

**Plainview-Old Bethpage  
John F. Kennedy  
High School**



**2019-2020 Curriculum  
Guide**

Dear Student:

This Course Curriculum 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 these excellent opportunities. 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 28, 2019**

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](http://www.pobschools.org)  
under Curriculum & Instruction**

# PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT

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## HIGH SCHOOL ADMINISTRATION

516-434-3125

Mr. James Murray

Principal

Mr. Philip Farrelly

Assistant Principal

Mr. Eric Haruthunian

Assistant Principal

Ms. Vanessa Barbone

Assistant Principal

## ACADEMIC DEPARTMENTS

Dr. Ben Wiley	Art and Digital Instruction	434-3014
Mr. Eric Haruthunian	Business	434-3125
Mr. Jeffrey Yagaloff	English	434-3185
Ms. Dorothy Drexel	English as a New Language	434-3308
Mr. Thomas Schwartz	Family & Consumer Science	434-3267
Ms. Genevieve LaGattuta	Mathematics	434-3197
Mr. Michael Rodgers	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 Espinosa	Special Education	434-3020
Dr. Guy Lodico	Technology	434-3090
Dr. Lionel Chan	World Languages	434-3179

## GUIDANCE AND COUNSELING DEPARTMENT

516-434-3150

Ms. Laurie B. Lynn, Director of Guidance

## COUNSELORS

Ms. Jessica Baker

Mr. Neil Lasher

Mr. Domenick DiDomenico

Mr. Jason Miller

Ms. Sara Egosi

Ms. Cristina Rivas-Laline

Mr. Joseph Izzo

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.

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

### DIPLOMA REQUIREMENTS

<b>Diploma</b>	<b>Grade</b>	<b>Number of Regents Exams Required</b>
<b>Diploma with Advanced Designation with Honors</b>	90 average or better on all Regents Exams	<b>9 Regents Exams</b> 1 English 2 Social Studies (Global History & US History) 2 Science (Physical & Life Science) 3 Math (Algebra, Geometry, Algebra II) 1 World Languages (Checkpoint B Exam)
<b>Diploma with Advanced Designation</b>	65 or better on all Regents Exams	<b>9 Regents Exams</b> 1 English 2 Social Studies (Global History & US History) 2 Science (Physical & Life Science) 3 Math (Algebra, Geometry, Algebra II) 1 World Languages (Checkpoint B Exam)
<b>Regents Diploma</b>	65 or better on all Regents Exams	<b>5 Regents Exams</b> <ul style="list-style-type: none"> <li>• Students <u>must</u> pass Regents exams in the following: 1 Math, 1 Science, 1 Social Studies, ELA <b>and</b></li> <li>• Students must choose one (1) of the following:               <ul style="list-style-type: none"> <li>- Additional Social Studies Regents Exam; or</li> <li>- Additional Science Regents Exam; or</li> <li>- Additional Math Regents Exam; or</li> <li>- State Approved CTE, LOTE or Arts Pathway Assessment</li> </ul> </li> </ul>
<b>Local Diploma</b>		Local Diplomas will be granted to Special Education students only. Local Diplomas may be available to all students via appeal.

## ALTERNATE PATHWAY OPTIONS FOR GRADUATES

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

## 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"> <li>- 55-64 on ELA, one math, one science, Global and US History Regents Examinations*</li> </ul>	<ul style="list-style-type: none"> <li>- Score between a 45-54 on one required Regents Examinations other than ELA or one math*</li> <li>- ELA and one math must be a minimum of 55*</li> </ul>

Career Development and Occupational Studies Credential (CDOS)	Skills and Achievement Commencement Credential (SACC)
<ul style="list-style-type: none"> <li>- 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</li> <li>- Recognizes work readiness skill through a combination of work-based experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Students with severe disabilities assessed using NYSSA</li> </ul>

\*Additional options are available for the local diplomas through appeal.

## 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  
Computer Science Principles  
Statistics

### Social Studies

American History  
Human Geography  
Macroeconomics  
Psychology  
United State Government & Politics  
World History

### Interdisciplinary

AP Capstone Seminar  
AP Capstone Research

### Science

Biology  
Chemistry  
Environmental Science  
Physics 1  
Physics C

### World Languages

French Language & Culture  
Spanish Language & Culture  
Italian Language & Culture

### Music

Music Theory

### Art

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

- All students taking an AP course are expected to take the AP Exam in May
- The cost of the examination\*, must be paid by a parent or guardian.
- AP grades carry a weight of 7% in a student's cumulative grade point average.
- The "AP" designation and weighting will be removed from the official transcript if the student does not take the AP exam. The weighting will be changed to 5%, consistent with Honors courses.
- The decision not to take the AP exam must be submitted in writing by a parent/guardian by November 1. Payment for the exam(s) cannot be refunded after this date. As per College Board regulations, students making changes after this date will be charged an additional \$40.
- As with any schedule change, colleges that the student has applied to will be notified of this change.

\*The 2018-2019 fee is \$94 per AP exam. The AP Capstone exam fee is \$142 per exam. Students with financial need (approved for Free or Reduced Lunch Program) are provided with a fee reduction of \$41 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. AP Seminar and AP Research allow 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

Plainview-Old Bethpage John F. Kennedy High School provides students an opportunity to take college courses and earn college credits through four (5) universities: Adelphi University, Long Island University CW Post, Hofstra University and Stony Brook University and Farmingdale State College. All courses offered by these institutions carry credit which may be applicable toward a degree at other colleges and universities. Applications with registration instructions are distributed by the course instructors in September. Each institution has specific registration procedures that must be followed to ensure proper registration and receipt of course credit. Please note that the tuition fees listed in the following chart are for the current school year and are subject to increase yearly. In the event that a student chooses to withdraw from a course, they must follow the deadlines and procedures established by the institution. The awarding of college credit is solely determined by the college or university attended by the student. This decision can be based on a variety of factors including not limited to the student's course grade and the student's intended major. Credits may be awarded as elective credits, credits within a particular department, or may waive prerequisite requirements for higher level courses.

The following chart outlines the College Level courses currently being offered, with estimated costs for 2019-2020 school year. Prices are subject to change. College level course grades carry a weight of 5% in a student's cumulative grade point average.

Name of Course	College	Potential Benefit	Cost	Comments
College Accounting	LIU, Post	6 credits	\$580	11/1 deadline
College Marketing	LIU, Post	3 credits	\$290	11/1 deadline
College Business Law	LIU, Post	3 credits	\$290	11/1 deadline
College International Business	LIU, Post	3 credits	\$290	11/1 deadline
College Business Administration	LIU, Post	3 credits	\$290	11/1 deadline
Virtual Enterprise	LIU, Post	6 credits	\$580	11/1 deadline
College Sports Management	LIU, Post	3 credits	\$290	11/1 deadline
Anatomy and Physiology	LIU, Post	8 credits (4 per semester)	\$580	(\$290/semester) 11/1 deadline
Health Related Careers	LIU, Post	3 credits	\$290	11/1 deadline
College Radio Production	LIU, Post	3 credits	\$290	
College Spanish	Adelphi University	6 credits (3 per semester)	\$780	(\$390/semester)
College French	Adelphi University	6 credits (3 per semester)	\$780	(\$390/semester)
College Statistics	Farmingdale State College	3 credits	\$150	11/15 deadline
College Calculus I	Farmingdale State College	4 credits	\$200	11/15 deadline
Website Development	Empire State College	3 credits	\$150	1 semester course 11/15 deadline
Multivariable Calculus	Farmingdale State College	4 credits	\$572	Online course deadline 8/23
College News Literacy	Stony Brook University	3 credits	\$300	
College Engineering	Hofstra University	3 credits		

With the exception of Multivariable Calculus, students are not required to take advantage of obtaining college credits. Students may opt to take the course with no additional fee 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 I, Geometry, Algebra 2, Global 10, United States History, English 11, Earth Science, Living Environment, Chemistry and Physics.

## RECOMMENDATION 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 then theory behind he 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 refine their knowledge and usage of grammar. They also analyze many more authentic materials. The honors sequence leads to near-native proficiency in World Languages at a much faster pace.

## 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, language 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 administered to students in October of their junior year and is available to sophomores as an additional opportunity for practice.

### 2. **SAT Reasoning Test**

This test measures critical reading, writing, language 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 and in the fall of their senior 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 and subject teacher.

English 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 Pre-ACT**

This test simulates the ACT testing experience within a shorter test window on all four ACT test subjects: English, Math, Reading and Science.

### 5. **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

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### **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, individuals 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



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## 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.
- 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.

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## 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.

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## **THE ROLE OF THE SUBSTANCE ABUSE COUNSELOR**

The Substance Abuse Counselor enhances and supports students' awareness and education of substance use and addiction by providing specialized services that include:

- Substance abuse prevention and intervention
- Individual Counseling
- Classroom Education
- Assistance for students in developing healthy coping skills and alternatives to substance use
- Referrals and community resources
- Community Education and parent workshops
- Intervention services for substance use related suspension issues

The Substance Abuse Counselor is a member of the guidance department and works with teachers, administrators and other members of the high school support staff. The goals of the substance abuse counselor are to help create and maintain a healthy, resilient and informed cohesive community.

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## **BOCES**

### **Barry Career & Technical Education Center** **Long Island High School for the Arts (LISHA)**

Any 10<sup>th</sup> or 11<sup>th</sup> grade student interested in participating in BOCES Career & Technical Education programs or LI High School for the Arts for the following school year must notify their guidance counselor in writing by the end of the first marking period of the year prior to attendance. Students must strictly adhere to the Board of Education policy. Requests made after the written deadline will not be honored. Students and parents are strongly encouraged to discuss which specific vocational programs are available and appropriate.

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## **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 BASICS 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, 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)

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.

All students in grades 9 through 11 will be assigned a lunch period (periods 3-8), as the POB district believes all students should be dedicating time during the day to relax, socialize and to nourish the body. Students in grade 12 will be given a lunch period if it is requested during the scheduling process. Any student, in grades 9 through 11, who chooses not to follow the school's lunch recommendation and requests to take an additional class, can "opt-out" of the lunch period by signing a Lunch Period Waiver Form, available on the POBJFKHS website. The form must be signed by a parent/guardian.

## **Course Level Change Requests and Open Enrollment (Self-Selection)**

The students, parents, community and staff of the Plainview-Old Bethpage Central School District value the pursuit of scholastic excellence. Part of our school district's mission is to challenge all students to reach their highest potential. The district's Select-Selection policy is designed to make this goal a practical reality for all students.

Working collaboratively with the middle schools and high school, parents make informed decisions on the best academic placements for their children at the secondary level (7-12). The schools provide parents and students with information on course offerings, which specifies any prerequisites, identifies the difficulty level, describes the content of the course, and explains the expectations for students in each class. While this process is a collaborative one, it is district policy to honor the students' and parents' final decision.

As the skills needed for success at the college level may take time to fully develop, students are encouraged to allow time for adjustment to the rigors of AP courses.

Students who have not been recommended by their teacher for an Honors or AP course may still enroll in the course. In such cases, the student may be asked to meet with their counselor and request a "Self-Selection form". The counselor and/or academic chairperson, based on the student's academic record and progress, may require that a conversation take place regarding the appropriateness of the student's choice(s). In these cases, the form must be completed by the student and signed by the parent or guardian in order to complete the enrollment for that course.

If a student finds that their course is not the appropriate level, they may request a level change. If they do so before the published deadline, their grades will not be transferred to their new course. In these cases, their class average will be computed by averaging their quarterly grades from the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarters as well as their midterm and final assessment. If the change occurs after the deadline, the student's grades from their original class will be used in the calculation of the new course grade. Please see the chart that follows for all scheduling deadlines.

**Students and parents should be advised that once a student has signed up for a 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 Regents level course. Students are encouraged to research their course options carefully when choosing their courses.**

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

### SCHEDULE CHANGE DEADLINES

	9	10-11	12
"I now want a lunch period even though I signed the waiver form."	Student will have up to 10 school days to drop the course noted on the waiver form without a penalty. After this date, lunch can be added but the dropped course will be noted with a "W"* on the transcript.	Same as grade 9	Same as Grade 9.
"I want to drop a class I don't like."	Student will have up to 30 school days of school year without penalty. After this date, a "W"* will be noted on the transcript.	Student will have up to 25 days of school year without penalty. After 25 days, will receive a "W"* on the transcript.	Same as grades 10-11
"I want to drop a class and add another"	Student must do so within first 15 school days of school year, or first 15 school days of second semester for second semester courses. Changes will be accommodated only if schedule allows for it.	Same as grade 9	Same as grade 9
"I want to change academic levels in my core course." (except leveling down from an AP course)	Student has up to 30 school days of the school year without grades following. After this date, grades will follow.	Student has up to 25 days of the school year without grades following. After this date, grades will follow.	Same as grades 10-11
"I want to level down from an AP class"	Student will have the entire first quarter without grades following.	Same as grade 9	Same as grade 9

\*W = Withdrawal. No grade is associated with a W and it has no bearing on a student's grade point average.

## **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 visiting <http://www.ncaa.org/student-athletes/future/core-courses> or speak with your counselor.

### Division I – 16 Core Courses

4 years of English

3 years of mathematics (Algebra 1 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)

10 out of 16 core courses must be completed before your senior year, and 7 of the 10 must be in English, mathematics or natural / physical science

Minimum requirements = 2.3 GPA and a 900 SAT (combined Reading and Math scores) or a 75 ACT Sum Score

### 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)

Minimum requirements = 2.2 GPA and an 840 SAT (combined Reading and Math scores) or a 70 ACT Sum Score

## **NAVIANCE**

Naviance is a web-based resource for students and parents that encourages and supports post high school career and college planning. Naviance Student 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. Students will utilize Naviance Student to complete their college admissions applications.

## What's New for 2019-2020

We are excited to have several new courses added for the 2019-2020 school year. These courses are:

Art & Digital Instruction	AP Art History
Business	Life Skills Computer and Coding
English	Generational Study Advanced Speech and Debate College News Literacy
Physical Education / Health	Trends in Social Media and Mental Health
Science	College Engineering Energy for the Future LEAPES (Living Environment H/AP Environmental Science)
Technology	History of Film/Television Video Journalism/Documentary Chrome Depot
World Language	Chinese 3 Cantonese 1

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

Photo II	This course is a combination of Photo II Darkroom and Photo II Digital
College Calculus	This course replaces SUPA Calculus with college credits available through SUNY Farmingdale
College Radio Production	This course replaces Radio Production as it is now offered with college credits available through Long Island University.
College Statistics	College credits are available through SUNY Farmingdale.
Website Development	This course replaces Front-End Web Development with college credits available through SUNY Farmingdale
Public Speaking for Beginners	This is a modification of Public Speaking/Forensics to allow a true class for beginners
Modern Manufacturing	This course is now a semester course instead of running every other day for a full year
Computer Repair	Formerly a half credit course, this is now being offered as a one credit course

# **ART DEPARTMENT**

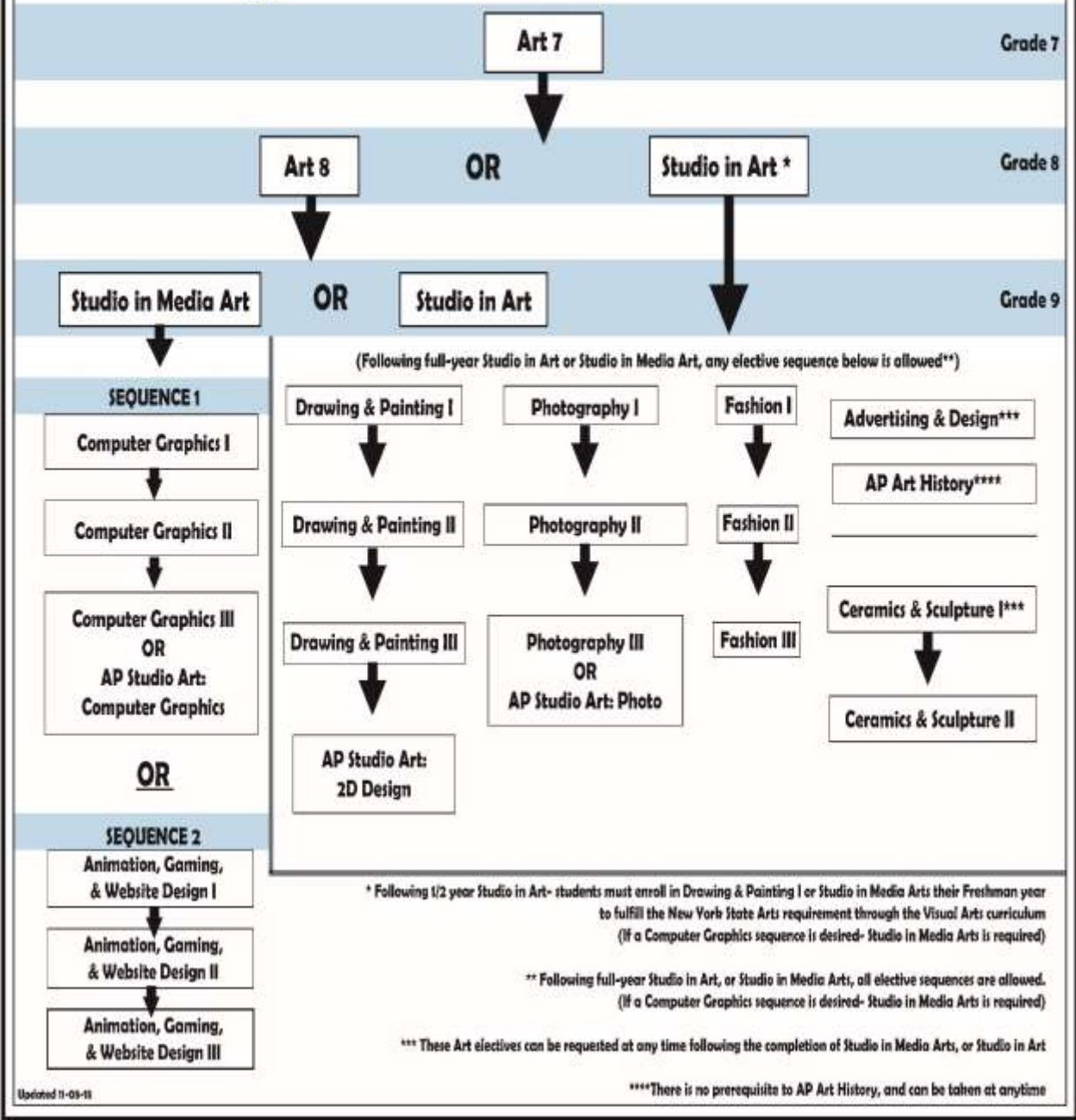
**Dr. Ben Wiley, Director**

**[BWiley@pobschools.org](mailto:BWiley@pobschools.org)**

**516-434-3014**



# Art Department Flow Chart: Grades 7-12





# ART

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**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.

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**PHOTOGRAPHY II****COURSE #:** 818-2**CREDIT:** 1

**COURSE DESCRIPTION:** This course is a continuation of Photography I with an emphasis on advanced shooting for both digital and darkroom techniques. The content of this course will be equally split between digital photography and traditional photography techniques and projects. Some areas that will be explored are the use of studio lighting, long exposures in low light, digital imaging, motion and depth of field, and the incorporation of other media into photography. Students will also investigate the aesthetic criteria necessary in making this an art form based on the Elements of Art and the Principles of Design.

*Prerequisite:* Photography I

**ASSESSMENTS UTILIZED:** Rubrics, project, critiques

**SUMMER ASSIGNMENT:** None

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

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**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

**ASSESSMENTS UTILIZED:** Rubrics, projects, critiques

**SUMMER ASSIGNMENT:** None

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

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

**COURSE DESCRIPTION:** This course is offered to 12<sup>th</sup> 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.

**ASSESSMENTS UTILIZED:** Rubrics, project, critiques

**SUMMER ASSIGNMENT:** Students should amass approximately 100 reference images on each of the three possible investigation themes. Completing this assignment (with a due date in early September) will allow students to get a jump on the most difficult aspect of the course; a sustainable investigation.

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

Please see page 9 for further information regarding the AP examination.

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**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 interest and dynamic graphics. The course begins with designing a personal logo; projects proceed in creating two-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 student 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.

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**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.

*Prerequisite:* None

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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Students are given homework assignments to reinforce techniques taught in class.

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**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.

*Prerequisite:* Accelerated Art (in 8<sup>th</sup> grade), Studio in Art, 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

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**DRAWING AND 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 9<sup>th</sup> period to stay abreast of course assignments.

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**DRAWING AND 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:** Students are given 2-3 homework assignments per quarter allowing them to explore different techniques and styles through a historical context. Each assignment results in a project which should be of a quality to be included in their portfolios.

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**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

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

**COURSE DESCRIPTION:** This course would provide an advanced experience of three-dimensional art for students interested in continuing to explore areas of ceramics and sculpture. Within this course, students will continue to work with additional mediums such as wire, metal plaster, white and red clay, paper, glass, and leather. The advanced studio experience would focus on relevant artists, as well as emphasize the importance of creating a three-dimensional portfolio of their own.

*Prerequisite:* Ceramics & Sculpture

**ASSESSMENTS UTILIZED:** Authentic assessment throughout the year, with a cumulative final project assigned.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** None

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

**COURSE DESCRIPTION:** This 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 and Painting I

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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** None

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**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

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**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 showcase 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

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

**COURSE DESCRIPTION:** This course 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

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**COMPUTER GRAPHICS I****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:** (Suggested) Using a digital camera, start taking a large amount of images to use for references to create your work in CGI.

**HOMEWORK:** Digital assignments vary but include taking original images and creating personal digital libraries for project reference.

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**COMPUTER GRAPHICS II: 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 I

**ASSESSMENTS UTILIZED:** College Board Guidelines, projects, rubrics, group 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.

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

**COURSE DESCRIPTION:** Computer Graphics III follows Computer Graphics II. 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 I & II

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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** None

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**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 9 for further information regarding the AP examination.

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**AP STUDIO ART: 2-D DESIGN**  
**GRADE 12**

**COURSE #:** 813

**CREDIT:** 1

**COURSE DESCRIPTION:** Advanced Placement Art is offered to twelfth grade students who have successfully completed the prerequisites 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).

*Prerequisite:* 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 9 for further information regarding the AP examination

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**AP ART HISTORY****COURSE #: 815****CREDIT: 1**

**COURSE DESCRIPTION:** The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. AP Art History is designed to be the equivalent of a two-semester introductory college or university art history survey course.

*Prerequisite:* None

**ASSESSMENTS UTILIZED:**

**SUMMER ASSIGNMENT:**

**HOMEWORK:**

Please See page 9 for further information regarding the AP examination

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**ANIMATION, GAMING & 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 21<sup>st</sup> century skills and possible career paths. Students will continue to build their artistic portfolio throughout this course.

*Prerequisite:* 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.

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**ANIMATION, GAMING & 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 vision in regard to interactive media. This course is geared toward focusing aesthetic and advanced skills in the computer arts, and better prepare students for current 21<sup>st</sup> 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.

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**ANIMATION, GAMING & WEBSITE DESIGN III**    **COURSE #:** 812-26  
**GRADES 11-12**

**CREDIT:** 1

**COURSE DESCRIPTION:** This course is designed for advanced students of Animation, Gaming and Website Design. The students of this course continue to explore many state-of-the-art software programs as artistic vehicles for learning, as well as beginning to focus their artistic vision in regard to interactive media. This course is geared toward expanding students' knowledge of the ever-changing animation, gaming, and web-based industries. Students will be expected to continue to create expansive projects using the computer, and to build their artistic portfolio throughout this course.

*Prerequisite:* Animation, Gaming and Website Design II

**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.

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## **BUSINESS DEPARTMENT**

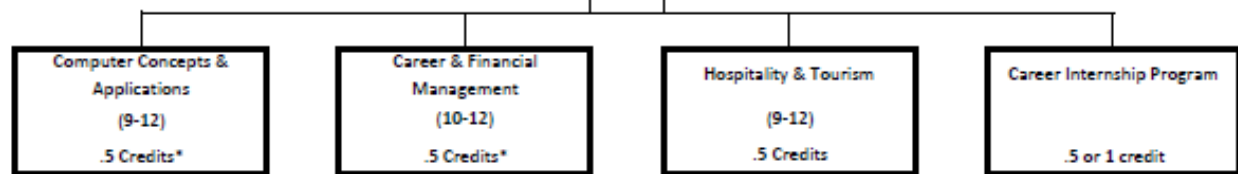
**Mr. Eric Haruthunian, Coordinator**

[Eharuthunian@pobschools.org](mailto:Eharuthunian@pobschools.org)

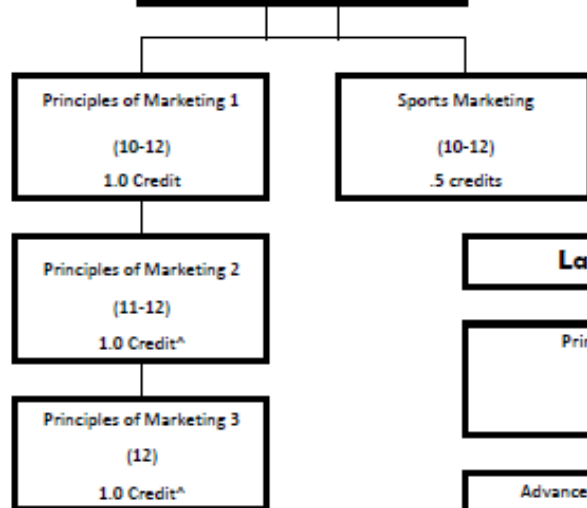
**516-434-3125**

# Business Department

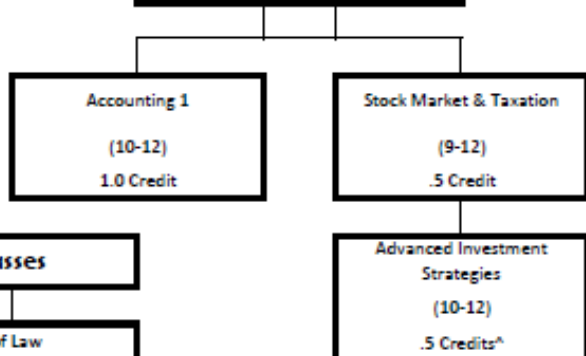
## General Business Classes



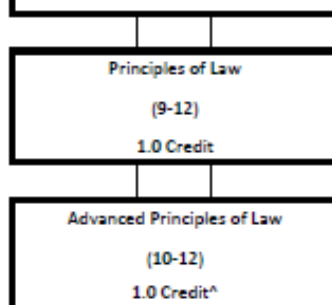
## Marketing Classes



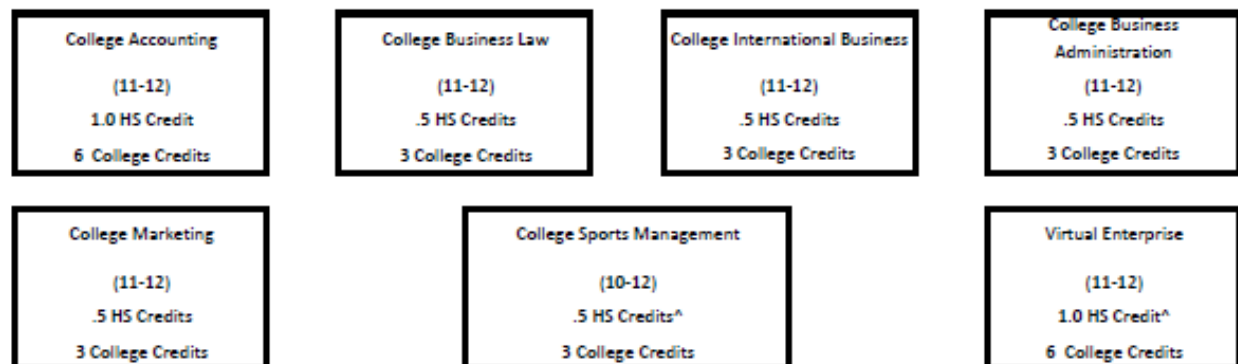
## Finance/Investment Classes



## Law Classes



## College Level Business Courses



(\*) = .5 credit course offered 1 semester every day alternating days for 1 school year.

(^)= Prerequisite course required. (See Curriculum Guide)

## BUSINESS

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**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 to 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.

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**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.

For more information, refer to page 9 of the Curriculum Guide.

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**CAREER & FINANCIAL MANAGEMENT**  
**GRADES 10,11 & 12**

**COURSE #:** 708

**CREDIT:** ½

**COURSE DESCRIPTION:** This 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.

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**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, mutual funds, on-line trading, selling short, bulls & bears, 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 and how taxation plays a role in investing. Students will be shown proper technique for completing their own simple tax returns. Expert guest speakers will be used. The course meets every day for one semester (1/2 year).

*Prerequisite:* None

**ASSESSMENTS UTILIZED:** Case studies, project, portfolio assessment, quizzes and tests

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Assignments not completed in class.

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

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**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.



**COURSE DESCRIPTION:** This college-level course is designed for juniors 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.

For more information, refer to page 9 of the Curriculum Guide.

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**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 to 80 to take course for college credit. Students are responsible for the cost of 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.

For more information, refer to page 10 of the Curriculum Guide.

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**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 place, and acquire skills that are needed in every career.

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**COMPUTER CONCEPTS & APPLICATIONS**  
**GRADES 9, 10, 11 and 12**

**COURSE #:** 702

**CREDIT:** ½

**COURSE DESCRIPTION:** The goal of this course is to provide a foundation of technology skills in a variety of programs including Microsoft Word, PowerPoint, Excel and Google Classroom. This course will provide students with a skillset that can be transferred, seamlessly, into courses from all curricular areas. Completion of the course will result in students earning one or more MOS (Microsoft Office Specialist) certifications.

*Prerequisite:* None

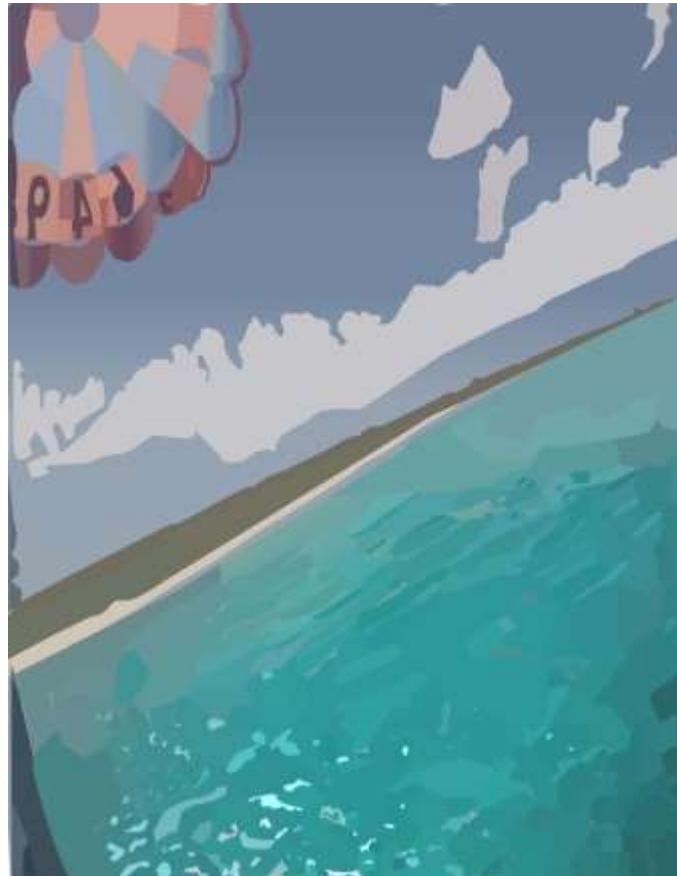
**ASSESSMENTS UTILIZED:**

**SUMMER ASSIGNMENT:** None

**HOMEWORK:**

**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.

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**COURSE DESCRIPTION:** This course will focus on the philosophy, function and principles of managing a sports franchise through the processes of planning, organization, leadership and control. Students will utilize many sports franchise operations as case studies. Furthermore, analysis of many sports-related careers will be included. 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 cost of college credits awarded.

*Prerequisite:* Sports Marketing

**ASSESSMENTS UTILIZED:**

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** None

**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.

For more information, refer to page 9 of the Curriculum Guide.

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**VIRTUAL ENTERPRISE**  
**GRADES 11 and 12**

**COURSE #: 733**

**CREDIT: 1**

**COURSE DESCRIPTION:** Simulation that turns the traditional classroom into a real world business. Students create and manage a virtual business from the ground up, selling their products to other virtual firms around the world. Students work in different departments of the business based on their strengths, passions and potential career path. Typically, most students pursue Management, Accounting, Finance, Sales, Marketing, Human Resources, and Web Design. Students will develop business skills as they work in teams to make decisions while achieving company goals and objectives, and present their ideas at various business competitions. Students will create and run a trade show booth at the Virtual Enterprise International Show in New York City. Students have the option of earning six college credits (transferable) through LIU Post. Student must have an overall GPA of 80 to take course for college credit. Students are responsible for cost of college credits awarded.

*Prerequisite:* Accounting I, Marketing I or Principles of Law

**ASSESSMENTS UTILIZED:**

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** None

**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.

For more information, refer to page 9 of the Curriculum Guide.

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**DRIVER'S EDUCATION****COURSE #:** 0013, 0014**CREDIT:** 0**GRADES 10, 11 and 12 (age 16 and older)**

**COURSE DESCRIPTION:** Driver and Traffic Safety Education in New York State schools is a course implemented via a joint partnership between the New York State Education Department (NYSED), and the Department of Motor Vehicles (DMV). The Driver Education course is intended to educate students (age 16 and older) on appropriate driving skills and habits as well as playing a responsible role in the highway transportation / safety system. Course highlights include 24 hours of classroom instruction and 24 hours of behind the wheel training and observation. Students who satisfactorily complete the course are eligible to receive the MV-285 Student Certificate of Completion. The MV-285 Student Certificate of Completion allows:

1. A NYS Junior Permit holder to schedule a road test,
2. Young drivers a possible reduction in automobile insurance cost (participation is dependent upon insurance provider participation), and
3. A 17 year-old to receive a senior license (MV-285 form must be submitted to local DMV to attain this benefit).

Bell Auto School will provide the driving instruction.

Credits: No school / college credits (Certificate of Completion)

Cost: \$500 for lecture and driving instruction

Prerequisite: Valid NYS DMV Learner's Permit. (Must be 16 years of age to participate).

**ASSESSMENTS UTILIZED:****HOMEWORK:**

**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.

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# LAW

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**PRINCIPLES OF LAW**  
**GRADES 9,10,11 and 12**

**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 impact 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. Students will learn critical thinking, reasoning and arguing skills.

*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, actively participate in class discussions, and attend remedial if necessary.

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**ADVANCED PRINCIPLES OF LAW**  
**GRADES 10,11 and 12**

**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 in 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 impact 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, actively participate in class discussions, and attend remedial if necessary.

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**COLLEGE BUSINESS LAW****COURSE #:** 724-2**CREDIT:** ½

(Preference given to seniors)

**GRADES 11 and 12**

**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.

For more information, refer to page 9 of the Curriculum Guide

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# MARKETING

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**PRINCIPLES OF MARKETING 1**  
**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 social media marketing, the global marketplace, business responsibility, and job interviewing techniques. The second half of the year focuses on advertising, creative selling, promotion 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 per week

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

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**PRINCIPLES OF MARKETING 2**  
**GRADES 11 and 12****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. 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 and social responsibility 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.

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

**COURSE DESCRIPTION:** This course, designed for 12<sup>th</sup> 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. Successful completion of a marketing research project will enable students to compete on the State and International levels of DECA competition. 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 2

**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.

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**SPORTS MARKETING**  
**GRADES 10 - 12**

**COURSE #:** 727

**CREDIT:** ½

**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 case studies and project based assessments, 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. A field trip to Madison Square Garden will be planned. The course meets every day for one semester (1/2 year).

*Prerequisite:*

**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.

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**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 basic marketing concepts, consumer driven marketing strategies, strategic planning, product branding and packaging concepts, integrated marketing communications, and promotion. 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.

*Prerequisite:* None

**ASSESSMENTS UTILIZED:** Tests, quizzes, cumulative final exam, case studies 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.

For more information, refer to page 9 of the Curriculum Guide.

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**HOSPITALITY AND TOURISM**  
**GRADES 9 - 12**

**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.

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**LIFE SKILLS COMPUTER & CODING**  
**GRADES 10 - 12**

**COURSE #:** TBD

**CREDIT:** ½

**COURSE DESCRIPTION:** This computer course will afford Life Skills and Self-Contained students with the Word Processing Skills, Data Entry skills, Google Classroom, and Basic Coding skills needed to succeed in college and in the workplace.

*Prerequisite:* None

**ASSESSMENTS UTILIZED:**

**SUMMER ASSIGNMENT:** None

**HOMEWORK:**

**COURSE EXPECTATIONS:**

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# 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 in each course 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
- 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 JFKHS 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 with guest speakers from the business world
  - Student 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
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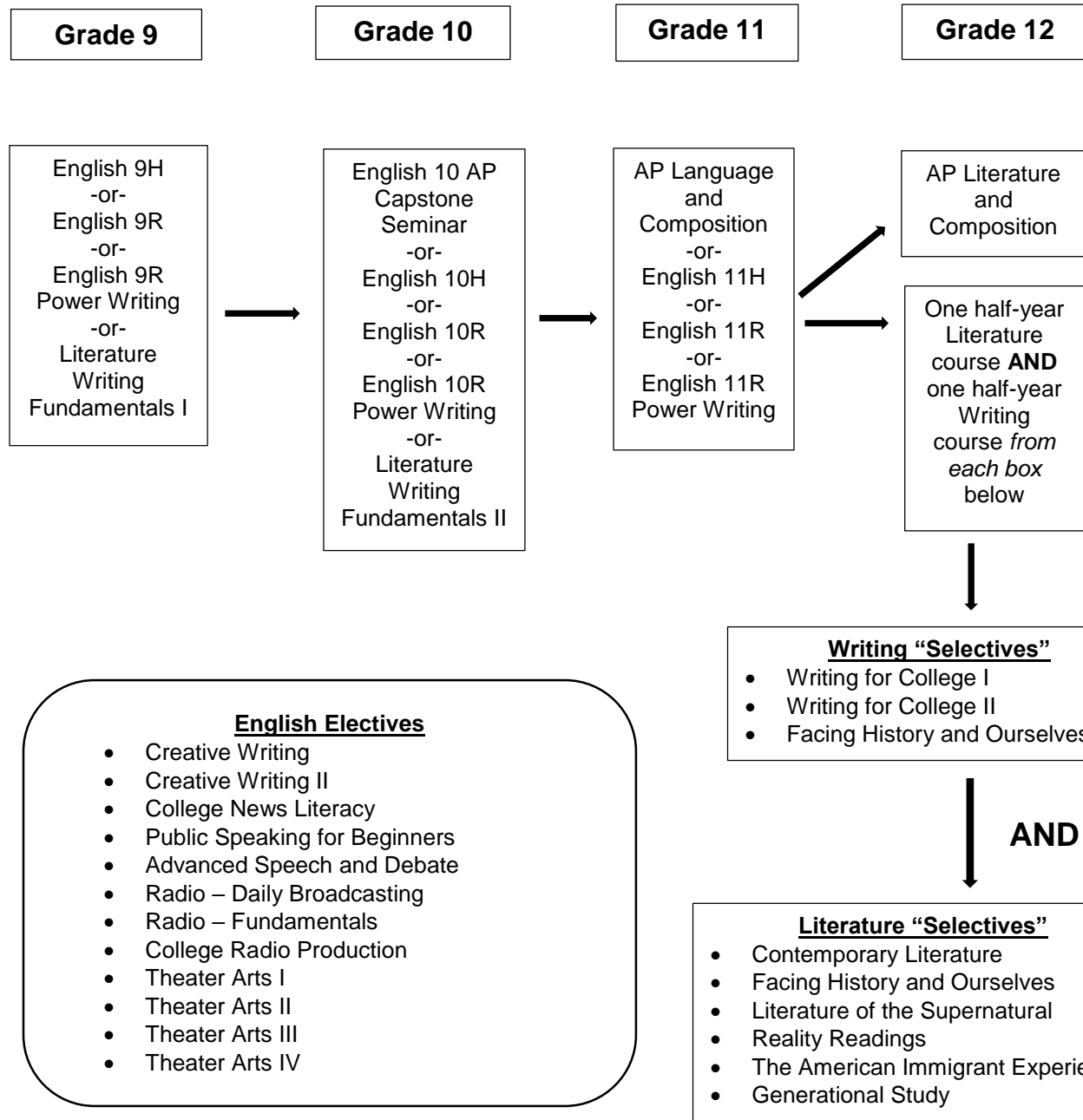
# **ENGLISH DEPARTMENT**

**Mr. Jeffrey Yagaloff, Chairperson**

[JYagaloff@pobschools.org](mailto:JYagaloff@pobschools.org)

**516-434-3185**

## POBJFKHS ENGLISH Flow Chart 2019 / 2020



**Please note:**

- All students must take the English Regents by the end of 11<sup>th</sup> grade.
- All students taking an AP class are strongly encouraged to take the corresponding AP examination.

# ENGLISH

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**ENGLISH 9H****COURSE #: 101****CREDIT: 1**

**COURSE DESCRIPTION:** The honors curriculum includes interpretation, critical thinking and personal response to a wide spectrum of literary genres. The course proceeds in greater depth and at a faster pace than non-honors classes. In addition to three units of study based on texts such as To Kill a Mockingbird, Of Mice and Men, The Odyssey, and Romeo and Juliet, the honors course features units of study based on two major texts of high complexity (such as The Color of Water and Great Expectations) that help to differentiate this course from non-honors classes. There is a great emphasis on writing technique, grammar, and establishing an authorial voice.

**ASSESSMENTS UTILIZED:** Exams, essays, projects and presentations

**SUMMER ASSIGNMENT:** Yes

**COURSE EXPECTATIONS:** English 9H is appropriate for students who have achieved excellence in their 7th and 8<sup>th</sup> 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.

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**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, Of Mice and Men, and The Odyssey. 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, essays, projects, exams and presentations

**SUMMER ASSIGNMENT:** None

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**ENGLISH 9R + POWER WRITING****COURSE #:** 102-1, 102-2**CREDIT:** 1

**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 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 7<sup>th</sup> and 8<sup>th</sup> grade English classes. While this is a class designed to provide extra support for students struggling with literacy, it is still a Regents track curriculum and students are expected to read and interpret literary works such as To Kill a Mockingbird, Of Mice and Men, The Odyssey and Romeo and Juliet.

**ASSESSMENTS UTILIZED:** Exams, essays, projects, and presentations

**SUMMER ASSIGNMENT:** None

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**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 performed in 7<sup>th</sup> and 8<sup>th</sup> 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

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**COURSE DESCRIPTION:** In this foundational course, qualifying for grade 10 English credit, students will develop critical thinking skills that will foster independent thinking to analyze 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, the 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 11<sup>th</sup> or 12<sup>th</sup> 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:** Yes

**COURSE EXPECTATIONS:** **AP CAPSTONE: SEMINAR** is appropriate for student who have achieved excellence in their 9<sup>th</sup> 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.

Please See page 9 for further information regarding the AP examination.

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**COURSE DESCRIPTION:** The honors curriculum includes interpretation, critical thinking and personal response to a wide spectrum of literary genres. The course proceeds in greater depth and at a faster pace than non-honors classes. In addition to three units of study based on texts such as Animal Farm, Fences, Lord of the Flies, and a work from Shakespeare such as Macbeth, the honors course features units of study based on two major texts of high complexity (such as 1984, Huckleberry Finn, or The Namesake) that help to differentiate this course from non-honors classes. There is a great emphasis on writing technique, grammar, and establishing an authorial voice.

**ASSESSMENTS UTILIZED:** Exams, essays, projects and presentations

**SUMMER ASSIGNMENT:** Yes

**COURSE EXPECTATIONS:** English 10H is appropriate for students who have achieved excellence in their 9<sup>th</sup> 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.



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

**COURSE DESCRIPTION:** The English 10R curriculum includes interpretation, critical thinking, and personal response to a wide variety of literary genres. The student is expected to read and interpret literary works, both in class and independently. Students will read such varied works as Animal Farm, Fences, Lord of the Flies, and a work from Shakespeare such as Macbeth. Vocabulary, spelling and grammar are also an integral part of the course, taught in conjunction with the literature and writing components.

**ASSESSMENTS UTILIZED:** Exams, essays, projects, and presentations

**SUMMER ASSIGNMENT:** None

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

**COURSE DESCRIPTION:** The English 10R + 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 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 9<sup>th</sup> grade English class. While this is a class designed to provide extra support for students struggling with literacy, it is still a Regents-track curriculum and students are expected to read and interpret literary works such as Animal Farm, Fences, Lord of the Flies and a work from Shakespeare such as Macbeth.

**ASSESSMENTS UTILIZED:** Exams, essays, projects, presentations

**SUMMER ASSIGNMENT:** None

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**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 8<sup>th</sup> and 9<sup>th</sup> 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 NCSAA core course, and therefore cannot be used for NCAA initial-eligibility certification.

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

**SUMMER ASSIGNMENT:** None

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**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 10<sup>th</sup> 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 9 for further information regarding the AP examination.

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**COURSE DESCRIPTION:** The honors curriculum includes interpretation, critical thinking and personal response to a wide spectrum of literary genres. The course proceeds in greater depth and at a faster pace than non-honors classes. In addition to three units of study based on texts such as The Crucible, The Great Gatsby, The Catcher in the Rye, and a work from Shakespeare such as Othello or Julius Caesar, the honors course features units of study based on two major texts of high complexity (such as Ethan Frome and Huckleberry Finn) that help to differentiate this course from non-honors classes. There is a great emphasis on writing technique, grammar, and establishing an authorial voice.

**ASSESSMENTS UTILIZED:** Exams, essays, projects, and presentations

**SUMMER ASSIGNMENT:** Yes

**COURSE EXPECTATIONS:** English 11H is appropriate for students who have achieved excellence in their 10<sup>th</sup> 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.

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

**COURSE DESCRIPTION:** The English 11R 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 The Crucible, The Great Gatsby, The Catcher in the Rye, and a work from Shakespeare such as Othello or Julius Caesar. Vocabulary, spelling and grammar are also an integral part of the course, taught in conjunction with the literature and writing components.

**ASSESSMENTS UTILIZED:** Exams, essays, projects, and presentations

**SUMMER ASSIGNMENT:** None

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

**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 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 10<sup>th</sup> grade English class. While this is a class designed to provide extra support for students struggling with literacy, it is still a Regents-track curriculum and students are expected to read and interpret literary works such as The Crucible, The Great Gatsby, The Catcher in the Rye, and a work from Shakespeare such as Othello or Julius Caesar.

**ASSESSMENTS UTILIZED:** Exams, essays, projects and presentations

**SUMMER ASSIGNMENT:** None

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**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 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> 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 courses, and therefore cannot be used for NCAA initial-eligibility certification.

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

**SUMMER ASSIGNMENT:** None

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**12 ADVANCED PLACEMENT:  
LITERATURE AND COMPOSITION**

**COURSE #: 113**

**CREDIT: 1**

**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 reading 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 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:** Optional

**COURSE EXPECTATIONS:** Advanced Placement Literature and Composition is appropriate for students who have achieved excellence in their 11<sup>th</sup> grade English classes and are highly motivated. Advanced Placement student 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 the 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 9 for further information regarding the AP examination.

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

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**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

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**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 11<sup>th</sup> grade English teacher based on the student’s performance junior year and his / her score on the English Regents.

**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

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**FACING HISTORY AND OURSELVES**

**COURSE #: 123-1**

**CREDIT: ½**

**COURSE DESCRIPTION:** *Please Note: This course satisfies either the English Writing or the English Literature selective requirement. The English portion of this course has a corresponding course in Social Studies that students must also enroll in that satisfies the New York State requirement for Participation in Government course.* 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. Students read texts such as Elie Wiesel’s Night and LeAlan Jones and David Isay’s Our America.

**ASSESSMENTS UTILIZED:** Exams, essays, projects, presentations, and a culminating college-level research paper

**SUMMER ASSIGNMENT:** None

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

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**FACING HISTORY AND OURSELVES**

**COURSE #:** 123-1

**CREDIT:** ½

**COURSE DESCRIPTION:** *Please Note: This course satisfies either the English Writing or the English Literature selective requirement. The English portion of this course has a corresponding course in Social Studies that students must also enroll in that satisfies the New York State requirement for Participation in Government course.* 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. Students read texts such as Elie Wiesel's Night and LeAlan Jones and David Isay's Our America.

**ASSESSMENTS UTILIZED:** Exams, essays, projects, presentations, and a culminating college-level research paper

**SUMMER ASSIGNMENT:** None

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**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. The course curriculum consists of classical Greek and Roman mythology featuring heroes and gods, 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, and even some contemporary science fiction and fantasy through short stories and film. *Please note when deciding upon this course: due to the genre of the course, students will read and observe materials that can be considered graphic and mature.*

**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

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**THE AMERICAN IMMIGRANT EXPERIENCE****COURSE #: 137****CREDIT: ½**

**COURSE DESCRIPTION:** The American Immigrant Experience will present an opportunity for students to be exposed to additional multicultural texts, authors, and perspectives while gaining a deeper understanding of what it truly means to be “American.” Points of exploration include life in the native country, reasons for emigration, immigrants’ reactions to the United States and America’s reactions to immigrants, and consequences of immigration for individuals, families and society. Different time periods will be examined with additional readings and discussion providing the historical, social, economic and political background for these stories. Students will read texts such as The Leavers, Drown, One Goal, The Reluctant Fundamentalist and The Dew Breaker.

**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

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**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 such as August: Osage County, The Perks of Being a Wallflower, Long Way Gone, The Tender Bar and The Reluctant Fundamentalist. 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

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

**COURSE DESCRIPTION:** This course, featuring smaller class sizes for increased student attention, focuses on the contemporary memoir, a very popular genre that utilizes the engaging techniques of nonfiction to recount the lives of authors who experienced the extraordinary events they write about. Readings may include Long Way Gone by Ishmael Beah, Kitchen Confidential by Anthony Bourdain, and Jarhead by Anthony Swofford, among others. Entrance into this section is based on the recommendation of the 11<sup>th</sup> grade teacher based on the student’s grade for his/her junior year and his/her score on the English Regents. Most often, this course is paired with our writing selective, Writing for College II.

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

**SUMMER ASSIGNMENT:** None

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**COURSE DESCRIPTION:** Students will be given the opportunity to examine a generation in terms of literature, text and media created during and about the time period. Looking at defining moments, understanding unique perspectives, and having opportunities to reexamine our current time period through a new lens will serve as the foundation for this course. Please note: *Each semester, the course instructor will feature **one generation** of his/her choosing from the following list:* The G.I. Generation (1900 to 1924), The Silent Generation (1925 to 1945), Baby Boomers (1946 to 1964), Generation X (1965 to 1980), Millennials (1981 to 2000), and Generation Z (2000 to present).

**ASSESSMENTS UTILIZED:** Exams, essays, projects, and presentations

**SUMMER ASSIGNMENT:** None

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## ENGLISH ELECTIVES

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### COLLEGE NEWS LITERACY

**COURSE #:** 127

**CREDIT:** ½

**COURSE DESCRIPTION:** Students' ability to understand that news and media are being filtered and presented through numerous limited perspectives is of the utmost importance in an era that has embraced the concept of "fake news". This course will equip students with the knowledge and skills to be critical recipients of news and media. Students will analyze the effect of the rapid development of mobile technology, the proliferation of social media, and the rise of various news outlets presenting partisan perspectives. The class will help students make the connection between current events and history, enhance understanding of world events, encourage them to be informed citizens, and to empower them to make intelligent decisions as they take their place in the panorama of history. Periodicals such as *The New York Times* and *Newsday* as well as news and media sites will be required readings. Field trips can include journalism conferences/visitations at locations such as Stony Brook University, Newsday, Hofstra University, and Columbia University.

**ASSESSMENTS UTILIZED:** Exams, essays, projects, and presentations

**SUMMER ASSIGNMENT:** None

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### PUBLIC SPEAKING FOR BEGINNERS

**COURSE #:** 126-1

**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 work on vocal techniques as well as facial expressions and other gestures to build both skills and confidence while speaking. Students will be required to regularly engage and interact using a variety of "real-life" prompts and participate in impromptu, informative and persuasive speeches. 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.

*Please Note: This course is not available to students that have already received credit for Public Speaking/Forensics (Debate and Argumentation) (Course #134).*

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

**SUMMER ASSIGNMENT:** None

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**ADVANCED SPEECH AND DEBATE****COURSE #: 126-2****CREDIT: ½**

**COURSE DESCRIPTION:** Students will learn advanced forensic (the art or study of formal debate and argumentation), public speaking, and research skills, focusing on speaking effectiveness and style. A special focus will be on the Toulmin Method of reasoning and argument as well as Lincoln-Douglas debate format. This course will include structural and organizational techniques that will help students design effective speeches and arguments. 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 pre-existing expertise and levels of comfort will be able to advance their skills.

*Please note: While there is no formal prerequisite for this course, students are encouraged to take this course if they feel their pre-existing expertise precludes them from benefitting from our department’s other public speaking course, “Public Speaking for Beginners.”*

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

**SUMMER ASSIGNMENT:** None

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**CREATIVE WRITING I****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 a student’s portfolio

**SUMMER ASSIGNMENT:** None

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**CREATIVE WRITING II****COURSE #:** 125-2**CREDIT:** ½

**COURSE DESCRIPTION:** This course will build upon the work done in Creative Writing I and will continue to stress each student's development as a writer of fiction, personal narratives and essays, poetry and screenplay writing. There is an expectation for a student to complete a self-selected major text or collection choosing from a variety of genres to work within. Students will model various forms in an effort to reach beyond their experience and talents. Similar to Creative Writing I, the class is taught in a workshop format with an emphasis on both peers and instructor evaluation.

*Prerequisite:* Creative Writing I

**ASSESSMENTS UTILIZED:** Grades are based on growth during the writing process, contributions to peer editing, and completed projects in a student's portfolio

**SUMMER ASSIGNMENT:** None

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**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.

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

**SUMMER ASSIGNMENT:** None

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**COLLEGE RADIO PRODUCTION****COURSE #:** 154-2**CREDIT:** ½

**COURSE DESCRIPTION:** This course introduces the student to the basics of audio production. Students complete studio assignments in order to master the basics of audio production, including an introduction to principles of sound, audio formats, analog vs. digital recording, editing, and the use of various microphone types. Remote equipment use, studio production, and production for the web will also be introduced. Since the material covered is equivalent to a college broadcasting curriculum, students have the option of taking the course for college credit through LIU/CW Post. Using that scheduling model, students are responsible for the cost of college credits awarded.

*Please note: This course is not available to students that have already received credit for Radio – Production (Course #154-A)*

**Prerequisite:** Radio – Fundamentals (Course #154)

\*Students must have already taken the Radio Fundamentals course in the past or need to be scheduled to take Radio Fundamentals and College Radio Production Essentials Audio concurrently (using an odd/even day scheduling configuration).

**ASSESSMENTS UTILIZED:** Studio assessments, written exams, and participation in group projects

**SUMMER ASSIGNMENT:** None

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

**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.

**Prerequisites:** Radio Fundamentals and College Radio Production

**ASSESSMENTS UTILIZED:** Tests, essays, homework, underwriting assignments, anecdotes and media reviews, all of which can involve the research of various artists, historical figures and media/technology outlets. In addition, students will create semester-based research reports and presentations on famous broadcasters.

**SUMMER ASSIGNMENT:** None

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

**COURSE DESCRIPTION:** This 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. Every effort will be made to schedule Theater Arts I and Theater Arts II students into their own combined class so progress can be made with students lacking vast experience and comfort on stage.

**ASSESSMENTS UTILIZED:** Performance, journal assessment, tests

**SUMMER ASSIGNMENT:** None

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

**COURSE DESCRIPTION:** This course will build on the foundations of the Theater Arts 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. Every effort will be made to schedule Theater Arts I and Theater Arts II students into their own combined class so progress can be made with students lacking vast experience and comfort on stage.

**Prerequisites:** Without prior Chairperson approval, Theater Arts I

**ASSESSMENTS UTILIZED:** Performance, journal assessment, tests

**SUMMER ASSIGNMENT:** None

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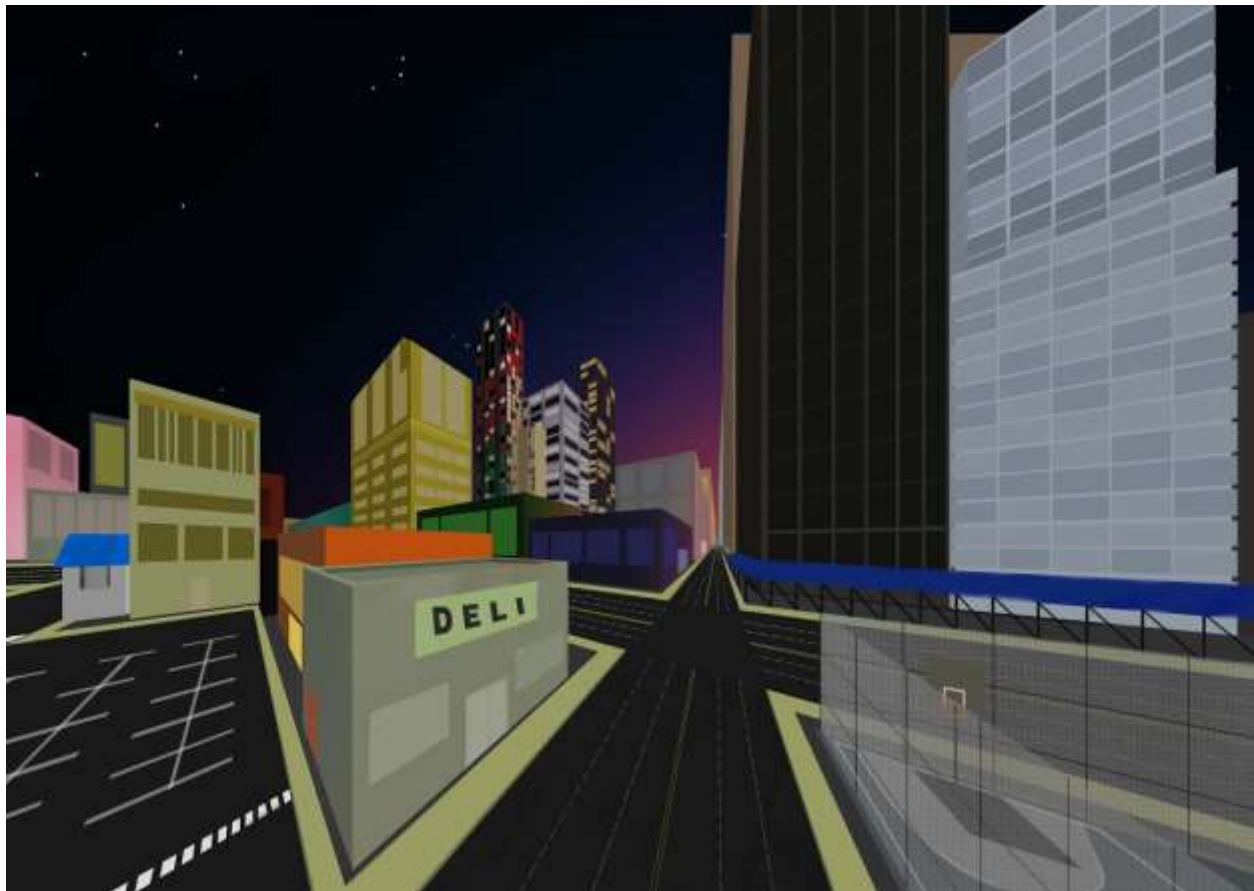
**COURSE DESCRIPTION:** This course will continue to build on the development that took place in the Theater Arts II course. Scene study will continue as well as monthly monologues, with an increased emphasis on the technical and psychological demands required of performance. Students will study the 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. Every effort will be made to schedule Theater Arts III and Theater Arts IV students into their own combined class so progress can be made with students that have experience and comfort on stage.

**Prerequisites:** Unless prior Chairperson approval is granted, Theater Arts I and Theater Arts II

**ASSESSMENTS UTILIZED:** Performance, journal assessment, tests

**SUMMER ASSIGNMENT:** None

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**THEATER ARTS IV****COURSE #: 144****CREDIT: 1**

**COURSE DESCRIPTION:** Theater Arts IV will continue to build on the development that took place in the Theater Arts III 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. Students in Theater Arts IV will conduct two, semester long, in depth studies of a chosen acting teacher or renowned method of acting. The students will complete one research project per semester. A section of the research project will be dedicated to documenting how the student is applying technique to his/her performances. By the end of each semester, the Theater Arts IV student will conduct a lesson for their peers that teaches them about their chosen method. Additionally, the student will create an exercise based on the principals in each method of acting. Students in Theater Arts IV will also have the opportunity to apply their knowledge of theater and exercise their creativity through writing short scenes or monologues which their peers will perform after instructor approval of content. Theater Arts IV students will also gain instruction in writing reviews. After studying the proper way in which critiques are written, students will write formal reviews of the performances done in class. 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 be expected to move towards mastering the craft of directing and applying principles of dramatic writing through discussion, exercises and applied process. In addition, students in the Theater Arts IV course will serve as mentors to Theater Arts I and Theater Arts II students through the occasional use of in-school field trips. The demands of the “real world” and the actor will also be discussed, with instruction on resume building and the development of audition techniques. Every effort will be made to schedule Theater Arts III and Theater Arts IV students into their own combined class so progress can be made with students’ experience and comfort on stage.

**Prerequisites:** Unless prior Chairperson approval is granted, Theater Arts I, Theater Arts II and Theater Arts III

**ASSESSMENTS UTILIZED:** Performance, journal assessment, tests

**SUMMER ASSIGNMENT:** None

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**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

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# **ENGLISH AS A NEW LANGUAGE (ENL)**

**Ms. Dorothy Drexel, Coordinator**

**[Ddrexel@pobschools.org](mailto:Ddrexel@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 NYSESLAY and Regents examinations.

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



**FAMILY AND CONSUMER SCIENCE**  
**Mr. Thomas Schwartz, Coordinator**

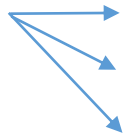
**[TSchwartz@pobschools.org](mailto:TSchwartz@pobschools.org)**

**516-434-3267**

# FAMILY AND CONSUMER SCIENCES

Grades 7

FACS 7



Grades 9-12

Child Development

Human Development

Food, Nutrition & Wellness

\*Gourmet Foods

\*A student must take Food, Nutrition, and Wellness before they can take Gourmet Foods.

# FAMILY AND CONSUMER SCIENCE

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**FOOD, NUTRITION AND WELLNESS****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

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

**COURSE DESCRIPTION:** Food safety and science highlights 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

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**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

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**COURSE DESCRIPTION:** This is an informative and interactive class that courses 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

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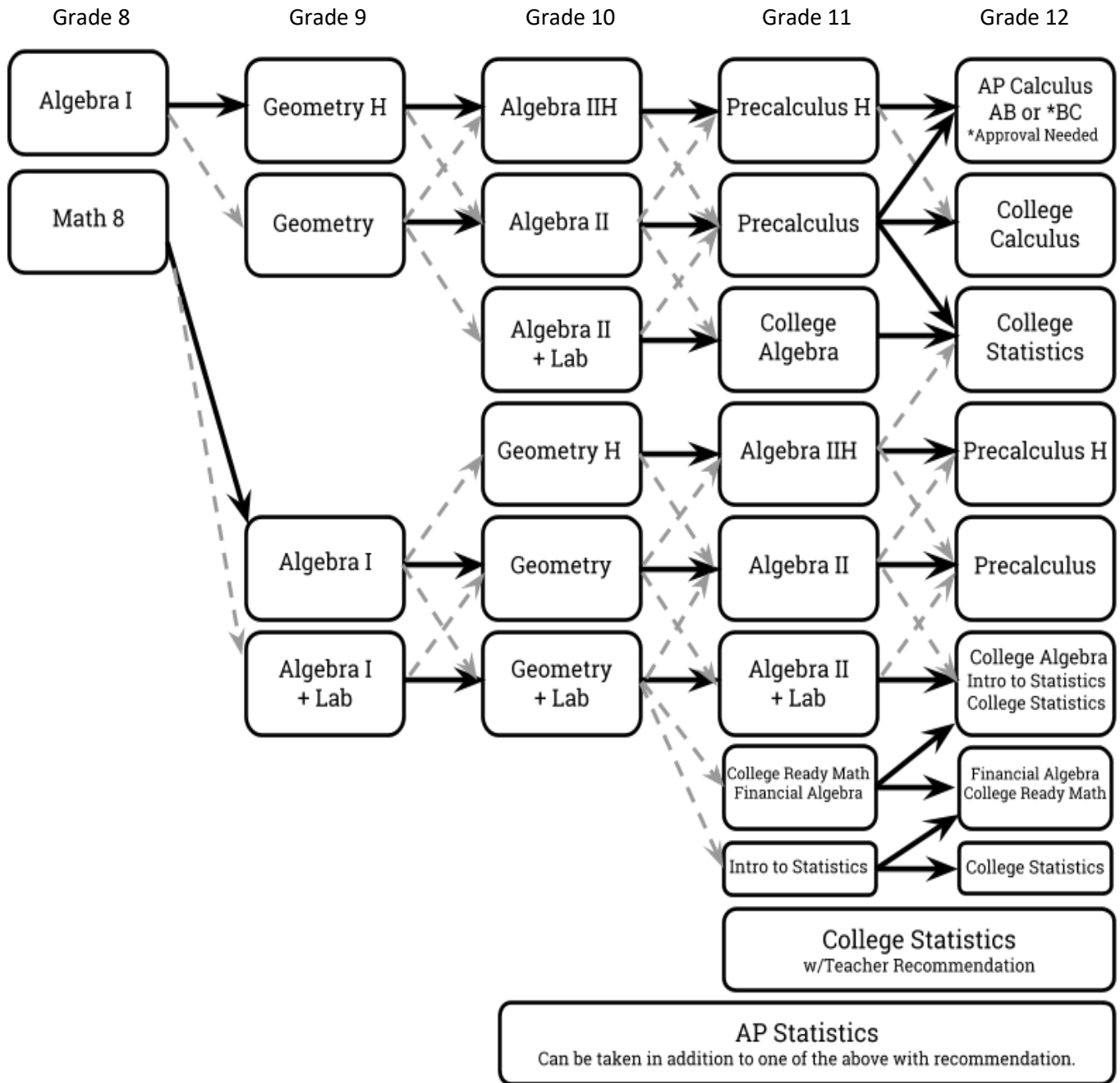
**MATHEMATICS DEPARTMENT**

**Ms. Genevieve LaGattuta, Chairperson**

**[GLagattuta@pobschools.org](mailto:GLagattuta@pobschools.org)**

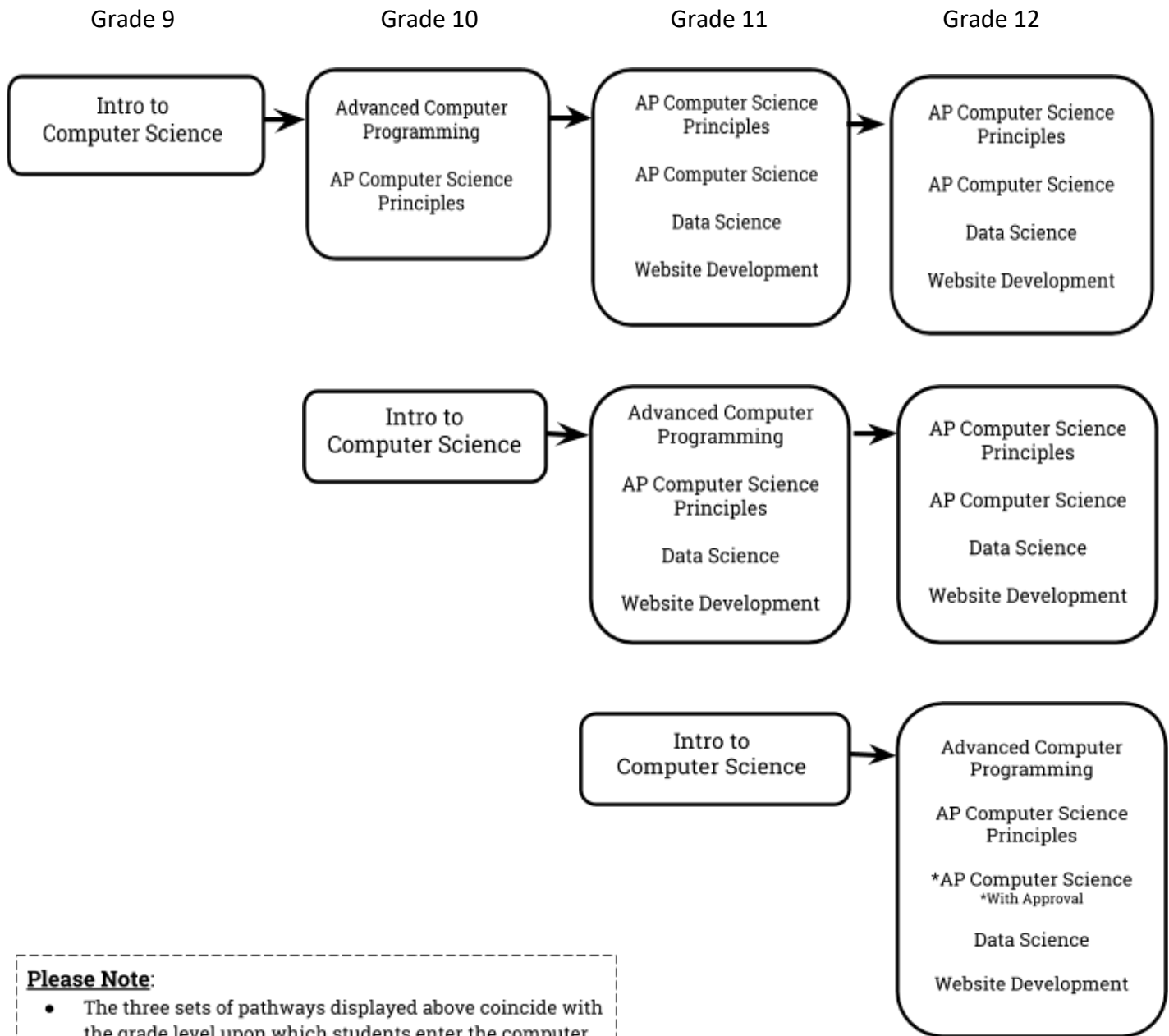
**516-434-3197**

# POB JFK HS Mathematics Flowchart 2019-2020



**Please note:**  
**College Calculus** and **College Statistics** can be taken for college credit through Farmingdale State College.

# POB JFK HS Computer Science Flow Chart 2019-2020



**Please Note:**

- The three sets of pathways displayed above coincide with the grade level upon which students enter the computer science program.
- Data Science and Website Development can be taken concurrently with any other computer science course as early as 11th grade.
- Website Development can be taken for college credit through Farmingdale State College.
- Any of the computer science classes can be taken concurrently with any of the mathematics courses.
- Computer science courses are contained within the Mathematics Department.

# MATHEMATICS

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## ALGEBRA I

**COURSE #:** 301

**CREDIT:** 1

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

**ASSESSMENTS UTILIZED:** Tests and quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

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## ALGEBRA I LAB

**COURSE #:** 301-31

**CREDIT:** 0

**COURSE DESCRIPTION:** The lab serves as a mathematics support class for students in Algebra I. The class meets every other day, on even or odd days, and provides students with additional time to build the foundations necessary for Algebra I. A variety of methods, such as small group instruction and informal assessments, will be used to help reinforce concepts and identify areas where further help may be needed. Students taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.

**ASSESSMENTS UTILIZED:** Formative assessments (i.e. Exit tickets, mini conference, collected practice)

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

**COURSE DESCRIPTION:** Geometry represents the second year of the NYS Revised Learning Standards for high school mathematics. Experiencing an emphasis on congruence, similarity, right triangles, trigonometry and circles, students will prepare to take the Geometry Regents Examination in June. In order to earn a Regents Diploma with Advanced Designation, students must pass all three Regents examinations in mathematics.

**Prerequisite:** Algebra I

**ASSESSMENTS UTILIZED:** Tests and quizzes

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

**COURSE DESCRIPTION:** This course exceeds the requirements of the NYS curriculum for Geometry and is more rigorous than the Regents-level course. Throughout Geometry Honors, students will experience additional topics as well as the exploration of all topics in greater depth. Students will be expected to apply concepts to a variety of situations on homework, tests and quizzes. Geometry Honors is compatible with students who can think outside the box and do not rely on rote to determinate the solution to a problem.

**Prerequisite:** Algebra I

**ASSESSMENTS UTILIZED:** Tests, quizzes and projects

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** 30 minutes/ night

**COURSE EXPECTATIONS:** Students should have exceeded a mastery level 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.

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**GEOMETRY LAB****COURSE #: 303-21****CREDIT: 0**

**COURSE DESCRIPTION:** The lab serves as a mathematics support class for students in Geometry. The class meets every other day, on even or odd days, and provides students with additional time to build the foundations necessary for Geometry. A variety of methods, such as small group instruction and informal assessments, will be used to help reinforce concepts and identify areas where further help may be needed. Students taking Geometry Lab must also be enrolled in Geometry during the same academic year.

**ASSESSMENTS UTILIZED:** Formative assessments (i.e. Exit tickets, mini conferences, collected practice)

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

**COURSE DESCRIPTION:** Algebra II represents the third year of the NYS Revised Learning Standards for high school mathematics. A challenging introduction to Precalculus, Algebra II includes polynomial, quadratic, rational, exponential, logarithmic and trigonometric functions, complex numbers, rational expressions, equations in three variables, inequalities, and a comprehensive introduction to probability and statistics. Students will take the Algebra II Regents Examination in June, and can earn a Regents Diploma with Advanced Designation by passing all three Regents examinations in mathematics.

**ASSESSMENTS UTILIZED:** Tests and quizzes

*Prerequisite:* Geometry AND a passing score on the CC Geometry Regents Examination

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

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**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:** Yes

**HOMEWORK:** Daily

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

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

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**ALGEBRA II LAB****COURSE #: 302-17****CREDIT: 0**

**COURSE DESCRIPTION:** The lab serves as a mathematics support class for students in Algebra II. The class meets every other day, on even or odd days, and provides students with additional time to build the foundations necessary for Algebra II. A variety of methods, such as small group instruction and informal assessments, will be used to help reinforce concepts and identify areas where further help may be needed. Students taking Algebra II Lab must also be enrolled in Algebra II during the same academic year.

**ASSESSMENTS UTILIZED:** Formative assessments (i.e. Exit tickets, mini conferences, collected practice)

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**PRECALCULUS****COURSE #: 318****CREDIT: 1**

**COURSE DESCRIPTION:** This is a rigorous course for students of higher math ability designed to provide a comprehensive preparation for AP Calculus AB or any first semester college level calculus course. 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, but are not limited to matrices, advanced trigonometry, advanced algebra, in-depth analysis of logarithmic and exponential functions and trigonometry, inverse relationships, series and sequences, 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.

*Prerequisite:* Algebra II and proficiency on Algebra II Regents Exam.

**ASSESSMENTS UTILIZED:** Tests and quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Minimum 30 minutes daily. Honors.

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**PRECALCULUS HONORS****COURSE # 313****CREDIT: 1**

**COURSE DESCRIPTION:** This is an extremely rigorous course for students of outstanding math ability. This course covers all of the topics in Precalculus and Differential Calculus. Students are expected to apply concepts covered in class to various types of questions on homework and exams. Precalculus Honors is intended to prepare students for AP Calculus BC.

*Prerequisite:* Algebra II H and mastery on Algebra II Regents Exam.

**ASSESSMENTS UTILIZED:** Tests, quizzes and projects

**SUMMER ASSIGNMENT:** Yes

**HOMEWORK:** Minimum 30 minutes daily

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

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

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**COURSE DESCRIPTION:** This approved course through the University in the High School (UHS) Program at Farmingdale State College includes differentiation of functions of one variable, introduction to integration, and application of differentiation and integration. A graphing calculator is required and will be provided by the District. Being that this course offers concurrent enrollment, students who register with Farmingdale State College, and successfully complete the course, will be eligible to earn undergraduate college credits.

*Prerequisite:* Pre-calculus or Pre-calculus Honors AND teacher recommendation

Cost per credit: \$50

Registration and Payment Deadline: November 15, 2019

**ASSESSMENTS UTILIZED:** Tests and quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

Registration for UHS courses is handled in accordance with SUNY policies. Courses that are dropped during the first week of classes will not appear on a student's transcript. The following financial liability schedule will apply:

- During the first week of classes students will receive a 100% refund for courses that are dropped and for schedules that are cancelled.
- During the second week of classes students will be entitled to a 70% refund.
- During the third week they are entitled to a 50% refund and during the fourth week they are entitled to receive a 30% refund.
- After the fourth week of classes students are fully liable for all program fees.



**COURSE DESCRIPTION:** AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and will make connections amongst these representations. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and will make connections amongst these representations. Students will also use technology to help solve problems, experiment, interpret results and support conclusions. Other aspects of this course include the following:

- Students will utilize the TI-Nspire CX CAS handheld in this course.
- Students are encouraged to take the Advanced Placement Exam in May which is given by the College Board.
- A high score on the AP exam may lead to college credit. (Final decisions on placement and credit are at the discretion of each college/university.)
- Students are expected to apply concepts to various types of rigorous problems on homework assignments and exams.

*Prerequisite:* Precalculus H or Precalculus

**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 9 for further information regarding the AP examination.

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**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 will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and will make connections amongst these representations. Students will also use technology to help solve problems, experiment, interpret results, and support conclusions. Other aspects of this course include the following:

- Students will utilize the TI-Nspire CX CAS handheld in this course.
- Students are encouraged to take the Advanced Placement Exam in May which is given by the College Board.
- A high score on the AP exam may lead to college credit. (Final decisions on placement and credit are at the discretion of each college/university.)
- Students are expected to apply concepts to various types of rigorous problems on homework assignments and exams.

*Prerequisite:* Pre-calculus H

**ASSESSMENTS UTILIZED:** Tests and quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Minimum 30 minutes daily

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

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

Please See page 9 for further information regarding the AP examination.

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**MULTIVARIABLE CALCULUS**  
**(Calculus III) MATH 3040**

**COURSE #:** 319-1

**CREDIT:** 1

**COURSE DESCRIPTION:** Calculus III is an online course offered during the fall semester and taught by a professor at SUNY Empire State College. Locally, students are supported by Dr. Matthew DeMarinis, a Calculus II teacher at Jericho HS, who will meet with students virtually one hour per week, face-to-face two hours per month, and communicate through ongoing discussion threads. This course is the third in a three course Calculus sequence which includes the following topics: functions of several variables, partial derivatives, directional derivatives, maxima and minima of functions of several variables, line integrals, surface integrals, divergence, curl, Green's Theorem, Stokes' Theorem, and applications of double and triple integrals. The primary audience for this course is students who wish to concentrate in either mathematics or applied mathematics. Students concentrating in a tangentially related field, such as physics, may also be interested in this course. Upon the successful completion of this course, students will earn four college credits through SUNY Empire State College.

*Prerequisite:* AP Calculus BC

Cost per credit: \$143

**ASSESSMENTS UTILIZED:** Tests

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

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**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 are encouraged to 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 9 for further information regarding the AP examination.

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**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 may 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, but is not intended for students who have successfully completed Algebra II or higher.

*Prerequisite:* Geometry

**ASSESSMENTS UTILIZED:** Quizzes and tests

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

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

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**INTRODUCTION TO COLLEGE ALGEBRA**

**COURSE #: 314**

**CREDIT: 1**

**COURSE DESCRIPTION:** A fourth year math option, this course emphasizes advanced algebraic applications such as quadratic, polynomial, exponential and logarithmic functions, matrices, and series and sequences. Although students cannot earn college credit for this course, Introduction to College Algebra can be used as one of the three courses needed to graduate with a Regents diploma.

This course is designed for students as a fourth 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 three courses need to graduate with a Regents diploma.

*Prerequisite:* Algebra II or Financial Algebra

**ASSESSMENTS UTILIZED:** Tests and quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Minimum 20 minutes daily

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**COLLEGE READY MATHEMATICS****COURSE # 325****CREDIT: 1**

**COURSE DESCRIPTION:** This course is designed to provide a reinforcement of algebra skills and an in-depth study of trigonometry with additional topics in statistics and matrices. Prior knowledge of trigonometry will be extended to extensive manipulations with trigonometric identities and equations. The statistics portion of this course will relate the visual displays and summary statistics learned in prior courses to exploring data, assessing normality, and examining relationships given bivariate data. College Ready Math could satisfy a student's third credit for mathematics while sufficiently preparing students for the mathematical demands of college courses contained within non-math or science majors.

*Prerequisite:* Geometry

**ASSESSMENTS UTILIZED:** Tests, projects and quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

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

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**INTRO TO STATISTICS****COURSE # 312****CREDIT: 1**

**COURSE DESCRIPTION:** The overarching goal of the course is to help students understand how the process of posing a question, collecting data relevant to that question, analyzing data, and interpreting data can help them find answers to real world problems. Basic statistical concepts and methods will be presented in a manner that emphasizes the principles of data collection and analysis rather than theory. The two major clusters for this course include Data and Probability/Inference. The Data portion of the course includes graphical and numerical summaries to describe the distribution of a variable, the relationship between two variables, the design of surveys and experiments, and the collection of data that is representative of the population. The Probability/Inference portion of the course entails the language of probability, along with the properties of numerical summaries, to draw conclusions about a population and attach a measure of reliability to these conclusions.

**ASSESSMENTS UTILIZED:** Tests, quizzes and projects

*Prerequisite:* Geometry

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

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

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**COURSE DESCRIPTION:** This approved course through the University in the High School (UHS) Program at Farmingdale State College includes basic concepts of probability and statistical inference, binomial, normal and chi-square distributions, and practical applications. Computer assignments using MINITAB or Excel are an integral part of the course. A calculator with two variable statistical capability is required and will be provided by the District. Being that this course offers concurrent enrollment, students who register with Farmingdale State College, and successfully complete the course, will be eligible to earn undergraduate college credits.

Cost per credit: \$50

Registration Payment Deadline: November 15, 2019

*Prerequisites:*

- Grade 11 or Grade 12
- Geometry or Geometry Honors
- Teacher Recommendation

Registration for UHS courses is handled in accordance with SUNY policies. Courses that are dropped during the first week of classes will not appear on a student's transcript. The following financial liability schedule will apply:

- During the first week of classes students will receive a 100% refund for courses that are dropped and for schedules that are cancelled.
- During the second week of classes students will be entitled to a 70% refund.
- During the third week they are entitled to a 50% refund and during the fourth week they are entitled to receive a 30% refund.
- After the fourth week of classes students are fully liable for all program fees.

**ASSESSMENTS UTILIZED:** Tests, projects and quizzes.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Minimum 30 minutes daily

For more information, refer to page 9 of the Curriculum Guide.

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**INTRODUCTION TO COMPUTER SCIENCE**  
**GRADES 9,10,11 AND 12**

**COURSE #:** 625

**CREDIT:** 1

**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.

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**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 Python and other advanced programming languages 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 collaboration opportunities with their peers.

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**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. This 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. Students are encouraged to take the Advanced Placement Computer Science Principles exam.

*Prerequisite:* Mastery in Intro to Computer Science

**ASSESSMENTS UTILIZED:** Tests, quizzes and projects

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

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

Please See page 9 for further information regarding the AP examination.

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**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. This course is recommended for students who plan to pursue advanced programming courses in college. Students are encouraged to take the Advanced Placement Computer Science exam using the Java language.

*Prerequisite:* Intro to Computer Science

**ASSESSMENTS UTILIZED:** Tests, quizzes and projects

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Long and short-term assignments

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

Please See page 9 for further information regarding the AP examination.

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**COURSE DESCRIPTION:** This higher-level course is an excellent choice for students in 11<sup>th</sup> or 12<sup>th</sup> grade looking to pursue a career in engineering, mathematics, technology and / or computer science. Incorporating differentiated coding experiences to accommodate students from various backgrounds and levels, the introductory portion of CS DATA Analysis will extend to using MS Excel to write formulas and analyzing / presenting data. The essence of this course lies in coding in a software that is familiar to engineers and scientists known as MATLAB. Throughout this course, students will utilize MATLAB and applied mathematics to examine problems related to engineering and analyze data from aggregate data sources related to scientific data. Resources will include, but are not limited to, MATLAB support, software engineering connections through code.org and Cradle of Aviation Museum – LI STEM Hub.

*Prerequisite:* Intro to Computer Science AND Grade 11 or Grade 12

**ASSESSMENTS UTILIZED:** Tests, quizzes and projects

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Long and short-term assignments

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

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**COURSE DESCRIPTION:** This approved one-semester course through the University in the High School (UHS) Program at Farmingdale State College is an introductory course in Web page authoring in which students will create Web pages using HTML (HyperText Markup Language), CSS (Cascading Style Sheets) and JavaScript. In addition to the introductory topics of changing text appearance, creating hyperlinks, and inserting images into a Web page, advanced topics such as layout, tables, and forms will also be covered. Being that this course offers concurrent enrollment, students who register with Farmingdale State College, and successfully complete the course, will be eligible to earn three undergraduate college credits.

Cost per credit: \$50

Registration and Payment Deadline: November 15, 2019

*Prerequisites:*

- Grade 11 or Grade 12
- Intro to Computer Science
- Teacher Recommendation

Registration for UHS courses is handled in accordance with SUNY policies. Courses that are dropped during the first week of classes will not appear on a student's transcript. The following financial liability schedule will apply:

- During the first week of classes students will receive a 100% refund for courses that are dropped and for schedules that are cancelled.
- During the second week of classes students will be entitled to a 70% refund.
- During the third week they are entitled to a 50% refund and during the fourth week they are entitled to receive a 30% refund.
- After the fourth week of classes students are fully liable for all program fees.

**ASSESSMENTS UTILIZED:** Tests, quizzes and projects

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

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

For more information, refer to page 10 of the Curriculum Guide.

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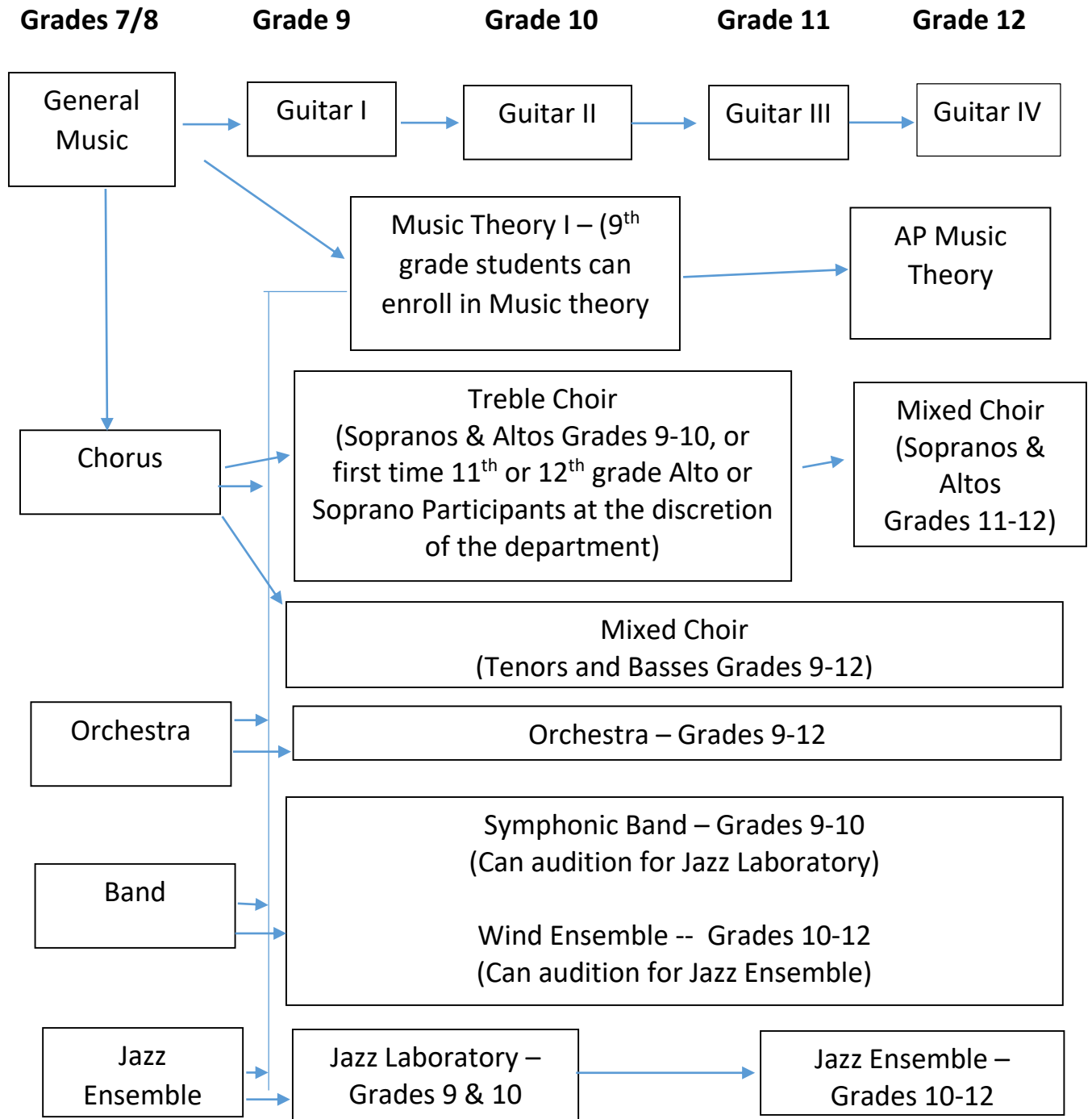
# **MUSIC DEPARTMENT**

**Mr. Michael Rodgers, Director**

[MRodgers@pobschools.org](mailto:MRodgers@pobschools.org)

**516-434-3045**

# Music



Note: HS Band or Orchestra students can concurrently take Treble or Mixed Choir; and HS Band students can take a Jazz Ensemble while also being enrolled in Symphonic Band or Wind Ensemble, as well as, choir.

All students taking an AP class take the AP examination.



# MUSIC

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

**COURSE DESCRIPTION:** A rudiments course that is designed for students grades 9-12 with formal training in performing music, as well as, contextual and conceptual musical theory based on the westernization of music theory. Course content will include basic harmony, keyboard harmony, ear training, sight reading and sight singing.

**ASSESSMENTS UTILIZED:** Exams, homework, midterm and final 4<sup>th</sup> Quarter project-report (given orally in class and written project handed in), Smart Music, Flat.io, Google Classroom, Sound Trap.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Yes

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

**COURSE DESCRIPTION:** This course integrates aspects of melody, harmony, texture, rhythm, forms 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 AP Music Theory should consult with the instructor to see if this is an appropriate course.

*Prerequisite:* Music Theory I

**ASSESSMENTS UTILIZED:** Exams, homework, Smart Music Assignments, Flat.io Composition, Google Classroom, Sound Trap, midterm exam, 4<sup>th</sup> Quarter project report, original composition in lieu of a final exam.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Yes

Please See page 8 for further information regarding the AP examination

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

**COURSE DESCRIPTION:** A choral group of soprano and alto voices open to 9<sup>th</sup> and 10<sup>th</sup> graders and first time alto and soprano vocal students in 11<sup>th</sup> and 12<sup>th</sup> grade; the appropriate voice part of a singer is designated at the sole discretion of the teacher and music department based on the vocal health of each singer. 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. While no audition is required, acceptance into the ensemble is by the permission of the Treble Choir teacher and music department. The Treble Choir is a gender neutral ensemble.

**ASSESSMENTS UTILIZED:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom, individual vocal assessments based on growth, ensemble vocal test, written test, concerts

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

**HOMEWORK:** Smart Music assignments, aural training exercises, solo repertoire practice, lyric memorization, music-reading exercises, Google Classroom assignments, sight-reading assignments, concert attendance (Winter, Spring, and any additional concerts)

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**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 with at least one year of vocal training and at the discretion of the vocal music department. It is also open to tenors and basses in grades 9-12; the choir offers students an opportunity to enjoy and appreciate the very best 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 after school, 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. While no audition is required, acceptance into the ensemble is by permission of the Mixed Choir teacher and music department. The Mixed Choir is a gender neutral ensemble.

**ASSESSMENTS UTILIZED:** Sight-reading, Smart Music, Flat.io, Sound Trap, Sight Reading Factory, Google Classroom, individual vocal assessments based on growth, ensemble vocal test, written test, concerts

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

**HOMEWORK:** Smart Music assignments, aural training exercises, solo repertoire practice, lyric memorization, music-reading exercises, Google Classroom assignments, sight-reading assignments, concert attendance (Winter, Spring, and any additional concerts)

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

**COURSE DESCRIPTION:** A 9<sup>th</sup> and 10<sup>th</sup> grade 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 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 after school, evenings and / or weekends. All after school 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. 9<sup>th</sup> and 10<sup>th</sup> grade students may also audition for the “Wind Symphony” select ensemble.

*Prerequisite:* Middle School Band or equal band experience from another school (i.e., private, transfer student from another district, etc., will be at the discretion of the band director and music director)

**ASSESSMENTS UTILIZED:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom, solo vocal test, ensemble vocal test, written test, concerts, students will be required to bring Chromebooks to class as well.

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

**HOMEWORK:** Smart Music assignments, daily rehearsal, sight-reading assignments

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

**COURSE DESCRIPTION:** An 11<sup>th</sup> and 12<sup>th</sup> grade performing ensemble open to all woodwind, brass and percussion players through audition and articulation. 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 after school, evenings and / or weekends. All after school 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. 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 the permission of the Wind Ensemble teacher and music department. 11<sup>th</sup> and 12<sup>th</sup> Grade Students may also audition for the “Wind Symphony” select ensemble.

*Prerequisite:* Symphonic Band or equal band experience from another school (i.e., private, transfer student from another district, etc., will be at the discretion of the band director and music director)

**ASSESSMENTS UTILIZED:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom, solo vocal test, ensemble vocal test, written test, concerts, students will be required to bring Chromebooks to class as well.

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

**HOMEWORK:** Smart Music assignments, daily rehearsal, sight-reading assignments

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**JAZZ LABORATORY****COURSE #: 860-1****CREDIT: ½**

**COURSE DESCRIPTION:** This is the first of two instrumental jazz ensembles, primarily for 9<sup>th</sup> grade students. This class is designed to allow students to begin learning the basics of jazz theory and improvisation, and will help assimilate students into the upper level Jazz 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 after school, evenings and/or weekends. All after school 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 – except guitars and basses (which can be admitted at the discretion of the band director and music department).

**ASSESSMENTS UTILIZED:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom solo vocal test, ensemble vocal test, written test, concerts

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Smart Music assignments, daily rehearsal, sight-reading assignments

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**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 after school, evenings and / or weekends. All after school and evening performances / activities will be announced well in advance. Admission is through audition which takes place the first week of school. Students in 10<sup>th</sup> grade may begin to audition for the Jazz Ensemble and admittance will be at the discretion of the Jazz Band Director and Music Department.

*Prerequisite:* Students must also be enrolled in Symphonic Band or Wind Ensemble while in the Jazz Ensemble and have taken the Jazz Laboratory Class – except guitars and basses (which can be admitted at the discretion of the band director and music department).

**ASSESSMENTS UTILIZED:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom solo vocal test, ensemble vocal test, written test, concerts

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Smart Music assignments, daily rehearsal, sight-reading assignments

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**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 after school, evenings and / or weekends. All after school 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 the musical abilities. Acceptance into the Orchestra is by articulation from the 8<sup>th</sup> grade orchestra program or permission of the orchestra director and music department.

*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:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom, concerts

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**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:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom, solo vocal test, ensemble vocal test, written test, concerts

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**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:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom, solo vocal test, ensemble vocal test, written test, concerts

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**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, Ellington and Jobim, as well as 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:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom, solo vocal test, ensemble vocal test, written test, concerts

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**GUITAR IV****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 at the most advanced level. They will use combinations of guitars, bass guitars, rhythm tracks and percussion as the work focuses on pop, folk, classical, now including jazz voicings and additional alternative styles of music. The music of Segovia, Taregga, Clapton, Hendrix, Metheny, Montgomery, 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.

*Note: This course is concurrently run with Guitar III and coursework is differentiated by the teacher.*

*Prerequisite:* Guitar III

**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:** Sight-reading, Smart Music, Sight Reading Factory, Flat.io, Sound Trap, Google Classroom, solo vocal test, ensemble vocal test, written test, concerts

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**PHYSICAL EDUCATION, HEALTH &  
ATHLETICS DEPARTMENT**

**Mr. Joseph Braico, Director**

[JBraico@pobschools.org](mailto:JBraico@pobschools.org)

**516-434-3100**

# PHYSICAL EDUCATION, HEALTH & ATHLETICS

Mr. Joseph Braico, Director

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(516)434-3100

## Physical Education

<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> and 12<sup>th</sup> Grade</u>
9 <sup>th</sup> Grade Survey	10 <sup>th</sup> Grade Survey	Lifetime Sports
	Competitive Sports	Competitive Sports
Beginners Yoga	Beginners Yoga	Beginners Yoga
Yoga Fusion	Advanced Yoga	Advanced Yoga
	Yoga Fusion	Yoga Fusion
Beginner Weight Training	Beginner Weight Training	Beginner Weight Training
	Advanced Weight Training	Advanced Weight Training
	Core Fitness	Core Fitness
	CrossFit	CrossFit
Dance Survey	Dance Survey	Dance Survey
		Tap
		Aquatic Training
		Fit For Life

# PHYSICAL EDUCATION

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## BEGINNER WEIGHT TRAINING

**COURSE #:** 918F, 918S

**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.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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## DANCE SURVEY GR. 9-12

**COURSE #:** 910F, 910S

**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.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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## LIFETIME SPORTS

**COURSE #:** 919F, 919S

**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 and knowledge into these activities.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**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. Then course is open to all ninth graders and will offer activities such as: fitness training, weight training, team sports, adventure education and aquatics.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**TAP DANCE GR. 11-12**

COURSE #: 914F, 914S

**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.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**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.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**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.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**ADVANCED WEIGHT TRAINING GR. 10-12****COURSE #:** 916F, 916S**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 recommendation / Beginner Weight Training

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**CROSSFIT GR. 10-12****COURSE #:** 911F, 911S**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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**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.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**PERSONAL TRAINING GR. 12****COURSE #:** 918F, 918S**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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**COMPETITIVE SPORTS STRATEGIES AND SKILLS** **COURSE #:** 924F, 924S**CREDIT:** ½**GRADE 9-12**

**COURSE DESCRIPTION:** Competitive Sport Strategies and Skills is a rigorous elective. Traditional team sports such as football, basketball, volleyball, floor hockey and softball will be offered as well as lifetime fitness activities. Emphasis will be placed on skill development and game strategy. Time will be taken to introduce coaching philosophies as well as officiating responsibilities. The Sport Education model will be followed for student lead practice development. Daily participation, cooperation and effort are key components of this class, along with periodic skill, written and physical fitness tests.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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**YOGA FUSION GR. 10-12**

**COURSE #:** 905F, 905S

**CREDIT:** ½

**COURSE DESCRIPTION:** Yoga Fusion is a trend that blends yoga poses with other fitness regiments such as Pilates, strength training, dance and kickboxing. It's a great fitness routine for advanced or beginners. Students will increase their muscular strength, muscular endurance and flexibility.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Occasional assignments

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# HEALTH

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**HEALTH 9/10****COURSE #:** 925**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.

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**HEALTH 12****COURSE #:** 920**CREDIT:** ½

**COURSE DESCRIPTION:** The goal of the 12<sup>th</sup> 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 12<sup>th</sup> 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

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**TRENDS IN SOCIAL MEDIA AND  
MENTAL HEALTH****COURSE #:** 926**CREDIT:** ½

**COURSE DESCRIPTION:** This course will explore how recent advancements in society, culture and technology have impacted the mental health of adolescents and young adults. Emphasis will be placed on enhancing student capability to cope with the various and ever changing stressors of everyday living in our daily lives. Students will explore both positive and negative impacts of social media. Students will also spend time learning and practicing various mindfulness techniques.

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## **RESEARCH**

**Mrs. Joyce Barry, Chairperson**

**Ms. Maria Carnesi, Chairperson**

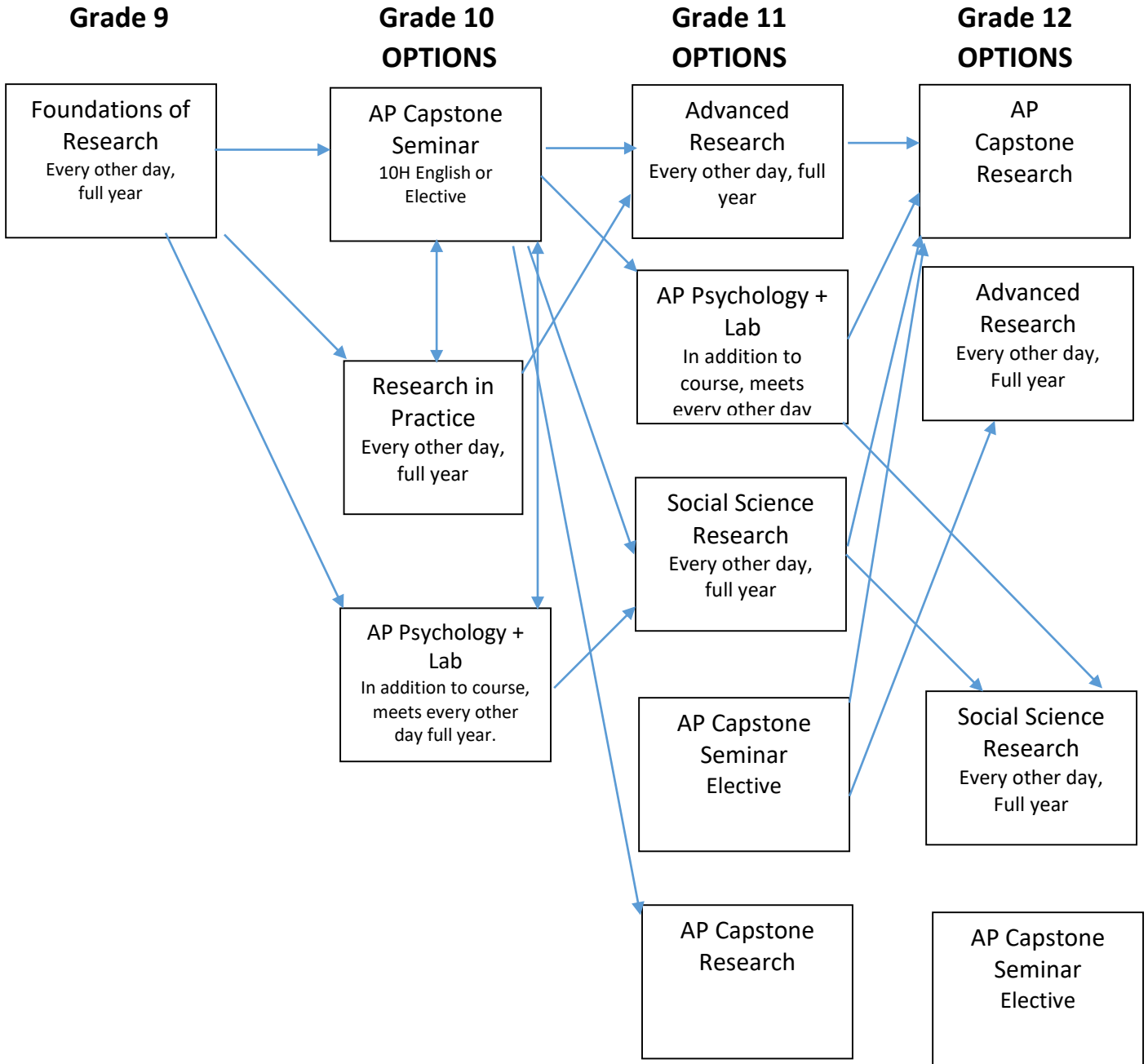
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# RESEARCH



# RESEARCH

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Plainview-Old Bethpage John F. Kennedy High School provides students with multiple opportunities to develop lifelong research skills. The range of courses enables students to explore and pursue areas of individual interests. Our research courses develop foundational skills, provide opportunities for practical applications, and submission / participation in regional, national and international science, math, social science and historical competitions.

The preceding flow chart outlines possible pathways currently being offered.

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**FOUNDATIONS OF RESEARCH**  
**GRADES 9, 10 AND 11****COURSE #:** 129-4**CREDIT:** ½

**COURSE DESCRIPTION:** Foundations of Research is a course that will introduce students to the fundamental skills necessary for conducting successful research. The course is designed to teach many of the skills that students need to be successful not only in the research field, but also in all facets of their life. It will prepare them, in the future, to design individual and team research projects and to work in a research setting with mentors or on a survey based social science study. Students will learn time management skills, how to effectively use professional and general journal articles, how to write research papers, how to make professional presentations, and how to properly use statistical methods to analyze data. They will produce a series of research projects that will practice research skills such as developing research questions, analyzing sources and creating evidence based arguments. Projects will involve conducting a variety of experiments in the science, math and social science areas. Presentations of findings will be delivered in a myriad of styles that may include PowerPoint / Keynote, documentary film making, debate and poster presentations. This course will allow students to explore their interest in science, technology, mathematics, literature, history, psychology, anthropology, sociology, political science and/or economics. Projects and competitions may include: eCybermission, Andromeda, National History Day and Google Science Fair.

*Prerequisite:* None

**ASSESSMENTS UTILIZED:** Project based

**SUMMER ASSIGNMENT:**

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

See Research Flow Chart on Page 122 for suggested research pathways.

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**RESEARCH IN PRACTICE**  
**GRADES 10 AND 11**

**COURSE #:** 129-5

**CREDIT:** ½

**COURSE DESCRIPTION:** Research in Practice will enable students to build on and put into practice the skills and objectives introduced in the Foundations of Research course. Students work in teams to develop and conduct independent research projects that have the potential to be submitted and presented at local and/or national competitions. This course is for students who have strong science and math skills, and have demonstrated the passion and drive to work on college level research in a lab setting as well as in school projected based activities. Potential competitions are: Molloy College Science Fair and the Long Island Science Congress.

*Prerequisite:* Successful completion of Introduction to Independent Research

**ASSESSMENTS UTILIZED:** Project based

**SUMMER ASSIGNMENT:**

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

See Research Flow Chart on Page 122 for suggested research pathways.

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**ADVANCED INDEPENDENT RESEARCH**  
**GRADES 11 AND 12**

**COURSE #:** 129

**CREDIT:** 1

**COURSE DESCRIPTION:** This course is offered to students who participated in Research before and are ready to write a comprehensive scientific paper. Students must submit their research papers with all supporting documents to major competitions such as the Regeneron Students Talent Search, Siemens Math, Science and Technology Competition, Long Island Science and Engineering Fair (LISEF), International Science and Engineering Fair (ISEF) and many more. Students write a comprehensive research paper and will present their findings via presentation board, oral and visual presentations. Students enrolled in this course must make the commitment and have the passion to work with a mentor in a lab setting. \*12<sup>th</sup> graders who have successfully completed AP Capstone Seminar should take AP Capstone Research as their 12<sup>th</sup> grade component.

*Prerequisite:* Successful completion of at least one year of Independent Research

**ASSESSMENTS UTILIZED:** Project based

**SUMMER ASSIGNMENT:**

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

See Research Flow Chart on Page 122 for suggested research pathways.

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**ADVANCED PLACEMENT PSYCHOLOGY**  
**+ AP PSYCHOLOGY LAB**  
**GRADES 10 and 11**

**COURSE #:** 129-2

**CREDIT:** 1½

**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 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 weighting for the research component. Students are expected to take the AP exam in May as outlined on Page 9.

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

**SUMMER ASSIGNMENT:** No summer assignment prior to summer paper editing

**HOMEWORK:** Daily – approximately one hour

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

See Research Flowchart on page 122 for suggested research pathways.

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**SOCIAL SCIENCE RESEARCH LAB**  
**GRADES 11 and 12**

**COURSE #:** 129-3

**CREDIT:** ½

**COURSE DESCRIPTION:** This is a half-year 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 social science fairs.

Prerequisites: AP Psychology and AP Psychology & Lab

**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:** Dependent on the amount of competition participation.

See Research Flowchart on page 122 for suggested research pathways.

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**COURSE DESCRIPTION:** In this foundational course students will develop critical thinking skills that will foster independent thinking and analyzing issues for 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, the 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 11<sup>th</sup> or 12<sup>th</sup> 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:** Yes

**COURSE EXPECTATIONS:** **AP CAPSTONE: SEMINAR** is appropriate for students who have achieved excellence in their 9<sup>th</sup> grade classes and are motivated to increase their degree of preparedness for advanced study.

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

See Research Flowchart on page 122 for suggested research pathways.

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AP Capstone Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio.

**ASSESSMENTS UTILIZED:** The course culminates in an academic paper of approximately 4,000-5,000 words (accompanied by a performance or exhibition of product where applicable) and a 15-20 minute presentation with an oral defense.

**SUMMER ASSIGNMENT:** Yes

**COURSE EXPECTATIONS:** AP Capstone Research is appropriate for students who have achieved excellence in their AP Capstone Seminar class and are motivated. Students should be avid readers and writers. They will be expected to read and interpret challenging texts both in class and independently. For students and parents unsure about the suitability of the course, consultation with Department Chair and School Counselor is recommended.

*Please note: Students who complete AP Capstone Seminar are invited to take AP Capstone Research in their 11<sup>th</sup> or 12<sup>th</sup> 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.*

*Prerequisite:* AP Capstone Seminar

See Research Flowchart on page 122 for suggested research pathways.

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**COURSE DESCRIPTION:** Foundations of Research is a course that will introduce students to the fundamental skills necessary for conducting successful research. The course is designed to teach many of the skills that students need to be successful not only in the research field, but also in all facets of their life. It will prepare them, in the future, to design individual and team research projects and to work in a research setting with mentors or on a survey based social science study. Students will learn time management skills, how to effectively use professional and general journal articles, how to write research papers, how to make professional presentations, and how to properly use statistical methods to analyze data. They will produce a series of research projects that will practice research skills such as developing research questions, analyzing sources and creating evidence based arguments. Projects will involve conducting a variety of experiments in the science, math and social science areas. Presentations of findings will be delivered in a myriad of styles that may include PowerPoint/Keynote, documentary film making, debate and poster presentations. This course will allow students to explore their interest in science, technology, mathematic, literature, history, psychology, anthropology, sociology, political science and/or economics. Projects and competitions may include: eCybermission, Andromeda, National History Day and Google Science Fair.

**ASSESSMENTS UTILIZED:** Inquiry-based research projects and various writing tasks.

*Prerequisite:* None

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Approximately two to three times a week.

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

See Research Flowchart on page 122 for suggested research pathways.

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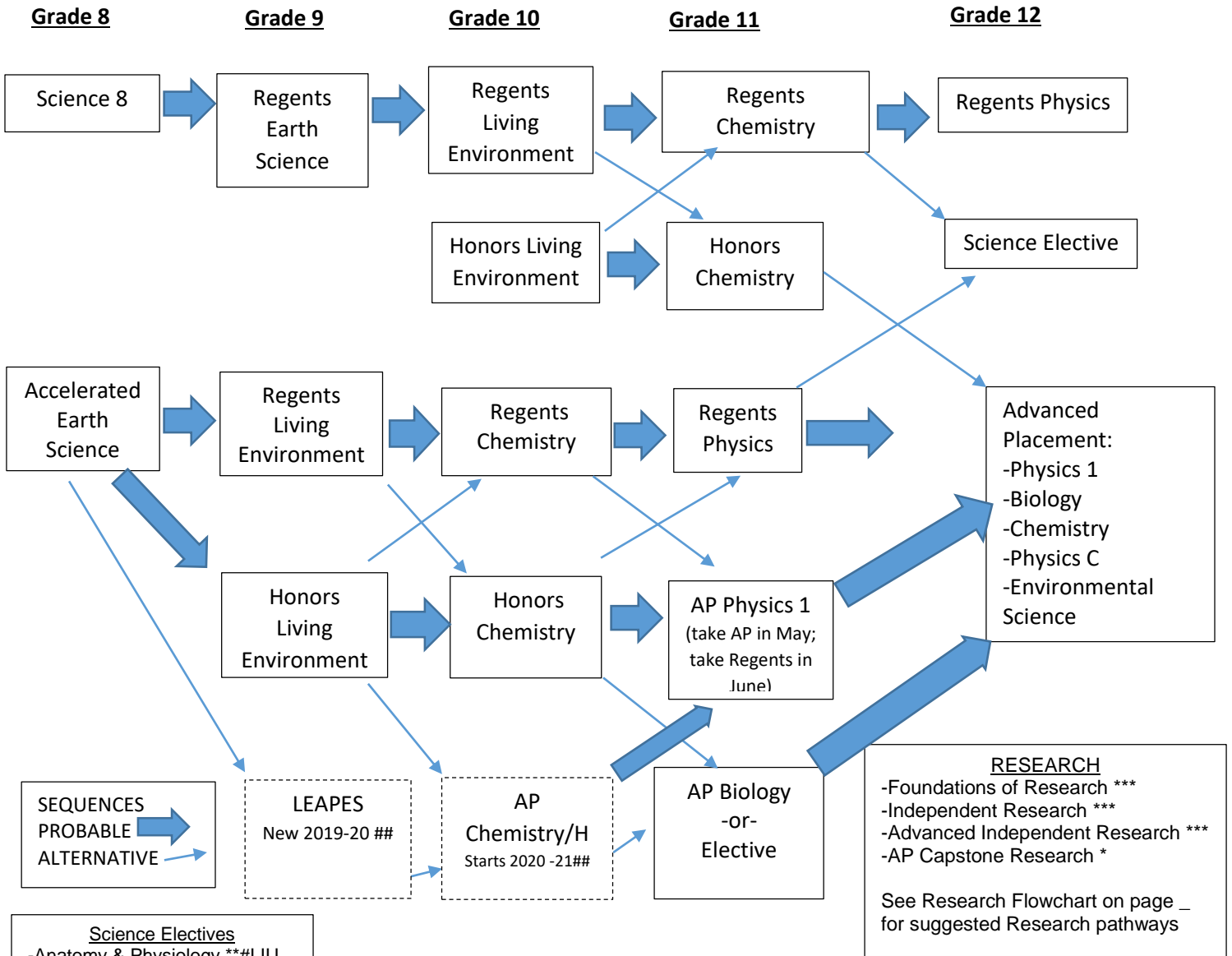
# **SCIENCE, RESEARCH & TECHNOLOGY**

**Mrs. Joyce Barry, Chairperson**

[JBarry@pobschools.org](mailto:JBarry@pobschools.org)

**516-434-3191**

# SCIENCE



- Science Electives
- Anatomy & Physiology \*\*#LIU
  - Applied Science \*
  - Astronomy \*\*\*
  - Biotechnology/DNA Science \*\*\*
  - Careers in Engineering \*\*\*
  - EMT
  - Forensic Science \*\*\*
  - Health Related Careers \*\*\*#LIU
  - Science of Long Island \*
  - Energy for the Future \*\*\*

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

- STEM Electives
- Aeronautics \*
  - Green Technology \*
  - Modern Manufacturing \*
  - College Engineering\*#Hofstra
  - Energy for Future \*\*\*

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

\* Single period daily  
 \*\* Lab class, double-period every other day  
 \*\*\* Every other day class  
 # College Credit  
 ## Pending BOE approval

Students pursuing Accelerated / Honors classes are encouraged to take Independent Research

# SCIENCE

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**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.

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**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:** Yes –Read the following book – *A Crack In Creation*, Authors: Jennifer A. Doudna, Samuel H. Sternberg. Assignment will be posted on district website in May. Assignment will be due second week of school.

**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 9 for further information regarding the AP examination.

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**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 experiments 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 (85 or higher) 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.

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**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.

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**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 including multiple-choice questions, constructed response, balancing equations, short answers and essay questions.

**SUMMER ASSIGNMENT:** Yes – to be posted on district website.

**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 8 for further information regarding the AP examination.

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

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**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 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.

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**ADVANCED PLACEMENT PHYSICS C + LAB****COURSE #:** 417-1, 417-2**CREDIT:** 1

**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 9 for further information regarding the AP examination.

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**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, waves and light and electricity and magnetism 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:** Yes – to be posted on district website.

**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 9 for further information regarding the AP examination.

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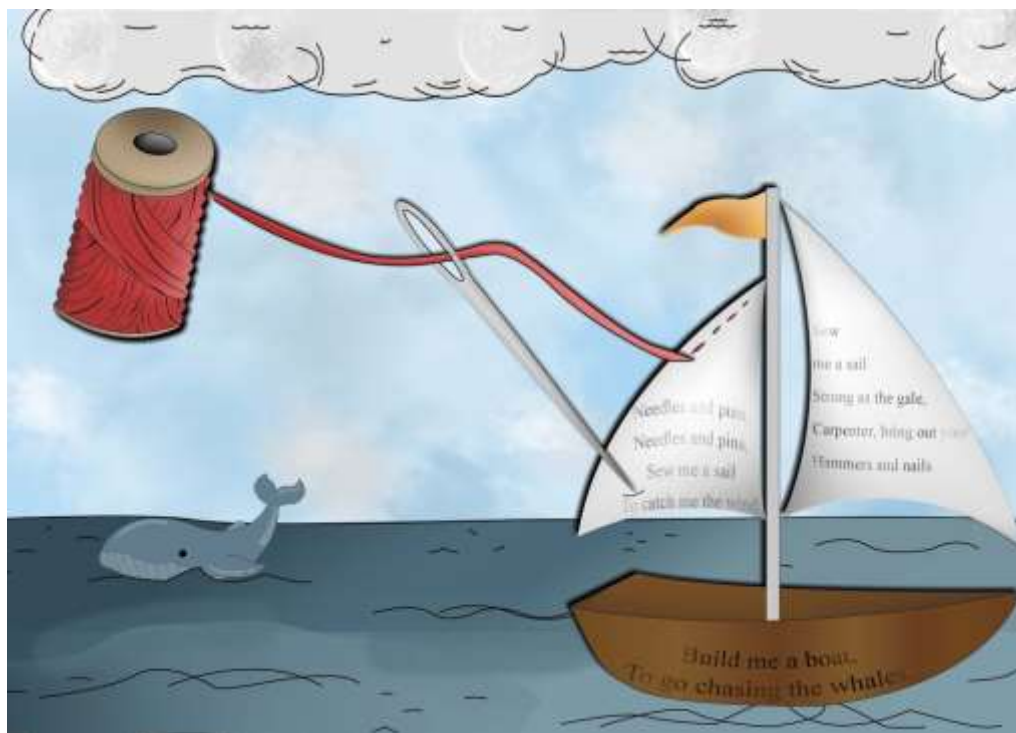
**COURSE DESCRIPTION:** This course is a high school level introductory survey of Physics that exceeds the requirements of the New York State Core Curriculum for the Physical Science / Physics Regents. It requires the application of algebra and trigonometry, but not calculus. Topics covered in this course 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.

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**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.

**ASSESSMENTS UTILIZED:** Multiple choice, short answer, free response, projects and long-term research required.

**SUMMER ASSIGNMENT:** TBD

**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 8 for further information regarding the AP examination.

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**LEAPES**

**COURSE #: 420-1**

**CREDIT: 1**

**(Living Environment H/AP Environmental Science)**

**COURSE DESCRIPTION:** This most rigorous course follows a combined curriculum outlined by New York State and the College Board. A college textbook is utilized. Homework, laboratory work, reports and study requirements are all college-level. The course is designed to explore environmental topics at a rigor equivalent to that of a first-year college course. Due to the fast pace and depth of material, extensive work outside the classroom and during the summer will be required. Topics include: forms of pollution, population growth, the use of natural resources, genetics, evolution, biochemistry, and ecology. Topics and laboratory work in this class will allow students to understand the interrelationships of the natural world, to identify and to analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving them. Students are required to take the AP Environmental Science exam in May and the Living Environment Regents exam and SAT Biology Subject test in June. Students enrolled in the course must successfully complete a minimum of 1,200 minutes of hands-on laboratory work. **This course is not eligible for self-selection.**

*Prerequisites:* 90 or better test average in Accelerated ES and Accelerated Math in 8<sup>th</sup> grade and teacher recommendation. **This course is not eligible for self-selection.**

**ASSESSMENTS UTILIZED:** Formative, Summative and Performance Based

**SUMMER ASSIGNMENT:** TBD

**HOMEWORK:**

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## SCIENCE ELECTIVES

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**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.

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

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

**SUMMER ASSIGNMENT:** None

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

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**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 complexity of the material students must be prepared to study and do work outside of class on a regular basis. This course is running in partnership with Long Island University. The students may choose to earn 4 college credits per semester at a rate of \$290 per semester, 8 credits total for the year for \$580 (students can still take this course if they choose not to pay for the LIU credits). Students requesting this course must have scored at mastery level on the Living Environment Regents and should be excelling in Regents or Honor Chemistry when they register for this course.

*Prerequisite:* Mastery completion of Regents Living Environment and Chemistry.

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

**SUMMER ASSIGNMENT:** None

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

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**BIOTECHNOLOGY / DNA SCIENCE****COURSE #: 445****CREDIT: ½**

**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 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.

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

**COURSE DESCRIPTION:** This 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.

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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Homework will be assigned on a regular basis.

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**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.

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

**COURSE DESCRIPTION:** This science elective is open only to seniors that will reach their 18<sup>th</sup> 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.

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**HEALTH RELATED CAREERS****COURSE #:** 444**CREDIT:** LIU 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.

Students may pursue college credit for this course through the Long Island University (LIU) High School Honors Program (3 credits \$290).

*Prerequisite:* Students must have completed their graduation requirement for graduation.

**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.

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**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. This course is co-taught with Technology.

*Prerequisite:* Successful completion of Earth Science & Living Environment

**ASSESSMENTS UTILIZED:** Projects, exams, homework, class participation and practical application

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Homework will be assigned on a regular basis.

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**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 renewal 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. This class is co-taught with Technology.

**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.

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**CAREERS IN ENGINEERING GR 11-12****COURSE #: 603****CREDIT: ½**

**COURSE DESCRIPTION:** This course is to provide students with a sampling of what a career in engineering could entail. Students will learn about various types of engineers, the expectations for each area, the education and expectations for success in those areas. Students will be assigned projects that involve researching specific industries and how the field of engineering has evolved over time.

**ASSESSMENTS UTILIZED:** Project-based.

*Prerequisite:* None

**SUMMER ASSIGNMENT:** None

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

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**ENERGY FOR THE FUTURE****COURSE #: 418****CREDIT: ½**

**COURSE DESCRIPTION:** This course introduces students to a myriad of modern energy models that are emerging in the world's efforts to create clean alternative forms of energy. Students will study energy consumption, renewable energy systems and careers that cater to this industry. Project-based learning will facilitate instruction where students will demonstrate the concepts taught by creating replicas and models. Students will demonstrate their knowledge in a variety of platforms.

*Prerequisite:* Completed Science graduation requirements

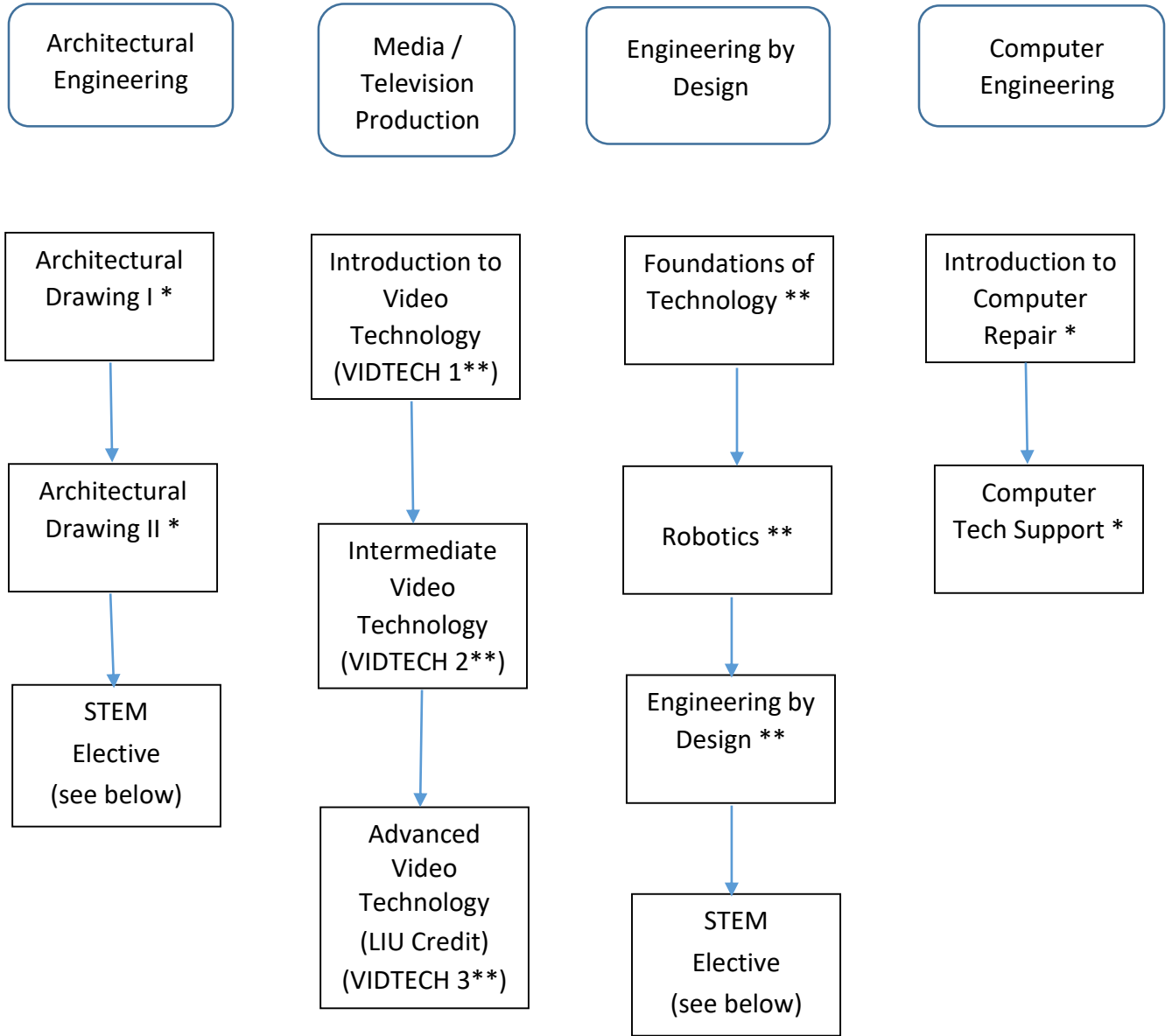
**ASSESSMENTS UTILIZED:** Formative, Summative and Performance Based

**SUMMER ASSIGNMENTS:** None

**HOMEWORK:** Homework will be assigned on a regular basis.

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# TECHNOLOGY



\* ½ credit

\*\* 1 credit

- STEM Electives

  - Modern Manufacturing \*
  - Aeronautics \*\*
  - Green Technology \*\*
  - Careers in Engineering \*

# TECHNOLOGY

## ARCHITECTURAL DESIGN

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### 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 and 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 and drawings; topographical model; structure models; dream house design

**SUMMER ASSIGNMENT:** None

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

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### 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 and 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 and lighting. This is for the student has that passion to work as an Architectural Engineer.

*Prerequisite:* Architectural Drawing I

**ASSESSMENTS UTILIZED:** Projects, plans and drawings; structure models; school improvement project.

**SUMMER ASSIGNMENT:** None

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

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## MEDIA / TELEVISION PRODUCTION

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**INTRODUCTION TO VIDEO TECHNOLOGY**  
**(GR 9-12) VIDTECH 1****COURSE #:** 611**CREDIT:** 1

**COURSE DESCRIPTION:** In this introductory Video Technology course students will learn basics of camera use, editing techniques, shooting techniques, graphics (titles, credits), editing effects, audio production, visual storytelling and media literacy. Students enrolled in this course must have passion to work collaboratively with others.

*Prerequisite:* None

**ASSESSMENTS UTILIZED:** project based

**SUMMER ASSIGNMENT:** None

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

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**INTERMEDIATE VIDEO TECHNOLOGY**  
**(GR 10-12) VIDTECH 2****COURSE #:** 613**CREDIT:** 1

**COURSE DESCRIPTION:** In this introductory Video Technology course students will learn audio production, lighting techniques, VFX, advanced editing techniques, graphics, green screen, advanced visual storytelling and media literacy. Students enrolled in this course must have passion to work collaboratively with others.

*Prerequisite:* None

**ASSESSMENTS UTILIZED:** project based

**SUMMER ASSIGNMENT:** None

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

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**ADVANCED VIDEO TECHNOLOGY**  
**(GR 10-12) VIDTECH 3**

**COURSE #:** 612-4

**CREDIT:** 1

**COURSE DESCRIPTION:** This Advanced Video Technology class is designed to support students with a passion to work in the multimedia industry. Students will focus on their personal portfolio development. This course builds on the skills developed in the introductory and intermediate media classes. There is a strong emphasis on preproduction, advanced audio production, advanced visual storytelling, lighting techniques, film/television criticism, medial literacy and live broadcastings. College credit may be pursued as part of the Long Island University High School Honors Program.

*Prerequisite:* Successful completion of Introduction and Intermediate Video Technology classes.

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

**SUMMER ASSIGNMENT:** None

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

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**HISTORY OF FILM**  
**GR 10-12**

**COURSE:** 610-2

**CREDIT:** ½ Fall/Spring

**COURSE DESCRIPTION:** This course will offer a selective, overview of cinema and television history, and explore the basic tools for analyzing the art of film. Throughout the course students will learn how to develop a historical appreciation of film/television based on a survey of traditions contained within narrative, documentary, and experimental forms, and acquire a critical, technical, and aesthetic vocabulary relating to particular cinematic practices and structures. Students will examine how meaning in films is conditioned by the uses of camera, editing, lighting, sound and acting, explore the impact of technological developments on film production, and evaluate the importance of genre and the legacy of individual “auteurs” throughout the history of cinema.

**ASSESSMENTS UTILIZED:** Formative, Summative, and Portfolio

*Prerequisite:* Video Production 1

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Homework will be assigned on a regular basis.

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**VIDEO JOURNALISM/DOCUMENTARY**  
**GR 10-12**

**COURSE:** 610

**CREDIT:** ½ Fall/Spring

**COURSE DESCRIPTION:** In this course students will master fundamental broadcast techniques, professional shooting and video editing techniques for news. The class trains each student to operate field video and audio equipment and studio edit systems similar to those found in television production facilities. Students will learn how to write and produce short newscasts, master production terminology and use proper production values in their content.

**ASSESSMENTS UTILIZED:** Portfolio

*Prerequisite:* Video Production 1

**SUMMER ASSIGNMENTS:** None

**HOMEWORK:** Homework will be assigned on a regular basis.

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# ENGINEERING

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**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.

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**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.

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**COLLEGE ENGINEERING**  
**GR 11-12**

**COURSE #:** 618

**CREDIT:** 1

**COURSE DESCRIPTION:** College Engineering is a new interdisciplinary STEM course that will be co-taught by a science and technology education teacher. Junior and senior students will become familiar with a professional software program (MATLAB) to solve authentic engineering problems in the workplace environment. This is a project-based course in which students will work in teams to develop multidisciplinary products. Students will apply engineering principles, integrate the use of MATLAB software with an emphasis on physical science applications and develop technical communication skills through product design. This course is a required freshman course for all Hofstra engineering students. Students will earn 3 credits from Hofstra University upon successful completion of the course.

*Prerequisite:* None

**SUMMER ASSIGNMENT:**

**HOMEWORK:**

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**MODERN MANUFACTURING**

**COURSE #:** 604

**CREDIT:** ½

**COURSE DESCRIPTION:** This course is designed to introduce students to the various forms of technology being used in modern manufacturing of a variety of products. Students will learn how to design, plan and implement objects using 3D printing, CNC routers and laser engraving. Students may choose to extend their experience through our partnership with CPC Composite Prototyping Center in Plainview and enroll in afterschool manufacturing college credit programs with Vaughn College.

*Prerequisite:* Successful completion of Foundations of Technology.

**ASSESSMENTS UTILIZED:** Projects, exams – unit exams; quiz; notebooks; work logs.

**SUMMER ASSIGNMENT:** None

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

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## COMPUTER TECHNOLOGY

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**COMPUTER REPAIR****COURSE #:** 643**CREDIT:** 1

**COURSE DESCRIPTION:** This full year, one credit course addresses the basics of modern computer repair. This course includes information on computer hardware, essentials of computer operation systems. 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

*Prerequisite:* None

**SUMMER ASSIGNMENT:** None

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

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**CHROME DEPOT**  
**GR 10-12****COURSE #:** 644**CREDIT:** ½ Fall/Spring

**COURSE DESCRIPTION:** This semester course builds on the information and skills developed in the Computer Repair class. In this course, students will learn the specifics of all the Google applications and the operations of the Google Chromebook. Students will apply their expertise throughout the high school building and district as needed to support teachers and students in using computer technology.

*Prerequisite:* Successful completion of Computer Repair.

**ASSESSMENTS UTILIZED:** Projects, exams – unit exams; quiz; notebooks; work logs.

**SUMMER ASSIGNMENT:** None

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

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**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. This course is co-taught with Technology.

*Prerequisite:* Successful completion of Earth Science & Living Environment

**ASSESSMENTS UTILIZED:** Projects, exams, homework, class participation and practical application

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Homework will be assigned on a regular basis.

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**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 renewal 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. This class is co-taught with Technology.

**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.

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**ENERGY FOR THE FUTURE****COURSE #: 418****CREDIT: ½**

**COURSE DESCRIPTION:** This course introduces students to a myriad of modern energy models that are emerging in the world's efforts to create clean alternative forms of energy. Students will study energy consumption, renewable energy systems and careers that cater to this industry. Project-based learning will facilitate instruction where students will demonstrate the concepts taught by creating replicas and models. Students will demonstrate their knowledge in a variety of platforms.

*Prerequisite:* Completed Science graduation requirements

**ASSESSMENTS UTILIZED:** Formative, Summative and Performance Based

**SUMMER ASSIGNMENTS:** None

**HOMEWORK:** Homework will be assigned on a regular basis.

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**CAREERS IN ENGINEERING GR 11-12****COURSE #: 603****CREDIT: ½**

**COURSE DESCRIPTION:** This course is to provide students with a sampling of what a career in engineering could entail. Students will learn about various types of engineers, the expectations for each area, the education and expectations for success in those areas. Students will be assigned projects that involve researching specific industries and how the field of engineering has evolved over time.

**ASSESSMENTS UTILIZED:** Project-based.

*Prerequisite:* None

**SUMMER ASSIGNMENT:** None

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

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# **SOCIAL STUDIES**

**Ms. Maria Carnesi, Chairperson**

[MCarnesi@pobschools.org](mailto:MCarnesi@pobschools.org)

**516-434-3203**

# **SOCIAL STUDIES**

## **Grade 9**

## **Grade 10**

## **Grade 11**

## **Grade 12**

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

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

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

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

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
- Power Politics in the 20<sup>th</sup> Century
- History Through Film
- AP Human Geography
- Terrorism Today
- AP Psychology + Lab

\*See Research Flow Chart on Page 117 for suggested

- 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.

# SOCIAL STUDIES

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**GLOBAL HISTORY & GEOGRAPHY 9H / PRE-AP COURSE #: 203**

**CREDIT: 1**

**COURSE DESCRIPTION:** The curriculum for this course expands upon Global History 9R and will serve to prepare students for Advanced Placement study in Social Studies focused on reading, writing and critical thinking. Students are expected to complete writing assignments that defend a point of view as well as examine issues from multiple perspectives. There is significant attention paid to building historical thinking skills.

**ASSESSMENTS UTILIZED:** Stimulus based multiple-choice examinations, constructed response questions, free response essays, projects, midterm and final exam

**SUMMER ASSIGNMENT:** Yes

**HOMEWORK:** Daily – approximately one hour

**COURSE EXPECTATIONS:** It is expected that students are committed to meeting the challenges this course offers. 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.

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**GLOBAL HISTORY & GEOGRAPHY 9R**

**COURSE #: 202**

**CREDIT: 1**

**COURSE DESCRIPTION:** This course begins with 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 UTILIZED:** Stimulus based multiple-choice examinations, constructed 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.

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**GLOBAL HISTORY & GEOGRAPHY**  
**9R + PRACTICUM**

**COURSE #:** 202-1

**CREDIT:** 1

**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:** Stimulus based multiple-choice examinations, constructed 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.

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**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 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 Global History Regents in June and are expected to take the Advanced Placement Exam in May as outlined on Page 9.

**ASSESSMENTS UTILIZED:** Stimulus based multiple-choice examinations, constructed response questions, free response essays, projects, group discussions and midterm exam

**SUMMER ASSIGNMENT:** Yes

**HOMEWORK:** Daily – approximately one hour

**COURSE EXPECTATIONS:** It is expected that students are committed to meeting the challenges this course offers. 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.

Please See page 9 for further information regarding the AP examination.



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**GLOBAL HISTORY & GEOGRAPHY 10R****COURSE #: 206****CREDIT: 1**

**COURSE DESCRIPTION:** This course is the second half of the study in Global History culminating in a Regents exam. 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 UTILIZED:** Stimulus based multiple-choice examinations, constructed response questions and enduring issue 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.

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**GLOBAL HISTORY & GEOGRAPHY  
10R + PRACTICUM****COURSE #: 206-1****CREDIT: 1**

**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 additional class every other day. The curriculum for this course follows 10R.

*Prerequisite:* Teacher and School Counselor recommendation

**ASSESSMENTS UTILIZED:** Stimulus based multiple-choice examinations, constructed response questions and enduring issue 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.

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**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. 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 US History Regents in June and are expected to take the AP exam in May as outlined on page 9.

**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 – approximately one hour

**COURSE EXPECTATIONS:** It is expected that students are committed to meeting the challenges this course offers. 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.

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**US HISTORY & GOVERNMENT****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 take the US History Regents in June.

**ASSESSMENTS UTILIZED:** Stimulus based multiple-choice examinations, constructed response questions and enduring issue essays, document-based and thematic essays, projects and midterm exam

**SUMMER ASSIGNMENT:** No

**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.

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

**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 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.

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

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**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 Social Studies framework. 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 the US political reality. In addition, the study of current events is a critical component of this course. Students are expected to take the AP exam in May as outlined on page 9.

**ASSESSMENTS UTILIZED:** Stimulus-based 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 – approximately one hour

**COURSE EXPECTATIONS:** It is expected that students are committed to meeting the challenges that this course offers. 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.

**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.

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

**COURSE DESCRIPTION:** *Please Note: This course satisfies either the English Writing or the English Literature selective requirement. The English portion of this course has a corresponding course in Social Studies that students must also enroll in that satisfies the New York State requirement for Participation in Government course.* 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. Students read texts such as Elie Wiesel's Night and LeAlan Jones and David Isay's Our America.

**ASSESSMENTS UTILIZED:** Exams, essays, projects, presentations, and a culminating college-level research paper

**SUMMER ASSIGNMENT:** None

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**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

**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.

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**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.

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

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**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 expected to take the AP Macro Economics exam in May as outlined on page 9.

**ASSESSMENTS UTILIZED:** AP level multiple-choice and free response essay examinations and an analytical project once a marking period

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily – approximately one hour

**COURSE EXPECTATIONS:** It is expected that students are committed to meeting the challenges this course offers. 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.

**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.

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**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.

**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.

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**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 1.

*Prerequisite:* Teacher and School Counselor recommendation

**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.

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## ELECTIVE COURSES

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**ADVANCED PLACEMENT PSYCHOLOGY****COURSE #: 223-2****CREDIT: 1****GRADES 10, 11 and 12**

**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 are expected to take the Advanced Placement Psychology Exam in May as outlined on page 9.

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

**SUMMER ASSIGNMENT:** Yes

**HOMEWORK:** Daily – approximately one hour

**COURSE EXPECTATIONS:** It is expected that students are committed to meeting the challenges this course offers. 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. It is expected that students are prepared to work diligently to improve learning behaviors.

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

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**ADVANCED PLACEMENT PSYCHOLOGY**  
**+ AP PSYCHOLOGY LAB**  
**GRADES 10 and 11**

**COURSE #:** 129-2

**CREDIT:** 1½

**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 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 weighting for the research component. Students are expected to take the AP exam in May as outlined on Page 9.

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

**SUMMER ASSIGNMENT:** No summer assignment prior to summer paper editing

**HOMEWORK:** Daily – approximately one hour

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

See Research Flowchart on page 122 for suggested research pathways.

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**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.

**ASSESSMENTS UTILIZED:** Multiple-choice and essay tests, group and individual projects.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Approximately two to three times a week.

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



**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 identify 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:** Writing tasks, quizzes and individual and group research based projects and presentations.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Approximately two to three times a week.

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

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**POWER & POLITICS IN THE 20<sup>TH</sup> CENTURY**  
**GRADES 9, 10, 11 and 12**

**COURSE #:** 224-2

**CREDIT:** ½

**COURSE DESCRIPTION:** This course offers a survey of the major conflicts and resolutions that came to define the 20<sup>th</sup> century. Beginning with the redistribution of power after WWI and its impact on the political interactions and powerful state leaders that define those nations, this course takes a first-hand look at why countries behave the way they do. The course will study and investigate a range of leaders throughout the 20<sup>th</sup> century who have impacted the course of history. Students will understand how these leaders contributed to the rise and necessity of an interconnected global era. Case studies of leaders will range from FDR to Osama Bin Laden. Through careful analysis of these topics, students will understand why nations went from being simply allies, to codependent global powers.

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 apply these concepts to a range of specific and contemporary issues.

**ASSESSMENTS UTILIZED:** Individual and group projects, simulations, research, in-class discussion and debate, current events, graded written tasks.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Approximately two to three times a week.

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

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**HISTORY THROUGH FILM**  
**GRADES 9, 10, 11 and 12**

**COURSE #:** 226

**CREDIT:** ½

**COURSE DESCRIPTION:** Students will interpret key events in history through the analysis of films, critical essays and traditional historical sources. Students will view films and film clips in connection with historical topics including the American Revolution, Prohibition, The Cold War, and Vietnam. Students will compare and contrast the films with other sources of historical information. Examples of films shown include *The Patriot*, *Gangs of New York* and *Born on the Fourth of July*.

**ASSESSMENTS UTILIZED:** Film and text analysis, graded writing tasks, individual and group projects, in-class discussion.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Approximately two to three times a week.

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

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**FOUNDATIONS OF RESEARCH**  
**GRADES 9, 10 and 11**

**COURSE #:** 129-4

**CREDIT:** ½

**COURSE DESCRIPTION:** Foundations of Research is a course that will introduce students to the fundamental skills necessary for conducting successful research. The course is designed to teach many of the skills that students need to be successful not only in the research field, but also in all facets of their life. It will prepare them, in the future, to design individual and team research projects and to work in a research setting with mentors or on a survey based social science study. Students will learn time management skills, how to effectively use professional and general journal articles, how to write research papers, how to make professional presentations, and how to properly use statistical methods to analyze data. They will produce a series of research projects that will practice research skills such as developing research questions, analyzing sources and creating evidence based arguments. Projects will involve conducting a variety of experiments in the science, math and social science areas. Presentations of findings will be delivered in a myriad of styles that may include PowerPoint/Keynote, documentary film making, debate and poster presentations. This course will allow students to explore their interest in science, technology, mathematic, literature, history, psychology, anthropology, sociology, political science and/or economics. Projects and competitions may include: eCybermission, Andromeda, National History Day and Google Science Fair.

**ASSESSMENTS UTILIZED:** Inquiry-based research projects and various writing tasks.

*Prerequisite:* None

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Approximately two to three times a week.

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

See Research Flowchart on page 122 for suggested research pathways.

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**COURSE DESCRIPTION:** Since September 11, 2001 terrorism has dominated headlines and discussions across the globe. How much do we really know about these forms of political violence? Are they new to the modern era? What drives an individual to join a group committed to violent action? Why do some groups employ violence, while others do not? This course will address these and other questions while introducing students to themes and case studies about terrorism such as the IRA, Al-Qaeda and ISIS. Additionally, this course will investigate the relationship between hate groups and domestic terrorism in the United States.

**ASSESSMENTS UTILIZED:** In class discussions and debates, current events, indirect and group projects, graded writing tasks

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Approximately two to three times a week.

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



**COURSE DESCRIPTION:** AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students will make use of spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools that geographers use in applying their science and practices. AP Human Geography allows students to learn about world population issues, border disputes, and international conflicts. In addition, students are exposed to Economic theories and models as well as world religions and the origins and diffusion of languages. Students will study urban development, industrialization, and city planning. Students will grapple with questions such as:

- How does geography help us learn more about our surroundings and what resources and technologies are there to help us in this study?
- To what extent do the demographics of age, sex, race and ethnicity impact population issues?
- In what ways do natural disasters/hazards and region variations impact population patterns?
- How would the issues of health, fertility, and morality impact population patterns?
- In what ways does culture become spread from one location to another?

Students are expected to take the AP exam in May outlined on page 9.

**ASSESSMENTS UTILIZED:** Stimulus based multiple-choice, document based and free response essay examinations. Group discussions, individual and group projects, writing tasks.

**SUMMER ASSIGNMENT:** Yes

**HOMEWORK:** Daily – approximately one hour

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

Consultation with Department Chair and School Counselor is necessary.

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## **SPECIAL EDUCATION**

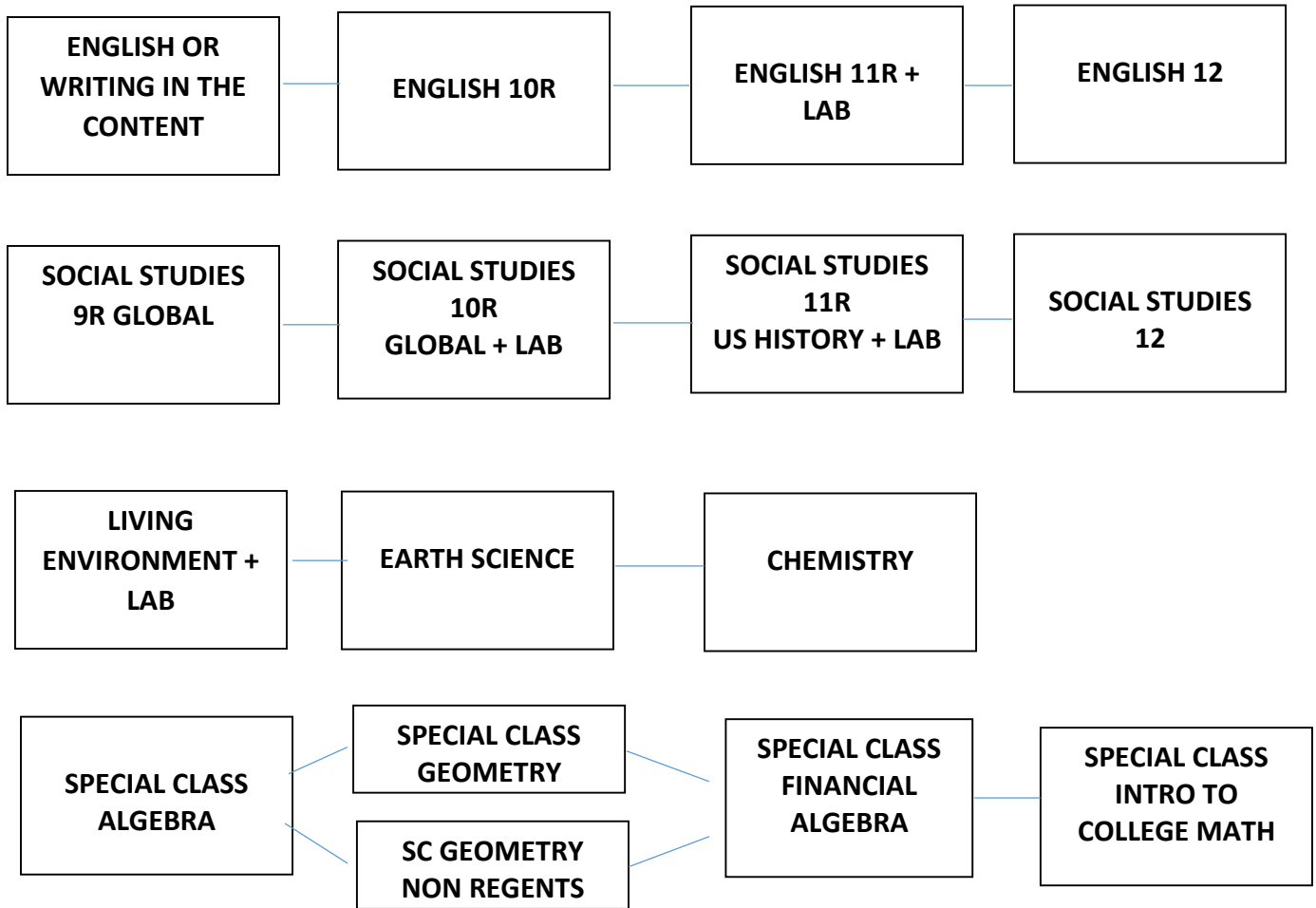
**Ms. Dolores Espinosa, Assistant  
Director, Special Education 9-12**

[DoEspinosa@pobschools.org](mailto:DoEspinosa@pobschools.org)

**516-434-3031**

# SPECIAL CLASS FLOW CHART

## Grades 9-12



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### Special Education Course Offerings

#### All classes require recommendation by the Committee on Special Education

POBJFKHS 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. Course sequence may be dependent on committee decision.

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#### INDIRECT CONSULTANT TEACHER

**COURSE #:** 170B

**COURSE DESCRIPTION:** Indirect Consultant Teacher services provides consultation by a certified special education teacher to the general education teacher to assist them in adjusting the learning environment and/or modify the instructional methods to meet the individual needs of the student with a disability who attends their classes. This is the least restrictive recommendation made by the Committee on Special Education for students at the high school.

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#### RESOURCE ROOM

**COURSE DESCRIPTION:** Resource Room is a special education program for students who need specialized supplementary instruction in a small group setting for a portion of the 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)

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#### INTEGRATED CO-TEACHING (ICT)

**COURSE DESCRIPTION:** Integrated co-teaching classes are general education classes that are 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 CSE decision and recommendations.

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)

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**SPECIAL CLASSES**

**COURSE DESCRIPTION:** Special Classes have a maximum of 15 IEP students and 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) (972-2B) + Lab	Social Studies 11 (US History) (972-2C) + Lab	Social Studies (972-2D)
Algebra + Lab (974-3A)	Geometry + Lab (974-3C)	Financial Algebra (974-3FA)	Intro to College Math (979-2)
Living Environment + Lab (973-1A)	Earth Science (974-4F)	General Chemistry (11 <sup>th</sup> or 12 <sup>th</sup> ) (976-DE)	
English 9 (973-1A)	English 10 (109-1B)	English 11 + Lab (973-1C)	English 12 (973-1D)
Writing Through The Content (973-1AB-1)	Geometry + Lab (no Regents)		

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**LIFE SKILLS**

**COURSE DESCRIPTION:** Life Skills classes are designated for students recommended to partake in New York State Alternate Assessment by the Committee on Special Education. Coursework focuses on topics tailored for functional activities of daily living, vocation skills and work experience both in district and in the community.

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-S)
Career Exploration (970-S)
Work Experience (970-6A)
Work Study (970-6B)

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**MODIFIED PHYSICAL EDUCATION      COURSE #: 912-2**

**COURSE DESCRIPTION:** The CSE recommends modified physical education for students whose disabilities preclude them from participating in regular Physical Education.

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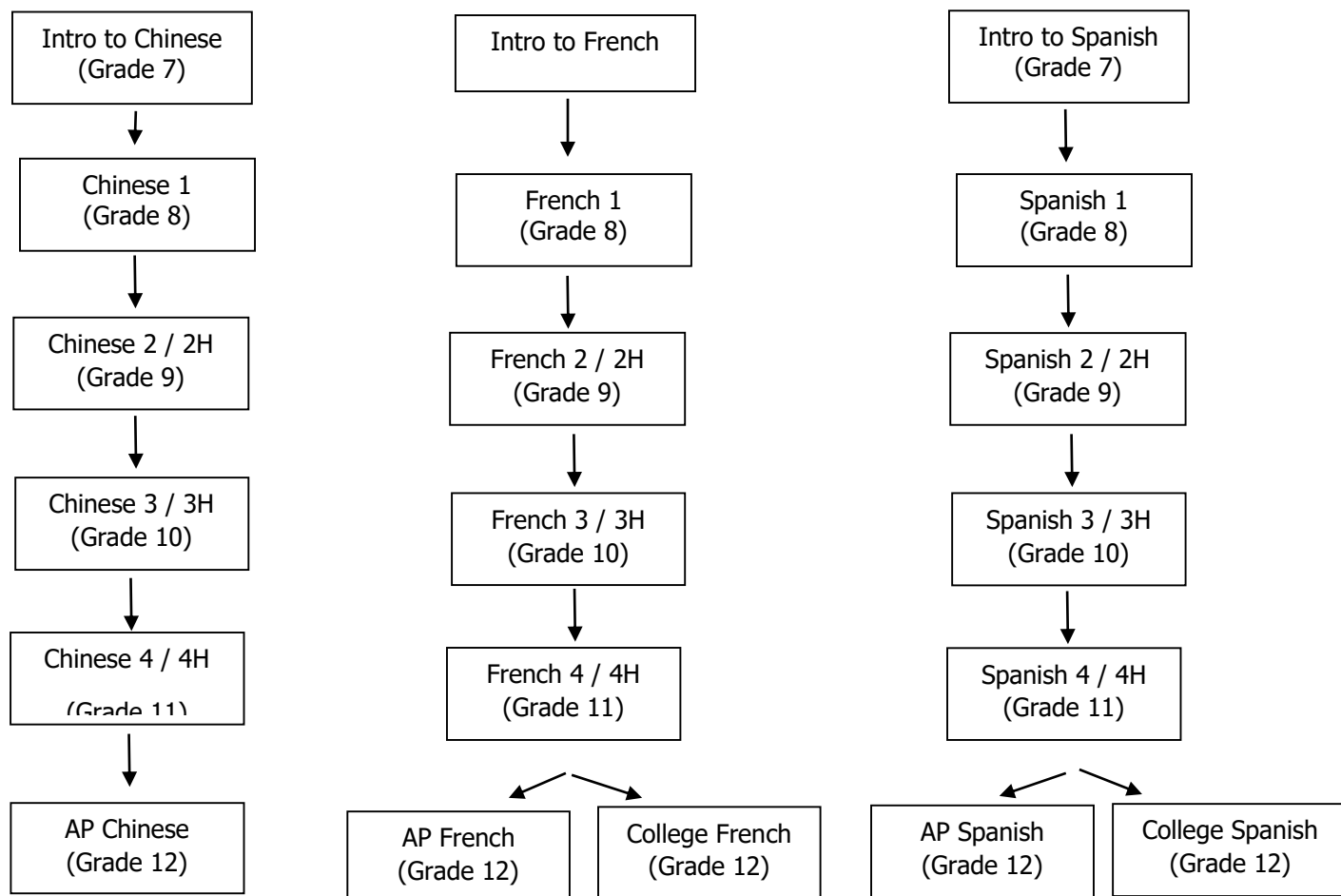
# **WORLD LANGUAGES**

**Dr. Lionel Chan, Chairperson**

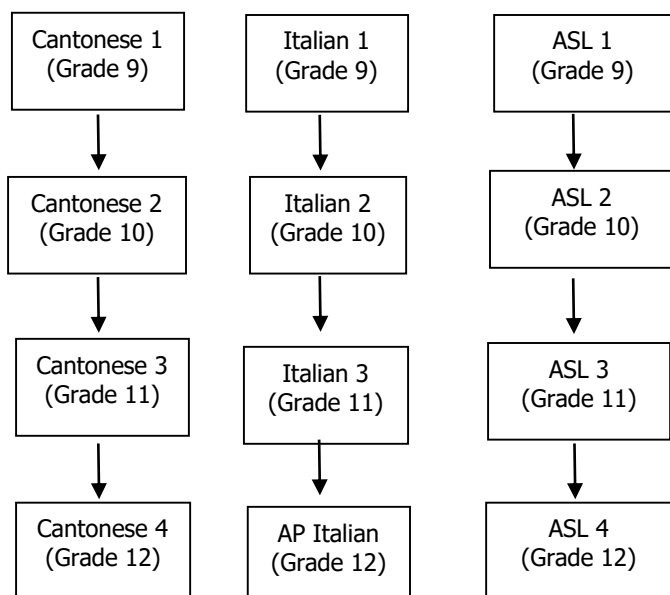
[LChan@pobschools.org](mailto:LChan@pobschools.org)

**516-434-3179**

## WORLD LANGUAGES



### HIGH SCHOOL ELECTIVES SERIES



### COURSE SEQUENCES

- Elective sequences available in Chinese (Mandarin), Italian, Cantonese, and ASL (see sequences)
- Students who take Spanish 1 or Chinese 1 will continue the sequence in that language to Levels 2, 3, etc.

**NOTE:** To be eligible for application to a World Languages Honor Society in a particular language, a student must enroll in that specific language in 9<sup>th</sup> or 10<sup>th</sup> grade. Other eligibility requirements apply.

### ADDITIONAL INFORMATION

- Students enrolled in AP courses may possibly be eligible to receive credits and/or qualify for advanced course placement in college. AP examination is given in May.
- Students enrolled in a Level 3 course take a Checkpoint B assessment.
- Students taking College French or College Spanish can, but are not required to, pay for credits.
- It is possible for students to take more than one language at JFK High School during the same school year.

# WORLD LANGUAGES

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## CHINESE 1

**COURSE #:** 531

**CREDIT:** 1

**COURSE DESCRIPTION:** A basic course in Mandarin Chinese that develops language skills and cultural competence for everyday life situations, travel and business contexts. Role-playing, skits, and language 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. Course context is aligned to NYS Learning Standards for Checkpoint A.

**ASSESSMENTS UTILIZED:** Projects, tests, quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** Course is designed for students with little or no background in the language. Students are expected to practice the language on a daily basis.

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## CANTONESE 1

**COURSE #:** 531

**CREDIT:** 1

**COURSE DESCRIPTION:** A basic course in Cantonese Chinese. Enjoy learning and exploring Cantonese cuisine and culture in the New York area. Learn to communicate in China's second most spoken language, which is widely spoken in local Chinatowns across the USA. Course content is aligned to NYS Learning Standards for Checkpoint A.

**ASSESSMENTS UTILIZED:** Projects, tests, quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** Course is designed for students with no background in the language. Students are expected to practice the language on a daily basis.

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**ITALIAN I****COURSE #: 521****CREDIT: 1**

**COURSE DESCRIPTION:** An introductory course for communicating in everyday life situations. Emphasis on speaking, reading, writing and listening. Learn about Italian culture. Course content is aligned to NYS Learning Standards for Checkpoint A.

**ASSESSMENTS UTILIZED:** Projects, tests, quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** Course is designed for students with no background in the language. Students are expected to practice the language on a daily basis.

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

**COURSE DESCRIPTION:** An introductory course for communicating in everyday life situations. Emphasis on speaking, reading, writing and listening. Learn about Spanish and Latin American culture. Course content is aligned to NYS Learning Standards for Checkpoint A.

**ASSESSMENTS UTILIZED:** Projects, tests, quizzes, and internet tests/quizzes

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** Course is designed for students with no background in the language. Students are expected to practice the language on a daily basis.

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

**COURSE DESCRIPTION:** This course provides a reinforcement and expansion of the curriculum topics introduced in Level 1. It is designed to begin developing advanced linguistic skills in preparation for the level 3H, 4H and AP Language courses. Emphasis is on developing speaking, reading, writing and listening at Checkpoint B level of proficiency. Students will participate in the National Exams during the Spring semester. Training in grammar helps prepare students for taking the SAT II Subject Test in June of their junior year. The course will be conducted for the most part in the target language.

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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

*Prerequisite:* French 1, Spanish 1

**COURSE EXPECTATIONS:** Students are expected to practice the language on a daily basis. 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.

Teacher recommendation is strongly suggested. Without teacher recommendation, please consult with the Department Chairperson and School Guidance Counselor.

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**LEVEL 2 – CHINESE, FRENCH, ITALIAN, SPANISH** **COURSE #:** 519-2 Chinese  
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. Emphasis on developing speaking, reading, writing and listening at Checkpoint B level of proficiency.

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

**HOMEWORK:** Daily

*Prerequisite:* Chinese 1, French 1, Italian 1 or Spanish 1 or permission of the Chairperson

**COURSE EXPECTATIONS:** Students are expected to practice the language on a regular basis.

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**LEVEL 3H – FRENCH, SPANISH****COURSE #:** 503-1 French  
512-1 Spanish**CREDIT:** 1

**COURSE DESCRIPTION:** This course provides a reinforcement and expansion of the curriculum topics introduced in Level 2. It also prepares students for a Checkpoint B assessment in the target language across the skills of reading, writing, listening and speaking. Additionally, more advanced linguistic skills are developed to meet the challenges of moving to higher levels of proficiency in the level of 4H and AP Language courses. Students will participate in the National Exams during the Spring semester. Training in grammar helps prepare student for taking the SAT II Subject Test in June 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, quizzes, projects, internet tests/quizzes, student-to-student speaking, and presentation speaking.

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

*Prerequisite:* Spanish 2H or French 2H or permission of the Chairperson

**COURSE EXPECTATIONS:** Students are expected to practice the language on a daily basis. 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. At the end of this course, students will take a Checkpoint B assessment in the target language and, upon successful completion of the assessment and three years of coursework, will be eligible for an Advanced Regents Diploma. Coursework includes tasks similar to those found on the AP French or Spanish Language Exam.

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

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**LEVEL 3 – CHINESE, FRENCH, ITALIAN, SPANISH** COURSE #: TBD Chinese  
503 French  
523 Italian  
512 Spanish

**CREDIT: 1**

**COURSE DESCRIPTION:** This course provides a reinforcement and expansion of the curriculum topics introduced in Level 2. It also prepares students for a Checkpoint B assessment in the target language across the skills of reading, writing, listening and speaking. Students will be able to communicate with increasing ease.

*Prerequisite:* Spanish 2/2H, French 2/2H, Chinese 2, Italian 2.

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

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** Students are expected to practice the language on a regular basis. At the end of this course, students will take a Checkpoint B assessment in the target language and, upon successful completion of the assessment and three years of coursework, will be eligible for an Advanced Regents Diploma.

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**LEVEL 4H – FRENCH, SPANISH****COURSE #:** 505-1 French  
514-1 Spanish**CREDIT:** 1

**COURSE DESCRIPTION:** This course provides a reinforcement and expansion of the curriculum topics introduced in Level 3. Students develop advanced linguistic skills in speaking, listening, reading and writing skills, as defined by Checkpoint C standards, in order to meet the challenges of moving to higher levels of proficiency in the AP Language course. On a regular basis, students read and listen to authentic texts (e.g., television news clips, radio interviews, newspaper articles) while developing a larger vocabulary and a deeper understanding of culture in French/Spanish-speaking countries. These materials will be the basis of discussion, speaking presentations and creative projects on contemporary issues. Students will participate in the National Exams during the Spring semester. Training in grammar helps prepare students for taking the SAT II Subject Test in June of their junior year. The course will be conducted in the target language and students are expected to use the target language regularly in class.

*Prerequisite:* French 3H or Spanish 3H and successful completion of the Checkpoint B Exam.

**ASSESSMENTS UTILIZED:** Tests, projects, presentational speaking (live and recorded), dialogues

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** Students are expected to practice the language on a daily basis. Coursework includes tasks similar to those found on the AP French or Spanish Language Exam.

Teacher recommendation is strongly suggested. Without teacher recommendation, please consult with the Department Chairperson and School Guidance Counselor.

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**LEVEL 4 – FRENCH, SPANISH****COURSE #:** 505 French  
514 Spanish**CREDIT:** 1

**COURSE DESCRIPTION:** This course provides a reinforcement and expansion of the curriculum topics introduced in Level 3. Students develop speaking, listening, reading and writing skills, as defined by Checkpoint C standards. Students watch excerpts of films, read authentic fiction and non-fiction text while developing a larger vocabulary. These materials will be the basis of discussion, speaking presentations and creative projects. This course is intended for students who wish to continue their language study for travel and business and to develop a better understanding of culture in the countries where the language is spoken.

*Prerequisite:* French 3 or Spanish 3 and successful completion of the Checkpoint B Exam.

**ASSESSMENTS UTILIZED:** Tests, projects, internet tests/quizzes, speaking presentations

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily as needed

**COURSE EXPECTATIONS:** Students are expected to practice the language on a regular basis.

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**AP FRENCH LANGUAGE & CULTURE**  
**AP ITALIAN LANGUAGE & CULTURE**  
**AP SPANISH LANGUAGE & CULTURE**

**COURSE #:** 509 French  
525 Italian  
518 Spanish

**CREDIT:** 1

**COURSE DESCRIPTION:** An advanced course emphasizing the use of language for active communication and academic purposes. 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 includes current events, contemporary society, literature, art and film. Authentic texts (e.g., television news clips, radio interviews, newspaper articles) are integral components. In May, students are required to take the Advanced Placement Examination. Upon successful completion, depending on the college, advanced language study placement and/or college credit may possibly be awarded.

*Prerequisite:* High level of achievement in French 4H, Italian 3 or Spanish 4H is strongly suggested.

**ASSESSMENTS UTILIZED:** Tests, projects, presentational speaking (live and recorded), dialogues

**SUMMER ASSIGNMENT:** Yes

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** Students are expected to practice the language on a daily basis, and take the AP Exam. Coursework includes tasks similar to those found on the AP French or Spanish Language Exam.

Teacher recommendation is strongly suggested. Without teacher recommendation, please consult with the Department Chairperson and School Guidance Counselor.

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**COLLEGE SPANISH, COLLEGE FRENCH****COURSE #:** 508-2 French  
516-5 Spanish**CREDIT:** 1

**COURSE DESCRIPTION:** This course provides a reinforcement and expansion for the curriculum topics introduced in Level 4. Students further develop speaking, listening, reading, and writing skills, as defined by Checkpoint C standards. Students can elect to pay for college credit through Adelphi University. Students read short stories from well-known writers. Excerpts of films, and other audio/visual materials are also used to foster individual oral competency. These authentic materials increase a cultural awareness and form the basis of discussion, speaking presentations and creative projects.

*Prerequisite:* French 4 or Spanish 4

**ASSESSMENTS UTILIZED:** Tests, projects, internet tests/quizzes, speaking presentations

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily as needed

**COURSE EXPECTATIONS:** Students are expected to practice the language on a regular basis.

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**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, quizzes and projects

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily as needed

**COURSE EXPECTATIONS:** Course is designed for students with no background in the language. Students are expected to practice the language on a daily basis.

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**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, quizzes and projects

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** Students are expected to practice the language on a daily basis.

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**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 assessment.

**ASSESSMENTS UTILIZED:** Tests, quizzes, and projects

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** At the end of this course, students will take a Checkpoint B assessment in the target language and, upon successful completion of the assessment and three years of coursework, will be eligible for an Advanced Regents Diploma. Students are expected to practice the language on a daily basis.

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**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 is 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, quizzes, tests and projects

**SUMMER ASSIGNMENT:** None

**HOMEWORK:** Daily

**COURSE EXPECTATIONS:** Students are expected to practice the language on a daily basis.

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# BOCES

## Vocational Education at Barry Tech Long Island High School for the Arts

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BOCES 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 LISHSA 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 the 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.

