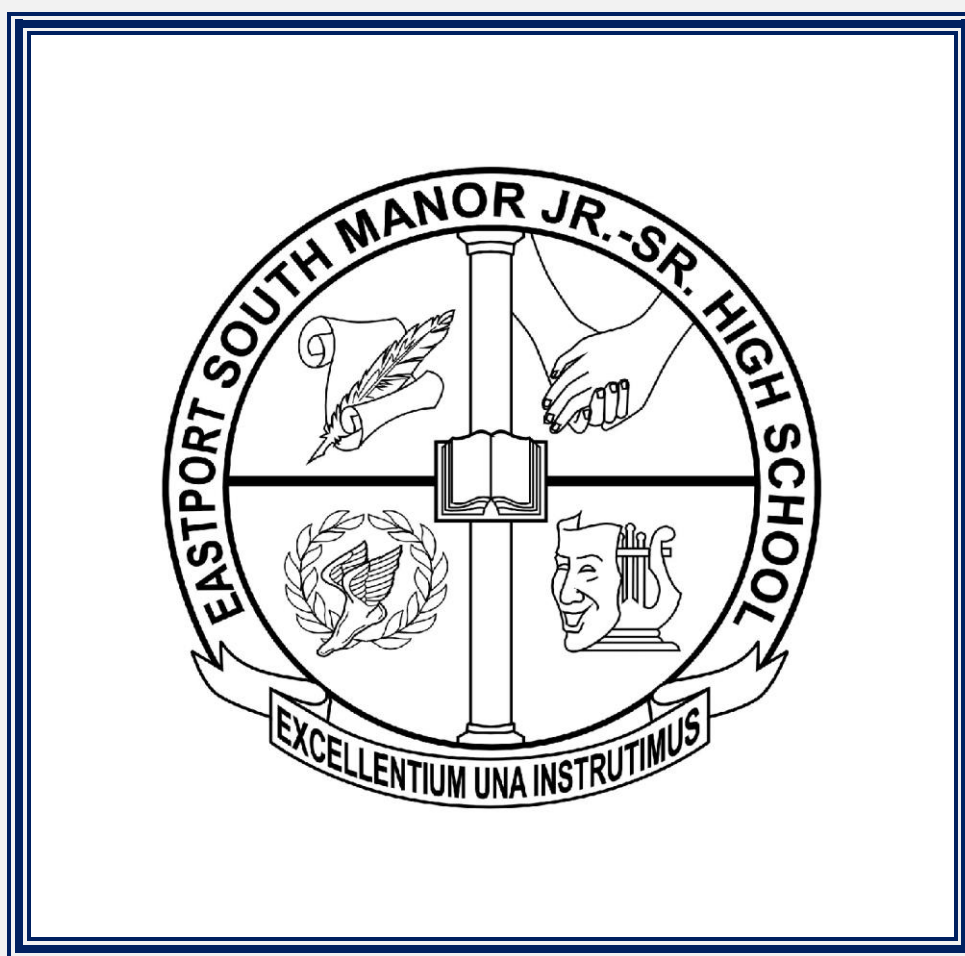


# EASTPORT - SOUTH MANOR JUNIOR - SENIOR HIGH SCHOOL



## COURSE CATALOG 2026-2027

# EASTPORT-SOUTH MANOR CENTRAL SCHOOL DISTRICT 2026 - 2027

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Dear Students,

A Course Catalog is your roadmap to the future. It provides you with a variety of courses that are offered at the Eastport-South Manor Junior-Senior High School that will help you prepare for college and career. The process of choosing courses is one of the most important steps you will participate in during your High School career. Students should discuss their plans with their parents, families, teachers, and counselors in order to make informed decisions based upon personal interests, abilities, school requirements for graduation, and most importantly, goals for the future.

As you review this Course Catalog, you will see that the Eastport-South Manor Junior-Senior High School provides a comprehensive and rigorous education for **all** of our students. As you begin to examine and decide the courses of study for the upcoming year, we encourage you to keep the following in mind:

- Develop an appropriate and challenging course load in order to help you prepare for the challenges of tomorrow.
- Thoroughly research the different options that are available to you.
- It is expected that next year, you will attend and complete all the courses you have chosen during the selection process.

At ESM, we strive to help each student reach his or her full potential. This includes establishing supports throughout our school that will graduate students of good character who are intellectually, physically and socially prepared for their future. The school counselors and faculty are ready to assist you with meeting these demands. Collaboration is a cornerstone for future success and is vital as you begin to formulate a schedule. Communication between students, parents, families, teachers and counselors will help each student plan a program that is tailored to his or her individual needs. We believe that a meaningful program will result in a rewarding educational experience for every student.

**This Course Catalog is compiled and printed prior to the finalization of the school budget. Therefore, we want to make sure that you and your parents understand that the courses are listed on a tentative basis. Enrollment drives our schedules and it should be noted that courses may not be offered next year if class enrollment is insufficient to meet budgetary guidelines. Also, our complex scheduling process may necessitate that certain courses be canceled or combined. However, in all instances, you will be able to take the courses that are required for graduation.**

Planning for your future is an exciting endeavor and we understand that the thoughts about your future may change. Therefore, it is important to plan with interests and goals in mind, and to commit to working hard to achieve those goals. The experience of setting goals and striving to achieve them will prepare you for whatever life may bring. Please contact your school counselors if you need assistance with any part of the process.

Sincerely,

A handwritten signature in dark ink, appearing to read "Sal Alaimo", with a stylized, flowing script.

Sal Alaimo  
Principal

## EASTPORT-SOUTH MANOR CENTRAL SCHOOL DISTRICT

### MISSION STATEMENT

The Eastport-South Manor Central School District will promote and sustain an educational system that is dedicated to academic excellence and the fulfillment of each individual student's potential.

Through an alliance of educators, parents, students, and community, the District will provide a supportive, safe, dynamic learning environment and will strive to graduate students of good character who are intellectually, physically, and socially developed, and who are as well prepared as possible for their futures.

## EASTPORT-SOUTH MANOR JUNIOR-SENIOR HIGH SCHOOL

### VISION STATEMENT

The Eastport-South Manor Junior-Senior High School strives to provide students with opportunities that will prepare them to become successful in a globally competitive environment. We focus on graduating students who are college and career ready while fostering principles of responsibility, service, respect, compassion, and international-mindedness within an academically challenging educational framework.

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## GRADUATION REQUIREMENTS

All students have access to the three basic diploma types. Meeting the requirements for the Regents Diploma and the Advanced Regents Diploma are standard across all student populations. Local Diploma requirements vary by subgroup; general education, students with disabilities, and English language learners.

### NYSED Department Approved Alternatives

#### **Credit Requirements**

This table shows the number of credits required for each subject. It's important to note in most subjects, students choose the courses they want to take to meet the minimum requirements.

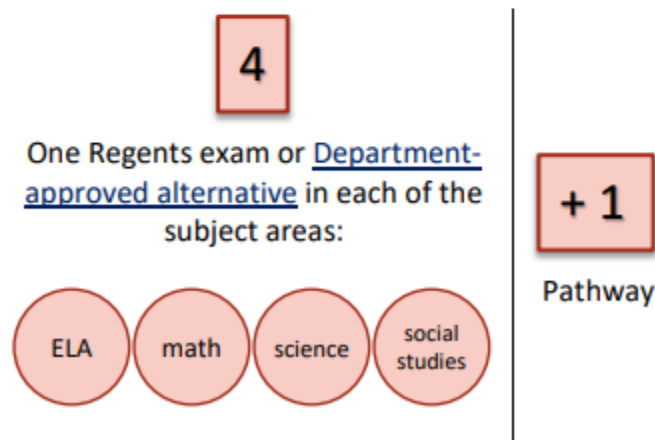
	Minimum number of credits
English	4
Social Studies	4
<i>Distributed as follows:</i>	
<i>Global History and Geography (2)</i>	
<i>U.S. History (1)</i>	
<i>Participation in Government (½)</i>	
<i>Economics (½)</i>	
Science	3
<i>Distributed as follows:</i>	
<i>Life Science (1)</i>	
<i>Physical Science (1)</i>	
<i>Life Science or Physical Science (1)</i>	
Mathematics	3
World Languages	1*
Visual Art, Music, Dance, and/or Theater	1
Physical Education	2
<i>(participation each semester)</i>	
Health	0.5
Electives	3.5
<b>Total</b>	<b>22</b>

\* Students with disabilities may be excused from the requirement for 1 unit of credit in World Languages if indicated on their IEP, but they must still earn 22 units of credit to graduate.

#### **Exam Requirements**

In addition to the 22 units of credit, students must also meet the NYS exam requirements to earn a diploma.

To meet the exam requirements, students must pass 4 exams + 1 pathway. All students must pass one exam (Regents exam or Department-approved alternative) in each of the four subject areas (English, mathematics, science, social studies) plus one pathway.



#### **Resources**

[General Education and Diploma Requirements](#)

[New York State Diploma Requirements](#)

[New York State Diploma/Credential Requirements](#)

Commissioner's Regulations (8 CRR-NY § 100.5,

[Diploma Requirements](#))

## Pathway Requirements

Multiple pathways allow students choice in the exams they pass to earn a diploma. To complete a pathway, students must:

<b>Arts Pathway</b>	Earn a passing score on a Department-approved pathway exam in the Arts to earn the Arts pathway
<b>CDOS (Career Development and Occupation Studies) Pathway</b>	Complete 216 hours of CTE coursework that includes a minimum of 54 hours of Work Based Learning and complete a career plan and an Employability profile, <u>or</u> pass a Department-approved CDOS pathway exam
<b>CTE (Career and Technical Education) Pathway</b>	Successfully complete a Department-approved CTE program, including 3-5 CTE courses and earn a passing score on the 3-part technical exam
<b>Humanities Pathway</b>	Earn a passing score on one additional Regents exam or Department-approved alternative in English or social studies
<b>World Languages Pathway</b>	Earn a passing score on a Department-approved pathway exam in a world language
<b>STEM (Science, Technology, Engineering, and Mathematics) Pathway</b>	Earn a passing score on one additional Regents exam or Department-approved alternative in mathematics or science

## Diploma Types

There are currently three types of high school diplomas: local, Regents, and Regents with Advanced Designation.

### Local

All diploma types require students to earn 22 units of credit as outlined in the credit table. Students who meet the credit requirements and use appeals, safety nets, or Superintendent Determination to meet the exam requirements typically earn a local diploma.

### Regents

Students who meet the credit requirements and earn passing scores on all required exams earn a Regents diploma. Students can appeal one Regents exam no more than 5 points below passing (60-64) and still earn a Regents diploma.

### Regents with Advanced Designation

Students who meet the credit requirements, earn passing scores on all required exams including 2 additional math and 1 additional science, and complete a sequence in LOTE, the Arts, or CTE, earn a Regents diploma with Advanced Designation.

**Mastery in Mathematics and/or Science:** 85+ on each of the three mathematics exams and 85+ on each of the three science exams. (Advanced Regents Diploma only)

**With Honors:** Required Regents Examinations with a computed average 90+ (Advanced Regents and Regents Diploma)

**4 + 1 Assessment Option:** Required 4 exams - ELA (1), Math (1), Science (1), Social Studies (1) + an additional Regents exam (math/science/social studies/CTE or CDOS Commencement Credential) (Regents and Local Diploma)

**Career Development & Occupational Studies Commencement Credential (CDOS):** Available to all students who complete a career plan, employability profile, demonstrated achievement of CDOS standards, 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences). This credential may be supplemental to a regular diploma *or* if the student is unable to meet diploma standards the credential may be awarded as the student's exiting credential.



# SEAL OF BILITERACY

The NYSSB recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society. Successful candidates will earn three points in English and three points in each world language from a points matrix, which includes course grades, national and state exams, transcripts, and culminating projects. The NYSSB takes the form of a Seal on the student's diploma and a medallion worn at graduation. The following criteria must be met in order to earn the Seal for graduation.

## ***Criteria to Earn the New York State Seal of Biliteracy (NYSSB)***

- A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma\*;  
 B. In addition to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
<b>1A.</b> Score 80 or higher on the NYS Regents Examination in English Language Arts** or English Language Learners (ELLs) score 75 or above on two Regents exams other than English**, without translation.	1	<b>2A.</b> Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, consistent with Checkpoint C standards.	1
<b>1B.</b> ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.	1	<b>2B.</b> Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
<b>1C.</b> Complete all 11th- and 12th-grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	<b>2C.</b> For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
<b>1D.</b> Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 50.)	1	<b>2D.</b> Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 51-53.)	1
<b>1E.</b> Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	<b>2E.</b> Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2



# SEAL OF CIVIC READINESS

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

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

In order to obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation. Students may also earn points by completing a middle school Capstone project or a high school Capstone project. The Seal of Civic Readiness takes the form of a Seal on a student's diploma and a medallion worn at graduation. The following criteria must be met in order to earn the Seal for graduation.

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

\*Students may receive these points more than once.

# COLLEGE CREDIT OPPORTUNITIES

## ADVANCED PLACEMENT COURSES

Eastport-South Manor Junior-Senior High School offers a number of Honors and Advanced Placement (AP) courses; prerequisites for a student to be enrolled in these courses includes academic performance in previous classes, teacher recommendations, counselor input, and most importantly, student interest. Students enrolled in Honors and AP courses study an enriched curriculum preparing them for higher education. Honors and AP courses are given the highest grade weighting; this could significantly affect the student's weighted grade point average. Our school offers AP courses in:

Art History	Environmental Science	Psychology
Biology	European History	Research
Business with Personal Finance	Human Geography	Seminar
Calculus (AB)	Language and Composition	Statistics
Calculus (BC)	Literature and Composition	Studio Art
Chemistry	Music Theory	U.S. History
Computer Science Principles	Physics 1	U.S. Government & Politics
Cyber Security	Precalculus	World History

At the end of each course, students are expected to take the AP Examination given by the College Board. The fee for most exams in 2025-2026 is \$99 (except AP Seminar and AP Research which is \$147 per exam). With an acceptable score, colleges may grant advanced placement in college courses and/or college credits. Any student who wishes to take an AP course must be aware of the following:

**If at any point after the first five weeks of the school year a student chooses to withdraw from the course, the following marks will appear on his/her final transcript: WP (withdrew passing) or WF (withdrew failing). Please be mindful about not overloading the amount of AP courses you take, as all are demanding courses.**

### **AP SCHOLAR AWARDS**

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP score report that is sent to colleges the following fall.

#### **AP Scholar**

Granted to students who receive scores of 3 or higher on three or more AP Exams

#### **AP Scholar with Honor**

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of three or higher on four or more of these exams.

#### **AP Scholar with Distinction**

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of three or higher on five or more of these exams.

# AP CAPSTONE DIPLOMA PROGRAM

AP Capstone is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

## **AP Capstone Diploma**

Students who earn scores of three or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma.

## **AP Seminar and Research Certificate**

Students who earn scores of three or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.

**The following are the course descriptions for AP Seminar and AP Research (\$147 per course exam fee in 2025-2026).**

### **\*AP SEMINAR**

**Grade 10 or 11 – 1 English Credit**

**Prerequisite: 85+ Pre-AP English 1**

AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments

### **\*AP RESEARCH**

**Grade 11 or 12 – 1 Credit**

**Prerequisite - AP Seminar and AP Seminar Exam**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (Accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Students who take the AP exam will earn the Advanced Placement designation on their transcript. Students who do not take the exam will have the course title only without Advanced Placement designation on their transcript. Students must receive a 3 or better on the Seminar and Research AP exams to receive the Capstone Designation. Students who earn AP scores of 3 or higher on four additional AP exams will earn a Capstone Diploma from College Board.

More information about the AP Capstone Diploma program can be found at:

<https://apcentral.collegeboard.org/courses/ap-capstone>

## DUAL – ENROLLMENT PROGRAM

Research demonstrates that students who engage in college level coursework while in high school are more likely to attend college and be successful while there. As a result Eastport-South Manor Jr./Sr. High School has established strong partnerships with our local institutions of higher learning including Suffolk County Community College (SCCC), St. John's University, Long Island University and the University of Delaware to offer college level courses to our students while in high school. Students who take Dual-Enrollment courses while at Eastport South Manor Jr./Sr. High School strengthen their preparedness for college and enhance their student portfolio when applying to college or a business. Earning college credits while in high school jump starts students' college careers, enhances their college admissions application, and minimizes time required to complete a college degree; affording more time for internships, dual majors, minors and/or study abroad. Enrollment in a Dual-Enrollment course generates an official college transcript for each student. The college credits earned can be applied towards a degree at the college or can be transferred to many other colleges and universities. The receiving college or university determines acceptance of credits for college-level courses. Courses offered through the Dual-Enrollment partnerships are offered at a reduced tuition rate with no additional college fees applied.

## SUFFOLK COUNTY COMMUNITY COLLEGE- EARLY COLLEGE PROGRAM

### (THESE COURSES ARE NOT REFLECTED ON ESM TRANSCRIPTS)

In addition to Dual-Enrollment, Eastport South Manor Jr./Sr. High School has partnered with SCCC for the Early College Program. The Suffolk County Community College Early College Program (ECP) is an opportunity for high school juniors and seniors to attend classes at SCC, on campus and to earn college credits while having an experience of college life. Students enroll in college classes; interact with college faculty, staff, and other students. ECP students can earn college-level transfer credits while continuing to complete high school. Students may earn up to seven credits in a variety of liberal arts and sciences courses related to a curriculum of interest or to satisfy core liberal arts college requirements. Advisement and program coordination are provided by campus ECP counselors, ensuring that students receive sufficient guidance and personal attention.

## COLLEGE CREDITS OFFERED

In September, registration information, cost and materials for the following courses will be distributed. The following courses offer college credit to qualifying juniors and seniors:

### LIU's High School Scholars Program:

- English: *College English 1 and 2 – Composition I & Composition2: Argument and Analysis* (6 credits)
- Social Studies: *CRJ11 – Introduction to Criminal Justice* (3 credits)
- Humanities: *English 7 and 8 - World Literature I and II* (6 credits)
- Stagecraft III (3 credits)
- Theatre III (3 credits)

Students must have an unweighted cumulative average of 80 or better in core academic areas of English Language Arts, Mathematics, Science, Social Studies and World Languages to be accepted by LIU.

### St. John's University

- Spanish 1010/1020 (3 Fall/3 Spring credits)
- Spanish 2030/2040 (3 Fall/3 Spring credits)
- French 1010/1020 (3 Fall/3 Spring credits)
- French 2030/2040 (3 Fall/3 Spring credits)

Students who wish to register for credit for the SJU Fall and/or Spring Semester must meet the following pre-requisites: Seniors must have an overall average of 80 or better in the five subjects (English, Mathematics, Science, and Social Studies) and a combined math and critical reading SAT score of 1080 (1080 on the PSAT) or minimum ACT score of 21 or minimum 85 average in the five core subjects without standardized test scores. \*Juniors must have a minimum 85 average in the five core subjects and a combined math and critical reading SAT score of 1080 (1080 on the PSAT) or minimum ACT score of 21, or a minimum 90 average in the five core subjects without standardized test scores.

### Suffolk Community College

- PreCalculus Honors MAT 126 (4 credits)
- Calculus Honors MAT 141 (4 credits)
- Senior Theatre Lab (3 credits)
- Stagecraft II (3 credits)

### University of Delaware

- Entrepreneurship (3 credits)

### Tuition

Students enrolled in college and AP courses will incur fee to either take a specific exam associated with the course or a fee for the course itself.

## WORK-BASED LEARNING PROGRAM

Earn high school credit for work experience!

This program integrates the classroom with real-world work experience by creating partnerships between local businesses and Eastport-South Manor students and staff. Students will be given the opportunity to gain hands-on experience at a participating business. Students learn about the work world and explore career opportunities, they strengthen their employability skills and connect with local businesses.

General Education Work Experience Program (GEWEP)	
150 hours of work experience	.5 credit
300 hours of work experience	1 credit
*Students enrolled in this program are required to attend a weekly Work-Based Learning class* This class will focus on preparing students to enter the work-force, resume building, interview skills, and support throughout their Work-Based Learning experience	

### **Eligibility Guidelines**

- Students must be in Grade 12
- Students must have Working Papers
- All applications are screened by the Work-Based Learning Coordinator and Building Principal. All students are then interviewed by the Work-Based Learning Coordinator and Principal before acceptance.
- Students must be in good academic standing, proper attendance, and no discipline record to be considered for this program.
- Students are responsible for their own transportation
- Placement is dependent on completion of application process, and availability of participating businesses

### **Work-Based Learning Coordinator**

Kelly Anderson  
(631)801-3277

[andersonk@esmonline.org](mailto:andersonk@esmonline.org)

## GRADE WEIGHTING

The grade weighting protocol recognizes that some academic programs are more rigorous and challenging than others; therefore, taking more rigorous courses results in greater rewards for the students. Grades are weighted as follows:

Final grades in AP classes are multiplied by a factor of 1.15

Final grades in Honors classes are multiplied by a factor of 1.10

Final grades in all other classes are multiplied by a factor of 1.0

It is our expectation that students enrolled in any of the AP courses take the scheduled AP exam in May. Failure of the student to take the exam will result in grade weighting being changed from AP weighting to Honors weighting as indicated above. Courses with an asterisk(\*) are weighted.

## VALEDICTORIAN / SALUTATORIAN HONORS

To validate who has earned the highest (Valedictorian) and second highest (Salutatorian) rank in a graduating class, students' grades from 8<sup>th</sup> (Algebra, Biology/Living Environment, LOTE) and 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades will be averaged with the grades earned during the first semester of the 12<sup>th</sup> grade. Such determination is final and no adjustments will take place thereafter. In order to be eligible for Valedictorian or Salutatorian, a graduating senior must have spent at least four semesters total at Eastport-South Manor Junior-Senior High School prior to the calculation. A grade conversion chart will be applied to grades of students who transfer from a school that uses an alternative grading method.

## OUTSIDE CREDIT

In order to receive credit for any courses taken outside the Eastport-South Manor School District (i.e. People to People, college courses, etc.), approval must be obtained by the Principal. You must submit a course curriculum prior to approval.

## HONOR ROLL

Students must be enrolled in at least six classes to be eligible for the Honor Roll. Students who have earned a GPA of 90 or better, with no grade below an 85, are eligible for the Principal's Honor Roll; those who have earned an 85 or better, with no grade below an 80 are eligible for the Honor Roll. Any grades of incomplete, NG, or WF prevent inclusion on the Honor Roll. Please note, students enrolled in a BOCES CTE program may be eligible for Honor Roll if enrolled in 3 ESM courses in addition to their BOCES schedule.

## HIGH SCHOOL PROMOTION REQUIREMENTS

**Sophomore Class (10<sup>th</sup> Grade) – 5 Credits**

**Junior Class (11<sup>th</sup> Grade) – 10 Credits**

**Senior Class (12<sup>th</sup> Grade) – 15 Credits**

Any student in grades 9-12 who was retained in a high school grade level due to lack of credits may be promoted to the next grade at the beginning of the third quarter. Students must meet the requirements listed above by successfully completing a half-year course(s) and .5 unit(s) of credit(s).

## WITHDRAWAL FROM CLASSES

It is expected that any student enrolling in a course will remain for its duration. However, there are circumstances that may result in a student dropping a course. If a course is dropped during the first two weeks (this includes second semester courses as well), no notation will appear on the student transcript.

Any changes that need to take place between weeks three and five will require a student to complete a drop/add form with the appropriate signatures/approvals. This form should be completed within two days and monitored by a student's guidance counselor. After week five of the semester, NO withdrawals from a course will be permitted unless there are extraordinary circumstances that require dropping the course; in this case a withdrawn passing (WP) or withdrawn failing (WF) will be noted on a student's final transcript as determined by the Principal.

## EARLY GRADUATION POLICY

(3 or 3.5 years)

A student may be permitted to graduate early if the following criteria are met:

1. The student has satisfied all course requirements by the date of the early graduation.
2. The student and the parent/guardian have sent letters to the High School Principal and guidance department in April of 10<sup>th</sup> grade so an appropriate schedule can be built for the student's last year.

Approval for early graduation will be based on a variety of factors, such as:

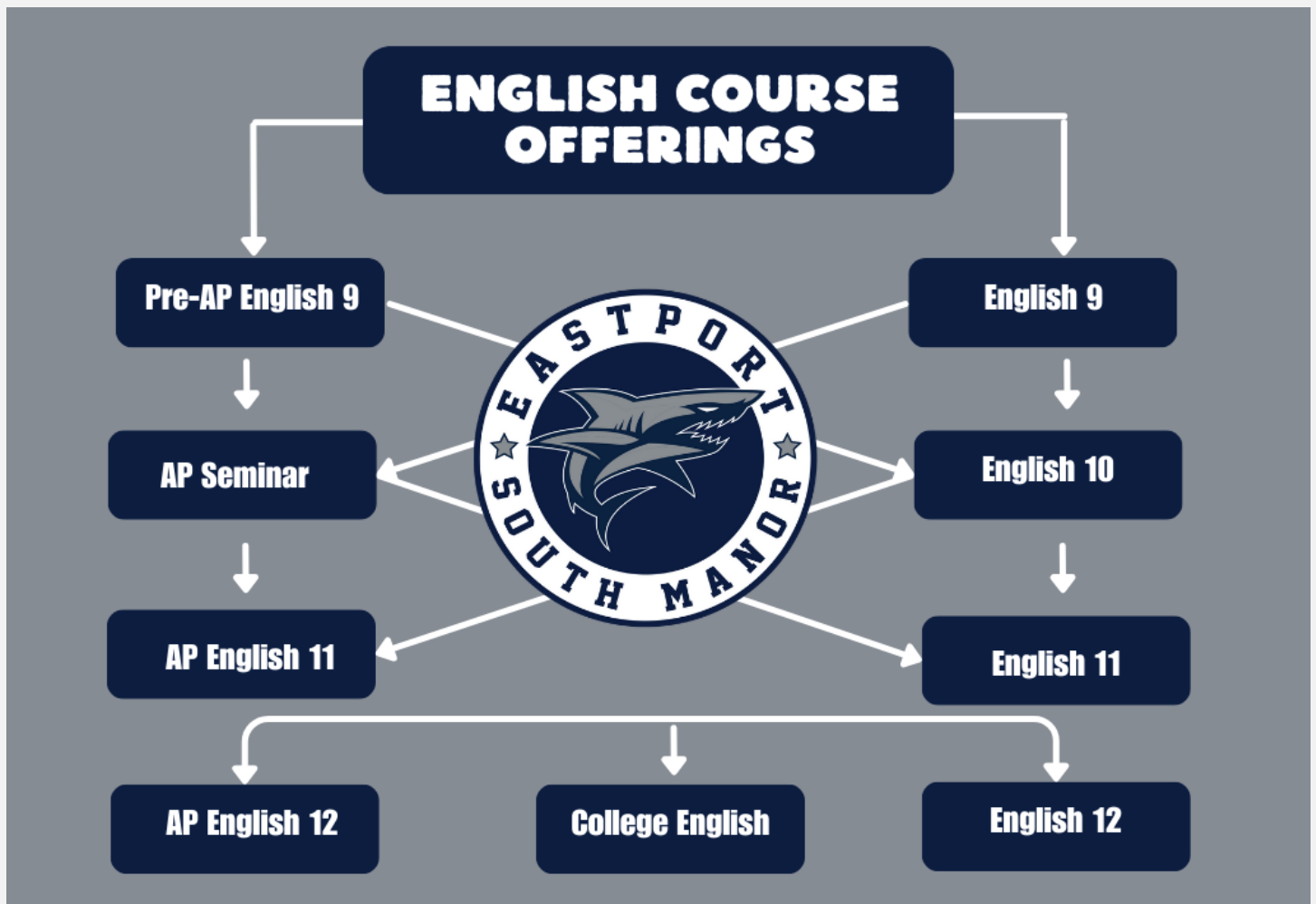
- a) Age and maturity
- b) Future plans
- c) Possible extenuating circumstances involving the student and/or family
- d) The student's current academic standing

\*Students who receive permission for early graduation at the end of the eleventh grade remain members of the junior class. These early graduates will not be included in the senior class ranking.

### PLEASE NOTE COURSES WITH THE FOLLOWING NOTATIONS:

**\*=College credit / cost incurred**





**English Electives**

- AP Research
- Sports & Literature
- Advertising 101
- Creative Writing
- Creating Digital Content
- Testing Success
- Humanities

## HIGH SCHOOL ENGLISH COURSES

### ENGLISH 9

#### **Grade 9 – 1 Credit**

This year-long course will further develop students' reading and writing skills through the study of literature using a genre approach. Students will study various genres of literature. Students will analyze literary texts, determine relationships between form and content, and go beyond an emotional reaction to an intellectual response. Students will develop the ability to read critically, and they will be encouraged to ask pertinent questions about their reading. Students will be expected to recognize assumptions and implications in their reading as well as evaluate ideas. The students' ability to identify and comprehend the elements of literature, both in and out of context, will be further developed. Vocabulary acquisition will be developed within the context of classroom reading assignments. Literature, chosen by the student, will be the anchor of the Independent Reading program. Composition work will stress effective analytical writing about literature. The English curriculum will continue to include more complex material in both literary and informational sources. Students will develop the skills necessary to deeply connect, comprehend and respond to this staircase of complex pieces.

### \*PRE-AP ENGLISH 1

#### **Grade 9 – 1 Credit**

Pre-AP English 1 focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future in high school and college coursework. Texts take center stage in the Pre-AP English 1 classroom, inspiring and preparing all students for close, critical reading and analytical writing. This course trains the reader to observe the small details in a text to arrive at a deeper understanding of the whole. It also trains the reader to appreciate authors' sometimes-subtle choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. As writers, students focus first on crafting complex sentences, building this foundational skill; they then move on to producing well-organized paragraphs and, as the year progresses, more sophisticated, longer-form analyses. Students will engage in academic conversations through in-depth small group and whole class discussions. Oral presentations allow students the opportunity to develop public speaking skills. Literature, chosen by the student, will be the anchor of the Independent Reading program.

### ENGLISH 10

#### **Grade 10 – 1 Credit**

This year-long course builds on students' abilities in reading, writing, listening, and speaking through the exploration of guiding ideas or themes in a variety of literary genres. Writing, grammar skills, and vocabulary are incorporated in the study of literature. Additionally, students will develop their research and documentation skills by engaging in the composition of a research paper. Particular attention will be given to the preparation and writing of scholarly papers. Students will learn where to look and what to look for in gathering support for an

idea. Students will participate in speeches, as well as activities and research projects that are designed to develop the poise, self-confidence, and ability to communicate effectively. Moreover, students will learn to give and receive constructive criticism, listen actively and respond critically to peers. Literature, chosen by the student, will be the anchor of the Independent Reading program. The English curriculum will continue to include more complex material in both literary and informational sources. Students will develop the skills necessary to deeply connect, comprehend and respond to this staircase of complex pieces.

### \*AP Seminar

#### **Grade 10 or 11 – 1 Credit**

#### **Prerequisite: 85+ Pre-AP English 1**

AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments

### ENGLISH 11

#### **Grade 11 – 1 Credit**

This course will afford students the opportunity to explore, through a thematic approach, the ideas of a wide variety of authors. Students will study both major and minor American authors to recognize and comprehend the diversity inherent in our society. Students will continue to build and develop their skills as analytical readers and writers and as listeners and speakers. They will learn how to intelligently discuss and appreciate the differences in writers' styles and techniques. A strong focus will be placed on essay writing about literature, although students will be given the opportunity to engage in creative writing as well. The study of language in use – grammar, mechanics, sentence structure, and usage – will be incorporated in an effort to prepare students for the NYS Regents and the SAT. Literature chosen by the students will be the anchor of the independent reading program. The English curriculum utilizes complex material in both literary and informational sources. Students will develop the skills necessary to deeply connect, comprehend, and respond to this staircase of complex pieces.

## **\*AP LANGUAGE AND COMPOSITION**

### **Grades 11-12 – 1 Credit**

**Prerequisite:** 85+ AP Seminar or 85+ English 10 R

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. This course emphasizes the various rhetorical strategies of formal essay writing, analysis of a variety of genres (essays, poems, novels, short stories), historical periods (from Shakespeare to the present day), and the acquisition of those English language skills requisite of all college bound scholars. All students in the AP course take the AP Examination in May and 11<sup>th</sup> graders take the English Regents in January.

## **\*LIU COLLEGE ENGLISH Honors**

### **Grade 12 – 1 Credit**

**Prerequisite** 85+ AP English Language or 85+ English 11 R

### **LIU ENG1 – WRITING: COMPOSITION AND ANALYSIS - (ESM QUARTER 1&2) = 3 CREDITS**

This course is the first of an integrated two-semester course in basic writing skills. Students will review English grammar, develop their vocabulary, and have regular writing assignments designed to improve their skills in sentence and paragraph structure.

### **LIU ENG2 – WRITING II: RESEARCH AND ARGUMENTATION – (ESM QUARTER 3&4) = 3 CREDITS FROM LIU**

This course is the second of an integrated two-semester course in basic writing skills. Students will concentrate on the thesis statement, use of supporting evidence, and logical development of ideas. Students will be given frequent and regular writing assignments designed to introduce them to the writing of formal essays. Students will be required to prepare a portfolio of their essays, accompanied by a written test to be completed in class the last week of the semester.

*College English is offered in conjunction with Long Island University's High School Scholars Program. Writing assignments are designed to introduce students to the rhetorical strategies of formal college essay writing, research and correct citing of evidence. Assignments will be integrated with reading that models argumentation strategies and connect them to issues within contemporary culture. \*Summer writing assignment of 3-5 drafts of college application essay required.*

## **\*AP LITERATURE AND COMPOSITION**

### **Grade 12 – 1 Credit**

**Prerequisite** 85+ AP English Language or 85+ English 11 R

This is a course for the serious scholar who is committed to improving his or her skills in the field of literary analysis and interpretation. The syllabus ranges from modern novels to 16<sup>th</sup> century sonnets, and students are expected to respond with various forms of sophisticated and insightful writing. Emphasis is placed on developing the analytical and writing tools necessary for survival in college literature courses. Students take the AP Examination in May.

## **ENGLISH 12**

### **Grade 12 – 1 Credit**

The 12<sup>th</sup> grade curriculum will focus on the skills necessary to ensure student readiness for college and career. The course emphasizes the skills set by the Next Generation ELA Standards and includes reading and writing essays, analyzing literary and informational texts, writing the college application essay using MLA citation, and reading comprehension skills.

## **SPORTS AND LITERATURE**

### **Grades 10-12 – ½ Credit**

*"Perfection is not attainable, but if we chase perfection we can catch excellence."* Vince Lombardi

Whether you play sports or watch them, you know the thrill of victory and the agony of defeat. Learn why sports are so important and answer the questions athletes ask themselves. Students will have the opportunity to reflect on personal experiences in athletics, utilize a variety of forms of communication and make connections to life outside of sports. Students will learn the craft of sports writing and develop solid communication skills to interact with their readers/peers.

## **ADVERTISING 101**

### **Grades 9-12 – ½ Credit**

Have you ever thought about the commercials you watch on TV? Why do advertisers advertise sugary cereals during Saturday morning cartoons? Why pay \$4 million for a 30-second ad spot during the Super Bowl? How much are you influenced by advertising, the media and 24-hour news channels? In this new digital age of cell phones, text messaging, emails, blogs and virtual classrooms, how will you adapt and learn to communicate effectively? This class will explore the history of advertising, along with answering these questions as students think critically and analytically about the ever-changing world around them. Assessments will include PBLs, creating a PSA, analyzing advertisements, and looking at advertising not just on television, but in print media outlets as well.

## **CREATIVE WRITING**

### **Grades 9-12 – 1 Credit**

Every picture tells a story. If you have enjoyed casually taking photos *and* like writing creatively, then this is your elective. Maybe you write poetry, keep a journal or script dramas in your head. Writing creative fiction and creative nonfiction: you'll explore the limitless possibilities of storytelling, poetry, and personal narrative. Through daily writing, photography-inspired exercises, and analysis of flash fiction, film and art---you'll explore diverse genres and develop your unique voice. Partnering with Canon Future Authors, you'll write, edit, and publish your selected written work and photographs in a professionally bound book. Gain fluency and confidence in writing, join peer editing groups, and celebrate your journey at a book release event. Upon completion, you'll have a polished writing portfolio—and your own published work to share with the world. Whether you're a seasoned writer or just curious to try something new, this course welcomes all levels.

### **\*LIU HUMANITIES Honors**

#### **Grades 11-12 – 1 Credit**

##### **CONTINENTAL EUROPEAN LITERATURE I & II - LIU ENG 7 AND ENG 8**

This course focuses on the cultural history and artistic development of various societies, including, but not limited to, our own. The curriculum will focus on modern (the 1960's for instance) and historical periods (the Renaissance or the Greek Mythological Age).

##### **CREATING DIGITAL CONTENT**

#### **Grades 10-12 – ½ Credit**

**Ready to become a digital storyteller?** This course is your launchpad for creating captivating content that will grab attention and make an impact. Dive into the exciting world of online publishing and master the art of writing, design, and editing. You'll explore different writing styles, from news articles and personal essays to in-depth features and show-stopping photo essays. Learn the secrets of eye-catching layouts and conquer the digital publishing process from start to finish. Plus, get the inside scoop on AP style, career options, and how publishing has evolved in the digital age. **Get ready to see your work come to life in the school newspaper and yearbook!**

##### **TESTING SUCCESS (SAT/ACT PREP)**

#### **Grades 10-12– ½ Credit**

This interactive semester-long course empowers students with the problem-solving and critical thinking skills necessary to excel on standardized tests like the SAT and ACT. With alternating Math and English teachers on A and B days, students dive deep into essential topics through hands-on activities and real-world applications. They'll master core math concepts, analyze complex texts, and develop effective writing strategies, building confidence for exams and beyond.

### **\*AP RESEARCH**

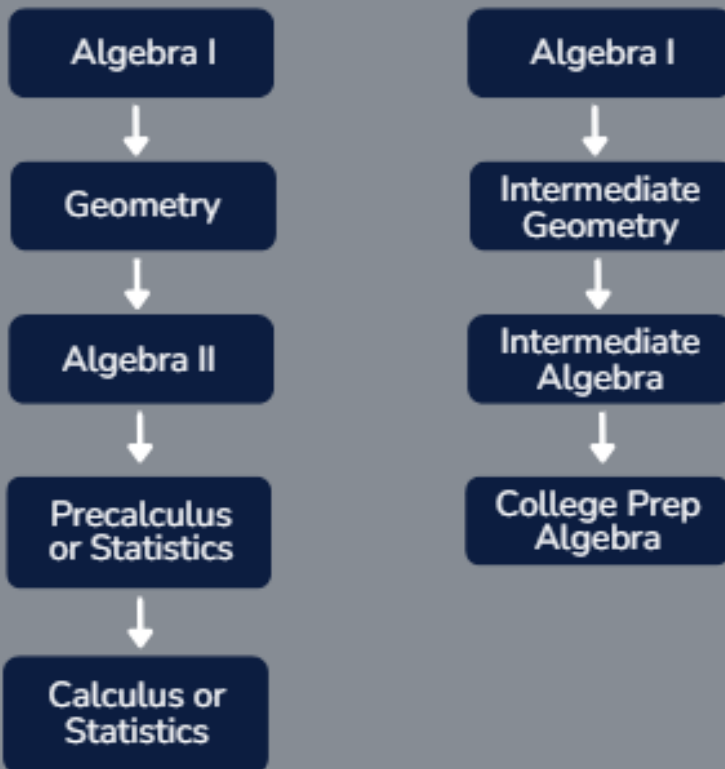
#### **Grade 11 or 12 - 1 Credit**

##### **Prerequisite - AP Seminar and AP Seminar Exam**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (Accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Students who take the AP exam will earn the Advanced Placement designation on their transcript. Students who do not take the exam will have the course title only without Advanced Placement designation on their transcript. Students must receive a 3 or better on the Seminar and Research AP exams to receive the Capstone Designation. Students who earn AP scores of 3 or higher on four additional AP exams will earn a Capstone Diploma from College Board.



## MATH COURSE OFFERINGS



### Math Electives

Statistics  
AP Statistics  
SCCC PreCalculus  
AP PreCalculus (seniors only)  
SCCC Calculus  
AP Calculus AB  
AP Calculus BC  
Testing Success

## HIGH SCHOOL MATH COURSES

### ALGEBRA

#### **Grade 9 – 1 Credit**

This course follows the N.Y.S. Next Generation Learning Standards for Algebra and builds the mathematical foundation of Algebraic Functions. It is this foundation that will provide students with the knowledge and skills necessary to take future math regents courses and college-level courses such as Calculus. Course topics include properties of rational and irrational numbers, arithmetic operations of polynomials, solving equations, inequalities, algebraic systems, linear/quadratic/exponential functions, statistics, and probability. The course culminates with the Regents Examination taken in June.

### ALGEBRA w/LAB

#### **Grade 9 – 1 Credit**

This course follows the N.Y.S. Next Generation Learning Standards for Algebra and builds the mathematical foundation of Algebraic Functions. It is this foundation that will provide students with the knowledge and skills necessary to take future math regents courses and college-level courses such as Calculus. Course topics include properties of rational and irrational numbers, arithmetic operations of polynomials, solving equations, inequalities, algebraic systems, linear/quadratic/exponential functions, statistics, and probability. The course culminates with the Regents Examination taken in June. This course meets for an additional period every other day.

### GEOMETRY

#### **Grade 9-10 – 1 Credit**

##### **Prerequisite: Algebra**

This course follows the N.Y.S. Geometry curriculum that includes: (1) Experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, make geometric constructions; (2) understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, apply trigonometry to general triangles, (3) understand and apply theorems about circles and find arc lengths and areas of sectors of circles; (4) Translate between the geometric description and the equation for a conic section and use coordinates to prove simple geometric theorems algebraically; (5) explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects; (6) apply geometric concepts in modeling situations.

### GEOMETRY w/LAB

#### **Grade 9-10 – 1 Credit**

##### **Prerequisite: Algebra**

This course follows the N.Y.S. Geometry curriculum that includes: (1) Experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, make geometric constructions; (2) understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric

ratios and solve problems involving right triangles, apply trigonometry to general triangles, (3) understand and apply theorems about circles and find arc lengths and areas of sectors of circles; (4) Translate between the geometric description and the equation for a conic section and use coordinates to prove simple geometric theorems algebraically; (5) explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects; (6) apply geometric concepts in modeling situations. This course meets for an additional period every other day.

### INTERMEDIATE GEOMETRY

#### **Grade 9-10 – 1 Credit**

##### **Prerequisite: Algebra**

This course reinforces foundational Geometry topics learned in prior years and builds on basic algebraic functions and operations. With this, the course integrates new content through real-world applications. Topics include perimeter; angle relationships; constructions; special triangles; area and volume; rigid motions; transformations; polygons; circle properties; and coordinate geometry. Upon completion of this course, students may continue to Geometry Regents.

### ALGEBRA II

#### **Grade 10-11 – 1 Credit**

##### **Prerequisite: Geometry**

This is the third course required for an advanced Regents diploma. Students will study (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions; (4) inferences and conclusions from data. Mathematical practices addressed in this course are (1) make sense of problems and persevere in solving them; (2) reason abstractly and quantitatively; (3) construct viable arguments and critique the reasoning of others; (4) model with mathematics; (5) use appropriate tools strategically; (6) attend to precision; (7) look for and make use of structure; and (8) look for and express regularity in repeated reasoning.

### ALGEBRA II w/LAB

#### **Grade 10-11 – 1 Credit**

##### **Prerequisite: Geometry**

This is the third course required for an advanced Regents diploma. Students will study (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions; (4) inferences and conclusions from data. Mathematical practices addressed in this course are (1) make sense of problems and persevere in solving them; (2) reason abstractly and quantitatively; (3) construct viable arguments and critique the reasoning of others; (4) model with mathematics; (5) use appropriate tools strategically; (6) attend to precision; (7) look for and make use of structure; and (8) look for and express regularity in repeated reasoning. This course meets for an additional period every other day.



## **INTERMEDIATE ALGEBRA**

### **Grade 10 or 11 – 1 Credit**

#### **Prerequisite: Algebra & Intermediate Geometry**

This course is designed to strengthen the foundational skills learned Algebra I and Geometry that will prepare students for a college entry level Mathematics requirement as well as assist in learning career based mathematics. The course reviews core concepts from prior years and integrates new content through real-world applications. Upon completion of this course, students may continue to Algebra II, Statistics, or Financial Algebra.

## **COLLEGE PREP ALGEBRA**

### **Grades 12 – 1 Credit**

#### **Grades 11 – 1 Credit \* With principal or director approval**

#### **Prerequisite: Algebra**

This course will solidify and expand upon core algebraic concepts to ensure students are fully prepared for the rigor of college-level mathematics. Through collaborative problem-solving and project-based learning, students will strengthen their critical thinking and analytical skills, building the essential foundation required for success in future math courses.

This course is designed to solidify and expand upon core algebra concepts to ensure you are fully prepared for the rigor of entry-level college math courses or placement exams.

## **STATISTICS**

### **Grades 10-12 – 1 Credit**

#### **Prerequisite: Algebra**

#### **Co-Requisite: Enrolled in/successful completion of Geometry**

An introductory course that will explore the field of statistics. Students will learn the concepts that serve as the foundation for the study of probability and statistics. Students will see how fields outside of mathematics use statistics to analyze and interpret data to make informed decisions. With the assistance of technology, they will apply the concepts in a myriad of ways to critically analyze and synthesize information.

### **\*SCC PRECALCULUS Honors**

#### **MAT 126**

### **Grades 11-12 – 1 Credit**

#### **Prerequisite: Algebra II**

This course will consider topics from Advanced Algebra, Analytic Geometry, Trigonometry, and Introductory Calculus. This course is designed for students with strong mathematical background planning to enter a calculus sequence. Topics include piecewise functions, nth degree polynomial equations, rational functions, exponential functions, logarithmic functions, trigonometric functions, limits and continuity. If time, the foundations of the derivative and the Riemann Sum and their interpretations are established at the end of the course.

### **\*AP STATISTICS**

### **Grades 10-12 – 1 Credit**

#### **Prerequisite: Algebra II**

The purpose of this course 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: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

## **TESTING SUCCESS (SAT/ACT PREP)**

### **Grades 10-12– ½ Credit**

This interactive semester-long course empowers students with the problem-solving and critical thinking skills necessary to excel on standardized tests like the SAT and ACT. With alternating Math and English teachers on A and B days, students dive deep into essential topics through hands-on activities and real-world applications. They'll master core math concepts, analyze complex texts, and develop effective writing strategies, building confidence for exams and beyond.

### **\*AP PRECALCULUS**

### **Grade 12 – 1 Credit**

#### **Prerequisite: Algebra II**

This Advanced Placement course dives deep into concepts like polynomial and exponential functions, logarithms, and trigonometry. You'll learn how these advanced mathematical ideas can be applied beyond the classroom to model and understand the world around you.

### **\*SCC CALCULUS**

#### **MAT 141**

### **Grade 12 – 1 Credit**

#### **Prerequisite: 80+ Precalculus Honors**

The first half of this course covers the derivatives of algebraic trigonometric functions with applications to rates, maximization, graphing, integration and the fundamental theorem. The second half of this course covers the applications of the definite integral, the calculus of trigonometric, logarithmic, and exponential functions, methods of integration, improper integrals and infinite series. Students receive 4 college credits in mathematics.

### **\*AP CALCULUS AB**

### **Grade 12 – 1 Credit**

#### **Prerequisite: 85+ Precalculus Honors**

AP Calculus is designed for self-motivated, high-achieving students. This rigorous study of college mathematics will include the limit process, differential calculus, and introductory integral calculus. Some preparatory work will be recommended for completion during the summer prior to the start of the course. Students in this course must have a graphing calculator. Students take the AP Examination in May.

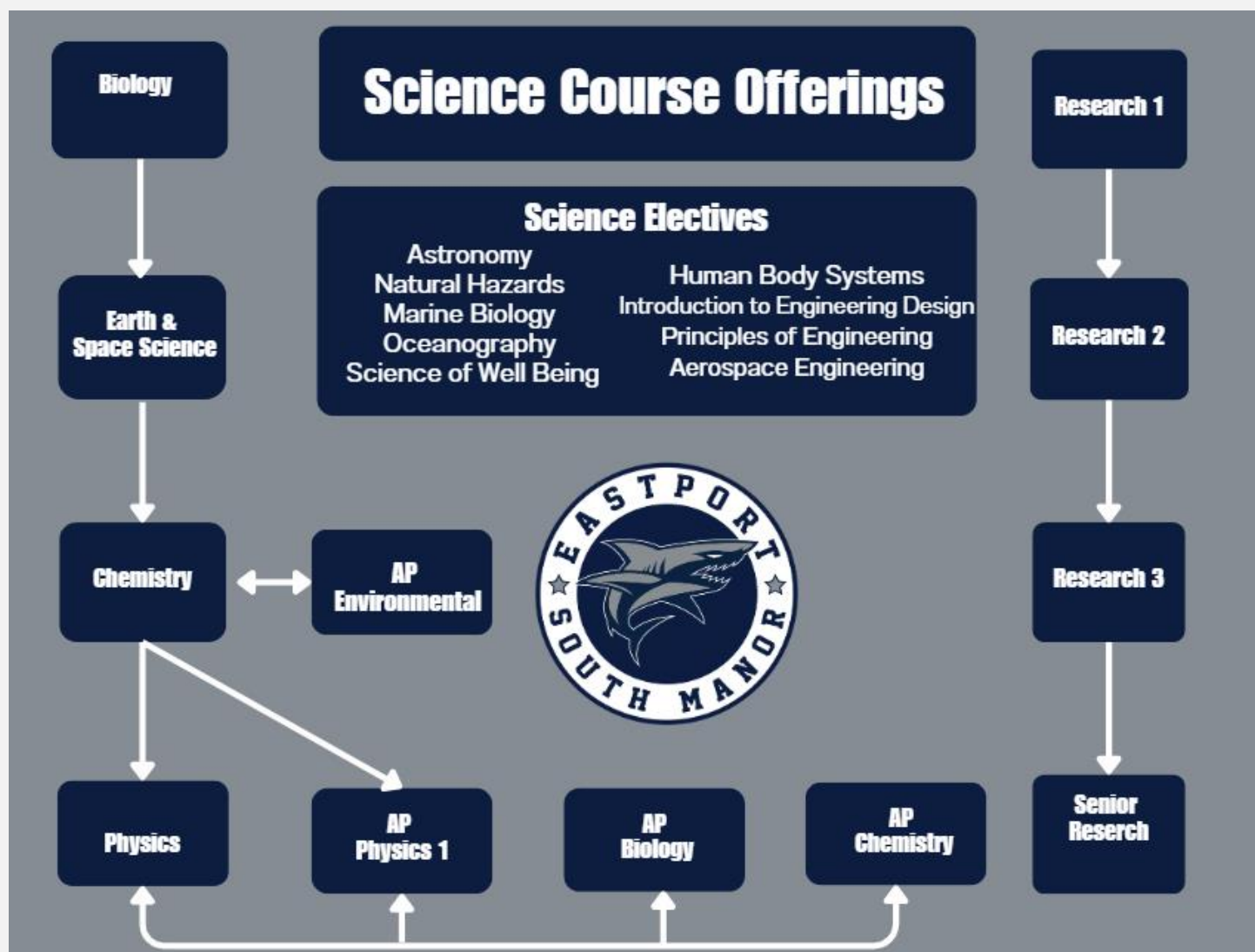
### **\*AP CALCULUS BC**

### **Grade 12 – 1 Credit**

#### **Prerequisite: 85+ Precalculus Honors**

This course consists of a full academic year of work in calculus. In addition to the topics covered in Calculus AB, the BC course includes topics such as infinite series, logistic growth, vector functions, L'Hospital Rule, polar coordinates, improper integrals, partial fractions and arc length. Additional functions on the TI 84 calculator will be taught and used. The AP exam will have both a BC score and an AB sub score.





## HIGH SCHOOL SCIENCE COURSES

### EARTH AND SPACE SCIENCES

#### **Grade 9-12 – 1 Credit**

This course is based upon the New York State Science Learning Standards. Earth & Space Science is a branch of science that incorporates knowledge of our planet, and its position in space. Students will explore Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, plate tectonics, volcanic eruptions, geology, Earth's environment, sustainability, and energy resources. Throughout the course, students will engage in hands-on laboratory activities and investigations to help them develop scientific inquiry and data analysis skills. Successful completion of the course will include 1,200 minutes of completed laboratory activities including three required state laboratories and will end with a Regents Exam.

### LIFE SCIENCE: BIOLOGY

#### **Grade 9-12 – 1 Credit**

This course is based upon the New York State Science Learning Standards. Students will investigate the living world through lab experiences, exploration, and inquiry. The interactions of the cells, organs, and organ systems of humans will be studied, as well as the impact of humans on the surrounding environment. Students will need to complete a minimum of 1200 laboratory minutes and three required state labs in order to be eligible to take the Regents Exam. This class meets daily with a laboratory period on alternating days.

### MARINE BIOLOGY

#### **Grade 9-12 – .5 Credit**

This course will emphasize the study of the living parts of our local marine environment. Topics will include the classification, identification, and anatomy of marine organisms. Students will learn about a variety of local and tropical marine habitats, unique adaptations that help marine life survive, and will maintain classroom fish tanks throughout the course.

### NATURAL HAZARDS

#### **Grade 9-12 – ½ Credit**

This course will introduce students to key concepts of natural hazards, including risk, risk perception, vulnerability and mitigation. The course will examine how people become vulnerable to a range of natural hazards, including how they are affected by such events, how they contribute to them, how they cope or mitigate the effects of these naturally occurring phenomena, and what they do when existing adjustment measures or interventions fail. Contents of the course will be explored through, current events, video clips, and in-class exercises and discussions.

### ASTRONOMY

#### **Grade 9-12 – ½ Credit**

This course will offer students the opportunity to explore our incredible universe. It begins with the ancient origins of the oldest recorded science and continues all the way to modern day developments and the future of Astronomy. The course will take a top-down view of the subject from the big bang and the origins of the universe to galaxies, stars, our solar system, and the changing climate of our planet Earth. Throughout the course students will learn about constellations and how to read the night sky.

### CHEMISTRY

#### **Grade 10-12 – 1 Credit**

##### **Prerequisites: Biology, Earth Science and Algebra I**

This NYSSLS-aligned Chemistry course provides an in-depth exploration of the principles governing matter and its interactions. Students will investigate atomic structure, chemical bonding, reactions, stoichiometry, acids/bases, the periodic table, and the behavior of gasses and solutions. Emphasis is placed on hands-on, inquiry-based learning through laboratory experiments, data analysis, and real-world applications. Students will need to complete a minimum of 1200 laboratory minutes and three required state labs in order to be eligible for the Regents Exam. This class meets daily with a laboratory period on alternating days.

### PHYSICS

#### **Grades 11-12 – 1 Credit**

##### **Prerequisite: Regents Chemistry and Geometry**

NYSSLS Physics offers a dynamic introduction to the fundamental principles of physics, aligned with the New York State Science Learning Standards (NYSSLS) and emphasizing hands-on, inquiry-based learning. Key topics include kinematics, dynamics, energy, wave behavior, electricity, magnetism, and modern physics concepts. Students will engage in laboratory investigations, collaborative projects, and real-world problem-solving, building skills in data collection, analysis, and critical thinking. Students will need to complete a minimum of 1200 laboratory minutes and three required state labs in order to be eligible for the Regents Exam. This class meets daily with a laboratory period on alternating days.

### \*AP PHYSICS 1

#### **Grade 11-12 – 1 Credit**

##### **Prerequisite: Chemistry and Algebra II (concurrent)**

AP Physics 1 is an algebra-based, introductory college-level physics course designed to help students build a foundational understanding of physics through model development and inquiry-based investigations. Students explore and solve problems in key areas such as kinematics, forces and translational dynamics, work, energy and power, linear momentum, torque and rotational dynamics, energy and momentum of rotating systems, oscillations, and fluids. Through hands-on experiments and problem-solving activities, students strengthen their ability to analyze data, reason scientifically, and design experiments. The course prepares students for the AP exam, which includes multiple-choice and

free-response questions that test both theoretical understanding and practical application.

#### **\*AP CHEMISTRY-PHYSICAL SETTING**

**Grade 11-12 – 1 Credit**

**Prerequisite:** Physics, Chemistry, Algebra, and Geometry.

**Recommended:** Algebra II, 80+ on Chemistry Regents exam

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Extensive problem solving, reaction equilibrium, gas laws, reaction analysis, and laboratory exercises that are included in the AP Guidelines will be covered. This class meets daily with a laboratory period on alternating days. Students take the AP Examination in May. Students should have successfully completed a general high school chemistry course and Algebra II.

#### **\*AP ENVIRONMENTAL SCIENCE**

**Grades 10-12 – 1 Credit**

**Prerequisite:** Algebra, Biology, Earth and Space Science

**Co-Requirement:** Chemistry

AP Environmental Science covers the curriculum as described by the College Board and students may earn college credit with the appropriate exam score. The class meets daily with a lab period that includes field work on A or B days. Major topics include experimental design, ecology, biodiversity, population, earth systems, land and water use, energy, pollution, and global change. principles, population, Earth processes, resource management, energy, pollution, and global change. Students take the AP Environmental Exam in May.

#### **\*AP BIOLOGY**

**Grades 11-12 – 1 Credit**

**Prerequisite:** Biology, Chemistry, Algebra and Geometry

AP Biology is the equivalent of a two-semester college introductory biology course for biology majors. Students cultivate their understanding of biology exploring topics including evolution, energetics, information storage and transfer, and system interactions. Successful AP Biology students must complete both Biology and Chemistry with grades of 85 or better and possess strong skills in reading and critical analysis to fully benefit from this course. This class meets daily with a laboratory period on alternating days. Students take the AP Examination in May.

#### **OCEANOGRAPHY**

**Grades 9-12 – ½ Credit**

Oceanography is the study of the physical, chemical, and human interactions in our oceans. Topics of study include origins of the oceans, major ocean currents, wave dynamics, water chemistry, boating safety, waves, tides, and the coast. There will be many “hands-on” activities as well as research. Students will receive a free NYS Boating Safety

Certificate (under 18 years old) upon successful completion of this unit and passing a NYS State Parks department test.

#### **\*HUMAN BODY SYSTEMS**

**Grades 11-12 – 1 Credit**

**Prerequisite:** Chemistry

*College Credit Opportunity: College credit available through Rochester Institute of Technology (RIT)*

In this hands-on course, students step into the roles of biomedical professionals to examine the interactions of human body systems. This course explores anatomy and physiology, clinical medicine, and laboratory research through real-world cases. Students solve medical mysteries and tackle challenges faced by professionals in the field, utilizing the same tools and equipment found in hospitals and research labs.

The curriculum integrates BioDigital™ 3D interactive models and simulations to visualize complex physiological processes. Beyond scientific knowledge, students develop essential skills in technical documentation, ethical reasoning, and clinical empathy.

#### **\*RESEARCH 1 HONORS (SCIENCE & SOCIAL SCIENCE)**

**Grade 9-10 – ½ Credit**

**Prerequisite:** Biology & Algebra

This first-year course in the science and social science research sequence is designed for 9th and 10th-grade students with a strong aptitude in these disciplines and a dedicated work ethic. The course has two primary goals: introducing students to the high school research program in science and social sciences, and equipping them with essential research and presentation skills critical for academic success. Students will learn to evaluate website validity, navigate electronic databases, build bibliographies, compose research papers, deliver oral presentations, and utilize spreadsheet programs. The curriculum emphasizes creativity, research skills, data acquisition, analysis, and effective presentation techniques. This course meets one period on an alternating A/B schedule and serves as the foundation of the research program pathway.

#### **\*RESEARCH 2 HONORS (SCIENCE)**

**Grades 10-11 – ½ Credit**

**Prerequisite:** Research 1

This course is for students who have taken Science Research 1 and are prepared to begin work on a research project through the Brookhaven National Laboratory (BNL) SPARK Program or an independent project. Students will have the opportunity to select a research group for science research (Crystallography or Spectroscopy), or develop a social science project. They will develop a research plan, and complete a literature search for their project. Students will collect data at the National Synchrotron Light Source II at BNL, and must complete required training to access the BNL facilities. All SPARK students will present their research at the Annual NSLS-II Users meeting at BNL. This course meets one period on an alternating A/B schedule.

### **\*RESEARCH 3 HONORS (SCIENCE)**

**Grades 11-12 – ½ Credit**

**Prerequisite:** Research 2

Students will continue their project work from the Research 2 course through their respective BNL SPARK collaboration, individual project or social science project. Students will analyze and interpret data collected, and develop formal posters and research papers for presentation in regional science competitions during the Spring Semester. All SPARK students will present their research at the Annual NSLS-II Users meeting at BNL. This course meets one period on an alternating A/B schedule.

### **\*SENIOR RESEARCH HONORS**

**Grade 12 — ½ Credit – Fall Semester**

**Prerequisite:** Research 3

Students will complete their research projects, then write their research papers and prepare presentation materials. They will enter the senior level contests appropriate to their area of study.

### **THE SCIENCE OF WELL-BEING**

**Grades 9-12 – ½ Credit**

In this class students will engage in evidence-based practices to help boost mood and positivity within their lives. Group discussions and team building activities are used to promote a sense of community and trust within the class. In this class students practice weekly meditations to gain an understanding of the importance of practicing mindfulness and how it can help brain function over time. By studying brain mapping with EEG results of brain waves, students will discover how the brain functions in various situations, i.e. problem solving, stress, drugs, mindfulness. The class will cover topics such as neuroplasticity, intrinsic vs. extrinsic motivators, sleep patterns, anxiety, gratitude & the five tenets of Social-Emotional Learning. Throughout the course, the class will work on various meditation techniques as well as memory, studying and test taking strategies.

### **\*INTRODUCTION TO ENGINEERING DESIGN (PLTW)**

**Grades 9-12 – 1 Credit**

*College Credit Opportunity: College credit available through Rochester Institute of Technology (RIT)*

Engineering as a field that involves understanding, defining, and solving societal problems using a mix of technical and professional skills, interdisciplinary work, social consciousness, creativity, and a multicultural understanding. This course digs deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Students work both individually and in teams to design solutions to a variety of problems using 3-D modeling software. Students will design a new toy or improve an existing product. This course is the beginning of a Project Lead the Way pathway in engineering.

### **\*PRINCIPLES OF ENGINEERING (PLTW)**

**Grade 10-12 1 credit**

**Prerequisite:** PLTW Introduction to Engineering Design or Physics

*College Credit Opportunity: College credit available through Rochester Institute of Technology (RIT)*

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Emphasizing the engineering design process, students tackle real-world problems, integrating mathematics and science to devise innovative solutions.

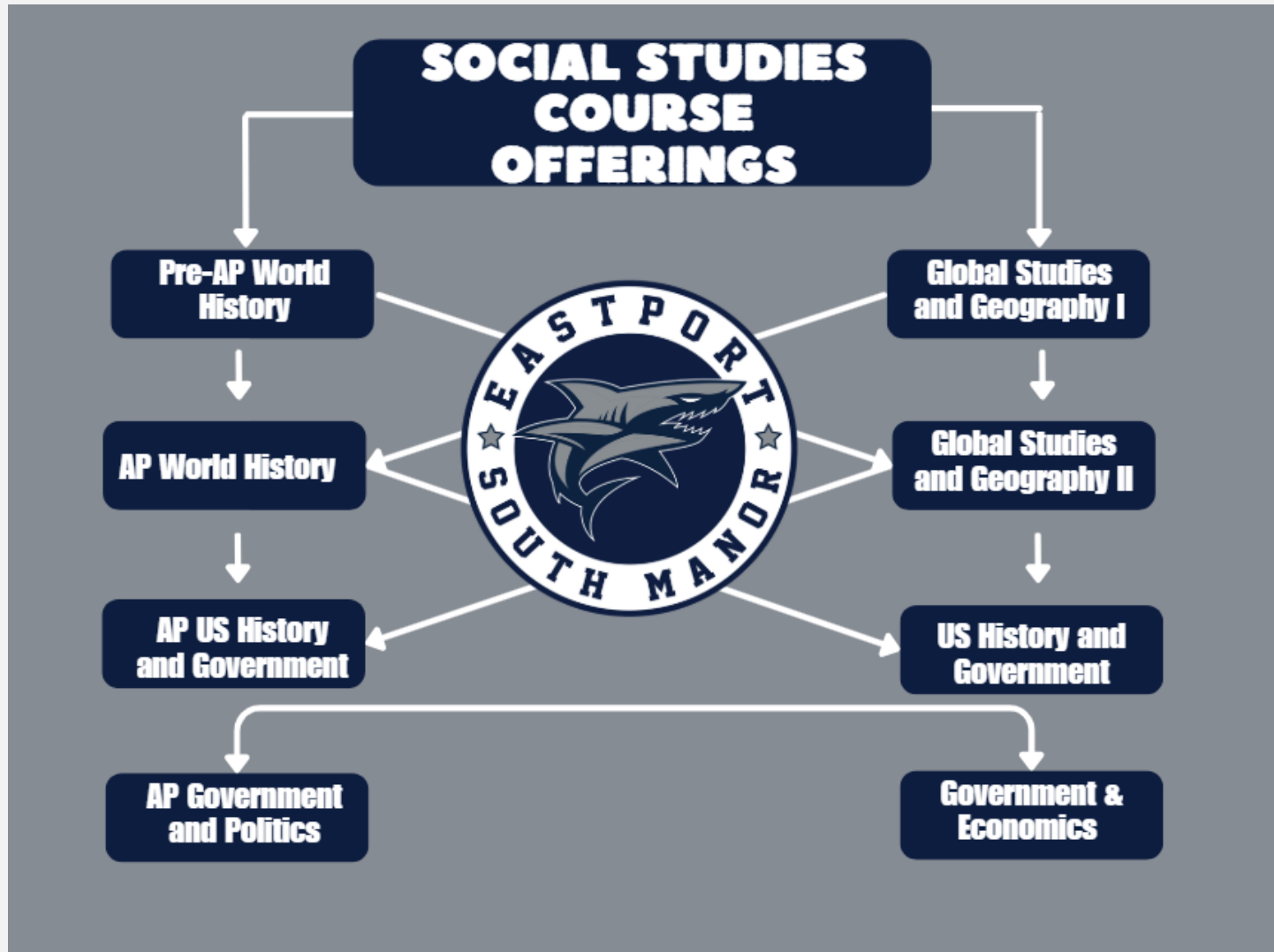
### **\*AEROSPACE ENGINEERING (PLTW)**

**Grade 11-12– 1 credit**

**Prerequisite:** PLTW Introduction to Engineering Design and Physics

*College Credit Opportunity: College credit available through Rochester Institute of Technology (RIT)*

Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.



## Social Studies Electives

Anthropology & Archaeology  
Psychology  
Topics in Psychology  
Government & Genocide  
Long Island History & Geography  
AP Human Geography  
AP European History  
Athletes as Advocates in History  
The History of Rock N' Roll  
LIU Criminal Justice



## HIGH SCHOOL SS COURSES

### GLOBAL HISTORY AND GEOGRAPHY I

#### **Grade 9 – 1 Credit**

This course is the first year of a two year sequence arranged chronologically to build an understanding of enduring issues and unifying themes in global history and geography. The course sequence begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems.

### PRE-AP WORLD HISTORY

#### **Grade 9 – 1 Credit**

Focusing on concepts and skills with maximum value for high school, college, careers, and civic life, Pre-AP World History and Geography is built around three enduring ideas:

1. *History is an interrelated story of the world.*

This course explores the structures and forces that reflect and shape the regions, communities, governments, economies, and cultures of humanity—helping students develop an organized, meaningful understanding of time and space.

2. *History and geography are inherently dynamic.*

As historians and geographers uncover new evidence, current assumptions are challenged, and previous arguments gain nuance and context. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments.

3. *Historians and geographers are investigators.*

Pre-AP World History and Geography is designed as a disciplinary apprenticeship in which students learn through the process of discovery by applying the tools of historians and geographers.

### ANTHROPOLOGY AND ARCHAEOLOGY

#### **Grade 9-10 – ½ Credit**

A human neck two feet long. A walk across 500 degree hot coals. 5000 year old artifacts of ancient cultures. If this interests you, then so will this overview of past and present cultures. A portion of this class will also include “hands on” archaeology, where students will excavate, examine, and analyze artifacts from an actual dig.

### GLOBAL HISTORY AND GEOGRAPHY II

#### **Grade 10 – 1 Credit**

This course provides a snapshot of the world circa 1750 and continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach. Global Studies II will utilize primary source documents throughout the year to prepare students for the challenge and rigor of the Global History Regents examination in June.

### \*AP WORLD HISTORY

#### **Grade 10 – 1 Credit**

#### **Prerequisite: Pre-AP World History 85+**

This is the second year of the two-year Advanced Placement World History program. Over the two-year period students will explore five time periods with six overarching themes that emphasize human endeavors, such as the impact of intellectual and technological developments and the emergence of the modern nation-state. These themes provide a framework to make comparisons over time and across cultures. For all time periods, major interpretive issues, alternative historical frameworks and historical debates define the program. Students take the AP Examination in May and the Global History Regents in June.

### U.S. HISTORY AND GOVERNMENT

#### **Grade 11 – 1 Credit**

Coursework begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America’s emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world.

### \*AP U.S. HISTORY

#### **Grade 11 – 1 Credit**

#### **Prerequisite: 85+ AP World or 85+ Global II**

This course is designed for the highest achieving students engaging in extensive course work in hopes to gain college credit while still in high school. The course will be a comprehensive in depth study of American History based on the interpretation of historical documents and quotes. Students will take the AP Examination in May and the United States History Regents Exam in June.

### PARTICIPATION IN GOVERNMENT AND CIVICS

#### **Grade 12 – ½ Credit**

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. The course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

## **ECONOMICS, THE ENTERPRISE SYSTEM & FINANCE**

### **Grade 12 – ½ Credit**

“Economics, the Enterprise System, and Finance” examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances, the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

## **\*AP GOVERNMENT & POLITICS**

### **Grade 12- 1 Credit**

#### **Prerequisite: 85+ AP US History or 85+ US History R**

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

## **\*AP HUMAN GEOGRAPHY**

### **Grades 10-12 – 1 Credit**

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## **THE HISTORY OF ROCK N’ ROLL**

### **Grades 10-12 – ½ Credit**

This research and project based course provides a comprehensive exploration of the history and evolution of rock ‘n’ roll, tracing its roots from African American blues and jazz, as well as European influences on country music to its diverse contemporary forms. Students will examine pivotal moments, influential artists, and the cultural, social, and political contexts that shaped the genre. Through a chronological approach, the course will cover the emergence of rock n roll in the 1950’s, its global impact, and its transformative role in various cultural movements. Special emphasis will be given to understanding the evolution of styles, the influence of technology, and the genre’s ongoing relevance. Students will engage in critical discussions, research projects, and presentations to deepen their understanding of the multifaceted journey of rock ‘n’ roll.

## **PSYCHOLOGY**

### **Grades 10-12 – ½ Credit**

This introductory course will cover broad areas of psychology which may include the following topics: behavior development, child psychology, criminal psychology, hypnosis, personality theories and tests, sleep and dream analysis, and social psychology.

## **TOPICS IN PSYCHOLOGY**

### **Grades 10-12 – .5 Credit**

Part 1 Child/Developmental Psychology. Emphasis is on major theories and perspectives as they relate to the physical, cognitive, and psycho-social aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. Students learn through case studies how these concepts affect development, analyzing which ones have the greatest influence in early childhood and in later years.

Part 2 Abnormal Psychology. Emphasis is on an examination of the various psychological disorders as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of causes, symptoms, and therapeutic techniques.

Part 3 Sports Psychology. Sport psychology incorporates psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations.

## **ATHLETES AS ADVOCATES IN HISTORY**

### **Grades 10-12 – ½ Credit**

Athletes as Advocates is a course that explores the role of athletes as influential advocates for social change. This course will examine the ways in which athletes have used their platforms to raise awareness, promote social justice, and effect positive change in various areas such as racial equality, gender equity, LGBTQ+ rights, environmental issues, and more. Through case studies, discussions, and critical analysis, students will gain insight into the power of athlete activism and the challenges and opportunities faced by athletes as advocates.

Students will gain historical knowledge about the origins and development of various sports in America as well as worldwide. They will look at major political, social, cultural, economic, and intellectual concepts through the chronological history of sport. Students will understand why and how sports have become a popular cultural phenomenon. Students will also learn a greater appreciation for the issues that have affected sports such as gender, discrimination, race, bias, and class economics.



**\*AP PSYCHOLOGY****Grades 11-12 – 1 Credit**

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

**GOVERNMENT AND GENOCIDE****Grades 10-12 – ½ Credit**

Genocide, holocaust, mass-murder have all been committed by established governments. How could these things have happened? This course will explore government policies and persecution in Germany, Cambodia, Turkey and Iran. Could such policies become acceptable in the United States? Japanese detention camps, Skinheads, the American Nazi Party are all part of America's history. This course will also address the implications of these phenomena.

**"NY STATE OF MIND" –LONG ISLAND HISTORY & GEOGRAPHY****Grades 9-12 – ½ credit**

We have lived all our lives on Long Island and yet we know little about the place we call home. Why for example does the north shore look different from the south shore? Do Native Americans still live on Long Island? Did you know that George Washington fought the British on Long Island? Why is Mitchell Field considered an important landmark for aviation? How has Manorville changed in the last 100 years? If you want to know the answers to these questions and many more then take New York State of Mind social studies elective.

**\*LIU CRIMINAL JUSTICE Honors****Grades 11-12 – 1 Credit****LIU-CRJ11**

Introduction to Criminal Justice is offered in conjunction with Long Island University's S.C.A.L.E. program. This course covers agencies and processes involved in the administration of criminal justice. It surveys the roles of the police, district attorney, courts, probation, corrections and parole.

**\*AP EUROPEAN HISTORY****Grades 11-12 – 1 Credit**

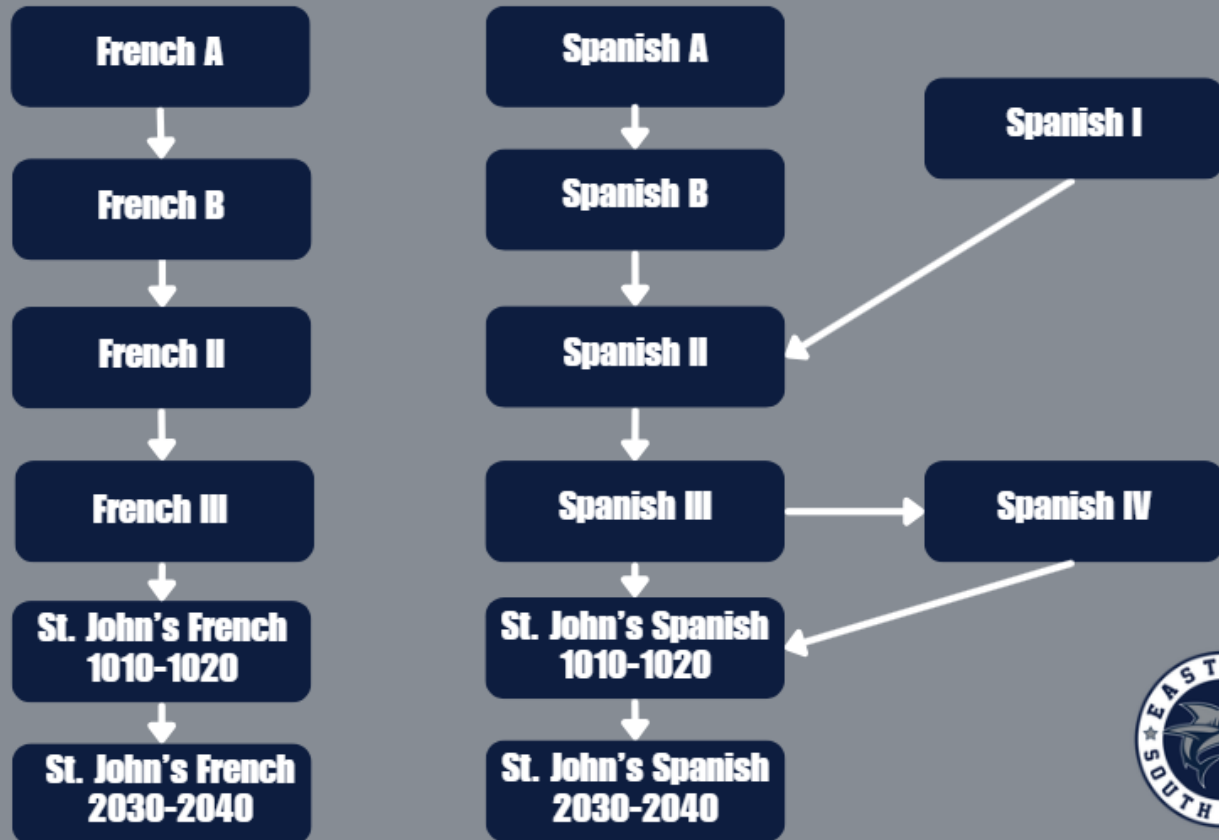
This course is designed for only the highest achieving students engaging in extensive course work in hopes to gain college credit while still in high school. This course is a comprehensive, in-depth study of European History from the Renaissance period up to The Modern World. Special attention will be given to the enrichment of European History through the interpretation of historical documents and quotes. Students take the AP Examination in May.

**RESEARCH 1 HONORS (SCIENCE & SOCIAL SCIENCE)****Grade 9-10 – ½ Credit****Prerequisite: Algebra and Biology**

This first-year course in the science and social science research sequence is designed for 9th and 10th-grade students with a strong aptitude in these disciplines and a dedicated work ethic. The course has two primary goals: introducing students to the high school research program in science and social sciences, and equipping them with essential research and presentation skills critical for academic success. Students will learn to evaluate website validity, navigate electronic databases, build bibliographies, compose research papers, deliver oral presentations, and utilize spreadsheet programs. The curriculum emphasizes creativity, research skills, data acquisition, analysis, and effective presentation techniques. This course meets one period on an alternating A/B schedule and serves as the foundation of the research program pathway.



## WORLD LANGUAGE COURSE OFFERINGS



## HIGH SCHOOL WORLD LANGUAGE COURSES

### FRENCH II

#### **Grade 9-10 – 1 Credit**

##### **Prerequisite: Proficiency on the Checkpoint A exam**

This course is designed to enhance the fundamentals of French I. As the beginning of NYS Checkpoint B standards, special emphasis is placed on grammar and vocabulary to prepare students to effectively communicate and collaborate with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Listening and reading comprehension activities further strengthen basic understanding of the language. Students will also explore Francophone culture through the use of multimedia resources.

### SPANISH I

#### **Grade 9 – 1 Credit**

This course is the introduction to the Spanish language with an emphasis placed on vocabulary, speaking, listening, reading and writing at the NYS Checkpoint A level. Students will take a final Exam in Spanish at the end of this course. Students who successfully complete this course with a passing average of 65 or above can receive one high school credit and continue to Spanish II.

### SPANISH II

#### **Grade 9-10 – 1 Credit**

##### **Prerequisite: Proficiency on the Checkpoint A exam**

This course is designed to enhance the fundamentals of Spanish I. As the beginning of NYS Checkpoint B standards, special emphasis is placed on grammar and vocabulary to prepare students to effectively communicate and collaborate with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Listening and reading comprehension activities further strengthen basic understanding of the language. Students will also explore Spanish and Hispanic culture through the use of multimedia resources.

### FRENCH III

#### **Grades 10-11 – 1 Credit**

This course is designed to allow students to reach the NYS Checkpoint B level of proficiency in the French language. Emphasis is placed student's acquiring skills to communicate effectively and demonstrate command of the language by reading informational texts and strengthening listening and writing skills through the mastery of verb tenses and many common idiomatic expressions. At the conclusion of this course, students will take a locally developed language exam that supports the format and content of Checkpoint B in order to meet the requirements for the Advanced Regents diploma.

### \*ST. JOHN'S FRENCH 1010-1020 Honors

#### **Grades 11-12 – 1 Credit**

##### **Prerequisite: A passing grade of 85 or above in French III**

This intensive college course is a proficiency-based course which continues to develop the five language skills (listening, speaking, reading, writing and culture) and prepares students to communicate effectively in both written and spoken French on a variety of topics related to themselves, their personal experiences, and everyday situations one might encounter in a French-speaking environment. Communicative objectives include: giving and getting information, directions and advice, telling anecdotes and stories, expressing doubts and opinions about a variety of topics and situations, making explanations, talking about the future and hypothesizing. There is also emphasis on surviving predictable and complicated situations, narrating and describing in present, past and future time. Students are prepared to deal with real-life situations that may arise in a French-speaking environment. This class is conducted entirely in French. Note: French 1010 and French 1020 are consecutive 3-credit courses that are combined for a total of 6 college credits. Additional requirements exist from the University to register for French 1020.

### \*ST. JOHN'S FRENCH 2030-2040 Honors

#### **Grade 12 – 1 Credit**

##### **Prerequisite: A passing grade of 80 or above in St. John's French 1010/1020**

This intermediate-level college course is designed for students who wish to further their understanding of the French language and culture. The credit-bearing course emphasizes the structure of the language, refines previously acquired linguistic skills and builds cultural awareness. Throughout the course, students will express themselves in Spanish, narrating events in present, past and future time. Authentic cultural and literary texts are introduced. Multimedia resources will be incorporated so that students will be exposed to myriad accents, dialects and cultural settings. The class is conducted entirely in French. Note: French 2030 and French 2040 are consecutive 3-credit courses that are combined for a total of 6 college credits..

### SPANISH III

#### **Grades 10-11 – 1 Credit**

This course is designed to allow students to reach the NYS Checkpoint B level of proficiency in the Spanish language. Emphasis is placed on students acquiring skills to communicate effectively and demonstrate command of the language by reading informational texts and strengthening listening and writing skills through the mastery of verb tenses and many common idiomatic expressions. At the conclusion of this course, students will take a locally developed language exam that supports the format and content of Checkpoint B in order to meet the requirements for the Advanced Regents diploma.

## **SPANISH IV**

### **Grades 11-12 – 1 Credit**

This course involves a conversational and cultural approach to learning Spanish. It incorporates technology, projects and original literature in its curriculum. Emphasis is placed on oral and written articulation in Spanish. Projects rely on student involvement and self-motivation. Mastery of the material in Spanish IV is required for the continuation of study in the St. John's University Spanish 1010/1020 course.

### **\*ST. JOHN'S SPANISH 1010-1020 Honors**

#### **Grades 11-12 – 1 Credit**

**Prerequisite: A passing grade of 85 or above in Spanish III or Spanish IV**

This intensive college course is a proficiency-based course which continues to develop the five language skills (listening, speaking, reading, writing and culture) and prepares students to communicate effectively in both written and spoken Spanish on a variety of topics related to themselves, their personal experiences, and everyday situations one might encounter in a Spanish-speaking environment. Communicative objectives include: giving and getting information, directions and advice, telling anecdotes and stories, expressing doubts and opinions about a variety of topics and situations, making explanations, talking about the future and hypothesizing. There is also emphasis on surviving predictable and complicated situations, narrating and describing in present, past and future time. Students are prepared to deal with real-life situations that may arise in a Spanish-speaking environment. This class is conducted entirely in Spanish. Note: Spanish 1010 and Spanish 1020 are consecutive 3-credit courses that are combined for a total of 6 college credits. Additional requirements exist from the University to register for Spanish 1020.

### **\*ST. JOHN'S SPANISH 2030-2040 Honors**

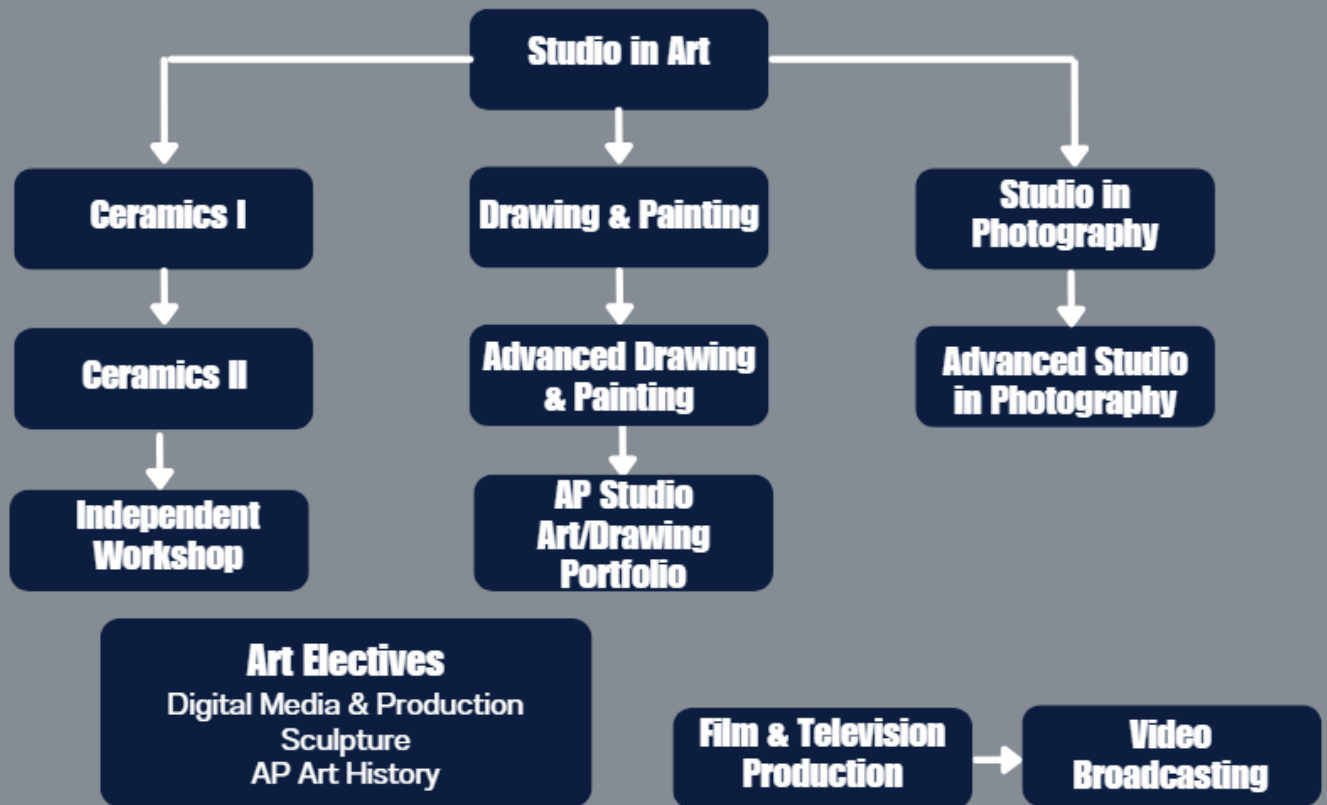
#### **Grade 12 – 1 Credit**

**Prerequisite: A passing grade of 80 or above in St. John's Spanish 1010/1020**

This intermediate-level college course is designed for students who wish to further their understanding of the Spanish language and culture. The credit-bearing course emphasizes the structure of the language, refines previously acquired linguistic skills and builds cultural awareness. Throughout the course, students will express themselves in Spanish, narrating events in present, past and future time. Authentic cultural and literary texts are introduced. Multimedia resources will be incorporated so that students will be exposed to myriad accents, dialects and cultural settings. This class is conducted entirely in Spanish. Note: Spanish 2030 and Spanish 2040 are consecutive 3-credit courses that are combined for a total of 6 college credits. Additional requirements exist from the University to register for Spanish 2040.



## VISUAL & MEDIA ARTS COURSE OFFERINGS



## HIGH SCHOOL VISUAL & MEDIA ARTS COURSES

### STUDIO IN ART

#### **Grade 9-12 – 1 Credit**

This course is a prerequisite to other elective art courses. It is a year-long introductory course into the nature, function, and techniques of the visual arts of the past and present. Two-dimensional artwork will be explored in a variety of media. Dry will include pencil, charcoal, conte and pastels; wet will include inks, tempera, and acrylic paints. Three-dimensional art forms will be explored in a wide variety of media. ***A notebook for art history and a sketchbook for homework assignments are mandatory.***

### DRAWING AND PAINTING

#### **Grades 10-12 – 1 Credit**

##### **Prerequisite: Studio in Art**

Studio in Drawing and Painting is a course which concentrates on the development of two dimensional art forms. Media such as charcoal, pencil, pastel, scratchboard, watercolor, tempera and acrylics will be explored in both black and white and color compositions. Students will demonstrate an understanding of art criticism, art history, aesthetic principles, and show their connections to works of art. **A notebook/sketchbook will be required.**

### ADVANCED DRAWING AND PAINTING

#### **Grades 11-12 – 1 Credit**

##### **Prerequisite: Drawing and Painting or Teacher Recommendation**

This Advanced Drawing and Painting course provides a unique opportunity for those wishing to spend time refining their artistic skills through an intensive program of teaching. This course has been specifically designed for those wishing to gain a deeper understanding of their own practice, while being pushed in new directions, both technically and conceptually. Students wanting to improve their portfolio or enhance their current body of work should strongly consider this course, as students will create two exhibitions over the academic year. Students will be assessed on the completion of the class work with quarterly portfolio review based on New York State Standards.

### STUDIO IN PHOTOGRAPHY

#### **Grades 10-12 – ½ Credit**

##### **Prerequisite: Studio in Art**

This course will introduce students to photographic practices and techniques within a creative studio environment. The primary objective is to provide students with intensive hands-on technical experience with B & W photography while also familiarizing them with the history of photography. The technical challenges of each assignment should be met with maximum creativity as there will be an equal emphasis on the aesthetic dimensions of the work. All assignments will be based upon those theories and concepts presented in Studio in Art. We will be using 35 mm manual cameras. If you wish to use your own 35 mm automatic camera, please make sure you are able to switch it to manual. **A binder will be required.**

### ADVANCED STUDIO IN PHOTOGRAPHY

#### **Grades 10-12 – ½ Credit**

##### **Prerequisite: Studio in Photography**

This course is a continuation to photographic practices and techniques within a creative studio environment. Students will explore an introduction to digital photography. The primary objective of the course is to provide students with an advanced hands-on technical experience with B&W photography. Students will also be required to study a photographer of choice. All assignments will have their foundation in theories and concepts presented in Studio in Art. We will be using 35 mm manual cameras. If you wish to use your own 35 mm automatic camera, please make sure you are able to switch it to manual. **A binder will be required.**

### CERAMICS I

#### **Grades 10-12 – ½ Credit**

##### **Prerequisite: Studio in Art recommended**

Studio in Ceramics is a comprehensive study of the creative possibilities of clays and glazes. Emphasis is on hand building with students exploring various methods such as modeling, slab building and coil construction. An introduction to wheel throwing will also on be included. Students will create both utilitarian ware as well as more sculptural and decorative forms. **Student requirements include successful completion of studio assignments, a photographic portfolio and a notebook/sketchbook.**

### CERAMICS II

#### **Grades 10-12 – ½ Credit**

##### **Prerequisite: Ceramics I**

Advanced Studio in Ceramics is a continuation of Studio in Ceramics. Students will explore a variety of hand building and wheel techniques used to create ceramic art. In this class students will develop their own ideas within the project guidelines, while increasing the scale and complexity of their pieces. Advanced Studio in Ceramics is an exciting course for the independent crafts person that enjoys the clay medium. **Student requirements include successful completion of studio assignments, a photographic portfolio and a notebook/sketchbook.**

### DIGITAL MEDIA AND PRODUCTION

#### **Grades 10-12 – ½ Credit**

##### **Prerequisite: Studio in Art**

This course is designed to teach an understanding of the computer and its use as a tool in the art field. All work is done in the computer lab using a variety of digital media platforms. Students will learn the basics in creating graphics and manipulating pictures, videos and photographs in this medium. Students will also have the opportunity to create their own original animated cartoons in the program.



## **SCULPTURE**

**Grades 10-12 – ½ Credit**

**Prerequisite: Studio in Art**

This half-year course will be an exploration of new materials and techniques with an appreciation of sculptural 3-D forms. Students will be expected to produce original sculpture forms using a variety of materials and techniques as well as develop art vocabulary. Student artists consider the relationship of scale through the use of positive and negative space, volume, visual weight and gravity to create low/high relief or freestanding structures. The importance of craftsmanship will be stressed. Media may include, but are not limited to, clay, wood, plaster, paper mache, wire, art straws, cardboard with consideration of the workability, durability and cost of media used. Students will be required to keep a sketchbook; hand drawing is required before all projects.

## **PORTFOLIO PREPARATION**

**Grades 11-12 – ½ Credit**

**Prerequisite: Studio in Art; Studio in Drawing and Painting; and a signed teacher recommendation**

This course is intended for the serious art student who plans on continuing with Art post High School, has successfully completed the required prerequisites, and intends to submit a portfolio for acceptance into an art school or university. The course work is intensive and requires commitment during class and beyond the school day. The course will assist with the creation of art, preparing your written commentary (defining your artist's concentration) and photographs of work for presentation and review, and, if applicable, the college home exam.

## **\*AP ART HISTORY**

**Grades 10-12 – 1 Credit**

### **FEE ASSOCIATED WITH COURSE**

This course is designed for those who love to study art. We will conduct a thorough but rapid survey of art history from Paleolithic times to the present. Students will participate in slide presentations, art reviews, and other appropriate and creative responses. Students will take the AP Examination in May.

## **\*AP STUDIO ART: 2-D / 3-D / DRAWING**

**Grades 11-12 – 1 Credit**

**Prerequisite: Studio in Art, Drawing and Painting, Advanced Drawing and Painting. Additional Art electives beneficial**

The AP Studio Art/Drawing Portfolio course encourages creative and systematic investigation of formal and conceptual issues. The course places an emphasis on making art as an ongoing process that involves the student in informed and critical decision making. The course will help students develop technical skills and familiarize them with the functions of the visual elements. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios – 2-D Design, 3-D Design and Drawing – corresponding to the most common college foundation courses.

## **FILM AND TELEVISION PRODUCTION I**

**Grades 9-12 – 1 Credit**

This course is designed to Introduce students to broadcasting and video production through an art theory-based, hands-on approach. Topics include the fundamental technical aspects of the digital video camera, composition, media literacy, aesthetic elements and techniques, editing with Final CutPro, studio roles and responsibilities and broadcast news. Projects include public service announcements, television advertising and short films. Students also have the opportunity to work in the TV Studio to produce a variety of programming.

## **VIDEO BROADCASTING (TV STUDIO)**

**Grades 11-12 – 1 Credit**

Have you ever wanted to be a TV news announcer? Or wondered what it's like to work backstage for a television news show? This class takes you there. You will be responsible for shooting and airing the morning broadcasts for our school. You will learn to make subject selections, write copy, utilize video recording equipment, shoot live action and studio clips and edit footage.

## **CERAMICS INDEPENDENT ART WORKSHOP**

**Grade 11-12- 1 credit**

**Prerequisite: Ceramics I and Ceramics II**

Ceramics Independent Art Workshop is an advanced, student driven, course designed to strengthen ceramic skills. The students are encouraged to develop a style of their own and investigate new ways to work with clay. Students will pursue advanced level independent projects with discipline under the guidance of an art faculty member. Independent study provides a structure for students already well grounded in ceramics to engage in advanced level work beyond courses normally offered by the department. The students will carefully define a year's work that complements their previous study. Students will be required to prepare work for multiple art shows during the year.



## **BUSINESS COURSE OFFERINGS**

**Introduction to  
Business & Tech**

**Financial Literacy**

**Grades 9 & 10**

**Sports &  
Entertainment  
Marketing**

**Business Law**

**Entrepreneurship**

**School Store**

**Grades 11 & 12**

**Virtual Enterprise**

**Reef Cafe**

**AP Business with  
Personal Finance**

## **FACS COURSE OFFERINGS**

**Cultural Foods**

**The World of  
Fashion**

**Fashion Marketing  
& Design**



## HIGH SCHOOL BUSINESS COURSES

### FINANCIAL LITERACY

#### **Grades 9-12 – ½ Credit**

Albert Einstein once said, “Compound interest is the eighth wonder of the world.” This course is designed to provide students with the fundamentals skills of sound money management and the basic concepts of financial planning; life-long skills with real-world application. Participants will receive information regarding homeownership, improving credit scores, decreasing dependence on credit card debt, opening checking and savings accounts, asset building, goal setting, banking, credit cards, investments, insurance, retirement and how to avoid financial scams. Explore various investment options and understand the relationship between risk and return to develop a personalized investment strategy. The course will cover financial planning, help you define goals and chart a path to achieve them.

### INTRODUCTION TO BUSINESS AND TECHNOLOGY

#### **Grades 9-12 – ½ Credit**

This course introduces high school students to the basic technical skills necessary to succeed in business. Students will learn basic technical skills like creative word processing, presentation software, and utilizing spreadsheets effectively. The course is a project-based course where students will learn the key personal skills like teamwork, innovation, decision making, and ethics to complete business themed projects that incorporate technology.

### BUSINESS LAW

#### **Grades 10-12 – 1 Credit**

This course emphasizes the relationship of Business Law to an individual's personal and occupational life. Topics covered include rights and obligations, insurance, consumer law, use of credit, buying and selling products, employment law, and real property law.

### SPORTS ENTERTAINMENT AND MARKETING

#### **Grades 10-12 – 1 credit**

This course is designed to provide an insight and analysis of executive level decision-making in sports and entertainment marketing. Case studies and news media will be used to position the student in this role. Topics will include the sports industry, athletes making economic choices, professional sport trades, supply and demand in sports, as well as sport promotion.

### \*ENTREPRENEURSHIP

#### **Grades 10-12 – ½ Credit**

This course is a specialized business course designed to provide students with the skills needed to effectively organize, develop, create and manage their own business. Emphasis is placed on the fundamentals of entrepreneurship, focusing on how to turn ideas into action. Students will learn the functions of marketing: distribution, financing, marketing-information management, pricing, product/service management, promotion and selling. Additional topics to be discussed are assessment of personal skills, free enterprise, human relations and interpersonal skills: the importance of business ethics and

the role quality and service play in business. This course may be taken for college credit through the University of Delaware.

### VIRTUAL ENTERPRISE

#### **Grades 11-12 – 1 credit**

#### **Prerequisite: 2 Business Credits**

Virtual Enterprises International is an in-school entrepreneurship program and global business simulation. In this student-centered course, students develop a simulated business to compete with other high schools throughout the world in the online Virtual Enterprises marketplace. The simulation incorporates the functions and demands of a real business in both structure and practice, including product development, production, distribution, marketing, sales, human resources, finance, and accounting. In Virtual Enterprise students will conduct business with other virtual businesses, attend a trade show in New York City, and enter competitions.

### AP BUSINESS WITH PERSONAL FINANCE

#### **Grades 11-12 – 1 credit**

#### **Prerequisite: 1 Business Credits**

AP Business with Personal Finance introduces students to the knowledge and skills they'll need to grow their careers, manage money, and get a head start toward the most popular college major in the U.S. Developed in partnership with college faculty and industry leaders, the yearlong course offers students the opportunity to earn college credit and an employer-endorsed credential.

### SCHOOL STORE

#### **Grades 11-12 – 1 credit**

#### **Prerequisite: 2 Business credits or administrative approval**

This course provides students with the opportunity to operate and manage a school store while fostering an inclusive environment. Participants will learn key concepts in retail operations, food services, including inventory management, marketing, customer service, and financial accountability. The course emphasizes teamwork, communication, and leadership skills while promoting empathy, understanding, and mutual respect. Students will gain hands-on experience in running the business, building job-related skills, and creating a supportive, inclusive workplace. Students may receive additional credit through the work-based learning program based upon the number of hours they work.

### REEF CAFÉ

#### **Grades 11-12 – 1 credit**

#### **Prerequisite: 2 Business credits or administrative approval**

This course provides students with the opportunity to operate and manage a café while fostering an inclusive environment. Participants will learn key concepts in food services, including inventory management, marketing, customer service, and financial accountability. Students will gain hands-on experience in running the business, building job-related skills, and creating a supportive, inclusive workplace. Students may receive additional credit through the work-based learning program based upon the number of hours they work.

## HIGH SCHOOL FACS COURSES

### CULTURAL FOODS

#### **Grades 10-12 – ½ Credit**

This course will introduce students to the health, culture, foods, and nutrition habits of the most common ethnic groups of various regions of the United States, as well as other countries of the world. The course will include a survey of key ethnic, religious, and regional groups such as Native Americans, Europeans, Africans, Mexican and Central Americans, Caribbean Islanders, South Americans, Chinese, Japanese, Koreans, Southeast Asians, Pacific Islanders, Greeks, Middle Easterners, and regional Americans. Students will become familiar with different meal patterns and food preparation used in regional and international cooking. A wide variety of foods selected from these groups will be prepared in this course.

### THE WORLD OF FASHION

#### **Grades 10-12 – ½ Credit**

This course invites students to take an in-depth look at the development of fashion. Students will learn to appreciate ways fashion reflects historical, social, cultural, political, economic, and technological influences. The content of the course will revolve around careers in the fashion industry including: textile science, fashion design and illustration, fashion marketing and merchandising, and apparel construction. Students will also research the global fashion industry and its impacts on people worldwide. Throughout the course, students will have multiple opportunities to identify the knowledge and skills necessary for success in the fashion industry and assess their suitability for a fashion career.

### FASHION MARKETING AND DESIGN

#### **Grades 10-12 – ½ Credit**

#### **Prerequisite: The World of Fashion**

This course explores the unique strategies and practices used in marketing within the fashion industry. Students will learn how to promote fashion products, build brands, understand consumer behavior, and navigate the rapidly changing landscape of digital marketing. The course will also cover key marketing concepts such as brand management, communication, and trends while examining the global fashion market and the role of social media and influencers.

# STEAM COURSE OFFERINGS

**PLTW Introduction  
to Engineering  
Design**



**PLTW Principles  
of Engineering**



**PLTW Aerospace  
Engineering**



## **Electives**

Web Design Development  
Robotics  
Game Development

**Computer  
Programming  
with AI**



**AP Cybersecurity**

**AP Computer  
Science  
Principles**

## HIGH SCHOOL STEAM COURSES

### WEB DESIGN DEVELOPMENT AND DIGITAL PORTFOLIO

**Grades 9-12 – ½ Credit**

**Prerequisite: Algebra I**

Half-year class designed to teach the fundamentals of Web page design and development. Students will learn Web development techniques using HTML & CSS. The course will cover topics such as basic HTML, working with templates, using tables, working with various types of images and formatting. The course will culminate in students creating and publishing their own Digital Portfolios to use for College applications.

### GAME DEVELOPMENT

**Grades 9-12 – ½ Credit**

**Prerequisite: Algebra I**

Students will progress through a creative journey using multiple programming languages to explore the process involved in developing engaging games. From storyboards to final games, this course will have students learning to code and create right from the start. This course is designed for varied skill level students.

### COMPUTER PROGRAMMING WITH AI

**Grades 9-12 – ½ Credit**

**Prerequisite: Algebra I**

Dive into the rapidly evolving world of computer science, where computational thinking and discrete logic meet the cutting-edge power of Artificial Intelligence. This course, built upon the foundation of Algebra I, requires students to apply analytical and problem-solving skills to complex challenges. Students will explore the landscape of modern programming languages like Python, focusing on a variety of algorithmic development and their specific applications across various industries. Beyond theory, this is a rigorous, hands-on experience: students will learn to write their own code to solve real-world problems, specifically engaging with data science and statistical principles used in machine learning models. The course also places a strong emphasis on the "human" side of tech, facilitating deep discussions on the ethical dilemmas and societal impacts of artificial intelligence, including bias mitigation and data privacy.

### ROBOTICS

**Grade 9-12 – 1 Credit**

Robotics is a course that will provide students the opportunity to learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System and Autodesk® Inventor® while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. The course focuses on developing the skills to build robotics needed in today's industries.

### \*AP CYBERSECURITY

**Grades 10 – 12 – 1 credit**

AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a

college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

### \*AP COMPUTER SCIENCE PRINCIPLES

**Grades 10 – 12 – 1 credit**

**Prerequisite: Algebra I and Web Design Development and Digital portfolio – or Department approval**

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The topics in this course will include the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. College credit may be obtained by scoring well on the Advanced Placement Examination.

### \*PLTW - INTRODUCTION TO ENGINEERING DESIGN

**Grades 9-12 – 1 Credit**

*College Credit Opportunity: College credit available through Rochester Institute of Technology (RIT)*

Engineering as a field that involves understanding, defining, and solving societal problems using a mix of technical and professional skills, interdisciplinary work, social consciousness, creativity, and a multicultural understanding. This course digs deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Students work both individually and in teams to design solutions to a variety of problems using 3-D modeling software. Students will design a new toy or improve an existing product.

### \*PLTW - PRINCIPLES OF ENGINEERING

**Grade 10-12 1 credit**

**Prerequisite: PLTW Introduction to Engineering Design or Physics**

*College Credit Opportunity: College credit available through Rochester Institute of Technology (RIT)*

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Emphasizing the engineering design process, students tackle real-world problems, integrating mathematics and science to devise innovative solutions.

**\*PLTW- AEROSPACE ENGINEERING HONORS**

**Grade 10-12– 1 credit**

**Prerequisite: PLTW Introduction to Engineering Design and Physics**

*College Credit Opportunity: College credit available through Rochester Institute of Technology (RIT)*

Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.





# MUSIC COURSE OFFERINGS



**Mixed Chorus**



**Concert Choir**

**Symphonic Band**



**Wind Ensemble**

**Orchestra**



**ESM Sinfonia**

**Music Theory**



**AP Music Theory**

## HIGH SCHOOL MUSIC COURSES

Performances are required in all ensemble classes. Students enrolled in all performing ensembles are required to attend small group lessons, which will be included in the students' grade each quarter. Students in performing ensembles are encouraged to enter solo and small ensemble festivals such as New York State School Music Association (NYSSMA) and accept nominations for participation in Suffolk County Music Educators Association (SCMEA) and the Hampton Music Educators Association (HMEA) as well as other events.

### MIXED CHORUS

**Grades 9-12 – 1 Credit**

**Prerequisite:** Choral experience or approval of the director.

The chorus is comprised of mixed range (higher and lower register) voices. The choir will perform SAB (Soprano, Alto, and Baritone) music and/or SATB (Soprano, Alto, Tenor and Bass) music. The course is designed to offer a study of music in different styles from various time periods. There is an emphasis on sight-reading using solfege and Kodaly hand signs. Rehearsals are held daily with at least two mandatory performances a year.

### \*CONCERT CHOIR Honors

**Grades 9-12 – 1 Credit**

**Prerequisite:** Students are selected for this advanced choral ensemble by audition of a Level V or higher NYSSMA solo or equivalent.

The Concert Choir is a group of serious musicians who are committed to excellence in vocal performance. The Concert Choir is a touring and competing ensemble. This course is designed to offer an in-depth study of music in different styles from various time periods. All members of this advanced ensemble must be proficient on their instruments and have a current V - A or VI - B+ NYSSMA score, or equivalent, to be selected for the following year. There is an emphasis on sight-reading using solfege and Kodaly hand signs. Rehearsals are held daily with at least four mandatory performances per year.

### SYMPHONIC BAND

**Grades 9-12 – 1 Credit**

**Prerequisite:** Instrumental Experience or Approval of the Director

This course is designed to examine a variety of styles of music by composers, both classical and contemporary, with an emphasis on performance. The main objectives of the ESM Band program are to provide students with an incentive to learn more about music literature as well as developing greater technical facility through the art of performance. The musicians will be challenged through an enriched repertoire. Rehearsals are held daily with at least two concerts per year and five marching band field shows. Marching Band participation is a required element of this course.

### \*WIND ENSEMBLE Honors

**Grades 9-12 – 1 Credit**

**Prerequisite:** Students are selected for this advanced choral ensemble by audition of a Level V or higher NYSSMA solo or equivalent.

Music performed in these honors ensembles will be level V and VI difficulty, which is the highest. The Wind Ensemble is a touring and competing ensemble. All members of this advanced ensemble must be proficient on their instruments and have a current V - A or VI - B+ NYSSMA score, or equivalent, to be selected for the following year. Students are required to attend all scheduled performances, small group instruction, rehearsals, and a NYSSMA solo.

### ORCHESTRA

**Grades 9-12 – 1 Credit**

**Prerequisite:** Instrumental Experience or Approval of the Director

This course is designed to examine a variety of styles of music by composers, both classical and contemporary, with an emphasis on performance. The main objective of the ESM orchestra program is to provide students with an incentive to learn more about music literature and develop greater technical facility through the art of performance. Rehearsals are held daily with at least two performances a year. Attendance at weekly lessons is also required.

### \*ESM SINFONIA

**Grades 9-12 – 1 Credit**

**Prerequisite:** Instrumental Experience or Approval of the Director

This honors level competition orchestra will be level V and VI difficulty, which is the highest level. Students will have the opportunity to continue to develop upper position techniques, vibrato, tone quality, use of various bowing styles, and improved sight-reading skills. All members of this advanced ensemble must be proficient on their instruments and have a current V - A or VI - B+ NYSSMA score, or equivalent, to be selected for the following year. Students are required to attend all scheduled performances, small group instruction, rehearsals, and a NYSSMA solo.

### MUSIC THEORY

**Grades 9-12 – 1 Credit**

This course is designed for all students with or without prior musical experience. It is designed to introduce beginning aspects of music including clefs, scales, chords, key signatures, melody, harmony, ear training, and aural perception. **Will be running 2027-28 school year.**

### \*AP MUSIC THEORY

**Grades 10-12 – 1 Credit**

**Prerequisite:** 90+ Final Average in Music Theory.

This course is a continuing study of the concepts, and curriculum learned in Music Theory. Grading is based on participation and knowledge of content. Students take the AP Examination in May. Alternates every other year.



# THEATER ARTS COURSE OFFERINGS



**Stage Craft I**



**SCC Stage Craft II**



**LIU Stage Craft III**

## **Electives**

Digital Scenery  
Digital Stagecraft  
Choreography & Staged Combat  
Writing for Stage & Screen

**Theatre Arts I**



**Theatre Arts II**



**LIU Theatre Arts III**

**SCC Senior  
Theatre Lab**



## HIGH SCHOOL THEATRE ARTS COURSES

### STAGE CRAFT I

#### **Grades 9-12 – 1 Credit**

This course offers students experience in basic set design and basic set construction as well as stage safety. Students learn to design and build large scale structures. This course includes fundamentals of stage scenery and props, as well as an overview of basic lighting and sound. Students will learn and have hands on experience with basic set building skills. Students will apply their knowledge to assist in set building, sound and lighting design for all theatrical productions. As part of their "hands-on" learning students will assist as house staff for theatre productions as well as school sponsored events in the theatre. This course may be used to satisfy the one credit art requirement towards graduation.

### \*SUFFOLK COMMUNITY COLLEGE THE 119- STAGE CRAFT II

#### **Grades 10-12 – 1 Credit**

##### **Prerequisite: Stagecraft I**

This course offers students more in-depth experience in set design, construction and management. Students will continue to expand their knowledge and understanding of the workings of a stage prior to, during and after a variety of performances including plays, musical theatre, concerts, and festivals. Students will become involved in the lighting and sound aspects of these various types of performances. Students will gain experience with more advanced tools and equipment, their safe operation and their application to specific construction, audio lighting and electrical needs. Stage, equipment and tool safety will be stressed. Students will apply their knowledge to provide direct support to set building, sound and lighting design for all theatrical productions.

### \*LIU THE120- STAGE CRAFT III

#### **Grades 11-12 – 1 Credit**

##### **Prerequisite: Stagecraft II**

This course is for students interested in college portfolio assessment. Students may specialize in one or more of the following areas: set design, costume design, lighting design and sound design. The design/technical theater program will also offers an exposure to the use of computers as design tools. Students interested in any of these technical aspects of theater may focus experience credits in the areas of scenery, properties, costumes, lights, or sound. Stage, equipment and tool safety will be stressed. Students will apply their knowledge to provide direct support to set building, sound and lighting design for all theatrical productions.

### THEATRE ARTS I

#### **Grades 9-12 – 1 Credit**

This course is designed for students interested in the performing arts. From off stage, to on stage, Theatre Arts I is an introductory course in basic acting and stagecraft, as well as an overview of theatre literature and theatre history. The course offers students experience in various phases of dramatics, including oral interpretation, basic acting, and the basic elements of play production. This course may be used to satisfy the one credit art requirement towards graduation.

### THEATRE ARTS II

#### **Grades 10-12 – 1 Credit**

##### **Prerequisite: Theatre Arts I or approval of the Instructor**

The Theatre Arts II student will now begin to put into practice the skills he/she learned in Theatre Arts I. In addition to polishing techniques, more challenging improvisations, monologues, scenes and performance pieces will be worked on. Students will explore theatre not only as actors, but also as directors and will be encouraged and guided to create and evaluate original theatre pieces. A final "workshop" performance presented to a select audience is the goal for this course.

### \*LIU THE 1- THEATRE ARTS III (REPERTORY)

#### **Grades 11-12 – 1 Credit**

##### **Prerequisite: Theatre Arts I and II**

This course is recommended for students who wish to continue and get a three-year sequence in performance study. Students in this course will apply what they have learned in Theatre Arts I and II. Students will continue to expand their knowledge and understanding of the theatre and work with a variety of different styles and mediums of performance, such as plays, musical theatre, TV and film. They will learn to create original material from their own personal experiences as well as from social issues of the day. They will perform for a variety of audiences, in different venues throughout the year.

### SENIOR THEATRE LAB

#### **SCC Grade 12 – 1 Credit**

##### **Prerequisite: Theatre Arts I and II and III**

This course is recommended for seniors preparing for university/college and or conservatory Theatre Arts programs. The class will offer seniors the Method and Meisner techniques, as well as other great acting styles of the masters. Students will develop monologue preparations for college auditions and any performance scholarships. In addition, students with the guidance of the instructor, will choose, cast, direct, perform, design, and in some cases write one-act plays. Every aspect of a theatrical production from auditions to set, lighting, and sound design will be practiced in this course. Students will attain the levels of understanding, skills and experience needed to appreciate and pursue theatrical production and performance beyond high school. **All of the plays produced by the students in this class will be performed for the public.**

### DIGITAL SCENERY: DESIGNING BACKDROPS FOR THE STAGE

#### **Grades 10-12 – ½ Credit**

Bring the stage to life with digital artistry! In this course, students explore the exciting world of digital set design by creating custom backdrops for theatre productions. Using computers and design software, students learn how to plan, design, and produce digital scenery that enhances storytelling and performance. Emphasis is placed on color, composition, perspective, and storytelling, as well as collaboration with directors, actors, and technical crew. Students will gain practical skills in digital art, projection techniques, and multimedia integration, learning how technology can transform a stage into a dynamic, immersive environment. By

the end of the course, students will have a portfolio of original digital backdrops ready to be used in live performances.

### **DIGITAL STAGECRAFT: DESIGN AND FABRICATION FOR THEATRE**

**Grades 10-12 – ½ Credit**

Bring theatre to life through technology! In this hands-on course, students use computers and 3D printers to design and create props, set pieces, and other functional items for technical theatre productions. Students learn the fundamentals of 3D modeling, digital design software, and additive manufacturing, while applying these skills to solve real-world theatre challenges. Emphasis is placed on creativity, problem-solving, collaboration, and attention to detail, as students transform digital ideas into tangible objects that enhance performances. By the end of the course, students gain practical skills in both digital fabrication and technical theatre, bridging the gap between imagination and stage-ready reality.

### **CHOREOGRAPHY AND STAGED COMBAT**

**Grades 10-12 – ½ Credit**

**Prerequisite: Stagecraft I or Theatre Arts I**

This course introduces and explores the importance of choreography and the portrayal of combat on stage. Students will explore previously written scenes, and develop their own, with an emphasis on safety, technique, and aesthetics.

Other aspects include the development of strength and flexibility, eye/hand coordination, understanding and applications of principles of safety in working with a partner, and learning how to advance your character journey and develop ensemble work through each individual move.

### **WRITING FOR STAGE AND SCREEN**

**Grades 9-12 – ½ Credit**

Discover how writers bring stories to life for theatre, film, and television. In this course, you'll learn the fundamentals of script writing—developing story ideas, creating characters, crafting dialogue, and structuring a complete narrative—while also mastering professional play and screenplay formatting. Through guided, hands-on workshops, you'll take your script from the first spark of an idea to a polished final draft. This is a writing for theatre, film and television course, not a performance class. No prior experience is required—just an interest in storytelling and a willingness to experiment.

# **HEALTH/PHYSICAL EDUCATION COURSE OFFERINGS**

**Health**



**Sports Medicine**

**Adventure  
Education I**



**Adventure  
Education II**





## HIGH SCHOOL PHYSICAL EDUCATION & HEALTH COURSES

### HS PHYSICAL EDUCATION

#### **Grades 9-12 – ½ Credit**

The Physical Education contributes to each student's growth and development in a movement-based curriculum incorporating the psycho-motor, affective, and cognitive domains. Teachers deliver a planned, sequential instructional program that allows them to participate competently in physical activities. Our students are educated in a caring, safe environment that provides successful experiences for all students. We instill an appreciation for physical activity and wellness and promote the "joy of effort" while providing an element of challenge through participation. Our program develops positive social skills and attitudes including independence, responsibility, leadership, cooperation, fair play, teamwork, and respect amongst student and staff. The Physical Education Program is based on National Standards and the New York State Learning Standards.

### ADVENTURE EDUCATION I

#### **Grade 11-12 – ½ Credit**

This course is designed to explore non-competitive games, trust building exercises, group initiatives and problem-solving activities. The students will develop the necessary skills needed to complete the low and high ropes course. These are the principle activities used to help individuals improve self-esteem, develop strategies to enhance decision-making, learn to respect differences within a group, and increase their agility and physical coordination. A journal is a requirement of this course.

### ADVENTURE EDUCATION II

#### **Grade 12 – ½ Credit**

#### **Prerequisite: Adventure Education I**

This class will follow the experiential learning model. Students will participate in a series of activities that will take them from cooperative warm-ups and games, a quick review of low challenge course elements procedure, technical skills review of standard operating procedures for high challenge course elements, and will gain experience in course set-up procedures, self-belayed climbing and belay gear retrieval. Ultimately, students will learn and practice rescue procedures. All of this occurs in a group context, with a set of values established to learn and practice rescue procedures. All of this occurs in a group context, with a set of values established to maximize each person's learning. Students will determine their level of challenge based upon their personal goals.

### HEALTH

#### **Grades 9-12 – ½ Credit**

The Health course is required for high school students. A general overview of health-related areas will be covered. Topics to be covered will include: mental health, alcohol, tobacco, drug education, first-aid, family life, infectious disease and human sexuality. These topics will be presented from many perspectives including outside speakers from different health agencies, films, texts and supplementary materials.

### SPORTS MEDICINE

#### **Grade 10-12 – ½ Credit**

#### **Prerequisite: Health Education**

Introduction to Sports Medicine is a new and exciting elective course offered through the Health Education Department. This course is designed to give students the unique opportunity to gain knowledge, skills, and authentic experience relevant to various careers in health-related fields. We will explore the anatomy of the human body, mechanisms of athletic injury, signs and symptoms of the most common injuries, emergency procedures, assessment of injuries, acute treatment, and rehabilitation. This hands-on experience will prepare students for everyday life situations as well as potential future endeavors.

# HIGH SCHOOL CAREER AND TECHNICAL EDUCATION

Students entering grades 11 and 12 may want to consider a one or two-year program of occupational education designed to provide the student with superior entry-level skills for employment in business or industry. **Students must have a minimum of an 80 overall GPA, 10 high school credits and approval from the HS principal to attend EASTERN L.I. ACADEMY OF APPLIED TECHNOLOGY. In order to obtain an optimal academic program of study, all students will attend EASTERN L.I. ACADEMY OF APPLIED TECHNOLOGY in the afternoon session. Students are scheduled for classes at the high school during periods 1-5 and EASTERN L.I. ACADEMY OF APPLIED TECHNOLOGY 6-9.** Depending on the location of the EASTERN L.I. ACADEMY OF APPLIED TECHNOLOGY facility, the students return to the high school will vary. Transportation home is provided by the late bus. Successful completion of the 40 weeks of instruction results in four credits being awarded each school year. If a student's attendance reaches six (6) absences before the last Friday in October, the student may be dropped from the program. Students enrolled in these programs, are locked in after 10/30 and can no longer drop them. Students who do not receive credit due to failure of the course or lack of attendance will not be eligible to attend EASTERN L.I. ACADEMY OF APPLIED TECHNOLOGY the following year. The following programs are offered at the indicated location:

**WTC** – [H.B Ward Technical and Academic Center](#): 970 North Griffing Avenue, Riverhead, NY 11901

**MTC** – [Edward J. Milliken Technical Center](#): 375 Locust Avenue, Oakdale, NY 11769

**BTC** – [Bixhorn Technical Center](#): 350 Martha Avenue, Bellport, NY 11713

PROGRAM	LOCATION	PROGRAM DURATION
Animal Science	BTC	One or Two Years
Art, Design & Visual Communications	BTC	One or Two Years
Audio Production	MTC, WTC	One or Two Years
Auto Body Repair & Car Customizing	MTC, WTC	Two Years
Automotive Technology	MTC, WTC	Two Years
Aviation / Professional Pilot Training	BTC	Two Years
Barbering	BTC	One Year
Carpentry/Residential Construction & Home Improvement	BTC	Two Years
Certified Personal Trainer	BTC	One or Two Years
Clinical Medical Assisting	MTC, WTC	One Year
Computer Repair & Networking	BTC	One or Two Years
Cosmetology	MTC, WTC	Two Years
Culinary Arts / Restaurant Operations Mgt.	MTC, WTC	Two Years
Dental Chairside Assisting	BTC	One Year
Early Childhood Education	MTC, WTC	One or Two Years
Electrical Trade & Alternative Energy	BTC, MTC, WTC	Two Years
Emergency Medical Technician	BTC	One Year
Fashion Merchandise & Design	BTC	One of Two Years
Heating Ventilation and Air Conditioning (HVAC)	BTC, MTC, WTC	One or Two Years
Law Enforcement	BTC, MTC, WTC	One or Two Years
Marine/Motorsports Technology	BTC	Two Years
Nurse Assisting	MTC, WTC	One Year
Physical Therapy Aide	BTC	One Year
Plumbing	BTC	One or Two Years
Practical Nursing (Seniors Only)	BTC	17 Months
Professional Photography & Digital Imaging	BTC	One or Two Years
Television, Video & Digital Film Production	BTC	One or Two Years
Welding / Metal Fabrication	MTC	One or Two Years

## INTERSCHOLASTIC SPORTS

Being a member of an athletic team can provide a student with many opportunities and experiences that will help them develop into productive men and women who live a healthy lifestyle. Athletes are disciplined, goal-oriented, good teammates, and learn skills that may help overcome challenges. In addition, research also suggests that an active student is going to perform better in the classroom. Below is a list of all of the athletic opportunities offered at the high school level. Visit the athletics webpage throughout the year for more information.

	GIRLS	BOYS
<b>FALL SPORTS</b>	Junior Varsity Cheerleading Varsity Cheerleading Junior Varsity Tennis Varsity Tennis Junior Varsity Soccer Varsity Soccer Varsity Cross-Country Junior Varsity Volleyball Varsity Volleyball Junior Varsity Field Hockey Varsity Field Hockey Varsity Gymnastics Varsity Swimming	Junior Varsity Cheerleading Varsity Cheerleading Junior Varsity Soccer Varsity Soccer Junior Varsity Volleyball Varsity Volleyball Varsity Cross-Country Junior Varsity Football Varsity Football Junior Varsity Golf Varsity Golf
<b>WINTER SPORTS</b>	Junior Varsity Cheerleading Varsity Cheerleading Unified Bowling (coed) Varsity Winter Track Junior Varsity Basketball Varsity Basketball Junior Varsity Wrestling Varsity Wrestling Varsity Bowling	Junior Varsity Cheerleading Varsity Cheerleading Unified Bowling (coed) Varsity Winter Track Junior Varsity Wrestling Varsity Wrestling Junior Varsity Basketball Varsity Basketball Varsity Bowling
<b>SPRING SPORTS</b>	Unified Basketball (coed) Varsity Flag Football Junior Varsity Softball Varsity Softball Junior Varsity Lacrosse Varsity Lacrosse Varsity Track	Unified Basketball (coed) Junior Varsity Baseball Varsity Baseball Junior Varsity Lacrosse Varsity Lacrosse Junior Varsity Tennis Varsity Tennis Varsity Track

# NCAA FRESHMAN ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

## Division I Academic Standards

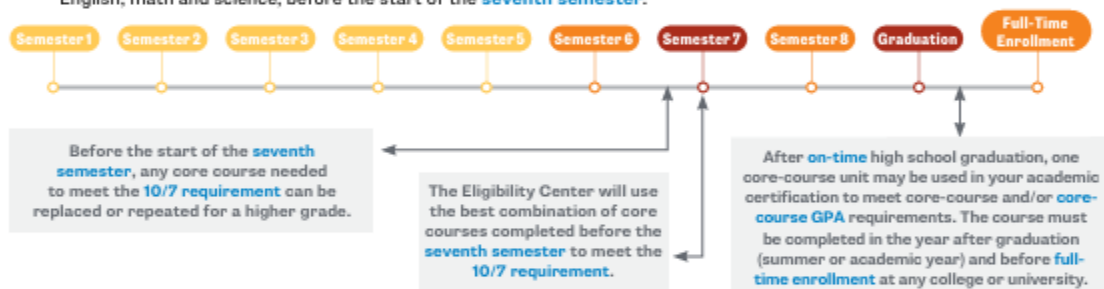
Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:



1. [Register](#) for an Academic and Athletics Certification account.
2. Earn 16 NCAA-approved core-course credits in the following areas:



3. Complete 16 NCAA-approved core-course credits in four consecutive academic years (eight semesters) from your initial start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
4. Meet the [10/7 requirement](#) by completing 10 of your 16 NCAA-approved core-course credits, including seven in English, math and science, before the start of the [seventh semester](#).



- » Students with solely [international](#) academic credentials are not required to meet the 10/7 requirement.
- 5. Earn a minimum 2.3 [core-course GPA](#).
- 6. Ask your high school counselor to upload your [final official high school transcript](#) with [proof of graduation](#) to your Eligibility Center account.
- 7. Receive academic and athletics certifications from the Eligibility Center.

### Example Schedule

How To Plan High School Courses  
To Meet the 16 Core-Course Requirement

$$4 \times 4 = 16$$



DIVISION I	DIVISION II
16 Core Courses	16 Core Courses
4 years of English	3 years of English
3 years of math (Algebra or higher)	2 years of math (Algebra or higher)
2 years of natural/physical science (1 year of lab if offered)	2 years of natural/physical science (1 year of lab if offered)
1 year of additional English, math, or natural/physical science	3 years of additional English, math, or natural/physical science
2 years of social science	2 years of social science
4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy)	4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy)

### DRIVER EDUCATION

Driver Education is offered at the school by an outside company. There is a fee for this course. Since this is an after school fee-paid program, no school credit is given. In order to participate in the program, students must be 16 years old and have their learner's permit for 2 (two) months. Upon completion of the course, students are issued a New York State Motor Vehicle Certificate of Completion. If you have any questions please contact the physical education department at 801-3310.

### SPECIAL EDUCATION PROGRAM

A continuum of services is available to enable students with disabilities to meet success in the requirements of the New York State standards. This is accomplished through specially designed instruction based upon individual needs identified by the district Committee on Special Education (CSE). Consideration of academic, social, management and physical needs form the basis for the type and duration of services that result from assessment and recommendation by the CSE. Questions, referrals and additional information may be obtained by contacting the Special Education Office at 801-3040.