

2016-2017 Curriculum Guide

Dear Student:

This Course Offerings Guide has been prepared to help you make informed decisions about next year's academic programming. You will see how fortunate we are at Plainview-Old Bethpage John F. Kennedy High School to have such a wide and diverse number of choices. Please take the time to look through this guide carefully and think about the various options that are available.

If you need help in making choices, your parents, School Counselor and teachers will be glad to assist you.

Try to take advantage of as many of these excellent opportunities as possible. Remember, colleges are looking for students who are willing to challenge themselves and work to reach their full potential. I wish you the best of luck as you enter into our course selections process.

Sincerely,

James Murray

James Murray, Principal

**NO PROGRAM CHANGES WILL BE MADE
AFTER February 29, 2016.**

Dear Parents or Guardians:

Please review this Guide with your child. This is most important in order for students to select the courses that best meet their educational needs. If you have any questions concerning the programming process, please call your child's counselor.

Please note: All course offerings are subject to change due to budget constraints, staffing constraints and Board of Education approval.

Sincerely,

Laurie B. Lynn

Laurie B. Lynn
Director of Guidance

**Visit the district website at www.pobschools.org
under Curriculum & Instruction.**

PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION

Mr. Gary Bettan, President

Mrs. Debbie Bernstein, Vice President

TRUSTEES

Mrs. Jodi Campagna

Mrs. Lauren Sackstein

Mr. Seth Greenberg

Mrs. Emily Schulman

Mrs. Ginger Lieberman

CENTRAL ADMINISTRATION

Dr. Lorna R. Lewis

Superintendent of Schools

Ms. Jill M. Gierasch

Deputy Superintendent

Dr. Vincent Mulieri

Assistant Superintendent for Human Resources

Mr. Richard Cunningham

Assistant Superintendent for Business

HIGH SCHOOL ADMINISTRATION

434-3125

Mr. James Murray

Principal

Mr. Phillip Farrelly

Assistant Principal

Mr. Eric Haruthunian

Assistant Principal

Ms. Sharon Lasher

Assistant Principal

ACADEMIC DEPARTMENTS

| | | |
|----------------------|--|----------|
| Mr. Ben D. Wiley | Art and Digital Technology | 434-3138 |
| Ms. Sharon Lasher | Business | 434-3125 |
| Mr. Jeffrey Yagaloff | English | 434-3185 |
| Mr. Robert Dennis | English as a New Language | 434-3308 |
| Mr. Thomas Schwartz | Family & Consumer Science | 434-3267 |
| Mr. Christian Bowen | Mathematics | 434-3197 |
| Mr. Joshua Golbert | Music & Performing Arts | 434-3045 |
| Ms. Ellie Becker | Pupil Personnel Services | 434-3020 |
| Mr. Joseph Braico | Physical Education, Athletics & Recreation | 434-3100 |
| Ms. Joyce Barry | Science, Independent Research & Technology | 434-3191 |
| Ms. Maria Carnesi | Social Studies | 434-3203 |
| Ms. Dolores Binstock | Special Education | 434-3020 |
| Mr. Guy Lodico | Technology | 434-3090 |
| Dr. Lionel Chan | World Languages | 434-3179 |

GUIDANCE AND COUNSELING DEPARTMENT

434-3150

Ms. Laurie B. Lynn, Director of Guidance

COUNSELORS

Ms. Jessica Baker

Mr. Jason Miller

Mr. Domenick DiDomenico

Ms. Cristina Rivas-Laline

Mr. Joseph Izzo

Ms. Sara Schaffer

Mr. Neil Lasher

Ms. Jennifer Siegel

PLAINVIEW-OLD BETHPAGE
CENTRAL SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Plainview-Old Bethpage Central School District is to provide an academically challenging and stimulating environment for all students, and to enable them to realize their full potential to be happy, ethical and analytical citizens of the world. We do this by:

- Making tolerance, acceptance, respect, honesty and kindness expectations for all students and for members of the Plainview-Old Bethpage school community.
- Identifying each student's academic, social-emotional, aesthetic and physical needs and striving to meet those needs.
- Encouraging communication between and among students, teachers, parents, administrators and community members.

TABLE OF CONTENTS

| | |
|--|-----|
| Art..... | 16 |
| Business..... | 27 |
| English | 39 |
| English As A New Language | 54 |
| Family and Consumer Science | 56 |
| Graduation Requirements / General Information..... | 1 |
| Guidance..... | 9 |
| Health..... | 82 |
| Math | 58 |
| Music..... | 69 |
| Physical Education..... | 76 |
| Science | 83 |
| Social Studies | 104 |
| Special Education | 120 |
| Technology..... | 97 |
| World Languages | 123 |

| LOCAL DIPLOMA /REGENTS DIPLOMA/ ADVANCED REGENTS DIPLOMA REQUIRED SUBJECTS | |
|--|-----------|
| English | 4 credits |
| Social Studies | 4 credits |
| Mathematics | 3 credits |
| Science | 3 credits |
| Health | 1 credit |
| Art/Music/Theater Arts/Technology | 1 credit |
| Physical Education (1/2 unit each year) | 2 credits |
| World Languages | 1 credit |
| Plus Electives/Sequences | 3 credits |
| TOTAL 22 credits | |

DIPLOMA REQUIREMENTS for CLASS of 2015 & BEYOND

| Diploma | Grade | Number of Regents Exams Required |
|--|---|---|
| Diploma with Advanced Designation with Honors | 90 average or better on all Regents Exams | 9 Regents Exams 1 English 2 Social Studies (Global History & US History) 2 Science (Physical & Life Science) 3 Math (Algebra, Geometry, Algebra II) 1 World Languages |
| Diploma with Advanced Designation | 65 or better on all Regents Exams | 9 Regents Exams 1 English 2 Social Studies (Global History & US History) 2 Science (Physical & Life Science) 3 Math (Algebra, Geometry, Algebra II) 1 World Languages |
| Regents Diploma | 65 or better on all Regents Exams | 5 Regents Exams • Students <u>must</u> pass Regents exams in the following: 1 Math, 1 Science, 1 Social Studies, ELA and • Students must choose one (1) of the following: - Additional Social Studies Regents Exam; or - Additional Science Regents Exam; or - Additional Math Regents Exam; or - State Approved CTE, LOTE or Arts Pathway Assessment |
| Local Diploma | | Local Diplomas will be granted to Special Education students only. |

**PATHWAYS FOR LOCAL DIPLOMA FOR STUDENTS WITH DISABILITIES
NON-DIPLOMA EXITING CREDENTIALS**

| Low Pass Safety Net | Compensatory Safety Net |
|---|---|
| <ul style="list-style-type: none"> - 55-64 on ELA, one math, one science, Global and US History Regents Examinations | <ul style="list-style-type: none"> - Score between a 45-54 on one required Regents Examinations other than ELA or one math - ELA and one math must be a minimum of 55 |

| Career Development and Occupational Studies Credential (CDOS) | Skills and Achievement Commencement Credential (SACC) |
|---|---|
| <ul style="list-style-type: none"> - Students with disabilities qualify for this supplement to diploma OR can be used as exiting credential for those who are unable to meet above requirements - Recognizes work readiness skill through a combination of work-based experiences | <ul style="list-style-type: none"> - Students with severe disabilities assessed using NYSSA. |

Alternate Pathway Options for Graduation

- All students **MUST** pass the following four (4) required Regents Exams:
 - 1 Math, 1 Science, 1 Social Studies, ELA,

AND
- Students must choose one (1) of the following additional examinations:
 - Additional Social Studies Regents Exam; or
 - Additional Science Regents Exam; or
 - Additional Math Regents Exam; or
 - Approved CTE (Career & Technical Education), LOTE (Language Other Than English) or Arts Pathway Assessment



EXPLANATION OF COURSE CODES USED

| | |
|-------------------|---|
| AP | Advanced Placement |
| College | College Level Courses |
| H | Honors. Regents Examination Course |
| R | Regents Examination Course |
| R + Power Writing | Regents level classes w/ additional lab every other day |
| R + Practicum | Regents level classes w/ additional lab every other day |
| R + Lab | Regents level classes w/ additional lab every other day |

Advanced Placement

The College Board's Advanced Placement Program (AP) allows high school students to take college-level courses and exams and earn college credit or advanced placement. POBJFK offers courses in:

English

English Language & Composition
English Literature & Composition

Mathematics

Calculus AB
Calculus BC
Computer Science A
Statistics

Social Studies

American History
Macroeconomics
Psychology
United States Government & Politics
World History

Science

Biology
Chemistry
Environmental Science
Physics 1
Physics C

World Languages

French Language & Culture
Spanish Language & Culture

Music

Music Theory

Art

2D Design: Computer Graphics
2D Design: Photography
Studio Art: 2D Design

- All students taking an AP course are required to take the AP Exam in May.
- The cost of the examination, approximately \$90*, must be paid for by a parent or guardian. Students who qualify for free or reduced lunch are eligible for a discounted cost.
- The "AP" designation and weighting will be removed from the official transcript if the student does not fulfill the exam requirement.
- AP grades carry a weight of 7% in a student's cumulative grade point average.

*The 2015-2016 fee is \$92 per exam.

Advanced Placement (AP) Examinations may include the following benefits:

- ✓ Develop college-level academic skills and habits.
- ✓ Exemption by your college or university from beginning courses and permission to take higher level courses in certain fields.
- ✓ Academic credit for exams taken, which means fewer graduation requirements.
- ✓ Tuition savings – up to a year of credit may be given for three or more qualifying AP grades.
- ✓ Time to explore undergraduate subject areas that you would not otherwise be able to study.
- ✓ Eligibility for honors and other special programs open to students who have received AP recognition.

AP Capstone Program

AP Capstone is an innovative diploma program that helps students stand out in the college admission process by developing the critical skills needed to succeed in college and in life. Two new courses – AP Seminar and AP Research (proposed for 2017-2018) allows students to immerse themselves in topics that matter to them while developing the analytic, research, problem-solving, and communication skills that colleges seek in their applicants. This challenging program helps students deepen their passion for learning, gives them great confidence in their academic skills and provides a broader perspective on a student's world.

Students who earn a 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, the AP Seminar and Research Certificate, signifying attainment of college-level academic and research skills, is awarded for scores of 3 or higher on the AP Seminar and AP Research Exams only.

College Level Courses

Courses sponsored by colleges such as Syracuse University, Adelphi University, and Long Island University provide an enriching college experience and college credit for many of our students in the areas of Mathematics, Business, and World Languages. Each college and/or university has unique admissions and placement requirements; POBJFKHS cannot guarantee that any particular college will grant college credit or advanced standing. Students are responsible for the cost of college credits awarded.

The following chart outlines the College Level courses currently being offered, with 2015-2016 costs. College level course grades carry a weight of 5% in a student's cumulative grade point average.

| Name of Course | College Attached | Potential Benefit | Cost | Comments |
|------------------------------------|--------------------|----------------------------|--------|----------------------|
| College Accounting | LIU, CW Post | 6 credits | \$840* | |
| College Marketing | LIU, CW Post | 3 credits | \$420* | |
| College Business Law | LIU, CW Post | 3 credits | \$420* | |
| College International Business | LIU, CW Post | 3 credits | \$420* | |
| College Business Admin. | LIU, CW Post | 3 credits | \$420* | |
| Anatomy and Physiology | Excelsior College | 6 credits | \$455 | |
| Spanish 5 Honors College | Adelphi University | 6 credits (3 per semester) | \$690 | (\$345 per semester) |
| Spanish 5 College | Adelphi University | 6 credits (3 per semester) | \$690 | (\$345 per semester) |
| French 5 Honors College | Adelphi University | 6 credits (3 per semester) | \$690 | (\$345 per semester) |
| French 5 College | Adelphi University | 6 credits (3 per semester) | \$690 | (\$345 per semester) |
| College Statistics | Adelphi University | 3 credits | \$345 | |
| SUPA Calculus | Syracuse | 4 credits | \$448 | |
| | | | | |
| *Plus \$70 fee for new students. | | | | |
| | | | | |
| Costs as of 2015-2016 School Year. | | | | |

Please keep in mind: if a student does not wish to take advantage of obtaining college credits, they may still take the course with no additional fees attached.

Honors Level Courses

Honors courses are offered for students of superior promise in English, Social Studies, World Languages, Mathematics, Science, Art and Music. Honors study in one or more of these areas is based upon a consideration of the student's ability to engage in an enriched program. Honors Level course grades carry a weight of 5% in a student's cumulative grade point average.

Regents Level Courses

Regents examinations are assessments developed by the New York State Education Department and are the foundation of the student assessment process. Assessments are rigorous and include such expectations as writing, science experiments, and demanding mathematical problems applied to real life or work situations. Not all Regents level classes culminate in a Regents exam. Those courses that do include: Algebra, Geometry, Trigonometry, Global 10, United States History, English 11, Earth Science, Living Environment, Chemistry, and Physics.

RECOMMENDATIONS FOR HONORS / AP COURSES

The purpose of the following guidelines is to clearly define the criteria used in recommending student placement. Honors and Advanced Placement programs are designed for students who demonstrate a high level of interest, aptitude and success in the subject matter.

Recommendation criteria for the student:

- Works well independently; seeks help only when necessary; does not require detailed or repeated directions from teacher in order to proceed.
- Is creative; can think of methods to try; or use original methods when faced with a problem or situation.
- Readily applies learned principles to new situations; can solve novel problems; responds well to guided discovery.
- Responds positively to challenging situations; shows persistence in searching for solutions; finds satisfaction in independently solving a problem rather than accepting another person's solution or help.
- Likes to analyze, generalize, derive, prove, and abstract; investigates relationships and alternative solutions.
- Has a strong intuitive sense for the subject matter. Sorts out key relationships quickly.
- Shows a high degree of interest and motivation; is intellectually curious and a critical thinker.
- Has experienced high achievement in past courses without undue stress; has not depended heavily on rote learning or tutoring.
- Shows above average ability in oral and written expression.
- Ability to demonstrate long-term planning skills.

(Adopted by the 2005-2006 Shared Decision Making Team from the College Board Advanced Placement Statistics List Serv.)

Why Choose an Honors Grouping?

In a comprehensive high school, the educational program is designed to provide for the maximum intellectual growth of all students. Special provisions are made for each student according to his or her needs, interests and abilities. Honors sections aim to promote the maximum development of students.

The curriculum in honors sections is different from that in the regular classes. Standards in the honors sections are higher and greater demands are made of the students.

For example:

In the **English** honors sections, a more difficult and varied vocabulary list must be mastered; students are required to read -- extensively and intensively -- periodicals and books of indisputable value. Students are expected to write not only with correctness, but also with power and effectiveness.

The **Social Studies** honors experience provides students with numerous, rigorous opportunities to develop and enhance the habits of mind necessary to be self-directed learners. Comprehension and analysis of primary and secondary sources coupled with intensive skill building enables students to develop the skills of a historian.

In the **Mathematics** honors sections, students are exposed to a more rigorous and abstract approach to the structure of mathematical systems and ideas. At each level, topics described by the State Education Department as "optional" are included.

In the **Science** honors sections, the students are required to understand the theory behind the descriptive material. The students do more comprehensive lab work and extensive related reading. They are exposed to more complex mathematical development of scientific theories.

In the **World Languages** honors sequence, students learn extensive new vocabulary and complex advanced grammatical structures. They read and analyze original poetry and prose. The honors sequence leads to near-native proficiency in World Languages.

PROMOTION

| | |
|-------------|------------|
| Grade 9-10 | 5 credits |
| Grade 10-11 | 10 credits |
| Grade 11-12 | 15 credits |

All students who fail a course are strongly recommended to attend summer school. No student can take the same course more than twice, without permission of the principal, including summer school.

SUMMER SCHOOL

Students who fail a full-year course but maintain attendance qualify for summer school. Students who had withdrawn from a course may not repeat the course in summer school. No student can take more than two courses for credit in summer school, except seniors needing three credits to graduate.

TESTING PROGRAM

- 1. The Preliminary SAT National Merit Scholarship Qualifying Test (PSAT/NMSQT)** – This test measures critical reading, math and writing skills that students develop over many years. The test is intended to let students practice for the SAT Reasoning Test and enter the National Merit Scholarship competition. The PSAT is generally administered to students in October of their sophomore and junior years.
- 2. SAT Reasoning Test**
This test measures critical reading, writing and mathematical skills developed over time. Scores from this test provide colleges with a way to compare the academic preparation and ability of students who apply for admission. In general, students will take the SAT in the spring of their junior year.
- 3. The SAT Subject Tests**
These tests measure knowledge in a particular subject. These test scores are intended to be used together with other information about your academic and personal background, admission or placement decisions. Therefore, some students submit Subject Test scores to colleges as additional evidence of their ability to be successful in a college program.

The Subject Test can be taken in Grades 9-12. It is advisable to take the Subject Test at the completion of a course. Students submit Subject Test scores as added evidence of their achievement in that particular subject or because the college requires it for admission or placement. The decision to take the Subject Test is an individual decision and one that you may want to discuss with your counselor.

| | | | |
|-----------------|------------|---------------|---------------|
| Eng. Literature | US History | World History | Math Level 1 |
| Math Level 2 | Biology EM | Chemistry | Physics |
| French | German | Spanish | Modern Hebrew |
| Italian | Latin | Chinese | Japanese |

- 4. The ACT**
This test measures skills in English, mathematics, reading, science reasoning, and writing. We recommend every student take this test with the writing section. Colleges accept ACT scores for admission and placement as readily as they do SAT scores. In general, a student should register to take the ACT in the spring of their junior year.

GUIDANCE AND COUNSELING DEPARTMENT

THE ROLE OF THE SCHOOL COUNSELOR

The primary function of the Guidance and Counseling Department is to focus on the individual needs of each student in order to maximize his/her potential. School Counselors work with students individually and within the classroom setting to support and assist them with their academic, social/emotional, behavioral, and personal development. Counselors also work collaboratively with students, parents, teachers, and other professionals in order to identify and minimize any barriers that stand in the way of student success. Counselors specialize in post-secondary and transition planning. In addition, counselors serve as an important source of information, resources, and referrals.

The following Guidance and Counseling Department services are available:

- Individual Counseling
- Post-secondary and Transition Counseling
- Parent/Guardian Orientation Programs
- Classroom Presentations
- School-wide Initiatives
- Scheduling
- Community Outreach
- Articulation and Advocacy
- Resources and Referrals



THE ROLE OF THE SCHOOL PSYCHOLOGIST

The School Psychologists at Plainview-Old Bethpage JFK perform a variety of services for students, faculty, administration and parents that include:

- Assess and evaluate students' needs, strengths and weaknesses via observation, psychological testing, interviews, etc.
- Provide direct assistance to students to produce specific behavioral changes.
- Plan for appropriate remediation and/or placement, i.e. special education programs, alternative education approaches, learning/behavioral plans, etc.
- Refer, when necessary, to appropriate community agencies, clinics, therapists, etc.
- Crisis intervention for students experiencing emotionally stressful or traumatic circumstances.
- Consult with teachers, school counselors, social workers, nurses, administrators and parents in dealing with student problems.
- Serve on committees for establishing and/or improving support services for students and improving school climate.
- Provide ongoing and short-term individual and group counseling for students.
- Develop and support prevention efforts and social, emotional learning.

The School Psychologist, as a member of the Pupil Personnel Services team and of the high school faculty, shares with teachers, administrators and other school personnel the basic goal of making adequate provisions for meeting individual student needs. The psychologist advises and assists the school staff in such psychological considerations as understanding symptoms, causes, contributing factors and consequences of behavior. As part of the coordinated contribution of all pupil personnel staff, the psychologist's services complement the efforts of teachers, school counselors and administrators in the provision of an educational climate that encourages the optimal development of the student's potentialities and promotes social and emotional well-being.

THE ROLE OF THE SCHOOL SOCIAL WORKER

The social workers at Plainview-Old Bethpage JFK High School support students' academic and social success by providing specialized services that include:

- Individual and group counseling
- Crisis intervention for students and families
- Substance abuse prevention and intervention
- Case management for students with multiple needs
- Intervention services for attendance and suspension issues
- Assistance for students in developing advocacy skills
- Referrals for community resources
- Liaison between school and community agencies

Social Workers provide intensive services for students experiencing multiple risk factors to support educational success. They assist students and families with obtaining resources with the school and community. The Social Worker is part of the total educational team working with other disciplines to provide the best educational experience for all students.



HOW TO MAKE A GUIDANCE APPOINTMENT

Guidance and Counseling Department appointments can be made through a Guidance Department secretary or school counselor. If students are called from classes for a guidance appointment, they are responsible for making up class work missed due to a guidance visit.

PROGRAM PLANNING

The student and counselor will meet each year to plan the student's program carefully. It is wise to plan to take courses that not only meet graduation requirements, but also permit for options after graduation. It is an important function of the Guidance Department to help individualize course selections in order to explore interests, develop skills, and meet educational and career requirements.

THE BASIS FOR COURSE SELECTION

In planning course selection, please make sure that you have:

1. Consulted your teachers, school counselor and parents;
2. Considered future goals and aspirations;
3. Evaluated past performance as measured by report cards, standardized tests and teacher recommendations;
4. Selected the strongest and most realistic program you can successfully complete;
5. Fulfill graduation requirements.

COURSE SCHEDULE CHANGES

During the week preceding the opening of school and through the second week of classes, schedule change requests will be accommodated for the following reasons only:

- a. Incomplete programs
- b. Scheduling error
- c. Changes that result from summer school classes
- d. Instructional level change (see following section)
- e. Student is requesting a lunch period

While every effort is made to accommodate a student's first preference with regard to electives, circumstances sometimes dictate that alternate electives be used to schedule his/her classes effectively.

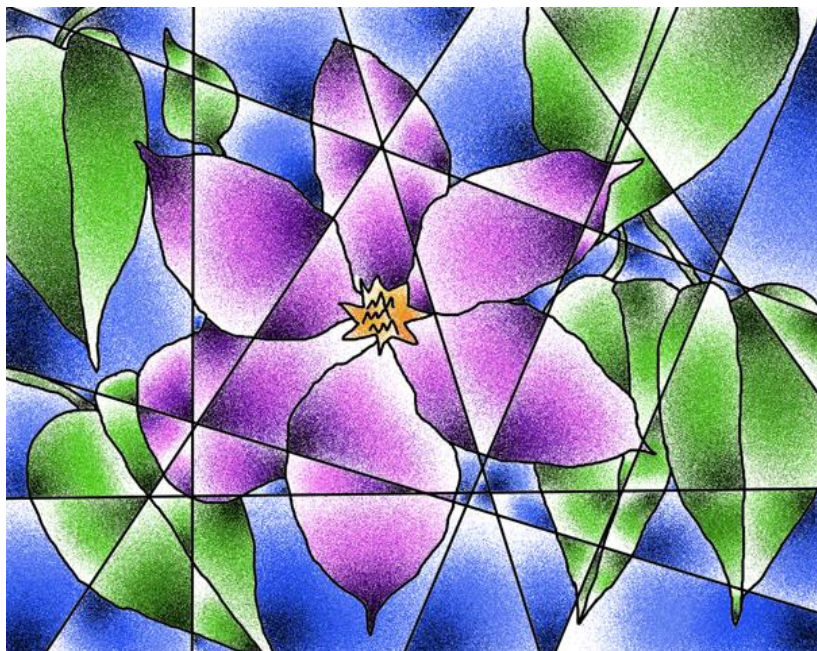
COURSE LEVEL CHANGE REQUESTS AND OPEN ENROLLMENT (SELF-SELECTION)

Teacher recommendations will be used as a guideline during the scheduling process. Students who have not been recommended by their teacher for a higher level course may still enroll in the course. Students are encouraged to speak with their current year teacher and counselor, and in some cases the academic chairperson, to discuss the appropriateness of the student's choice(s).

If a student finds that their course choice is not the appropriate level, they may request a level change. If they do so before the level change deadline, usually the last day of the first marking period, their grades will not be transferred to their new course. In these cases, it is at the discretion of the classroom teacher as to how they will compute the student's final grade.

Students and parents should be advised that once a ***student has signed up for a self-selected course, there is no assurance that a request for a level change can be accommodated.*** All requests will be subject to availability. In addition, it is important to note that requesting a level change for a particular course may result in an undesirable disruption to the student's original schedule. ***When requesting any level change students will be placed in the lowest enrolled section of the corresponding Lab, Regents or Honors level course.*** Students are urged to make use of advanced planning when choosing their courses.

Teachers, counselors, and departmental supervisors are available to answer questions regarding the course expectations and recommended preparation. It is important to note, however, that the final decision regarding placement rests with the student and his/her parent.



PARENT PORTAL

Plainview-Old Bethpage John F. Kennedy High School is committed to providing parents with timely information about their children's work and achievement. You can readily establish your account within the Parent Portal. Once activated, you have a unique username and password, enabling you to access your children's achievement, attendance, and assessment information as it is posted.

NCAA REQUIREMENTS

If your child is looking forward to playing sports in college, get started now in planning your NCAA core courses. For additional information for student-athletes visit corecourseGPA.com, or speak with your counselor.

Division I - 16 Core Courses

4 years of English

3 years of mathematics (Algebra I or higher)

2 years of natural/physical science (1 year of lab if offered by high school)

1 year of additional English, mathematics or natural/physical science

2 years of social science

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

Division II - 16 Core Courses

3 years of English

2 years of mathematics (Algebra I or higher)

2 years of natural/physical science (1 year of lab if offered by high school)

3 years of additional English, mathematics or natural/physical science

2 years of social science

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

NAVIANCE

Naviance is a web-based resource for students and parents that encourages and supports post high school career and college planning. Family Connection is specific to Plainview-Old Bethpage John F. Kennedy High School, and is linked with Naviance Succeed, a service that is used in the counseling office and by faculty members. All students and parents receive a unique username and password, which allows access to the Career Exploration feature as well as the college and scholarship search. Finally, students will utilize Naviance to complete their college admissions applications.

What's New for 2016-2017

We are excited to have several new courses added for the 2016-2017 school year. These courses are:

| | |
|------------------------|--|
| Art | Animation, Gaming, and Website Design I Animation, Gaming, and Website Design II |
| Physical Education | Aquatic Training Beginner Yoga Advanced Yoga Core Fitness Class |
| Science/Technology | Aeronautics Green Technology |
| World Languages | Chinese for English Speakers 1 American Sign Language 4 Advanced Placement Italian |
| English/Social Studies | Advanced Placement Capstone Seminar |

There have also been some modifications made to current courses. These are:

| | |
|-------------------------------|--|
| Photography | The revised course description more accurately reflects the content of the course. |
| Ceramics and Sculpture | The revised course title and description more accurately reflects the content of the course. |
| Principles of Law | This is now a full year course combining Principles of Law 1 and 2 |
| Advanced Principles of Law | This is now a full year course combining Principles of Law 3 & 4 |
| Advanced Computer Programming | The revised course description more accurately reflects the content of the course. |
| Applied Science | Course title changed from Integrated Science; the content remains the same. |
| Biotechnology/DNA Science | The course has changed from a half-credit class to a full credit, full year course. |
| Science of Long Island | Course title changed from Environmental Science; the content remains the same. |
| Italian I | The revised course description more accurately reflects the content of the course. |

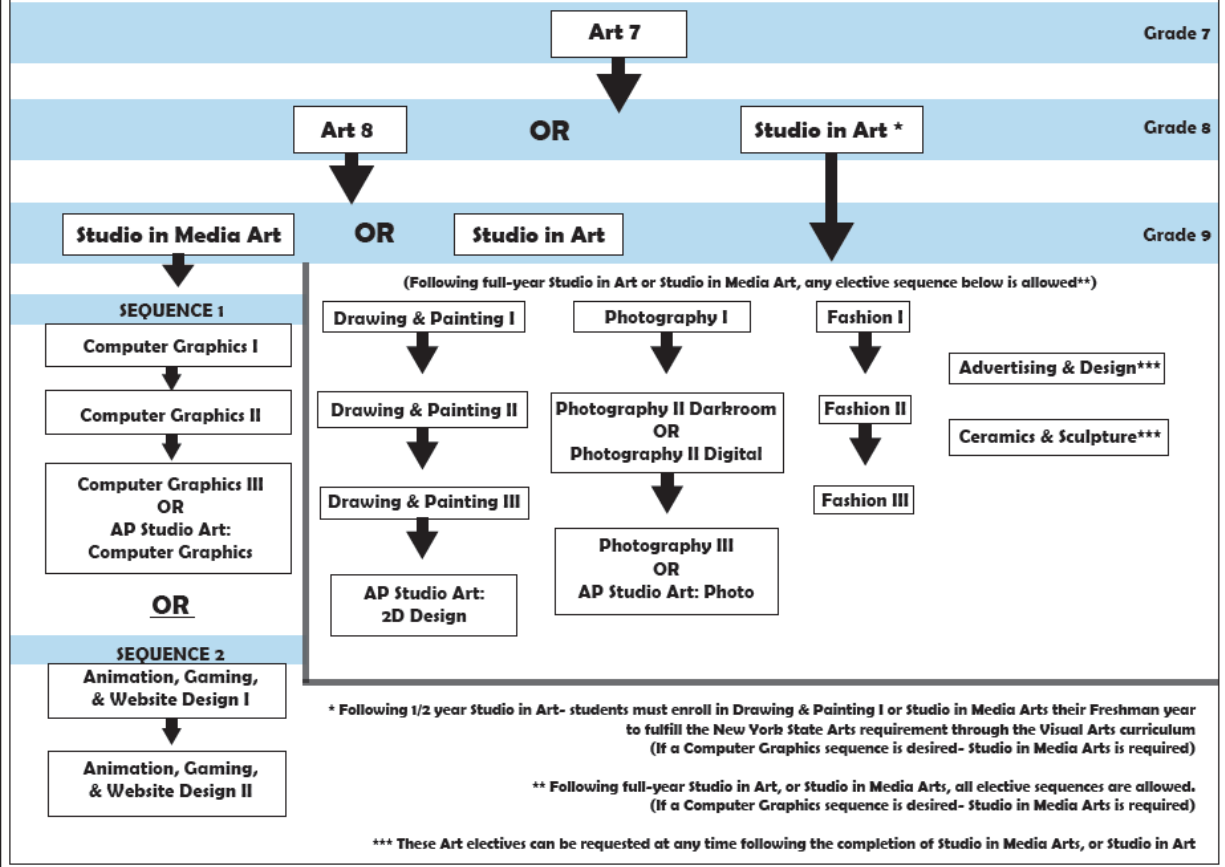
**ART AND DIGITAL TECHNOLOGY
DEPARTMENT**

Mr. Ben D. Wiley, Director

**BWiley@pobschools.org
(516) 434-3138**



Art Department Flow Chart: Grades 7-12



ART

PHOTOGRAPHY I

COURSE #: 818

CREDIT: 1

COURSE DESCRIPTION: This course is designed to familiarize students with various photographic processes and techniques. The content of this course will be equally split between digital photography and traditional darkroom techniques. Students will learn composition, use of light, motion and depth of field using both the digital camera and traditional 35mm camera; as well as the basics of Adobe Photoshop in conjunction to these topics. Students will also investigate the aesthetic criteria necessary in making this an art form based on the elements of Art and Principles of Design.

Prerequisite: Studio in Art, Studio in Media Art or Drawing & Painting I (accelerated)

ASSESSMENTS UTILIZED: Rubrics, project, critiques

SUMMER ASSIGNMENT: None

HOMEWORK: Students must shoot most projects outside of class time.

PHOTOGRAPHY II DARKROOM

COURSE #: 818-2

CREDIT: 1

COURSE DESCRIPTION: This course is a continuation of Photography I with an emphasis on advanced shooting and darkroom techniques. Some areas that will be explored are the use of studio lighting, long exposures in low light, digital imaging, and incorporation of other media into photography. Emphasis will be given to developing a body of work suitable for portfolio presentation.

Prerequisite: Photography I

ASSESSMENTS UTILIZED: Rubrics, project, and critiques

SUMMER ASSIGNMENT: None

HOMEWORK: Students must shoot most projects outside of class time.

PHOTOGRAPHY II DIGITAL

COURSE #: 818-3

CREDIT: 1

COURSE DESCRIPTION: This course allows students to explore the art of photography through the use of the technologically advanced digital camera. Students will learn how to use the various modes and controls specific to these cameras. They will develop an understanding of pixels, resolution, compression, file formats and other vital information necessary to shoot well with digital cameras. Traditional photographic principles such as the use of light, the art of composition, use of angles, motion and abstraction will be covered as well as more creative techniques, use of macro and studio lighting. Students will use the image editing software of the Adobe Creative Suite and will learn proper image and color correction. Students will also learn how to enhance their images and use various tools to create interesting and high quality pictures. They will be shown how to prepare images for printing, e-mail and websites.

Prerequisite: Photography I

ASSESSMENTS UTILIZED: Rubrics

SUMMER ASSIGNMENT: Required

HOMEWORK: Students must shoot most projects outside of class time.

PHOTOGRAPHY III**COURSE #:** 819-3**CREDIT:** 1

COURSE DESCRIPTION: This course is a continuation of Photography II using film and digital cameras. Students will be able to develop many of their own project ideas while exploring topics such as composition, creative flash, use of professional films, fashion photography, documentary photography, advanced studio lighting, and alternative processes in photography. Emphasis will be on developing a body of work suitable for portfolio presentation.

Prerequisites: Photography I and Photography II Darkroom **or** Photography II Digital

ASSESSMENTS UTILIZED: Rubrics, projects, critiques

SUMMER ASSIGNMENT: None

HOMEWORK: Students must shoot most projects outside of class time.

**ADVANCED PLACEMENT STUDIO ART:
2-D DESIGN PHOTOGRAPHY****COURSE #:** 819-7**CREDIT:** 1

COURSE DESCRIPTION: This course is offered to 12th grade art students. The course curriculum consists of three sections of work reflecting the student's technical expertise, visual portrayal of mastering the art elements and a final area of artistic concentration pertinent to the individual student's interest. Students will work with both film and digital photography techniques to develop a portfolio.

Prerequisite: Studio in Media Arts, Drawing & Painting I, or Studio in Art; Photography I and Photography II Darkroom or Photography II Digital.

ASSESSMENTS UTILIZED: Rubrics, project, critiques

SUMMER ASSIGNMENT: None

HOMEWORK: Students must shoot most projects outside of class time.

Please see page 3 for further information regarding the AP examination.



ADVERTISING AND DESIGN**COURSE #:** 804**CREDIT:** 1

COURSE DESCRIPTION: Studio in Advertising and Design is a product-based art curriculum. By incorporating computer technology with visual graphic design, the student will learn the mechanics, the visual, and the technical aspects of art editing. The Elements and Principles of Art are emphasized throughout the course to help create interesting and dynamic graphics. The course begins with designing a personal logo; projects proceed in creating two-dimensional products such as menus, stationery, business cards, signage and labels. There are also units of study in three-dimensional designs. These areas might include shopping bags, package design (i.e., food packaging, toy packaging and CD packaging). There is also a unit of study in book publishing, including cover design and book illustration. In addition to computer work many projects include hands-on creations of the actual products using traditional art materials.

Prerequisite: Studio in Media Art, Studio in Art, or Drawing & Painting I

ASSESSMENTS UTILIZED: Projects, rubrics, group critiques, individual critiques

SUMMER ASSIGNMENT: None

HOMEWORK: Occasionally students will research for materials from magazines, newspaper ads and other media sources.

STUDIO IN ART**COURSE #:** 801**CREDIT:** 1

COURSE DESCRIPTION: This course provides opportunities for developmental growth through a series of art experiences with varied art mediums; encourages creative expression through a variety of techniques; stimulates an awareness of individual needs; develops confidence in creative expression, an appreciation for the artistic endeavors of others and contributes to an understanding of the visual world. Students will experience both two-dimensional and three-dimensional art projects. This course is recommended for students who are not enrolled in Drawing and Painting I and are considering a major in art. The studio environment emphasizes creative problem solving and fulfills the New York State graduation requirement of one year (1 credit) in Art, Music or Technology.

ASSESSMENTS UTILIZED: Projects, presentations (individual and group), rubrics, group critiques, individual critiques, and classroom participation

SUMMER ASSIGNMENT: None

HOMEWORK: Occasionally students are required to bring in materials such as photographs, magazine images, music (MP3 or wave) and texts/literature to enhance and personalize the student's assignments.

DRAWING AND PAINTING I**COURSE #:** 802**CREDIT:** 1

COURSE DESCRIPTION: This course is designed to introduce students to techniques in drawing and acrylic painting, color theory and value studies. Experimentation and the use and care of equipment will be stressed. Fundamental paintings will include exercises in still life, landscape and figure studies, with an emphasis on composition. Students who have successfully completed Accelerated Art in the middle school are expected to be programmed to take this course instead of Studio Art or Studio in Media Art, in order to begin a portfolio designed to meet the AP College Board guidelines. This course satisfies the New York State graduation requirement of one year (1 credit) of Art, Music, or Technology.

Pre-requisite: Accelerated Art (in 8th grade), Studio in Art, or Studio in Media Art

ASSESSMENTS UTILIZED: Projects, presentations (individual and group), rubrics, group critiques, individual critiques, and classroom participation

SUMMER ASSIGNMENT: None

HOMEWORK: Usually four drawings per quarter, as determined by instructor

DRAWING & PAINTING II**COURSE #:** 803**CREDIT:** 1

COURSE DESCRIPTION: Using advanced problems in drawing and painting techniques and concepts, students will pursue an individual approach to developing personal expression, creativity and individuality. Museum and art gallery field trips will be aligned to the course curriculum, glean from art history and accomplished artists, and support the development of an individual style.

Prerequisite: Drawing and Painting I

ASSESSMENTS UTILIZED: Drawings and paintings, value studies and sketches, occasionally involving research of various artists, museum and field trips to support artistic study

SUMMER ASSIGNMENT: None

HOMEWORK: When necessary, students may need to utilize outside time or 9th period to stay abreast of course assignments.

DRAWING & PAINTING III**COURSE #:** 803-3**CREDIT:** 1

COURSE DESCRIPTION: This course is approved by the AP College Board as the breadth portion of the AP Art Portfolio. Individual attention to one specific area of artistic concentration and exploration will be stressed. Students actively involved in one aspect of painting and/or drawing will further develop these skills in a studio workshop situation. Field trips and museum visits will be aligned to the curriculum and enhance the ability of students to gain expertise in techniques associated with a particular medium and explore the development of a personal style.

Prerequisite: Drawing and Painting I and Drawing and Painting II

ASSESSMENTS UTILIZED: Projects 60%, sketches 20%, effort/participation 20%, Scholar Artist Rubric

SUMMER ASSIGNMENT: None

HOMEWORK: When necessary, students may need to utilize outside time or 9th period to stay abreast of course assignments, in order to fulfill the College Board's required number of projects for the breadth portion of AP Art.

CERAMICS AND SCULPTURE**COURSE #:** 806**CREDIT:** 1

COURSE DESCRIPTION: This course would provide a basic introduction to three-dimensional art forms for students interested in exploring areas of ceramics and sculpture. Possible additional mediums would include wire, metal, plaster, white and red clay, paper, glass and leather. Students would be expected to translate their ideas from two-dimensional drawing and design work into forms or ceramics and sculpture. The studio experience would be supplemented by a historical background of each process and relevant presentations of important artists and their works of art.

Prerequisite: Studio in Art, Studio in Media Arts

ASSESSMENTS UTILIZED: Rubrics, projects, presentations, critiques, and classroom participation

SUMMER ASSIGNMENT: None

HOMEWORK: None

FASHION I: INTRODUCTION TO FASHION**COURSE #:** 809**CREDIT:** 1

COURSE DESCRIPTION: This studio course is a basic introduction to the rendering of the fashion figure and the design of contemporary clothing. Figures will be represented in graphite, colored pencil and marker. Basic drawing skills, related to the world of fashion will be taught. Students will complete color illustrations of their original fashion designs.

Prerequisite: Studio in Art, Media Arts, or Drawing & Painting I

ASSESSMENTS UTILIZED: Rubrics, self-assessment, critiques, and group critiques

SUMMER ASSIGNMENT: None

HOMEWORK: None

FASHION II: FASHION FORWARD**COURSE #:** 810**CREDIT:** 1

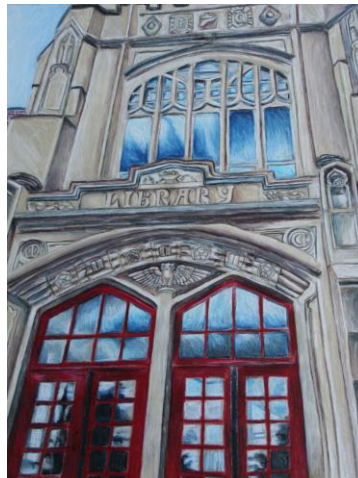
COURSE DESCRIPTION: This course is a continuation of Fashion I, with an emphasis on fabrics and fabric representation. A variety of mediums will be utilized for the purpose of accurately rendering fabric patterns, textures and embellishments. Students will begin to create original detailed fashion designs and illustrations which may be used in their fashion portfolios.

Prerequisite: Fashion I: Introduction to Fashion

ASSESSMENTS UTILIZED: Rubrics, self-assessment, critiques, and group critiques

SUMMER ASSIGNMENT: None

HOMEWORK: None



FASHION III: FASHION FOR THE REAL WORLD**COURSE #:** 810-1B**CREDIT:** 1

COURSE DESCRIPTION: This advanced fashion course addresses aspects of fashion presentation and creative garment construction. Students have a “Project Runway” – type experience as each student designs an original line of clothing and showcases the line on presentation boards. Students will learn the techniques of costume design, and also develop and create an original, wearable garment using found materials or techniques in sewing.

Prerequisite: Fashion I: Introduction to Fashion and Fashion II: Fashion Forward

ASSESSMENTS UTILIZED: Rubrics, self-assessment, critiques, and group critiques

SUMMER ASSIGNMENT: None

HOMEWORK: None

STUDIO IN MEDIA ART**COURSE #:** 822**CREDIT:** 1

COURSE DESCRIPTION: This is a first-year course recommended for students pursuing an interest in computer art, video, graphic design, or photography. Emphasis will be placed on the Elements of Art and Principles of Design. Teachers will develop and provide supportive instructional strategies reinforcing the art elements in a variety of motivating experiences. Students will create computer-based artwork and video using the Adobe Creative Suite.

This course fulfills the New York State graduation requirement of one year (1 credit) of Art, Music or Technology.

ASSESSMENTS UTILIZED: Critiques, self-evaluation, rubrics

SUMMER ASSIGNMENT: None

HOMEWORK: None

COMPUTER GRAPHICS 1**COURSE #:** 812**CREDIT:** 1

COURSE DESCRIPTION: This course is designed to follow Studio in Media Arts for students who are interested in exploring more advanced ventures in computer graphics. Students will be introduced to fundamental 2-D design as they investigate methods of incorporating digital photos, computer generated projects, painting, drawings and other forms into art projects using their own creativity and art history references. The course will focus on developing the essential components of a media-based portfolio of 2-D design work.

Prerequisite: Studio in Media Art

ASSESSMENTS UTILIZED: Evaluation sheets, rubrics, completion of specified projects

SUMMER ASSIGNMENT: None

HOMEWORK: None

COMPUTER GRAPHICS 2: GRAPHIC DESIGN**COURSE #:** 812-22**CREDIT:** 1

COURSE DESCRIPTION: This course introduces fundamental 2-D design techniques and composition. In this class there will be a strong emphasis on developing a well-rounded media-based portfolio using the Adobe Creative Suite. Students will focus on pre-AP requirements in developing the breadth portion of the College Board Advanced Placement portfolio exam for 2-D design.

Prerequisite: Studio in Media Art and Computer Graphics 1

ASSESSMENTS UTILIZED: College Board Guidelines, projects, rubrics, groups critiques, individual critiques

SUMMER ASSIGNMENT: None.

HOMEWORK: Occasionally students are required to bring in materials such as photographs, magazine images, music (MP3 or Wave) and texts/literature to enhance and personalize the student's assignments.

COMPUTER GRAPHICS 3**COURSE #:** 812-3**CREDIT:** 1

COURSE DESCRIPTION: Computer Graphics 3 follows Computer Graphics 2. An emphasis is placed on advanced techniques in Graphic Design and Animation. Students create individualized independent projects, utilizing the entire Adobe Creative Suite.

Prerequisite: Studio in Media Arts and Computer Graphics 1 & 2

ASSESSMENTS UTILIZED: Projects, rubrics, groups critiques, individual critiques

**AP STUDIO ART 2-D DESIGN:
COMPUTER GRAPHICS****COURSE #:** 812-11**CREDIT:** 1

COURSE DESCRIPTION: This course is designed for highly motivated, advanced art students who have demonstrated a serious interest in the study of graphic design. Advanced computer art students will work on a 2-D Design Portfolio as defined by the College Board's Advanced Placement Studio Art criteria. The 2-D Design Portfolio in Graphic Design includes (but is not limited to): digital imaging, illustration graphic design, typography & photography. Students will primarily use the Adobe programs Photoshop and Illustrator. The course is organized as an intensive year-long class requiring commitment in quality and quantity of work from the art student. The AP Studio Art test is focused on portfolio development, breadth of work and thematic concentration for evaluation at the end of the school year. Students will work independently in their area of concentration.

Prerequisite: Graphic Design

ASSESSMENTS UTILIZED: College Board rubric

SUMMER ASSIGNMENT: None

HOMEWORK: Students will be given a project that will help them to start developing ideas for their concentration.

Please see page 3 for further information regarding the AP examination

AP STUDIO ART: 2-D DESIGN**COURSE #: 813****CREDIT: 1**

COURSE DESCRIPTION: Advanced Placement Art is offered to twelfth grade students who have successfully completed the prerequisite of Drawing and Painting I, II and III. This college-level studio course is a fast-paced, in-depth, highly rigorous and demanding year-long curriculum, which builds on the required breadth portion of the College Board approved curriculum in Drawing and Painting III. The curriculum focuses on developing the student's mastery of techniques and mediums and is designed to correlate to the College Board's Advanced Placement Art exam. Areas of concentration can be two-dimensional design or drawing. The final submission is an electronic portfolio comprising of three sections of work reflecting the student's technical expertise (5 pieces) in breadth, a mastery of the elements of art (12 pieces) and an artistic concentration pertinent to the individual student's interest (12 pieces).

Prerequisites: Drawing & Painting I, II and III

ASSESSMENTS UTILIZED: College Board rubric

SUMMER ASSIGNMENT: None

HOMEWORK: Students will have to use time outside of class to stay abreast of the required timeline and define number of pieces as per the College Board.

Please see page 3 for further information regarding the AP examination

ANIMATION, GAMING AND WEBSITE DESIGN I
GRADES 10-12**COURSE #: 812-24****CREDIT: 1**

COURSE DESCRIPTION: This course is designed for advanced students in Media Arts who want to further develop their skills in multi-media design; such as animation, apps, video games, and websites. These students will continue exploration of the Adobe Master Suite and other state of-the-art software programs as artistic vehicles for learning the dynamics of interactive media. This course is also geared toward developing individual aesthetic and advanced skills in the computer arts, to better prepare students for current 21st century skills and possible career paths. Students will continue to build their artistic portfolio throughout this course..

Prerequisites: Studio and Media Arts

ASSESSMENTS UTILIZED: Projects, rubrics, individual and group critiques

SUMMER ASSIGNMENT: None

HOMEWORK: As most assignments will require specific computer software, the majority of work will be done in class. Occasionally students will research for projects outside of class.

ANIMATION, GAMING AND WEBSITE DESIGN II
GRADES 11-12

COURSE #: 812-25

CREDIT: 1

COURSE DESCRIPTION: This course is designed for advanced students of Animation, Gaming and Website Design. The students of this course will continue to explore many state-of-the-art software programs as artistic vehicles for learning, as well as begin to focus their artistic vision in regards to interactive media. This course is geared toward focusing aesthetic and advanced skills in the computer arts, and better prepare students for current 21st century skills and possible digital art career paths. Students will continue to build their artistic portfolio throughout this course.

Prerequisites: Animation, Gaming and Website Design I

ASSESSMENTS UTILIZED: Projects, rubrics, individual and group critiques

SUMMER ASSIGNMENT: None

HOMEWORK: As most assignments will require specific computer software, the majority of work will be done in class. Occasionally students will research for projects outside of class.



BUSINESS DEPARTMENT

Ms. Sharon Lasher, Coordinator

**SLasher@pobschools.org
(516) 434-3125**

BUSINESS

BUSINESS/ FINANCE

**Stock Market/
Taxation (9-12)**

**Advanced
Investment
Strategies
(9-12)**

LAW

**Principles of
Law (9-12)**

**Advanced
Principles of
Law (10-12)**
(pending BOE approval)

**College
Business Law
(11-12)**
(pending BOE approval)

MARKETING

**Principles of
Marketing I
(10-12)**

**Principles of
Marketing II
(11-12)**

**Principles of
Marketing III
(12)**

General Business Electives, No Prerequisite: Grades 10-12

- Career & Financial Management
(Semester or alternate days for a year)
- Accounting 1
- Hospitality & Tourism
- Sports Marketing

College Level Business Electives, No Prerequisite Grades 11-12

- College Accounting
- College Business Administration
- College International Business
- College Marketing

BUSINESS

BUSINESS/FINANCE

ACCOUNTING - I
GRADES 10 – 12**COURSE #:** 706**CREDIT:** 1

COURSE DESCRIPTION: This course is designed to introduce students to a basic foundation on which to build an understanding of principles and practices in accounting. Students will learn on-the-job activities that are required of entry-level accounting employees, such as accounts receivable and accounts payable. Students will learn to maintain accounting records in addition to handling their own checking accounts and checkbooks. Students will gain insight into the role of today's accountant.

ASSESSMENTS UTILIZED: Tests, reinforcement activities, business simulations, midterm, and final exam

SUMMER ASSIGNMENT: None

HOMEWORK: Two/three times per week

COURSE EXPECTATIONS: It is expected that students conscientiously complete assignments, actively participate in class discussions, and attend remedial if necessary.

COLLEGE ACCOUNTING
GRADES 11 and 12**COURSE #:** 704**CREDIT:** 1

COURSE DESCRIPTION: This college-level course is designed specifically for college-bound juniors and seniors with business and/or accounting as a potential college major. The work covered is equivalent to the first year college accounting curriculum. The text and computer programs are ones used at the college-level. The student can earn up to 6 college credits (optional) through the Long Island University High School Scholars Program (formerly known as S.C.A.L.E. program). The student is automatically accepted as a future LIU Post student. In addition, LIU Post offers a \$4,000 scholarship each year for any student who maintains a B+ average in this course and attends that institution. Student must have an overall GPA of 80 to take course for college credit. Students are responsible for the cost of college credits awarded.

Prerequisite: Accounting I recommended but not required.

ASSESSMENTS UTILIZED: Multiple choice and short answer examinations, projects, midterm and final exam

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students conscientiously complete assignments, actively participate in class discussions, and attend remedial if necessary.

CAREER & FINANCIAL MANAGEMENT
GRADES 10, 11 & 12

COURSE #: 708

CREDIT: ½

COURSE DESCRIPTION: The purpose of this course is to help students build skills necessary to confront everyday economic situations so that they can become functioning members of society. Financially literate young adults are able to make smart decisions and responsible plans for achieving their financial goals including financing a college education, starting their own business, buying a computer, or saving for retirement. Topics discussed include budgeting, banking, savings, credit, insurance, investing and career planning. Students will have the opportunity to take the Financial Literacy Certification Test in order to become certified in Financial Literacy. The course meets every day for one semester or every other day for a year.

Prerequisite: None

ASSESSMENTS UTILIZED: Multiple choice and short answer examinations, projects, presentations, final project

SUMMER ASSIGNMENT: None

HOMEWORK: Minimal, most work done in class

COURSE EXPECTATIONS: It is expected that students conscientiously complete assignments, actively participate in class discussions, and attend remedial if necessary.

STOCK MARKET & TAXES

COURSE #: 717

CREDIT: ½

COURSE DESCRIPTION: The Stock Market will be covered in depth. This study will include the role that the market plays today in financing modern American corporations and public institutions that borrow from the general public. Stocks, bonds, CD's, mutual funds, money markets, on-line trading, selling short, bulls & bears, and margin accounts are only a few of the topics covered. Various stock market games will be played. This is an exciting program that allows the student to learn about investing and speculating. Taxation will include a study of all major forms of taxation currently in place today. Students will be shown proper technique for completing their own simple tax returns. Expert guest speakers will be used. A trip to the New York Stock Exchange will be planned. The course meets every day for one semester (1/2 year).

Prerequisite: None

ASSESSMENT UTILIZED: Case studies, projects, portfolio assessment, quizzes, and tests

SUMMER ASSIGNMENT: None

HOMEWORK: Assignments not completed in class

COURSE EXPECTATIONS: Students are expected to attend all classes, actively participate in class, complete all in class and homework assignments and maintain positive learning behaviors in the classroom.

ADVANCED INVESTMENT STRATEGIES
GRADES 10-12

COURSE #: 717-2

CREDIT: ½

COURSE DESCRIPTION: *Advanced Investment Strategies* is the second installment of our introductory course in *Stock Market and Taxes*. Advanced investment vehicles such as bonds, options, commodities, and futures will be introduced. Strategic approaches to investing will be analyzed including various financial strategies and methodologies. Financial planning, algorithmic trading, and hedging strategies will be examined. Global interdependence of the markets will also be analyzed. A career research component will instruct students on the multitude of professional opportunities available in the investment services industry. The course meets every day for one semester (1/2 year).

PREREQUISITE: Stock Market and Taxes.

ASSESSMENTS UTILIZED: Case studies, projects, portfolio assessment, quizzes and tests.

SUMMER ASSIGNMENT: None

HOMEWORK: Assignments not completed in class and long-term projects

COURSE EXPECTATIONS: Students are expected to have a strong interest in learning the details of more intricate trading strategies in the Stock Market. Students are expected to attend all classes, actively participate in class, complete all in-class and homework assignments and maintain positive learning behaviors in the classrooms.

COLLEGE BUSINESS ADMINISTRATION
& MANAGEMENT
GRADES 11 and 12

COURSE #: 725

CREDIT: ½

COURSE DESCRIPTION: This college-level course is designed for junior and seniors with an interest in business. The work covered is equivalent to first year Introduction to Business courses offered at most colleges. Each student may choose to earn three college credits through the LIU High School Scholars Program. Students will be given a broad overview of all forms of business organization. The course will examine business from the manager/owner point of view and will include setting up a new business, product development, marketing techniques, labor relations and legal aspects of business ownership. This class meets every day for one semester. Student must have an overall GPA of 80 to take course for college credit. Students are responsible for the cost of college credits awarded.

Prerequisite: None.

ASSESSMENTS UTILIZED: Examinations, business plans and projects

SUMMER ASSIGNMENT: None

HOMEWORK: Business plans, projects and case studies.

COURSE EXPECTATIONS: It is expected that students conscientiously complete assignments, actively participate in class discussions, and attend remedial if necessary.

COLLEGE INTERNATIONAL BUSINESS
GRADES 11 and 12

COURSE #: 705

CREDIT: ½

COURSE DESCRIPTION: This college level class examines the complexities of the international business and financial systems. It includes the study of cultures, foreign trade, importing and exporting, international monetary policy, foreign exchange rates, international financial markets, international banking and multinational operations. It includes all aspects of international business, entrepreneurship and globalization. The course meets every day for one semester (1/2 year). Students have the option of earning three college credits (transferable) through LIU Post. Student must have an overall GPA of 80 to take course for college credit. Students are responsible for college credits awarded.

Prerequisite: None

ASSESSMENTS UTILIZED: Current event articles, examinations, projects and written papers

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will include current event articles, preparation of country analysis, and case studies.

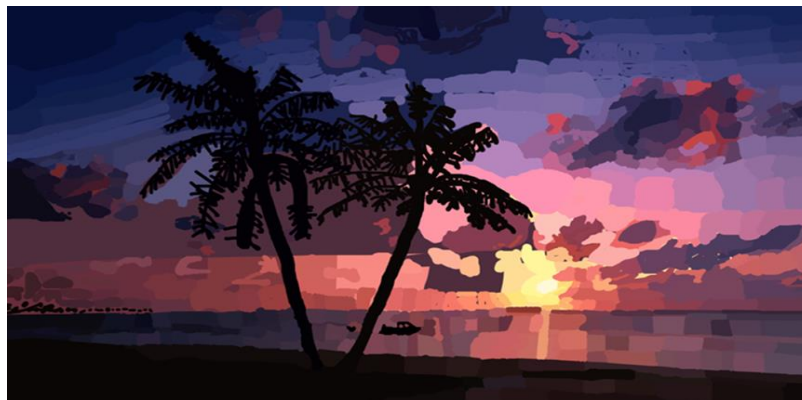
COURSE EXPECTATIONS: Students are expected to attend all classes, actively participate in class, complete all in class and homework assignments and maintain positive learning behaviors in the classroom.

CAREER INTERNSHIP

COURSE #: 992-1, 992-2

CREDIT: ½-1

COURSE DESCRIPTION: The POBJFKHS Internship program allows students to gain valuable work experience while still in high school. Students are eligible to earn credit toward graduation from this district accredited program, which appears on their official transcript. Credit is earned according to the length of the internship (1/2 credit=50 working hours, 1.0 credit = 100 working hours). Internships vary by interest ranging from accounting, education, finance, health care, hospitality, law, marketing and sale-based internships. Internships can provide first-hand insight into a career a student is interested in pursuing. Additionally, internships can be completed around the student's schedule, and may include summers and weekends. During the internship, students work hand in hand with a professional in a desired field, as well as the two Business teachers to maximize the learning experience for the student. Overall, an internship is a great way to gain experience, make connections in the real work, and acquire skills that are needed in every career.



LAW

PRINCIPLES OF LAW

COURSE #: 722

CREDIT: 1

COURSE DESCRIPTION: This course gives an excellent overview of the American Legal System. Students will learn how laws are created and how they are enforced. Students will study true legal situations that show how business and personal law impacts all. Real estate, family, wills, and other areas of law will be covered. Both criminal and civil trial procedures will be covered. Students will be given a hands-on approach to trials by playing the role of lawyer and witness in mock trial role-play activities and competitions utilizing the simulated courtroom. Guest speakers, courtroom trial visitations, and videos will be utilized to enhance the curriculum. Students will be eligible to participate in the Moot Court Club in the spring semester of this course.

Prerequisite: None

ASSESSMENTS UTILIZED: Multiple choice and short answer examinations, case preparation and various curriculum related projects

SUMMER ASSIGNMENT: None

HOMEWORK: Chapter outlines, case studies and questions will be assigned

COURSE EXPECTATIONS: It is expected that students conscientiously complete assignments, participate in class discussions and attend remedial if necessary.

ADVANCED PRINCIPLES OF LAW

COURSE #: 722-1

CREDIT: 1

COURSE DESCRIPTION: This course is designed to allow those students who have completed Principles of Law the opportunity to continue their legal studies. Topics of law covered include, but are not limited to contracts, credit, bankruptcy, product liability, debtor/creditor relationships, and property. The course also includes discussions and debates on issues relating to ethics and morality and their integration in our legal system. Courtroom strategy, jury selection and deliberations, case preparation and trial competition utilizing material learned will be integral to this course of study. Students will study actual legal cases that show how business and personal law impacts all. Videos, guest speakers, moot court cases, and mock trials will be utilized to teach these vital areas of personal interest law. Students should be competing in various Moot Court Club competitions. Students will sharpen their critical thinking, reasoning and arguing skills learned in their previous law class. Students should be competing in various Moot Court Club competitions.

Prerequisite: Principles of Law

ASSESSMENTS UTILIZED: Multiple choice and short answer examinations, case preparation and various curriculum related projects.

SUMMER ASSIGNMENT: None

HOMEWORK: Chapter outlines, case studies and questions will be assigned

COURSE EXPECTATIONS: It is expected that students conscientiously complete assignments, participate in class discussions and attend remedial if necessary.

COLLEGE BUSINESS LAW

(Preference given to seniors)

GRADES 11 and 12**COURSE #:** 724-2**CREDIT:** ½

COURSE DESCRIPTION: This college-level course is designed to introduce law students to the concepts of business and commercial law. The nature and courses of laws, functions of the State and Federal court systems, principles of contract law and advanced laws of torts and negotiable instruments will be covered. Each student may choose to earn three college credits through the CW Post, Long Island University ACE program. Students will gain an understanding of laws as they relate to everyday life of consumers and citizens. This course meets every day for one semester. Student must have an overall GPA of 80 to take course for college credit. Students are responsible for the cost of college credits awarded.

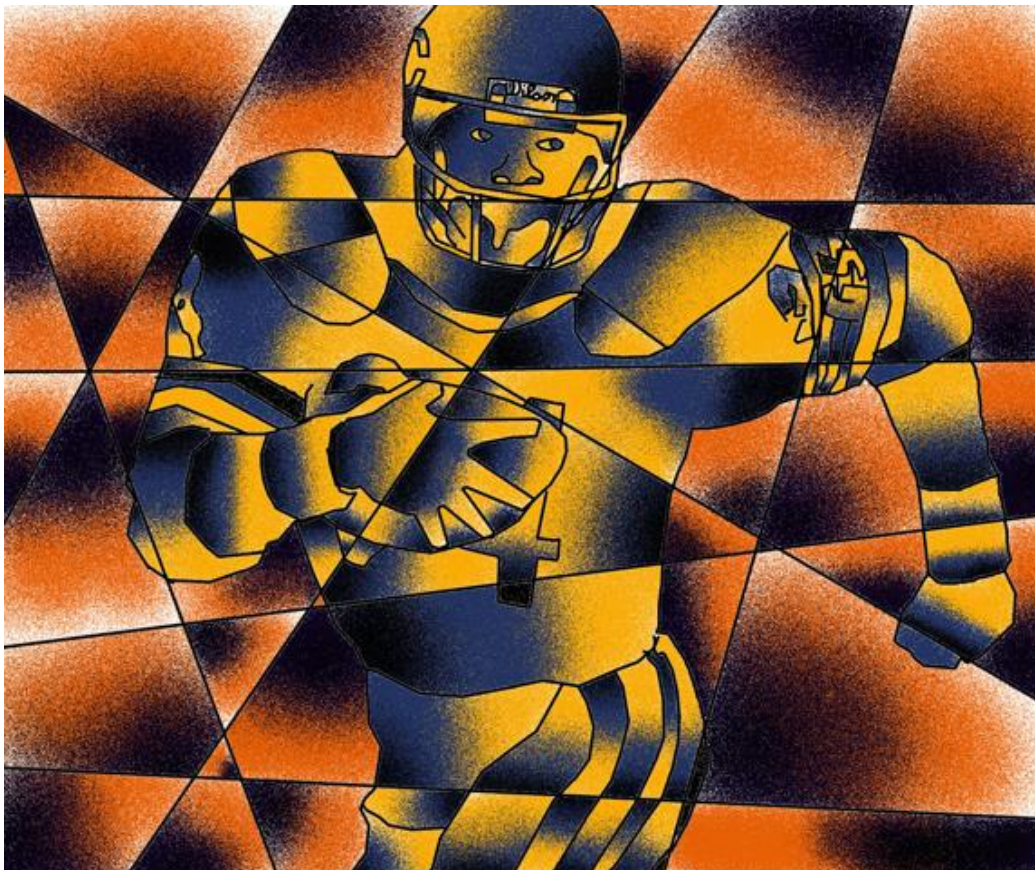
Prerequisite: Principles of Law and Advanced Principles of Law

ASSESSMENTS UTILIZED: Multiple choice and short answer examinations, case preparation and various curriculum related projects

SUMMER ASSIGNMENT: None

HOMEWORK: Chapter outlines, case studies and questions will be assigned

COURSE EXPECTATIONS: It is expected that students conscientiously complete assignments, participate in class discussions and attend remedial if necessary.



MARKETING

PRINCIPLES OF MARKETING I
GRADES 10 - 12**COURSE #:** 718-1**CREDIT:** 1

COURSE DESCRIPTION: This course includes the study of basic business and marketing principles. Topics discussed during the first semester of the course include basic business, marketing, and economic principles, the global marketplace, business responsibility, and job interviewing techniques. The second half of the year focuses on advertising, creative selling, and marketing management. Throughout the course, students will study and analyze marketing cases based on classroom knowledge. The marketing students are eligible to join DECA, a national association of marketing students that participate in social, civic, and competitive activities on the local, state, and international levels. The course meets every day for one full year.

Prerequisite: None

ASSESSMENTS UTILIZED: Multiple choice and short answer examinations, projects, case studies, midterm and final project

SUMMER ASSIGNMENT: None

HOMEWORK: 1-2 assignments/week

COURSE EXPECTATIONS: It is expected that students conscientiously complete assignments, actively participate in class discussions, and attend remedial if necessary.

PRINCIPLES OF MARKETING II**COURSE #:** 718-2**CREDIT:** 1

COURSE DESCRIPTION: This second year marketing course goes into greater detail about modern marketing practices. Students will learn the basic fundamentals of marketing research and analysis. Students will conduct a real life marketing research and analysis project, and prepare a formal marketing research/business plan. Students are encouraged to continue in DECA. Research manuals, presentations, and storyboards will be developed using knowledge obtained in the course and will enable students to compete on the state and international levels of DECA competitions. Additionally, the topics of selling and distributing your product will be covered in the course.

Prerequisite: Principles of Marketing I

ASSESSMENTS UTILIZED: Research manuals, presentations, storyboards, projects

SUMMER ASSIGNMENT: None

HOMEWORK: Minimal, most work done in class

COURSE EXPECTATIONS: It is expected that students are prepared to write a 30-page marketing research proposal throughout the course of the first semester. Hard work, dedication and teamwork are required for success in this course.

MARKETING III (LEADERSHIP)**COURSE #:** 718-3**CREDIT:** 1

COURSE DESCRIPTION: This course designed for 12th grade students will provide students an opportunity to study, practice and develop group and individual leadership and organizational skills. These skills include, but are not limited to, decision-making, problem solving techniques, communication skills and understanding the need for civic responsibility. One of the major goals of this course is to give students experience with the research process. Students will be organized into teams and will engage in the design, data collection, analysis, write-up and oral presentation of a marketing research project. Additionally, students will explore the different forms of business leadership as well as their own leadership style. Grading is based on the material written and the presentation given.

Prerequisite: Principles of Marketing II

ASSESSMENTS UTILIZED: Research projects, presentations of materials, storyboards, projects

SUMMER ASSIGNMENT: None

HOMEWORK: Minimal

COURSE EXPECTATIONS: It is expected that students are committed to creating a 30-page marketing research proposal throughout the first semester. Extensive computer research will be completed with team members to prepare for state and international competitions. Dedication, hard work and teamwork are required for success in this course.

SPORTS MARKETING**COURSE #:** 727**CREDIT:** ½**GRADES** 10 - 12

COURSE DESCRIPTION: An innovative course designed to provide students with an insight into business aspects of the vast growing sports field. This course will cover a wide array of topics to educate the student in all aspects of this industry. The students will become familiar, through the use of many practical and interesting examples, with the interaction of the elements of the marketing mix: product strategy, distribution strategy, promotional strategy, and pricing strategy. Topics in these elements include: management in sports and entertainment, research of sports marketing, public relations, sports promotions, and employment opportunities. The course meets every day for one semester (1/2 year).

ASSESSMENTS UTILIZED: Case studies, projects, portfolio assessment, quizzes, and tests

SUMMER ASSIGNMENT: None

HOMEWORK: Assignments not completed in class

COURSE EXPECTATIONS: Students are expected to attend all classes, actively participate in class, complete all in class and homework assignments and maintain positive learning behaviors in the classroom.

COLLEGE MARKETING
(Preference given to seniors)

COURSE #: 719-1

CREDIT: ½

COURSE DESCRIPTION: Students must have an overall HS average of 80 to take the course for college credit. College Marketing is designed for students who are interested in pursuing business courses in college. College Marketing is intended to provide an understanding of marketing principles. Successful completion of the course will enable students to receive 3 undergraduate credits from Long Island University LIU Post. This course will cover in-depth discussions of the 4 P's of marketing: product, promotion, price and place (distribution channels), analysis of consumer buying behavior through market research, global marketing and internet marketing. Projects include selecting articles from the current business publications and applying the marketing principle discussed in class. Students will also develop a new product utilizing all phases of the marketing process. The course meets every day for one semester (1/2 year). The material covered is equivalent to a first-semester college marketing curriculum. Students are responsible for the cost of college credits awarded. The course meets every day for one semester.

Prerequisite: None

ASSESSMENT UTILIZED: Tests, quizzes, cumulative final exam, case studies and projects

SUMMER ASSIGNMENT: None

HOMEWORK: Assigned text book and article readings, case studies, essays, and projects

COURSE EXPECTATIONS: Students are expected to attend all classes, actively participate in class, complete all in class and homework assignments and maintain positive learning behaviors in the classroom.

HOSPITALITY AND TOURISM

COURSE #: 731

CREDIT: ½

COURSE DESCRIPTION: Hospitality and tourism are topics that students can relate to and make their own. Many people travel and stay in lodging facilities and go to restaurants. These exciting businesses continue to grow and employ a vast number of people. This course will teach students about travel, tourism, lodging and food-service industries. It will also help them develop skills they need to succeed in their careers. Working for hospitality and tourism businesses requires training, experience and personal skills for employees as well as managers. Students will learn that success in hospitality and tourism, like success in any career field, also requires responsibility, self-management, leadership and integrity. This course meets every day for one semester.

Prerequisite: None

ASSESSMENTS UTILIZED: Group projects, individual projects, tests and hospitality prospectus

SUMMER ASSIGNMENT: None

HOMEWORK: Minimal, most work done in class

COURSE EXPECTATIONS: It is expected that students conscientiously complete assignments, actively participate in-class discussions, and attend remedial if necessary.

THE M.B.A. PROGRAM MASTERS IN BUSINESS ACADEMICS

Mission:

This certificate bearing program will afford those interested in pursuing a business-related career the opportunity to be recognized for excelling in a challenging business education environment.

Requirements:

- Students must achieve a final grade of 85 or better in three (3) credits of Business courses
- Students must include Career and Financial Management as one of their required courses beginning with the class of 2012
- Students must actively participate for two (2) years in one of the following business clubs: DECA, Moot Court, Stock Market OR complete 100 hours in our Internship Program
- Uphold the POB JFK HS code of conduct without violation

Benefits:

- Students will have the opportunity to compete in several Long Island business competitions
 - Students will be able to attend after school presentations from guest speakers from the business world
 - Students will work closely with a Business Teacher Mentor
 - Students will be recognized for pursuing a challenging business program while still in high school
 - Students will be recognized at year-end award assembly
-

ENGLISH DEPARTMENT

Jeffrey Yagaloff, Chairperson

JYagaloff@pobschools.org

(516) 434-3185

ENGLISH

Grade 9

English 9R
 - or -
 English 9R
 Power Writing
 - or -
 English 9H
 - or -
 Literature
 Writing
 Fundamentals I

Grade 10

English 10R
 - or -
 English 10R
 Power Writing
 - or -
 English 10H
 - or -
 Literature
 Writing
 Fundamentals II

Grade 11

English 11R
 - or -
 English 11R
 Power Writing
 - or -
 11H
 - or -
 AP Language
 And
 Composition

Grade 12

AP Literature and
 Composition

One half-year Literature
 course **AND** one
 half-year Writing course
 from each box below

Writing

- Writing for College I
- Writing for College II
- Facing History and Ourselves

AND

Literature

- Alienation in Literature
- Contemporary Literature
- Facing History and Ourselves
- Literature of the Supernatural
- Reality Readings

- English Electives**
- Creative Writing
 - Journalism / Media Communications
 - Public Speaking / Forensics (Debate & Argumentation)
 - Radio – Daily Broadcasting
 - Radio – Fundamentals
 - Radio – Production
 - Theater Arts I
 - Theater Arts II
 - Theater Arts III

- All students must take the English Regents by the end of 11th grade.
- All students taking an AP class take the AP examination.

2016-2017
 AP Capstone - TBD

ENGLISH

ENGLISH 9H

COURSE #: 101

CREDIT: 1

COURSE DESCRIPTION: The honors curriculum includes interpretation, critical thinking and response to a wide spectrum of literary genres. The course proceeds in greater depth and at a faster pace than non-honors classes. Students will study Shakespeare as well as a variety of modern classics and poetry. There is a great emphasis on writing. Vocabulary, spelling and grammar are also stressed within the context of writing and literature.

ASSESSMENTS UTILIZED: The focus is on writing and may include various types of essays, journals and responses to literature as well as objective assessments and oral presentations.

SUMMER ASSIGNMENT: None

COURSE EXPECTATIONS: English 9H is appropriate for students who have achieved excellence in their 7th and 8th grade English studies and are highly motivated. Honors students should be avid readers and writers. They will be expected to read and interpret challenging literary works both in class and independently.

ENGLISH 9R

COURSE #: 102

CREDIT: 1

COURSE DESCRIPTION: The English 9R curriculum includes interpretation, critical thinking, and personal response to a wide variety of literary genres. The student is expected to read and interpret literary work, both in class and independently. Students will read such varied works as *To Kill a Mockingbird*, *The Outsiders*, *The Color of Water*, *Rite of Passage*, *The Miracle Worker*, *The Odyssey*, and *Tom Sawyer*. This course also includes an introduction to Shakespeare and his language through the study of *Romeo and Juliet*. Vocabulary, spelling and grammar are also an integral part of the course, taught in conjunction with the literature and writing components.

ASSESSMENTS UTILIZED: Exams: short answer, multiple-choice, essay (expository, compare/contrast, critical lens); Independent Reading: reading journals, cumulative projects, exam; Quizzes: Spelling, vocabulary, reading, journal writing.

SUMMER ASSIGNMENT: None

ENGLISH 9R + POWER WRITING

COURSE #: 102-1, 102-2

CREDIT: 1 ½

COURSE DESCRIPTION: English 9R + Power Writing curriculum is for the student who is capable of being in a Regents track but needs extra time and support to accomplish Regents-level work. Smaller class size and an additional period every other day in the computer writing lab will provide the needed support. Placement in this class is determined as a result of teacher evaluation and recommendation using reading scores, skills measurement, state writing assessments and performance in 7th and 8th grade English classes. While this is a class designed to provide extra support for weaker students, it is still a Regents track curriculum and students are expected to read and interpret literary works such as *The Miracle Worker*, *Romeo and Juliet* and *To Kill a Mockingbird* both in class and independently.

ASSESSMENTS UTILIZED: Exams, essays, projects, and presentations

SUMMER ASSIGNMENT: None

**LITERATURE/
WRITING FUNDAMENTALS I**

COURSE #: 102A

CREDIT: 2

COURSE DESCRIPTION: Literature / Writing Fundamentals I curriculum is for the student who is capable of being in a Regents track but needs additional extra time and support to accomplish Regent's level work. Smaller class size, the abundant use of technology, and an additional daily period of instruction will provide the needed remediation. Placement in this class is determined as a result of teacher evaluation and recommendation using reading scores, skills measurement, state writing assessments and performance in 7th and 8th grade English classes. While this is a class designed to provide extra support for weaker students, it is still a Regents track curriculum. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Computerized assessments, exams, essays, projects and presentations

SUMMER ASSIGNMENT: None

ENGLISH 10H

COURSE #: 105

CREDIT: 1

COURSE DESCRIPTION: English 10H is an advanced level course in which literature, particularly British and American literature, is studied from a thematic point of view. Vocabulary is varied and sophisticated and students are required to read – extensively and intensively – novels, poems, plays and short stories of indisputable value. Students are expected to compose highly developed essays that link common themes expressed in the literature. Proper usage, mechanics and advanced vocabulary are all emphasized throughout the year.

ASSESSMENTS UTILIZED: Writing Assignments: Regents-type essays; expository writing; critical analysis; some creative assignments and reader-response

SUMMER ASSIGNMENT: None

COURSE EXPECTATIONS: English 10H is appropriate for students who have achieved excellence in their 9th grade English classes and are highly motivated. Honors students should be avid readers and writers. They will be expected to read and interpret challenging literary works both in-class and independently.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

AP CAPSTONE: SEMINAR**COURSE #:** TBD**CREDIT:** 1

In this foundational course, qualifying for grade 10 English credit, students will develop critical thinking skills that will foster independent thinking and analyzing issues from different perspectives. Communication skills will be strengthened while students conduct and present independent research. Students will learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. They will also question, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. During the course, students will complete a team project, an individual paper and presentation, and take a written AP exam. The AP Capstone Seminar Exam score is based on all three components and is reported on the standard 1-5 scoring scale. Students who complete AP Capstone Seminar are invited to take AP Capstone Research in their 11th or 12th grade. Upon successful completion of both courses, students will receive an AP Capstone certificate. Those students who complete both courses, in addition to earning a 3 or better on 4 or more other AP exams will be awarded with the prestigious AP Capstone Diploma.

ASSESSMENTS UTILIZED: During the course, students will complete a team project, an individual paper and presentation, and take a written AP exam. The AP Capstone Seminar Exam score is based on all three components and is reported on the standard 1-5 scoring scale.

SUMMER ASSIGNMENT: None

COURSE EXPECTATIONS: AP CAPSTONE: SEMINAR is appropriate for students who have achieved excellence in their 9th grade English classes and are highly motivated. Honors students should be avid readers and writers. They will be expected to read and interpret challenging literary works and information texts both in-class and independently.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

ENGLISH 10R**COURSE #:** 106**CREDIT:** 1

COURSE DESCRIPTION: The English 10R curriculum encompasses a wide variety of genres in which the literature is thematically based. Students enrolled in this course will be expected to master literary analysis through various styles of essay writing, cumulative examinations, and oral expression. Vocabulary enrichment, as well as grammar usage, will be emphasized. In addition to reading poetry and prose from an anthology of world literature, the students will also read selected works by William Shakespeare, William Golding, George Orwell, Jack London and Ayn Rand to name a few.

ASSESSMENTS UTILIZED: Long/short answer quizzes and tests; multiple choice quizzes and tests vocabulary quizzes; written response; Regents-style essays: controlling idea; critical lens; compare/contrast essays; reaction papers; journal response; listening skills activities; creative/collaborative projects

SUMMER ASSIGNMENT: None

ENGLISH 10R + POWER WRITING II**COURSE #:** 106-1, 106-2**CREDIT:** 1 ½

COURSE DESCRIPTION: English 10R + Power Writing II curriculum is for the student who is capable of being in a Regents-track but needs extra time and support to accomplish Regents level work. Smaller class size and an additional period every other day in the computer writing lab will provide the needed remediation. Students will read plays such as *Julius Caesar* and *Twelve Angry Men*. In addition they will read novels such as *Animal Farm* and *Of Mice and Men*. Vocabulary and grammar are stressed through the writing process.

ASSESSMENTS UTILIZED: Exams, essays, projects, presentations

SUMMER ASSIGNMENT: None

**ENGLISH 10R LITERATURE /
WRITING FUNDAMENTALS II****COURSE#:** 102B**CREDIT:** 2

COURSE DESCRIPTION: English 10R Literature / Writing Fundamentals II curriculum is for the student who is capable of being in a Regents track but needs additional extra time and support to accomplish Regents level work. Smaller class size and an additional daily period of instruction will provide the needed remediation. Placement in this class is determined as a result of teacher evaluation and recommendation using reading scores, skills measurement, state writing assessments and performance in 8th and 9th grade English classes. While this is a class designed to provide extra support for weaker students, it is still a Regents track curriculum. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Computerized assessments, exams, essays, projects and presentations

SUMMER ASSIGNMENT: None



**11 ADVANCED PLACEMENT:
LANGUAGE AND COMPOSITION**

COURSE #: 112

CREDIT: 1

COURSE DESCRIPTION: Advanced Placement Language and Composition is a college-level course in American literature threaded with rhetorical emphasis. Students will read fiction, nonfiction and nonliterary American texts that force them to consider the linguistic power and expository effectiveness of various writers and prose pieces. The texts chosen will emphasize the power of language, the significance of style, the role of audience and the underlying issues within the works. The stress will be on writing. Students will produce expository, analytical and argumentative writing based on close reading of the texts selected. Candidates for this course have clearly demonstrated that writing has been a consistent strength in their English classes. All students sit for the AP Language and Composition exam and may receive college credit for successful performance on the exam.

ASSESSMENTS UTILIZED: Writing; Advanced Placement practice essays; New York State Regents task preparations (Listening, Document Based Question, Controlling Idea and Critical Lens); expository writing; persuasive, compare and contrast, cause and effect, etc.; weekly *New York Times* Op-ed responses; and creative projects.

SUMMER ASSIGNMENT: Yes

COURSE EXPECTATIONS: 11 Advanced Placement: Language and Composition is appropriate for students who have achieved excellence in their 10th grade English classes and are highly motivated. Advanced Placement students should be avid readers and writers. They will be expected to read and interpret challenging literary works both in-class and independently.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

ENGLISH 11H

COURSE #: 109

CREDIT: 1

COURSE DESCRIPTION: English 11 Honors is a course dedicated to the study of American Literature (with the exception of Shakespeare's *Macbeth*). In their pursuit of understanding and analyzing American themes and writing styles from Colonial to Revolutionary, Civil War to American Romanticism, and Modern to Post-Modern, students will be required to write analytic essays that break down the techniques and characteristics of the literature while at the same time construct links between writers, genres, literary movements and the world at large. Sophisticated vocabulary, rules of proper usage, and the mechanics of good writing are emphasized throughout the year.

ASSESSMENTS UTILIZED: Writing Assignments: Regents-type essays; expository writing; critical analysis; some creative assignments; reader-responses journal entries

SUMMER ASSIGNMENT: None

COURSE EXPECTATIONS: English 11H is appropriate for students who have achieved excellence in their 10th grade English classes and are highly motivated. Honors students should be avid readers and writers. They will be expected to read and interpret challenging literary works both in-class and independently.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

ENGLISH 11R**COURSE #:** 110**CREDIT:** 1

COURSE DESCRIPTION: English 11R is a course in American literature designed to integrate with the student's study of American history in the 11th grade social studies class. The students will read short stories, plays and novels that delineate the American experience and the American style. In general, the characters presented are developed to a level of complexity that encourages the students to reflect upon themes involving morality, integrity and judgment. Writing instruction will prepare the student to pass the English Regents given in June of the junior year. Vocabulary instruction is geared to help students improve their verbal ability for both the SAT and the English Regents.

ASSESSMENTS UTILIZED: Writing; New York State Regents task preparation (Listening, Document Based Question, Controlling Idea and Critical Lens); Expository writing: persuasive, compare and contrast, cause and effect, etc.; creative projects

SUMMER ASSIGNMENT: None

ENGLISH 11R + POWER WRITING III**COURSE #:** 110-1, 110-2**CREDIT:** 1 ½

COURSE DESCRIPTION: English 11R + Power Writing curriculum is for the student who is capable of being in a Regents track but needs extra time and support to accomplish Regents level work. Smaller class size and an additional period every other day in the computer writing lab will provide the needed remediation. While this is a class designed to provide extra support for weaker students, it is still a Regents track curriculum and students are expected to read and interpret literary works by authors such as Mitch Albom, James McBride, and Ernest Hemingway. There is intensive practice and preparation for the English Regents in June.

ASSESSMENTS UTILIZED: Exams, essays, projects, and presentations

SUMMER ASSIGNMENT: None

**ENGLISH 11R LITERATURE /
WRITING FUNDAMENTALS III****COURSE #:** 102D**CREDIT:** 1

COURSE DESCRIPTION: English 11R Literature/Writing Fundamentals III curriculum is for the student who is capable of being in a Regents track but needs additional extra time and support to accomplish Regents level work. Smaller class size and an additional daily period of instruction will provide the needed remediation. Placement in the class is determined as a result of teacher evaluation and recommendation using reading scores, skills measurement, state writing assessments and performance in 8th, 9th and 10th grade classes. While this is a class designed to provide extra support for weaker students, it is still a Regents track curriculum. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Computerized assessments, exams, essays, projects and presentations

SUMMER ASSIGNMENT: None

COURSE DESCRIPTION: Advanced Placement Literature and Composition is a college-level course that develops students' abilities as readers, writers, and critics of literature. Through extensive readings of novels, plays and poetry, students learn to form independent interpretations of challenging works. Students learn how to discover meaning in literature by being attentive to language, images, character action, and various techniques authors use to evoke responses from readers. Students sharpen their abilities to understand literature through their involvement in a small group seminar. The object of the course is to foster lucid writing and analytical reading of challenging literary works. Candidates for this course have already distinguished themselves by their interest and ability in English. All students sit for the AP exam in Literature and Composition and may receive up to one year's college credit for successful performance on the exam.

ASSESSMENTS UTILIZED: Advanced Placement practice essays, expository writing, and research activities

SUMMER ASSIGNMENT: None

COURSE EXPECTATIONS: Advanced Placement Literature and Composition is appropriate for students who have achieved excellence in their 11th grade English classes and are highly motivated. Advanced Placement students should be avid readers and writers. They will be expected to read and interpret challenging literary works both in-class and independently.

Please note: If a student chooses to transfer out of this class once the course has begun, there is a possibility that he/she will need to be scheduled for two half-year courses during the spring semester to satisfy course credit requirements.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination

SENIORS MUST TAKE ONE OF THE FOLLOWING COURSES TO SATISFY THE SENIOR YEAR WRITING SELECTIVE REQUIREMENT:

WRITING FOR COLLEGE I

COURSE #: 117

CREDIT: ½

COURSE DESCRIPTION: This course will sharpen the student's ability to create full-length essays of various types: analytical, argumentative, descriptive and narrative. Students will learn to form hypotheses, use evidence, and organize thinking effectively. The course will culminate in the production of a full-length college level thesis research paper on either a controversial topic or a literary work.

ASSESSMENTS UTILIZED: Research term papers reflect the units of study

SUMMER ASSIGNMENT: None

WRITING FOR COLLEGE II

COURSE #: 115

CREDIT: ½

COURSE DESCRIPTION: This course is the same design as Writing for College I, but it is for the college-bound student who is more unsure of his/her writing ability and needs the advantage of a smaller class size, more time to work and modified assignments. A research paper is required. Entrance into this section is by recommendation of 11th grade English teacher based on the student's performance junior year and his/her score on the English Regents. Any student who has failed the Regents must sign up for a section of this course called Writing for College 2B and will retake the Regents in January of their senior year.

ASSESSMENTS UTILIZED: Students are responsible for independent reading assignments, tests and quizzes, essays, and class presentations. There is a final exam or project at the end of the course.

SUMMER ASSIGNMENT: None

SENIORS MUST TAKE ONE OF THE FOLLOWING COURSES TO SATISFY THE SENIOR YEAR LITERATURE SELECTIVE REQUIREMENT:

LITERATURE OF THE SUPERNATURAL

COURSE #: 136

CREDIT: ½

COURSE DESCRIPTION: This course explores the role of the supernatural in the literature of various times, places, and genres. We will begin with classical Greek and Roman Mythology by reading stories of men and gods and then move through time to include fairy tales with witches and magic, short stories and poetry with ghosts and hauntings, novels such as Bram Stoker's *Dracula* and Mary Shelley's *Frankenstein*, all the way up through contemporary science fiction and fantasy through short stories and film.

ASSESSMENTS UTILIZED: Students are responsible for independent reading assignments, essays, and class presentations. There is a final exam at the end of the course.

SUMMER ASSIGNMENT: None

FACING HISTORY AND OURSELVES**COURSE #:** 123-1**CREDIT:** ½

COURSE DESCRIPTION: This course satisfies: *English Writing or English Literature elective; Social Studies Department requirements for Participation in Government*. This nationally recognized and award-winning course is designed to examine intolerance, racism, prejudice, and anti-Semitic behavior through the eyes of the victim, perpetrator, bystander, historian, novelist, poet and psychologist. The course focuses on the Holocaust and other acts of genocide as well as hate crimes today, and examines how and why individuals and nations lose their moral direction.

ASSESSMENTS UTILIZED: Students write a college-level research paper. Students read nonfiction (e.g. *Night* by Elie Wiesel and *Our America* by David Isay).

SUMMER**ASSIGNMENT:**

None

ALIENATION IN LITERATURE**COURSE #:** 118**CREDIT:** ½

COURSE DESCRIPTION: This course examines those whom society has decreed as outcasts and those who choose to live outside accepted conventions of law and morality. The alienation theme permeates all the books and plays that will be read in the class and outside reading material. This theme is also prevalent in class discussions and will be a topic of the papers written for the course. A large portion of time is given to the underlying psychological reasons for alienation and how many might be self-induced.

ASSESSMENTS UTILIZED: Essays and exams

SUMMER ASSIGNMENT: None

CONTEMPORARY LITERATURE**COURSE #:** 135**CREDIT:** ½

COURSE DESCRIPTION: This course will give students an opportunity to read, examine, and respond to literature written within the last fifteen years. Texts will include both popular *New York Times* Best Sellers as well as some overlooked gems. Students that often read literature from primarily the 1950's, 1960's and 1970's will gain an appreciation for modern classics and their corresponding authors.

ASSESSMENTS UTILIZED: Students are responsible for independent reading assignments, tests and quizzes, essays and class presentations. There is a final exam or project at the end of the course.

SUMMER ASSIGNMENT: None

REALITY READINGS**COURSE:** 122**CREDIT:** ½

COURSE DESCRIPTION: This course focuses on the contemporary memoir, a very popular genre that utilizes the engaging techniques of fiction to recount the lives of authors who experienced the extraordinary events they write about. Readings may include *A Long Way Gone* by Ishmael Beah, *Kitchen Confidential* by Anthony Bourdain, and *Jarhead* by Anthony Swofford, among others. Entrance into this section is by recommendation of the 11th grade teacher based on the grade for the junior year and the score on the English Regents.

ASSESSMENTS UTILIZED: The focus is on reflective writing and includes written responses to the reading as well as personal narrative essays.

SUMMER ASSIGNMENT: None

ENGLISH 12: GENRE STUDY - THE PLAY**COURSE #:** 124**CREDIT:** ½

COURSE DESCRIPTION: This course is the study of major dramatic works. A large portion of time and emphasis will be placed on class readings and analysis that will investigate structure, language, emotional impact, psychological truth, and character. Students will be called upon to actively engage in individual presentations in the form of monologues and scene study as well as participate in group performances of selected scenes. Texts classically studied in the course include William Shakespeare's *Hamlet*, Arthur Miller's *Death of a Salesman*, and a modern classic such as David Auburn's *Proof*, Tony Kushner's *Angels in America* or Tracey Letts' *August: Osage County*.

ASSESSMENTS UTILIZED: Students are responsible for independent reading assignments, tests and quizzes, essays, and class presentations. There is a final exam or project at the end of the course.

SUMMER ASSIGNMENT: None

ENGLISH ELECTIVES

JOURNALISM / MEDIA COMMUNICATIONS**COURSE #:** 131**CREDIT:** ½

COURSE DESCRIPTION: This course is designed to let motivated writers, who are interested in print and online writing, practice the craft of journalism. Students will become acquainted with specific methods used by journalists to obtain and deliver news in an objective, accurate, and timely fashion. Course work includes journalism history, law and ethics and how it relates to the First Amendment and freedom of speech, learning how to report using the inverted pyramid, developing summary leads, interviewing techniques for both print and broadcast media, sports reporting, feature and editorial writing, headline and caption writing, photojournalism, layout and design, advertising and the business of newspapers, and computers. A special focus will be placed on the rights and responsibilities of student press. Accordingly, students will be encouraged to submit finished pieces to the school newspaper, *The Hawkeye*. Periodicals such as *The New York Times* and *Newsday* will be required readings. Field trips often include journalism conferences at Newsday, Hofstra University and Columbia University.

ASSESSMENTS UTILIZED: Process writing assignments, final drafts, exams and workshop participation.

SUMMER ASSIGNMENT: None

PUBLIC SPEAKING / FORENSICS
(DEBATE AND ARGUMENTATION)**COURSE #:** 134**CREDIT:** ½

COURSE DESCRIPTION: Students will learn basic forensic (the art or study of formal debate and argumentation), public speaking, and research skills, focusing on speaking effectiveness and style. Students will be required to regularly engage and interact using a variety of "real-life" prompts and participate in impromptu, informative and persuasive speeches as well as debate environments. Through such activities and learning opportunities, students with varying initial levels of comfort will be able to advance their skills. Students will also study topics such as interviewing skills, storytelling, non-verbal communication, and the role media plays in our lives.

ASSESSMENTS UTILIZED: Exams, participation and performance in speeches and debates, and research assignments.

SUMMER ASSIGNMENT: None

CREATIVE WRITING**COURSE #:** 125**CREDIT:** ½

COURSE DESCRIPTION: This course will stress each student's development as a writer of fiction, personal narratives and essays, poetry and screenplay writing. Students will model various forms in an effort to reach beyond their experience and talents. The class is taught in a workshop format with an emphasis on both peer and instructor evaluation.

ASSESSMENTS UTILIZED: Grades are based on growth during the writing process, contributions to peer editing, and completed projects in students' portfolios.

SUMMER ASSIGNMENT: None

RADIO – FUNDAMENTALS**COURSE #:** 154**CREDIT:** ½

COURSE DESCRIPTION: This course provides students with the basic information, knowledge and skills needed to become a broadcaster. Upon passing a necessary audition, students will begin programming their own show on the school station. Topics of study include FCC regulations, basic radio transmission theory, technique, radio history, as well as program speech and the study of music appreciation. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Tests, essays, homework and underwriting assignments, anecdotes and media reviews, all of which on occasion involve the research of various artists, historical figures and media / technology outlets.

SUMMER ASSIGNMENT: None

RADIO – PRODUCTION**COURSE #:** 154-A**CREDIT:** ½

COURSE DESCRIPTION: Students will learn production techniques and develop production skills. Working independently and as part of student groups, students will write scripts, produce public service announcements and shows that will be broadcast on WPOB 88.5 FM Plainview. Students will also learn how the equipment functions. Included are in-depth studies on how sound travels, how microphones and speakers produce sound and lessons on announcing and interviewing. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Tests, essays, homework and underwriting assignments, anecdotes and media reviews, all of which on occasion involve the research of various artists, historical figures and media/technology outlets.

SUMMER ASSIGNMENT: None

RADIO – DAILY BROADCASTING**COURSE #:** 154-1**CREDIT:** ½

COURSE DESCRIPTION: Students will learn NEWS production and directing techniques and develop news casting skills. Working independently, under direction, and as part of student groups, one-half hour broadcast including district-wide and local news, national and top stories, sports, entertainment, weather, and a weekly featured interview will be developed. The NEWS Show will be broadcast every Friday on WPOB 88.5 FM Plainview. Students will also learn how to engineer, anchor, interview, create and execute a news show. Included are in-depth studies on how to accomplish NEWS interviews on personality types and issues of importance to the community. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

Prerequisites: Radio Fundamentals and Radio Production

ASSESSMENTS UTILIZED: Tests, essays, weekly homework, underwriting assignments, anecdotes and media reviews, all of which on occasion involve the research of various artists, historical figures and media/technology outlets. Semester reports on famous broadcasters.

SUMMER ASSIGNMENT: None

THEATER ARTS I**COURSE #:** 140**CREDIT:** 1

COURSE DESCRIPTION: The course offers an introduction to the various elements in theater craft. Students will explore the craft of acting in an approach that involves exercises, scene work and theatre games designed to develop performance skills and technique. The course will focus primarily on the fundamentals of acting techniques, centering especially on the methods pioneered by Stanislavsky and the Moscow Arts Theatre. There will also be an emphasis on improvisation theater games and energy work, through which students will learn to develop creativity and self-expression. Students will also study voice and movement to aid character portrayal. Students should expect to rehearse, memorize and perform monthly monologues as well as multiple character scenes several times a semester. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Performance, journal assessment, tests

SUMMER ASSIGNMENT: None

THEATER ARTS II**COURSE #:** 141**CREDIT:** 1

COURSE DESCRIPTION: This course will build on the foundations of the Theater Arts I course. Scene study will continue as well as monthly monologues, with an increased emphasis on the technical, intellectual and psychological demands required of performance. Students will study the different technical demands of stage and on-camera acting and will participate routinely in both. Speech and movement work will center on relaxation, body alignment, breathing techniques and articulation of sound to aid students in finding their own voice. Students will also be introduced to the craft of directing and the basic principles of dramatic writing through discussion, exercises and applied process. The demands of the “real world” and the actor will also be discussed, with instruction on resume building and the development of audition techniques. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Performance, journal assessment, tests

SUMMER ASSIGNMENT: None

THEATER ARTS III**COURSE #:** 143**CREDIT:** 1

COURSE DESCRIPTION: This course will continue to build on the development that took place in the Theater Arts II course. Scene study will continue as well as monthly monologues, with an increased emphasis on the technical, intellectual and psychological demands required of performance. Students will study the different technical demands of stage and on-camera acting and will participate routinely in both. Speech and movement work will center on relaxation, body alignment, breathing techniques and articulation of sound to aid students in finding their own voice. Students will continue to be introduced to the craft of directing and the basic principles of dramatic writing through discussion, exercises and applied process. The demands of the “real world” and the actor will also be discussed, with instruction on resume building and the development of audition techniques. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Performance, journal assessment, tests

SUMMER ASSIGNMENT: None

AIS READING**COURSE #:** 102-C**CREDIT:** 1

COURSE DESCRIPTION: AIS Reading is a course which is designed to differentiate instruction based on student needs. The class utilizes adaptive technology programs such as Systems 44 and Read 180. A number of reading and writing strategies are provided to students including direct instruction on phonics, word strategy lessons, academic vocabulary, and the use of graphic organizers. There is a focus on the entire writing process which includes an emphasis on sentence structure and grammar. Also included in the course are standardized testing strategies and instruction to prepare students for the New York State English Regents, the Reading RCT and the Writing RCT. Smaller class size will help to provide the needed remediation through a smaller student/teacher ratio.

ASSESSMENTS UTILIZED: Computerized assessments, exams, essays, projects and presentations

SUMMER ASSIGNMENT: None

ENGLISH AS A NEW LANGUAGE (ENL)

Mr. Robert Dennis, Coordinator

RDennis@pobschools.org

(516) 434-1802

DEPARTMENT OF ENGLISH AS A NEW LANGUAGE (ENL)

English Language Learners (ELLs) are scheduled for classes based on their level of proficiency as determined by the NYSESLAT administered in the spring or by the NYSITELL administered upon entrance to the school district. Student proficiency levels are listed below:

- Level 1 – Entering
- Level 2 – Emerging
- Level 3 – Transitioning
- Level 4 – Expanding
- Level 5 – Commanding

The accompanying chart outlines the units of study for ENL or integrated co-teaching instruction. In both the ENL stand-alone classes and the integrated co-teaching classes, students are prepared for the NYSESLAT and Regents examinations.

| Grades 9-12 | Level 1 Entering | Level 2 Emerging | Level 3 Transitioning | Level 4 Expanding | Level 5 Commanding |
|--|-----------------------------|-----------------------------|----------------------------------|------------------------------|-------------------------------|
| <i>ENL stand-alone</i> | 1 unit | ½ unit | X | X | X |
| <i>Integrated co-teaching ENL</i> | 1 unit | 1 unit | ½ unit | 1 unit | ½ unit (2 years) |
| <i>ENL or Integrated</i> | 1 | ½ | ½ | X | X |
| Total Units | 3 | 2 | 1 | 1 | ½ (2 years) |

FAMILY AND CONSUMER SCIENCE

Mr. Thomas Schwartz, Coordinator

TSchwartz@pobschools.org
(516) 434-3267

FAMILY AND CONSUMER SCIENCE

FOOD, NUTRITION AND WELLNESS
GRADES 9-12**COURSE #:** 877**CREDIT:** ½

COURSE DESCRIPTION: Learn to make better food decisions by exploring relevant nutrition and wellness concepts. Food lab experiences will explore cooking chemistry with an emphasis on healthier baking and cooking techniques. Students enjoy food prep labs and eat the results of their efforts! Nutrient content, eating and exercise, food labeling and other timely topics are investigated using internet resources.

ASSESSMENTS UTILIZED: Rubric per project

SUMMER ASSIGNMENT: None

HOMEWORK: None

GOURMET FOODS – GRADES 10-12**COURSE #:** 874**CREDIT:** ½

COURSE DESCRIPTION: Food safety and science highlight this life skills course. Students practice their food prep skills and participate in planning, preparation and sanitation activities. A variety of lab experiences including appetizers, soups and salads, entrees and culinary delights are enjoyed in this class. Careers in Food and Hospitality are explored.

SUMMER ASSIGNMENT: None

HOMEWORK: None

CHILD DEVELOPMENT - GRADES 9-12**COURSE #:** 872**CREDIT:** ½

COURSE DESCRIPTION: The focus of study is on the physical, emotional, and social development of toddlers and pre-school children. Different learning experiences, hands-on activities and projects help students develop an understanding of how young children grow. They will acquire skills necessary for positive interactions with children. In class students discuss issues such as brain development, discipline, health and safety, playing and reading to young children.

SUMMER ASSIGNMENT: None

HOMEWORK: Text reading

HUMAN DEVELOPMENT - GRADES 9-12**COURSE #:** 879**CREDIT:** ½

COURSE DESCRIPTION: This is an informative and interactive class that focuses on adolescent and family issues. Relationship, communication and conflict resolution skills are developed. Timely and relevant topics are discussed in group and individual activities. Educational videos, internet resources and active discussions engage and enlighten students in this life skills course.

SUMMER ASSIGNMENT: None

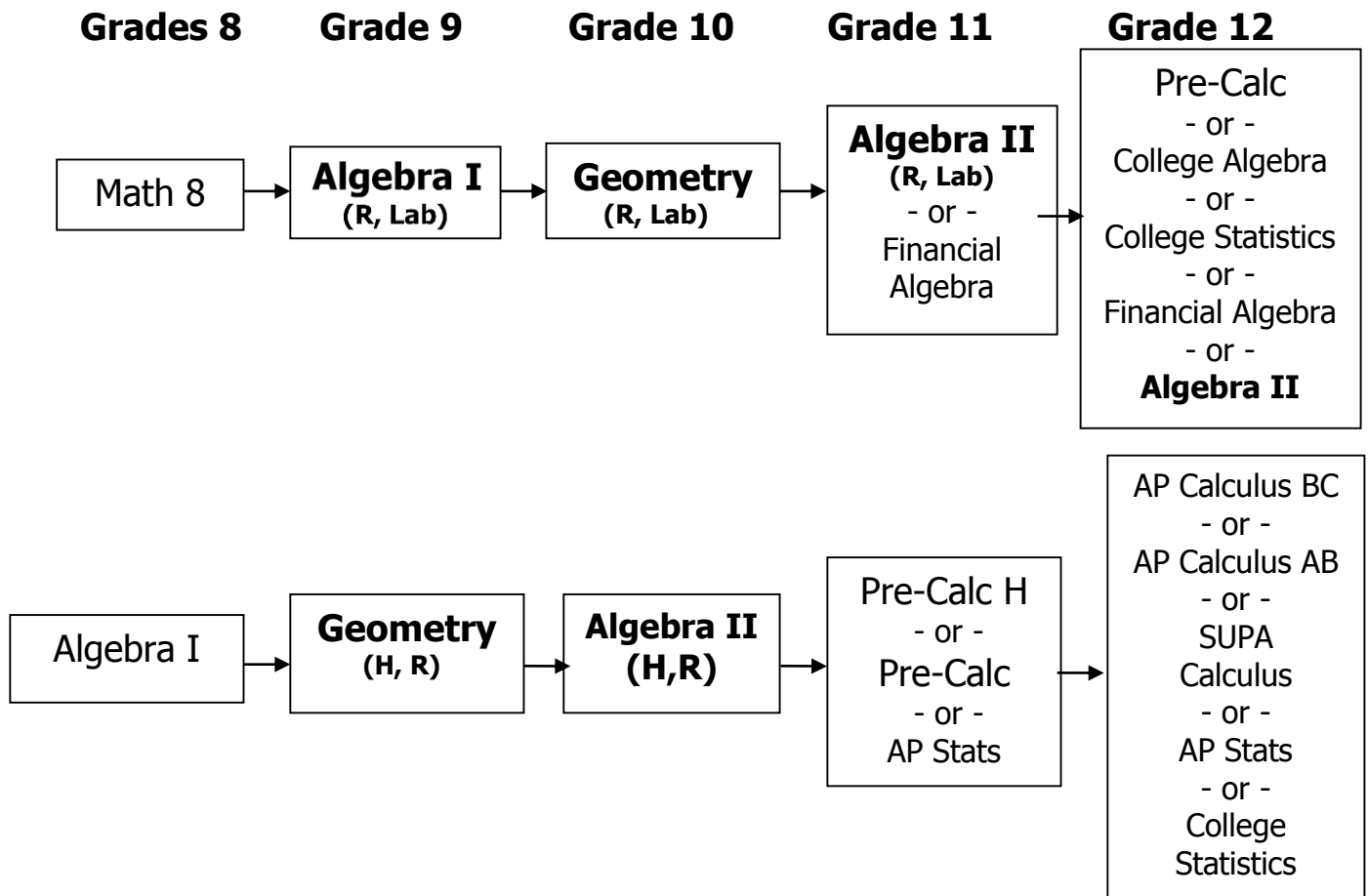
HOMEWORK: None

MATHEMATICS DEPARTMENT

Mr. Christian Bowen, Chairperson

CBowen@pobschools.org
(516) 434-3197

Mathematics



- Intro to Computer Science, Advanced Computer Programming, AP Computer Science Principles, and AP Computer Science can be taken alone or concurrently with other math courses.
- College Statistics or AP Statistics can be taken alone or concurrently with other math courses.

S.A.T. → Should be taken after or concurrently with Algebra II

S.A.T. Subject Tests

- ↙ Level I: Should be taken after the completion of Algebra II
- ↘ Level II: Should be taken after the completion of PreCalculus or PreCalculus Honors.

MATHEMATICS

ALGEBRA I

COURSE #: 301

CREDIT: 1

COURSE DESCRIPTION: This is the first year of the New York State Common Core high school Mathematics curriculum. With an emphasis on algebra and functions, students will prepare to take the Algebra I CC Regents Examination in June. Students must pass this Regents Examination and three courses in Mathematics in order to earn a Regents diploma. This course will be used as one of the three courses needed to fulfill this requirement.

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

ALGEBRA I + LAB

COURSE #: 301-31, 301-32

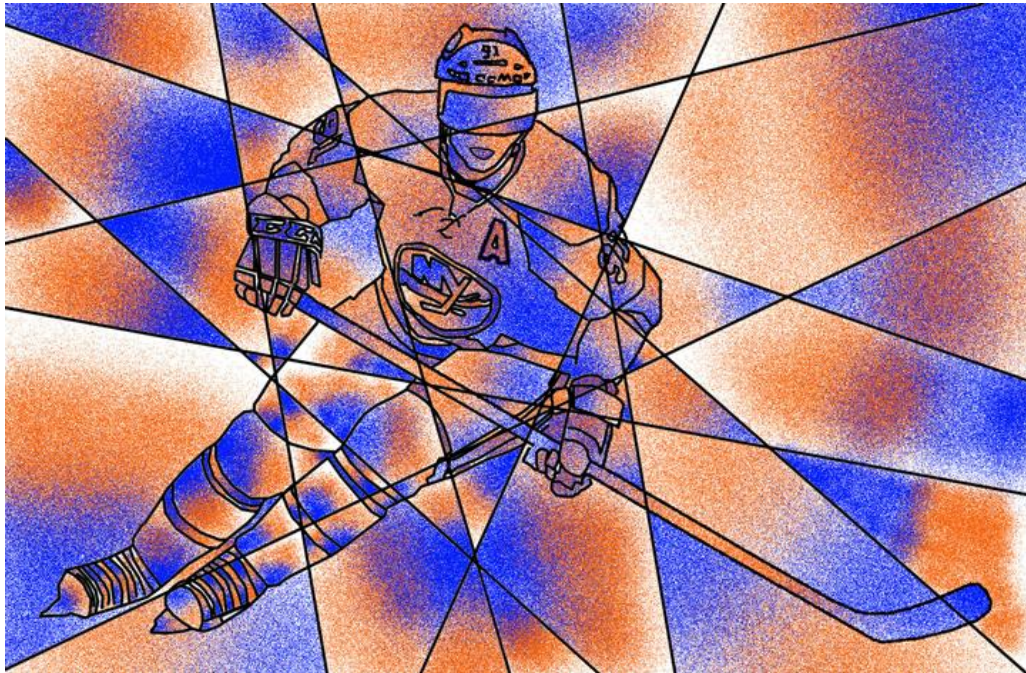
CREDIT: 1

COURSE DESCRIPTION: This course is the same course as Algebra I, but has a lab component which meets every other day (odd or even). The purpose of the Lab component is to support students with some of the more challenging topics. The student will be prepared to take the CC Algebra I Regents in June. Students must pass this Regents examination and three courses in mathematics in order to earn a Regents diploma. This course will be used as one of the three courses needed to fulfill this requirement.

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Daily



GEOMETRY HONORS**COURSE #:** 304**CREDIT:** 1

COURSE DESCRIPTION: This course exceeds the requirements of the New York State Common Core curriculum for the Geometry Regents Exam. Geometry Honors not only covers additional topics but explores topics in greater depth. The students will be expected to apply concepts presented in class to many different types of applications on homework, tests, and quizzes. Much more challenging than Regents Geometry, this course is for students who can think “outside the box,” and do not rely on rote application of material.

ASSESSMENTS UTILIZED: Tests, quizzes, projects

SUMMER ASSIGNMENT: None

HOMEWORK: 30 minutes/night

COURSE EXPECTATIONS: Students should have achieved mastery in Algebra I and should be highly motivated. Teacher recommendation is strongly suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

GEOMETRY**COURSE #:** 303**CREDIT:** 1

COURSE DESCRIPTION: This is the second year of the New York State Common Core high school Mathematics curriculum. With an emphasis on congruence, similarity and right triangle students will prepare to take the CC Geometry Regents Examination in June. Students will need to pass this Regents Examination, the Algebra I Regents Examination, and the Algebra II Regents Examination in order to earn a Regents diploma with distinction.

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

GEOMETRY + LAB**COURSE #:** 303-21**CREDIT:** 1

COURSE DESCRIPTION: This course is the same as Geometry but has a Lab component which meets every other day (odd or even). The purpose of the lab component is to support students with some of the more challenging topics. The student will be prepared to take the CC Geometry Regents Examination in June. Students must pass the Regents Examination and the Algebra II Regents to qualify for an Advanced Regents Diplomas.

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: None.

HOMEWORK: Daily

ALGEBRA II HONORS**COURSE #:** 302-19**CREDIT:** 1

COURSE DESCRIPTION: This course exceeds the requirements of the New York State curriculum for Algebra II and is more rigorous than the Regents-level class. Some of the additional topics include synthetic division, rational root theorem, even and odd functions, compound inequalities, and additional Precalculus topics. This course is designed for those students who are highly motivated and wish to explore higher level Mathematical concepts.

ASSESSMENTS UTILIZED: Tests, quizzes, projects

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: Students should have achieved proficiency in Geometry Honors or mastery in Regents Geometry.

Teacher recommendation is strongly suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary. Students must have achieved mastery of Geometry Honors.

ALGEBRA II**COURSE #:** 302-16**CREDIT:** 1

COURSE DESCRIPTION: This course is a challenging introduction to Precalculus, including polynomial, rational, exponential, logarithmic, and trigonometric functions, the study of complex numbers, and the solution of equations and inequalities in one or two variables. Students will take the CC Algebra II Regents Examination in June. The passing of this course and the Regents Exam allows for students to graduate with a diploma with distinction. Prerequisites include passing the Geometry Regents Examination.

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

ALGEBRA II + LAB**COURSE #:** 302-17, 302-18**CREDIT:** 1

COURSE DESCRIPTION: This course is the same course as Algebra II but has a lab component which meets every other day (odd or even). The purpose of the lab component is to support students with some of the more challenging topics. The students will be prepared to take the CC Algebra II Regents in June. Students must pass the CC Algebra II Regents to qualify for an Advanced Regents Diploma.

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

FINANCIAL ALGEBRA
GRADES 11 AND 12

COURSE #: 324

CREDIT: 1

COURSE DESCRIPTION: This course is designed to connect algebra to a student's real life using application-based problems and real-life scenarios. Students will review and strengthen their algebra and problem-solving skills while studying investments, banking, automobile expenses, credit, insurance and household budgeting. Selected advanced mathematical topics will include piecewise functions, regression, limits, exponential functions and linear/quadratic systems. This course may be used as one of the three mathematical courses required for a Regents diploma.

ASSESSMENTS UTILIZED: Quizzes and tests.

PREREQUISITE: Geometry

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students complete projects and participate in class discussions.

PRECALCULUS HONORS

COURSE #: 313

CREDIT: 1

COURSE DESCRIPTION: This is an extremely rigorous course for students of outstanding math ability. This course covers Precalculus and differential calculus topics. Students are expected to apply concepts covered in class to various types of questions on homework and exams.

ASSESSMENTS UTILIZED: Tests, quizzes & projects.

SUMMER ASSIGNMENT: None

HOMEWORK: Minimum 30 minutes daily

COURSE EXPECTATIONS: Students are expected to have mastery of the topics that were taught in Algebra II (H) Honors including: series and sequences, polar graphing, synthetic division, rational root theorem, inverse trigonometric graphs, and systems of equations with more than two variables. Students should have achieved proficiency in Algebra II (H) or mastery in Algebra II.

Teacher recommendation is strongly suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

PRECALCULUS

COURSE #: 318

CREDIT: 1

COURSE DESCRIPTION: This is a rigorous course for students of higher math ability. Prerequisites include passing the Algebra II Regents Examination and achieving proficiency in Algebra II. Students entering this course should have knowledge of advanced algebra skills, basic trigonometry, logarithms and exponents, and functions, and be familiar with the use of a graphing calculator. Topics of study will include advanced trigonometry, conic sections, advanced algebra, in-depth analysis of logarithmic and exponential functions and trigonometry, inverse relationships, probability, and an introduction to calculus including limits and derivatives. Students are expected to apply concepts covered in class to various types of problems on homework and exams.

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Minimum 30 minutes daily

INTRODUCTION TO COLLEGE ALGEBRA**COURSE #:** 314**CREDIT:** 1

COURSE DESCRIPTION: This course is designed for students as a 4th year math course. This course will focus on more advanced Algebraic applications. While this course is not for college credit, it may be used as one of the three courses needed to graduate with a Regents diploma.

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Minimum 20 minutes daily

MULTIVARIABLE CALCULUS**COURSE #:** 319-1**CREDIT:** 1

COURSE DESCRIPTION: Nassau BOCES recently piloted this course. This is a one-semester, 4-credit course. The online component of the course is taught through SUNY Empire State College. The local component is supported by Dr. Matthew DeMarinis who teaches Multivariable Calculus in the Jericho UFSD. Students meet with Dr. DeMarinis virtually one hour per week, face-to-face two hours per month and communicate through ongoing discussion threads.

PREREQUISITE: AP Calculus BC

ASSESSMENTS UTILIZED: Tests.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

ADVANCED PLACEMENT CALCULUS (BC)**COURSE #:** 316**CREDIT:** 1

COURSE DESCRIPTION: This course is a fast paced, rigorous, college-level course that covers a full year of college Calculus. The course includes topics in Differential and Integral Calculus with Analytic Geometry, infinite series, and parametric, vector, and polar functions. Students must take the "BC" Advanced Placement Examination given by the College Board in May of each year. A high grade on this examination could lead to college credit. (Final decisions on placement and credit are at the discretion of each college.)

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: Yes

HOMEWORK: 45-60 minutes daily

COURSE EXPECTATIONS: Students should have achieved mastery in Honors Precalculus

Teacher recommendation is strongly suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

ADVANCED PLACEMENT CALCULUS (AB)**COURSE #:** 315**CREDIT:** 1

COURSE DESCRIPTION: This course is designed to be equivalent to a first semester college Calculus course. Students must take the "AB" Advanced Placement Examination in Mathematics given by the College Entrance Examination Board in May of each year. A high grade on this examination could lead to college credit. (Final decisions on placement and credit are at the discretion of each college.) This is a challenging course which will expose students to topics in differentiation and integration at the college-level. Students are expected to apply concepts to various types of demanding problems on homework and exams.

ASSESSMENTS UTILIZED: Tests and quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Minimum 30 minutes daily

COURSE EXPECTATIONS: Students should have achieved proficiency in Precalculus (H) or mastery in Pre-calculus.

Teacher recommendation is strongly suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

SUPA CALCULUS**COURSE #:** 319-2**CREDIT:** 1

COURSE DESCRIPTION: As part of the SUPA program, the Calculus curriculum will follow the Syracuse University MAT 295 course. Students will follow the curriculum of Calculus I (MAT2&5) spread out throughout the year. Students will continue to study limits, derivatives, integrals and their application.

PREREQUISITE: B or higher on the Calculus and Algebra II Regents

ASSESSMENTS UTILIZED: Tests and quizzes.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COST: 4 credits through Syracuse @ \$112 per credit

ADVANCED PLACEMENT STATISTICS**COURSE #:** 321**CREDIT:** 1

COURSE DESCRIPTION: The topics of study come from four major themes: exploratory analysis, designing a study, probability, and statistical inference. Students must take the Advanced Placement Statistics Examination given by the College Board in May. A high grade on this examination could lead to college credit. (Final decisions on placement and credit are at the discretion of each college.)

ASSESSMENTS UTILIZED: Tests, quizzes, outlines

SUMMER ASSIGNMENT: Yes

HOMEWORK: Minimum 30 minutes daily

COURSE EXPECTATIONS: This highly demanding college-level course requires good writing skills as well as an intuitive understanding of mathematics. Students should have achieved mastery in Geometry H or Algebra II Regents level.

Teacher recommendation is strongly suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

COLLEGE STATISTICS**COURSE #:** 320**CREDIT:** 1

COURSE DESCRIPTION: Students will learn descriptive and inferential statistics including probability, correlation and regression, confidence intervals, and hypothesis testing. This course is accredited by Adelphi University. Students who wish to take it for college credit will need to complete an application and pay a fee.

ASSESSMENTS UTILIZED: Tests, quizzes, and projects

SUMMER ASSIGNMENT: None

HOMEWORK: Minimum 30 minutes daily

COURSE EXPECTATIONS: Students must have achieved proficiency in Pre Calculus.



**ADVANCED PLACEMENT COMPUTER
SCIENCE PRINCIPLES**

COURSE #: 624

CREDIT: 1

COURSE DESCRIPTION: The AP Computer Science Principles course will introduce students to programming but will also give them an understanding of the fundamental concepts of computing, its breadth of application, and its potential for transforming the world we live in. It will be rigorous, engaging and accessible. The course focuses on connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating and collaborating. This course will also offer App development and design.

ASSESSMENTS UTILIZED: Tests, quizzes & projects.

PREREQUISITE: Mastery in Intro to Computer Science

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: Students should expect long-term assignments as well as collaborating with their peers.

Please see page 3 for further information regarding the AP examination.

ADVANCED PLACEMENT COMPUTER SCIENCE

COURSE #: 623

CREDIT: 1

COURSE DESCRIPTION: This is an extremely rigorous course for students of outstanding programming ability. The course will involve a study of data structures and object oriented programming through the study of the Java language. All work relies on the mastery of what came before. This course is recommended for students who plan to pursue advanced programming courses in college. Students must take the Advanced Placement Computer Science exam using the Java language.

ASSESSMENTS UTILIZED: Tests, quizzes & projects.

SUMMER ASSIGNMENT: None

HOMEWORK: Long & short term assignments

COURSE EXPECTATIONS: Students in this class must be intrinsically motivated because there are many long term assignments given.

Please see page 3 for further information regarding the AP examination.

ADVANCED COMPUTER PROGRAMMING
GRADES 10, 11 AND 12

COURSE #: 626

CREDIT: 1

COURSE DESCRIPTION: Students who have completed Intro to Computer Science and want to continue to investigate computer programming languages will find this course of interest. Study of the Visual Basic and Python and object forms the basis of the course. Advanced programming projects will be assigned according to each student's ability. Students should expect a rigorous programming course.

ASSESSMENTS UTILIZED: Tests, projects and quizzes.

PREREQUISITE: Intro to Computer Science.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: Students should expect long-term assignments as well as collaborating with their peers.

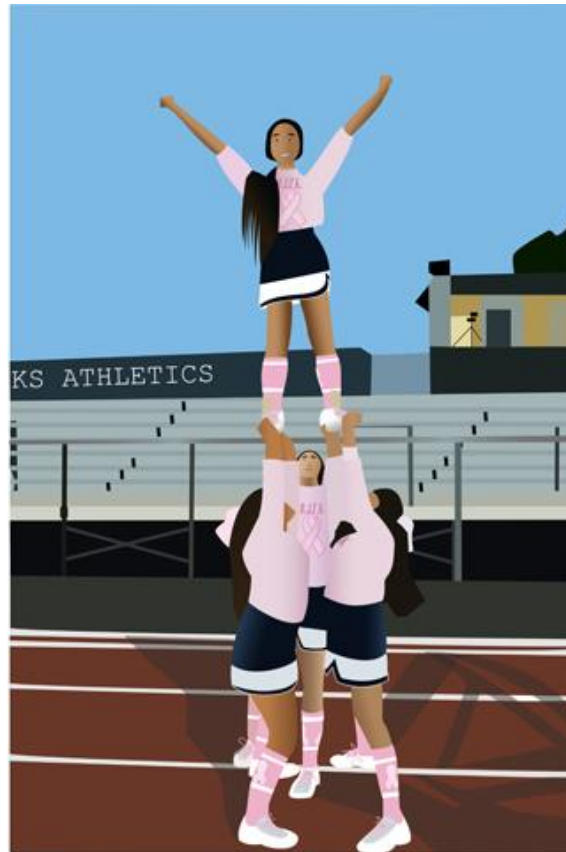
COURSE DESCRIPTION: This course is designed to introduce coding and computing to students for students. Students will learn the methodology of a structured programming language as well as an introduction of the various programming languages. The Visual Basic language will be studied, enabling students to solve many types of practical problems. Special attention will be given to using loops, arrays and a linear search algorithm. Students should expect a rigorous course with a fair amount of reading and homework required.

ASSESSMENTS UTILIZED: Tests, projects and quizzes.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: Students should expect long-term assignments as well as collaborating with their peers.

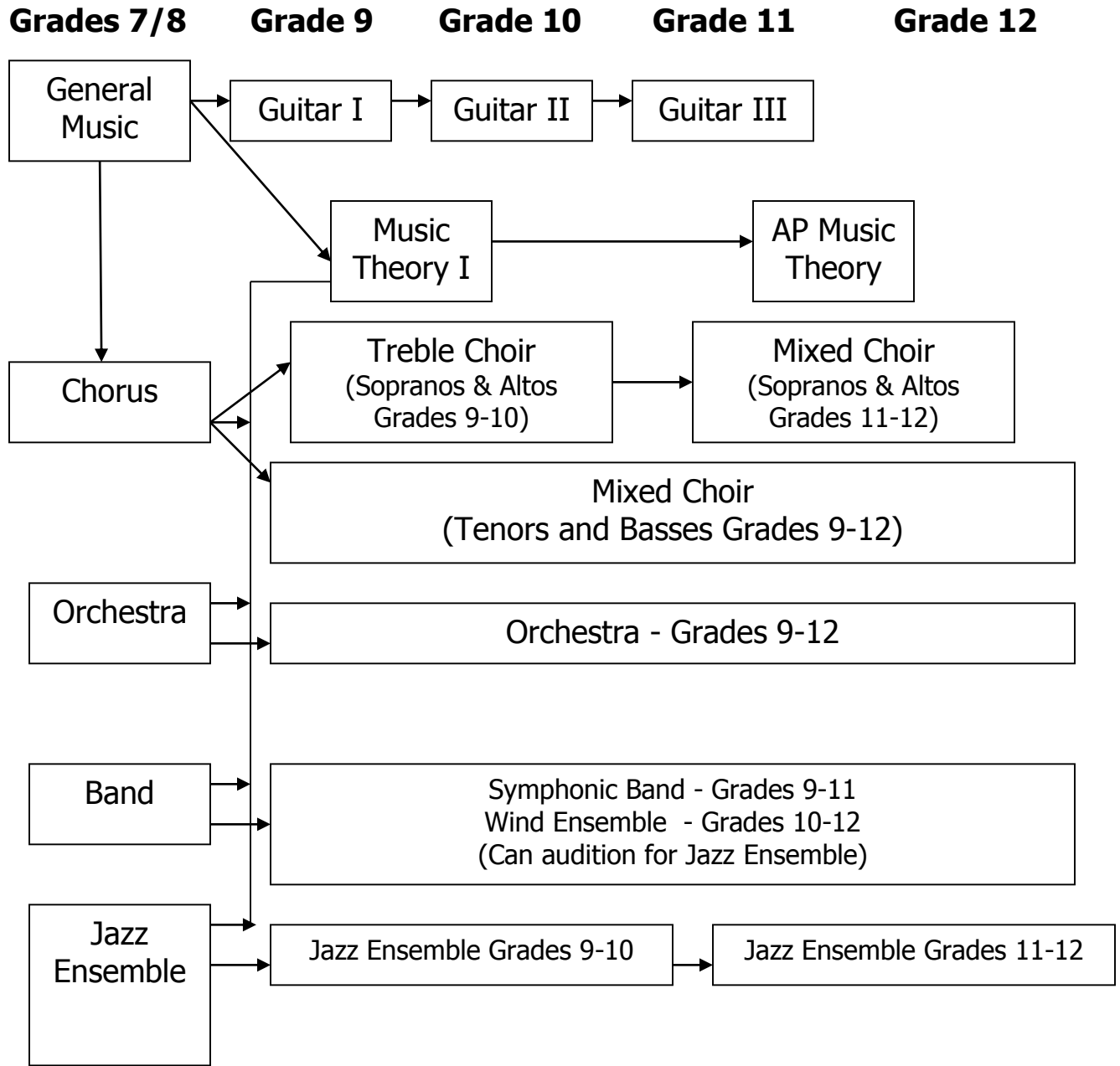


MUSIC DEPARTMENT

Mr. Joshua Golbert, Director

JGolbert@pobschools.org
516 (434)-3045

MUSIC



Note: HS Band or Orchestra students can concurrently take Treble or Mixed Choir

All students taking an AP class take the AP examination.

MUSIC

MUSIC THEORY 1**COURSE #:** 852**CREDIT:** 1

COURSE DESCRIPTION: A rudiments course that is designed for students grades 9-12 with some formal training in performing music. Course content will include basic harmony, keyboard harmony, ear training, sight reading and sight singing. Rudimentary computer skills will be taught in conjunction with ear training skills.

ASSESSMENTS UTILIZED: Exams, homework, midterm and final 4th Quarter project-report (given orally in class and written project handed in)

SUMMER ASSIGNMENT: None**HOMEWORK:** Yes

ADVANCED PLACEMENT MUSIC THEORY**COURSE #:** 853-2**CREDIT:** 1

COURSE DESCRIPTION: This course integrates aspects of melody, harmony, texture, rhythm, form and to some extent, history and style. Students must be able to read and write music and have basic performance skills in vocal or instrumental music. The goal of the AP Music Theory course is to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals is approached by addressing aural, analytical and compositional skills using both listening and written exercises. Students who are interested in taking A.P. Music Theory should consult with the instructor to see if this is an appropriate course.

Prerequisite: Music Theory I

ASSESSMENTS UTILIZED: Exams, homework, midterm exam, 4th Quarter project report, original composition in lieu of a final exam

SUMMER ASSIGNMENT: None**HOMEWORK:** Yes

Please see page 3 for further information regarding the AP examination.

TREBLE CHOIR**COURSE #:** 855-3**CREDIT:** 1

COURSE DESCRIPTION: A choral group of soprano and alto voices open to 9th and 10th graders. This ensemble will continue the development of each student's vocal skills through the study and performance of music from this ensemble's extensive repertoire. The students are involved in concerts and performances throughout the year. These performances may take place during the school day and after school, evenings and/or weekends. All after-school and evening performances and activities will be announced well in advance. Weekly rotating lessons (voice classes) are a required part of this course and help the students to improve their musical abilities. Acceptance into the ensemble is by the permission of the Treble Choir teacher.

ASSESSMENTS UTILIZED: Sight-reading, solo vocal test, ensemble vocal test, written test

SUMMER ASSIGNMENT: Yes (optional): two-week summer choral clinic

HOMEWORK: Home practice of all the above

MIXED CHOIR**COURSE #:** 855**CREDIT:** 1

COURSE DESCRIPTION: A choral group of mixed voices. It is open to sopranos and altos in grades 11-12 and tenors and basses in grades 9-12 who have the vocal qualities to meet the standards of the group. The choir offers students an opportunity to enjoy and appreciate the very best of choral literature through daily rehearsals, sectional rehearsals, evening rehearsals (mandatory Monday evenings about 4 times per quarter) and performances. The students are involved in concerts and performances throughout the year. These performances may take place during the school day and afterschool, evenings and/or weekends. After-school and weekend performances will be announced well in advance. Weekly rotation lessons (voice classes) are a required part of this course and help the students to improve their musical abilities. Acceptance into the ensemble is by permission of the Mixed Choir teacher.

Prerequisite: Two years of Treble Choir (for altos and sopranos)

ASSESSMENTS UTILIZED: Sight-reading, solo vocal test, ensemble vocal test & written test.

SUMMER ASSIGNMENT: Yes (optional): two-week summer choral clinic

HOMEWORK: Home practice of all the above

SYMPHONIC BAND**COURSE #:** 854**CREDIT:** 1

COURSE DESCRIPTION: A large performing ensemble that is open to all woodwind, brass and percussion players. This course enables the student to have a comprehensive concert and marching band experience. All students in Symphonic Band are required to participate in Marching Band and will receive $\frac{1}{4}$ credit upon completion of the Marching Band schedule. The students are involved in concerts and performances throughout the year. These required performances and rehearsals may take place during the school day and afterschool, evenings and/or weekends. All afterschool and evening performances/activities will be announced well in advance. Weekly rotating lessons (instrumental lessons) are a required part of this course and help the student to improve their musical abilities. The repertoire of this ensemble includes a variety of styles and levels of difficulty. Participation is by the permission of the instructor.

Prerequisite: Middle School Band or Symphonic Band

ASSESSMENTS UTILIZED: Exams, concerts

SUMMER ASSIGNMENT: Yes, memorizing the upcoming Marching Band music

HOMEWORK: Home practice of all the above

WIND ENSEMBLE**COURSE #:** 859**CREDIT:** 1

COURSE DESCRIPTION: A medium sized performing ensemble open to all woodwind, brass and percussion players through audition. All students in Wind Ensemble are required to participate in Marching Band and will receive ¼ credit upon completion of the Marching Band schedule. The students are involved in concerts and performances throughout the year. These required performances and rehearsals may take place during the school day and afterschool, evenings and/or weekends. All afterschool and evening performances/activities will be announced well in advance. This course offers students the opportunity to perform band music of an advanced caliber in a variety of styles. Weekly rotating lessons (instrumental lessons) are a required part of this course and help the student to improve their musical abilities. Acceptance into the ensemble is by permission of the Wind Ensemble teacher.

Prerequisite: Symphonic Band

ASSESSMENTS UTILIZED: Exams, concerts.

SUMMER ASSIGNMENT: Yes, memorizing the upcoming Marching Band music.

HOMEWORK: Home practice of all the above

JAZZ ENSEMBLE**COURSE #:** 860-2**CREDIT:** ½

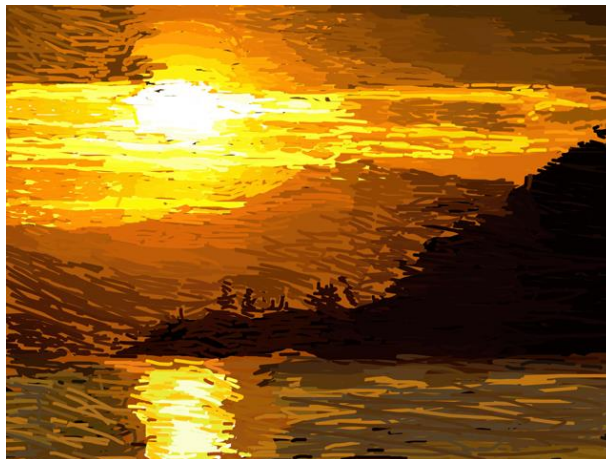
COURSE DESCRIPTION: This is a select modern instrumental ensemble. Repertoire includes both published literature drawn from the pop and jazz idiom and original works composed by students. This ensemble meets on alternate days during period 9. The students are involved in concerts and performances throughout the year. These performances may take place during the school day and afterschool, evenings and/or weekends. All afterschool and evening performances/activities will be announced well in advance. Admission is through audition which takes place the first week of school.

Prerequisite: Students must also be enrolled in Symphonic Band or Wind Ensemble while they are in Jazz Ensemble.

ASSESSMENTS UTILIZED: Exams, concerts

SUMMER ASSIGNMENT: None

HOMEWORK: Home practice of all the above



ORCHESTRA**COURSE #:** 856**CREDIT:** 1

COURSE DESCRIPTION: An orchestra ensemble open to all string players and select wind, brass and percussion players. It includes the study of the best in orchestral literature, as well as weekly rotational lessons and techniques instruction. The orchestra performs several times throughout the school year at various school and community functions. The students are involved in concerts and performances throughout the year. These required performances and rehearsals may take place during the school day and afterschool, evenings and/or weekends. All afterschool and evening performances/activities will be announced well in advance. This course offers students the opportunity to perform orchestra music of an advanced caliber in a variety of styles. Weekly rotating lessons (instrumental lessons) are a required part of this course and help the student to improve their musical abilities. Acceptance into the Orchestra is by permission of the instructor or by articulation from the 8th grade orchestra program.

***NOTE:** Wind, brass and percussion players from the Wind Ensemble who are selected to perform with the Orchestra will rehearse once a week with the Orchestra, as a pull-out from Wind Ensemble. These students will receive an additional ½ credit for participation in Orchestra.

Prerequisite: Middle School or High School Orchestra

ASSESSMENTS UTILIZED: Quarterly performance exams, concerts, lesson attendance and progress, rehearsal attendance and participation

SUMMER ASSIGNMENT: None

HOMEWORK: Home practice of all of the above

GUITAR I**COURSE #:** 858-1**CREDIT:** 1

COURSE DESCRIPTION: This course is designed to introduce students to the guitar. It is for beginners. Students will play the guitar using traditional and popular songs as they learn the elements of music (note reading, etc.).

ASSESSMENTS UTILIZED: Exams, performance in class (group/solo), demonstrate the ability to play certain songs and exercises

SUMMER ASSIGNMENT: None

HOMEWORK: None

GUITAR II**COURSE #:** 858-2**CREDIT:** 1

COURSE DESCRIPTION: Guitar II is a course for intermediate guitar students. Students will learn to read music at a higher level, play more advanced chords and scales, learn finger picking techniques, learn more advanced guitar/music theory, and perform music in various styles including classical, jazz, pop and rock. This course is designed to challenge students at different intermediate levels.

Prerequisite: Guitar I

ASSESSMENTS UTILIZED: Exams, performance in class (group/solo), demonstrate the ability to play certain songs and exercises.

SUMMER ASSIGNMENT: Yes, daily practice to maintain skills from Guitar I.

HOMEWORK: None

GUITAR III**COURSE #:** 858-3**CREDIT:** 1

COURSE DESCRIPTION: This course offers students the opportunity to continue guitar studies and to perform with peers in various styles of music. They will use combinations of guitars, bass guitars, rhythm tracks and percussion as the work focuses on pop, folk, classical and alternative styles of music. The music of Segovia, Taregga, Clapton, Hendrix and others will be performed. Students will also develop aural skills to learn solos from recordings, and will learn to play and compose riffs, solos, chords, tabs, etc.

Prerequisite: Guitar II

ASSESSMENTS UTILIZED: Exams, performance in class (group/solo), demonstrate the ability to play certain songs and exercises.

SUMMER ASSIGNMENT: Yes, daily practice to maintain skills from Guitar II.

HOMEWORK: None



PHYSICAL EDUCATION, HEALTH & ATHLETICS

Mr. Joseph Braico, Director

**JBraico@pobschools.org
(516) 434-3100**

Physical Education

| <u>9th Grade</u> | <u>10th Grade</u> | <u>11th and 12th Grade</u> |
|------------------------------|-------------------------------|--|
| 9 th Grade Survey | 10 th Grade Survey | Lifetime Sports |
| | | |
| Dance Survey | Dance Survey | Dance Survey |
| | | Tap |
| | | |
| Beginners Yoga | Beginners Yoga | Beginners Yoga NEW! |
| | Advanced Yoga NEW! | Advanced Yoga NEW! |
| | Core Fitness NEW! | Core Fitness NEW! |
| | | |
| Beginners Weightlifting | Beginners Weightlifting | Beginners Weightlifting |
| | Advanced Weightlifting | Advanced Weightlifting |
| | CrossFit | CrossFit |
| | | Personal Training |
| | | Fit For Life |
| | | Aquatic Training NEW! |
| | | |

BEGINNER WEIGHT TRAINING GR. 9-12**COURSE #:** 918 F, 918 S**CREDIT:** ½

COURSE DESCRIPTION: This will be an introductory course to various components of weight lifting and weight training. The focus of the class will be on safety, skill development and technique. Students will learn how specific exercises affect different muscles and physical fitness components. Students will be taught and empowered to make wise choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

DANCE SURVEY GR. 9-12**COURSE #:** 910 F, 910 S**CREDIT:** ½

COURSE DESCRIPTION: Dance Survey is a class designed to expose students to the various forms of dance. Dance Survey is a mixed level class which means that students who have never taken a dance class before and those students who have are both encouraged to take the class. This format helps everyone to improve while allowing each student to work at his/her own pace. Topics covered may include Jazz, Modern, Swing dance, Ballet, Musical Theater dance, Choreography, Soft Shoe (tap), Conditioning, Yoga, etc. We will learn steps and combinations in each of these styles and watch videos of professional dance companies. We will also have "stretch days" throughout the year to work on improving our flexibility and relaxation.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

LIFETIME SPORTS GR. 9-12**COURSE #:** 919 F, 919 S**CREDIT:** ½

COURSE DESCRIPTION: Designed to provide students with an opportunity to develop and acquire skills in various sports activities to help provide a means to achieve the ability to become an exerciser for life. Traditional offerings will be used to provide a fun and challenging activities class. An emphasis will be placed on incorporating fitness knowledge and activities into these activities.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

PHYSICAL EDUCATION SURVEY COURSE GR. 9**COURSE #:** 901F, 901S**CREDIT:** ½

COURSE DESCRIPTION: Ninth grade students will be offered a wide range of activities throughout the school year to familiarize themselves with course opportunities in physical education offered at Plainview-Old Bethpage John F. Kennedy High School. The course is open to all ninth graders and will offer activities such as: fitness training, weight training, team sports, individual sports, adventure education and aquatics.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

TAP DANCE GR. 9-12**COURSE #:** 914 F, 914 S**CREDIT:** ½

COURSE DESCRIPTION: Open to all students regardless of prior experience. Tap focuses exclusively on a specific style of dance. Tap is very musical and often appeals to those who are interested in music and rhythm, or percussion. Tap is a mixed level class which means that students who have never taken a tap class before **and** those students who have are both encouraged to take the class. This format helps everyone to improve while allowing each student to work at his/her own pace. We will cover the basics as well as more advanced steps for those who have taken tap before. We will focus on tap technique, combinations, and choreography. We will also view videos of professional tap and rhythmic dance.

Dress: Students do not change clothes for Tap classes – the students will be asked to purchase tap shoes that will be worn throughout the year.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

BEGINNER'S YOGA GR. 9-12**COURSE #:** 908F, 908S**CREDIT:** ½

COURSE DESCRIPTION: This class is designed as an introduction to yoga. Class is slower paced and focused on developing clear and safe alignment in foundational poses. Come to learn, play and maybe even break a sweat in a supportive environment. You don't need to be able to touch your toes; you just have to be willing to try.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

ADVANCED YOGA GR. 10-12**COURSE #:** 909F, 909S**CREDIT:** ½

COURSE DESCRIPTION: This class is designed to build on the skills introduced and taught in the beginner's yoga course. The class will focus on improving technique, flexibility and muscular endurance. New postures and sequences will be introduced.

Prerequisite: Beginner's Yoga

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

CORE FITNESS CLASS GR. 10-12**COURSE #:** 922F, 922S**CREDIT:** ½

COURSE DESCRIPTION: This will be a fitness class that will focus on core strength and muscular endurance. Students will learn the basic principles of fitness, while improving individual techniques. This course is designed for students that would like to improve their core and muscular strength, but may not want to learn the Olympic lifts or other strength building exercises. Lessons will be taught using body weight exercises, body bars and other light weight equipment.

PREREQUISITE: None

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

PHYSICAL EDUCATION SURVEY COURSE GR. 10 **COURSE #:** 903F, 903S **CREDIT:** ½

COURSE DESCRIPTION: Tenth grade students will be offered a wide range of activities throughout the school year. The course is open to all tenth graders and will offer activities such as: weight training, fitness training, advanced team sports, advanced individual sports, and advanced aquatics.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

ADVANCED WEIGHT TRAINING GR. 11-12 **COURSE #:** 916 F, 916 S **CREDIT:** ½

COURSE DESCRIPTION: This course will focus on the practical application of the latest scientific advances in the area of human performance science. Through experiential learning opportunities students will acquire knowledge and skills that may lead to career choices in: physical therapy, athletics training, sports medicine, physical education, coaching and personal training. Learners will participate in protocols designed to address: flexibility, speed, agility, cardiovascular fitness, strength, nutrition, injury control and prevention and consumer awareness.

Prerequisite: Teacher/coach recommendation

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

CROSSFIT GR. 11-12 **COURSE #:** 911 F, 911 S **CREDIT:** ½

COURSE DESCRIPTION: This course is a fitness based class that will focus on increasing and developing core strength, cardiovascular and muscular endurance. Students will be taught the basic principles of fitness, while being taught the basic principles of fitness, while being taught proper exercise techniques in a supportive environment. The emphasis of the class will be on body weight, body bars and hand weight exercises.

PREREQUISITE: Beginner Weight Training and/or Teacher approval.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

FITNESS FOR LIFE GR. 11-12 **COURSE #:** 917 F, 917 S **CREDIT:** ½

COURSE DESCRIPTION: This elective/selective course explores the relationship of physical activity to health and the quality of life. The course offers students a more vigorous opportunity to pursue physical fitness through the use of human performance assessments in five separate components of fitness: cardio respiratory endurance, muscular strength, muscular endurance, flexibility and body composition. It will also examine the relationship between exercise and developing a healthy heart, nutrition, stress, smoking cessation and reduced alcohol consumption. The basic principles of physical conditioning are explored with an emphasis on a fitness lifestyle during teenage years and into early adulthood. Pre and post self-evaluative data are reviewed for each student, encouraging the development, design and pursuit of individualized training programs based on each student's needs.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

AQUATIC TRAINING GR. 11-12**COURSE #:** 923F, 923S**CREDIT:** ½

COURSE DESCRIPTION: The class is designed for students who wish to prepare themselves for the ARC lifeguard certification test. Students who enroll in this course should have a background and the ability to swim. The course will engage students in a variety of aquatic physical activities that will focus on improving muscular strength, muscular endurance and overall physical fitness. The course will also incorporate CPR/AED and first aid training. Students who enroll in this course will NOT receive a certification at the completion of this course. Should any student wish to pursue a lifeguard certification outside of school guidance and assistance will be provided.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

YOGA GR. 11-12**COURSE #:** 915 F, 915 S**CREDIT:** ½

COURSE DESCRIPTION: Yoga is designed for 11th and 12th grade students who wish to explore this movement form in depth. The movement practice of Yoga focuses on mind/body integration and increasing strength, flexibility, and overall relaxation through dedicated practice. Yoga is a mixed level class which means that students who have never practiced yoga before and those students who have are both encouraged to take the class. This format helps everyone to improve while allowing each student to work at his/her own pace. We will cover the basics as well as more advanced poses for those who have practiced yoga before. We will focus on proper technique and alignment. We will also use DVDs to explore different styles and forms of yoga.

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None

PERSONAL TRAINING GRADE 12**COURSE #:** 918 F, 918 S**CREDIT:** ½

COURSE DESCRIPTION: Students will be prepared for the National Strength & Conditioning Association's Certified Personal Trainer exam upon completion of the course. NSCA test preparation material will be utilized in order to certify students. Learners will acquire competencies in exercise physiology, applied body mechanics, client assessment, program prescription, exercise performance and fitness marketing and achieving NSCA certification will provide immediate work opportunities for students upon graduation. NSCA, CPT holders are eligible to work as health club or independent personal trainers.

Prerequisite: PE Teacher recommendation

HOMEWORK: Occasional Assignments

SUMMER ASSIGNMENT: None



HEALTH

HEALTH 10

COURSE #: 921

CREDIT: ½

COURSE DESCRIPTION: This required health course is designed to guide students in understanding attitudes and behaviors regarding the several aspects of health. Students will acquire a knowledge base in the many topics and factors that will influence their health and wellness throughout their lives. These topics include: mental and emotional health, nutritional principles, human sexuality and social health, substance abuse, and violence and injury prevention. This knowledge will help students to become critical thinkers and problem solvers, responsible and productive citizens, self-directed learners, and effective communicators.

SUMMER ASSIGNMENT: None

HOMEWORK: Frequent homework assignments as well as outside of class projects.

HEALTH 12

COURSE #: 920

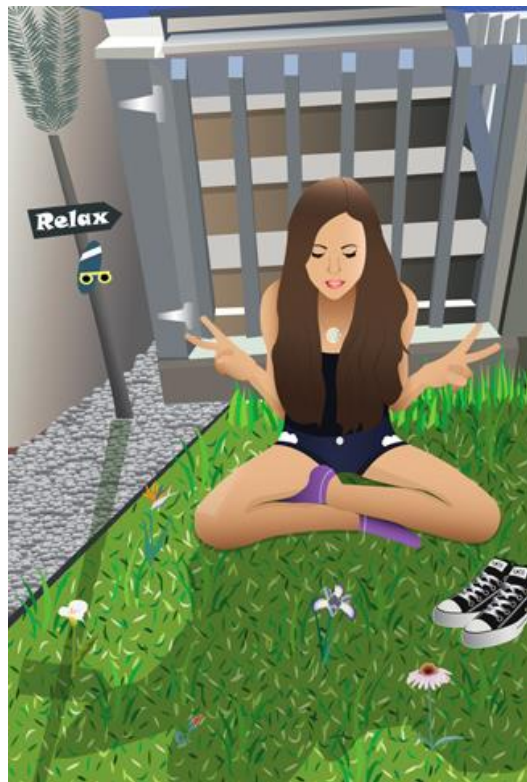
CREDIT: ½

COURSE DESCRIPTION: The goal of the 12th grade Health curriculum is to empower our students to act responsibly. The unique focus built into this curriculum is the topical discussion of issues our seniors will be facing during this transitional time of leaving high school and entering adulthood. Part of the requirement of 12th grade health is ten hours of community service.

SUMMER ASSIGNMENT: None

HOMEWORK: Frequent homework assignments as well as outside of class projects.

COURSE EXPECTATIONS: N/A

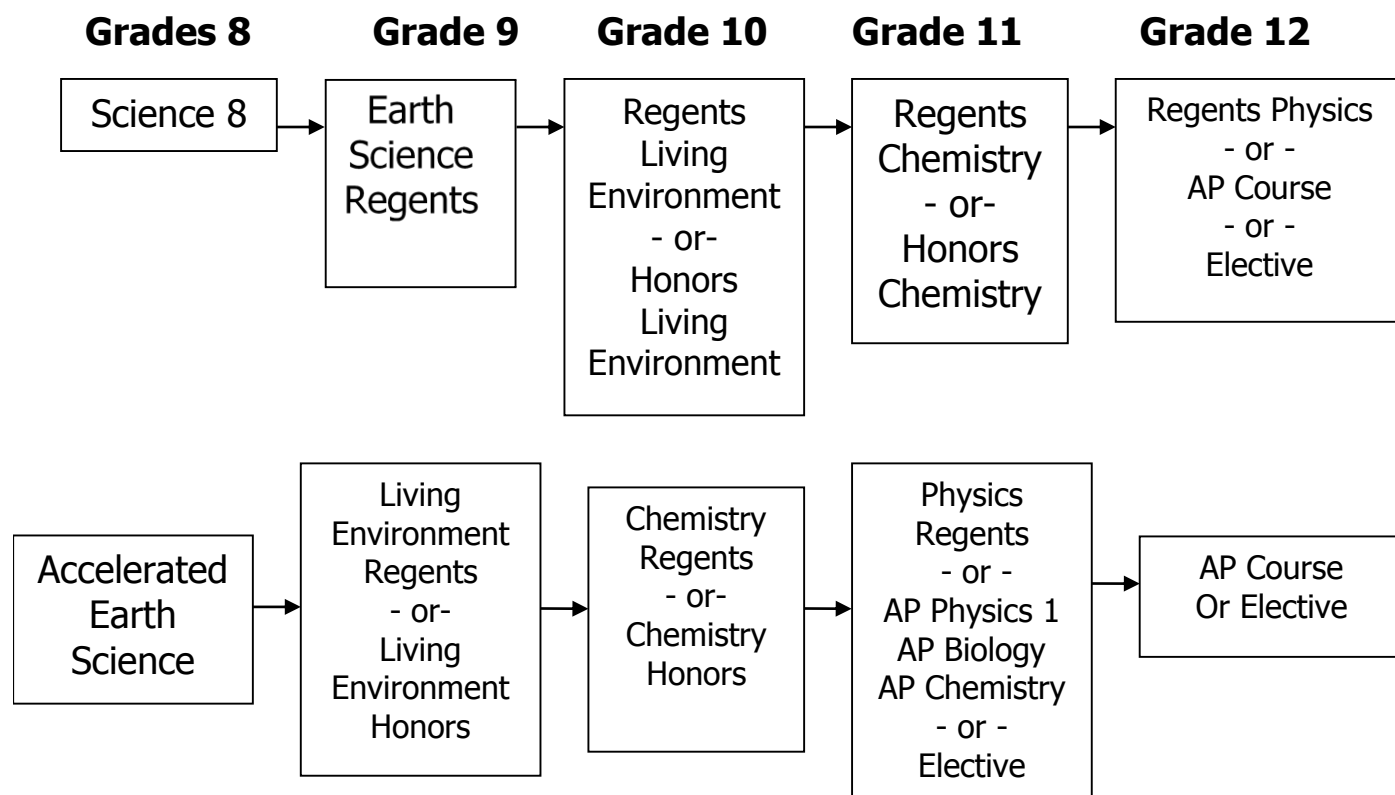


SCIENCE, RESEARCH & TECHNOLOGY

Mrs. Joyce Barry, Chairperson

**JBarry@pobschools.org
(516) 434-3191**

SCIENCE



AP Courses

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics 1
- AP Physics C

Science Electives

- Anatomy and Physiology
- Astronomy
- EMT
- Forensic Science
- Biotechnology/DNA Science
- Criminalistics
- Applied Science
- Science of Long Island
- Health Related Careers

STEM Electives- **NEW**

- Aeronautics
- Green Technology

- Regents exam requires the successful completion of lab requirements.
- All students taking an AP class take the AP examination.

Students pursuing Accelerated/Honors are encouraged to take Independent Research

SCIENCE

EARTH SCIENCE REGENTS + LAB

COURSE #: 403-1, 403-2

CREDIT: 1

COURSE DESCRIPTION: Earth Science is a blend of many different sciences including: Astronomy, Meteorology, Geology, Hydrology, Climatology, Sedimentology, Geomorphology, Petrology, Mineralogy, Seismology, and Plate Tectonics. Throughout this course we will investigate these fields and the many processes that have created and continue to shape our planet, solar system, galaxy and universe.

ASSESSMENTS UTILIZED: Exams and quizzes model NYS Regents and lab reports. Labs – There will be a variety of hands-on lab experiments performed in class. Students are responsible for actively participating in the experiment as well as the completion of a written lab report. This course requires the successful completion of at least 30 credits of documented laboratory experiments as per New York State as evidenced by written lab reports.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis



ADVANCED PLACEMENT BIOLOGY+ LAB**COURSE #:** 415-1, 415-2**CREDIT:** 1

COURSE DESCRIPTION: This course will cover the following topics on a first-year college-level: the study of protoplasm as a chemical, physical basis of life, the cell in function and structure, the organization of plant and animal forms from an evolutionary point of view, physiology, genetics and evolution. Laboratory exercises are provided to develop the concepts studied. Scoring at mastery on science regents is suggested.

Prerequisite: Successful Completion of Earth Science, Living Environment, and Chemistry Regents is required.

ASSESSMENTS UTILIZED: Topic exams including multiple-choice questions and essay questions, quizzes, final research project in Biology, take-home projects (2-3).

SUMMER ASSIGNMENT: TBD

HOMEWORK: Reading assignments, essay questions, self-quiz (multiple choice), vocabulary work. Homework will be assigned and checked on a regular basis.

COURSE EXPECTATIONS: Students must take the Advanced Placement exam in May. Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

LIVING ENVIRONMENT HONORS + LAB**COURSE #:** 404-1, 404-2**CREDIT:** 1

COURSE DESCRIPTION: This course exceeds the requirements of the New York State Core Curriculum for the Living Environment Regents. The curriculum addresses modern problems of ecology, physiology, biochemistry, reproduction, genetics and evolution. These topics will be covered in greater depth than Regents Living Environment. Students placed in this course are expected to possess an affinity for writing well and the ability to comprehend material that exceeds the State requirements helping to prepare students for the SAT Subject Test in Biology. Students should possess higher-level thinking skills, participate in daily class discussions, and display the extra effort necessary to be successful.

ASSESSMENTS UTILIZED: Students will express answers both verbally and on paper. Higher-level thinking questions are asked on exams and homework. Exams and quizzes model NYS Regents, lab reports and projects. Labs – there will be a variety of hands-on lab experiments performed in class. Students are responsible for actively participating in the experiment as well as the completion of a written lab report. This course requires the successful completion of at least 30 hours of documented laboratory experiments as per New York State as evidenced by written lab reports.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

COURSE EXPECTATIONS: Scoring at mastery level on the Earth Science Regents exam is suggested. Students must be ready to put forth the extra effort required to be successful in this higher level course.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

LIVING ENVIRONMENT REGENTS + LAB**COURSE #:** 405-1, 405-2**CREDIT:** 1

COURSE DESCRIPTION: This course exceeds the requirements of the New York State Core Curriculum for the Living Environment Regents. Students will be able to compare and contrast body systems and how they work together to maintain homeostasis of the organism as well as how other living organisms interact with their environment.

ASSESSMENTS UTILIZED: Exams and quizzes model NYS Regents, multiple choice and short answer essay exams, lab reports, and projects. Labs – there will be a variety of hands-on lab experiments performed in class. Students are responsible for actively participating in the experiment as well as the completion of a written lab report. This course requires the successful completion of at least 30 hours of documented laboratory experiments as per New York State as evidenced by written lab reports.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

ADVANCED PLACEMENT CHEMISTRY + LAB**COURSE #:** 416-1, 416-2**CREDIT:** 1

COURSE DESCRIPTION: AP Chemistry is designed to be equivalent to the general Chemistry course offered during the first year of college. The course stresses the qualitative and quantitative relationships of matter and how they are checked in the laboratory. Students are expected to participate in all classroom discussions and activities. Hands-on lab work is a large component of AP Chemistry. Students are expected to complete a lab-notebook to support their class work.

Prerequisite: A desire to learn chemistry and the successful completion of a full-year of either Honors or Regents Chemistry. Students must take the Advanced Placement exam in May.

ASSESSMENTS UTILIZED: Lab reports, topic exams and quizzes including multiple-choice questions, constructed response, balancing equations, short answers and essay questions.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned on a regular basis

COURSE EXPECTATIONS: Students must be ready to put forth the extra effort required to be successful in this higher level course. Strong mathematical ability is needed for success in this course. Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

CHEMISTRY HONORS + LAB**COURSE #:** 408-1, 408-2**CREDIT:** 1

COURSE DESCRIPTION: This course exceeds the requirements of the New York State Core Curriculum for the Physical Setting/Chemistry Regents. Topics include the composition of matter and the changes and reactions matter undergoes. These topics will be covered in greater depth, preparing students who choose to take the SAT Subject test in Chemistry in the Spring. This course includes a full laboratory program.

ASSESSMENTS UTILIZED: Students will express answers both verbally and on paper. Higher level thinking questions are asked on exams and homework. Exams and quizzes model NYS Regents lab reports and projects. Labs – there will be a variety of hands-on lab experiments performed in class. Students are responsible for actively participating in the experiment as well as the completion of a written lab report. This course requires the successful completion of at least 30 hours of documented laboratory experiments as per New York State as evidenced by written lab reports.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

COURSE EXPECTATIONS: Scoring at mastery level on both the Earth Science and Living Environment Regents exams is suggested. Students must be ready to put forth the extra effort required to be successful in this higher level course.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

CHEMISTRY REGENTS + LAB**COURSE #:** 409-1, 409-2**CREDIT:** 1

COURSE DESCRIPTION: Chemistry deals with the composition of materials and the changes that these materials undergo. This is a Regents Chemistry course that presents a modern view of Chemistry to students with a wide range of interests and abilities. Based on the New York State Syllabus, all core topics and extended area topics are covered in preparation for the Regents exam in June. This course teaches students to organize, analyze and synthesize information.

ASSESSMENTS UTILIZED: Exams and quizzes model NYS Regents, multiple choice and short answer essay exams, lab reports, and projects. Labs – there will be a variety of hands-on lab experiments performed in class. Students are responsible for actively participating in the experiment as well as the completion of a written lab report. This course requires the successful completion of at least 30 hours of documented laboratory experiments as per New York State as evidenced by written lab reports.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis.

COURSE DESCRIPTION: This course is designed to be the equivalent of two college semesters of calculus-based physics typically selected by physics majors, scientists to be, and engineering students. AP Physics C is a highly challenging course intended to expand and enhance students' understandings of previous concepts covered in their first physics course. This calculus-based course emphasizes the development of quantitative problem solving skills, hands-on laboratory work, and the real world applications of calculus to solving physics problems. The fall semester covers Newtonian mechanics and the spring semester covers electricity and magnetism.

ASSESSMENTS UTILIZED: Class participation/collaborative activities, laboratory exercises, homework assignments, quizzes, tests (in AP format) and "The Physics of *(student's choice)*" Independent Research Projects.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

COURSE EXPECTATIONS: It is strongly recommended that students take a precalculus or calculus course prior to, or concurrently with, AP Physics C. Students must take the Advanced Placement exam in May.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.



ADVANCED PLACEMENT PHYSICS 1 + LAB
GRADES 11 and 12

COURSE #: 411-1, 411-2

CREDIT: 1

COURSE DESCRIPTION: This course is designed to be the equivalent of a full first year of an algebra based college physics that exceeds the requirements of the New York State Core Curriculum for the Physical Science/Physics Regents. AP Physics 1 covers more topics, which are discussed in greater depth than in Regents Physics. The course moves at a faster pace than Regents Physics, and the material is treated in a more conceptual and mathematical manner. Topics covered in this course include Newtonian mechanics, fluid and thermal physics, waves, light, optics, electricity and magnetism, quantum physics and nuclear physics. Hands-on laboratory work is given special emphasis. Successful completion of the laboratory assignments is a requirement for admission to the Regents Exam.

Prerequisite: Successful completion of Earth Science, Living Environment and Chemistry Regents

ASSESSMENTS UTILIZED: Class participation/collaborative activities, laboratory exercises, homework assignments, quizzes, tests (in AP format) and "The Physics of (*student's choice*)" Independent Research Projects. Labs – there will be a variety of hands-on lab experiments performed in class. Students are responsible for actively participating in the experiment as well as the completion of a written lab report. This course requires the successful completion of at least 30 hours of documented laboratory experiments as per New York State as evidenced by written lab reports.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

COURSE EXPECTATIONS: Students must take the Advanced Placement exam in May as well as the Physics Regents exam in June.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

PHYSICS REGENTS + LAB

COURSE #: 413-1, 413-2

CREDIT: 1

COURSE DESCRIPTION: This course is a high school level introductory survey of Physics that exceeds the requirements of the New York State Core Curriculum for the Physical Science/Physics Regents. It requires the application of algebra and trigonometry, but not calculus. Topics covered in this course are kinematics (motion), Newtonian mechanics (forces and motion), energy, momentum, oscillations and gravitation, waves, electricity and magnetism, and modern physics. *Students must take the Physics Regents exam in June.*

ASSESSMENTS UTILIZED: Class participation/collaborative activities, laboratory exercises, homework assignments, quizzes, and tests modeled after NYS Regents. Labs – there will be a variety of hands-on lab experiments performed in class. Students are responsible for actively participating in the experiment as well as the completion of a written lab report. This course requires the successful completion of at least 30 credits of documented laboratory experiments as per New York State as evidenced by written lab reports.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

SCIENCE ELECTIVES

**ADVANCED PLACEMENT
ENVIRONMENTAL SCIENCE + LAB****COURSE #:** 430-1, 430-2**CREDIT:** 1

COURSE DESCRIPTION: AP Environmental Science is the equivalent of a college-level course in Environmental Science. Environmental Science involves the study of cycles in nature, populations, communities and ecosystems, pollution and technology. Students investigate current issues related to the state of the environment and the interaction of science, technology and society. This course includes a considerable amount of writing about lab experiences as well as current environmental topics.

Prerequisite: Successful completion of Earth Science, Living Environment, and Chemistry is required.

ASSESSMENT UTILIZED: Multiple Choice, short answer, free response, projects and long-term research required.

SUMMER ASSIGNMENT: TBD

HOMEWORK: Homework will be assigned and checked on a regular basis

COURSE EXPECTATIONS: Students must take the Advanced Placement exam in May.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

SCIENCE OF LONG ISLAND**COURSE #:** 431-1**CREDIT:** 1

COURSE DESCRIPTION: The Earth's population is increasing dramatically while its resources are being depleted. The present generation is caught in the middle, and must make decisions on a daily basis that affect the way human beings live on this planet. This course will use management of natural resources as a basis for learning principles and skills related to life on Long Island. This course is designed for students to apply their scientific abilities by studying the interrelationship of humans to their fragile environment and space.

Prerequisites: Earth Science and Living Environment

ASSESSMENT UTILIZED: Tests, quizzes, lab reports, projects, homework, class participation, and case studies

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned on a regular basis. It will usually involve a reaction paper, case study, or a worksheet.

APPLIED SCIENCE**COURSE #:** 423-3**CREDIT:** 1

COURSE DESCRIPTION: This course addresses common topics of interest in many fields of science. Most grades are from papers, PowerPoints, brochures and alternatives to standard classroom exams. Most work is done in class and graded with a rubric given before the project. If you're ready to explore the worlds of science and work in class without test anxiety, this is your class. This course meets the requirement for a third year of science.

Prerequisite: Completion of two years of science and a passing grade on a science Regents exam.

ASSESSMENTS UTILIZED: Lab reports, lab practicals, quizzes, class work/homework, small research paper, and notebook tests.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

ANATOMY AND PHYSIOLOGY + LAB**COURSE #:** 419-1, 419-2**CREDIT:** 1

COURSE DESCRIPTION: This is a college-level course intended for students who are planning to pursue a career in a health-related field. Due to the difficulty of the material, students must be prepared to study and do work outside of class on a regular basis. Students may take the Excelsior College Exam in June to earn six (6) college credits. Please be aware that there is a fee (approx. \$450) to take the exam for college credit. Students requesting this course must have passed Living Environment and should be passing Regents or Honors Chemistry when they register in the spring.

ASSESSMENTS UTILIZED: Tests, quizzes, lab reports, projects, homework and class participation

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned on a regular basis

CRIMINALISTICS**COURSE #:** 441**CREDIT:** 1

COURSE DESCRIPTION: This course is designed for students to investigate the relationship between science and the criminal justice system. An in-depth study of all aspects of forensic science will be covered. Students will learn advanced forensic science techniques and methodologies through case studies, lab experimentation, simulations, and a research project. Students will participate in crime scene investigation, blood spatter analysis, fingerprinting, arson investigation, and much more. Students will be expected to read and outline a forensic science textbook as well as complete written laboratory reports. Students will also be required to take a midterm exam and final exam which includes a lab practical.

Prerequisite: Successful completion of Earth Science, Living Environment and Chemistry

ASSESSMENTS UTILIZED: Exams, quizzes, and practical applications i.e.: crime scene analysis

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

BIOTECHNOLOGY / DNA SCIENCE**COURSE #:** 445**CREDIT:** 1

COURSE DESCRIPTION: The topic of Biotechnology provides an ideal venue to assist students in thinking about career options in all areas of medicine. This field encompasses careers in both the private and public sectors and offers a wide variety of different possible areas of focus. Biotechnology has now become the reality and hope for the future of improving and extending human life. Students will explore the fundamental principles of biotechnology and DNA science. Topics of study include: DNA, RNA, and protein technologies; genetic diagnostics; food processing (GMO's); forensic science applications; cloning stem cells; and bioethics. Laboratory activities reinforce concepts and principles presented. Self-sufficiency and responsibility in work habits required.

ASSESSMENTS UTILIZED: Tests, quizzes, lab reports, projects, homework, class participation and practical applications.

PREREQUISITE: Successful completion of Living Environment and Chemistry

SUMMER ASSIGNMENT: None.

HOMEWORK: Homework will be assigned on a regular basis.

ASTRONOMY**COURSE #:** 422**CREDIT:** ½

COURSE DESCRIPTION: The course is designed for students to study the history of astronomy as a scientific endeavor, explore astronomical phenomena observable in the day and night sky, and consider the major theories explaining the origins and future of the universe. Students will study the structure and evolution of the solar system, stars, galaxies, and the universe including the applications of tools and techniques such as telescopes and spectral analysis.

ASSESSMENT UTILIZED: Class discussion and participation/collaborative activities, laboratory exercises, tests and independent research projects

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis



FORENSIC SCIENCE**COURSE #:** 440**CREDIT:** ½

COURSE DESCRIPTION: This course is designed to give students an introduction to forensic techniques used in solving crimes through lab experimentation, case studies and an on-line application. Students will participate in hands-on laboratory activities, crime scene investigation, quarterly projects and solving mysteries throughout the year. Students will also learn about law enforcement, crime scene investigation and the criminal justice system.

Prerequisite: Completion of graduation requirements in science and student must be entering their senior year to enroll.

ASSESSMENTS UTILIZED: There will be a unit exam at the completion of each unit. Each quiz contains a variety of multiple choice, matching, fill-in and short essay questions. There will be a project assigned each quarter. The project will include a research paper, PowerPoint presentation, video and critique. Students will be responsible for the completion of the project on their own time. Most projects will be done individually, but one may be a group project. Labs - there will be a variety of hands-on lab experiments performed in class.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned on a regular basis. It will usually involve a reaction paper, case study, or a worksheet.

EMERGENCY MEDICAL TECHNICIAN**COURSE #:** 425**CREDIT:** 1

COURSE DESCRIPTION: This science elective is open only to seniors that will reach their 18th birthday by June of their senior year. The course is administered through the Nassau County EMS Academy through the Vocational Education Extension Board. It is the same course offered to volunteers in Nassau County, therefore, it is on par with a college-level course. Upon successful completion and certification, college credit is available.

ASSESSMENTS UTILIZED: There are 24 quizzes, 2 cumulative interim examinations, and 1 cumulative final exam. All exams and quizzes are prepared through NCEMSA and are representative of state multiple-choice test questions. Skills are assessed on a regular basis and interim skills evaluations are done along with the interim exams. Reading is assigned at the start of the course and written homework is collected and graded regularly.

Additionally, students are required to attend a three-hour class in vehicle extrication on a Saturday in the spring. The students must also attend ten hours of hospital rotations. Passing average is 70 or better.

SUMMER ASSIGNMENT: None

COURSE EXPECTATIONS: To certify as an EMT in NYS, the student is required to: maintain a 70 or better average in the class; pass the final exam with a grade of 70 or better; pass the practical skills exam; and pass a 110-question state certifying exam.

HEALTH RELATED CAREERS**COURSE #:** 444**CREDIT:** ½

COURSE DESCRIPTION: This course is designed for students interested in pursuing a career in the health care industry. Students will be introduced to basic patient care, hygiene, safety, outpatient and inpatient care, division in the hospital and other areas of medical care. Students will learn about the basics of health care in the United States, how hospitals, nursing homes, rehabilitation facilities and other care facilities (public and private) operate. They will explore careers that have direct contact with patients and those "behind the scenes." The class will conduct tours of hospitals and clinics. A project in this class will be to choose a health care field, research, shadow a professional in the field (if possible) and report to the group on the experience. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

Pre-requisite: Students must have completed their graduation requirement for science.

ASSESSMENTS UTILIZED: Tests, quizzes, lab reports, projects, homework, class participation, case studies, projects and practical applications.

SUMMER ASSIGNMENT: None.

HOMEWORK: Homework will be assigned on a regular basis.

INDEPENDENT RESEARCH**COURSE #:** 129**CREDIT:** 1

COURSE DESCRIPTION: Independent Research is a course for students who are interested in working on research projects in all science curriculum areas as well as math and the social sciences. Students will learn how to write research papers, make professional presentations and properly use statistical methods to analyze data. In addition, students will work with outside mentors on research projects to be presented at various competitions such as the DuPont Competition, Siemens Competition, Long Island Science and Engineering Fair and the Intel Science Talent Search Competition, Siemens We Can Change the World, Google Science Fair and Toshiba ExploraVision. Class meets every other day, preferably during lunch. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Rubrics on all papers and presentations and punctuality.

SUMMER ASSIGNMENT: Summer research experience mandatory between junior and senior year. Summer programs are available, but optional in the 9th and 10th grade.

HOMEWORK: All work is done independently, either during class time or at home

AERONAUTICS GR 11-12**COURSE #:** 446**CREDIT:** 1

COURSE DESCRIPTION: The course presents an overview of aviation, enabling the student to gain an appreciation of the complexities of the field of aeronautics. Course content includes aircraft structures, principles of flight, aerodynamics of flight, flight controls, aircraft systems, flight instruments, flight manuals and documents, weight and navigation, aero medical factors, and aeronautical decision making. The project-based learning model will require students to integrate science, technology, engineering and mathematics (STEM), and be innovative thinkers within the realm of aeronautics. Students will expand their understanding through the application of STEM to real world scenarios via laboratory practices and computer applications. Students will demonstrate their knowledge through tests, hand-on demonstrations, technical reports, and projects.

ASSESSMENTS UTILIZED: Projects, exams, homework, Class Participation and Practical application.

PREREQUISITE: Successful completion of Earth Science & Living Environment

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned on a regular basis.

GREEN TECHNOLOGY GR 11-12**COURSE #:** 447**CREDIT:** 1

COURSE DESCRIPTION: The Green Technology course teaches high school students the engineering and design processes in alternative and renewable energy systems. Workplace readiness skills, understanding energy consumptions, investigating renewable energy systems and career exploration will be studied. During the course of study students will study, through project-based learning, the concepts of transportation fuels and energy systems which will substantially reduce life-cycle greenhouse gas emissions. The project-based learning model will require students to integrate science, technology, engineering and mathematics (STEM), and be innovative thinkers within the realm of green technology engineering. Students will distinguish between renewable and non-renewable energy systems through the application of STEM to real world scenarios via laboratory practices, computer applications and emulations. Students will demonstrate their knowledge through tests, hands-on demonstrations, technical reports and projects.

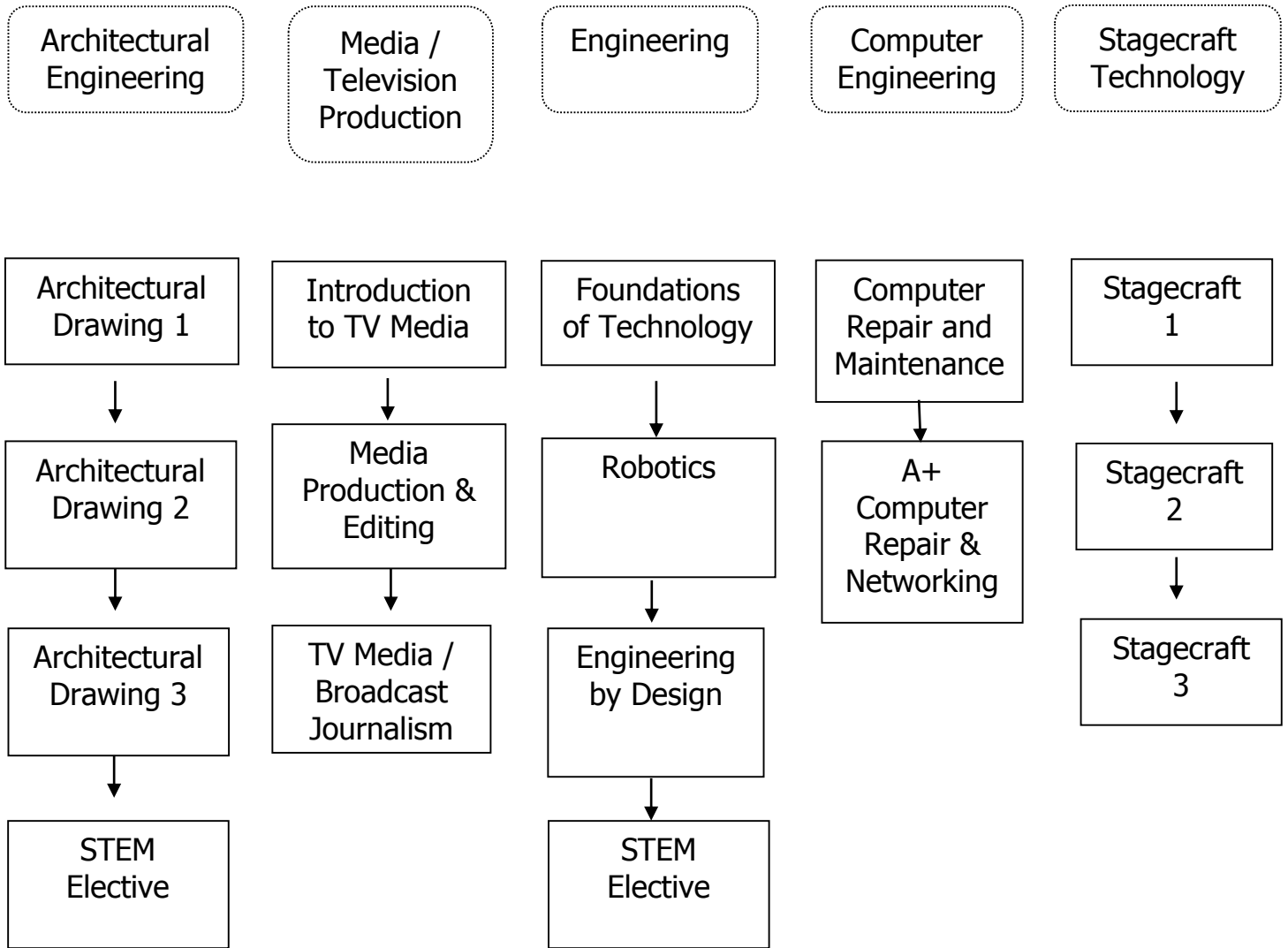
ASSESSMENTS UTILIZED: Projects, exams, homework, Class Participation and Practical application.

PREREQUISITE: Successful completion of Earth Science & Living Environment

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned on a regular basis.

TECHNOLOGY



- STEM Electives
- Aerodynamics
 - Green Technology

TECHNOLOGY

ARCHITECTURAL DESIGN

ARCHITECTURAL DRAWING I

COURSE #: 609

CREDIT: ½

COURSE DESCRIPTION: Students taking this course will explore various types of residential and commercial construction. They will learn various principles of stress, resistance, environmental influences as related to construction/design. Students will design residential homes, create floor plans, elevations, site plans and build scale models of the homes they design. In addition, a scaled section of a home will be constructed by students – including footings & foundation, wall framing, flooring, and roofing. This is for the student that has that passion to work as an Architectural Engineer.

Prerequisite: None

ASSESSMENTS UTILIZED: Projects -- plans & drawings; topographical model; structure models; dream house design

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

ARCHITECTURAL DRAWING II

COURSE #: 609-2

CREDIT: ½

COURSE DESCRIPTION: Students taking this course will explore current and futuristic design for both residential and commercial construction. Included will be dome construction, environmentally friendly & environmentally interactive designs (with respect to tornadoes, hurricanes, extreme heat, extreme cold, earthquakes and solar influence). Various systems explored will include: heating, cooling, insulation, drainage, plumbing & lighting. This is for the student that has that passion to work as an Architectural Engineer.

Prerequisite: Architectural Drawing I

ASSESSMENTS UTILIZED: Projects -- plans & drawings; structure models; school improvement project. Exams – research.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis



MEDIA / TELEVISION PRODUCTION

INTRO TO MEDIA TECHNOLOGY

COURSE #: 611

CREDIT: ½

COURSE DESCRIPTION: In this introductory media course students learn to use video cameras, recorders, editors and computers to produce individual and group projects. Students are exposed to a number of systems and career opportunities. All work is done in digital format. Students create DVD's of their work. Students create a video montage, newscast, public service project and explore television production. This is for the student that has that passion to possibly pursue a career as a Media/Communications Engineer.

ASSESSMENTS UTILIZED: Video montage, newscast, interview, commercial, public service project exams, and research.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis.

MEDIA PRODUCTION & EDITING

COURSE #: 612

CREDIT: ½

COURSE DESCRIPTION: Students continue to study audio and video processes as related to television production. They will work in production teams to produce shows for broadcast. Students will get experience in producing and broadcast scheduling. This is for the student that has that passion to possibly pursue a career as a Media/Communications Engineer.

PRE-REQUISITE: Intro to Media Tech

ASSESSMENTS UTILIZED: Projects – newscast, interview, commercial, independent feature project, exams, and research.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis.

TV MEDIA/BROADCAST JOURNALISM

COURSE #: 613

CREDIT: 1

COURSE DESCRIPTION: This advanced media course is for students who are serious about television and video production. Students will work on major productions and explore additional editing and production effects. Use of blue screen and/or green screen for broadcasting effects will enhance their newscast productions. Superior work will be broadcast. This is for the student that has that passion to possibly pursue a career as a Media/Communications Engineer.

PRE-REQUISITE: Media Production & Editing

ASSESSMENTS UTILIZED: Individual productions, feature production, exams, and research.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis.

ENGINEERING

FOUNDATIONS OF TECHNOLOGY

COURSE #: 614

CREDIT: 1

COURSE DESCRIPTION: This course emphasizes creative problem-solving and technical drawing (by hand and computer) and fabrication of student design projects. Students explore principles of engineering, physics, materials and processes while enjoying a “hands-on” experience. Students will also develop computer skills in creating spreadsheets for calculations, CAD formulas and analysis. This course can be used to meet the one credit Art requirement for graduation. This is for the student that has that passion to work with the Robotics Team and/or Mechanical Engineering.

ASSESSMENTS UTILIZED: Projects: -- Hand-drawn plates (Drawing), computer generated plates working models, and class participation. Exams -- unit exams, quiz, notebooks, and work logs.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis.

ROBOTICS

COURSE #: 617

CREDIT: 1

COURSE DESCRIPTION: This engineering course covers the elements of electricity, machine design, power transmission, pneumatics, computer controls and programming. Students will learn about various materials (wood, metal, plastic) as related to fabrication and will learn to use various machines in the shop to design and fabricate working models and robotics. Actual robots will be designed and built to compete in competitions utilizing remote controls and autonomous computer program designed by students. This is an additional course offering for students in need of a third year of science or can be used to continue the Technology concentration. This is for the student that has that passion to work with the Robotics Team and/or Mechanical Engineering.

Prerequisite: Foundations of Technology

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

ENGINEERING BY DESIGN

COURSE #: 618

CREDIT: 1

COURSE DESCRIPTION: This engineering course is a continuation and more in-depth study of the Principles of Engineering I course. Students expand on units in electricity, machine design, power transmission, pneumatics, computer controls and programming. Students work with various materials (wood, metal, plastic) as related to fabrication. Practical applications are performed on various machines in the shop to design and fabricate working models and robotics. This is for the student that has that passion to work with the Robotics Team and/or Mechanical Engineering.

Prerequisite: Robotics

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

COMPUTER TECHNOLOGY

COMPUTER REPAIR & MAINTENANCE

COURSE #: 644

CREDIT: 1

COURSE DESCRIPTION: This full year, one credit course addresses the basics of modern computer repair. It is the first of two courses that encompass essential training required to pass the A+ exam and is a requirement of computer repair facilities and manufacturers as a condition of employment. This course includes information on computer hardware, essentials of computer operation systems (all of which are part of the A+ Certification exam). Success in this course requires extensive reading and intense involvement in hands-on activities. Students taking this course may be considering a career as a Computer Engineer.

ASSESSMENTS UTILIZED: Projects -- evaluation of various types of computers; repairing of computers; maintaining of computers; design and construction of a computer. Exams -- unit exams; quiz; notebooks; work logs.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

A+ COMPUTER REPAIR & NETWORKING

COURSE #: 644

CREDIT: 1

COURSE DESCRIPTION: This full year, one credit course builds on the information contained in Course I. Topics include the latest operating systems and networking, along with printer repair. Computer and printer troubleshooting are also covered extensively in this course. Students will learn the skills necessary for pursuing A+ Certification. Students can pursue careers as IT professionals upon completion of the 2 year sequence. Success in this course requires extensive reading and intense involvement in hands-on activities. Students taking this course may be considering a career as a Computer Engineer.

Prerequisite: Computer Repair & Maintenance

ASSESSMENTS UTILIZED: Projects – repairing of computers; maintaining of computers; design & construction of a computer. Exams – unit exams; quiz notebooks; work logs.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis.

AERONAUTICS GR 11-12**COURSE #:** 446**CREDIT:** 1

COURSE DESCRIPTION: The course presents an overview of aviation, enabling the student to gain an appreciation of the complexities of the field of aeronautics. Course content includes aircraft structures, principles of flight, aerodynamics of flight, flight controls, aircraft systems, flight instruments, flight manuals and documents, weight and navigation, aero medical factors, and aeronautical decision making. The project-based learning model will require students to integrate science, technology, engineering and mathematics (STEM), and be innovative thinkers within the realm of aeronautics. Students will expand their understanding through the application of STEM to real world scenarios via laboratory practices and computer applications. Students will demonstrate their knowledge through tests, hand-on demonstrations, technical reports, and projects.

ASSESSMENTS UTILIZED: Projects, exams, homework, Class Participation and Practical application.

PREREQUISITE: Successful completion of Earth Science & Living Environment

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned on a regular basis.

GREEN TECHNOLOGY GR 11-12**COURSE #:** 447**CREDIT:** 1

COURSE DESCRIPTION: The Green Technology course teaches high school students the engineering and design processes in alternative and renewable energy systems. Workplace readiness skills, understanding energy consumptions, investigating renewable energy systems and career exploration will be studied. During the course of study students will study, through project-based learning, the concepts of transportation fuels and energy systems which will substantially reduce life-cycle greenhouse gas emissions. The project-based learning model will require students to integrate science, technology, engineering and mathematics (STEM), and be innovative thinkers within the realm of green technology engineering. Students will distinguish between renewable and non-renewable energy systems through the application of STEM to real world scenarios via laboratory practices, computer applications and emulations. Students will demonstrate their knowledge through tests, hands-on demonstrations, technical reports and projects.

ASSESSMENTS UTILIZED: Projects, exams, homework, Class Participation and Practical application.

PREREQUISITE: Successful completion of Earth Science & Living Environment

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned on a regular basis.

STAGECRAFT TECHNOLOGY

STAGECRAFT & THEATRE TECHNOLOGY I

COURSE #: 661

CREDIT: 1

COURSE DESCRIPTION: This course is designed to acquaint students with lighting, sound and set building for theatrical productions. Students will learn how to use a computerized lighting control system to light a production set. They will learn about various sound systems and components to set up an audio system for actual productions. Students will learn set building techniques and the use of various tools and equipment to participate in building an actual set for the school play.

ASSESSMENTS UTILIZED: Projects -- plans & drawings; structure models; set lighting, sound & building for actual play productions. Exams. Research.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis

STAGECRAFT & THEATRE TECHNOLOGY II

COURSE #: 662

CREDIT: 1

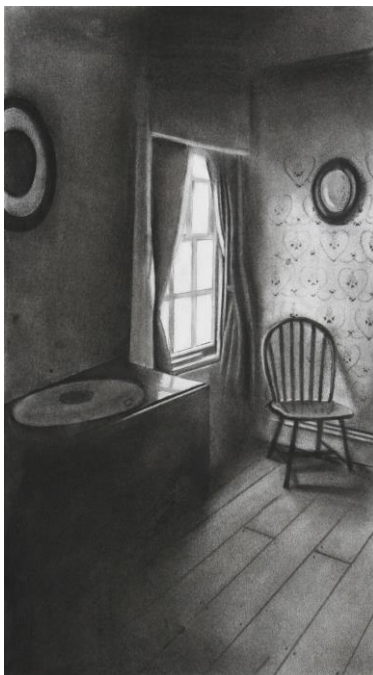
COURSE DESCRIPTION: This course is designed to continue exploring and working in theatrical lighting, sound & stagecraft. Students will also explore set designing and work on individual and group set design projects.

Prerequisite: Stagecraft & Theatre Technology I

ASSESSMENTS UTILIZED: Projects – plans & drawings; structure models; set lighting, sound & building for actual play productions. Exams. Research.

SUMMER ASSIGNMENT: None

HOMEWORK: Homework will be assigned and checked on a regular basis



SOCIAL STUDIES

Ms. Maria Carnesi, Chairperson

**MCarnesi@pobschools.org
(516) 434-3203**

SOCIAL STUDIES

Grade 9

Global History 9R
 - or -
 Global History 9R + Practicum
 - or -
 Global History 9H / PreAP

Grade 10

Global History 10R
 - or -
 Global History 10R + Practicum
 - or -
 AP World History

Grade 11

US History 11R
 - or -
 US History 11R + Practicum
 - or -
 AP American History

Grade 12

One Economics course
AND
 one Government course from each box below

Economics

- Economics 1
- Economics 2
- AP Macro Economics
- Long Island's History Through Its Economics

AND

Government

- Crime Law & Community
- Facing History and Ourselves
- American Social Issues
- AP US Government and Politics

Social Studies Electives

- Introductory Psychology
- Child Psychology
- AP Psychology
- International Relations and Issues
- History Through Text, Film and Literature
- Revisionist History
- Social Science Research Lab
- AP Capstone Research Seminar

- All students must take the Global History Regents at the end of 10th grade and the US History Regents at the end of 11th grade.
- All students taking an AP class take the AP examination.

2016-2017 AP Capstone - TBD

Social Studies

GLOBAL HISTORY & GEOGRAPHY 9H / PRE-AP **COURSE #:** 201 **CREDIT:** 1

COURSE DESCRIPTION: The curriculum for this course expands upon Global History 9R and will serve to prepare students for Advanced Placement World History by requiring that students demonstrate a higher level of reading, writing and critical thinking. This includes the ability to read lengthy, college-level documents and extract both the literal meanings of ideas as well as the subtle nuances of the material. Additionally, students are expected to complete writing assignments that defend a point of view as well as examine issues from multiple perspectives. In order to participate in sophisticated discussions, students considering this course should have prior knowledge of world geography and current political issues, with an interest in exploring the origins of today's geopolitical events.

ASSESSMENTS UTILIZED: Multiple choice examinations, document-based and free response essays, projects, midterm and final exam

SUMMER ASSIGNMENT: Yes

HOMEWORK: Daily – one hour

COURSE EXPECTATIONS: It is expected that students are committed to meeting the rigorous challenges this course offers. Detailed nightly work, daily and active participation in class and attending remedial, when necessary, are required behaviors for success. It is expected that students are prepared to work diligently to improve positive learning behaviors.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

GLOBAL HISTORY & GEOGRAPHY 9R **COURSE #:** 202 **CREDIT:** 1

COURSE DESCRIPTION: This course 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.

ASSESSMENTS: Multiple choice examinations, constructed response questions, document-based essays, projects, midterm and final exam

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

GLOBAL HISTORY & GEOGRAPHY
9R + PRACTICUM

COURSE #: 202-1

CREDIT: 1 ½

COURSE DESCRIPTION: This course is designed to increase the probability of success on the Global History & Geography Regents Examination for students who have demonstrated difficulty in mastering the skills essential to the study of social studies. Classes are small, and feature greater individualization and more time on task, as a result of an additional class every other day. The curriculum for this course follows 9R.

Prerequisite: Teacher and School Counselor recommendation

ASSESSMENTS UTILIZED: Multiple choice examinations, document-based and constructive response questions, projects, midterm and final exam

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

AP CAPSTONE: SEMINAR

COURSE #: 228

CREDIT: 1

In this foundational course, qualifying for grade 10 Social Studies credit, students will develop critical thinking skills that will foster independent thinking and analyzing issues from different perspectives. Communication skills will be strengthened while students conduct and present independent research. Students will learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. They will also question, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. During the course, students will complete a team project, an individual paper and presentation, and take a written AP exam. The AP Capstone Seminar Exam score is based on all three components and is reported on the standard 1-5 scoring scale. Students who complete AP Capstone Seminar are invited to take AP Capstone Research in their 11th or 12th grade. Upon successful completion of both courses, students will receive an AP Capstone certificate. Those students who complete both courses, in addition to earning a 3 or better on 4 or more other AP exams will be awarded with the prestigious AP Capstone Diploma.

ASSESSMENTS UTILIZED: During the course, students will complete a team project, an individual paper and presentation, and take a written AP exam. The AP Capstone Seminar Exam score is based on all three components and is reported on the standard 1-5 scoring scale.

SUMMER ASSIGNMENT: None

COURSE EXPECTATIONS: AP CAPSTONE: SEMINAR is appropriate for students who have achieved excellence in their 9th grade classes and are highly motivated.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

ADVANCED PLACEMENT WORLD HISTORY

COURSE #: 212

CREDIT: 1

COURSE DESCRIPTION: Advanced Placement World History recreates a college-level World History experience in a high school setting. This college-level course parallels the Global History & Geography curriculum, exploring in greater depth the social, economic, diplomatic, intellectual and political interrelationships that have shaped history. Primary and secondary materials will be used extensively. There will be frequent writing assignments, in-depth readings and research requirements. The seminar approach will be employed to encourage students to present their points of view. Students must take the World History Advanced Placement Examination in May and the Global History Regents in June.

ASSESSMENTS UTILIZED: Multiple choice examinations, document-based and free response essays, projects, group discussions and midterm exam

SUMMER ASSIGNMENT: Yes

HOMEWORK: Daily – minimally one hour

COURSE EXPECTATIONS: It is expected that students are committed to meeting the rigorous challenges this course offers. Students must comprehend a college-level text, take comprehensive notes, complete detailed assignments, actively participate in class discussions and attend remedial, when necessary. It is expected that students are prepared to work diligently to improve positive learning behaviors.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

GLOBAL HISTORY & GEOGRAPHY 10R

COURSE #: 206

CREDIT: 1

COURSE DESCRIPTION: This course is the second half of the two year Global History program culminating in a Regents exam that is required for graduation. This exciting course has been designed to provide students with the opportunity to make thematic connections between and among historical events around the world. It is taught chronologically from The Age of Revolutions (1750-1914) to Present Day Global Interactions and Problems.

ASSESSMENTS: Multiple choice examinations, document-based and thematic essays, projects, and midterm exam

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

GLOBAL HISTORY & GEOGRAPHY
10R + PRACTICUM

COURSE #: 206-1

CREDIT: 1 ½

COURSE DESCRIPTION: This course is designed to increase the probability of success on the Global History & Geography Regents Examination for students who have demonstrated difficulty in mastering the skills essential to the study of social studies. Classes are small and feature greater individualization and more time on task, as a result of an additional class every other day. The curriculum for this course follows 10R.

Prerequisite: Teacher and School Counselor recommendation

ASSESSMENTS UTILIZED: Multiple choice examinations, document-based and thematic essays, projects, and midterm exam

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

ADVANCED PLACEMENT AMERICAN HISTORY

COURSE #: 213

CREDIT: 1

COURSE DESCRIPTION: This course is an in depth study of American History that is taught and graded in respect to the standards of an introductory college course in US History. This course exceeds the NYS standards for 11th grade US History and is recommended only for students who are ready to undertake a course that is developed from a college level text. Students will be expected to come to class with an understanding of the facts, ready to evaluate and analyze key events in American History. As the skills needed for success at the college-level may take time to develop fully, students are encouraged to allow time for adjustment to the rigor of the course. Students are expected to analyze primary documents, construct evaluative essays and complete research term papers. The course is taught to promote analytical and critical thinking skills and students are given ample opportunity for discussion to present their points of view. Most class discussions are based on reading topics and discussion is driven by the analysis of primary and secondary sources. Students are required to take the AP exam in May and the Regents in June.

ASSESSMENTS UTILIZED: Multiple choice, document-based and free response essay examinations created from past Advanced Placement American History exams. Group discussions and projects designed to demonstrate student understanding of the historiography of US History.

SUMMER ASSIGNMENT: Yes

HOMEWORK: Daily – minimally one hour

COURSE EXPECTATIONS: It is expected that students are committed to meeting the rigorous challenges this course offers. Students must comprehend a college-level text, take comprehensive notes, complete detailed assignments, actively participate in class discussions and attend remedial, when necessary. It is expected that students are prepared to work diligently to improve positive learning behaviors.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

US HISTORY AND GOVERNMENT 11R**COURSE #:** 210**CREDIT:** 1

COURSE DESCRIPTION: This course includes a chronological/thematic study of US History with particular focus on the US Constitution. Emphasis is placed upon basic principles and the cultural heritage on which our nation is founded in order to develop a stronger commitment to democratic values. All students must pass the US History Regents in June, which is a graduation requirement.

ASSESSMENTS: Multiple choice examinations, document-based and thematic essays, projects, and midterm exam

SUMMER: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

US HISTORY & GOVERNMENT 11R+PRACTICUM**COURSE#:** 210-1
210-2**CREDIT:** 1 ½

COURSE DESCRIPTION: This course is designed to increase the probability of success on the US History & Government Regents Examination for students who have demonstrated difficulty in mastering the skills essential to the study of social studies. Classes are small and feature greater individualization and more time on task, as a result of an additional class every other day. The curriculum for this course follows 11R.

Prerequisite: Teacher and School Counselor recommendation

ASSESSMENTS UTILIZED: Multiple choice examinations, document-based and thematic essays, projects, midterm exam

SUMMER ASSIGNMENTS: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.



**SENIORS MUST TAKE ONE OF THE FOLLOWING FOUR TO MEET
THE PARTICIPATION IN GOVERNMENT REQUIREMENT:**

**ADVANCED PLACEMENT U.S. GOVERNMENT
& POLITICS**

COURSE #: 249

CREDIT: ½
(Every other day)

COURSE DESCRIPTION: This college-level course is designed to give students an analytical perspective on government and politics in the United States. This course exceeds the requirements of the New York State Core Curriculum. The course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It also requires a familiarity with the various institutions, groups, beliefs and ideas that constitute US political reality. In addition, the study of current events is a critical component of this course.

ASSESSMENTS UTILIZED: Multiple choice and essay examinations created from past Advanced Placement exams. Quizzes based on readings and current events and one analytical paper each quarter.

SUMMER ASSIGNMENT: Yes

HOMEWORK: Daily – minimally one hour

COURSE EXPECTATIONS: It is expected that students are committed to meeting the rigorous challenges that this course offers. Students must comprehend a college-level text, take comprehensive notes, complete detailed assignments, complete challenging papers and actively participate in class. Students are expected to take the initiative to attend remedial when necessary.

Please note: If a student chooses to transfer out of this class once the course has begun, there is a possibility that he/she will need to be scheduled for two half-year courses during the spring semester to satisfy course credit requirements.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

FACING HISTORY AND OURSELVES

COURSE #: 225-2

CREDIT: ½ English
½ Social Studies

COURSE DESCRIPTION: This is an interdisciplinary English/Social Studies course that satisfies the English research paper requirement and/or literature elective and the social studies department requirement for Participation in Government. The course is nationally recognized and award-winning. This course is designed to examine intolerance, racism, prejudice and anti-Semitic behavior through the eyes of the victim, perpetrator, bystander, historian, novelist, poet and psychologist. The course focuses on the Holocaust and other acts of genocide as hate crimes today and examines how and why individuals and nations lose their moral direction.

ASSESSMENT UTILIZED: Multiple choice examinations, projects, research papers, and presentations.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class discussions and attend remedial when necessary.

CRIME LAW AND COMMUNITY**COURSE #:** 225**CREDIT:** ½

COURSE DESCRIPTION: This course focuses on the study of crime and the administration of justice in the United States. Students explore the causes of crime and mechanics of the criminal justice system – the police, prosecution, courts and corrections system. The class will explore public policy and politics and how these affect the system. Contemporary law related issues will also be discussed. The course may include mock trials, visits by practicing law professionals and field trips to appropriate places.

ASSESSMENTS UTILIZED: Multiple choice and essay tests, projects and research papers

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

AMERICAN SOCIAL ISSUES**COURSE #:** 248**CREDIT:** ½

COURSE DESCRIPTION: Problems of race, ethnicity, gender and socioeconomics as they impact our democratic way of life will be studied. This course will examine both the historical basis of these problems and current issues. Students will participate in discussion, research, interviews, projects and related activities. Current events are a critical part of this course.

ASSESSMENTS UTILIZED: Multiple choice and essay tests, projects, presentations and papers

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.



**STUDENTS MUST TAKE ONE OF THE FOLLOWING FOUR TO
MEET THE ECONOMICS REQUIREMENT:**

ADVANCED PLACEMENT MACRO ECONOMICS **COURSE #:** 250 **CREDIT:** ½

COURSE DESCRIPTION: The purpose of this college-level course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on national income and price determination and also develops students' familiarity with economic performance measures, economic growth and international economics. Current events are a critical part of this course. Students are required to take the AP Macro Economics exam in May.

ASSESSMENT UTILIZED: AP level multiple choice and free response essay examinations and an analytical project once a marking period.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily – minimally one hour

COURSE EXPECTATIONS: It is expected that students are committed to meeting the rigorous challenges this course offers. Students must comprehend a college-level text, take comprehensive notes, complete detailed assignments, actively participate in class discussions and attend remedial, when necessary. It is expected that students are prepared to work diligently to improve positive learning behaviors.

Please note: If a student chooses to transfer out of this class once the course has begun, there is a possibility that he/she will need to be scheduled for two half-year courses during the spring semester to satisfy course credit requirements.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.

ECONOMICS 1 **COURSE #:** 217 **CREDIT:** ½

COURSE DESCRIPTION: This is a course in consumerism, economic decision-making and theories. Economic concepts and practices will be explored to enable students to function effectively and intelligently in both their personal life and in the economy of the United States.

ASSESSMENT UTILIZED: Multiple choice and essay tests, projects, presentations and papers

SUMMER ASSIGNMENTS: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

ECONOMICS 2**COURSE#:** 218**CREDIT:** ½

COURSE DESCRIPTION: This is a course designed to increase the probability of success in fulfilling the New York State Economics requirement for graduation for students who have demonstrated difficulty in mastering the skills essential to the study of social studies. Classes are small and feature greater individualization. The curriculum for this course follows Economics I.

Prerequisite: Teacher and School Counselor recommendation

ASSESSMENT UTILIZED: Multiple choice and essay tests, projects, presentations and papers

SUMMER ASSIGNMENTS: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

**LONG ISLAND'S HISTORY THROUGH
ITS ECONOMICS****COURSE #:** 219**CREDIT:** ½

COURSE DESCRIPTION: This one-semester course focuses on both Long Island history and its economics. It will be comprised of studies in several areas, not exclusive to: geography, human settlement, war, social issues, transportation, cultural changes, industry, technology and invention. From the Ice Age and creation of this location through the colonial era, the American Revolution, slavery, the KKK, the development of communities, the influence of the Long Island Railroad, rum running, depression and its accompanying development projects, to the business and commerce timeline, this course looks to tell the story of Long Island. It will be based on those factors driven by the forces and principles of economics. Long Island's industries have changed throughout the years; agriculture, whaling, commercial fishing, shell fishing, poultry farming, air and space, high tech development, tourism, and wineries, all the tell-tale of our history of development. Interwoven in the curriculum of this course will be the historic events and famous and infamous people of Long Island throughout the ages. Designed to demonstrate how Long Island has grown to be what it is today, not just a geographic formation, but a multi-cultural entity all to itself, *Long Island's History Through Its Economics* will explore the trends and direction of this vast community

ASSESSMENT UTILIZED: Multiple choice and essay tests, projects and presentations

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

ELECTIVE COURSES

ADVANCED PLACEMENT PSYCHOLOGY
GRADES 10, 11 and 12

COURSE #: 223-2

CREDIT: 1

COURSE DESCRIPTION: This college-level course is a full-year elective for sophomores, juniors and seniors designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students will be exposed to the psychological theories associated with each of the major subfields within psychology to obtain a better understanding of the dynamic interaction between all the forces and factors that allow us to function on a daily basis. Much emphasis is placed on learning and applying the research methods that psychologists use in their science and practice. The course is intended to provide the scope and academic challenge expected at the college-level. Critical thinking, reading, writing, research and debate are stressed. Students must take the Advanced Placement Psychology Exam in May.

ASSESSMENT UTILIZED: AP level multiple choice and free response essay examinations, quizzes on readings, journal reviews, laboratory write-ups and position papers.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily – minimally one hour

COURSE EXPECTATIONS: It is expected that students are committed to meeting the rigorous challenges this course offers. Students must comprehend a college-level text, take comprehensive notes, complete detailed assignments, actively participate in class discussions and debates and when necessary, attend remedial. It is expected that students are prepared to work diligently to improve positive learning behaviors.

Teacher recommendation is suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

Please see page 3 for further information regarding the AP examination.



ADVANCED PLACEMENT PSYCHOLOGY
+ AP PSYCHOLOGY LAB
GRADES 10 and 11

COURSE #: 129-2

CREDIT: 2

COURSE DESCRIPTION: This college-level course is a full year sophomore or junior elective that combines the Advanced Placement Psychology course with a Social Science Research project preparation component. This course is intended to provide the scope and academic challenge expected at the college level. It is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings with an emphasis on conducting a high-level behavioral science research project. Much emphasis is placed on learning and applying the various research methods that psychologists use in their science and practice. Students will have to meet monthly deadlines such as choosing a research question, conducting a thorough literature review, gaining Institutional Review Board approval, collecting data, completing statistical analysis, and writing a high-level research paper. Emphasis is placed on preparing students to submit their behavioral projects into the various national research competitions during their senior year. Please note students will receive AP weighting for the AP Psychology component and Honor weights for the research component.

ASSESSMENTS UTILIZED: Weekly vocabulary quizzes, AP level M/C test questions, open-note quizzes based on student's chapter outlines, and group projects based on controversial issues in Psychology.

SUMMER ASSIGNMENT: No summer assignment prior to summer paper editing

HOMEWORK: Outline 20 chapters of the textbook, complete activities not finished in class, Independent Research deadlines and project.

NOTE: This course is for students who are taking Advanced Placement Psychology and are in their first year of Social Science Research.

Please see page 3 for further information regarding the AP examination.

SOCIAL SCIENCE RESEARCH LAB
GRADES 11 and 12

COURSE #: 129-3

CREDIT: 1

COURSE DESCRIPTION: This college-level course is a half-year senior elective that prepares students to submit their behavioral science projects into the various national research competitions. Students will be required to submit the final version of their research paper by completing the abstract, introduction, methods, results, discussion and conclusion sections. Additionally students will be required to complete PowerPoints and presentation boards for submission into the various science fairs. This course **does not** qualify as an NCAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

ASSESSMENTS UTILIZED: Consistent demonstration of the social science principles inherent in research.

SUMMER ASSIGNMENT: To continue gathering data and reading and summarizing various research journals in Psychology.

HOMEWORK: Daily practice of research presentations for the various science fairs.

NOTE: This course is for students who have completed AP Psychology and are in their second year of Social Science Research.

INTRODUCTORY PSYCHOLOGY
GRADES 10, 11 and 12

COURSE #:223

CREDIT: ½

COURSE DESCRIPTION: This is a survey course that is open to sophomores, juniors and seniors that is designed to acquaint students with the introductory concepts of Psychology. Areas of study will include: the biological bases of behavior and personality development, personality testing, the physiological and psychological aspects of dreaming, coping with frustration, anxiety and stress and the causes and types of mental illness.

ASSESSMENT UTILIZED: Multiple choice and essay tests, group and individual projects

SUMMER ASSIGNMENTS: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

CHILD PSYCHOLOGY
GRADES 10, 11 and 12

COURSE #: 222

CREDIT: ½

COURSE DESCRIPTION: The Child Psychology course is a half-year sophomore, junior and senior elective designed to introduce students to the systematic and scientific study of the behavior and mental processes of developing human beings across the life-span. This course will aim to give the student an integrated sense of the psychological, cultural, and historical factors that interact to influence and shape a child's developmental process. The class will begin by considering the different models of human development and research designs when working with children. From there, we will move into major developmental phases following the writings of significant theorists for each phase. Issues of particular importance in a given stage – attachment and the development of self in infancy, social-emotional and identity development in childhood, and cognitive development in adolescence – will be considered as they arise in the developmental sequence. This understanding will be applied through case material, films, and the students' own life experiences. By the end of the course, students will have the ability to understand the various functions of a child's behaviors and be able to predict future behaviors by understanding behavioral patterns. Additionally, students will develop skills in the scientific approach and critical thinking as they relate to the acquisition of knowledge. Students will be exposed to the psychological theories associated with foundations of child development with a focus on key developmental themes, including: pre-natal, neural and biological, learning and cognitive, social-emotional, personality, gender-role, and moral development among others.

ASSESSMENTS UTILIZED: Essay examinations, individual and group research based projects

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

**GLOBALIZATION, INTERNATIONAL RELATIONS
& CONTEMPORARY INTERNATIONAL ISSUES**
GRADES 10, 11 and 12

COURSE #: 224

CREDIT: 1

COURSE DESCRIPTION: Globalization, International Relations & Contemporary International Issues is a social science course that introduces students to the forces, events, individuals and issues that define the increasing interaction and interdependence of the peoples and nations of the 21st century world. The course content, readings, writing assignments, research and team and individual student projects are based on the disciplines of geography, political science, economics, anthropology, sociology, international law, and international studies. This course helps prepare students for further study in college in any of these fields and directly supports the key elements of the Common Core.

Through this course, students will be able to recognize the direct impact that forces of globalization have on the economic, political, social and cultural development of nations and regions of the world. Students will also be introduced to the core concepts of international relations. Students will be expected to integrate these areas of study and apply these concepts to a range of specific and contemporary issues.

ASSESSMENTS UTILIZED: Geography and vocabulary quizzes, graded writing assignments, group and individual projects and presentations, simulations, in-class discussions and debate, guided research, unit exams, and a major research paper.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

**HISTORY THROUGH TEXT, FILM
AND LITERATURE**
GRADES 10, 11 and 12

COURSE #:224

CREDIT: ½

COURSE DESCRIPTION: This course will examine major historical issues, movements and time periods by using relevant films, novels, biographies and informational texts. The purpose will be to add depth of knowledge and multiple perspectives to topics such as the Civil Rights Movement, Women's Rights, Class Conflict, Role of Government and the Impact of War on Society.

ASSESSMENTS UTILIZED: Graded written and oral assessment, group and individual projects and presentations, in-class discussions and guided research.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.

REVISIONIST HISTORY
GRADES 10, 11 and 12

COURSE #:227

CREDIT: ½

COURSE DESCRIPTION: Revisionism in the study of history refers to a movement among historians that began in the 1960's. Historians began to write about and view historical causation from multiple perspectives. Revisionist history students traditionally marginalized groups in society such as: women, African Americans and immigrants and portrays them in a more active role in history. This course will help to prepare students for further study in college, especially in US and World History survey classes. This course directly supports the key elements of the Common Core.

ASSESSMENTS UTILIZED: Graded writing assignments, group and individual projects and presentations, in-class discussions, debate and guided research.

PREREQUISITE: World History and Geography 9

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: It is expected that students are committed to working diligently to complete assignments, actively participate in class and attend remedial when necessary.



SPECIAL EDUCATION

**Ms. Dolores Binstock, Assistant Director,
Special Education 9-12**

Dbinstock@pobschools.org

(516) 434-3031

Special Education

Special Education Course Offerings

All classes require recommendation by the Committee on Special Education

POBJKFHS provides a wide range of services to meet the needs of students with Individualized Education Programs (IEPs). The Committee on Special Education recommends placements and services based on students' needs and goals. Special education programs are implemented to provide students with IEPs education programs in the least restrictive environments.

INDIRECT CONSULTANT TEACHER

COURSE #: 170B

COURSE DESCRIPTION: Indirect Consultant Teacher is offered to monitor students who are in general education programs. These services also assist general education teachers in adjusting the learning environment and/or modifying instruction methods to meet the needs of the students. As per CSE recommendations, a student's performance is monitored by an assigned special education teacher. These services are offered two hours weekly or 90 minutes with resource room.

RESOURCE ROOM

COURSE DESCRIPTION: Resource Room is offered as a support for students in general education. The program is developed to implement goals from students' IEPs. Through content area materials, pre-teaching, re-teaching and strategy, instruction is addressed to support students in meeting with academic success. Based on CSE recommendations, services can be provided daily or every other day.

| | |
|--------------|-----------------|
| RR 9 (965-1) | RR 3/6 (965 C1) |
| RR10 (965-2) | RR 3/6 (965 C2) |
| RR11 (965-3) | RR 3/6 (965 C3) |
| RR12 (965-4) | RR 3/6 (965 C4) |

INTEGRATED CO-TEACHING (ICT)

COURSE DESCRIPTION: Integrated co-teaching classes are general education classes that are team taught by a general education and special education teacher. These classes are offered in grades 9-11. Placement of students with IEPs in the ICT classes is based on Committee decision and recommendations. The maximum number of students with IEPs by law in these classes is 12.

| Grade 9 | Grade 10 | Grade 11 |
|---------------------------------|--------------------------------------|------------------------------|
| ICT English 9R (102-S) | ICT English 10R (106-S) | ICT English 11R (110-S) |
| ICT Algebra + Lab (301-3S) | ICT Geometry + Lab (303-2S) | ICT Algebra 2 + Lab (302-2S) |
| ICT Social Studies (202-S) | ICT Global History (206-S) | ICT US History (210-S) |
| ICT Earth Science + Lab (403-S) | ICT Living Environment + Lab (405-S) | ICT Chemistry + Lab (409-S) |

SPECIAL CLASSES

COURSE DESCRIPTION: Special Classes have a maximum of 15 students with IEPs that are grouped together because of similar or individual needs. These classes are taught by a special education teacher. Students are provided with specially designed instruction adapting content, methodology or delivery of instruction to address students' unique needs. Instruction is aligned with New York State Regents curriculum.

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------------|--------------------------------------|--|-------------------------|
| Social Studies 9 (972-2A) | Social Studies 10 (Global) (972-2B0) | Social Studies 11 (US History) (972-2C) | Social Studies (972-2D) |
| Algebra + Lab (974-3A) | Geometry + Lab (974-3C) | Financial Algebra (974-3FA) | |
| Living Environment + Lab (973-1A) | Environmental Science | General Chemistry (11 th or 12 th) (976-DE) | |
| English 9 (973-1A) | English 10 (109-1B) | English 11 + Lab (973-1C) | English 12 (973-1D) |
| Reading 3/6 (973-DE) | Reading 3/6 (973-DE) | | |

LIFE SKILLS

COURSE DESCRIPTION: Life Skills special classes have a maximum of 12 students. These classes have a special education teacher and classroom aides. These classes are for students who are assessed using the New York State Alternative Assessment as per their IEP. These courses focus on topics tailored for functional activities of daily living and pre-vocational and vocational skills. Students in these classes receive a variety of work experiences either at the high school, in other schools in the district or worksites in the community. Students are placed in this program based on Committee on Special Education (CSE) recommendations.

| |
|---|
| Life Skills Activities of Daily Living (970-6C) |
| Life Skills English (968-LSE) |
| Life Skills Math (968-LSM) |
| Life Skills Health (968-LSV) |
| Vocational Ed (970-7A) |
| Career Exploration (970-S) |
| Work Experience (970-6A) |
| Work Study (970-6B) |

ADAPTIVE / MODIFIED PHYSICAL EDUCATION **COURSE #:** (912—2)

COURSE DESCRIPTION: Adaptive / Modified Physical Education is a specifically designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. These classes are recommended by the CSE following evaluation and recommendation by the Athletic Director.

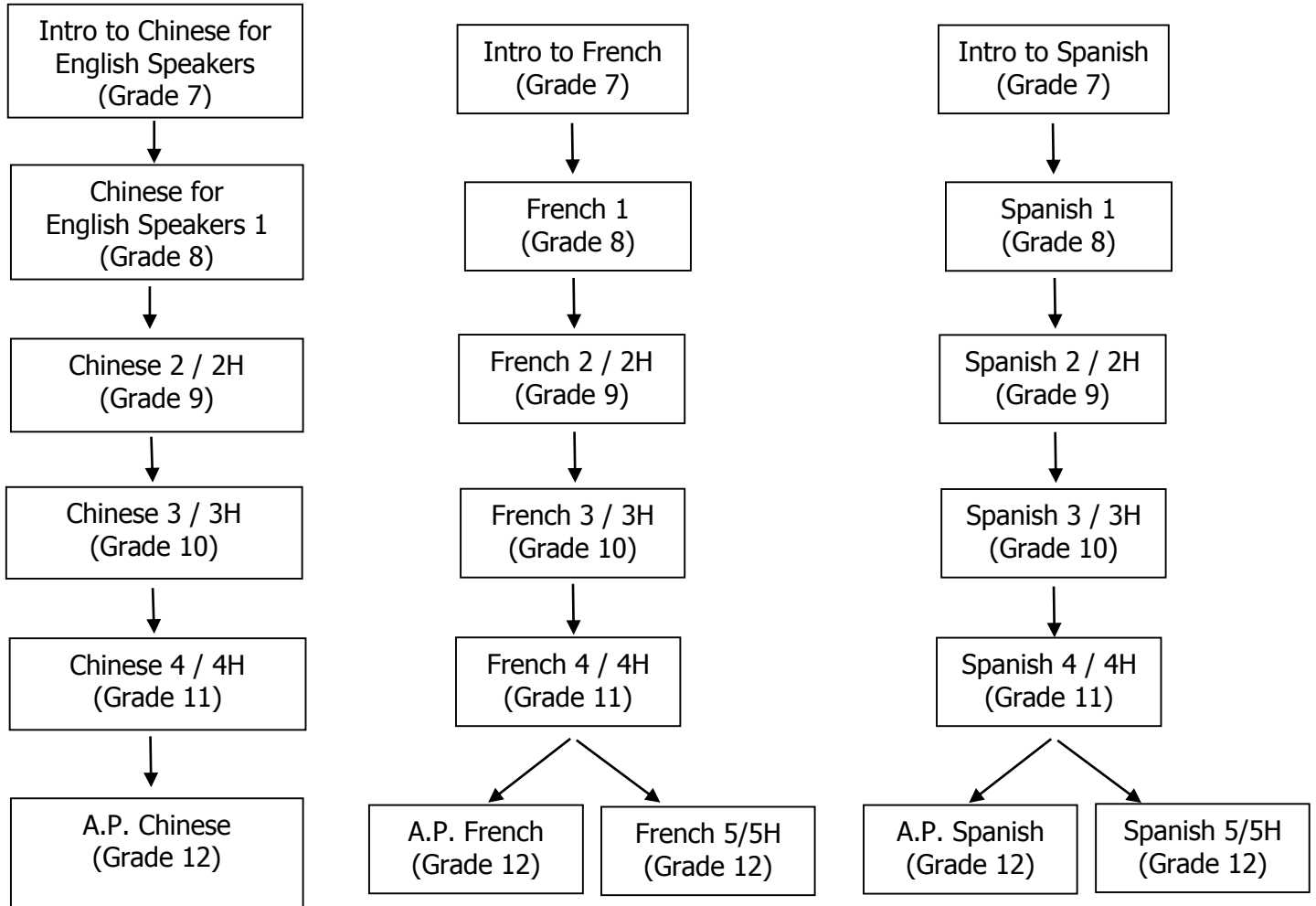
WORLD LANGUAGES

Dr. Lionel Chan, Chairperson

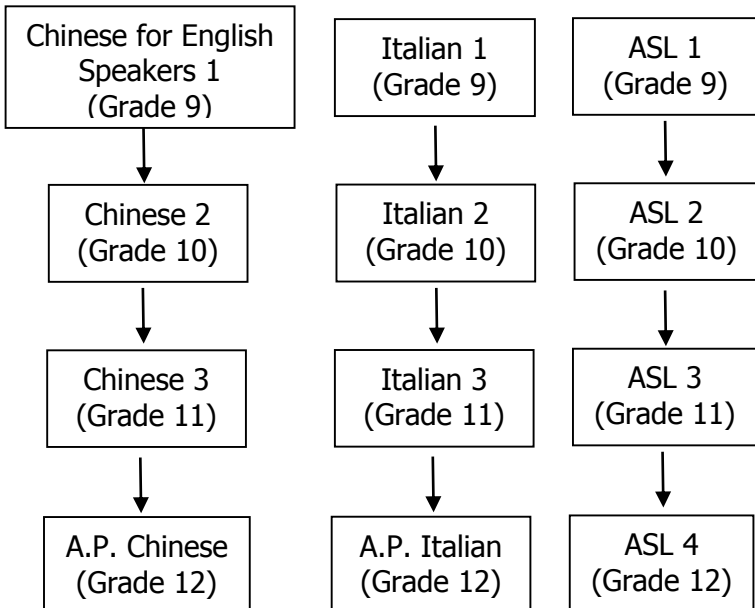
LChan@pobschools.org

(516) 434-3179

WORLD LANGUAGES



HIGH SCHOOL ELECTIVES SERIES



ELECTIVE COURSES

Students who have completed Level 3 are eligible to add these courses:

- Advanced Beginner French
- Spanish for Health Related Careers

NOTES

- It is possible for students to take more than one language during the school year.
- All students registered for an A.P. class take the A.P. examination in May.
- All students taking a Level 3 course take a locally developed exam or the FLACS-B exam.
- Students taking Level 5 courses in Spanish/French can pay for college credit through Adelphi.

World Languages

LEVEL 1 – CHINESE FOR ENGLISH SPEAKERS**COURSE #:** 534**CREDIT:** 1

COURSE DESCRIPTION: A beginners' course designed for English-speaking students to learn one of today's most powerful languages for international business and technology. Learning Mandarin Chinese gives students a competitive edge by opening the door to many opportunities for conducting business with one of the United States' largest trading partners. This course develops language skills for everyday life situations, travel and business contexts. Role-playing, skits, and language learning games set the stage for this engaging course so that learners can master the pronunciation system (pinyin and tones), essential vocabulary and basic Chinese sentence structures.

ASSESSMENTS UTILIZED: In-class projects, tests, quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: Course is designed for students with little or no background in Chinese. Upon successful completion, students will continue to the next course (level 2 to be offered next year), and will receive their 1 credit required for graduation upon completion of the course.

LEVEL 1 – ITALIAN**COURSE #:** 521**CREDIT:** 1

COURSE DESCRIPTION: Learn about Italian language and culture. Aligned to the Checkpoint A NYS Learning Standards, this course develops language skills for everyday life situations. Additionally, given Italian's close proximity to Latin, a secondary goal of the course is to connect Italian word derivations to English vocabulary – a skill helpful for those pursuing studies and careers in medicine, law and science.

ASSESSMENTS UTILIZED: In-class projects, tests, quizzes

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: Course is designed for students with little or no background in Italian. Upon successful completion, students will continue to the next course (level 2), and will receive their 1 credit required for graduation upon completion of the course.

ADVANCED BEGINNER FRENCH**COURSE #:** 501-1**CREDIT:** 1

COURSE DESCRIPTION: This intensive course has been designed for students to study French at an accelerated pace. Checkpoint A and part of Checkpoint B of the NYS syllabus will form the basis of the curriculum. Vocabulary topics, grammatical structures, and cultural aspects will be taught at a rapid pace. Students will be encouraged to enter French 3 the following year in order to take the Regional Checkpoint B FLACS Assessment.

ASSESSMENTS UTILIZED: Tests, projects, internet assessments, conversation, presentations, and written assignments.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: Students will acquire the appropriate vocabulary and structures to enter French 3 the following year.

LEVEL 1 – SPANISH**COURSE #:** 510**CREDIT:** 1

COURSE DESCRIPTION: Level 1 is the beginning of the World Language curriculum and one year of study is a graduation requirement for all students in New York State. Assessment is based on the communicative approach in which the structure of the language is ancillary to, yet supportive of the primary goal of meaningful communication coordinated by topic. The development of portfolio assessment is established in order to assess progress. Interdisciplinary topic-related projects are assigned for each chapter. This course engages the students to work together cooperatively in order to develop language acquisition in a natural context. Students will be able to engage in the basics of appropriate communication in the required topics as they are outlined by the New York State syllabus at Checkpoint A. Authentic documents, audio and visual materials will be used regularly in the classroom as well as in the World Language lab to reinforce listening skills and differentiated instruction.

Pertains to Intensive

Advanced language learners who engage in independent accelerated learning may be recommended for a higher level of study following this course pending departmental approval.

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, and student-to-student speaking

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: Students will receive their 1 credit required for graduation upon successful completion of the course.

LEVEL 2H – FRENCH, SPANISH**COURSE #:** 502-1 French
511-1 Spanish**CREDIT:** 1

COURSE DESCRIPTION: This course, while it provides a reinforcement and expansion of the curriculum topics introduced in Level 1, is the precursor to the level 3H, 4H, 5H and AP Language courses. It is designed to begin developing advanced linguistic skills and performance abilities needed for the rigorous and challenging FLACS Checkpoint B and AP Language Examinations. Students who opt for this course should have achieved a high level of mastery in all four skills, *reading, listening, writing and speaking with an emphasis on grammar and pronunciation* in their level 1 course.

Students should be prepared to cover all of the work of a level 2 regents class as well as authentic fiction and non-fiction readings. Students will also be expected to comprehend authentic media (short videos, movies, audio recordings) and informational texts. Critical thinking skills will be emphasized in order that students may excel on the National Exams in March and the SAT Subject test in June of their sophomore year or October of their junior year.

The course will be conducted almost entirely in the target language. Students should expect to hear minimal English in this class.

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, student-to-student speaking, in-depth reading and analysis, and advanced grammar topics

SUMMER ASSIGNMENT: Yes

HOMEWORK: Daily

PREREQUISITE: French, Spanish or Italian 1

COURSE EXPECTATIONS: In Grade 10, students will continue to level 3H, will pass the FLACS Checkpoint B Exam in the target language, and will receive the 3 credits required for an Advanced Regents Diploma. In addition, students will begin to prepare for the AP French or Spanish Language Exam. Teacher recommendation is strongly suggested. Without teacher recommendation, please consult with Department Chairperson and School Guidance Counselor.

LEVEL 2 – FRENCH, ITALIAN, SPANISH**COURSE #:** 502-French
522-Italian
511-Spanish**CREDIT:** 1

COURSE DESCRIPTION: Level 2 provides a reinforcement and expansion of the curriculum topics introduced in Level 1. There is an increased emphasis on speaking skills as well as reading, writing and listening. Preparation for taking the FLACS Checkpoint B Exam after Level 3.

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, and student-to-student speaking

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

PREREQUISITE: French, Spanish or Italian 1

COURSE EXPECTATIONS: Students will make the transition from Checkpoint A to Checkpoint B in the NYSED Curriculum Guide.

LEVEL 3H – FRENCH, SPANISH**COURSE #:** 503-1 French
512-1 Spanish**CREDIT:** 1

COURSE DESCRIPTION: This course, while it prepares students for the FLACS Checkpoint B Exam in the target language, is the precursor to the level 4H / 5H and AP Language courses. It is designed to begin developing advanced linguistic skills and performance abilities needed for the rigorous and challenging AP Language Examinations. Students who opt for this course should have achieved a high level of mastery in all four skills, *reading, listening, writing and speaking with an emphasis on grammar and pronunciation.*

Students should be prepared to cover all of the work of a level 3 class as well as authentic fiction and non-fiction readings. Critical thinking skills will be emphasized in order that students may excel on the National Exams in March and the SAT Subject test in June or October of the following year.

The course will be conducted almost entirely in the target language. Students should expect to hear minimal English in this class.

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, student-to-student speaking, in-depth reading and analysis, and advanced grammar topics

SUMMER ASSIGNMENT: Yes

HOMEWORK: Daily

COURSE EXPECTATIONS: Students will pass the FLACS Checkpoint B Exam in the target language and will be eligible for an Advanced Regents Diploma. In addition, students will begin to prepare for the AP French or Spanish Language Exam.

Teacher recommendation is strongly suggested. Without teacher recommendation, consultation with Department Chair and School Counselor is necessary.

LEVEL 3 – FRENCH, ITALIAN, SPANISH**COURSE #:** 503 French
523 Italian
512 Spanish**CREDIT:** 1

COURSE DESCRIPTION: Level 3 provides a reinforcement and expansion of the curriculum topics introduced in Level 2. There is an increased emphasis on speaking skills as well as reading, writing and listening. Emphasis is on “Checkpoint B” level competencies. Students will be able to communicate in French, Italian or Spanish with increasing ease. Prepares students to take the FLACS Checkpoint B Exam in June.

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, and student-to-student speaking

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: Students will pass the FLACS Checkpoint B Exam in the target language and will be eligible for an Advanced Regents Diploma.

LEVEL 4H – FRENCH, SPANISH**COURSE #:** 505-1 French
514-1 Spanish**CREDIT:** 1

COURSE DESCRIPTION: This course provides an in-depth exploration of the four skills (listening, speaking, reading, and writing) at Checkpoint C of the NYS Curriculum *plus* the first half of the Advanced Placement French and Spanish Language Examination. Topics for prolonged discourse and 200-word essays will be drawn from contemporary problems discussed or portrayed in our textbooks, the media, the arts, literature, and films. This course is intended for students who already excel in language learning and are ready to further perfect their four skills in preparation for the second half of the Advanced Placement French or Spanish Language course the following year. Advanced placement techniques such as authentic audio and video excerpts, reading from authentic literary texts from France, Spain and Latin America, and rapid, extemporaneous speech will be incorporated into all examinations and projects.

Prerequisite: You will need to have excellent language learning skills because new words and concepts will be presented quickly in greater quantity. Level 4H expects that the previous words are retained and will spiral up with another 50-100 new words with each new topic. New grammar topics will occur approximately 3 times per unit compared to only one time per unit at lower checkpoints. Verbal, adjectival, adverbial, and idiomatic locutions are strongly based on prior knowledge. In addition, your willingness to memorize and apply current vocabulary and grammar concepts to upcoming topics is indispensable for success. You must also be willing to complete an extensive summer assignment.

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, student-to-student speaking, in-depth reading and analysis, advanced grammar topics, interpersonal dialogues, presentational speaking and reading.

SUMMER ASSIGNMENT: Yes

HOMEWORK: Daily

COURSE EXPECTATIONS: Students will develop near-native fluency in the target language.

Teacher recommendation is strongly suggested. Without teacher recommendation, please consult the Department Chairperson and School Guidance Counselor.

LEVEL 4 – FRENCH, ITALIAN, SPANISH**COURSE #:** 505 French
524 Italian
514 Spanish**CREDIT:** 1

COURSE DESCRIPTION: Students will continue to develop audio-lingual skills at a more advanced level as defined by Checkpoint C. Students will read authentic fiction and non-fiction text. These materials will be the basis of discussion and creative projects on contemporary issues. This course is intended for students who wish to continue their language study for travel, business, professional or vocational needs.

Prerequisite: French or Spanish 3 and successful completion of the FLACS Checkpoint B Exam.

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, student-to-student speaking, in-depth reading and analysis, and advanced grammar topics.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: Students will continue their elective studies in the target language as they move toward Checkpoint C of the NYSED Curriculum Guide

AP FRENCH LANGUAGE & CULTURE
AP ITALIAN LANGUAGE & CULTURE
AP SPANISH LANGUAGE & CULTURE

COURSE #: 509 French
525 Italian
514-1 Spanish

CREDIT: 1

COURSE DESCRIPTION: An advanced course emphasizing the use of language for active communication. As defined by the College Board, this course has as its objectives: the development of understanding spoken language in various context; reading articles, literary texts and non-technical writings; expressing oneself coherently with reasonable fluency and accuracy in both written and spoken form. Course content may include current events, contemporary society, literature, art and film. Authentic audio, video and print materials are integral components. In May, students are required to take the Advanced Placement Examination.

Prerequisite: High level of achievement in French 4 or Spanish 4 is strongly suggested.

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, student-to-student speaking, in-depth reading and analysis, advanced grammar topics, recorded presentations and interpersonal dialogs

SUMMER ASSIGNMENT: Yes

HOMEWORK: Daily

COURSE EXPECTATIONS: Students will be prepared to take the AP Language Exam in the target language. Please see page 3 for further information regarding the AP examination.

Teacher recommendation is strongly suggested. Without teacher recommendation, please consult the Department Chairperson and School Guidance Counselor.

Please see page 3 for further information regarding the AP examination.

LEVEL 5 COLLEGE – FRENCH, SPANISH

COURSE #: 508 French
516-1 Spanish

CREDIT: 1

COURSE DESCRIPTION: Level 5-College language stresses the importance of communication. This course may be taken with college credit from the Adelphi University High School Program. Students who enroll in the Level 5 program should already have an understanding of grammar and vocabulary and have competence in listening, speaking, reading, writing and culture. This course is comparable to an intermediate college course in the target language. The emphasis of this course is the use of language for active communication in real life situations. The problems of contemporary society will be discussed through the study of selected excerpts/short stories from well-known writers and journalists. In addition to readings, films and other audiovisual materials will be incorporated to foster individual oral competency as is defined in Checkpoint Level C. Students are responsible for the cost of college credits awarded.

Prerequisite: Language Level 4

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, student-to-student speaking, in-depth reading and analysis, and advanced grammar topics

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: Students will have the opportunity to earn credits through Adelphi University.

LEVEL 5H COLLEGE – FRENCH, SPANISH**COURSE #:** 508-1 French
516-2 Spanish**CREDIT:** 1

COURSE DESCRIPTION: Level 5-College language stresses the importance of communication. This course may be taken on an honors level with college credit from the Adelphi University High School Program. Students who enroll in the 5H program should already have a strong command of grammar and vocabulary and have competence in listening, speaking, reading, writing and culture. The emphasis of this course is the use of language for active communication in real life situations. The problems of contemporary society will be discussed through the study of selected excerpts/short stories from well-known writers and journalists. In addition to readings, films and other audio visual materials will be incorporated to foster individual oral competency as defined in Checkpoint Level C. Students are responsible for the cost of college credits awarded.

Prerequisite: Language Level 4

ASSESSMENTS UTILIZED: Tests, projects, internet tests/quizzes, student-to-student speaking, in-depth reading and analysis, and advanced grammar topics

SUMMER ASSIGNMENT: None

HOMEWORK: Daily

COURSE EXPECTATIONS: Students will have the opportunity to earn credits through Adelphi University.

ASL 1**COURSE #:** 560**CREDIT:** 1

COURSE DESCRIPTION: This is an introductory course which will enable students to communicate through basic vocabulary, body language and facial expressions. Students will learn the cultural and linguistic differences of the Deaf community. Aligned to the NYS Checkpoint A learning standards for Languages Other Than English (LOTE), students begin to develop their receptive and expressive skills in American Sign Language.

ASSESSMENTS UTILIZED: Tests and projects

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: Students will receive their 1 credit required for graduation upon successful completion of the course.

ASL 2**COURSE #:** 561**CREDIT:** 1

COURSE DESCRIPTION: This course expands the student's knowledge of ASL grammar, syntax and vocabulary development. Dialogues, short stories and narratives will focus on expansion of comprehension. Topics that are culturally significant to the deaf community will be discussed. Aligned to the NYS Checkpoint B learning standards for Languages Other Than English (LOTE), students continue to develop their receptive and expressive skills in American Sign Language.

ASSESSMENTS UTILIZED: Tests and projects

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: Students will receive their 1 credit required for graduation upon successful completion of the course.

ASL 3**COURSE #:** 562**CREDIT:** 1

COURSE DESCRIPTION: This course continues to stress communicative proficiency and will focus upon receptive and expressive storytelling, advanced grammatical concepts and improved expression. Students will be expected to work individually, in addition to participating in group activities. This course culminates with the locally developed Checkpoint B examination.

ASSESSMENTS UTILIZED: Tests and projects

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: All students enrolled in this course will take and pass the Checkpoint B Exam in the target language, and will be eligible for an Advanced Regents Diploma.

ASL 4**COURSE #:** 563**CREDIT:** 1

COURSE DESCRIPTION: Aligned to the NYS Checkpoint C learning standards for Languages Other Than English (LOTE), students continue to develop their receptive and expressive skills in American Sign Language. Emphasis on extended discourse, in-depth discussions and expressing abstract concepts. Course content is framed within thematically organized instructional units and assessments. Various aspects of deaf culture are also discussed.

ASSESSMENTS UTILIZED: Tests and projects

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: All students enrolled in this course will take and pass the Checkpoint B Exam in the target language, and will be eligible for an Advanced Regents Diploma.

SPANISH FOR HEALTH RELATED CAREERS**COURSE #:** 533**CREDIT:** ½

COURSE DESCRIPTION: Students will learn and use Spanish applicable to the field of healthcare. This course will meet every day for a semester. Students have the option to take the language course alone or in conjunction with the Careers in Healthcare course. The course aim is to introduce students interested in entering the healthcare profession to relevant terms, procedures, situations, and applications of the field, as well as to providing these students with the comfort and ability to speak Spanish to patients in a hospital, pharmacy or emergency setting. The language aspect of the class will be conversational and will not focus on grammar, but rather, application and use of the language. Please note that students **MUST** be enrolled in another language course as a co-requisite

ASSESSMENTS UTILIZED: Tests, projects, internet assessments, conversation, presentations, and written assignments.

SUMMER ASSIGNMENT: None

HOMEWORK: Daily as needed

COURSE EXPECTATIONS: Students will acquire the appropriate vocabulary and structures to be understood in a health related situation.



BOCES Vocational Education at Barry Tech Long Island High School for the Arts

Barry Tech programs provide students with the opportunity to combine academic coursework with career exploration and preparation. Barry Tech educates students with specific occupational and technical skills. Each year students earn four credits towards their Regents Diploma. Some programs include embedded credits that may also fulfill graduation requirements. In addition, many colleges grant Barry Tech graduates college credit or advanced standing.

Any student interested in attending LIHSA or Barry Tech must meet with their counselor regarding the application process and timeline. Students must inform their counselor of their interest by the end of the first quarter, in the year prior to their planned attendance. Please be advised BOCES attendance is only available in the junior and senior years. Students may only participate in Board of Education Approved programs.



**PLAINVIEW-OLD BETHPAGE JFK HS
4- YEAR GRADUATION PLAN**

STUDENT: _____

| | | |
|-------------------|-----------|------|
| ENGLISH (4 cr) | Completed | Plan |
| <i>English 9</i> | | |
| <i>English 10</i> | | |
| <i>English 11</i> | | |
| <i>English 12</i> | | |

| | | |
|-----------------------|-----------|------|
| SOCIAL STUDIES (4 cr) | Completed | Plan |
| <i>Global 9</i> | | |
| <i>Global 10</i> | | |
| <i>US History</i> | | |
| <i>Economics</i> | | |
| <i>Government</i> | | |

| | | |
|-------------|-----------|------|
| MATH (3 cr) | Completed | Plan |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

| | | |
|----------------|-----------|------|
| SCIENCE (3 cr) | Completed | Plan |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

| | | |
|-----------------|-----------|------|
| WORLD LANGUAGES | Completed | Plan |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

| | | |
|-----------------------------------|-----------|------|
| PHYSICAL ED. (2 cr) | Completed | Plan |
| <i>Phys Ed 9 (.25 cr) Fall</i> | | |
| <i>Phys Ed 9 (.25 cr) Spring</i> | | |
| <i>Phys Ed 10 (.25 cr) Fall</i> | | |
| <i>Phys Ed 10 (.25 cr) Spring</i> | | |
| <i>Phys Ed 11 (.25 cr) Fall</i> | | |
| <i>Phys Ed 11 (.25 cr) Spring</i> | | |
| <i>Phys Ed 12 (.25 cr) Fall</i> | | |
| <i>Phys Ed 12 (.25 cr) Spring</i> | | |

| | | |
|------------------|-----------|------|
| ART/MUSIC (1 cr) | Completed | Plan |
| | | |
| | | |
| | | |

| | | |
|-----------|-----------|------|
| ELECTIVES | Completed | Plan |
| | | |
| | | |
| | | |

| | | |
|-----------------------|-----------|------|
| HEALTH (1 cr) | Completed | Plan |
| <i>Health 10 (.5)</i> | | |
| <i>Health 12 (.5)</i> | | |

MINIMUM DIPLOMA REQUIREMENTS: 22 CREDITS

| | Regents | Adv. Regents |
|-------------------------|---------|--------------|
| | Grade | Grade |
| <i>Eng. Reg.</i> | | |
| <i>Global Reg.</i> | | |
| <i>US Hist Reg.</i> | | |
| <i>Algebra Reg.</i> | | |
| <i>Geometry Reg.</i> | | |
| <i>Alg 2 / Trig Reg</i> | | |
| <i>Liv. Env.</i> | | |
| <i>Earth Science</i> | | |
| <i>Chemistry</i> | | |
| <i>Physics</i> | | |
| <i>LOTE A & B</i> | | |

Local Diploma SPECIAL EDUCATION STUDENTS ONLY

| | |
|-------------------|-----------------|
| | Regents (55-64) |
| <i>English</i> | |
| <i>Global</i> | |
| <i>US History</i> | |
| <i>Math</i> | |
| <i>Science</i> | |
| <i>Writing</i> | |
| <i>Reading</i> | |

Will receive a/an _____ diploma on _____.

Date _____

Signature of Counselor _____

*A special thank you to the POBJFK High School art teachers
and especially to the students in our Art Department for
providing the artwork that is featured throughout this guide.*



INDEX

| | |
|--|-----|
| Art – Advanced Placement Art: 2D Design Photography | 19 |
| Art – Advanced Placement Studio Art 2D Design | 25 |
| Art – Advanced Placement Studio Art 2D Design: Computer Graphics | 24 |
| Art – Advertising and Design | 20 |
| Art – Animation, Gaming and Website Design I | 25 |
| Art – Animation, Gaming and Website Design II | 26 |
| Art – Art Flow Chart | 17 |
| Art – Ceramics & Sculpture | 22 |
| Art – Computer Graphics 1 | 23 |
| Art – Computer Graphics 2: Graphic Design | 24 |
| Art – Computer Graphics 3 | 24 |
| Art – Drawing and Painting I | 21 |
| Art – Drawing and Painting II | 21 |
| Art – Drawing and Painting III | 21 |
| Art – Fashion I: Introduction to Fashion | 22 |
| Art – Fashion II: Fashion Forward | 22 |
| Art – Fashion III: Fashion for the Real World | 23 |
| Art – Photography I | 18 |
| Art – Photography II Darkroom | 18 |
| Art – Photography II Digital | 18 |
| Art – Photography III | 19 |
| Art – Studio in Art | 20 |
| Art – Studio in Media Art | 23 |
| BOCES / Cultural Arts | 134 |
| Business – Accounting I | 29 |
| Business – Advanced Investment Strategies | 31 |
| Business – Business Flow Chart | 28 |
| Business – Career & Financial Management | 30 |
| Business – Career Internship | 32 |
| Business – College Accounting | 29 |
| Business – College Business Administration & Management | 31 |
| Business – College Business Law | 34 |
| Business – College International Business | 32 |
| Business – College Marketing | 37 |
| Business – Hospitality and Tourism | 37 |
| Business – Marketing III (Leadership) | 36 |
| Business – The M.B.A. Program Masters in Business Academics | 38 |
| Business – Principles of Law | 33 |
| Business – Advanced Principles of Law | 33 |
| Business – Principles of Marketing I | 35 |
| Business – Principles of Marketing II | 35 |
| Business – Sports Marketing | 36 |
| Business – Stock Market & Taxes | 30 |
| English – Advanced Placement: Capstone: Seminar | 43 |
| English – Advanced Placement: Language and Composition | 45 |
| English – Advanced Placement: Literature and Composition | 47 |
| English – AIS Reading | 53 |
| English – Alienation in Literature | 49 |
| English – Contemporary Literature | 49 |
| English – Creative Writing | 51 |
| English – English 9H | 41 |
| English – English 9R + Power Writing | 41 |
| English – English 9R | 41 |
| English – English 10H | 42 |
| English – English 10R + Power Writing II | 44 |
| English – English 10R Literature / Writing Fundamentals II | 44 |
| English – English 10R | 43 |

| | |
|---|-----|
| English – English 11H..... | 45 |
| English – English 11R + Power Writing III..... | 46 |
| English – English 11R Literature/Writing Fundamentals III | 46 |
| English – English 11R..... | 46 |
| English – English 12: Genre Study – The Play | 50 |
| English – English Flow Chart | 40 |
| English – Facing History and Ourselves | 49 |
| English – Journalism / Media Communications | 50 |
| English – Literature of the Supernatural..... | 48 |
| English – Literature / Writing Fundamentals I..... | 42 |
| English – Public Speaking / Forensics (Debate and Argumentation)..... | 50 |
| English – Radio – Daily Broadcasting | 52 |
| English – Radio – Fundamentals | 51 |
| English – Radio – Production..... | 51 |
| English – Reality Readings | 49 |
| English – Theater Arts I..... | 52 |
| English – Theater Arts II..... | 52 |
| English – Theater Arts III..... | 53 |
| English – Writing for College I..... | 48 |
| English – Writing for College II..... | 48 |
| English As A New Language (ENL)..... | 54 |
| Family and Consumer Science – Child Development..... | 57 |
| Family and Consumer Science – Food, Nutrition & Wellness..... | 57 |
| Family and Consumer Science – Gourmet Foods | 57 |
| Family and Consumer Science – Human Development | 57 |
| Four Year Graduation Plan | 135 |
| Guidance and Counseling Department – Advanced Placement Examinations | 13 |
| Guidance and Counseling Department – Course Level Change Requests (Self-Selection) | 13 |
| Guidance and Counseling Department – Course Schedule Changes | 13 |
| Guidance and Counseling Department – Diploma Requirements | 1 |
| Guidance and Counseling Department – Explanation of Course Codes Used..... | 3 |
| Guidance and Counseling Department – How to Make a Guidance Appointment | 12 |
| Guidance and Counseling Department – NCAA Requirements..... | 14 |
| Guidance and Counseling Department – Parent Portal..... | 14 |
| Guidance and Counseling Department – Program Planning | 14 |
| Guidance and Counseling Department – Recommendations for Honors/AP Courses | 6 |
| Guidance and Counseling Department – Summer School | 7 |
| Guidance and Counseling Department – Testing Program – PSAT, SAT, ACT, Subject Tests..... | 8 |
| Guidance and Counseling Department – The Basis for Course Selection | 12 |
| Guidance and Counseling Department – The Role of the School Counselor..... | 9 |
| Guidance and Counseling Department – The Role of the School Psychologist..... | 10 |
| Guidance and Counseling Department – The Role of the School Social Worker | 11 |
| Guidance and Counseling Department – What’s New for 2016-2017 | 15 |
| Mathematics – Advanced Computer Programming | 67 |
| Mathematics – Advanced Placement Calculus (AB) | 65 |
| Mathematics – Advanced Placement Calculus (BC) | 64 |
| Mathematics – Advanced Placement Computer Science | 67 |
| Mathematics – Advanced Placement Computer Science Principles..... | 67 |
| Mathematics – Advanced Placement Statistics | 66 |
| Mathematics – Algebra I | 60 |
| Mathematics – Algebra I + Lab | 60 |
| Mathematics – Algebra II | 62 |
| Mathematics – Algebra II + Lab | 62 |
| Mathematics – Algebra II Honors | 62 |
| Mathematics – College Statistics | 66 |
| Mathematics – Financial Algebra..... | 63 |
| Mathematics – Geometry | 61 |
| Mathematics – Geometry + Lab | 61 |
| Mathematics – Geometry Honors | 61 |

| | |
|--|----|
| Mathematics – Introduction to College Algebra | 64 |
| Mathematics – Introduction to Computer Science | 68 |
| Mathematics – Mathematics Flow Chart | 59 |
| Mathematics – Multivariable Calculus | 64 |
| Mathematics – Precalculus | 63 |
| Mathematics – Precalculus Honors | 63 |
| Mathematics – SUPA Calculus | 65 |
| Music – Advanced Placement Music Theory | 71 |
| Music – Guitar I | 74 |
| Music – Guitar II | 74 |
| Music – Guitar III | 75 |
| Music – Jazz Ensemble | 73 |
| Music – Mixed Choir | 72 |
| Music – Music Department Flow Chart | 70 |
| Music – Music Theory I | 71 |
| Music – Orchestra | 74 |
| Music – Symphonic Band | 72 |
| Music – Treble Choir | 71 |
| Music – Wind Ensemble | 73 |
| Physical Education – Advanced Weight Training | 80 |
| Physical Education – Advanced Yoga | 79 |
| Physical Education – Aquatic Training | 81 |
| Physical Education – Beginner Weight Training | 78 |
| Physical Education – Beginner Yoga | 79 |
| Physical Education – Core Fitness Class | 79 |
| Physical Education – CrossFit | 80 |
| Physical Education – Dance Survey | 78 |
| Physical Education – Fitness for Life | 80 |
| Physical Education – Flowchart | 77 |
| Physical Education – Lifetime Sports | 78 |
| Physical Education – Personal Training | 81 |
| Physical Education – Physical Education Survey Course Grade 9 | 78 |
| Physical Education – Physical Education Survey Course Grade 10 | 80 |
| Physical Education – Tap Dance | 79 |
| Physical Education – Yoga | 81 |
| Health Grade 10 | 82 |
| Health Grade 12 | 82 |
| Science – Advanced Placement Biology + Lab | 86 |
| Science – Advanced Placement Chemistry + Lab | 87 |
| Science – Advanced Placement Environmental Science + Lab | 91 |
| Science – Advanced Placement Physics 1 + Lab | 90 |
| Science – Advanced Placement Physics C + Lab | 89 |
| Science – Aeronautics | 96 |
| Science – Anatomy and Physiology + Lab | 92 |
| Science – Applied Science | 92 |
| Science – Astronomy | 93 |
| Science – Biotechnology / DNA Science | 93 |
| Science – Chemistry Honors + Lab | 88 |
| Science – Chemistry Regents + Lab | 88 |
| Science – Criminalistics | 92 |
| Science – Earth Science Regents + Lab | 85 |
| Science – Emergency Medical Technician | 94 |
| Science – Forensic Science | 94 |
| Science - Green Technology | 96 |
| Science – Health Related Careers | 95 |
| Science – Independent Research | 95 |
| Science – Living Environment Honors + Lab | 86 |
| Science – Living Environment Regents + Lab | 87 |
| Science – Physics Regents + Lab | 90 |

| | |
|---|-----|
| Science – Science Flowchart | 84 |
| Science – Science of Long Island | 91 |
| Social Studies – Advanced Placement American History | 109 |
| Social Studies – Advanced Placement Capstone: Seminar | 107 |
| Social Studies – Advanced Placement Macro Economics | 113 |
| Social Studies – Advanced Placement Psychology & AP Psychology Lab | 116 |
| Social Studies – Advanced Placement Psychology | 115 |
| Social Studies – Advanced Placement US Government & Politics | 111 |
| Social Studies – Advanced Placement World History | 108 |
| Social Studies – American Social Issues | 112 |
| Social Studies – Child Psychology | 117 |
| Social Studies – Crime Law and Community | 112 |
| Social Studies – Economics 1 | 113 |
| Social Studies – Economics 2 | 114 |
| Social Studies – Facing History and Ourselves | 111 |
| Social Studies – Global History & Geography 10R + Practicum | 109 |
| Social Studies – Global History & Geography 10R | 108 |
| Social Studies – Global History & Geography 9H / Pre-AP | 106 |
| Social Studies – Global History & Geography 9R + Practicum | 107 |
| Social Studies – Global History & Geography 9R | 106 |
| Social Studies – Globalization, International Relations & Contemporary International Issues | 118 |
| Social Studies – History Through Text, Film & Literature | 118 |
| Social Studies – Introductory Psychology | 117 |
| Social Studies – Long Island’s History Through Its Economics | 114 |
| Social Studies – Revisionist History | 119 |
| Social Studies – Social Science Research Lab | 116 |
| Social Studies – Social Studies Flowchart | 105 |
| Social Studies – United States History and Government 11R + Practicum | 110 |
| Social Studies – United States History and Government 11R | 110 |
| Special Education | 120 |
| Technology – A+ Computer Repair & Networking | 101 |
| Technology – Aeronautics | 102 |
| Technology – Architectural Drawing I | 98 |
| Technology – Architectural Drawing II | 98 |
| Technology – Computer Repair and Maintenance | 101 |
| Technology – Engineering By Design | 100 |
| Technology – Foundations of Technology | 100 |
| Technology – Green Technology | 102 |
| Technology – Intro to Media Technology | 99 |
| Technology – Media Production & Editing | 99 |
| Technology – TV Media / Broadcast Journalism | 99 |
| Technology – Robotics | 100 |
| Technology – Stagecraft & Theatre Technology I | 103 |
| Technology – Stagecraft & Theatre Technology II | 103 |
| Technology – Technology Flow Chart | 97 |
| World Languages Advanced Beginner French | 126 |
| World Languages Advanced Placement – French, Italian, Spanish | 130 |
| World Languages – American Sign Language 1 | 131 |
| World Languages – American Sign Language 2 | 132 |
| World Languages – American Sign Language 3 | 132 |
| World Languages – American Sign Language 4 | 132 |
| World Languages Flow Chart | 124 |
| World Languages – Level 1 Chinese for English Speakers | 125 |
| World Languages Level 1 – Italian | 125 |
| World Languages Level 1 – Spanish | 126 |
| World Languages Level 2 – French, Italian, Spanish | 127 |
| World Languages Level 2H – French, Spanish | 127 |
| World Languages Level 3 – French, Italian, Spanish | 128 |
| World Languages Level 3H – French, Spanish | 128 |

| | |
|--|-----|
| World Languages Level 4 – French, Italian, Spanish..... | 129 |
| World Languages Level 4H – French, Spanish..... | 129 |
| World Languages Level 5 College – French, Spanish | 130 |
| World Languages Level 5H College – French, Spanish | 131 |
| World Languages – Spanish for Health Related Careers | 133 |

