and passing grade in Integrated Algebra Lab or a grade less than 80 in Integrated Algebra.

PREREQUISITE for Geometry 2: A passing grade in Integrated Geometry 1.

<u>INTEGRATED GEOMETRY HONORS (0318)</u>	year	1	1.05
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students will study material to prepare for the Integrated Geometry Regents exam. The curriculum includes a more in-depth study of the key ideas in the New York State Mathematics Core Curriculum. The emphasis is on additional study of geometry, proof, transformations, coordinate geometry and properties of geometric figures. Students will investigate different geometric situations and justify geometric relationships. Students will be eligible to take the *Integrated Geometry Regents* exam at the end of this course.

Note: Passing the Integrated Geometry Regents examination is required to receive the “Regents Diploma with Advanced Designation.”

PREREQUISITE: Integrated Algebra Honors

<u>MATH B2 B (0370)</u>	year	1	1.0
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This is a two-year program of study that will prepare students to take the *Math B Regents* exam. The course includes more in-depth study of the seven key ideas of the *Core Curriculum*. The emphasis is on using geometry, trigonometry, probability, and statistical analysis, along with use of algebraic skills to model and solve in-context and application problems. Students will be eligible to take the *Math B Regents* exam in June of the year in which they complete Math B2.

Note: Passing the Math B Regents examination is required to receive the “Regents Diploma with Advanced Designation.”

PREREQUISITE for B2A: A minimum grade of 85 in Math B1A, or 95 in Math B1B.

Note: The last administration of the Math B Regents exam will be June, 2010.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>MATH TOPICS BC (0382)</u>	year	1	1.0
<p>This course is intended to help students develop the mathematics skills and foundations necessary to complete topics related to Math B and to explore related topics in College Algebra and Statistics. Students will find that this course will strengthen their algebraic, critical thinking and problem solving skills. The course will include topics such as trigonometric applications, identities, solving equation, circles, and regressions. Upon successful completion of this course, it is recommended that students retake the <i>Math B Regents</i> exam, affording them the opportunity to earn a “Regents Diploma with Advanced Designation.”</p> <p><u>PREREQUISITE:</u> Successful completion of Math B2, with a Failing grade on the Math B Regents exam.</p>			
<u>FOUNDATIONS FOR ADVANCED MATHEMATICS (0388)</u>	year	1	1.0
<p>Foundations for Advanced Mathematics is intended to help students develop the mathematics skills and foundations necessary to complete topics related to Integrated Geometry and to explore topics related to Integrated Algebra 2/Trigonometry. Students will develop the skills and self-confidence necessary to continue studying mathematics. Students will find that this course presents a rich overview and intertwining of topics to provide a sense of the strength and extent of the mathematics disciplines. The course will include topics such as trigonometric applications, conic sections, uncertainty, patterns and functions as well as additional study of measurement and the complex number system. Upon successful completion of this course, it is recommended that the student enroll in the Integrated Algebra 2/Trigonometry Course. Students will retake the <i>Integrated Geometry Regents</i> in January.</p> <p><u>PREREQUISITE:</u> Successful completion of Integrated Geometry with a failing grade on the Integrated Geometry regents.</p>			
<u>INTEGRATED ALGEBRA 2/ TRIGONOMETRY H (0307)</u>	year	1	1.05
<p>Students will study material to prepare for the Integrated Algebra 1/Trigonometry Regents exam. The curriculum includes a more in-depth study of the key ideas in the New York State Mathematics Core Curriculum. The emphasis is on additional study of algebraic techniques, number system including imaginary and complex numbers, functions, problems with direct and indirect variation as well as work with Trigonometric functions and right triangle trigonometry. Students will investigate different geometric situations and justify geometric relationships. Students will be eligible to take the <i>Integrated Algebra 2/Trigonometry Regents</i> exam at the end of this course.</p> <p>Note: Passing the Integrated Algebra 2/Trigonometry Regents examination is required to receive the “Regents Diploma with Advanced Designation”.</p> <p><u>PREREQUISITE:</u> Integrated Geometry Honors</p>			
<u>INTEGRATED ALGEBRA 2/ TRIGONOMETRY (0302)</u>	year	1	1.0
<p>The focal point of this course is the Algebra 2/Trigonometry content strand of the New York State Core Curriculum. This course will give the students the opportunity to develop their algebraic techniques, work with polynomial functions, absolute value and trigonometric functions. Students will also work with direct and indirect variation, data analysis and right triangle trigonometry. Students will take the <i>Integrated Algebra 1/Trigonometry Regents</i> exam at the end of this course.</p> <p>Note: Passing the Integrated Algebra 2/Trigonometry Regents examination is required to receive the “Regents Diploma with Advanced Designation”.</p> <p><u>PREREQUISITE:</u> A passing grade on the Integrated Geometry Regents exam and a passing grade in Integrated Geometry.</p>			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>PRE-CALCULUS A (0350)</u>	year	1	1.0
This is a course designed to provide above average students successfully completing a Math B course with the requisite background for college calculus. Topics discussed include advanced algebra, functions, analytic geometry, exponential and logarithmic functions, as well as an introduction to differentiation and integration.			
<u>PREREQUISITE:</u> A minimum grade of 80 in Math B2A or 90 in Math B2B.			
<u>PRE-CALCULUS B (0354)</u>	year	1	1.0
Providing a fourth year of college preparatory mathematics is the intent of this course. Entering students must have passed a Math B course. A thorough discussion of the theory of functions leads to an introduction to some basic concepts of calculus.			
<u>PREREQUISITE:</u> A grade less than 80 in B2A or less than 90 in B2B.			
<u>PRE-CALCULUS H (0346)</u>	year	1	1.05
In addition to the core of topics taught in Pre-Calculus A and B, Pre-Calculus H will delve into polynomial functions, logarithmic theory and techniques of factoring. This course is designed to help students develop the mathematics skills and foundations needed to pursue topics in Advanced Placement Calculus. The course is open to all students who successfully complete Math BH.			
<u>PREREQUISITE:</u> Pass Honors Criteria in Math BH.			
<u>ADVANCED PLACEMENT CALCULUS AB (0358)</u>	year	1	1.15
In this course, students successfully completing pre-calculus in their junior year are given the opportunity to study one semester of college calculus within the framework of the high school year. Differential and integral calculus and applications are considered. Students are expected to take the <i>Advanced Placement</i> exam in AP Calculus AB in May.			
<u>PREREQUISITE:</u> Pass Honors Criteria in Pre-Calculus H.			
<u>OCCUPATIONAL MATHEMATICS (0316)</u>	year	1	1.0
This course is designed for students pursuing the occupational sequence required for a high school diploma. The course will help students develop their algebraic, critical thinking and problem solving skills in occupational areas cross-referenced to topics in Math A. Students will be given opportunities in January and in June to satisfy their Regents requirement for graduation.			
<u>PREREQUISITE:</u> Students who have not met Math Regents requirements for graduation.			
<u>CONSUMER MATHEMATICS (0312)</u>	year	1	1.0
Basic skills are reinforced through the use of real-life applications. Among the topics considered will be budgeting, taxation, and banking. Concepts of pre-algebra and geometry will also be discussed.			
<u>PREREQUISITE:</u> A ninth grade math course.			
<u>VISUAL BASIC (0383)</u>	sem	½	1.0
Visual Basic is the perfect language for the student who has had no instruction in computer programming. It uses the same features that students are familiar with when running applications in the Windows environment: command buttons, message boxes, dialogue boxes and menus. Students will learn to input and output data, program decision-making and looping structures, and use data files. Students will also be taught some techniques in computer graphics.			
<u>PREREQUISITE:</u> Successful completion of Math A1 or higher.			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>INTRODUCTION TO COMPUTER SCIENCE (0379)</u>	sem	½	1.0
<p>This course is designed to provide a foundation in the Java language which will be used in the Advanced Placement Computer Science course. Students will learn programming methodology, object-oriented design, and the syntax and semantics of the Java language. In addition, this course provides an introduction to simple data types and language structures. This course assumes some prior background in computer programming (Visual Basic) and problem solving. The level of difficulty of the mathematics involved requires that entering students possess a minimum average of 85 in Math A and Math B.</p> <p><u>PREREQUISITE:</u> Visual Basic.</p>			
<u>ADVANCED PLACEMENT COMPUTER SCIENCE (0374)</u>	year	1	1.15
<p>Advanced Placement Computer Science is a course in Data Structures using the Java language. Students will be introduced to such data storage techniques as arrays, stacks, queues, linked lists, and binary trees. In addition, a variety of sorting and searching algorithms will be studied and the efficiency of each evaluated. A case study provided by the College Board is a required part of the curriculum. Students are expected to take the <i>Advanced Placement</i> Computer Science A exam in May.</p> <p><u>PREREQUISITE:</u> Introduction to Computer Science</p>			
<u>DISCRETE MATHEMATICS I (0366)</u>	sem	½	1.0
<p>Discrete Math I is a course in problem-solving techniques with an emphasis on applications in the real world. Students will learn graph theory that includes graph coloring, Euler and Hamilton circuits, shortest path problems, and critical path problems. Also included are units on trees, sets, probability, and fractals. The course provides a solid foundation in problem-solving for students wishing to study computer programming. This is a fun course for students who want to learn techniques that are not part of the regular math curriculum.</p> <p><u>PREREQUISITE:</u> Successful completion of Math A1 or higher.</p>			
<u>DISCRETE MATHEMATICS II (0367)</u>	sem	½	1.0
<p>Discrete Math II covers topics not presently covered in Discrete Math I. These include election theory, fair division, apportionment, codes, matrices, functions and recursion, tessellations, and game theory. This course is open to students in grades 10-12. Discrete Math I is <u>not</u> a prerequisite for Discrete Math II.</p> <p><u>PREREQUISITE:</u> Successful completion of Math A1 or higher.</p>			
<u>EVERYDAY STATISTICS (0389)</u>	year	1	1.0
<p>Statistics is an indispensable tool, which is used to help make intelligent decisions. This course is intended to present a broad overview of the subject of statistics and its applications. Students will explore the statistical relationships in sports, the sciences, psychology, sociology, and business. A graphing calculator and computer technology will be used as a tool to deepen the student's understanding of statistical processes.</p> <p><u>PREREQUISITE:</u> Successful completion of a Math B2 course.</p>			

COURSE**COURSE LENGTH****CREDIT****WEIGHT****ADVANCED PLACEMENT STATISTICS (0398)**

year

1

1.15

The Advanced Placement Statistics course is equivalent to an introductory, non-calculus based, college course in statistics. It is particularly well-suited for students planning college majors in social sciences, health sciences, and business. Students are exposed to four broad conceptual themes: (1) exploring data; (2) planning a study; (3) anticipating patterns; (4) statistical inference. Students will use a graphing calculator and/or computer technologies as an aid to their statistical studies. Students are expected to take the *Advanced Placement Statistics* exam in May.

PREREQUISITE: Completion of Math BH or Math B2A and meeting AP/Honors criteria OR Math Department approval.

FINANCIAL MATH (0311)

year

1

1.0

Financial Math is a specialized interdisciplinary course related to the Mathematics and Technology learning standards as well as the Career Development and Occupational Studies learning standards. This course is designed to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives both personally and professionally.

PREREQUISITE: Open to juniors and seniors who have successfully completed the Math A or Integrated Algebra requirement for graduation. May be taken for math or business credit.

Important Notes:

1. Students must pass three (3) years of Math at the high school level (New York State graduation requirement).
2. Purchase of a graphing calculator is not required for any Math course at the high school. Graphing calculators are available for student use in the classroom. However, since these calculators are required or recommended on certain standardized tests, it is to the students' advantage to have their own calculator. In this way students can better familiarize themselves with the calculator's capabilities, utilize it to help complete assignments and be available for use on S.A.T. exams.

REGENTS DIPLOMA				REGENTS DIPLOMA WITH ADVANCED DESIGNATION			
Students entering Grade 9 in:	Math Units of Credit	Course/ Regents exam options*	Math Regents exams	Math Units of Credit	Course Options	Math Regents exams	Regents exam options*
September 2006, 2007	3	Math A, Math B,	1	3	Math A, Math B	2 or 3	Mathematics A <u>and</u> Mathematics B or Algebra 2/ Trigonometry
		----- Integrated Algebra, Geometry, Algebra 2/ Trigonometry			----- Integrated Algebra, Geometry, Algebra 2/ Trigonometry		----- Integrated Algebra or Mathematics A <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry
September 2008	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	3 or 2	Integrated Algebra or Mathematics A** <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry
		----- Mathematics A**, Mathematics B**			----- Mathematics A** <u>and</u> Mathematics B** or Algebra 2/Trigonometry		
September 2009 and thereafter	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/ Trigonometry	3	Integrated Algebra or Mathematics A** <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry

MUSIC DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>MUSIC THEORY I (0900)</u> This course is an introduction to theoretical aspects and rudiments of music. Students will also explore the harmonic structure of music. (Grades 9-12)	year	1
<u>MUSIC THEORY II (0905)</u> Music history, literature, sight-singing, ear training, advanced harmony, composition, arranging and conducting are some of the topics covered in this course. (Grades 10-12) <u>PREREQUISITE:</u> Music Theory I	year	1

MUSIC PERFORMANCE

<u>MUSIC TECHNOLOGY CLASS (0902)</u> This class is designed for the student considering a career in a musical field, as well as the student who wishes to be more knowledgeable with the music they play and/or listen to. The class takes place in our state of the art Macintosh Music Lab; each student is assigned their own Midi keyboard and computer workstation. Programs used include Digital Performer, Garage Band, Photoshop, iLife and many more. Students will be exposed to aspects of music which include harmony, melody, chord progressions, scales and key signatures. Students will also have an opportunity to learn about today's latest music technology as well as be able to write and record their own music using a computer and keyboard. Some of the topics covered regarding technology will be digital music recording, pop song form, music sequencing, song production/CD mastering and CD artwork. (Grades 10-12)	year	1
<u>FRESHMAN CHORUS (0903)</u> (an audition is needed if a student is new to the program) The Freshman Chorus is composed of all 9 th grade interested students who sing soprano or alto. <u>PREREQUISITE:</u> Satisfactory prior experience in 8 th grade school chorus and permission of the middle school chorus director or permission of instructor.	year	1
<u>MIXED CHORUS (0906)</u> Grades 10-12 and 9 th Grade Tenor and Bass Students <u>PREREQUISITE:</u> Prior successful participation in the high school chorus program or permission of instructor. For 9 th grade tenor and bass students, satisfactory prior experience in 8 th grade school chorus or permission of middle school instructor.	year	1
<u>CHORALE (0907) – Selective – Grades 10-12</u> A select vocal group. Five full periods per week. <u>PREREQUISITE:</u> Satisfactory prior high school chorus experience and audition.	year	1
<u>VOCAL MOTION (0911) – Highly selective (Grades 11-12)</u> A highly select vocal group. Five full periods per week. <u>PREREQUISITE:</u> Outstanding work in school choir and audition with instructor.	year	1

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>ORCHESTRA (0920) – Grade 9</u> Five full periods per week. Satisfactory prior experience in 8 th grade Orchestra or audition by instructor. <u>PREREQUISITE</u> Orchestra 8	year	1
<u>ORCHESTRA (0909) - Grades 10-12</u> Five full periods per week. Satisfactory prior experience in 9 th grade Orchestra or audition by instructor. <u>PREREQUISITE</u> Orchestra 9	year	1

BAND PROGRAM

The band program is divided into the following subdivisions depending on time of year and degree of student's musical ability. Courses meet five full periods per week.

<u>BAND (0914) - Grade 9</u> <u>PREREQUISITE:</u> Satisfactory prior experience in 8 th grade band or audition by instructor.	year	1
<u>MARCHING AND CONCERT BAND (0908)</u> Grades 10-12 <u>PREREQUISITE:</u> Satisfactory prior experience in the West Islip High School Band Program or by audition with instructor.	year	1

<u>MARCHING BAND & WIND ENSEMBLE (0916)</u> (Showband and Symphonic Orchestra) Grades 10-12 – Highly selective <u>PREREQUISITE:</u> Outstanding work in band, audition and permission of the Wind Ensemble and Orchestra instructor.	year	1
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JAZZ PROGRAM

Students participating in the high school band program will have the opportunity to audition for the following jazz groups.

<u>JAZZ LAB ENSEMBLE 1 - Selective</u> <u>PREREQUISITE:</u> Satisfactory prior band experience and audition.		
<u>JAZZ LAB ENSEMBLE 2 - Selective</u> <u>PREREQUISITE:</u> Satisfactory prior jazz ensemble experience and audition.		
<u>JAZZ LAB ENSEMBLE 3 - Highly selective</u> <u>PREREQUISITE:</u> Satisfactory prior jazz ensemble experience and audition.		

Students may elect music as their five-unit sequence by taking one full unit of credit in Music Theory and any combination of four full units in performance.

SCIENCE DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>BIOLOGY R (LIVING ENVIRONMENT) (0412)</u> Students study structure, physiology and behavior of living things. Students study variations among living things, heredity, evolution and ecology. Laboratory work is included. <u>PREREQUISITE:</u> Completion of grade 8 Physical Science.	year	1	1.0
<u>BIOLOGY H (LIVING ENVIRONMENT) (0400)</u> This course is an advanced study of the structure and function of living things. Detailed study of taxonomy, human physiology, representative organisms, anatomy, genetics, evolution and ecology is maintained. Students have an enriched course experience with varied lab and field experiences. <u>Recommended for college bound science majors.</u> <u>PREREQUISITE:</u> Successful completion of grade 8 Honors Earth Science <u>OR</u> meets criteria for entrance to Honors level.	year	1	1.05
<u>EARTH SCIENCE R (0401)</u> This course is designed to cover such topics as the earth's crust, geologic changes, fossils, the ocean, the atmosphere and weather, earth motions, and energy in earth processes. Laboratory work is included. <u>PREREQUISITE:</u> Completion of grade 9 Science.	year	1	1.0
<u>EARTH SCIENCE H (0404)</u> The topics covered in this course include environmental equilibrium, the dynamics within Earth's crust, oceans, and atmosphere, geologic composition, fossils, planetary motions, and energy in Earth processes. This is an enriched laboratory course which integrates Internet activities and discussions of current topics. <u>PREREQUISITE:</u> Successful completion of 9 th grade Honors Biology <u>OR</u> meets criteria for entrance to Honors level. <u>Teacher recommendation is required.</u>	year	1	1.05
<u>CHEMISTRY RP (0428)</u> This is a full year laboratory course that will cover the New York State Regents core curriculum. The emphasis will be on the practical applications and impact of chemistry in society and in our daily lives. Students who successfully complete this course will have the option of taking the New York State Chemistry Regents exam. <u>PREREQUISITE:</u> Successful completion of the Living Environment course and a passing grade on the Regents exam. Open to grades 11 and 12.	year	1	1.0
<u>CHEMISTRY R (0424)</u> This course is designed to cover such topics as the nature of matter and its changes, energy, the periodic table and its applications, electrochemistry, kinetics and equilibrium. Laboratory work is included. This course is designed for college-bound students. <u>PREREQUISITE:</u> Successful completion of Regents Biology and the completion of or current enrollment in Integrated Algebra 2/Trigonometry.	year	1	1.0
<u>CHEMISTRY H (0410)</u> Nature of matter and its changes: energy, periodic chart and its applications, enhancement of problem solving abilities relative to chemical reactions and properties is taught in this course. It provides an opportunity to prepare for enriched laboratory activities. <u>PREREQUISITE:</u> Successful completion of 9th grade Honors Biology. Completion of Integrated Algebra2/Trigonometry or Geometry H is recommended <u>OR</u> meets criteria for entrance to Honors level.	year	1	1.05

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<p><u>PHYSICS R (0444)</u></p> <p>This is a laboratory course which covers physical concepts and applications in areas of mechanics, energy, electricity, magnetism, and light. This course is intended for college-bound students.</p> <p><u>PREREQUISITE:</u> Successful completion of Regents Chemistry and Integrated Algebra 2/Trigonometry.</p>	year	1	1.0
<p><u>PHYSICS H (0445)</u></p> <p>This is an enriched laboratory course which is strongly quantitative and analytical. The course covers physical concepts and applications in areas of mechanics, energy, electricity, magnetism, and light. This course is intended for college-bound science majors.</p> <p><u>PREREQUISITE:</u> Successful completion of Chemistry and Integrated Algebra 2/Trigonometry. Must meet criteria for entrance to Honors level.</p>	year	1	1.05
<p><u>ADVANCED PLACEMENT BIOLOGY (0434)</u></p> <p>This course gives students the opportunity to prepare for the Advanced Placement Examination in Biology. High-level laboratory experiments are performed. College course approach will be used. Students are expected to take the <i>AP examination</i> in Biology in May</p> <p><u>PREREQUISITE:</u> Completion of Biology H and Chemistry H. Must meet AP Entrance Criteria. Concurrent enrollment in Human Anatomy and Physiology H is highly recommended.</p>	year	1	1.15
<p><u>ADVANCED PLACEMENT CHEMISTRY (0442)</u></p> <p>This is a college level course which provides a systematic introduction to the principles, laws and concepts of chemistry. The students will be expected to develop and use their problem solving skills. A major intent of the course will be to prepare the students for the AP exam, which they will be expected to take in May.</p> <p><u>PREREQUISITE:</u> Completion of Biology H, Chemistry H, and Physics H. (Physics H may be taken concurrently.) Completion of Integrated Algebra 2/Trigonometry H. Must meet AP Entrance Criteria.</p>	year	1	1.15
<p><u>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (0452)</u></p> <p>This course is designed to be the equivalent of a one-semester, introductory college course in environmental science.</p> <p>The goal of the AP Environmental Science course is to provide students of Long Island with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The environmental problems of Long Island will be identified and analyzed to evaluate the relative risks associated with each situation.</p> <p><u>PREREQUISITE:</u> Completion of two years of Regents science. Must meet AP Entrance Criteria.</p>	year	1	1.15
<p><u>ADVANCED PLACEMENT PHYSICS (B) (0436)</u> (Grade 11 or 12)</p> <p>This college level course provides a systematic introduction to the main principles of physics and the development of problem solving abilities. Provides a foundation for students interested in pursuing life sciences, pre-med and other fields not directly related to service. Students are expected to take both the <i>AP and Regents</i> examinations.</p> <p><u>PREREQUISITE:</u> Successful completion of Chemistry H and Integrated Algebra 2/Trigonometry H. Must meet AP Entrance Criteria.</p>	year	1	1.15

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>ADVANCED PLACEMENT PHYSICS (C) (0440)</u> (Grade 12) This college level course is the foundation for students interested in majoring in physical sciences or engineering. Methods of calculus are employed in problem solutions. Students should be enrolled in calculus. Subject matter emphasis is on mechanics, electricity and magnetism. Students are expected to take the <i>AP examination</i> in May. <u>PREREQUISITE:</u> Advanced Placement Physics (B) and teacher recommendation. Must meet AP Entrance Criteria.	year	1	1.15
<u>ASTRONOMY - EXPLORATION OF THE UNIVERSE (ASTRONOMY I) (0430)</u> This course is intended to present a study of the universe in which students explore galaxies, the stars, and the possibility of life in other worlds. The use of the planetarium will be an integral part of instruction. <u>PREREQUISITE:</u> Successful completion of two years of Science including Regents Earth Science.	sem	½	1.0
<u>ASTRONOMY - UNDERSTANDING THE SOLAR SYSTEM (ASTRONOMY II) (0433)</u> This course is intended to present a study of our solar system and the laws which govern the properties of the planets, moons, comets, meteors, asteroids, and our sun. The use of the planetarium will be an integral part of instruction. <u>PREREQUISITE:</u> Successful completion of two years of Science including Regents Earth Science. (ASTRONOMY I is not a prerequisite for this course)	sem	½	1.0
<u>ASTROPHYSICS H (0460)</u> This half-year Honors elective course explores the concepts and theories of astrophysics. The more challenging topics from the Astronomy I and Astronomy II curricula are addressed in great detail. Students will integrate much of what they have learned in their physics, chemistry, biology and earth science classes as well. College level astronomy labs can and will be modified to help reinforce the material presented during the semester. <u>PREREQUISITE:</u> Physics. Open to grades 11 and 12. This course is not open to students who have earned credit for Astronomy I or Astronomy II.	sem	½	1.05
<u>HUMAN ANATOMY AND PHYSIOLOGY H (0462)</u> In this half-year Honors elective, students will study human anatomy and physiology. They will gain further knowledge of the systems of the human body. The physiology of each system will be compared to the physiology of the systems of other species. Dissections will be performed. <u>PREREQUISITE:</u> Biology. Open to grades 11 and 12.	sem	½	1.05
<u>MARINE SCIENCE (0453)</u> This is a one semester course devoted to studying the organisms that live in the marine habitats of Long Island and ecological relationships that exist between them and us. <u>PREREQUISITE:</u> Two years of science. Open to grades 11 and 12.	sem	½	1.0
<u>STRANGE SCIENCE (0461)</u> This half-year elective course will address some of the strange and bizarre phenomena experienced on our planet. Everything, from uncommon life forms, which live in strange habitats, to unusual places, such as the Green Sand Beach of Hawaii, will be explained through scientific concepts and reasoning. <u>PREREQUISITE:</u> Two years of science. Open to grades 11 and 12. This course is not open to students who have earned credit for “Mysteries of Science”.	sem	½	1.0

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>FORENSIC SCIENCE (0454)</u>	sem	½	1.0
This course will devote one semester to studying the role that forensic science plays in anthropology, history and crime detection. Considerable attention will be given to the role that forensic science plays in society.			
<u>PREREQUISITE:</u> Successful completion of two years of science including Regents level biology.			
<u>NATURAL DISASTERS (0458)</u>	sem	½	1.0
This is a one semester course that will focus on the causes of natural disasters and their impact on our planet and the populations of living organisms on the planet. Topics covered could include the study of hurricanes, tidal waves, volcanoes, earthquakes, meteorites, tornados, global warming, ozone depletion, land slides, avalanches and mud slides.			
<u>PREREQUISITE:</u> Two years of science. Open to grades 11 and 12.			
<u>THEORY OF RELATIVITY (0459)</u>	sem	½	1.05
This honors level course is an introduction to the most profound idea of the 20 th century, Einstein's Special Theory of Relativity. Topics include wave-particle duality, Heisenberg's Uncertainty Principle, time dilation and length contraction. This challenging class will forever change the way you think.			
<u>PREREQUISITE:</u> Physics. Open to grades 11 and 12.			
<u>RESEARCH 9: INTRODUCTION TO RESEARCH (0490)</u>	year		1.05
This one year honors level course introduces students to the scientific method and lab techniques. Students will conduct hands on investigations in the life sciences. Students will also have the opportunity to conduct a research project in their area of interest.			
<u>RESEARCH 10 – BIOTECHNOLOGY (0487)</u>	year		1.05
This one year honors level course may be taken following the Introduction to Research course. Research 10 introduces students to lab techniques specifically in the field of biotechnology. Students will conduct hands on investigations in which they extract, digest and amplify segments of DNA for analysis. Students will also conduct a research project in the area of biotechnology. Some projects may be entered into local, regional, and/or national science competitions. At the conclusion of this course, students will be prepared to conduct an extended research project in Research 11, 12, or for Albany credit if it applies.			
<u>RESEARCH 11 (0492)</u>	year		1.05
Students learn research methodology in the natural and social sciences by using on-line databases and bibliographic search techniques, consulting professionals in the field of study, developing hypotheses and conducting an experiment that tests them. Findings are presented through PowerPoint presentations, a final research paper and by making a presentation at the West Islip Science Research Symposium. It is expected that the students will be familiar with many of these activities from prerequisite courses.			
Emphasis is placed upon developing and conducting the research experiment.			
<u>PREREQUISITE:</u> Two years of science, completion of Introduction to Research and Research 10.			
Students who meet enhanced criteria may be eligible for 4 college credits through the UHSP at SUNY Albany. See instructor for additional requirements.			
<u>RESEARCH 12 (0493)</u>	year		1.05
Continuation of work undertaken in grade 11 with emphasis placed upon the communication of results including participation in local and national science competitions.			
<u>PREREQUISITE:</u> Three years of science, satisfactory completion of Research 11.			
Students who meet enhanced criteria may be eligible for 4 college credits through the UHSP at SUNY Albany. See instructor for additional requirements.			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>SUNY ALBANY RESEARCH 11 (0488)</u>	year	1	1.15
<u>SUNY ALBANY RESEARCH 12 (0495)</u>	year	1	1.15

Students must earn three science credits at the high school level in order to meet New York State graduation requirements.

SOCIAL STUDIES DEPARTMENT

GLOBAL STUDIES

GRADES 9 and 10

The syllabus for grades 9 and 10 provides students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. This approach aims to cultivate in students the knowledge, skills and attitudes needed to function effectively in today's world.

COURSE

COURSE LENGTH

CREDIT

WEIGHT

GLOBAL STUDIES 9 RP (0205) R (0207) H (0206)

year

1

1.0,1.0,1.05

This course is open to students who would be scheduled for English 9 and Global Studies concurrently. Taught in consecutive periods by one teacher from each department, a mini-team environment will be created along with expanded opportunities for joint projects and overlapping connections. Literature will be matched with social studies curriculum for both origin and chronology. The course offers a cross-curriculum study of literature, geography, culture and historical influences on the development of selected global regions. Interdisciplinary and multicultural reading, writing and speaking projects will be emphasized. This course *must be taken* with **English 9RP (0105), English 9R (0107), or English 9H (0106)**.

GLOBAL STUDIES 10 RP (0211) R (0204) H (0212)

year

1

1.0,1.0,1.05

This course will follow the interdisciplinary format as in grade 9 including consecutive period scheduling, literature matched to the social studies curriculum and teamed teaching. Major units of research and analysis will include: the cultural heritage of modern Europe, industrialization, the rise of democratic societies, the institutions and history of the former Soviet Union and Latin America, colonialism, nationalism, and conflicting ideologies of the twentieth century. Global connections will be identified and evaluated. At the conclusion of the course students will take a two-year Regents examination. This course *must be taken* with **English 10 RP (0111), English 10R (0104) or English 10H (0112)**.

GRADE 11

UNITED STATES HISTORY RP (0228) R (0224) H (0222)

year

1

1.0,1.0,1.05

This course follows the mandated State Syllabi in Social Studies. The history of American growth from the colonial period to the present is developed. The enduring issues of constitutional history are stressed with a post 1865 emphasis on social, political, and economic themes. Writing and research skills are integrated continuously.

**ADVANCED PLACEMENT AMERICAN HISTORY
11 HUMANITIES (0220)**

year

1

1.15

The course content will emphasize major themes of American History from the founding of the first colonies to the 1990's. The techniques of sifting evidence, creating hypotheses and the writing of coherent essays with theme, focus and depth will be demonstrated and practiced. Artistic, philosophical, and historiographical analysis will be highlighted. This is a college level course, and it is expected that students will take the *Advanced Placement Examination* in American History in May and the *American History and Government Regents Examination* at the completion of the course. This course *must be taken* with English 11 AP (0117).

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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GRADE 12

<u>AMERICAN GOVERNMENT (0260) R (0256)</u>	sem	½	1.0,1.0,1.15
<u>ADVANCED PLACEMENT (0252)</u>			

The primary goal of this course is to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling the "office of citizen" that is a fundamental precept of democracy and a right and obligation guaranteed by the 14th Amendment to the Constitution. The end product should be individuals who have the characteristics that define a citizen – committed, informed, skillful and active. To that end, we are offering a one semester course in American Government and Politics which is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

Note: All seniors are required to successfully complete American Government AND Economics to meet New York State graduation requirements.

<u>PUBLIC ISSUES 12H (0251)</u>	sem	½	1.05
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This curriculum was created in support of the goals of the National Issues Forums, and uses its materials as the basis for the Public Issues course. The students will learn to actively participate in the deliberative process. Eventually, they will also learn the skills and techniques so they may moderate the deliberations. Beyond the examination using the NIF issue books, the students will also learn cost/benefit analysis and be taught that public policy does not exist in a vacuum. The effectiveness of the various approaches will be considered, but more importantly, they will be taught about the mechanics of the creation of public policy. A unit on government's role in creating public policy will be studied so that a true ability to example realistic policies will exist. In addition, it is envisioned that various guest speakers will be brought into the classroom. This includes legislators, people from community organizations, special interest groups, school officials, etc. Hopefully, if the need arises, the students will be able to create a format for and even lead community or school based forums. The idea is to make this a course that increases civic awareness and fosters participation in the democratic process.

<u>ECONOMICS (0248) R (0244) H (0275)</u>	sem	½	1.0,1.0,1.05
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Economics is a required senior course designed to develop an understanding of the American economic system, including its characteristics, institutions, and problems. The course will cover both macroeconomics and microeconomics. Critical thinking skills (summarizing, organizing, analyzing and evaluating ideas) are incorporated throughout the course to help students make informed economic decisions. In keeping with the concept of economic world interdependence a significant portion of the course focuses on international economics, i.e. international trade, economic growth in developing nations, and comparative economic systems.

<u>ADVANCED PLACEMENT ECONOMICS</u>	year	1	1.15
<u>MACRO/ MICRO & GOVERNMENT (0247)</u>			

This course will focus on giving students a thorough understanding of the principles of macro and micro economics. It will place primary emphasis on the nature and functions of markets, and the role of government in promoting greater efficiency and equity in the economy. Supply and demand models, consumer choice, production and costs, and market structures will be analyzed. Measurement of economic performance, national income and price determination, as well as international economics will also be included. **Students will take the AP exam in both Macroeconomics and Microeconomics.** **This course fulfills economics and government requirements for graduation.**

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>THE SIXTIES EXPERIENCE: A Rebellious Decade (0279)</u>	sem	½	1.0
This course will use an interdisciplinary approach to an in-depth study of the culture, literature, music and social movements of the Sixties. Topics will include the Civil Rights Movement, the Anti-War Movement, Women's Liberation, and the rise of the counterculture. Outside reading will be emphasized, as well as independent and/or group research projects. Open to grades 11 and 12.			
<u>THE ROAD TO VIETNAM AND BEYOND (0280)</u>	sem	½	1.0
This course looks at United States foreign and defense policy from 1945 to the present with an emphasis on the road to Vietnam and its aftermath. Issues examined will include the Cold War, the Korean War, the dissolution of the Soviet Union, and the current involvement in Bosnia. In addition, the role of the Presidency will be discussed. Students will have the opportunity to participate in several creative hands-on activities as part of home and classwork. Open to grades 11 and 12.			
<u>GENOCIDE IN HISTORY (0282)</u>	sem	½	1.0
This course explores and analyzes the causes, results, and moral decision-making centered on the tragedy of the Holocaust during the rise of Nazism in Germany and World War II. Furthermore, the course will examine parallel case studies of genocide and severe human rights abuses during the 20 th century. Using historical analysis such relevant issues as discrimination, prejudice, peer pressure and the responsibilities of an individual in modern society will be studied. Open to grades 11 and 12.			
<u>EUROPEAN HISTORY- ADVANCED PLACEMENT (0262)</u>	year	1	1.15
This is a college level introduction course on the general narrative of European History from 1450 to the 1990's. The study includes an examination of political, diplomatic, economic, social, intellectual, and cultural themes. Students will compare and contrast the major ideas of documents that contributed to the growth of western civilization. They will also use and analyze statistics, visual and graphic resources, and historical interpretations. There will be a heavy emphasis on the development of theme essays. Students will take the <i>Advanced Placement</i> European History Examination in May.			
<u>PSYCHOLOGY (0264)</u>	sem	½	1.0
This course seeks to analyze and understand why people behave the way they do, both consciously and unconsciously. Through scientific studies, case histories, experiments and related materials and activities, the student will gain an insight into human behavior. The course will also stress informal discussions designed to provide a greater understanding of one's own behavior. Open to grades 11 and 12.			
<u>SOCIOLOGY (0268)</u>	sem	½	1.0
Sociology is designed to introduce the student to terminology and techniques used by sociologists. The main focus is American society and how the individual develops through the socialization process and becomes a productive member of that society. Open to grades 11 and 12.			
<u>CRIMINAL JUSTICE (0269)</u>	sem	½	1.0
This course will examine the nature of law and the law-making process. It will also examine the causes of crime and the different classifications of crime that exist within the American criminal justice system. In addition it will investigate the criminal justice process in the United States. Open to grades 11 and 12.			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>INTRODUCTION TO WESTERN PHILOSOPHY (0284)</u>	year	1	1.05

This course is open to juniors and seniors who are performing at the honors or AP levels. Philosophy deals with the most basic issues faced by men and women. In any field of human endeavor, you must know *what* you are dealing with, *how* you know it and *how to act*. These are the basic questions philosophy seeks to answer. The course will begin with a discussion of the major branches of philosophy and then compares the philosophical systems of Plato and Aristotle. The ideas of the other leading schools of thought in the West will be presented in chronological sequence and their influences upon the sciences, the arts, politics and the humanities will be discussed. A major benefit of this course will be the ability to see how the answers to fundamental philosophical questions affect all subjects. Upon completion of this course, students should have the ability to understand all of their other subjects at a more profound level along with the ability to trace the impact of fundamental ideas upon all branches of human inquiry.

**COURSE DESCRIPTIONS
FOR
SYRACUSE UNIVERSITY PROJECT ADVANCE
AT WEST ISLIP HIGH SCHOOL**

This program offers qualified high school students the opportunity to enroll in challenging Syracuse University freshman courses during their senior year of high school. Students who attain a grade of "C" or better would receive official Syracuse University transcript credit, which can be transferred to most American colleges and universities. *A student tuition cost of \$330 for this three-credit course was required during 2008-2009.*

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>AMERICAN HISTORY 101 (0225)</u>	sem	½	1.15

While this course is an “introductory” course in American history covering the period from 1607 to 1865, it is not a “survey” course in the sense that we will not attempt to discuss every fact or cover every event in 250 years of American history. Rather we will approach this period of history through a discussion of three themes. The first, essentially covering the period from founding down to the middle of the eighteenth century, will deal with the question of how Europeans from a medieval culture became Americans. The second theme will explore the political, social and economic impact the Revolution had upon American society. And finally, we will focus on the modernization of American society in the nineteenth century and examine the relationship between modernization and the sectional crisis. In all three themes we will focus in part at least, on issues of political democracy, social justice and equality.

PREREQUISITE: Teacher recommendation for 11H or 11AP.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>AMERICAN HISTORY 102 (0226)</u>	sem	½	1.15
<p>This course is intended to be an introduction to U.S. history from the end of the Civil War until the present. While such a course cannot be fully comprehensive, it will focus on many of the important developments and major trends that have shaped modern American life. In the various readings-textbook, primary sources, and “coming of age” accounts-as well as through multi-media resources, students will see how others have experienced, written about, and interpreted history. More importantly, through discussions and various types of assignments, students will have a chance to do history, and not just to read about it. In the process, they will begin to learn something of how historians think about and investigate the past, and will start to develop their own critical, historical perspectives. It is hoped that, by the end of the semester, students will not only know more about the American experience, but will have learned how to construct persuasive arguments, to use evidence effectively, and to hone a variety of analytic skills that will be of value to them both during the undergraduate experience and in the future.</p> <p><u>PREREQUISITE:</u> Teacher recommendation for 11H or 11AP.</p>			
<u>ECONOMICS 203 (0242)</u>	sem	½	1.15
<p><u>ECONOMIC IDEAS AND ISSUES</u></p> <p>Economics Ideas and Issues is an introduction to mainstream economic thought designed for students with a <i>liberal arts interest</i>. The goals of this course are to introduce students to the ideas that form the foundation of modern western (NeoClassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society. The course begins with a presentation of the scientific method which is then used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomics to the macroeconomics level, emphasizing the connection between these two perspectives. Students examine the benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand the on-going economic policy debate between interventionists and non-interventionists.</p> <p><u>PREREQUISITE:</u> An average grade of 85 or better in social studies classes or recommendation by the junior year social studies teacher.</p>			
<u>PUBLIC AFFAIRS 101 (0243)</u>	sem	½	1.15
<p><u>INTRODUCTION TO THE ANALYSIS OF PUBLIC POLICY</u></p> <p>Introduction to the Analysis of Public Policy is designed to provide students with basic research, communication and decision-making skills used in public policy analysis. Students are required to read and analyze articles in <i>The New York Times</i> on local, state and international public policy issues. The instructor determines which public policy issues are chosen for study throughout the semester. The content coverage of the course, while important, is secondary to the development of a range of applied social science skills that will help the student make more informed choices as a citizen, worker and consumer, including the ability to:</p> <ul style="list-style-type: none"> • Define and identify components of public policy issues. • Communicate ideas and findings with respect to public policy issues. • Use library facilities to collect information on public policy issues. • Examine the use of surveys to collect information on public policy issues. • Identify and interview knowledgeable people about public policy issues. • Use graphs, tables and statistics in the analysis of public policy. • Identify a social problem and propose a public policy to deal with that problem. • List benefits and costs of a proposed public policy. • Use a model to forecast social conditions. • Analyze the political factors affecting the implementation of a proposed public policy. • Develop strategies to increase the chances that a preferred public policy would be implemented. 			

COURSE**COURSE LENGTH****CREDIT****WEIGHT****SOCIOLOGY 101 (0261)****SOCIAL PERSPECTIVES OF HUMAN BEHAVIOR**

sem

1/2

1.15

This course views sociology as a social science that examines the interplay of self and society. Both the self and society are seen as ongoing social constructions that are created and sustained through processes of social interaction. The central organizing themes of the course are the processes by which social selves are constructed and sustained; the ritual nature of society and social interaction; the structure of social inequality around issues of race, class, and gender; the mechanisms by which society and self are reproduced in the daily interaction patterns of society; mechanisms that interrupt ongoing self and societal reproduction to produce social change; and an analysis of social institutions and social processes of which both student and classroom teacher choose topics of interest. These topics include such things as the changing nature of the family, the impact of divorce and single parent families, sexual and physical violence, childhood and adolescence, the emergence of a global society, and more. The course focuses on developing analytic reading and writing skills through guided analysis of recent professional articles in the social sciences, as well as numerous writing exercises in which students model social science argument style. In addition, individual and group projects focus on such skills as introspective analysis, interviewing, and observational skills. Various projects are accomplished individually and in groups, and are presented in written and/or oral form.

TECHNOLOGY DEPARTMENT

AUTOMOTIVE TECHNOLOGY

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>TRANSPORTATION SYSTEMS (1208)</u>	sem	½
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This course is an overview of Aerospace, Land and Marine Transportation systems. Vehicle types, engine variations, and auxiliary components are some areas of emphasis. Students will use a variety of tools and testing equipment in the study of various forms of transportation. Knowledge of mechanical systems and safe use of tools and equipment are stressed.

Note: This course is a prerequisite for those wishing to enroll in Land Transportation.

<u>LAND TRANSPORTATION (1250)</u>	sem	½
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This course will be an in-depth study of engine designs as well as a focus on areas of vehicle maintenance. Students will work on various lab activities and learn how to use diagnostic equipment and how to maintain and repair automotive vehicles. If a student does not have a personal vehicle, lab vehicles will be used for training purposes.

PREREQUISITE: Transportation Systems

<u>AUTOMOTIVE TECHNOLOGY I & II (1255/1256)</u>	fall, year	½, 1
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This is an advanced course that allows the students to learn further maintenance and repair of automotive vehicles. This course will focus on diagnostic thought process, diagnostic procedures, and use of diagnostic equipment.

PREREQUISITE: Land Transportation.

TECHNICAL & COMPUTER AIDED DRAWING

ALL DRAWING SEQUENCES

Students will learn drafting procedures and techniques to produce a variety of drawings using standard and computer based equipment. Computer Aided Drafting (CAD) is also examined in great detail and students are taught how to produce printed documents.

<u>TECHNICAL DRAWING (1212)</u>	fall	½
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This course focuses on developing basic and semi-advanced drafting skills. Students will learn to use the different types of drawing tools, and drawing procedures to create orthographic, pictorial, and working drawings. The course also provides a basic introduction to CAD.

<u>DESIGN & DRAWING FOR PRODUCTION – DDP (1228)</u>	year	1
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This course is a course designed to introduce students to technical drawing, machine and hand tool skills, problem solving and production methods. Students will learn drafting procedures to create working drawings, apply math and science concepts to their designs, which will prepare them to build and test a variety of models. Students will also study the design process and develop a mass production system. ***This course may be used to meet the art requirement for graduation.***

<u>CAD (COMPUTER AIDED DRAFTING) (1220)</u>	sem	½
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This course introduces many of the concepts used in implementation of computer aided drafting. Students use an IBM-compatible platform equipped with AutoCAD[®] software to produce mechanical drawings with an emphasis placed on the continuation of the competencies established in technical drawing.

PREREQUISITE: Technical Drawing or Design and Drawing for Production (DDP)

COURSE**COURSE LENGTH CREDIT****ARCHITECTURAL DRAWING (1224)**

sem

1/2

This course focuses on drafting related to architecture and construction. The students are required to produce floor plans, framing plans, electrical plans, and plumbing plans. The course also provides the students with the opportunity to build a scale size house frame, foundation, and passive solar home. This course also provides an introduction to architectural drawing using CAD.

PREREQUISITE: Technical Drawing or Design and Drawing for Production (DDP)

CAD II (1245)

sem

1/2

This course is a continuation of the study of concepts in CAD I. Students will use their knowledge of CAD to create larger and more complex drawings. Students will use a 3D modeling CAD application to create Feature-based parametric models. This method of 3D design prepares students for how industry uses CAD in real world design projects.

PREREQUISITE: CAD (computer aided drafting)

ENGINEERING TECHNOLOGY**PRINCIPLES OF ENGINEERING/
ROBOTICS TECHNOLOGIES (1264)**

year

1

This course is a hands-on, laboratory-based course integrating math, science, and technology which introduces students to concepts of engineering. Students will study mechanical, electrical, and pneumatic systems that will be integrated to create programmable robotic systems. Students will learn a programming language to program a microcontroller that will function as the "brain" of their robotic systems. Students will also be introduced to the systems model to ensure a well-designed and engineered system. They will be exposed to 3D modeling software to help them generate their designs. (Meets the 3rd year requirement for math or science).

PREREQUISITE: Successful completion of 10th grade Regents math and science, and maintaining an 85+ average.

WORLD OF TECHNOLOGY (1266)

year

1

The World of Technology will provide students with opportunities to develop an understanding of technology in the past, present, and future. Through design, construction and testing activities, students will model solutions to real life problems. Using science, math and technology, students will develop a better understanding of the technological world around them. Open to grades 10-12. (May be used to meet the 3rd year requirement for math or science in which case a weight of 1.0 will be used for ranking purposes).

COMPUTER INFORMATION TECHNOLOGY

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
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<u>COMPUTER INFORMATION TECHNOLOGY I</u> (1268)	sem	½
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This course will provide students with the fundamental concepts related to computer hardware and introduce students to computer electronics. Students will learn how a computer works and will work with computer components (both new and old). The topics covered will include the history of computers and their impact on society, software, personal computer problem diagnosis, networking, telecommunications and the Internet.

PREREQUISITE: Completion of 8th grade or 9th grade technology with teacher recommendation.

<u>COMPUTER INFORMATION TECHNOLOGY II</u> (1270)	sem	½
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This course is a continuation of Computer Information Technology I. Emphasis will be placed on mastering skills in electronic diagnosis, operating systems (Windows and Linux), peer to peer and client-server networking (including Internet and intranet infrastructure), computer and network security and the use of computers as technical tools.

PREREQUISITE: Computer Information Technology I

CISCO NETWORKING ACADEMY

Cisco provides coursework for a complete range of basic through advanced networking concepts – from pulling cable, to such complex concepts as medium to large network design and implementation.

The Cisco Networking Academies program consists of four semesters. The program is designed to provide each student with the skills needed to design, build, and maintain small to medium-size networks. This provides them with the opportunity to enter the workforce and/or further their education and training in the computer-networking field. Upon completion of all four semesters, students will be prepared to take the Cisco Certified Network Associate (CCNA) Certification Exam.

<u>CNA - SEMESTERS 1 AND 2 (1272)</u>	year	1
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This course will provide students with advanced concepts related to computer hardware, software and networking technologies. Students will continue to develop the skills necessary to prepare them for a future in the Information Technology (IT) field. In semester 1, students will gain in-depth knowledge about industry standards, network topologies, IP addressing (including subnet masks), networking components, and basic network design. In semester 2, students will begin router configuration and work with routing protocols. Upon completion of all four semesters, students will be prepared to take the Cisco Certified Network Associate (CCNA) Certification Exam.

<u>CNA - SEMESTERS 3 AND 4 (1273)</u>	year	1
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This course is a continuation of semesters 1 and 2. Students will continue to develop the skills necessary to prepare them for a future in the Information Technology (IT) field. In semester 3, students will begin configuring advanced router configurations, local area network (LAN) switching and virtual LANs, explore advanced LAN and LAN switched design. In semester 4, students will begin WAN theory and design, WAN technologies (Point-to-Point Protocol and Frame Relay), network troubleshooting, and prepare for the Cisco Certified Network Associate (CCNA) Certification Exam.

PREREQUISITE: Completion of Cisco Networking Academy semesters 1 and 2.

OTHER TECHNOLOGY ELECTIVES

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
<u>PHOTOGRAPHY (1262)</u>	sem	½

This course provides students with the opportunity to learn basic black and white photography. Topics covered are pinhole photography, film and paper processing, 35mm camera usage, photographic composition, and image correction. This class fosters creativity and exploration, which makes the program an excellent and enjoyable learning experience.

TECHNOLOGY EDUCATION

<u>BASIC ELECTRICITY/ELECTRONICS (1236)</u>	sem	½
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A study of electricity in the home. Line and low voltage, electronic systems and circuit applications will be studied. Students will conduct a series of lab experiments that will explore the nature of electricity and a variety of circuits, sources and loads. Students will also construct a suitable project that will provide an opportunity to read circuit diagrams, assemble components, and use electronic test equipment.

<u>CAREER & FINANCIAL MANAGEMENT (1258)</u>	sem	½
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This is a one-semester course that will provide students with the opportunity to learn about the features of our economy, develop and understand the skills and competencies needed for success in the workplace, begin to become "*Financially Literate*," and explore a variety of careers. Recommended for Family and Consumer Science and Technology majors who have not yet completed this requirement.

TECHNOLOGY/ENGINEERING

5-UNIT SEQUENCE EXAMPLES

<u>AUTOMOTIVE TECHNOLOGY SEQUENCE</u>	<u>CREDITS</u>
Career & Financial Management	½
Transportation Systems	½
Land Transportation	½
Automotive Technology I & II	1
Design and Drawing for Production	1
Computer Aided Drafting I	½
World of Technology	1
<u>Total Credits</u>	5

<u>ENGINEERING TECHNOLOGY SEQUENCE</u>	<u>CREDITS</u>
Career & Financial Management	½
Transportation Systems	½
Technical Drawing	½
Architectural Drawing	½
Computer Aided Drafting I	½
Computer Aided Drafting II	½
World of Technology	1
Principles of Engineering/Robotics	1
<u>Total Credits</u>	5

<u>INFORMATION TECHNOLOGY SEQUENCE</u>	<u>CREDITS</u>
Career & Financial Management	½
Technical Drawing	½
Principles of Engineering/Robotics	1
Computer Information Technology I & II	1
Cisco Networking Academy I & II	1
Cisco Networking Academy III & IV	1
<u>Total Credits</u>	5

WORLD LANGUAGE DEPARTMENT

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>SPANISH 1R (0552) FRENCH 1R (0500)</u> <u>ITALIAN 1R (0544)</u>	year	1	1.0
This beginning course is aimed at development of fundamental communicative skills. Listening and speaking skills are emphasized. Students are taught pronunciation, basic vocabulary in everyday situations, and basic reading and writing structures in contextual settings. Cultural concepts are incorporated into the material.			
<u>SPANISH 1L (0553)</u>	year	1	1.0
This second year of the foreign language requirement is devoted to continuing the development of basic listening, speaking skills, reading, and writing. (<i>This course satisfies the foreign language requirement for a Regent's Diploma</i>).			
<u>SPANISH 2R (0564) ITALIAN 2R (0545)</u>	year	1	1.0
The major objective of this course continues to be comprehension and oral proficiency. More time is devoted to reading and writing in the target language in contextual settings. The class is almost entirely taught in the target language with an emphasis on speaking. Cultural concepts are integrated into all communicative skills.			
<u>PREREQUISITE:</u> Spanish 1R/Italian 1R			
<u>SPANISH 2H (0550) ITALIAN 2H (0549)</u>	year	1	1.05
Further development of oral proficiency and listening comprehension is emphasized. The class is also almost entirely conducted in the target language with an emphasis on speaking. Comprehension of contextual reading written expression with cultural enrichment are also more fully addressed in this course.			
<u>PREREQUISITE:</u> Spanish 1H/Italian 1H			
<u>SPANISH 3R (0580) ITALIAN 3R (0546)</u>	year	1	1.0
This course aims to integrate all four skills, comprehension, speaking, reading and writing. A complete review of the structure and vocabulary of the previous years is incorporated into the communication skills practiced. It is almost entirely conducted in the target language with an emphasis on speaking. This course culminates in the Regents examination.			
<u>PREREQUISITE:</u> Spanish 2R/Italian 2R			
<u>SPANISH 3H (0556) ITALIAN 3H (0551)</u>	year	1	1.05
A major emphasis in this course continues to be oral proficiency. Development of the reading skill is integrated through with the speaking skill. The course is taught almost entirely in the target language. Writing is developed through compositions on given topics with cultural enrichment. This course culminates in the <i>Regents</i> examination.			
<u>PREREQUISITE:</u> Spanish 2H/Italian 2H			
<u>SPANISH 4R (0588) ITALIAN 4R (0548)</u>	year	1	1.0
These post-Regents courses are aimed at speaking, listening, reading and writing proficiency. The class is entirely conducted in the target language with a great emphasis on speaking. Learning modules include music, film, regional cooking, politics, and global issues. Field trips are incorporated into the curriculum as cultural enhancement.			
<u>PREREQUISITE:</u> 3R class with teacher recommendation, 3H			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>ITALIAN 121 (0539) ITALIAN 4H (0543)</u>	year	1	1.05
These post-Regents courses are aimed at speaking, listening, reading and writing proficiency. The class is <i>entirely</i> conducted in the target language with a great emphasis on speaking. A variety of materials including audio and videotapes are utilized to stimulate discussion. Learning modules include music, film, regional cooking, politics, and global issues. Field trips are incorporated into the curriculum as cultural enhancement.			
<u>Note:</u> Students enrolled in Italian 4H may have an opportunity to earn college credit for this course at Adelphi University. Tuition for 2008/2009 was \$375 per course, per semester. Tuition for 2009/2010 is not yet established.			
<u>PREREQUISITE:</u> Teacher recommendation			
<u>SPANISH 121 (0582) SPANISH 4H (0594)</u>	year	1	1.15
Further development of a higher degree of speaking, reading and writing proficiency is the aim of this college level course. <i>Only</i> the target language is spoken here. A variety of materials including audio and videotapes are utilized to stimulate discussion. Field trips are incorporated into the curriculum as cultural enhancement.			
<u>Note:</u> Students enrolled in Italian 4H may have an opportunity to earn college credit for this course at Adelphi University. Tuition for 2008/2009 was \$375 per course, per semester. Tuition for 2009/2010 is not yet established.			
<u>PREREQUISITE:</u> Teacher recommendation			
<u>SPANISH 5R (0589)</u>	year	1	1.0
The second year of post-Regents study, this course offers a student-centered approach to further develop proficiency in listening, speaking, reading and writing. <i>Only</i> the target language is spoken here. Contemporary issues, media, travel and cultural comparisons are integrated in communicative situations. Field trips provide cultural enrichment.			
<u>PREREQUISITE:</u> Teacher recommendation			
<u>ITALIAN 5H (0531)</u>	year	1	1.05
The second year of the post-Regents study, this course develops proficiency in listening, speaking, reading and writing. <i>Only</i> Italian is spoken in this course. Contemporary issues, travel, mass media, the arts and many cultural comparisons are integrated in communicative activities. Field trips provide cultural enrichment.			
<u>PREREQUISITE:</u> Teacher recommendation			
<u>SPANISH 5AP (0584) FRENCH 5AP (0520)</u>	year	1	1.15
Students may prepare for the <i>Advanced Placement Examination</i> in this course. Oral communication aimed at developing a high degree of proficiency is stressed. Newspaper/magazine articles, readings on contemporary topics, and videotapes are utilized to stimulate discussion and writing. Lectures and discussions are entirely in target language. Field trips provide cultural enhancement. Students are expected to take the <i>AP examination</i> in May.			
<u>PREREQUISITE:</u> Spanish 121/French Level 4/Italian 121 with teacher recommendation			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>SPANISH 201 Syracuse University Format (0591)</u>	year	1	1.15
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This proficiency-based course reviews understanding of the formal structures of language, refines previously acquired linguistic skill, and builds awareness of Spanish culture. Authentic oral and literary tests are introduced. The course uses film, tv/radio, and literary texts in developing oral, listening, and reading skills. By the end of the course, students can be expected to communicate effectively in the language; giving and getting information, surviving predictable and complicated situations, narrating and describing in present, past, and future time, supporting opinions, and hypothesizing comfortably in Spanish. Lectures and discussions are entirely in Spanish. Students are expected to assume the responsibilities of a college student.

Note: A student tuition cost of \$440 for this four-credit course was required during 2008-2009.

PREREQUISITE: Spanish 121 or 4R with recommendation by the junior year teacher.

<u>AMERICAN SIGN LANGUAGE 1R (0535)</u>	year	1	1.0
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The major objective of this course continues to be increased receptive skills and comprehension. Students will be able to engage in extended discourse on a broad range of topics, including those of general interest to members of the Deaf culture.

<u>AMERICAN SIGN LANGUAGE 2R (0536)</u>	year	1	1.0
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The major objective of this course continues to be increased receptive skills and comprehension. Students will be able to engage in extended discourse on a broad range of topics, including those of general interest to members of the Deaf culture.

<u>AMERICAN SIGN LANGUAGE 3R (0537)</u>	year	1	1.0
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The major focus of this class is to be proficient in receptive and expressive skills and comprehension. This class will be conducted in American Sign Language with emphasis on student participation and fluency. Students will continue to explore topics on Deaf culture and the community. This course culminates in the Regents examination.

<u>AMERICAN SIGN LANGUAGE 3H (0538)</u>	year	1	1.0
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In this course there is a strong emphasis on strengthening advanced receptive and expressive skills. This class will be conducted entirely in the target language; therefore comprehension and fluency are essential. Students will be exposed to a variety of different cultural materials and participation is imperative. This course culminates in the Regents examination.

Note: Not all colleges will accept ASL as meeting the Foreign Language requirement.