January 2019

Dear Rocky Point High School Students:

Welcome to the planning process for your next academic year at Rocky Point High School. The 2019–2020 Course Selection Guide has been prepared to help you make informed decisions about next year’s academic programming. Students who strive to complete demanding course work as they earn the most advanced diploma possible will open opportunities that may transform their future plans.

What makes Rocky Point High School a distinguished and distinctive four year learning institution is the fact that we respect the individuality of each person. It is our goal to create pride, increase engagement, and promote accountability and social consciousness. It is important for you to set goals for the upcoming school year and to establish positive routines to achieve these goals.

The process of selecting courses of study should be one in which there is consultation and collaboration among the school, the student, and the parents. It is our intent to assist students in selecting courses that match their needs, abilities, and interests. The administration, faculty, and guidance team welcome any questions you may have concerning the course selection and scheduling process.

Try to take advantage of as many of these excellent opportunities as possible. Keep in mind that colleges are looking for students who are willing to challenge themselves and work to achieve their full potential. I encourage you to be confident and resilient, to stay focused on learning, and to dream big. I wish you the best of luck as you begin to select your courses and prepare for your future.

Sincerely,

Susann Crossan
Principal
MESSAGE FROM THE GUIDANCE DEPARTMENT
Matthew Poole, Guidance Facilitator

This booklet acquaints Rocky Point High School students and their parents with the graduation requirements mandated by the New York State Department of Education. It also provides a brief description of each course offered at the high school. The booklet serves as a guide for students when selecting educational programs suited to their individual needs, interests, and future plans. The Rocky Point High School philosophy encourages each student to undertake a full academic program consistent with his/her ability and potential.

Guidance counselors, teachers, and administrators are available to assist students in developing educational plans. Parents wishing to consult members of the guidance staff concerning any facet of the course selection process may call the Guidance Department at 744-1604 between 7 AM and 2 PM, Monday through Friday.

COUNSELOR CASELOADS
2019–2020

<table>
<thead>
<tr>
<th>COUNSELOR</th>
<th>GRADE</th>
<th>LETTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. M. Poole</td>
<td>12th</td>
<td>A – Can</td>
</tr>
<tr>
<td></td>
<td>11th</td>
<td>A – Cam</td>
</tr>
<tr>
<td></td>
<td>10th</td>
<td>A – B</td>
</tr>
<tr>
<td>Mr. J. Jordan</td>
<td>12th</td>
<td>Cao – Ge</td>
</tr>
<tr>
<td></td>
<td>11th</td>
<td>Can – Gi</td>
</tr>
<tr>
<td></td>
<td>10th</td>
<td>C – Gi</td>
</tr>
<tr>
<td>Mr. M. Conlon</td>
<td>12th</td>
<td>Gf – Ma</td>
</tr>
<tr>
<td></td>
<td>11th</td>
<td>Gm – Mal</td>
</tr>
<tr>
<td></td>
<td>10th</td>
<td>Gj – L</td>
</tr>
<tr>
<td>Mrs. H. Rizzi</td>
<td>12th</td>
<td>Mb – Ro</td>
</tr>
<tr>
<td></td>
<td>11th</td>
<td>Man – Pin</td>
</tr>
<tr>
<td></td>
<td>10th</td>
<td>M – Ri</td>
</tr>
<tr>
<td>Mrs. T. MacPherson</td>
<td>12th</td>
<td>Rp – Z</td>
</tr>
<tr>
<td></td>
<td>11th</td>
<td>Pio – Z</td>
</tr>
<tr>
<td></td>
<td>10th</td>
<td>Rj – Z</td>
</tr>
</tbody>
</table>

Please Note:
The total number of students entering 9th grade in September 2019 will determine all 9th grade counselor assignments.
GRADUATION REQUIREMENTS

(Subject to change based on the New York State Board of Regents)

CLASS OF 2020, 2021, 2022, 2023
Entered 9th Grade in 2016, 2017, 2018, 2019

<table>
<thead>
<tr>
<th>Regents Diploma Required Courses</th>
<th>Advanced Regents Diploma Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>Credit(s)</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1</td>
</tr>
<tr>
<td>Art/Music/Drama</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
</tr>
</tbody>
</table>

Required Regents Exams for Students That Have Entered 9th Grade as of 2016

Traditional Path

<table>
<thead>
<tr>
<th>Regents Diploma Required Exams</th>
<th>Advanced Regents Diploma Required Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 65 or above on 5 required Regents exams</td>
<td>Score of 65 or above on 8 required Regents exams</td>
</tr>
<tr>
<td>English Regents (CCLS) Examination</td>
<td>English Regents (CCLS) Examination</td>
</tr>
<tr>
<td>Algebra I or Geometry or Algebra II Regents (CCLS) Examination</td>
<td>Algebra I, Geometry and Algebra II Regents (CCLS) Examinations</td>
</tr>
<tr>
<td>Global History Regents Examination</td>
<td>Global History Regents Examination</td>
</tr>
<tr>
<td>U.S. History Regents Examination</td>
<td>U.S. History Regents Examination</td>
</tr>
<tr>
<td>One Science Regents Examination</td>
<td>Two Science Regents Examinations (Living &amp; Physical)</td>
</tr>
<tr>
<td>(CCLS) = Common Core Learning Standards</td>
<td></td>
</tr>
</tbody>
</table>

NYS GRADUATION REGULATIONS ARE CONSTANTLY BEING REVISED. THERE ARE MULTIPLE ASSESSMENT PATHWAYS TO ACHIEVE A NYS HS DIPLOMA. PLEASE SPEAK WITH YOUR CHILD’S COUNSELOR IF YOU HAVE ANY QUESTIONS.

To earn a **Regents Diploma with Honors** or **Regents with Advanced Designation with Honors**, a student shall achieve a minimum average of 90% on all required Regents examinations.

All students must earn at least one unit of foreign language to graduate.

* A 5-unit sequence in Occupational Education (BOCES), Business Education, or Art may be substituted for the 3-unit Foreign Language sequence.

**LOCAL DIPLOMA OPTIONS**

New York State graduation regulations are constantly changing. There are multiple assessment pathways to achieve a diploma. Please speak to your child’s guidance counselor regarding their graduation plan.


**HIGH SCHOOL POLICIES**

**Class Placement** for Grades 9-12

Students need the following number of credits to advance from one grade level to the next:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Preferred</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>to enter grade 10:</td>
<td>6</td>
<td>5 1/2</td>
</tr>
<tr>
<td>to enter grade 11:</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>to enter grade 12:</td>
<td>18</td>
<td>eligible to graduate</td>
</tr>
</tbody>
</table>

Only appropriate administrative and guidance personnel will make changes in class placement. In order to have earned **senior status**, with the rights and privileges of a senior, a student must have sufficient credits and courses to graduate in June.

**Retention**

Students are retained in their present grade if they have not earned the credits required for advancement. For further information, see **Class Placement** above.

**Early Graduation**

Early graduation is available to students wishing to complete their high school education within three years. Although the faculty and administration at Rocky Point HS do not generally encourage early graduation, students pursuing this course of action would be required to take U.S. History, Government, Economics, English 11, English 12, and Physical Education in the third year of high school. Senior privileges are granted to students who have earned 14 or more credits at the beginning of the third year of high school. These students move directly from sophomore status to senior standing. A letter from the student and his/her parents expressing an intent to graduate early, a parental interview with the principal, and three letters of recommendation from teachers are required by **June 1st** of the year prior to graduation. The building principal must approve the early graduation request before a student can be scheduled to graduate early.

**Class Rank**

Senior class rank is based upon six semesters of work. Rank is based upon the level of difficulty of courses taken. Rank is computed at the end of the 11th grade and is recorded on a student’s transcript as part of the college application process. High school courses taken outside this country or college courses will not be applied to the Rocky Point diploma nor will they be used to determine rank in class. Class rank is weighted using all credit bearing courses which appear on a student’s transcript. All high school level courses taken in grades eight through eleven are included in rank. Grades at Rocky Point are weighted according to difficulty. Courses are placed in four categories: Advanced Placement, Honors, Regents, and General in descending order of difficulty.

**Valedictorian/Salutatorian/Exhortation Speaker:** First, second, and third place rank is determined after the first semester of the senior year, based upon seven semesters of work. Any potential candidate must be enrolled in the Rocky Point High School for five (5) consecutive semesters prior to graduation. Any student graduating early will not be considered.

**Home Tutoring**

Home tutoring (BOE Policy 8450) is provided on a very limited basis for students who will be out of school for two or more weeks due to illness. Medical and/or psychiatric documentation must be provided. The request for home tutoring must be submitted to the Guidance Department. A medical note is valid for only one month. Every note must be **signed**, not stamped, by the attending physician.
**National Honor Society**
Admission to National Honor Society (NHS) is based upon academic achievement (a 92 weighted GPA), service, leadership and character. Students who have earned a 92 weighted GPA after five semesters of work are eligible to apply for admission to the NHS. They must submit their applications and teacher recommendations to the NHS Faculty Committee, which will make the final selection of NHS nominees. Early graduates are eligible for nominations to the NHS in the spring of their senior year.

**Honor Roll Policy**

<table>
<thead>
<tr>
<th>Honor Rolls</th>
<th>Principal’s List</th>
<th>High Honor Roll</th>
<th>Honor Roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total <strong>un-weighted</strong> GPA (Grade Point Average)</td>
<td>95.00 – 100</td>
<td>90.00 – 94.99</td>
<td>85.00 - 89.99</td>
</tr>
</tbody>
</table>

**Study Abroad**
Students planning to study abroad should note that foreign study will not earn credit toward graduation, nor will it affect class standing. Students entering Rocky Point HS directly from a foreign country will not, generally, receive credit for courses taken outside of the United States.

**Summer School**
Eastern Suffolk BOCES Regional Summer School is available to students in grades 9-12 who fail English, selected Math, Social Studies, and/or Science courses. Students who fail these courses during the school year are strongly encouraged to repeat them during the summer, thus ensuring that their graduation will not be delayed. If a student repeats a course in Eastern Suffolk BOCES Regional Summer School, both courses will be calculated into the student’s Grade Point Average (GPA) and will appear on the student’s transcript. **Any student wishing to retake a Regents Exam must apply to do so during the summer school registration period.**

**Attendance Policy**
http://www.rockypointufsd.org/Assets/District_Forms/AttendancePolicy.pdf
http://www.rockypointufsd.org/Assets/District_Links/092617_Attendance_Policy_Ltr.pdf?t=636420236506070000

---

**IMPORTANT THINGS TO REMEMBER WHEN SCHEDULING**

1. If it is necessary to cancel a course because of low registration, all students concerned will be notified and placed in an alternative course.

2. Parents with special questions or concerns are urged to arrange a private conference with their child’s counselor.

3. **All students are expected to choose courses carefully during the course selection process.** Schedules are planned according to student requests, and students are expected to abide by their choices.

4. **Changing courses:** Scheduling is an expensive endeavor for the school district. Student requests affect personnel costs for the following school year. Schedule changes must be made when the schedule request confirmation is sent to you in the spring. Final schedules will be mailed home in mid-August. Guidance counselors will be available at the end of August to address any concerns with schedules.

5. In order to process a change, students must
   - schedule an appointment with their counselor
   - choose a substitute course for each dropped course

6. Final approvals of changes are contingent upon space availability and Master Schedule constraints. The proposed change does not jeopardize graduation.

7. Under no circumstances will schedules be adjusted to change teachers, change lunch periods (unless supported by medical documentation), or change to more convenient and/or more desirable periods.

8. Changes in a student’s placement, based on academic concerns that are recommended by administrators, teachers, and/or counselors, may occur throughout the school year pending the principal’s approval.

---

**IMPORTANT NOTICE**

On occasion, a specific course may not be offered due to restrictions imposed by the physical plant, budgeting, staffing, or class enrollment.
STUDENTS WHO PLAN TO ATTEND COLLEGE

College admissions’ officers consider a student’s high school record, SAT/ACT examinations, class rank, extracurricular activities, and personal qualities and goals in determining admissions. It is generally accepted that the best indicator of success in college is a student’s high school record. Selection of appropriate courses, high achievement, study habits, and attitudes are important every year.

**During their junior year (grade 11),** students make tentative choices regarding college selection. Aptitudes and interests are considered when investigating career as well as occupational choices and options. Juniors should take the PSAT examination in the fall. SAT I, SAT II, and ACT Examinations should be taken in the spring of the eleventh grade.

**During their senior year (grade 12),** students with the help of their parents and counselor generally select five to seven colleges to which to apply. These selections are based upon admission requirements, curriculum offerings, cost factors, geographic location, size of enrollment, athletic offerings, and individual needs and preferences. Counselors meet regularly with students during their junior and senior years to discuss the college selection process as well as to provide career and occupational information. Counselors assist seniors in processing college applications and scholarship forms.

COLLEGE ADMISSION TESTING

**THE SCHOLASTIC ACHIEVEMENT TEST (SAT)**

http://sat.collegeboard.com/about-tests/sat/faq

**AMERICAN COLLEGE TESTING PROGRAM (ACT)**

http://www.actstudent.org/

ADVANCED PLACEMENT (AP) EXAMINATIONS

College Board Advanced Placement

http://www.collegeboard.com/student/testing/ap/about.html

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

If you have a documented disability, you may be eligible for accommodations on the PSAT/SAT/SAT II and AP Examinations. Some examples include extended time; Braille; large-type exams; large-block answer sheets; permission to use a Braille device, computer, or magnifying device; a reader to dictate questions; a writer to record responses; a written copy of oral instructions; and other accommodations. All accommodations must be approved by the College Board's Services for Students with Disabilities (SSD). To request accommodations, speak to your school's SSD Coordinator or visit Services for Students with Disabilities. http://www.collegeboard.com/ssd/student/


NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

**DIVISION I AND II ELIGIBILITY REQUIREMENTS**

Student athletes and their parents must begin planning to meet eligibility requirements as early as ninth grade. Rocky Point HS has submitted a list of core courses in English, Social Studies, Mathematics, Science, and Foreign Language, which have been approved by the NCAA Clearinghouse. This list of courses is updated each year. To insure eligibility, students must register on-line at www.eligibilitycenter.org. There is a registration fee that must be paid by credit card. The student must notify the Guidance Office so that a copy of the student’s transcript will be forwarded to the Clearinghouse. The student must submit SAT and/or ACT scores to the Clearinghouse directly from SAT or ACT. They can do this on-line at www.collegeboard.com or www.act.org. The code for the Clearinghouse is 9999. The Clearinghouse will evaluate the student’s transcript and test data to determine eligibility, pending proof of graduation. During the summer following graduation, the guidance secretary will send a final transcript with proof of graduation to the Clearinghouse. Colleges and universities must request from the NCAA Clearinghouse an initial eligibility status report for the student athletes whom they are interested in recruiting. All prospective athletes must meet eligibility requirements in order to participate as freshmen in Division I and II intercollegiate sports.
Five-Unit Art Sequence:
  Art 1/Studio-in-Art OR DDP PLUS four credits of the following:
  Art 2A/Drawing & Sculpture, Art 2B/Ceramics, Art 3/Drawing & Painting,
  Art 4A/AP Studio Art, Art 4B Senior Fine Art Studio, Digital Illustration & Imaging

Any of the above visual art courses may be taken as electives toward graduation requirements. Students wishing to pursue a five-unit visual art sequence must pass the Art1/Studio-in-Art course and four additional art courses. Students interested in completing an art portfolio by December of their senior year should take Art 1/Studio-in-Art in ninth grade and pursue a 5-unit sequence in art. Portfolios are required for acceptance into college programs in the fine arts, commercial art, interior design, architecture, fashion design, graphic art, and illustration.

DESIGN & DRAWING FOR PRODUCTION (DDP)
No. of credits:  1  Grade level:  9-12
Prerequisite: None
This course may be used to satisfy the NYS required 1 credit in art OR 1 credit in technology.
Design and Drawing for Production (DDP) promotes and encourages visual problem solving using a common graphic language to describe forms in the engineering and architectural environment. The emphasis of DDP will be on critical thinking, creative problem solving, and the decision-making process. Students will examine historical precedents, learn technical drawing processes, experience design techniques, and become critically active in evaluating both personal work and the work of others.

ART 1/STUDIO-IN-ART
No. of credits:  1  Grade level:  9-12
Prerequisite: None
This course satisfies the one credit art/music/drama requirement for graduation.
This full-year, comprehensive foundation course covers a broad range of media and techniques while providing opportunities for creativity and skill development. Students will learn that if they can write their name, they can draw; and that if they can see color, they can use it. Major are movements are introduced and connected to projects. Successful completion of this course is a prerequisite of Art 2A/Drawing and Sculpture and Art 2B/Ceramics, if ceramics is to be used as a sequence.

ART 2A/DRAWING AND SCULPTURE
No. of credits:  1  Grade level:  10-12
Prerequisite: Successful completion of Art 1/Studio-in-Art OR DDP/Design & Drawing for Production
Art 2A/Drawing and Sculpture may be chosen as the second year of continuous preparation in an art sequence and should be chosen in tenth grade if this course will be used as part of a five-unit sequence. Students explore a wide range of media and techniques in both two and three dimensions. The skills learned in Art 1/Studio-in-Art are both reinforced and expanded. Newer, more advanced skills are introduced including wire works, building, and carving. There is an emphasis on observation and visual thinking as conceptual tools. Both representational and nonrepresentational subjects are explored. Art history is learned, from the Baroque period to contemporary art.

ART 2B/CERAMICS
No. of credits:  1  Grade level:  10-12
Prerequisite: None (unless used as part of a sequence; then see Art 2A)
Ceramics may also be chosen as the second year of continuous preparation in an art sequence and may supplement Drawing and Sculpture. This course may also be selected for elective credit if this course will be used as part of a five-unit sequence. Students are introduced to the basic methods of preparing and forming clay so as to develop an understanding of clay as a sculptural and functional three-dimensional medium. Fundamentals of pinch, coil and slab methods; and an introduction to the potter’s wheel, to decorating, and to glazing are included in the course.
ART 3/DRAWING AND PAINTING
No. of credits: 1 Grade level: 11-12
Prerequisite: Successful completion of Art 2A/Drawing and Sculpture OR Art 2B/Ceramics AND Art 1/Studio-in-Art or DDP
Since seniors are required to submit their portfolios to prospective art schools/colleges by December of their senior year, eleventh graders wanting to further their studies in art should elect to take this course. Assignments are designed to develop portfolio pieces that examine the relationship between drawing and painting, figure and ground, value and balance, and gesture and line. Concentration is on drawing, mark making, and painting techniques. The portfolio is presented as a final examination. Art history from Romanticism through contemporary art is incorporated into most assignments.

ART 4A/ADVANCED PLACEMENT (AP) STUDIO ART
No. of Credits: 1 Grade level: 12
Prerequisite: Art Sequence – 1) Studio-in-Art, 2) Drawing & Sculpture AND/OR Ceramics, 3) Portfolio Prep
See Honors/AP Guidelines
This course is designed for highly-motivated students who are seriously interested in the practical experience of art making and who wish to pursue college-level studies while still in high school. Each student will prepare a portfolio reflecting quality, concentration, and breadth that will consist of a minimum of twenty-four formal pieces. (Some of the students’ work from Art 3/Drawing & Painting as well as several mandatory summer pieces will be used to fulfill the requirement.) The portfolio will focus on a particular visual interest or problem; and show investigation, growth, and discovery. Portfolios are submitted to the College Board for evaluation in May. Students may earn college credit from SUNY Farmingdale State College or advanced placement while still in high school.

ART 4B/SENIOR FINE ART STUDIO
No. of credits: 1 Grade level: 12
Prerequisite: Successful completion of Art 3/Drawing and Painting
This course is the culmination of the preceding three years. Students advance their skills in studio sessions that encourage experimentation and inventiveness leading to the development of individual style. A survey of Twentieth-century European and American art from Cubism through Pop Art is covered. Each student presents a one-person, end-of-year exhibit showcasing his/her best work.

COMPUTER GRAPHICS
No. of credits: 1 Grade level: 10-12
Prerequisite: None
This course stresses artistic expression using digital technologies. Students will explore the two standards graphic art programs of Adobe Photoshop and Adobe Illustrator. Students will use these programs and apply the elements of art and design to both commercial and fine art projects.

DIGITAL PHOTOGRAPHY
No. of credits: 1 Grade level: 10-12
Prerequisite: None
This course will explore the art of digital photography. Students will learn the basics of using a digital camera including features, benefits, and differences from traditional photography. Photography techniques such as how to frame an image, exposure, lighting conditions, focus, zoom, and printing will be investigated. This course will include image editing, image enhancement, and basic image production using photo editing programs including Adobe Photoshop.

PRINTMAKING
No. of credits: ½ Grade level: 10-12
Prerequisite: None
This course is designed to introduce students to the world of graphic arts, which employ a variety of printmaking techniques. Students will create linoleum blocks, monoprints, intaglio prints, and relief printing. Students will be acquainted with the historical context of these techniques, and how they’ve impacted society and cultures. The contemporary use of this medium will be discussed and compared to the digital process. This course may be used as part of the art five-credit sequence.
BOCES Career & Technical Education courses are offered as part of career education for secondary-level students. The courses can lead to entry-level employment or post-secondary instruction. Students at the secondary level can begin courses in grades 11 or 12. The length of the available courses ranges from one to two years. There is a cost factor involved in most of the programs which covers the tools, equipment, and uniforms. In order for a student to enroll in BOCES, a meeting should be arranged with a guidance counselor to discuss the program. This should be done early in the student’s high school career, as prerequisites are often required.

http://www.academyli.org/

THE FOLLOWING STANDARDS MUST BE MET IN ORDER FOR A STUDENT TO ATTEND BOCES:
1. NO STUDENT may be absent 18 or more days during the current 2019-2020 school year.
2. Students must have sufficient credit to be classified as grade 11 (11 credits) or grade 12 (14 credits) in the appropriate chronological year.
3. Current BOCES students may not exceed more than 18 days of absence in their current BOCES program.

Students enrolled in BOCES will be encouraged to participate in all regular district high school activities such as the senior prom and sports. We believe that BOCES’ students will be equipped with the skills necessary to be lifelong learners in the 21st Century.

- college and career readiness
- career awareness and planning activities
- articulation agreements/dual enrollment
- 21st-Century skills instruction
- work-based learning experience
- rigorous industry-based curriculum
- leadership skills instruction
- financial management
- community service

LOCATIONS: Brookhaven Technical Center
350 Martha Avenue
Bellport, NY 11713
Phone: (631) 286-6500

Milliken Technical Center
375 Locust Avenue
Oakdale, NY 11769
Phone: (631) 244-5800
BUSINESS EDUCATION

* Denotes that the course can be used as third unit of credit in mathematics.

Business Education Sequence Requirements
  College & Career Prep
  Entrepreneurship

PLUS any four credits of the following:
  Citizen Law, College Accounting, Personal Finance, Sports & Entertainment Marketing, Computer Applications, and Virtual Enterprise

CITIZEN LAW
No. of credits:  1  Grade level: 10-12
Prerequisite: None
This course will explore how our justice system is structured and provide students with a comprehensive understanding of the law as it affects them as individuals and as members of society. Students will actively engage in debates involving real-world topics including participation in mock trials. They will research legal concepts and apply them to current legal issues. By exploring these topics, students will obtain the knowledge to make informed decisions and discover career opportunities in the legal field. A field trip to the Riverhead Correctional Facility may enhance this course.

COLLEGE ACCOUNTING*
No. of credits:  1  Grade Level: 11-12
Prerequisite: Successful completion of Algebra I Regents
College Accounting is a full-year course covering the content generally contained in the college equivalent of Principles of Accounting I and II. The course is designed to accommodate students preparing for a career in accounting as well as students who plan to pursue a career in business administration (or a related field of study). During the first semester, the students learn the fundamentals of accounting including the accounting cycle, design and preparation of books of account, and construction of financial statements. Other topics include internal control, cash, receivables and payables, plant and equipment, inventory valuation, and payroll accounting. The second semester applies the concepts and principles studied during the first semester to partnership and corporate accounting, budgeting and managerial concepts, and interpretation of financial statements. Students may elect to take the course for three college credits and receive a SUNY transcript upon completion with a grade of C or better from Farmingdale State University.

COLLEGE & CAREER PREP
No. of credits:  ½  Grade level: 10-12
Prerequisite: None
This course will provide students with the opportunity to explore a variety of careers and introduce the competencies needed for success in the workplace including consumer rights and understanding the college-application process. While in this class, students will be encouraged to begin a career plan, apply academic skills to solve real-world problems, and become familiar with the 21st-Century skills that are needed to become successful college students, citizens, employers, and employees. In addition, students will learn about the types of technology that are changing today’s workplace and explore state-of-the-art technology.

ENTREPRENEURSHIP
No. of credits:  ½  Grade level: 10-12
Prerequisite: None
Who wants to be a millionaire? Are you a risk taker? Do you want to be your own boss? You may just want to be the owner of a business! This course will provide students with the opportunity to understand the entrepreneurial process as well as to expose them to the challenges, problems, and issues faced by entrepreneurs who start a new business. Hands-on projects include developing a business plan while also exploring topics such as human relations, management, and business ethics. Students will also learn how e-commerce is changing our society and develop a company web site using Wix.com and other web tools.
PERSONAL FINANCE*
No. of credits: 1 Grade level: 10-12
Prerequisite: Successful completion of Algebra I Regents
Personal Finance is a one-unit specialized, interdisciplinary business course related to the mathematics 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. Students will learn essential skills including the financial planning process, budgeting, investment options, insurance, credit, identity theft, maintaining a checking account, preparing bank reconciliations, and concepts related to buying, financing, insuring, and maintaining a vehicle.

SPORTS & ENTERTAINMENT MARKETING
No. of credits: ½ Grade level: 10-12
Prerequisite: None
The sports and entertainment industries encompass everything from movies, music, and television to theme parks, resorts, and spectator and recreational sports. Companies have aggressively expanded into a variety of venues and are using entertainment content as well as the sponsorship of sporting events to call attention to their products. This course is designed to introduce the basic functions of marketing and to explore the strategies businesses use to achieve success. Students will explore the sports-and-entertainment marketing mix and apply concepts to create innovative projects.

COMPUTER APPLICATIONS
No. of credits: ½ Grade level: 10-12
Prerequisite: None
Computer Applications will introduce students to software applications such as Microsoft Word, PowerPoint, and Publisher. They will explore and create a variety of business documents and publications. Students will learn how their computer skills can impact their success in the business world. Students will use Internet Explorer and digital content to create visually appealing presentations and documents. This is a project-based course that could include multi-page presentations and documents, brochures, magazine covers, business cards, and logos. Time will be spent in class incorporating good design when creating documents, define the purpose and the appropriate audience for the document, and use of good time management skills. Students will also explore the importance of digital citizenship, netiquette, digital footprints, copyright and the effects those topics have on designing print documents. This class is a great opportunity for students to express their creativity while learning useful skills that can be applied in a work-place setting.

VIRTUAL ENTERPRISE I
No. of credits: 1 Grade level: 11-12
Prerequisite: None
This course will place an emphasis on college and career readiness, VEI is an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem solving, communication, personal finance and technology. In addition to giving students a head start on jobs and careers, VEI reinforces students’ academic skills and achievement, reignites their interest in education, and raises their desire to graduate and pursue lifelong learning. Through developing and managing businesses, students not only stay in school, but gain expertise in problem-solving, decision-making, communication, collaboration, technology, and accessing, using and analyzing information—21st-century skills that are key to success in both college and careers. Students may elect to take the course for college credit from Farmingdale State University.
VIRTUAL ENTERPRISE II

No. of credits: 1 Grade level: 12

Prerequisite: Successful Completion of Virtual Enterprise I

Virtual Enterprise II will build upon prior knowledge and experience in the Virtual Enterprise I course. This course will place an emphasis on college and career readiness. VEI is an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem solving, communication, personal finance and technology. In addition to giving students a head start on jobs and careers, VEI reinforces students’ academic skills and achievement, reignites their interest in education, and raises their desire to graduate and pursue lifelong learning. Through developing and managing businesses, students not only stay in school, but gain expertise in problem-solving, decision-making, communication, collaboration, technology, and accessing, using and analyzing information—21st-century skills that are key to success in both college and careers. Students may elect to take the course for college credit from Farmingdale State University.
COMPUTER SCIENCE

* Denotes that the course can be used as third unit of credit in mathematics.

**COMPUTER PROGRAMMING I***
No. of credits: 1  Grade level: 10-12
Prerequisite: Successful Completion of Algebra 1 or departmental recommendation.
This course is designed to teach program design and coding in the programming languages of Java, Game Maker Language, and HTML. Quantitative skills will be developed for problem solving. Emphasis is placed on object oriented programming. Programming concepts will be applied to mathematics and real world situations. Integrated development environments include Alice, Eclipse, and Game Maker Studio.

**ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES***
No. of credits: 1  Grade level: 11-12
Prerequisite: Successful completion of Algebra I
Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career readiness.
COSMETOLOGY

COSMETOLOGY 1
No. of credits: 5*
Grade level: 11
Prerequisites: None
*Students will earn Career and Financial Management credit during year one of the cosmetology program.
This introductory course to the beauty culture field includes the study of anatomy and physiology related to beauty culture operations. Emphasis is on personal grooming, professionalism, and basic skills within the field of cosmetology such as manicuring, skin care, hairstyling, and haircutting. This course provides clock hours and knowledge, both theoretical and practical, toward qualifying for the New York State Licensing Examination. Students will be responsible for purchasing any kits and/or safety materials required to complete the program.

*Interested students should see their guidance counselor as soon as possible; class size is limited to 25 students.

COSMETOLOGY 2
No. of credits: 4
Grade level: 12
Prerequisites: Successful completion of Cosmetology 1
*Students who successfully complete both year one and year two of the cosmetology program may qualify for a NYS CTE designation on their diploma as well as an integrated ELA and science elective credit.
This advanced course emphasizes creativity as well as artistic flair and trade skills with specialization in hair cutting, blow-drying, tinting, styling and permanent waving. It includes study of the fundamentals of applied cosmetology, the use of chemicals, and the study of materials used in the trade. It also includes two days a week of clinic which enables students to learn how to work in a beauty-salon atmosphere. This course provides clock hours toward qualifying for the New York State Licensing Examination.

*Interested students should see their guidance counselor as soon as possible; class size is limited to 25 students.
ENGLISH

ENGLISH 9H
No. of credits:  1   Grade Level: 9
Prerequisite: See Honors/AP Guidelines AND successful completion of English 8
This course will fulfill the ninth grade English requirement in addition to providing the advanced English student an opportunity to learn literacy skills related to English Language Arts at a more challenging intellectual level than the English 9 Regents course. Ninth grade English Honors will include the same key emphases as the Regents-level course but with increased depth of study and literary analysis as well as a more rigorous pace. The course will also offer more strenuous and demanding work while providing additional as well as supplemental reading and writing assignments for enrichment. This course requires extensive higher level reading skills, strong analytical and writing skills, a diligent work ethic, and an individual incentive to work independently. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ENGLISH 9R
No. of credits:  1   Grade Level: 9
Prerequisite: Successful completion of English 8
This course fulfills the ninth grade English requirement. A key emphasis of this course includes the development of students’ literary analysis skills through the close reading of a rich variety of genres including fiction, non-fiction, poetry, and drama. In addition, the improvement of students’ writing skills (particularly in regard to sentence structure, paragraph structure, vocabulary, spelling, and clarity of written expression) will be a key component of study. Writing assignments will require students to use evidence from texts to inform or make an argument. The course is designed to prepare students to read proficiently and independently, as well as to write for a range of tasks, purposes, and audiences. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ENGLISH 10H
No. of credits:  1   Grade level: 10
Prerequisite: See Honors/AP Guidelines AND successful completion of English 9R or English 9H
This course will fulfill the tenth grade English requirement in addition to providing the advanced English student an opportunity to learn literacy skills related to English Language Arts at a more challenging intellectual level than the English 10 course. A summer reading assignment is a component of this course. Tenth grade English Honors will include the same major components as the Regents-level course but with increased depth of study and literary analysis, as well as a more rigorous pace. The course will also offer more strenuous and demanding work while providing additional and supplemental reading as well as writing assignments for enrichment. This course requires extensive higher-level reading skills, strong analytical and writing skills, a diligent work ethic, and an individual incentive to work independently. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ENGLISH 10R
No. of credits:  1   Grade level: 10
Prerequisite: Successful completion of English 9R
This course fulfills the tenth grade English requirement. Within this course, written expression is devoted to developing the skills necessary to express and support opinion, analysis and description. Emphasis is placed on using evidence from texts to inform or make an argument, as well as to write for a range of tasks, purposes, and audiences. Informational texts are balanced with literary texts to provide students with access to a range of complex reading tasks. Literature is studied by closely examining models of a wide variety of prose and poetic forms. Extensive close reading from a variety of genres is intrinsic to this course as it allows for a thorough review of English grammar, usage, and mechanics. The development of research skills is an additional component of this course. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.
ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE & COMPOSITION
No. of credits:  1  Grade level:  11
Prerequisite: See Honors/AP Guidelines AND successful completion of English 10R or English 10H PLUS successful completion of a summer assignment

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course will prepare students to take the AP examination, should they so choose, which will require them to complete multiple-choice questions that test their skills in analyzing the rhetoric of non-fiction prose passages, and write several essays that demonstrates the skills that they have learned in this course. Many colleges will give credit based on the results of this examination. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ENGLISH 11R
No. of credits:  1  Grade level:  11
Prerequisite: Successful completion of English 10R

This course fulfills the eleventh grade English requirement and prepares students for the Regents Examination in English Language Arts (Common Core). The course focuses on the study of influential American writers, and students will explore a wide variety of prose and poetic forms. Students will learn to compose lucidly and concisely, and writing assignments are designed to encourage students to use evidence from texts to inform or make an argument, as well as to write for a range of tasks, purposes, and audiences. In addition, students will continue to refine their writing skills through the review of grammar, mechanics, and usage. Extensive close reading from a variety of genres is a significant course requirement. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE & COMPOSITION
No. of credits:  1  Grade level:  12
Prerequisites: See Honors/AP Guidelines AND successful completion of English 11R or AP English Language & Composition PLUS successful completion of a summer assignment

In this college-level course, students will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a work’s structure, style, themes, and literary elements as part of the literary analysis process. They will also read an extensive selection of literature from several genres and periods. Students will reflect on, critique, and discuss the social and historical values of a work. Writing, an integral part of this course, will focus on the critical analysis of literature and will include expository, analytical, and argumentative essays, in-depth response and reaction papers, as well as annotation, free writing, and journaling. Emphasis will be placed on helping students develop stylistic maturity. This course will prepare students to take the AP examination, should they so choose, which will require them to answer multiple-choice questions that test their critical reading of selected passages and to write essays analyzing both prose and poetry that will measure their ability to interpret and articulate ideas in a sophisticated and nuanced manner. Many colleges will give credit based on the results of this examination.

ENGLISH 12R
No. of credits:  1  Grade level:  12
Prerequisite: Successful completion of English 11R

This course provides instruction in college/job-related writing and interpretation skills, practical grammar/usage, writing that will require students to use evidence from texts to inform or make an argument, and vocabulary development. Students will be exposed to a balance of informational and literary texts and participate in close reading to glean meaning and understanding. A broad literary experience concentrating on English literature from the earliest writings to the present day will take place. The completion of a research paper is a significant part of the course.
**FILM STUDY**  
No. of credits: ½  Grade level: 10-12  
Prerequisite: None  
This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning and engage audiences, students will be introduced to the basic "building blocks" and formal elements (narrative, mise-en-scene, cinematography, sound and editing) that make up the film as well as some fundamental principles of analysis, genre, style, performance and storytelling. It also introduces students to significant developments in film history and ways of approaching film interpretation. Throughout the course there is a focus on detailed analysis of films, specifically, analyzing closely the ways in which the multiple elements of moviemaking come together to make, and complicate, meaning. The primary goal of this course is to become skilled at thinking, talking, and writing critically about movies and, in the process, gain a deepened appreciation and understanding of the film medium.

**CREATIVE WRITING**  
No. of credits: ½  Grade level: 10-12  
Prerequisite: None  
This course is designed to allow students to break from the conventional forms of writing that are emphasized in the traditional English classroom, and to develop their writing talents in the areas of poetry and prose. Students will study traditional and non-traditional poems, short stories, and plays as well as the works of their classmates in peer editing workshops to better understand the elements of their craft, to enhance their own creative process, and to hone their ability to critique and support. Their efforts will culminate in a personal creative writing portfolio, which will count as the final examination that demonstrates their exploration from initial image to completed piece.

**COMPREHENSIVE ENGLISH**  
No. of Credits: ½  Grade level: 10-12  
Prerequisite: Successful Completion of English 9R  
This course has been designed to be comprehensive of the English language arts reading and writing concepts taught to students in high school. The course will review the reading and writing strategies that have been taught to students during their previous English courses. Students will participate in multiple assignments to improve reading and writing skills. In addition, students will develop their critical thinking and problem-solving skills. This course will prepare students for college and career standardized testing as well as provide students with the necessary ELA skills for college. (Full Year/Alternating Days)

**DRAMA**  
No. of credits: 1  Grade level: 9-12  
Prerequisite: None  
This theater arts course focuses on the reading, analysis, and performance of short stories, plays, and other dramatic works of literature. Over the year, students will practice the arts of voice acting, physical acting, blocking, and set design. This is a beginner’s course – no experience with acting of theater is necessary! This course satisfies the one credit art/music/drama requirement for graduation.

**WOMEN’S LITERATURE**  
No. of credits: ½  Grade level: 10-12  
Prerequisite: Successful Completion of English 9R/9H  
This course explores the ways in which women have forged their identities within the domestic realm both by conforming to societal expectations and rejecting them. In particular, students will examine multiple interpretations of "power," "strength," and "liberation" as they have been defined by women throughout history. Primary materials will be literary texts, notably the novel and short story, but also poetry and film. By looking at the lives of individual literary heroines, students consider the ways women have had to negotiate between socioeconomic status and romantic love, ambition and community, self-fulfillment and self-sacrifice.
The English as a New Language (ENL) Program in Rocky Point services students in grades K-12 and follows the New York State Common Core ELA Curriculum. English as a New Language is required for non-native speakers of English who have limited proficiency in the English language. As per Commissioner’s Regulations (CR) Part 154, any student who enters a New York State Public School for the first time and in whose home a language other than English is spoken will begin the ELL identification process. If, after a screening is completed, it is determined that the student is limited English proficient, the New York State Identification Test for English Language Learners (NYSITELL) will be administered to evaluate the student’s proficiency level in English and to ensure proper placement in the secondary program. Participation in ENL classes is required for students who do not receive a proficient score on the NYSITELL. Continued placement is determined annually by performance on the New York State English as a Second Language Assessment Test (NYSESLAT), which is administered each May.

There are five levels of ENL: **Entering, Emerging, Transitioning, Expanding, and Commanding**

In order to exit from the High School Level ENL Program, students must receive a **Level 5 Commanding on the NYSESLAT OR a 65 or higher on the Common Core ELA Regents Examination and attain a Proficiency Level of 4 Expanding on the NYSESLAT.**

The English as a New Language (ENL) Program is designed to teach English to non-native speakers of English from any and all language backgrounds by incorporating the four skills of language acquisition—listening, speaking, reading, and writing. Small-group instruction enables students to develop skills so that they can function independently in their mainstream classes. The emphasis will be on the academic content areas so that at all levels of instruction students are provided with the necessary language tools to help them become successful in their mainstream classrooms.
The World Languages Program in Rocky Point is based upon a five-level course of study and services students in grades 7-12. The program follows the New York State Curriculum for World Languages. Students will sit for the locally-developed exam at the end of Level 3R. Please note the graduation requirements for World Languages by turning to the graduation requirements section of this guidebook. While completing a sequence in one language, a different language course may also be taken for elective credit. As our world becomes increasingly interdependent, it is imperative that students acquire multi-lingual communication skills and prepare themselves for a productive role in our world community. Study one or two years of a second or third foreign language and receive additional credits for elective courses. The following languages are offered: Spanish, French, and Italian.

**LANGUAGE-LEVEL I SPANISH AND ITALIAN**  
No. of Credits: 1  
Grade level: 9–12  
Prerequisite: None  
Level 1 is an introductory-level course that focuses on the acquisition of beginning listening, speaking, reading, and writing skills in the foreign language. This course serves to satisfy the one year language requirement for a Regents Diploma. This class may be taken as an elective high school credit course.

**LANGUAGE-LEVEL II FRENCH, ITALIAN, AND SPANISH**  
No. of Credits: 1  
Grade level: 9–12  
Prerequisite: Successful completion of Level I R  
In Level II, students will begin Checkpoint B. Students will study the intricacies of grammar and vocabulary in greater depth, leading to increased proficiency in the foreign language. Listening, speaking, reading, and writing skills will continue to be emphasized and developed.

**ACCELERATED ITALIAN LEVEL II**  
No. of Credits: 1  
Grade level: 9  
Prerequisite: Successful completion of Italian Level 1  
Accelerated Italian Level 2 is designed for students who are highly motivated and would like to challenge themselves in a world language. Accelerated Italian Level 2 will include the same key components as the Italian Level 2 course but with greater depth and cultural infusion as well as a more rigorous pace. Students will build upon their previous experience in Italian and will continue to develop their interpretive, interpersonal, and presentational skills. The intention of the course is to prepare students for the Accelerated Italian Level 3 class, Italian Level 4, and AP Italian.

**ACCELERATED SPANISH LEVEL II**  
No. of Credits: 1  
Grade level: 9  
Prerequisite: Successful completion of Spanish Level 1  
Accelerated Spanish Level 2 is designed for students who are highly motivated and would like to challenge themselves in a world language course. This course will move through curriculum more quickly and with greater depth and cultural infusion. Students will build upon their previous experience in Spanish and will continue to develop their skills in interpretive, interpersonal, and presentational skills. The intention of the course is to prepare students for the Accelerated Level 3 course and possibly a future Advanced Placement (AP) course.

**ACCELERATED FRENCH LEVEL II**  
No. of Credits: 1  
Grade level: 9  
Prerequisite: Successful completion of French Level 1  
Accelerated French Level 2 is designed for students who are highly motivated and would like to challenge themselves in a world language course. This course will move through curriculum more quickly and with greater depth and cultural infusion. Students will build upon their previous experience in French and will continue to develop their skills in interpretive, interpersonal, and presentational skills. The intention of the course is to prepare students for the Accelerated Level 3 course and possibly a future Advanced Placement (AP) course.
**LANGUAGE-LEVEL III FRENCH, ITALIAN, AND SPANISH**

No. of Credits: 1  Grade level: 10–12  
Prerequisite: Successful completion of Level II R  
Students will complete Checkpoint B in Level III. This course continues the spiral work of acquiring increased proficiency in listening, speaking, reading, and writing skills in the foreign language. Students will be expected to work at the Checkpoint B level.

**ACCELERATED ITALIAN LEVEL III**  
No. of Credits: 1  Grade level: 10  
Prerequisite: Successful completion of Accelerated Italian Level 2 or Italian Level 2  
Accelerated Italian Level 3 is designed for students who are highly motivated and would like to challenge themselves in a world language. Accelerated Italian Level 3 will include the same key components as the Italian Level 3 course but with greater depth and cultural infusion as well as a more rigorous pace. Students will build upon their previous experience in Italian and will continue to develop their interpretive, interpersonal, and presentational skills. The intention of the course is to prepare students for the Italian Level 4 class and AP Italian.

**ACCELERATED SPANISH LEVEL III**  
No. of Credits: 1  Grade level: 10  
Prerequisite: Successful completion of Accelerated Italian Level 2 or Spanish Level 2  
Accelerated Spanish Level 3 is intended for a student who would like to challenge themselves in a world language. This course will move through curriculum more quickly and with more depth and cultural infusion than the general level 3 course. The intention of the course is to prepare students for a Level 4 World Languages course and possibly a future Advanced Placement course. Students would be expected to engage more deeply in the speaking standard of the course as well as reading, writing and listening at an accelerated pace.

**LANGUAGE-LEVEL IV/V FRENCH**  
No. of Credits: 1  Grade level: 11, 12  
Prerequisite: Successful completion of Level III R  
Students will begin Checkpoint C in Level IV/V. The material taught will alternate to allow students to take this course for two years. Students will continue to be exposed to a broader study of the foreign language and its culture. Listening, speaking, reading, and writing skills will be fine-tuned. Enhanced focus on grammar as well as the study of culture, literature, history, art, and music in the target language are the foundations of the Checkpoint C level. All students will be required to take a comprehensive final examination that will include the four language skills.

**LANGUAGE-LEVEL IV ITALIAN/SPANISH**  
No. of Credits: 1  Grade level: 11, 12  
Prerequisite: Successful completion of Level III R or Level III A  
Students will begin Checkpoint C in Level IV. Students will continue to be exposed to a broader study of the foreign language and its culture. Listening, speaking, reading, and writing skills will be fine-tuned. Enhanced focuses on grammar as well as the study of culture, literature, history, art, and music in the target language are the foundations of the Checkpoint C level. Student will also begin their preparation in the prerequisite skills for an Advanced Placement Language. All students will be required to take a comprehensive final examination that will include the four language skills.

**ADVANCED PLACEMENT SPANISH LANGUAGE**  
No. of Credits: 1  Grade level: 12  
Prerequisite: See Honors/AP Guidelines AND Successful completion of Level IV  
The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products; practices and perspectives. The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives to improve grammatical accuracy to enhance communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. **Students have the option of taking the AP Examination.**
ADVANCED PLACEMENT ITALIAN LANGUAGE AND CULTURE
No. of Credits: 1  Grade level: 12
Prerequisite: See Honors/AP Guidelines AND Successful completion of Level IV
The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products; practices and perspectives. The AP Italian Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course strives to improve grammatical accuracy to enhance communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian. **Students have the option of taking the AP Examination.**
*Denotes that the course can be used as third unit of credit in mathematics.

**Mathematics Sequences for Honors Students:**
- Geometry Honors
- Algebra II Honors
- Pre-Calculus Honors
- AP Calculus AB OR AP Statistics

**Mathematics Sequences for Advanced Regents/Regents Level Students:**
- Algebra 1
- Geometry with Lab
- Algebra II with Lab
- College Algebra, Pre-Calculus, Calculus OR AP Statistics

### ALGEBRA 1
No. of credits:  1 Grade level:  9
Prerequisite: Successful completion of NYS Common Core Grade 8 Mathematics

This course is the first of a three-course sequence designed to formalize and extend the mathematics that students learned in the middle grades. Following the NYS Common Core Algebra 1 curriculum, this course focuses on critical areas that deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will use quantitative reasoning, solve linear and exponential equations, explore functions, and use graphical representations and knowledge of the context to make judgments. 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. Students will be required to pass the New York State Common Core Algebra 1 Regents Examination to receive a high school diploma.

### GEOMETRY WITH LAB
No. of credits:  1 Grade level:  10
Prerequisite: Algebra 1

This course is the second of a three-course sequence designed for students who have mastered the math skills and concepts required for success in high school mathematics. Following the NYS Common Core Geometry curriculum, this course integrates the study of transformations, rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments, among other topics. This course will assist students in developing skills and processes to be applied to exploring geometric situations and relationships, moving toward formal mathematical arguments. Students will prove theorems about lines, angles, triangles and parallelograms. They will make formal geometric constructions with a variety of tools and methods. This course includes a lab component, which will meet during a consecutive period every other day for the full school year. The lab portion of this course is designed to provide additional instructional time during which students will apply knowledge of the content utilizing multiple methods, thus providing students with a deeper understanding of the content. Students will be required to take the New York State Common Core Geometry Regents Examination.

### GEOMETRY HONORS
No. of credits:  1 Grade level:  9-10
Prerequisite: See Honors/AP Guidelines AND successful completion of Algebra 1

This course is the second of a three-course sequence designed for students who have mastered the math skills and concepts required for success in high school mathematics. Following the NYS Common Core Geometry curriculum, this course integrates the study of transformations, rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments, among other topics. This course will assist students in developing skills and processes to be applied to exploring geometric situations and relationships, moving toward formal mathematical arguments. Students will prove theorems about lines, angles, triangles and parallelograms. They will make formal geometric constructions with a variety of tools and methods. This course will also offer more strenuous and demanding work while providing opportunities for enrichment in each topic. Students will be required to take the New York State Common Core Geometry Regents Examination.
ALGEBRA II WITH LAB
No. of credits: 1 Grade level: 10-11
Prerequisite: Successful completion of Geometry
This course is the third of a three-course sequence designed for students who have mastered the math skills and concepts in Geometry. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, rational, radical and trigonometric functions. The course will cover expressions that define the functions, model situations and solve equations, including quadratic equations over the set of complex numbers and exponential equations using the properties of logarithms. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. This course includes a lab component, which will meet during a consecutive period every other day for the full school year. The lab portion of this course is designed to provide additional instructional time during which students will apply knowledge of the content utilizing multiple methods, thus providing students with a deeper understanding of the content. All students will be required to take the New York State Common Core Algebra II Regents Examination at the conclusion of this course in June.

ALGEBRA II HONORS
No. of credits: 1 Grade level: 10-11
Prerequisite: See Honors/AP Guidelines AND successful completion of Geometry or Geometry H
This course is the third of a three-course sequence designed for students who have mastered the math skills and concepts in Geometry Honors. This course will follow the same curriculum and topics covered in Algebra II but with more detail and a more rigorous pace. The course will also offer more strenuous and demanding work while providing opportunities for enrichment in each topic. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, rational, radical and trigonometric functions. The course will cover expressions that define the functions, model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Students will be required to take the New York State Common Core Algebra II Regents Examination.

PRE-CALCULUS
No. of credits: 1 Grade level: 11-12
Prerequisite: Successful completion of Algebra II
This is a rigorous three-part course of study whose topics include solid geometry, advanced algebra, and modern algebra. It is recommended for the exceptional math student who plans to take calculus in high school or in college. Students will be required to take a final examination.

PRE-CALCULUS HONORS
No. of Credits: 1 Grade Level: 11-12
Prerequisite: See Honors/AP Guidelines AND successful completion of Algebra II R/H
Pre-Calculus Honors will include a formal study of mathematical functions, logarithmic theory and techniques of factoring. In this course, students will apply technology as well as modeling and problem-solving skills to study advanced trigonometry, logarithms, and polynomial functions. The course will follow a high-intensity curriculum with a rigorous pace in order to help students develop the mathematics skills and foundations needed to pursue upper-level mathematics classes. Some of the topics that will be covered are limits, rates of changes, derivatives, and integration techniques. Students will be required to take a final examination.

COLLEGE ALGEBRA
No. of credits: 1 Grade level: 12
Prerequisite: Successful completion of Algebra II
This course is designed for students who would like to continue their education in secondary mathematics and prepare for the mathematics they are most likely to encounter at the college level. Selected topics including advanced algebra, trigonometry, and modern algebra will be studied at a moderate pace. Students will be required to take a final examination.
CALCULUS
No. of Credits: 1 Grade level: 12
Prerequisite: Successful completion of Pre-Calculus
This course is designed to prepare our seniors for college level mathematics. Topics include limits, differential and integral calculus, functions and analytic geometry. This course does not prepare students for the Advanced Placement Examination in Calculus. Students will be required to take a final examination at the conclusion of this course.

ADVANCED PLACEMENT (AP) CALCULUS AB
No: of Credits: 1 Grade Level: 12
Prerequisite: See Honors/AP Guidelines AND successful completion of Pre-Calculus Honors OR Pre-Calculus
AP Calculus AB consists of a full high-school academic year of work that is comparable to a calculus course in colleges and universities. This course is primarily concerned with developing the students’ understanding of the concepts of calculus, and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. Topics of study will include functions, graphs, limits, derivatives, and integrals. Students may earn college credit from SUNY Farmingdale State College or advanced placement while still in high school. Students have the option of taking the AP Examination BUT must take a final examination.

ADVANCED PLACEMENT (AP) STATISTICS
No: of Credits: 1 Grade Level: 11-12
Prerequisite: See Honors/AP Guidelines AND successful completion of Algebra II R/H
AP Statistics consists of a full high-school academic year of work that is equivalent to an introductory, non-calculus based college course in statistics. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:
1. Exploring Data: describing patterns and departures from patterns
2. Sampling and Experimentation: planning and conducting a study
3. Anticipating Patterns: exploring random phenomena using probability and simulation
4. Statistical Inference: estimating population parameters and testing hypotheses
Students have the option of taking the AP Examination BUT must take a final examination.

STATISTICS*
No: of Credits: 1 Grade Level: 11-12
Prerequisite: Successful Completion of Algebra 1 and Geometry
This course will provide an exploration of statistical analyses and their applications. Students will investigate statistical patterns and relationships specific to a variety of disciplines, including business and the sciences. Students will also use a variety of approaches to represent data and articulate conclusions related to statistical information. A graphing calculator and computer technology will be used as a tool to deepen the student’s understanding of statistical process.

COMPREHENSIVE MATH
No. of credits: 1/2 Grade level: 10-12
Prerequisite: Successful Completion of Algebra 1 and Geometry
This course has been designed to be comprehensive of the math concepts and content taught to students within their first three years of math within a high school. The course will review Numbers and Operations, Algebra and Functions, Geometry and Measurement, and Data Analysis, Statistics, and Probability. Student will review the major concepts within each area, in addition to utilizing graphing calculators to assist in solving advanced mathematical equations. This course will prepare students for college and career standardized testing as well as providing the students with a necessary math skill required for college. (Full Year/Alternating Days)
MUSIC

BAND
No. of credits: 1 Grade level: 9-12
Prerequisite: Previous experience on a wind or percussion instrument
Enrollment is selective and based upon an audition.
Band is a course that primarily deals with the instrumental study of sound. Various genres of large and small ensemble music are used to develop individual skills, general musicianship, and a critical and developing appreciation of music. A unit on precision marching is also taught each year. Study in marching band techniques makes up the first two months of work in band.

CHORUS
No. of credits: 1 Grade level: 9-12
Prerequisite: Previous experience
Enrollment is selective and based upon an audition.
This course is geared toward the performance of choral masterworks. The fundamentals of aesthetic comprehension and proper voice production are stressed. Chorus membership provides opportunity for extra-curricular involvement in the jazz choir, Broadway musicals, and solo work.

ORCHESTRA
No. of credits: 1 Grade level: 9-12
Prerequisite: Previous experience on a string instrument
Enrollment is selective and based upon an audition.
Orchestra is a course that deals primarily with the instrumental study of sound. Various genres of large and small ensemble music are used to develop individual skills, general musicianship, and a critical and developing appreciation of music.

ADVANCED PLACEMENT (AP) MUSIC THEORY
No. of credits: 1 Grade level: 11-12
Prerequisite: See Honors/AP Guidelines AND successful completion of a theory entrance examination as well as two-year experience in a major performing group and a recommendation from your current music teacher.
The Advanced Placement (AP) Music Theory course enables highly-motivated students to engage in college-level work in the areas of reading and analyzing notated music as well as aural training. Particular emphasis will be placed upon developing listening skills as well as aural skills; knowledge of rhythm, melody, harmony, and other compositional devices as well as score writing. The successful student will be endowed with the skills necessary to function intelligently in any musical situation. The work of the course will emphasize preparation for the Advanced Placement Music Theory Examination. Students have the option of taking the AP Examination.

MUSIC HISTORY
No. of credits: 1 Grade level: 10-12
Prerequisite: None
A survey of Western music in many genres, with emphasis on listening. Students will study Eras in music that include Renaissance, Baroque, Classical, Romantic and 20th Century. Composers whose work is studied include Vivaldi, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Brahms, Debussy, Stravinsky, Bartok, Ives, Webern and Bernstein.
PHYSICAL EDUCATION

ATTENDANCE: All students are required to take a Physical Education program of instruction under New York State Law (Section 805:5204), which requires attendance and active participation. For each year of successful completion, the student will earn ½ credits, thus accumulating 2 credits over the four years. The intramural and interscholastic programs, which are of great value to each student, are offered on a voluntary basis.

MEDICAL EXCLUSIONS: Students may be medically excused from class for one day with a note from a parent or the school nurse. A doctor must request any extended exclusions. When an extended exclusion exists, students will be required to complete written assignments in order to meet their physical-education requirements. When a student is placed in the medical program, he/she receives a grade based upon written work.

DRESS: Due to the nature of physical-education activities, proper clothing is an absolute necessity. To be properly prepared for class, a student should wear gym shorts, t-shirt, socks, and sneakers. A warm-up or sweat suit may be worn in place of shorts and a t-shirt.

PHYSICAL FITNESS: Each student will be given a physical-fitness test. The test--administered and developed by the physical education staff--will be given in the fall and the spring. This test will be used to evaluate the student’s level of fitness from year to year. The test will also be used to determine our top achievers, whose names will be posted on the fitness boards in the gym.

ACTIVITIES: The following activities are some of the units that may be included in the class.

<table>
<thead>
<tr>
<th>aerobics</th>
<th>archery</th>
<th>badminton</th>
<th>basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td>European handball</td>
<td>flag football</td>
<td>fencing</td>
<td>field hockey</td>
</tr>
<tr>
<td>golf</td>
<td>handball</td>
<td>jogging</td>
<td>lacrosse</td>
</tr>
<tr>
<td>floor hockey</td>
<td>orienteering</td>
<td>recreational sports</td>
<td>soccer</td>
</tr>
<tr>
<td>indoor soccer</td>
<td>softball</td>
<td>step aerobics</td>
<td>pickle ball</td>
</tr>
<tr>
<td>tennis</td>
<td>volleyball</td>
<td>walking</td>
<td>weight training</td>
</tr>
<tr>
<td>wellness/fitness</td>
<td>yoga</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HEALTH AND WELLNESS
No. of credits: ½ Grade level: 9-12
Prerequisite: None
This class will focus on lifetime fitness activities with very few "competitive team" activities. If you are not the type to engage in highly competitive team sports, then this is the class for you! Most of the competition will come from within as you will challenge yourself to improve your overall fitness and wellness. There will be some written work as well as a project to develop your own fitness program. Some of the units that might be included: weight training, fitness walking, stress reduction, tennis, aerobics, volleyball, body sculpting, orienteering, pickle ball and more. (Full Year/Alternating Days)

HEALTH

HEALTH II (alternating days for students who are not enrolled in a science lab)
No. of credits: ½ Grade level: 10-12
Prerequisite: None
Basic studies include areas of personality, mental illness, tobacco, drugs and alcohol, disease, environmental problems, and family living. This course meets for twenty weeks, five periods per week, and is required of all students for graduation.
Science Sequences for Honors Students:

- Earth Science H
- Chemistry H
- AP/Regents Physics AND/OR AP Biology, AP Chemistry, AP Environmental Science
- AP Science (AP Biology, AP Chemistry, AP Physics 1 OR AP Environmental Science)
  AND/OR Science Elective (Forensic Science, Human Anatomy & Physiology, etc.)

Science Sequences for Advanced Regents/Regents Level Students:

- Regents Living Environment
- Regents Earth Science
- Regents Chemistry OR General Chemistry OR Marine Science
- Regents Physics OR Forensic Science OR Human Anatomy & Physiology OR AP Biology OR AP Chemistry
  OR AP Physics OR AP Environmental

LIVING ENVIRONMENT REGENTS

No. of credits: 1 Grade level: 9
Prerequisite: Successful completion of 8th-grade physical science
This course is based on the New York State Living Environment Core Curriculum. Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Living Environment Regents Examination will be the comprehensive final examination. Classes meet seven/eight periods per week on alternate weeks for the full year.

ADVANCED PLACEMENT (AP) BIOLOGY

No. Of Credits: 1 Grade level 11 - 12
Prerequisites: See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Chemistry, Algebra I, AND Geometry Regents Examinations. AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular process - energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. The course meets seven/eight periods per week on alternate weeks for the full year. Students have the option of taking the AP Examination BUT are required to take a final examination.

EARTH SCIENCE HONORS

No. of credits: 1 Grade level: 9
Prerequisites: See Honors/AP Guidelines AND successful completion of Living Environment Regents Examination
This course is based on the New York State Earth Science Core Curriculum. The Physical Setting/Earth Science Honors course of study is designed for students who can learn at an accelerated pace. The course focus encourages students to understand the processes of change in earth and space through first-hand observation and inference. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Earth Science Regents will be the comprehensive final examination. This course meets seven/eight periods per week on alternate weeks for the full year.
EARTH SCIENCE REGENTS
No. of credits: 1  Grade level: 10-12
Prerequisites: Successful completion of Living Environment Regents Examination
This course is based on the New York State Earth Science Core Curriculum. The course focus encourages students to understand the processes of change in earth and space through first-hand observation and inference. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Earth Science Regents will be the comprehensive final examination. This course meets seven/eight periods per week on alternate weeks for the full year.

ADVANCED PLACEMENT (AP) CHEMISTRY
No. of Credits: 1  Grade level: 11–12
Prerequisites: See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Chemistry, Algebra I, Geometry, AND Algebra II Regents Examinations
The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces, and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based. The course meets seven/eight periods per week on alternate weeks for the full year. Students have the option of taking the AP Examination BUT must take a final examination.

CHEMISTRY HONORS
No. of Credits: 1  Grade level: 10-11
Prerequisite: See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Algebra I, AND Geometry Regents Examinations
This course is based on the New York State Chemistry Core Curriculum. The Honors Chemistry course is designed to provide the advanced science student with an opportunity to learn chemistry at a higher level than the Regent’s chemistry course. This course is recommended for students wishing to take AP chemistry, and continue their science education into college. The honors chemistry course follows the Regent’s curriculum, moving at a faster pace, providing a more in depth coverage of the topics. The course offers opportunity for enrichment through the use of advanced math concepts and laboratory work. Students taking honors chemistry will be prepared to take the SAT II in Chemistry. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Chemistry Regents will be the comprehensive final examination. This course meets seven/eight periods per week on alternate weeks for the full year.

CHEMISTRY REGENTS
No. of credits: 1  Grade level: 10-12
Prerequisite: Successful completion of Living Environment, Earth Science, Algebra I, AND Geometry Regents Examinations
This course is based on the New York State Chemistry Core Curriculum. This course provides students with the opportunity to engage in studies dealing with matter and its phases, energy, atomic structure, radioactivity, chemical bonding, the periodic table, acids and bases, and the mathematics of chemistry. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Chemistry Regents will be the comprehensive final examination. This course meets seven/eight periods per week on alternate weeks for the full year.

GENERAL CHEMISTRY
No. of credits: 1  Grade level: 11-12
Prerequisites: Successful completion of Living Environment, Earth Science, AND Algebra I Regents Examinations
This course provides students with a simpler understanding of chemistry. Studies focus on chemical properties of various substances, classes of matter, atomic structure, the periodic table, chemical analysis, organic chemistry, environmental pollution, and chemistry in the home. Students will be involved in a variety of laboratory investigations and will take a final examination in June. This course meets five periods per week for the full year.
ADVANCED PLACEMENT (AP) PHYSICS 1
No. of credits:  1 Grade level:  11-12
Prerequisites:  See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Chemistry, Algebra I, Geometry. Students are to be concurrently enrolled in Algebra II or successfully completed the course.
This course is equivalent to the first semester of a typical introductory, algebra-based physics course. Topics that will be covered are; Newtonian mechanics, work, energy, power, mechanical waves and sound. With also an introduction to simple electric circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Twenty-five percent of the instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. These investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course meets seven/eight periods per week on alternate weeks for the full year.
Students have the option of taking the AP Examination BUT must take a final examination AS WELL AS the New York State Physics Regents.

PHYSICS REGENTS
No. of credits:  1 Grade level:  11-12
Prerequisites:  Successful completion of Living Environment, Earth Science, Chemistry, Algebra I AND Geometry Regents Examinations
This course is based on the New York State Physical Settings/Physics Core Curriculum. It provides students with the opportunity to study theory and the practical aspects of physical laws. Topics covered in the study of physics include force, work, energy, wave phenomena, light, electricity, magnetism, and atomic and nuclear physics. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Physics Regents will be the comprehensive final examination. The course meets seven/eight periods per week on alternate weeks for the full year.

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE
No. of credits:  1 Grade level:  11-12
Prerequisites:  See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Chemistry and Algebra I examinations.
This course is designed to be the equivalent of a one semester, introductory college course in environmental science. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made, and will examine alternative solutions for resolving and/or preventing them. This course includes a strong laboratory and field investigation component. The laboratory and field investigations will allow students to learn about the environment through first hand observation. Students will have the opportunity during the laboratory and field experiences to test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of confounding variables that exist in the “real world.” This course meets seven/eight periods per week on alternate weeks for the full school year. Colleges may require students to present their laboratory materials before granting college credit for the laboratory, so students are encouraged to retain their laboratory notebooks, reports and other materials.
Students have the option of taking the AP examination BUT must take a final examination and/or submit a formal written laboratory report at the end of this course.
MARINE SCIENCE
No. of credits:  1  Grade level:  11-12
Prerequisite:  Successful completion of Living Environment AND Earth Science Regents Examinations
This course will focus on specific aspects of the salt-water ecosystem: the ocean (currents, bottom features, and waves), erosion caused by ocean storms, and currents. It will also focus on fresh-water ecosystems including lakes, rivers, streams, and groundwater. Laboratory activities will encompass many aspects of marine science from analyzing ecosystems to the dissection of multiple marine species. Students will be required to take a final examination. This course meets five periods per week for the full year.

METEOROLOGY
No. of credits:  ½  Grade level:  12
Prerequisite:  Successful completion of Living Environment AND Earth Science Regents
In this course, students will explore the science of the atmosphere and the challenges that weather forecasters have in analyzing the dynamics of the atmosphere. Specific topics will include history of meteorology, makeup of the atmosphere, synoptic weather forecasting, climate, severe weather emergency preparedness, local historic storms, challenges Long Islanders would face if they were to reoccur today, and forensic meteorology. As part of this course, students will have the opportunity to become certified Skywarn Storm Spotters affiliated with the Weather Forecasting Office (WFO) of Upton, NY at Brookhaven National Laboratory. This course will meet on an alternate day schedule.

FORENSIC SCIENCE
No. of credits:  1  Grade level:  11-12
Prerequisite:  Successful completion of Living Environment, Earth Science Regents Examinations and Regents/General Chemistry
This course will focus on the application of scientific methods, crime, and law. The course curriculum will include the history of forensics, the law, evidence, crime-scene analysis, fingerprinting, and hair/fiber analysis among other topics. This course is intended to provide an introduction to forensic science, the methods in which it is carried out, and the processes applicable to crime detection and analysis. Emphasis will be placed upon the evaluation and techniques used to solve crimes. Laboratory exercises include forensic investigation of crime scenes. Students must complete and participate in a final project, and take a final examination.

HUMAN ANATOMY AND PHYSIOLOGY
No. of credits:  1  Grade level:  11-12
Prerequisite:  Successful Completion of Living Environment, Earth Science and Regents/General Chemistry.
This course will explore the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. An emphasis is placed on the interrelatedness of human body systems, as well as developments in science that directly relate to the fields of anatomy and physiology. This course is recommended for those interested in pursuing a career in the health sciences. This course involves dissections. Students are expected to participate in and complete various dissections as a requirement of the course.

EXPERIMENTAL SCIENCE
No. of credits:  ½  Grade level:  12
Prerequisite:  Successful Completion of Living Environment, Earth Science and Regents/General Chemistry.
This course will cover the Science Technology Engineering and Mathematics educational requirements. Students will develop hypotheses, use the scientific method, and inquiry based strategies to test their hypothesis. In addition, students will be provided with experimental challenges, in which the students will develop an experiment on their own to complete each challenge. Students will be required to complete a formal lab report for a final exam grade. This course will meet on an alternate day schedule.
ASTRONOMY
No. of credits: ½  Grade level:  12
Prerequisite: Successful Completion of Living Environment and Earth Science.
In this course, students will study each planet within our solar system. In addition, students take part in studying The Heliocentric Theory of the Solar System. The course will also cover the phases of the moon and their effects on the Earth’s tides. There will be an investigation of the relationship between star color, temperature, apparent size and luminosity. Students will also learn how to use various telescopes to view planets and stars during class when possible. A final examination will be given at the culmination of the course. This course will meet on an alternate day schedule.

EXPLORATIONS IN SCIENCE RESEARCH
No. of credits: 1/2  Grade level: 9-12
Prerequisite: None; only highly motivated students are encouraged to take this course
In this course, students will develop skills needed to conduct independent science research, including literature reviews, hypothesis formation, experimental design, data collection and analysis, laboratory techniques related to a variety of science disciplines, statistical analysis, and oral and visual presentation techniques. Students will explore science techniques related to a variety of science subjects and their own interests. Students will work individually and in teams to explore research topics under the direct supervision of the teacher. Students will demonstrate their proficiency by successfully conducting research investigations using a variety of research techniques. Students may be asked to present their research findings at the high school science symposium prior to the end of the school year. Substantial work outside of class is required. This course will meet on an alternate day schedule. This course is a prerequisite for Honors Science Research Explorations.

HONORS SCIENCE RESEARCH EXPLORATIONS
No. of credits: 1/2  Grade level: 10-12
((Optional: Up to 12 college credits from SUNY Albany)
Prerequisite: Explorations in Science Research or departmental approval
This course enables students to further develop skills needed to conduct independent science research, including literature reviews, hypothesis formation, experimental design, data collection and analysis, and oral and visual presentation techniques. Motivation, enthusiasm and dedication are essential for success in pursuing an in-depth research project. Students will be responsible for locating, communicating with, and working in conjunction with a mentor (research scientists/professionals within their field of research such as the life sciences, physical sciences, engineering, psychology and the social sciences). All students are expected to enter their research projects into local, regional, national, and/or international scientific competitions. Students will use the same professional methods employed by scientists, developing poster and oral presentations. A formal research paper will be written. All students will present their research projects at the high school science symposium prior to the end of the school year. Substantial work outside of class is required and summer reading will be assigned. This course will meet on an alternate day schedule. This course will be offered as a college tie-in with SUNY Albany. Students will be able to obtain up to 12 college credits upon successful completion of this course and completion of SUNY Albany requirements, as outlined below. The approximate cost to the student for each SUNY Albany course is $150.

Optional College Credits for completing Honors Science Research Exploration:

- Optional College Credits for summer following sophomore year: 2
- Optional College Credits for full-year course as a junior: 4
- Optional College Credits for summer following junior year: 2
- Optional College Credits for full-year course as a senior: 4

Total College Credits Possible: 12
SOCIAL STUDIES

Social Studies Sequence for Honors Level Students:

Social Studies Sequence for Regents Level Students:

Electives:

GLOBAL HISTORY & GEOGRAPHY 9H
No. of credits: 1    Grade level: 9
Prerequisite: See Honors/AP Guidelines AND successful completion of United States & New York State History 8
This honors class is the recommended prerequisite to AP World History. Students are prepared in accordance with the New York State mandates for the Regents Examination in Global History and Geography that is to be taken in grade 10. This course also instructs students in the introductory units for the AP World History course that is offered in grade 10. Students must have strong writing skills, enjoy challenging material, and be willing to devote additional time to a course that starts them on the road to the AP Program and college study.

GLOBAL HISTORY & GEOGRAPHY 9R
No. of credits: 1    Grade level: 9
Prerequisite: Successful completion of United States & New York State History 8
Through the study of early river settlements, world empires, and regional civilizations, Global History & Geography 9 offers students an historical, cultural, and geographical overview of the ancient and pre-modern world. This course concentrates on historical developments, continuity, change, diversity, and global interaction. Politics, social structure, religion, value systems, economics, and technological issues are compared, contrasted, and discussed throughout the course.

ADVANCED PLACEMENT (AP) WORLD HISTORY; MODERN COURSE
No. of credits: 1    Grade level: 10
Prerequisite: See Honors/AP Guidelines AND successful completion of Global Studies 9R/H
The AP World History: Modern course will begin in 1200 CE. The purpose of AP World History is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective, factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks as well as their causes and consequences, and comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity. Specific themes provide further organization along with consistent attention to contacts among societies that form the core of world history as a field of study.

AP World History offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly-integrated whole. AP World History offers an approach that lets students do history by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. The course offers balanced, global coverage of Africa, the Americas, Asia, and Europe

Students have the option of taking the AP Examination BUT must take the New York State Global History and Geography Regents Examination.
GLOBAL HISTORY & GEOGRAPHY 10R
No. of credits: 1 Grade level: 10
Prerequisite: Successful completion of Global History & Geography 9R
Global History & Geography 10 is a survey of political, economic, social, and intellectual trends from the Enlightenment to the modern era. The areas studied include Europe, Africa, Asia, Latin America, and the Caribbean, with an emphasis on the concept of cultural interaction.
Students are required to take the New York State Global History and Geography Regents Examination.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY & GOVERNMENT
No. of credits: 1 Grade level: 11-12
Prerequisites: See Honors/AP Guidelines and successful completion of AP World History OR Global History & Geography 10R
The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This AP U.S. History course thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present reasons and evidence clearly and persuasively in essay format. It provides for a broad-survey course with extensive coverage and readings on a variety of topics in specific fields such as economic history, cultural and intellectual history, and social history in addition to political-constitutional and diplomatic history. Instruction in factual knowledge and the development of critical analytic skills will both be evident in the course. The aim of this course is to provide students with a learning experience that is equivalent to that obtained in most college introductory U.S. History courses.
Students have the option of taking the AP Examination BUT are required to take the New York State U.S. History and Government Regents Examination.

UNITED STATES HISTORY & GOVERNMENT 11R
No. of credits: 1 Grade level: 11
Prerequisite: Successful completion of Global History & Geography 10
The U.S. History and Government course explores the development of a democratic government in the United States. Considerable emphasis is given to the Constitution and its foundations, structure, and function. Important constitutional issues are highlighted in relationship to events in history. The historical emphasis is on the development of the United States since Colonization to the role of the United States as a significant world power.
Students are required to take the New York State U.S. History and Government Regents Examination.

ADVANCED PLACEMENT (AP) MICROECONOMICS/MACROECONOMICS
No. of credits: 1 Grade level: 12
Prerequisite: See Honors/AP Guidelines AND Successful completion of United States History & Government
The full-year AP Economics Program offers two separate examinations in economics: one in microeconomics and one in macroeconomics. The purpose of the segment in AP Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of the segment in AP Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students’ familiarity with economic performance measures.
Students have the option of taking either the AP Examination in Microeconomics and/or the AP Examination in Macroeconomics.
AP COMPARITIVE GOVERNMENT & POLITICS / UNITED STATES GOV’T & POLITICS
No. of credits:        1 Grade level: 12
Prerequisite:        See Honors/AP Guidelines AND Successful completion of United States History & Government
The full-year AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Careful comparison of political systems produces useful knowledge about the policies countries have effectively initiated to address problems, or, indeed, what they have done to make things worse. We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and others not? Why do many democracies have prime ministers instead of presidents?
Students have the option of taking either the AP Examination in Comparative Government & Politics and/or the AP Examination in United States Government & Politics.

SURVEY OF ECONOMICS (Social Studies 12)
No. of credits:        ½ Grade level: 12
Prerequisite:        None
This one-semester course emphasizes economics and economic decision-making. The course includes the basic economic concepts and understandings which all persons will need to understand in order to function effectively and intelligently as citizens and participants in the national and world economies. The course emphasizes a rational decision-making process that can be applied to all economic decisions. Financial literacy is emphasized as students explore concepts in banking, credit, budgets, and taxes.

PARTICIPATION IN GOVERNMENT (Social Studies 12)
No. of credits:        ½ Grade level: 12
Prerequisite:        None
This one-semester course emphasizes the interaction between citizens and government at all levels: local, state, and federal. The goal of this course is to encourage students to understand the democratic process as it is used by the United States Government. A comprehensive civics education is the cornerstone of this government course in which students will learn to actively participate as productive citizens.

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY
No. of credits:        1 Grade level: 11-12
Prerequisite:        See Honors/AP Guidelines
The full-year AP course in European History is intended for students who wish to complete classes in high school equivalent to college introductory courses in European History. The AP European History course corresponds to the most recent developments in history curricula at the undergraduate level. In colleges and universities, European History is increasingly seen in a broad perspective with teaching methods reflecting an awareness of other disciplines and diverse techniques of presentation, including visual and statistical materials. Trends such as these are reflective in the course and on the Advanced Placement Examination. The study of European History since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop an understanding of some of the principal themes in modern European History, to offer an ability to analyze historical evidence and present historical interpretation, and to foster an ability to express historical understanding in writing.
Students have the option of taking the AP Examination in European History.
ADVANCED PLACEMENT (AP) PSYCHOLOGY
No. of credits: 1 Grade level: 12
Prerequisite: See Honors/AP Guidelines AND successful completion of Living Environment and Global History I & II.

Advanced Placement Psychology is intended for students who desire a college level course. It introduces students to a full range of psychological insights, and includes such topics as personality theory and assessment, intelligence, learning and memory, motivation and emotion, sensation and perception, developmental psychology, psychological disorders and psychotherapy. Some of the individuals studied include Sigmund Freud, Carl Jung, B.F. Skinner, Jean Piaget, and Erik Erikson. Students have the opportunity to perform research and conduct experiments. Students may be expected to utilize technology in a number of ways to satisfy course requirements. In addition, this course will focus on the teaching and learning needs for the 21st century, highlighting core skills such as critical thinking and problem solving, creativity and innovation, communication, initiative and self-direction, collaboration, and information and media literacy. The integration of these 21st century skills will assist students to become effective and productive citizens.

Students have the option of taking the AP Examination in AP Psychology.

CRIMINAL JUSTICE
No. of credits: ½ Grade level: 11-12
Prerequisite: Successful completion of Global History & Geography 10

This is a one-semester introductory course in the workings of the American criminal justice system. The course provides students with both historical and current information regarding all aspects of the legal system including crime, law enforcement, court procedures, and corrections. Students study court cases and procedures in an effort to gain a better understanding of the United States judicial system.

PSYCHOLOGY
No. of credits: ½ Grade level: 10-12
Prerequisite: None

This is a one-semester course that introduces students to the social science discipline of psychology as the science of behavior. This course will explore research in learning perception and the psychological foundation of behavior. Students will learn how individuals search for identity and how social institutions affect personality. Students will study adolescent behavior from various cultures, and will be introduced to the study of mental and emotional disorders. Students will be encouraged to use the scientific method to explore human behavior and interaction.

THE HISTORY, ECONOMICS, AND SOCIOLOGY OF SPORTS
No. of credits: ½ Grade level: 11-12
Prerequisite: Successful completion of Global History & Geography 10

This is a one-semester course that will examine the relevance and significance of sports in both the United States and the world. Students should possess strong reading and writing ability as well as have an interest in sports as either participant or fan. A research project will be mandatory. Classes will view the many ways that sports have had an impact on history. Significant sports figures will be examined including Jackie Robinson, Jesse Owens, Marty Glickman, Hank Aaron, Babe Ruth, Roberto Clemente, Muhammad Ali, Mickey Mantle, Jim Thorpe, and Billie Jean King. Special attention will be paid to the sociology of sports including issues of race and the advent of the sportswoman, particularly as the result of Title IX. A variety of sources will be utilized including readings, primary material, and videos, as well as the full scope of sources to be found in any traditional social science course.

HISTORY OF LONG ISLAND
No. of credits: ½ Grade level: 10-12
Prerequisite: None

This course will investigate major events, personalities and factors shaping development of Long Island from Colonial times to the present. Topics will cover historical highlights in Nassau and Suffolk Counties and examine local towns and their contributions. A special focus will feature the history of Rocky Point and its neighboring villages and towns.
ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY
No. of credits:  1  Grade level:  11-12
Prerequisite:  See Honors/AP Guidelines and Successful completion of Global History
The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s Surfaces. Students will learn to employ special concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Methods that geographers use for research and application will also be explored. **Students have the option of taking the AP Examination in Human Geography.**
The Special Education Department offers Learning Labs in Study Skills, Math and ELA (English) for classified special education students. Students receive these services according to their Individualized Educational Plan (IEP). Integrated Co-Teaching classes are offered in Algebra, Geometry, Algebra II, English, Social Studies, Living Environment, Earth Science and Chemistry. Students take Regents Exams in each subject area to earn a Regents Diploma or Advanced Regents Diploma.

Special classes (SC) are also offered in all academic areas for students in need of a more intensive setting.

**TECHNOLOGY EDUCATION & FAMILY AND CONSUMER SCIENCE**

*Denotes that this course credit may be used in a math or science sequence OR as a credit towards a technology-education sequence.

**CHILD DEVELOPMENT I**
No. of credits: ½ Grade level: 11-12
Prerequisite: None
This course focuses on the skills necessary for effective parenting. Observation of and interaction with infants and young children will provide students with an exciting experience. *Prerequisite for Child Development II.*

**CHILD DEVELOPMENT II**
No. of credits: ½ Grade level: 11-12
Prerequisite: Completion of Child Development I with a minimum average of 70.
This is an in-depth program in the development of the child, prenatal through adolescence. Students participate in fieldwork at the elementary school, working with kindergarten students.

*NOTE:* Three Adelphi college credits are available upon completion of Child Development I & II. Only students in grades 11 or 12 may obtain credits.

**THE WORLD OF TECHNOLOGY**
No. of credits: 1 Grade level: 10-12
Prerequisite: Successful completion of Introduction to Technology (7th and 8th grade)
This course will provide students with opportunities to develop an understanding of technology in the past, present, and future. Through design, build, and test activities, students will model solutions to real-life problems. Students will work in a learner-centered, laboratory-based environment in which they can engage in processing materials, energy, and information. The World of Technology will provide opportunities for students to reach high levels of learning; explore their abilities at innovation; and apply concepts of mathematics, science, technology, and other disciplines.

**PRINCIPLES OF ENGINEERING**
No. of credits: 1 Grade level: 10-12
Prerequisite: Successful completion of Introduction to Technology (7th and 8th grade)
Principles of Engineering is an integrative, hands-on, laboratory-based course that exposes students to numerous engineering-related case studies. Creative solutions to the numerous problems presented will incorporate the following: inquiry, analysis, and design; information systems; mathematics; science; technology; interconnectedness; common themes; and interdisciplinary problem solving. The course will be taught in a laboratory setting, providing access to tools and materials for individual, small-group, and large-group projects. Computers and other state-of-the-art technologies will be utilized as informational and controlling tools. The course exposes students to numerous technology-related careers. Students may elect to take the course for college credit from Farmingdale State University.
**DESIGN & DRAWING FOR PRODUCTION (DDP)**

No. of credits: 1 Grade level: 9-12

Prerequisite: None

This course may be used to satisfy the NYS required 1 credit in art OR 1 credit in technology.

Design and Drawing for Production (DDP) promotes and encourages visual problem solving using a common graphic language to describe forms in the engineering and architectural environment. The emphasis of DDP will be on critical thinking, creative problem solving, and the decision-making process. Students will examine historical precedents, learn technical drawing processes, experience design techniques, and become critically active in evaluating both personal work and the work of others.

**COMPUTER AIDED DESIGN (AUTO-CAD) I**

No. of credits: 1 Grade level: 10-12

Prerequisite: None

Computer Aided Design I is a one credit (40 weeks) elective course. The CAD course is hands-on nature using current CAD software on PC platforms. Students will utilize a variety of drafting and design software tools using CAD to execute two-dimensional drawings and various illustrations. Students will produce drawings of their own design as well as assigned exercises. Drawings will be printed/plotted and evaluated. In addition, students will be able to further enhance their hands-on skills by building/constructing prototypes based on their CAD drawings. Students will test and evaluate their designs. They will be able to use all of the tools, machines, and resources of the technology lab classroom.

This course expands mechanical drafting knowledge and skills by providing the necessary training in the use of modern CAD software. The student will gain skills and understating of the creative and technical processes in CAD drawings by exploring the framework of modern technologies through personal perceptions, vision and responses. In giving form to these ideas, the students should develop the intuitive, critical, and logical thinking processes afforded by the experiences. The knowledge and skills learned in this class will afford students the opportunity to explore career and college paths in fields such as, but not limited to, engineering, manufacturing, and industrial or architectural design. Students may elect to take the course for college credit from Farmingdale State University.
<table>
<thead>
<tr>
<th>English</th>
<th>Social Studies</th>
<th>Mathematics</th>
<th>Science</th>
<th>LOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 AP Literature (12)</td>
<td>213 AP Gov. &amp; Politics (12)</td>
<td>305 AP Statistics (12)</td>
<td>401 AP Biology</td>
<td>528 AP Spanish</td>
</tr>
<tr>
<td>163 English 12</td>
<td>214 AP Macro &amp; Micro Eco (12)</td>
<td>301 AP Calculus (12)</td>
<td>402 AP Chemistry (10-12)</td>
<td>523 Spanish IV</td>
</tr>
<tr>
<td>100 AP Language (11)</td>
<td>216 Government* (12)</td>
<td>300 Calculus (12)</td>
<td>450 AP Physics I</td>
<td>508 Spanish III</td>
</tr>
<tr>
<td>162 English 11</td>
<td>220 Economics* (12)</td>
<td>303 Pre-Calculus H (11-12)</td>
<td>451 AP Environmental Science (11-12)</td>
<td>509 Spanish II</td>
</tr>
<tr>
<td>166 English 10H</td>
<td>205 AP US History &amp; Government (11-12)</td>
<td>302 Pre-Calculus (11-12)</td>
<td>403 Physics (11-12)</td>
<td>510 Spanish I</td>
</tr>
<tr>
<td>161 English 10</td>
<td>206 US History 11R</td>
<td>304 College Algebra (11-12)</td>
<td>414 Forensics (11-12)</td>
<td>513 French IV-V</td>
</tr>
<tr>
<td>165 English 9H</td>
<td>240 AP World History (10)</td>
<td>367 Algebra II H (10)</td>
<td>444 Human Anatomy and Physiology (11-12)</td>
<td>514 French III</td>
</tr>
<tr>
<td>160 English 9</td>
<td>208 Global Studies 10R</td>
<td>362 Algebra II R with Lab (11-12)</td>
<td>404 Chemistry R</td>
<td>515 French II</td>
</tr>
<tr>
<td>English Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>132 Drama</td>
<td>210 Global Studies 9R</td>
<td>355 Personal Finance (10-12)</td>
<td>442 Marine Science (11-12)</td>
<td>526 Italian IV</td>
</tr>
<tr>
<td>143 Creative Writing* (10-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>144 Film Study* (10-12)</td>
<td>260 AP Human Geography (11-12)</td>
<td>361 Geometry with Lab</td>
<td>410 Earth Science R</td>
<td>522 Italian I</td>
</tr>
<tr>
<td>156 Comprehensive English (10-12) (alt. days)**</td>
<td>250 AP Psychology (12)</td>
<td>360 Algebra 1</td>
<td>430 Chemistry H</td>
<td>521 Italian II</td>
</tr>
<tr>
<td>158 Women’s Literature* (10-12)</td>
<td>234 AP European History (11-12)</td>
<td>406 Living Environ R</td>
<td>530 Acc. Italian II</td>
<td></td>
</tr>
<tr>
<td>Social Studies Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>223 Criminal Justice* (11-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02 History, Econ. &amp; Soc. of Sports* (11-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>251 History of Long Island* (10-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>711 AP Studio Art (12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700 Senior Fine Art (12)</td>
<td>619 College Accounting (11-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03 Personal Financial Planning (10-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701 Drawing &amp; Painting (11-12)</td>
<td>355 Personal Finance (10-12)</td>
<td>903 AP Music Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>702 Drawing &amp; Sculpture (10-12)</td>
<td>343 Computer Applications* (10-12)</td>
<td>901 Band (11-12)</td>
<td>334 Engineering (10-12)</td>
<td>1301 BOCES (per 6-8)</td>
</tr>
<tr>
<td>710 Ceramics (10-12)</td>
<td>608 Citizen Law (10-12)</td>
<td>902 Band/Chorus (11-12)</td>
<td>1220 World of Tech. (10-12)</td>
<td>1450 Cosmetology I</td>
</tr>
<tr>
<td>703 Studio-in-Art (9-12)</td>
<td>604 College &amp; Career Prep* (10-12)</td>
<td>911 Orchestra (9-12)</td>
<td>1214 Design &amp; Drawing for Production (9-12)</td>
<td>1451 Cosmetology II</td>
</tr>
<tr>
<td>1214 Design &amp; Drawing for Production (9-12)</td>
<td>605 Entrepreneurship* (10-12)</td>
<td>905 Chorus (9-12)</td>
<td>1230 Auto-CAD (10-12)</td>
<td></td>
</tr>
<tr>
<td>712 Computer Graphics (10-12)</td>
<td>606 Virtual Enterprise I (11-12)</td>
<td>909 Band (9-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>713 Digital Photography (10-12)</td>
<td>607 Virtual Enterprise II (12)</td>
<td>914 Band/Chorus (9-10)</td>
<td>348 Computer Programming I (10-12)</td>
<td></td>
</tr>
<tr>
<td>714 Printmaking (10-12)*</td>
<td>638 Sports &amp; Entertainment Marketing* (10-12)</td>
<td>919 Orchestra/Chorus</td>
<td>347 AP Computer Science Principles (11-12)</td>
<td></td>
</tr>
<tr>
<td>916 Music History (10-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>917 Band 12**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1136 PE 9-12 (alt. days)**</td>
<td>420 Health II* (10-12)</td>
<td>920 Chorus 12**</td>
<td>808 Child Develop. I* (11-12)</td>
<td>9985 Lunch Fall</td>
</tr>
<tr>
<td>1138 Health &amp; Wellness (alt. days)**</td>
<td>419 Health II (alt. days)** (10-12)</td>
<td>924 Orchestra 12**</td>
<td>809 Child Develop. II* (11-12)</td>
<td>9986 Lunch Spring</td>
</tr>
</tbody>
</table>
9th Grade Worksheet 2019-2020

NAME_________________________________________________ID # ___________

<table>
<thead>
<tr>
<th>English</th>
<th>Social Studies</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>165 English 9H</td>
<td>232 Global Studies 9H</td>
<td>366 Geometry H</td>
</tr>
<tr>
<td>160 English 9</td>
<td>210 Global Studies 9R</td>
<td>361 Geometry with lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>360 Algebra 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Electives</th>
<th>Art</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>132 Drama</td>
<td>703 Studio-in-Art (9-12)</td>
<td>911 Orchestra 9-12</td>
</tr>
<tr>
<td></td>
<td>1214 Design &amp; Drawing for Production (9-12)</td>
<td>905 Chorus 9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>909 Band 9-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>914 Band/Chorus 9-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>919 Orchestra/Chorus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>LOTE</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>409 Earth Science H</td>
<td>510 Spanish I</td>
<td>1136 PE 9-12 (alt. days)**</td>
</tr>
<tr>
<td>410 Earth Science R</td>
<td>509 Spanish II or 531 Accelerated Spanish II</td>
<td>1138 Health &amp; Wellness (alt. days)**</td>
</tr>
<tr>
<td>406 Living Environment R</td>
<td>512 Italian I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>521 Italian II or 530 Accelerated Italian II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>515 French II or 534 Accelerated French II</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Elective</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>427 Exploration in Science Research (alt. days)**</td>
<td>9985/9986 Lunch-Every Day</td>
</tr>
</tbody>
</table>

** denotes alternating days-full year

Please indicate the seven (7) classes that you would like to take as well as one alternate elective:

<table>
<thead>
<tr>
<th>Selection #</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (English)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (Math)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (Science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (Social Studies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 (Language)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 (Elective—Art, Music, Drama)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 (PE/Science Lab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 (Lunch)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Alternate Elective Choice
Alternate 1

Parent/Guardian Signature: ________________________________ Date: ________________________________
Rocky Point High School

2019-20 Honors/Advanced Placement (AP) Courses

~Entrance Guidelines~

Rocky Point UFSD Honors/AP students will be immersed in a rigorous classroom experience with teachers who are passionate about their subjects and demonstrate a continued commitment to meeting the needs of their pupils. With demanding expectations, students who follow the path of Honors/AP will be fully prepared to face the challenges of college upon graduation.

It is recommended that Honors/AP students:

- Exhibit mastery of course prerequisites (Refer to the 2019-2020 Course Offering Guide for individual course prerequisites)
- Have a final class average of 90 or above AND an 85 or above on the Regents examination (where offered) or departmental final examination or final project or final portfolio in the academic area of the respective Honors/AP course
- Have an excellent attendance record—less than 6 absences in the prior school year
- Understand that they will need to complete all required summer assignments and submit them on September 17, 2019 (or after as assigned by the instructor.)

Enrollment in any Honors/AP* class is not guaranteed. If more students request the class than can be accommodated, students will be placed on a wait list. The decision to place a student on a wait list will be based upon overall academic success/GPA. Those students with overall GPAs 90 and above will be given priority; remaining students will be placed on the wait list in descending GPA order until Friday, September 27, 2019. Applicants in this group will be accepted in descending GPA order as space becomes available. All decisions to enroll in an Honors/AP level class must be made by Friday, March 15, 2019.

Students are also advised that significant effort is made to schedule AP during different periods so they do not conflict with each other; however, this is not always possible, and there may be a need for some students to select one AP class over another.

~Withdrawal Guidelines~

Withdrawals/transfers must be completed by the end of the first quarter. A conference with the guidance counselor, teacher, parent, and student is required to change an Honors/AP placement and the decision will be made by the counselor after considering the best interests of the student. Transfers out of Honors/AP courses will be conditional upon the availability of space in an equivalent academic course or other elective. Not all transfer requests will be honored due to scheduling limitations. Students will not be permitted to drop an Honors/AP class after the first quarter of the school year.

~Maintenance Guidelines~

If the student’s grade in an Honors/AP course falls below a 75 at the end of the first quarter, a student may be recommended for transfer out of the Honors/AP course to better ensure academic success in that specific subject. This recommendation will be based upon a review of the following: attendance, fulfillment of assignments, and assessments. If a student is transferred out, the grades for that student will transfer to the course in which the student enters. For Honors/AP courses for which there are no grade level equivalents students will have to enroll in another elective and grades will not transfer. Transfers out of Honors/AP courses will be conditional upon the availability of space in an equivalent academic course or other elective. Not all transfer requests will be honored due to scheduling limitations.

~Appeals Process for Placements, Withdrawals, Maintenance Issues~

It is the student’s responsibility to submit an appeal to the Honors/AP Appeals Committee in the event of a placement, withdrawal, or maintenance issue. The Appeals Committee will consist of the director of the subject area, the student’s counselor, and the principal or his/her designee. The Appeals Committee will conduct a review using an established skill set (the student’s course grade, Regents examination grade, standardized test score, attendance, and other relevant information). The Appeals Committee will notify the student’s counselor of its decision. The student’s counselor will call the student’s parent or guardian as to the decision. The subject specific director will send a letter to the student’s parent or guardian regarding the decision. The student’s schedule will be adjusted accordingly based upon course availability. Not all requests will be honored due to scheduling limitations.

*A minimum of 15 students will be required for an AP class to be offered during the 2019-2020 school year. The number of course sections offered will be determined by past enrollment data and the 2019-2020 budget.
Student Name _______________________________  Student ID# __________

Grade entering in 2019-2020:  

☐ 9  ☐ 10  ☐ 11  ☐ 12

Honors and Advanced Placement courses are a set of specialized classes, which are academically rigorous and require a strongly motivated student who is committed to high standards. Because of this, it is recommended that students have received a 90 or better in their previous course-related class. Parents and students must review the information on page 1 and sign at the bottom of this form. All decisions to enroll in an Honors/AP level class must be made by Friday, March 15, 2019.

We have read the Entrance, Withdrawal, Maintenance, and Appeals Guidelines on the prior page and agree that we will make the commitments necessary to succeed in the Honors/Advanced Placement course selections including the completion of all summer assignments. We understand that if the student’s grade in an Honors/AP course falls below a 75 at the end of the first quarter, the student may be recommended for a transfer out of the Honors/AP course to better ensure academic success in that specific subject. Transfers out of Honors/AP courses will be conditional upon the availability of space in an equivalent academic course or other elective. We understand that not all transfer requests will be honored due to scheduling limitations.

_________________________________________________________  _____________________________
Signature of Student  Date

_________________________________________________________  _____________________________
Signature of Parent/Guardian  Date

Office Use Only:  

Signature of Guidance Counselor  _____________________________

*A minimum of 15 students will be required for an AP class to be offered during the 2019-2020 school year. The number of course sections offered will be determined by past enrollment data and the 2019-2020 budget.*