

# Curriculum and Course Offering Guide

# Babylon Jr-Sr High School

2023-2024



---

---

## Table of Contents

---

---

### General Information:

Attendance Policy .....	3
Special Education Department.....	6
Counseling Center .....	8
Scheduling Process.....	10
Summer School .....	10
Graduation Requirements.....	11
BOCES-CTE .....	12
Course Offerings.....	12
Attendance Regulations.....	12
Credit Policy.....	12
Certificates of Completion.....	12
Community Service Diploma Endorsement .....	13
Honor Societies Membership Criteria .....	13
Library/Media Center .....	14

### Course Offerings:

English Department.....	15
Fine and Performing Arts Department .....	20
Art.....	20
Music.....	23
Theatre.....	25
World Languages Department .....	26
Math Department .....	32
Physical Education Department.....	38
CTE (Practical Arts) .....	40
Business.....	41
Technology .....	44
Family and Consumer Sciences .....	45
Science Department.....	47
Social Studies Department.....	54

---

Vol. 54 January 2023

## **BABYLON EDUCATION**

Over a Century of Commitment to Effective Teaching and Learning

### **BOARD OF EDUCATION**

Carol Ann Dell'Erba, President  
Linda S. Jurs, Vice President      Donna Noesi, Trustee  
Ari McKenzie, Trustee      Theresa Patiri, Trustee  
Dominick Montalto, Trustee      David Sonkin, Trustee

### **CENTRAL ADMINISTRATION**

Brian Conboy, Superintendent of Schools  
Carisa Manza, Assistant Superintendent of Schools for Curriculum and Instruction  
Deirdre Lunetta, Assistant Superintendent for Business  
Lisa Consolo, District Director of Special Education  
David Dileo, District Director of Technology & Accountability  
Michael DeJoseph, Director of Athletics, Physical Education and Health  
Dennis Murphy, District Director of Guidance Services

### **JUNIOR-SENIOR HIGH SCHOOL**

#### **ADMINISTRATION**

Al Cirone, Principal  
Melissa Callahan, Assistant Principal

#### **COUNSELING CENTER**

Francesca Castro, Counselor  
Rebecca Cifelli, Counselor  
Tracy Lesnick, Counselor  
Stephen Vaccaro, Counselor

#### **DEPARTMENT DIRECTORS**

Michael Collins, Discipline  
Teresa Collins, English  
Dr. Marissa Scholl, Science  
Linda Fama, Mathematics  
Christopher Ryan, Social Studies  
Michelle Scharff, World Languages  
Charles Leech, Fine and Performing Arts  
Stephen Vaccaro, Special Education

## **PRINCIPAL'S MESSAGE**

Dear Parents and Students:

This publication is provided to assist in course selection for the 2023-2024 school year. It is a valuable resource which represents our best effort yet to give students and parents information that will assist you in making appropriate choices by providing brief program and course descriptions, prerequisites, and other information related to this process.

The following considerations should be kept in mind during the planning process.

- READ the curriculum guide carefully.
- REVIEW the list of graduation requirements and determine which requirements have been met and which courses need to be taken next year.
- Students should COLLABORATE with parents and teachers about course selections and appropriate academic levels.
- CHOOSE courses that align with your goals for the future. Course selection represents a commitment on the part of the student and parent to complete the schedule of classes chosen.

As you move through the scheduling process, please use this time wisely to work in partnership with the school staff to ensure your success. Plan your academic program to move you toward the future you want for yourself. Good luck with your course selections!

Sincerely,

*Al Cirone*

High School Principal

# Attendance Policy

## I. *Attendance/Grade Policy*

Students will be permitted no more than 20 days of absence for a full-year course or 10 days of absence for a half-year course. Students who do not meet this attendance requirement in accordance with the terms of this policy will not receive academic credit for the class provided they have not earned a passing grade.

### A. *Absences*

All unexcused absences count in determining if a student has exceeded the maximum number of absences allowed.

### B. *Absences caused by lateness to class*

An unexcused lateness of more than 15 minutes, will be recorded as one full absence

Three excused lateness' of more than 15 minutes, will be recorded as one full absence

### C. *Class cutting*

A class cut counts as an unexcused absence. In addition, penalties for cutting class remain as stated in the discipline procedure already in effect.

## *Excused and Unexcused Absences*

Excused absences are defined as absences due to personal illness, illness or death in the immediate family, impassable roads or severe weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, music lessons, school sanctioned field trips and sporting events, or such other reasons as may be approved.

All other absences (e.g., class cuts, undocumented absences and tardiness, unapproved early leaves) are considered unexcused absences.

All absences must be accounted for. It is the parent's responsibility to notify the school office on the morning of the absence or tardiness, and to provide a written excuse upon the student's return to school.

## II. *Procedure - Grades 7-12*

### A. *Stage 1*

When a student has reached the 7<sup>th</sup> absence in a full-year course or the third (3<sup>rd</sup>) absence in a half-year course, the teacher will notify the attendance office, which will contact the parent/guardian by letter. A conference will be arranged with the student and school administration.

### B. *Stage 2*

When a student has reached the 14<sup>th</sup> absence in a full-year course or the seventh (7<sup>th</sup>) absence in a half-year course, the teacher will notify the attendance office, which will contact the parent/guardian by letter. A conference will be arranged with the student, parent, and the Attendance Review Team.

## The Attendance Review Team

The Attendance Review Team is a process to assist students and parents with attendance and behavior problems. The Attendance Review Team is an effort to bring together multiple resources to assist families with attendance, truancy, and behavior issues so that students will stay in school, attend school regularly and graduate.

### The Team

The Attendance Review Team is composed of the following BHS staff members: principal, administrator(s), school counselor, school psychologist, school social worker, school nurse and teachers. Other resources available to the team: district level support staff, law enforcement personnel, children and family services, mental health services, and community counseling agencies. The team works collaboratively to assess the problem and recommend alternative solutions to alleviate circumstances that contribute to specific attendance, behavior problems, and/or truancy.

### Interventions

The Attendance Review Team process includes interventions that pupils and families recognize as supportive rather than punitive or judgmental. These interventions help the pupils and families select services and resources to address school attendance and/or behavior problems. Possible interventions may include:

- Conduct teacher conferences and Rapid Response sheets to discuss the student's specific strengths and needs.
- Look for patterns of behavior or attendance problems within the school and with individual school staff.
- Observe the student in the classroom.
- Change the student's schedule and/or instructor.
- Determine if there is a health problem that may be interfering with the student's learning.
- If social/emotional or behavioral issues are preventing a student from attending school, ask for an assessment from a school counselor or school psychologist. This person can then make a referral to the student's health care provider or to a community-based mental health resource.
- Use alternative educational programs, such as flexible class scheduling (early/late classes), career technical education (including work experience), etc., when needed.
- Student-Parent Contract - requiring student to attend school every day.
- Requiring that a doctor verify the student's future absences.
- Require participation in school extra help or tutoring programs.
- Requesting assistance from other county agencies and programs when needed.
- Place responsibility for verification of excessive excused absences for illness on parents and students.
- Use bilingual aides to contact parents with limited English-speaking ability and send out school attendance notification letters in the language appropriate to the family.
- Make home visits concerning student absences if parents/guardians cannot be reached by telephone.
- Refer students with frequent absences to a counselor, administrator, or school social worker to diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the truancy.
- Initiate attendance make-up classes conducted before and after-school.

- Initiate a "peer mediator/mentor" system in which older high school students with good attendance are permitted to assist younger students on a weekly basis.
- Personalize relationships between children and attendance office personnel; ask aides and clerical to make individual contact with high-risk students daily.
- Develop an "Adoptee Program" in which teacher volunteers make weekly informal contacts with high-risk students.
- Refer students and parents to outside agencies for counseling.
- Arranging parenting classes for parents.
- Coordinating assistance from volunteers to help student's get to school.
- Directing parents to escort student to school daily.
- Referral to community service volunteer programs.
- Weekly/Daily sign-in sheets
- Weekly progress reports
- Behavioral contract – referral to Student Review Team
- Classroom strategies – referral to Instructional Support Team
- Attendance or credit recovery programs
- Drug and alcohol abuse prevention and intervention
- Homeless service
- Teen pregnancy services
- Gang intervention services
- Alternative education programs
- Health-care services
- Tutoring
- Transportation services

C. Stage 3

After the 10/20 unexcused absences, course credit will be denied. Students denied credit for a course must remain enrolled in the course if they wish to attend summer school. Students may not exceed thirty (30) absences in a full-year course and fifteen (15) absences in a half-year course if they are to enroll in summer school.

A certified letter will be sent to the student and parents/guardians informing them that credit has been denied after exceeding the allowable absences and outlining the appeals procedure.

# Special Education Department

The Special Education Department is committed to providing specially designed instruction, special services or programs to meet the unique needs of students with disabilities. The Committee for Special Education considers the student's strengths, areas of challenge, parental concerns, individual evaluation outcomes, results of state or district wide tests or assessments and any unique needs related to the student's disability.

## Self-Contained Courses

The self-contained program employs a modified curriculum that adheres to the NY State learning standards. Instructors utilize flexible instructional methods to deliver curriculum at a slower pace with increased scaffolding of material. Self-contained courses run in conjunction with general education courses of the same name. We currently offer SC courses in the following areas:

English 7  
English 8  
Social Studies 7  
Social Studies 8  
Science 7  
Science 8  
Math 7  
Math 8  
Living Environment (2-year program)  
Algebra (2-year program)  
Business Math  
Global History  
US History  
Government/Eco  
English 9  
English 10  
English 11  
English 12

## SC Business Math

The self-contained business math course reviews and applies various mathematical operations. Students work toward understanding terminology relating to personal and business mathematics applications and apply basic math skills. Students will also apply knowledge of computer and calculator use geared toward real-life scenarios.

## ICT Courses

Integrated Co-Teaching (ICT) Courses provide specialized instructional support for students during their course curriculum. These classes are considered general education classes that follow the same scope and sequence as the non-ICT counterparts. These courses are designed to provide an added level of support to all students in the classroom by capitalizing on the support of two teachers in the room. ICT courses allow for the opportunity to modify instructional approaches to address the different needs of the learners within their classroom. This may materialize in differentiated worksheets, supplemental instructional materials and/or scaffolded homework assignments. We currently offer ICT courses in the following areas:

English 7	Math 8	Global History I
English 8	Living Environment	Global History II
Social Studies 7	Earth Science	English 9
Social Studies 8	Integrated Algebra I	English 10
Science 7	Algebra I	English 11
Science 8	Integrated Geometry	Senior English
Math 7	Integrated Algebra II	Short Story/Creative Writing

### **Resource Room**

Resource Room is for the purpose of providing explicit instruction to address skill deficits that negatively affect a student's ability to access the curriculum. This program is designed for a student with a disability who is in need of specialized supplementary instruction. This supplementary instruction is delivered in a maximum of a 5:1 student to teacher ratio.

### **Life Skills**

The Life Skills Program is a special class for students who the CSE has determined are not able to access the general education curriculum and are following alternate learning standards and assessments. It includes Humanities, STEM, Speech, Prevocational, and Vocational classes.

Life Skills Humanities provides students who are alternately assessed, an exposure to those core subjects which study the human experience. This includes an examination of reading, writing, speaking, listening, art, music, and history which are differentiated to address each students' individual needs. Life Skills STEM provides students who are alternately assessed an exposure to math and science subject areas. This includes an examination of science, technology, engineering, and math as they pertain to each student's ability and level of expertise. The course thrives due to its operation with flexibility, individuality, and modification where necessary.

The development of prevocational and vocational skills is addressed via a variety of means including participation in the PAES (Practical Assessment Exploration System) curriculum, school to work instruction and both on and off-site work-study experiences.

PAES is a comprehensive curriculum that provides exploration, training, and assessment through hands-on experience, in a simulated work environment, while learning important career/vocational and life skills. Skills are taught in a systematic format that helps students become more independent. PAES determines students' interest in specific work areas, competitiveness with peers, and assesses present barriers to future success, and then helps change them to positive work behaviors. The PAES curriculum works in five career areas: Business/Marketing, Construction/Industrial, Consumer/Service, Processing/Production, and Computer/Technology. Participation in over 250 activities provides data that is used for school-to-work transition plans. PAES lab experiences are often paired with both on and off-site vocational experiences including internships in retail, food service and office settings. Travel training is imbedded in the program and tied to off-site work experiences.

The Life Skills Speech course tasks itself with providing the students with the necessary speaking and listening skills to find success in the post-academic world. Some such skills are social pragmatic skills such as turn taking, working together in a group, appropriate use of body language. Others include group dynamics: working within a group to complete an activity. Students also practice improving receptive and expressive vocabulary as it relates to other aspects of their academic study.

# Counseling Center

School Counselors are committed to helping all students strive for and achieve their academic and personal potential and to do that, we will spend time getting to know each student as the unique individual they are. School counselors' responsibilities include, but are not limited to:

- Counseling students in developing academic, personal, social and college/career plans, goals and skills
- Advocating for students' academic, social, personal, and emotional needs
- Participating in parent - teacher team meetings
- Providing crisis intervention
- Member of CSE, IST, and 504 teams
- Coordinating and administering PSAT and AP testing
- Informing and guiding students on registering for the SAT and ACT
- Presenting classroom instruction on course selection, college preparation/application, career exploration and graduation requirements
- Presenting grade level parent/guardian workshops on the financial aid application process, PSAT score report workshop, and 9<sup>th</sup> grade orientation.
- Counseling students at-risk and exploring alternative programs
- Advising and registering new students
- Coordinating scholarship applications for seniors
- Serving as a liaison for students in alternative programs
- Assisting in Master Schedule development and implementation
- Verifying student diploma requirements and monitoring academic progress
- Coordinating Summer School registration
- Mandated reporters for Child Protective Services
- Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
- Maintaining relationships with post-secondary institutions and staying current with post-secondary trends and policies.
- Participating in professional development through professional memberships

## COURSE LEVELS

Studies have shown that the rigor of a student's high school curriculum is the single best predictor of success in college. Admissions officers are not necessarily impressed by straight A's when they are all earned in easy courses. Many courses have a designation, as part of their description, indicating the level of the course: Regents (R), Advanced Courses, Honors (H), Accelerated (X), and Advanced Placement (AP). We also offer several dual enrollment college level courses.

**Regents Level:** These courses are available to all students in high school. Instruction at this level meets New York State Regents Board of Education's course curriculum requirements.

**Advanced Courses:** Advanced courses are courses above and beyond those required for the Regents diploma.

**Honors:** Honors classes are open to selected students. These courses cover the required content for the respective grades with in-depth exploration and enrichment.

**College Level:** Babylon High School affords qualified students an opportunity to take college courses and earn college credit while learning in the high school environment. Students enrolled in these courses carry dual enrollment in the college program and in our high school. All courses carry credit that may be applicable toward a degree at other colleges and universities. To be eligible for college credit, students must complete the required registration and pay a college tuition fee.

**Advanced Placement:** AP courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board fee for the exam. \*Please contact your child's school counselor or school administration if there is a financial hardship and you need assistance paying the associated fee.



## RANK AND WEIGHTING

**Rank:** Beginning with the Class of 2014, Babylon High School has adopted a policy of not ranking students on cumulative grade point average relative to their classmates.

**Weighting:** The final grade in all courses as they appear on the transcript is unweighted. At the completion of each year, a weighted grade point average (GPA) is determined. The weighted GPA is calculated by multiplying the final grade for each course by the appropriate course credit and weighting factor and then averaging the resulting grades. The weighting system is as follows:

<u>Course Type</u>	<u>Weighting</u>
Advanced Placement Courses	1.10
College Courses	1.10
Honors Courses	1.05
Advanced Courses**	1.025
Science Research 1	1.025
Science Research 2	1.025
College Research 1	1.10
College Research 2	1.10

\*\*Advanced Courses:

- Spanish/French 3, 4 and 5
- Pre-Calculus
- Algebra 2
- Algebra for College
- Physics
- Sign Language 3

**Valedictorian and Salutatorian:** The Valedictorian and Salutatorian is determined by the weighted average of all courses taken through the seventh semester of high school. Eligible students must attend Babylon Junior Senior High School for a minimum of three full academic years prior to graduation.

**Honor Roll/Principal's List:** A student will be eligible for the Honor Roll if he/she achieves a minimum weighted average of 85 for the quarter. A student will be eligible for the Principal's List if he/she achieves a minimum weighted grade of 92 for the quarter.

**Repeat Regents Exam Grades:** By state regulation, a student is entitled to repeat any Regents exam in order to raise his/her examination grade. If a student retakes a Regents exam, only the higher score will be reported on the transcript. The new Regents exam grade will not affect the final course grade. In order to change a failing course grade, the course itself must be repeated. And both courses (the one that was failed and passed) will appear on the transcript.

## ACADEMIC INTERVENTION SERVICES

Academic Intervention Services (AIS) provides support to students as required by New York State. Academic Intervention services consist of planned additional instruction that supplements regular classroom instruction that enables our students to meet the New York State Learning Standards. Babylon High School offers Academic Intervention services to our students for many subjects. A team of school-based educational professionals (IST) determine the academic intervention needs of students in the school, develop targeted strategies for assessing students, and determine methods for dealing with academic problems. Educators monitor on an ongoing basis whether these methods are resulting in increased learning and achievement. These services include two components:

\*Additional instruction that supplements the general curriculum (regular classroom instruction),

\*Progress monitoring: regular progress checks, further assessments, and meetings with the classroom teacher and Instruction Support Team to adjust instruction, as necessary, and/or

\*Student support services needed to address barriers to improved academic performance.

## SCHEDULING

### **Scheduling Process:**

- In addition to grade level presentations, students will meet with their counselor to help plan their schedule, review graduation requirements, and discuss future-plans, and goals.
- Students and parents should review this curriculum guide and discuss course selections as well as electives. They should consider the recommendations of their present classroom teachers, seek the advice of their counselors, and obtain approval from their parents.
- Students will be asked to list their electives in order of their preference; however, we cannot guarantee that students will be able to enroll in their elective choices. Elective courses will become part of the master schedule course offerings only when the minimum enrollment is met. The scheduling of required courses always takes precedence over electives.
- Teachers of academic courses will recommend the next grade level course placement.
- Course requests will be tabulated, and students will be informed of the courses that do not run due to insufficient enrollment. If a course cannot be offered, students will be enrolled in one of their alternate selections.
- All students are expected to choose courses carefully during the course selection process. Schedules are planned according to student requests and course availability. Students are expected to abide by their choices.

**Course Selection and Schedule Change Procedures:** It is important for students and families to understand that course requests have a major impact on teacher scheduling; student sectioning; and budgeting for books, supplies, and teaching staff needed to deliver the curricular program. So that we can effectively plan to meet the needs of students, the last day of classes will be the deadline for making changes in courses selected for the school year. After this date, only schedule changes deemed necessary by the school will be made. Every effort will be made to honor student course requests. However, in the event of insufficient enrollment, staffing, or facility limitations, the administration reserves the right to cancel or limit the enrollment for courses publicized in the curriculum guide. It is expected that any student enrolling in a course will remain for its duration.

**Add/Drop Policy:** If the Principal determines that circumstances warrant a student dropping a course, the following will apply: For a course dropped during the first five weeks of school, no notation will appear on the student transcript. For a course dropped after week 5, a withdrawn passing (W/P) or a withdrawn failing (W/F) will appear on the student transcript.

## SUMMER SCHOOL

If a student fails a course or a Regents exam, counselors will contact them by the close of school in June. Recommendations for summer school will be made at that time. Our summer school program is offered through Western Suffolk BOCES. The location of summer school is determined in the spring of each school year. Transportation to the Western Suffolk BOCES summer school program is **not** provided by the school district. Summer school may not be used for acceleration.

# NEW YORK STATE REQUIREMENTS

## GRADUATION REQUIREMENTS

<b>Regents Diploma Required Course Credit</b>	
English	4
Social Studies	4
Mathematics	3
Science	3
World Language	1
Art/Music	1
Health	0.5
Physical Education	2
Electives	3.5
<b>TOTAL</b>	<b>22</b>

<b>Regents Diploma with Advanced Designation Required Course Credit</b>	
English	4
Social Studies	4
Mathematics	3
Science	3
World Language	3
Art/Music	1
Health	0.5
Physical Education	2
Electives	1.5
<b>TOTAL</b>	<b>22</b>

<b>Regents Diploma Required Regents Exams 5 Regents Exams Required (Passing Score of 65 and above)</b>
English Language Arts Exam
Algebra 1 Exam
Global History Exam
U.S. History Exam
One Science Exam: Earth Science <b>or</b> Living Environment <b>or</b> Chemistry <b>or</b> Physics
World Language Proficiency Exam -Checkpoint A

<b>Regents Diploma with Advanced Designation Required Regents Exams 8 Regents Exams Required 2 WL Checkpoint Exams Required (Passing Score of 65 and above)</b>
English Language Arts Exam
Algebra 1 <b>and</b> Geometry <b>and</b> Algebra 2/Trigonometry Exams
Global History Exam
U.S. History Exam
Two Science Exams: 1. Living Environment 2. Earth Science <b>or</b> Chemistry <b>or</b> Physics
World Language Exams* -Checkpoint A -Checkpoint B

\*Students with an IEP may be exempt from the foreign language requirement

# Career and Technical Education

Lewis A. Wilson Technological Center  
[www.wilsontech.org](http://www.wilsontech.org)

**Wilson Tech:** [www.mytechnow.org](http://www.mytechnow.org) - Students in grades 11 and 12 can start a career while still in high school by choosing one of the 40 programs Wilson Tech offers for high school students. Programs provide a foundation for success in the workplace and for post-secondary education. Students who are interested in attending a Career and Technical Education program should notify their counselor by February of 10<sup>th</sup> grade. A school trip to Wilson Tech is scheduled every year and students are encouraged to attend. Locations of Wilson Tech programs vary according to the area of study each student pursues.

## COURSE OFFERINGS

### **Construction Occupations**

Architectural Design (CAD)  
Carpentry  
Construction Electricity  
Heat/Vent/Air Cond/Plumbing (HVAC)  
Welding

### **Graphics and Media Occupations**

Advertising/Graphic Design  
Audio Production  
Professional Photography  
Digital Film & Video Production

### **Health Occupations**

Medical Assisting  
Medical Laboratory  
Nurse Assisting  
Physical Therapy Aide

### **Service Occupations**

Certified Personal Trainer  
Business & Hospitality Mgmt.  
Cosmetology  
Culinary Arts  
Early Childhood Education  
Fashion Merchandising/Design  
Criminal Justice  
Veterinary Assisting

### **Technical Occupations**

Computer Game Design  
Electronics/Robotics/Computer Repair

### **Transportation Occupations**

Aircraft/Drone Technology  
Auto Body Repair  
Auto Technology  
Aviation Science/Flight

## Guidelines

Applications are available at the Counseling Center for students in the eleventh and twelfth grades. Selection to occupational programs is based on the following: Availability of openings in occupational clusters, attendance record, scholastic record, discipline record. Students accepted to the Tech program report to Babylon High School for three courses plus physical education, and they attend a Wilson Tech Center during either the morning or afternoon. Students going to Tech do not have a choice in selecting the session (morning or afternoon) of attendance.

## Attendance and Occupational Credit Policy

We must insist on daily attendance from all students accepted into these programs unless there is serious reason for an absence. Any Tech student with a poor attendance record, without sufficient cause, will be removed from the program. Good attendance, coupled with a passing average, will result in full credits being awarded by the local school district for successful completion of each Wilson Tech program. Conversely, absences that are considered excessive, more than 18, will result in a loss of credit, despite a passing grade.

## Awarding of Occupational Education Certificates of Completion

Wilson Tech students can earn a career and technical education (CTE) endorsement on their high school diplomas when they successfully complete a Tech program and pass a nationally recognized certification exam in their chosen field. Each of Tech's 40 programs has been approved by the State Education Department for this CTE endorsement. Additional requirements: be eligible for a Regents Diploma, complete a two-year program, and have less than 36 absences over a two-year period.

# Community Service Diploma Endorsement Program

This program recognizes the importance of student involvement in community service and encourages voluntary participation leading to an additional honor at graduation. Although this service is not a requirement, the school officially promotes student community service with formal acknowledgment. Acceptable community service will accumulate over a four-year period, be recorded on the student's high school record, and acknowledged in the form of a community service diploma endorsement at the time of graduation.

- ▶ Diploma Endorsement will be signified by "Distinction for Community Service" for those who qualify.
- ▶ "Acceptable Community Service" consists of any act on behalf of others or the community that contributes significantly to the good of others and the community. This service must also be connected to a formal service organization.
- ▶ Time requirement is a minimum of 40 hours of documented community service performed within the four-year period from 9<sup>th</sup> to 12<sup>th</sup> grade. The summer preceding 9<sup>th</sup> grade will count for the purpose of this program.
- ▶ The intent of this program is for the service to accrue over a period of four years.

**A mission of Babylon Junior-Senior High School is to promote volunteer work and community service as an essential part of good citizenship.**



---

## National Honor Society

### Criteria for Membership

Membership in the National Honor Society is one of the highest honors that can be awarded to a secondary school student. The National Honor Society has worked hard to bring the accomplishments of outstanding students to the attention of parents, teachers, peers, and community. Schools across the nation strive to give practical meaning to the Society's goals of scholarship, leadership, service, and character.

These four ideals are considered as the basis for selection. No student is inducted simply because of high academic average. The National Honor Society strives to recognize the total student: one who excels in all these areas. The standards used for selection are:

- Scholarship ..... 89.5 cumulative unweighted average
- Leadership and Character ..... as demonstrated by activities indicated on student application and teacher recommendations.
- Service ..... A minimum of twenty hours of community service is required.

The application is submitted to a selection committee composed of faculty members who evaluate the applicant based on the established criteria. Discipline records are reviewed and considered by the committee in determining eligibility.

# National Junior Honor Society

## Criteria for Membership

- I. Academic Average  
90% (cumulative - unweighted) A student, in 9<sup>th</sup> grade, is invited to apply based on this average of 90% or above.
- II. Community Service  
Ten hours of community service during the junior high school years is required. This includes unpaid volunteer work through school clubs, scouts, church organizations, etc. A signed letter of confirmation of service is required from the person who supervised the volunteer work.
- III. Leadership  
This includes being nominated for an office, participation in student government, any supervisory position held through school, church, scouts, sports, etc.
- IV. Character  
This involves rating by teachers in the categories of character, leadership, and service. The discipline records of all candidates will be considered as part of this determination.

Final selection is made by a five-member committee of faculty members. The admission decision is based on all the information provided in the student application that must be submitted by the established deadline.

## Library Media Center

The Library Media Center serves the Babylon Junior Senior High School learning community and participates cooperatively with the district's elementary and intermediate schools. The mission of the Library Media Center is to provide students, staff and parents with the information technology literacy tools necessary to meet the demands of 21<sup>st</sup> Century learning and teaching. The main local objective of the Library Media Center's programming is to provide information technology resources and instruction in alignment with the curriculum goals established for students in grades seven through twelve. Integration of the Library Media Center's resources with content instruction is the main standard of support and service.

The LMC has seating for approximately 70 students. Print resources available for use and loan include over 16,000 books, a variety of academically relevant periodicals and two daily newspapers. Non-print resources, such as audiobooks, eBooks and visual materials are also available. Digital information for research support is available through the VRC (Virtual Reference Collection) which is a group of subscription databases providing digitized news articles, academic journal articles, video, podcasts, online reference materials and international newspapers. Both the VRC and the LMC e-Catalog are available 24/7 to students, staff and parents from any computer with internet access. A great many of these databases are searchable in languages other than English in support of the diverse needs of our learning community. Books and other materials circulate to students for a two-week period and may be renewed, subject to demand. Orientation to the library is given to all entering students. Continuing instruction in the use of library materials and/or special reference skills, such as searching strategies, evaluation of websites, citing sources, and using databases for research, is given to all students through individual guidance and in conjunction with collaborative content instruction.

Eight computers are available for class assignments and research using the school network to access the internet, search our resources and use other information technology tools. The Library Media Center catalog is available at <http://babylon.follettdestiny.com> and is the access point for both our e-Catalog and the Virtual Reference Collection. The Library Media Specialist creates support materials such as pathfinders, online assignments, how to videos, and WebQuests in support of classroom instruction and student research. The Babylon High School Research Paper Style Guide is available at [www.babylonschools.org/ourschools/jshs](http://www.babylonschools.org/ourschools/jshs), under "Student Resources," and provides students with guidance in citation creation. Students are encouraged to seek assistance from the Library Media Specialist at any appropriate opportunity and may arrange for individual information technology instruction as needed.

# English Department

Upon completion of the English Language Arts program, students will have experienced integrated instruction in reading, writing, listening, and speaking, as they relate to national and NYS standards. In addition, students will have acquired the skills to transmit information, to understand relationships, and to communicate ideas, opinions, and values to others. Students will have experienced the power and beauty of the English language as a reflection of the human condition as well. Furthermore, they will be taught how to become well-informed lifelong readers and writers instilled with a sensitivity, awareness, and appreciation for the written word. Lastly, but certainly not least in importance, students will have been taught how to apply the standards of written English in their writing and in their speaking.

## **English 7**

## **Grade 7**

The seventh-grade English curriculum focuses on meeting NYS Standards through the study of literature and nonfiction texts and composition and argument. Through the instruction of academic and contextual vocabulary and grammar and usage when writing or speaking, students will become more effective communicators and hone their reading, writing, and research skills.

## **English 8**

## **Grade 8**

The purpose of this course is to provide students with an eighth-grade English education in accordance with NYS standards. They will learn how to access, interpret, and write about literature and informational texts in class and at home. In addition, they will acquire skills to look beyond the literal meaning of written pieces and to identify an author's deeper purpose. Students will learn to articulate their interpretations in well-written compositions and arguments. Students will study both grammar and vocabulary in context of reading and writing.

## **English 8 Honors**

## **Grade 8**

This course serves as the first honors course offered in the English department and uses a Humanities based approach, asking students to grapple with historical events and topics, while incorporating all needed literacy and language skills. Thematic units focusing on the exploration of the human condition allow for deep analysis of classic and contemporary texts of varying genres. Writing workshops address all grade-level standards, with a focus on nonfiction writing.

**Prerequisite:** Students must have an overall A average of 90% or higher in their previous English class or have earned the approval of the English Committee, based on samples of student writing indicative of strong style, including voice, insight, development, precision, and clarity. Additionally, students must meet the standards of The Work Habits Rubric. Please note that an 85% average must be maintained throughout the course of the year to be considered for admittance to the next honors course.

## **Quest ED (10 weeks)**

## **Grade 8**

All eighth-grade students will be enrolled in Quest ED. This class, taught by our Library Media Specialist, is structured to facilitate Interest Based Learning. Students will have the opportunity to explore their own interests by choosing what they learn during a set time-period. The goal of Quest ED is to invigorate a love for learning, instill lifelong learning habits and engage students in inquiry. By planning their own projects, students will engage in purpose driven learning, design their own learning paths and conduct inquiry. Required submissions will include a capstone presentation of a project and a student reflection. Teaching standards will be aligned with the New York State Information Fluency Continuum and the principles of Genius Hour in the Classroom.

## **English 9**

## **Grade 9**

## **1 Credit**

Students at this level work on developing sophisticated thinking, reading, writing and speaking skills associated with the NYS standards. During freshman year, students are taught to respond insightfully with respect to the content and craft of both informational and literary texts. Academic vocabulary is taught to foster college preparedness. Additionally, students will continue to hone their writing skills, with a concentrated focus on providing and evaluating evidence to support their claims or arguments to a variety of genres. • *NCAA Approved*

## **English 9 Honors**

**Grade 9**  
**1 Credit**

This course permits the highly motivated student to conduct a deeper study of informational texts, literary genres, and effective communication skills as outlined by the NYS Standards. This will be accomplished through the exploration of texts through a Humanities based lens, rooted in interdisciplinary reading material. Consequently, students will study classic and contemporary texts from around the globe.

**Prerequisite:** Students must have an overall average of 90% or higher in their previous English class or have earned the approval of the English Committee, based on samples of student writing indicative of strong style including voice, insight, development, precision, and clarity. Please note that an 85% average must be maintained throughout the course of the year to be considered for admittance to the next honors course. Additionally, students must meet the standards of The Work Habits Rubric. •NCAA Approved

## **English 10**

**Grade 10**  
**1 Credit**

Students will engage in close readings of both literary and informational texts with the purpose of analyzing content and style with an ever-advancing critical perspective. Reading and writing assignments reflect the constant emphasis on the employment of text-based evidence to support assertions, as well as in the focus on building and strengthening students' analytic and persuasive skills. Argumentative writing and research skills are further developed through informational genre studies. Most importantly, the art of essay writing will be honed and discussed in terms of focus, clarity, transition-making, logic of structure, and organization of ideas. Grammar, mechanics, and usage will be reviewed in preparation for the PSAT, SAT, and the NYS English Regents, which will be administered in the students' junior year. •NCAA Approved

## **English 10 Honors**

**Grade 10**  
**1 Credit**

This course serves as a continuation of the honors program begun in eighth grade based on meeting the NYS Standards. Students will analyze literary and informational texts primarily through the lens of social injustice in global and American history, using rhetorical devices and text-based evidence. A variety of genres will be explored with the expectation that students are able to synthesize information from both primary and secondary sources in speaking and writing to prepare for AP Language and Composition. Academic vocabulary and research paper writing also will be taught with a focus on college readiness. Lastly, the nuances of an author's purpose as reflected in diction, syntax and technique will be examined.

**Prerequisite:** Students must have an overall average of 90% or higher in their previous English class or have earned the approval of the English Committee, based on samples of student writing indicative of strong style including voice, insight, development, precision, and clarity. Please note that an 85% average must be maintained throughout the course of the year to be considered for admittance to the next honors course. Additionally, students must meet the standards of The Work Habits Rubric . •NCAA Approved

## **English 11**

**Grade 11**  
**1 Credit**

This course is based upon the NYS Standards for the eleventh grade. It provides a strong background and review in academic vocabulary, conventions of standard English, and skills associated with multiple genres of reading and writing. Both informational and literary texts are employed to meet these needs as suggested by the NYS Standards and the New York State Education Department. The major examination is the NYS English Regents which students must pass to graduate. Students are also responsible to seriously prepare for a midterm and college entrance examinations as well. •NCAA Approved



## **Senior English**

**Grade 12**  
**1 Credit**

This course aims to prepare students for their college and career paths. Through the essential question: *What forces shape an individual's identity?* students will explore one of the most widely recognized themes in literature. Students will quickly find that the search for identity has long been a universal theme of literature and a quest that unites the experience of all of humanity. This course aims to use this high interest angle to foster an exploration of self as an individual, learner, reader, researcher, speaker, and writer. • *NCAA Approved*

## **The Evolution of Storytelling in Video Games**

**Grades 9-12**  
**1 Credit**

This elective course draws upon critical thinking, creativity, collaboration, and communication, and intends to investigate the role of traditional storytelling and the evolution of the immersive gaming experience. It will look at the history, cultural significance, and future of the field of gaming. Great games are simply great stories and narratives that immerse their players in carefully created digital, text-rich worlds.

In a broad sense, gaming is comprised of four types of storytelling (Textbook, Cut-scenes, Dialogue, and Environmental Storytelling). This course aims to look at each and how these have created one of the most interactive and rich literary experiences in today's digital world, all while drawing upon the classical story elements that have been long analyzed in the traditional English classroom.

The beginning of the course will be dedicated to tracing the history and steps gaming has taken over the better part of the last century. The course will then shift and look to the elements that have made video games into a diverse medium of literacy and art. Students will then create their own narrative for an original game. While this course will look briefly at the rise of eSports and the industry's rise to the top of the entertainment world, it will culminate with a look to the future of storytelling and its immersive experiences, in which students grapple with complex analyses and arguments regarding gaming, its role in society, and its future.

## **Broadcast / Communications**

**Grades 10-12**  
**½ Credit**

This elective runs for a half year and meets every other day. The course is open to 10<sup>th</sup>-12<sup>th</sup> graders who want to gain confidence as presenters for a mass audience and learn current technology for broadcast communications. Embedded in the curriculum is the art of public speaking, in which students will gradually hone their public speaking skill, learning the fundamentals of both verbal and nonverbal communication. While working on a digital platform, students will write, speak, and create media to inform and engaging an audience.

## **Digital Communications – Establishing a Positive On-Line Presence**

**Grades 10-12**  
**1 Credit**

This full year elective course will teach students the skills to create high-quality on-line content. Over the course of the year, students will create content for: *a webpage, a YouTube channel, a podcast, and a blog*. The course teaches students to establish a personal on-line presence that highlights one's interests, knowledge, and talents to contribute positive and helpful content to the web. More than ever, one's on-line presence serves as a resume that may serve students well as they enter college and/or show potential employers who they are and what they can do. Strong computer and writing skills suggested, but not required.

## **A Dream Deferred: American Immigrant Experience through Multiple Lenses**

**Grades 10-12**

**½ Credit**

This course seeks to examine the American immigrant experience through multiple lenses, with the analysis of various literary texts at the core of this work. Immigration is an integral and complicated part of American history, and it continues to be both controversial and a point of pride, distinguishing us from any other nation around the world.

The course will be structured around a series of literature circles where students will be able to choose with which texts they would like to engage. Each literature circle will culminate in project-based assessments that will give students an opportunity to share the insights they gleaned from their chosen text. As a whole class, students will also read various shorter texts: short stories, poems, articles, etc. that will illuminate the motifs and themes that both differentiate and bind these experiences together.

## **Short Story/Creative Writing**

**Grade 12**

**1 Credit**

This elective runs as a full year Senior English course with the first half of the year focused on Short Story. Short Story prepares college-bound students who enjoy reading short stories from a variety of styles, time periods, genres, gender perspectives, and cultures. Selections from such authors as Tolstoy, Crane, Hemingway, Fitzgerald, Chopin, Hawthorne, King, and others portray this wide variety. Assigned stories will be primarily from the *Norton Anthology of Short Fiction*; however, selections from other texts, such as a recent edition of the annual contemporary anthology, *The Best American Short Stories*, will offer students both a curriculum of the classics as well as the best of contemporary authors. Students will read and write assignments very likely to be revisited in college. The second half of the year focuses on Creative Writing, which teaches the writer's craft and explores the nuances of language that establish voice and style. Through scaffolded instruction, students will employ both literary and rhetorical tools of the craft through practice and guided instruction. Students will model and evaluate exemplum works. In addition, students will also learn how to be creative when writing for a specific purpose, such as research papers and creative nonfiction essays. All students are expected to share, present, and publish writing. All grades will be determined from the quantity and quality of formal written pieces, in addition to homework and classwork assignments.

## **Advanced Placement English: Language and Composition**

**Grade 11**

**1 Credit**

This AP college-level course is designed to provide instruction and assignments which require students to read critically and carefully analyze a wide variety of challenging non-fiction selections. Through close reading and frequent writing, students deepen their understanding of rhetoric and language, while strengthening their own ability to write for a variety of purposes and audiences. To maintain the standards required for success on the AP Exam in May, students must maintain an average of 85% or above. If a quarter grade falls below 85, a conference will be held to discuss current or alternate placement. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board for fee for the exam.

• *NCAA Approved*

**Prerequisites:** The student must earn at least a 90% average for the year in English 10H or a 90% average in English 10. Please note that an 85% average must be maintained throughout the course of the year in to be considered for admittance to the next AP course. The student must be recommended for AP English by his or her teacher according to the Work Habits Rubric. The student's writing must exceed the Rubric for a Regents based class and meet the standards of an AP rubric. The student must have demonstrated a high interest and aptitude in reading. The student must receive approval of his/her writing sample(s) and records from the AP Committee. Students are required to read three texts related to their course of study. A letter will be sent home specifying the reading list and outlining the written assignment.

## **Advanced Placement English: Literature and Composition**

**Grade 12  
1 Credit**

The AP college-level course in English Literature and Composition engages students in careful reading of literary works. Through such study, they sharpen their awareness of language and their understanding of the writer's craft. They develop critical standards for the independent appreciation of any literary work, and they increase their sensitivity to literature as shared experiences. Students study the individual work, its language, characters, actions, and themes. They consider its structure, meaning and value, and its relationship to contemporary experience, as well as to the time in which it was written. To maintain the standards required for success on the AP Exam in May, students must maintain an average of 85% or above. If a quarter grade falls below 85, a conference will be held to discuss current or alternate placement. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board for fee for the exam.

• *NCAA Approved*

**Prerequisites:** The student must earn at least an 85% average for the year in 11<sup>th</sup> Grade AP Language & Composition or a 90% average in English 11. Please note that an 85% average must be maintained throughout the course of the year to remain in the course. The student must be recommended for AP English by his or her teacher according to the Work Habits Rubric. The student's writing must exceed the Rubric for a Regents based class and meet the standards of an AP rubric. The student must have demonstrated a high interest and aptitude in reading. The student must receive approval of his/her writing sample(s) and records from the AP Committee. Students are required to read three texts related to their course of study. A letter will be sent home specifying the reading list and outlining the written assignment.

# Fine and Performing Arts Department

The Art Department, the Music Department, and the Theatre Arts Program have been collectively placed under the title of Fine Arts. Although they remain as independent disciplines, all will strive to maintain the following New York State standards.

- Students will actively engage in the processes that constitute creation and performance in the arts.
- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## **ART DEPARTMENT**

The Art Department offers a five-year sequential program that introduces the history and function of the fine arts as well as developing students' manual skills. The courses are designed to satisfy the needs and interests of all participating students. Originality and creative exploration are stressed. Individual attention and evaluation are normal procedures. Upon completion of a course study in art, the students will:

- Understand and appreciate how people of various cultures have used the arts to express themselves.
- Understand and appreciate different styles, genres, and art works from representative historical periods.
- Understand and appreciate the skills, media, tools, and aesthetic processes required to express themselves in traditional, craft, and contemporary art forms.
- Express themselves creatively, intellectually, and emotionally in one or more of the visual or tactile art forms.
- Analyze the structure of a work of visual or tactile art.
- Identify, describe, and use appropriate vocabulary in art.

### **Junior High Art 7**

### **Grade 7**

Every seventh-grade student receives 10 weeks of art. The student will participate in a basic art course and will be introduced to various medium, interdisciplinary concepts, and basic drawing and art skills. 2D and 3D art will be explored. The course will help students explore the function of various media. Exploration, creative expression, and personal satisfaction are the goals.

### **Junior High Art 8**

### **Grade 8**

Every eighth-grade student receives 10 weeks of art. The students will build off of skills learned in Junior High Art 7 while also expanding their knowledge in art. Exploration, creative expression, and personal satisfaction are the goals.

### **Accelerated Art/Studio in Art 8X**

### **Grade 8** **1 Credit**

A student who demonstrates a high degree of aptitude and talent in seventh grade art will be considered for acceleration in high school Studio Art 1 as an eighth grader. A final average of 90% or better in art, classroom teacher recommendation, and art director's approval are required to be selected for acceleration in art.

## **Art Studio 1**

**Grades 9-12**

**1 Credit**

This is a full-year introductory course which emphasizes perceptual drawing and introduces the student to the basic elements and principles of art. It is the foundation for the three-year sequence required of all art majors as well as an experimental course for students who do not anticipate taking any further art courses. Consideration is given to personal development, student choice-based projects, interdisciplinary application, and experience in a studio environment. This course will satisfy the graduation requirement.

## **Advanced Art Studio 2**

**Grades 9-12**

**1 Credit**

The second-year art students will continue to develop those skills and concepts represented in Studio 1. Greater demands will be made, and more sophisticated work will be expected. Students will have the opportunity to explore drawing, painting, print making and sculpture. Creative expression, invention, and mastery skills and abilities should be reflected in the work.

Prerequisite: Studio in Art 1

## **Advanced Art Studio 3**

**Grades 10-12**

**1 Credit**

This course will be a continuation of the work in Advanced Studio in Art 2. Students will work independently on choice-based projects and will be challenged to discover and explore their personal style and various mediums. Artists, artistic genre, and mediums will be introduced and scaffold off previous experiences in the earlier studios. This course will also include weekly art history lessons. Students will be encouraged to use these as inspiration for new ideas and medium exploration. Students will be expected to complete work in a more advanced skill level.

Prerequisite: Advanced Studio in Art 2

## **Portfolio**

**Grades 11-12**

**1 Credit**

This course is for juniors and seniors wishing to continue their studies in art. Students will continue to be challenged to discover and explore their personal style and favorite mediums. Portfolio preparation is the main emphasis in this class as students put together a collection of work for either a college portfolio or the NYSATA portfolio review. Students will be encouraged to write about and critique their own artwork as well as professional artwork. Students will be expected to complete work in a highly skilled and professional manner.

Prerequisite: Advanced Studio in Art 3

## **Advanced Placement Studio in Art**

**Grade 12**

**1 Credit**

This course is offered to seniors who have completed Portfolio. Students will develop and complete their focused interest for the AP exam during class. Research and conceptual projects will be completed as homework. Students will be required to continue working in their art journals/sketchbooks. Students will critique and evaluate their lifelong artistic growth and analyze their artistic options for the future.

AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board fee for the exam.

Prerequisite: Portfolio and completion of summer art assignment prior to entering the class.

### **Studio in Media Art 1**

**Grades 9-12**  
**1 Credit**

This course is a first-year course recommended for students pursuing an interest in computer art, video, graphic design, and digital photography. Emphasis will be placed on the Elements of Art and Principles of Design. Teacher 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 Adobe Photoshop and Illustrator. This course fulfills the New York State graduation requirement of one year (1 credit) of Art or Music.

### **TAB (Teaching Artistic Behavior)**

**Grades 10-12**  
**Credit**

Teaching Artistic Behavior (TAB) is a journey into the mind of an artist, how an artist works, thinks, and uses different materials and mediums. The process is important, if not more important, than the final projects. Students will be taught how to document their process and explore their interests through different art mediums. This class is for the student who might feel intimidated to follow the studio course sequence or has room in their schedule and is looking for a fun and creative use of their time.

### **Advanced Studio in Media Art**

**Grades 10-12**  
**1 Credit**

This course is designed for highly motivated, advanced art students who have completed Studio in Media Art 1 and have demonstrated a serious interest in the study of graphic design and media arts. Students will use the Adobe Creative Suite for digital imaging, illustration, graphic design, typography, and digital photography. Over the course of the year, students will be able to develop and produce a body of work that best presents their personal style and artist voice in a sophisticated and professional manner. Students will have the opportunity to create a college/career level portfolio of computer-based artwork.

Prerequisite: Studio in Media Art 1

### **Photography I**

**Grades 10-12**  
**½ Credit**

This course can be elected after the student has completed one full year of Studio in Art or Studio in Media Art. The course serves as an introduction to basic black and white film photography processes as well as a study of the development, nature, and function of photography. The course is designed to have students become familiar with film, lighting, composition, developing and enlarging, cropping, and mounting. This is a traditional darkroom experience with an introduction into digital photography. Students **should** supply their own cameras and will have the opportunity to learn how to use them.

Prerequisite: Studio in Art, Studio in Media Art, and/or departmental permission

### **Photography 2**

**Grades 11-12**  
**½ Credit**

This course will build upon the skills learned in Photography I. Students will learn more advanced darkroom skills, while having the chance to work on a larger scale. Students will learn how to use their cameras creatively and to see how art and photography are interrelated. Students will also explore the many roles of photography in our culture and will be introduced to the careers in the field. Students **must** have their own film camera.

Prerequisite: Photography I

## **MUSIC DEPARTMENT**

The department's faculty endeavors to provide music training and background for all students through grade 8 and continuing development for those electing performing groups in grades 9 through 12. Through class lessons and ensemble training in voice or instruments, a broad background in style and theory is presented. All music students are encouraged to enter the Solo and Ensemble Evaluation Festival as a means of self-improvement. Those who do so successfully will then be eligible for music festivals at the county and state levels. Being selected is not only an honor but also a most worthwhile and lasting experience.

Students completing a music program will:

- Have an awareness of the aesthetic qualities in various styles of music.
- Recognize and identify meter, rhythm, melody, harmony, tempo, dynamics, tone color, and form.
- React to the beat and rhythm of music through physical movement.
- Have some understanding of the instrumentation and stylistic requirements of various performing groups.
- Have performance experiences in large and/or small instrumental and vocal ensembles.
- Be exposed to the music of other countries and cultures.

### **General Music-Music Appreciation**

**Grade 7**

Any student not enrolled in Junior High Chorus, Band or Orchestra will take Music Appreciation. This is a required two-year course for all Junior High students without performing ensemble experience. This survey course is designed to help students gain a sense of the aesthetic values of music and develop a lasting appreciation and enjoyment of this universal art form. Students will explore a wide variety of musical styles and genres ranging from classical to current popular music and will have hands on musical experiences with guitars, keyboards, and various percussion instruments. The curriculum includes, but is not limited to, basic musical concepts, notation, music history, various instruments, and Broadway musicals. Class meets every other day.

### **Junior High Chorus**

**Grades 7-8**

Junior High Chorus is a two-year commitment, encompassing grades seven and eight. Proper singing technique and various styles of vocal music are taught in preparing for three yearly concerts. Attendance at all scheduled concerts is required for passing. Small group lessons are scheduled on a rotating basis for all choral students. These lessons are an essential component designed to teach proper vocal technique as well as music theory and ear training. Small group lessons are a requirement for all Junior High Chorus students, in accordance with NY State recommendations for music education.

Prerequisite: Participation in 5<sup>th</sup> and 6<sup>th</sup> grade Chorus, recommendation of grade school chorus teacher and/or audition by junior high chorus teacher

### **Senior High Chorus**

**Grades 9-12**

**1 Credit**

The Senior High Chorus is an advanced performance ensemble that prepares and performs three concerts throughout the school year. Proper pedagogy, music theory and ear training are taught while exploring the music of various genres and eras. In addition, the Senior High Chorus performs at the annual graduation ceremony in June. Attendance at all scheduled concerts as well as graduation is required for passing. Small group lessons are scheduled on a rotating basis for all choral students. These lessons are an essential component designed to teach proper vocal technique as well as music theory and ear training. Small group lessons are a requirement for all Senior High Chorus students, in accordance with New York State recommendations for music education.

Prerequisite: Participation in JH Chorus, recommendation of JH Chorus teacher and/or audition by Senior High Chorus teacher.

### **Grade 7 Band / Grade 8 Band**

**Grades 7-8**

Junior High Band meets every other day. Course requirements for band include weekly lesson attendance (based on a rotating schedule) and participation in all band performances. Students will gain experience in playing music of different time periods, cultures, and in numerous styles. Students will also further their knowledge and technical ability of their specific instrument. It should be noted that junior high band is a two-year commitment and students are required to participate during seventh and eighth grade.

Prerequisite: Participation in 6<sup>th</sup> grade Band, recommendation of grade school Band teacher and/or audition by JH Band teacher

### **Senior High Band**

**Grades 9-12**

**1 Credit**

The High School Band maintains a very busy schedule of public performances during the school year. In the fall, all band members participate in the Panther Marching Band that performs at all BHS home football games and several parades. In November, the band program focuses on concert band performance in preparation for a minimum of three evening concert performances during the remainder of the school year. Course requirements for band include weekly lesson attendance (on a rotating basis), participation in all band performances, and full participation as a member of the Panther Marching Band. Exceptional music students and students planning to enter a career in music may fulfill performance requirements through participation in the BHS band program and may be eligible to participate in New York State School Music Association events (All-State, All-County, Solo Festival).

Prerequisite: Director approval/audition required for those students not entering from 8th Grade Band

### **Symphonic Winds**

**Grades 10-12**

**1 Credit**

The Symphonic Winds is comprised of a highly select group of musicians numbering approximately 30-40 students. During the fall, in addition to starting their Wind Ensemble repertoire, all Symphonic Winds members participate with the Panther Marching Band which performs at all BHS home football games and several parades. During the remainder of the school year, there will be a minimum of three evening performances. As with the High School Band, course requirements include weekly lesson attendance (on a rotating basis), participation in all band performances, and full participation as a member of the Panther Marching Band.

Prerequisite: At least one year in the High School Band, recommendation of the High School Band Director, and by audition

### **Junior High String Orchestra**

**Grades 7-8**

Junior High String Orchestra meets every other day. Course requirements for orchestra include weekly lesson attendance (based on a rotating schedule) and participation in all orchestra performances. Students will gain more advanced techniques as related to their instruments. Please note that orchestra is a two-year commitment and students are required to participate during 7<sup>th</sup> & 8<sup>th</sup> grade.

Prerequisite: Participation in the Grade School Concert Orchestra, recommendation of grade school orchestra teacher and/or audition by JH orchestra teacher

### **Senior High String Orchestra**

**Grades 9-12**

**1 Credit**

Students will gain experience in performing traditional orchestral works through various outlets. They will also gain more advanced techniques as related to their instruments. There will be a minimum of three evening performances. Other course requirements include weekly lesson attendance (based on a rotating schedule). Exceptional BHS Orchestra students may be eligible to participate in New York State School Music Association events (All-State, All-County, and Solo Festival).

Prerequisite: Director approval/audition required for those students not entering from Junior High Orchestra



## **Music Theory**

**Grades 9-12**

**1 Credit**

Music Theory 1 is an advanced music course designed to provide students with a comprehensive study of the treatment of the elements of music (music theory, composition, ear training, music history, conducting, performance, and critical analysis). This course is designed for serious students who wish to explore the many facets of music as an art and as a profession. While geared towards those students who already sing or play an instrument, this course is also open to non-music students who already possess the ability to read music (upon approval of the instructor). Students who plan to enter the field of music and students who are serious about musical study should consider this course. Upon completion, students are eligible to elect to take Music Theory 2. This course may serve to fulfill a theory requirement in the major sequence of music.

Prerequisite: Music reading ability and/or approval of instructor

## **Advanced Placement Music Theory**

**Grades 10-12**

**1 Credit**

“The ultimate goal of an 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 College Board AP Music Theory Handbook 2012.)

The Babylon AP Music Theory curriculum will help students develop aural, sight-singing, penmanship, composition, and analytical skills through use of online resources such as [teoria.com](http://teoria.com), [musictheory.net](http://musictheory.net) and [thepracitceroom.net](http://thepracitceroom.net). The curriculum will also implement lessons from texts including Music in Theory and Practice Vol. 1 by Bruce Benward and Marilyn Saker, and Music for Sight Singing by Robert Ottman.

# **THEATRE**

## **Intro to Theatre Arts**

**Grades 9-12**

**1 Credit**

This year-long class fulfills New York State’s Arts education credit and functions as the first course in a sequence in theatre arts. This class focuses on improvisation and open-script work. The introduction to the ‘thinking actor’. In the spring, students write, act, direct, design and perform a show for students in the elementary school to foster literacy which is also their end of the year project. Students will learn the fundamentals of stage, stage combat, costume, lighting, sound design, among many other topics.

## **Theatre Arts II**

**Grades 10-12**

**1 Credit**

Students continue exploring theatre’s historical while taking a deeper analytical dive into what ‘theatre actually is’. This course will focus more on writing and directing. Character development, improvisation, and play writing are incorporated into projects performed both inside and outside of the class throughout the year.

Stage, costume, lighting, and sound design will be further developed.

Prerequisite: Introduction to Theatre Arts

## **Advanced Theatre Study**

**Grades 11-12**

**1 Credit**

This performance-based course furthers the development of students’ skills via theatrical productions. Students further hone their skills in both performance and technical theatre as well as the pedagogical aspects of theatre. Modern drama and its various movements will be studied.

Prerequisite: Theatre Arts II and audition required. This can be taken as a multi-year course.

# World Languages Department

The World Languages Department offers full sequences in Spanish and French with courses in American Sign Language as well. Beginning in seventh grade, students may choose between Spanish or French to begin their language studies. Their junior high school language study covers Checkpoint A of the New York State Education Department's Learning Standards for Languages other than English. These standards were updated in March 2021 and the revisions align the standards with both the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness Standards for Learning Languages and high-leverage practices and update them to represent what students should know and be able to do in the languages and cultures which they study. Upon successful completion of a regionally developed comprehensive examination in the language, students will receive 1 H.S. credit for their junior high study. The students will go on to study for two years more pursuing Checkpoint B proficiency, earning 1 H.S. credit for each year of study. Their successful completion of a regionally developed comprehensive examination at the end of two years will award them the language component for a Regents Diploma with Advanced Designation.

Beginning in grade 9, students may choose to take American Sign Language, offering them an opportunity to learn another language while earning 1 H.S. credit per year of study. The successful completion of a regionally developed comprehensive examination will afford them the chance to complete *another* language sequence. [Students can also begin the study of another language in grade 9, if they have taken Spanish, they will continue to do so, but add French to their schedule or vice versa.]

The courses offered in both French and Spanish utilize materials published by Vista Higher Learning which include a V Text and online platform for activities, assessment and more. The focus of each class is the development of communicative skills coupled with cultural understanding. Each unit is supplemented with a variety of writing activities, listening activities, multimedia presentations, videos, music, as well as the online component and listening lab of native speakers for additional reinforcement. The units of study are organized into Checkpoints:

**Checkpoint A (grades 7-8)** - Emphasis is placed on the fundamental sound system, vocabulary, basic grammatical structures, and the essential skills needed for listening, speaking, reading, and writing at an age-appropriate level. Students are also exposed to the countries and cultures in which the language studied is spoken. Level appropriate, authentic text and media will be utilized whenever possible.

**Checkpoint B (grades 9-10)** - Emphasis is placed on the use of the target language in all forms (listening, speaking, reading and writing) with an extensive vocabulary and grammatical skills. Students will be further exposed to the countries and cultures in which the language studied is spoken. Appropriate, authentic text and media will be utilized whenever possible.

**Checkpoint C (grades 11-12)** – Advanced reading, writing, speaking, and listening skills are emphasized with authentic text and media are utilized frequently. Development and enhancement of previously acquired linguistic skills will be emphasized while college and career readiness are goals. Similar goals are set for the intermediate level, college course offered to seniors.

## FRENCH CORE PROGRAM

French 1A	Grades 7-12	
French 1B	Grades 8-12	1 Credit
French 2	Grades 9-12	1 Credit
French 3	Grades 10-12	1 Credit
French 4	Grades 11-12	1 Credit
French 5	Grades 11-12	1 Credit
College French	Grades 11-12	1 Credit

**French 1A****Grades 7-12**

French 1A is the beginning course in the study of the French language and culture. Emphasis is placed upon linguistic fundamentals and creating a strong foundation in all language modalities: listening, speaking, reading, and writing.

**French 1B****Grades 8-12****1 Credit**

French 1B is the second half of the Checkpoint A study of the French language and culture. Students will continue to build a strong foundation for future language study while preparing for the Checkpoint A exam, which is cumulative and developed regionally. Upon successful completion of the exam and course, students will receive 1 H.S. credit for their study.

**French 2****Grades 9-12****1 Credit**

French 2 is the continuation and expansion of the study of French language and culture. Students will continue to enhance their skills in speaking, reading, writing, and listening while expanding their vocabulary and use of the language in level appropriate contexts.

**French 3****Grades 10-12****1 Credit**

French 3 offers students the opportunity to sharpen their linguistic skills and prepare for the Checkpoint B exam, which is a cumulative, regional exam offered in June. The successful completion of this course will allow eligible students to receive the Regents Diploma with Advanced Designation. This course is also a prerequisite for all other advanced French courses.

**Advanced Electives****French 4****Grades 11-12****1 Credit**

French 4 is an advanced course offered to juniors and seniors. Students completing their language sequence early may enroll in this course with teacher and director approval. The development of skills in speaking, reading, writing, and listening is refined in preparation for college and career. The use of the language in practical and academic situations is further developed, providing students with vocabulary and grammatical instruction that is meaningful. Culturally based lessons provide application of the linguistic skills acquired while emphasizing other areas of study, such as literature, history, art, theatre, film, music and more. Exposure to authentic cultural text and media whenever possible creates a connection between the language studied and the culture of the people that speak it.

*• NCAA Approved***French 5****Grades 11-12****1 Credit**

This one-year course offers students who have successfully completed French 4 the opportunity to continue their study of French language and culture. This is a proficiency-based course that reviews the formal structures of the language, refines linguistic skills, and builds awareness of French culture through a variety of authentic literary and oral texts. Communicative skills are further developed through film, TV, radio, and other realia. French 5 will follow the standards developed by the New York State Education Department for Checkpoint C language study.

*• NCAA Approved*

**College French****4 Credits – Syracuse University****Grades 11-12  
1 Credit**

This one-year course offers seniors who have successfully completed French 4 with an 85 or better or highly qualified juniors the opportunity to study college French and earn 4 college credits through Syracuse University's Project Advance. French 201 is a proficiency-based course that reviews formal structures of language, refines previously acquired linguistic skills, and builds awareness of French culture. Authentic oral and literary texts are introduced as well. The course uses film, TV/radio, and literary texts to develop oral, listening, reading, and writing skills. Classes are conducted in French with clarification made on rare occasions in English. The course follows the curriculum established by the World Languages Department at Syracuse University. This provides our students the experience, expectations, and responsibilities of college-level work during their senior year. The cost for this course is to be paid by the student directly to Syracuse University (financial aid is available). Students enrolled in this course must take it for college credit. Students must maintain an average of 80% or better to remain in the course. • *NCAA Approved*

**Prerequisites:** Three years of high school French with an average of 85% or higher, recommendation by high school French teacher, director approval, and mandatory summer assignment.

**SPANISH CORE PROGRAM**

Spanish 1A	Grades 7-12	
Spanish 1B	Grades 8-12	1 Credit
Spanish 1	Grades 9-12	1 Credit
Spanish 2	Grades 9-12	1 Credit
Spanish 3	Grades 10-12	1 Credit
Spanish 4	Grades 11-12	1 Credit
Spanish 5	Grades 11-12	1 Credit
College Spanish/Spanish 201 (Syracuse University)	Grades 11-12	1 Credit

**Spanish 1A****Grades 7-12**

Spanish 1A is the beginning course in the study of the Spanish language and culture. Emphasis is placed upon linguistic fundamentals and creating a strong foundation in all language modalities: listening, speaking, reading, and writing.

**Spanish 1B****Grades 8-12  
1 Credit**

Spanish 1B is the second half of the Checkpoint A study of the Spanish language and culture. Students will continue to build a strong foundation for future language study while preparing for the Checkpoint A exam, which is cumulative and developed regionally. Upon successful completion of the exam and course, students will receive 1 H.S. credit for their study.

**Spanish 1****Grades 9-12  
1 Credit**

Spanish 1 is the first year of Spanish study for students in grades 9-12 who are beginning their study as a high school student. This course will cover the themes indicated in the Checkpoint A criteria set forth by the NYS Education Department, along with grammar points required to be able to read, write, speak, and listen closely in the target language.

**Spanish 2****Grades 9-12  
1 Credit**

Spanish 2 is the continuation and expansion of the study of Spanish language and culture. Students will continue to enhance their skills in speaking, reading, writing and listening while expanding their vocabulary and use of the language in level appropriate contexts.

### **Spanish 3**

**Grades 10-12**

**1 Credit**

Spanish 3 offers students the opportunity to sharpen their linguistic skills and prepare for the Checkpoint B exam, which is a cumulative, regional exam offered in June. The successful completion of this course will allow eligible students to receive the Regents Diploma with Advanced Designation. This course is also a prerequisite for all other advanced Spanish courses.

## **Advanced Electives**

### **Spanish 4**

**Grades 11-12**

**1 Credit**

Spanish 4 is an advanced course offered to juniors and seniors. Students completing their language sequence early may enroll in this course with teacher and director approval. The development of skills in speaking, reading, writing, and listening is refined in preparation for college and career. The use of the language in practical and academic situations is further developed, providing students with vocabulary and grammatical instruction that is meaningful. Culturally based lessons provide application of the linguistic skills acquired while emphasizing other areas of study, such as literature, history, art, theatre, film, music and more. Exposure to authentic cultural text and media whenever possible creates a connection between the language studied and the culture of the people that speak it.

• *NCAA Approved*

### **Spanish 5**

**Grades 11-12**

**1 Credit**

This one-year course offers students who have successfully completed Spanish 4 the opportunity to continue their study of the Spanish language and culture. This is a proficiency-based course that reviews the formal structures of the language, refines linguistic skills, and builds awareness of Hispanic culture through a variety of authentic literary and oral texts. Communicative skills are further developed through film, TV, radio, and other realia. Spanish 5 will follow the standards developed by the New York State Education Department for Checkpoint C language study.

• *NCAA Approved*

### **College Spanish**

**4 credits – Syracuse University**

**Grades 11-12**

**1 Credit**

This one-year course offers seniors who have successfully completed Spanish 4 with an 85 or better or highly qualified juniors the opportunity to study college Spanish and earn 4 college credits through Syracuse University's Project Advance. Spanish 201 is a proficiency-based course that reviews formal structures of language, refines previously acquired linguistic skills, and builds awareness of Spanish culture. Authentic oral and literary texts are introduced as well. This course uses film, TV, radio, and literary texts to develop oral, listening, reading and writing skills. Classes will be conducted in Spanish with clarification made in English on rare occasions. The course follows the curriculum established by the World Languages Department at Syracuse University. This provides our students the experience, expectations, and responsibilities of college-level work during their senior year. The cost for this course is approximately \$115 per credit, to be paid by the student directly to Syracuse University (financial aid is available). Students enrolled in this course must take it for college credit. Students must maintain an average of 80 or better to remain in the course. • *NCAA Approved*

**Prerequisites:** Three years of high school Spanish with an average of 85 or higher, recommendation by high school Spanish teacher, director approval, and mandatory summer assignment.

## **OTHER ELECTIVES**

### **Introduction to American Sign Language**

**Grades 9-12**

**1 Credit**

This introductory course is designed to provide the basic signs needed to assist people with a hearing disability, and to communicate simple ideas and feelings through signing. Students are also introduced to the culture of the hearing impaired and the difficulties that they face and overcome daily. Guest speakers and field trips are arranged whenever possible to enhance the curriculum. • *NCAA Approved*

### **American Sign Language 2**

**Grades 10-12**

**1 Credit**

This course is offered as a sequence to Introduction to American Sign Language. It continues and expands the vocabulary, culture, and skills developed in Introduction to Sign Language. As in the introductory course, the emphasis is on developing an understanding for the deaf culture, and the ability to communicate with the hearing impaired. • *NCAA Approved*

Prerequisite: Introduction to Sign Language

### **American Sign Language 3**

**Grades 11-12**

**1 Credit**

Sign Language 3 is the final course of a three-year sequence in American Sign Language. Students successfully completing this sequence and the Checkpoint B Exam show a high level of motivation and diligence which provides them with a great benefit when applying to colleges and universities. • *NCAA Approved*

Prerequisite: Sign Language 2

### **American Sign Language 4**

**Grade 12**

**1 Credit**

American Sign Language 4 (ASL 4) offers students the opportunity to explore the arts, literature, and history of the Deaf Community and use the language for in-depth discussions and conversation.

Prerequisite: Sign Language 3

### **New York State Seal of Biliteracy**

Babylon High School is proud to offer the New York State Seal of Biliteracy. This distinction is awarded to seniors who have fulfilled the requirements set forth by NYS and BHS. They include rigorous coursework in English/English as a New Language and World Languages. We currently offer the NYSSB to students in Spanish and French and hope to expand to American Sign Language soon. Below are the requirements for the NYSSB for which students must score 3 points in each category (English & World Languages)

Students wishing to apply for the NYSSB should do so during their senior year but having appropriately planned their coursework. It is strongly suggested that non-ELL students take AP English Language & Composition during junior year to qualify for the seal.

Babylon JR.-SR. HIGH SCHOOL  
The Seal of Biliteracy Criteria 2023-2024

**A.** Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma;

**B.** In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three (3) points** in each of **the two (2) areas** listed below:

Criteria for Demonstrating Proficiency in <u>English</u>	Point Value	Completed	Criteria for Demonstrating Proficiency in a World Language	Point Value	Completed
Score 75 or higher on the NYS Comprehensive English Regents Examination or 80 or higher on the NYS Regents Examination in English Language Arts (Common Core),  or ELLs can score 75 or above on two_ Regents exams other than English, without translation.	<b>1</b>		Complete a Checkpoint C level World Language course, with a grade of 85 or higher or a comparable score using another scoring system set by the district and approved by the commissioner for both the coursework and final examination consistent with Checkpoint C standards.	<b>1</b>	
ELLs score at the Commanding level on two modalities on the NYS English as a Second Language Achievement Test (NYSESLAT).	<b>1</b>		For students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the commissioner.	<b>1</b>	
Complete all 11 <sup>th</sup> and 12 <sup>th</sup> grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the commissioner.	<b>1</b>		Provide transcripts from a school in a foreign country showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with equivalent grade average of B or higher.	<b>1</b>	
Achieve the following score on the examination listed below:  - 3 or higher on an Advanced Placement (AP) English Language or English Literature examination.	<b>1</b>		Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following slides.)	<b>1</b>	
Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.  <b>*Alternate option for students not enrolled in AP English PRIOR to 2023-2024</b>	<b>2</b>		Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	<b>2</b>	

**Supporting documents must be maintained in the student's file.**

**Total Points** \_\_\_\_\_

**Total Points** \_\_\_\_\_

# Mathematics Department

The Department of Mathematics structures its curriculum and instruction to provide students with the arithmetic, algebraic, analytic, and thinking skills necessary to meet the high technology demands of today's society. Our course sequencing is a de-tracked, "Regents only" program that is in full compliance with the newly re-structured State Regents curriculum. Students of all levels of skill and ability have several options for meeting their math Regents graduation requirement as well as pursuing an Advanced Regents Diploma. This is consistent with the raised achievement expectations and higher standards of New York's state assessments. To this end, the following are the program standards that drive all mathematics instruction at Babylon Junior-Senior High School.

- Students understand mathematical concepts, symbols and procedures and apply them to real world situations.
- Students are proficient in mental computations and estimation skills as well as the use and applications of calculators and computers.
- Students develop problem solving skills that are the product of logical and critical thinking.
- Students acquire organizational, study and responsibility skills.
- Students confidently express ideas using appropriate mathematical terms (both oral and written) while recognizing and appreciating differing points of view, strategies, and alternative solutions.
- Students observe the interrelationship among academic disciplines.
- Students persevere and persist in striving for quality in learning and that this will remain a lifelong pursuit.

## **Accelerated Mathematics Program**

Students are selected for the Accelerated Mathematics program starting at the end of grade 6. The selection criteria include (but are not limited to): 6th grade academic performance, performance on a skills survey assessment and teacher recommendation. All these components are included in a comprehensive placement rubric. As a final step, the Principal and Director of Mathematics review the final list of candidates.

The Accelerated Mathematics program is a rigorous, challenging, and demanding course of study that is best suited for those who meet all the entry criteria. Students in the Accelerated Mathematics program must maintain an 85 academic average to remain in the program.

Students not enrolled in the Accelerated Mathematics program may become eligible after 7th grade by showing outstanding achievement as indicated by a final June average of 95% in their present math class. They then must complete a preparatory work packet, take an appropriate final exam at the end of the summer, achieve at least a 75% on this exam, and take two years of math concurrently to make up for a missed year. Please note that 7th grade students do not need to take two years of math concurrently but must meet all the other requirements.

## **Course Descriptions**

### **Math 7**

### **Grade 7**

Math 7 is about developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations. Calculator use helps develop, rather than replace, computational skills. Basic geometric concepts are introduced and intertwined with arithmetic. Probability and statistics are studied to provide real world applications for topics previously covered. Students will be required to demonstrate their knowledge of math through applications. Introductory equation solving is also emphasized. Students will be prepared for the state assessment administered each year and will be exposed to the format and content of these questions throughout the year.

**Prerequisite:** Successful completion of Grade 6.



**Accelerated Math 7X****Grade 7**

This course will prepare the student for the accelerated Regents program that begins in 8th grade. Students in Accelerated Math 7X will combine the contents of Math 7 and Math 8. Topics are presented with a pre-algebra focus. The content to be covered includes real numbers, logic, transformational geometry, probability and statistics, algebraic solutions to linear (first degree) equations, and open-ended problems requiring critical thinking. This material is in addition to regular junior high math topics of fractions, decimals, percent, integers, and properties of rational numbers. In addition, students will be prepared for the state assessment administered each year and will be exposed to the format and content of these questions throughout the year. Students are expected to achieve a minimum average of 85 to remain in the course. If a student's average drops below an 85, a conference may be held to discuss the student's status in the program.

Prerequisite: Successful completion of grade 6 and selection based upon a comprehensive placement rubric.

**Math 8****Grade 8**

Math 8 is about formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Emphasis on practical applied problems, attention to academic vocabulary, and the reading of mathematical statements for solving verbal problems, provide a firm foundation for the Regents curriculum. Students will be prepared for the state assessment administered each year and will be exposed to the format and content of these questions throughout the year.

Prerequisite: Successful completion of Math 7.

**Accelerated Math 8X – Algebra 1****Grade 8  
1 Credit**

This course begins the accelerated sequence of the state Regents curriculum: Algebra 1, Geometry, and Algebra 2. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The topics of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. To meet the requirements of the Regents program, students will receive training on the use of the TI-84+ graphing calculator. Students are expected to achieve a minimum average of 85% to remain in the course. If a student's average drops below an 85%, a conference may be held to discuss the student's status in the program. Students will take the Algebra 1 Regents exam in June.

• *NCAA Approved*

Prerequisite: Minimum June final grade of 85% in accelerated Math 7X

**Intro to Algebra 1****Grade 9-11  
1 Credit**

Intro to Algebra 1 is a one-year preparatory course for students who need additional numeric and algebraic skill development prior to enrolling in Algebra 1. This course is designed for students who score lower than a "3" on the 8<sup>th</sup> Grade State Math Assessment and/or students who struggle with underlying mathematical skills. The class will focus on two primary areas: the reinforcement of numeric skills (percent, fractions, decimals, and integers) and the fundamentals of algebra (equation solving, inequalities, factoring quadratics and solving related real world/applied problems). Appropriate topics in geometry will also be covered to give students full preparation for Algebra 1, the first Regents course.

Prerequisite: Successful completion of Math 8.

## **Algebra 1**

**Grades 9-12**

**1 Credit**

This course begins the sequence of the state Regents curriculum: Algebra 1, Geometry, and Algebra 2. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The topics of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. To meet the requirements of the Regents program, students will receive training on the use of the TI-84+ graphing calculator. Students will take the Algebra 1 Regents exam in June.

• *NCAA Approved*

Prerequisite: Minimum June final grade of 75% in Math 8 or successful completion of Intro to Algebra 1

## **Accelerated Math 9X - Geometry**

**Grade 9**

**1 Credit**

This course continues the Regents curriculum for our accelerated students. Students taking this course will be prepared for the material in Geometry as outlined by New York State, but in greater depth than the standard Regents program. Students will receive instruction pertaining to Euclidean proof as well as proofs involving coordinate geometry. A rigorous study of postulates, theorems and formal definitions will be fundamental to this course. Constructions will be infused throughout the curriculum to enhance understanding. Students will work to understand one, two, and three-dimensional objects. Students will also receive ongoing use of algebraic principles as it applies to geometry. To meet the requirements of the Regents program, students will receive training on the use of the TI-84+ graphing calculator. Students are expected to achieve a minimum average of 85% to remain in this course. If a student's average drops below 85%, a conference may be held to discuss the student's placement in the program. Students will take the Geometry Regents exam in June.

Prerequisite: Minimum June final grade of 85% in Accelerated Math 8X - Algebra 1, minimum grade of 75% on Algebra 1 Regents exam.

• *NCAA Approved*

## **Integrated Geometry**

**Grades 10-12**

**1 Credit**

This is a full-year course designed for students who have completed Algebra 1. The course will integrate the definitions of Euclidean Geometry in an applied setting. Students will explore these concepts utilizing numeric and algebraic reasoning. Concepts in Analytic Geometry will build on the themes developed in Algebra 1. Proofs in the coordinate plane will present a formal level of mathematical argument using definitions and theorems. The concepts studied in this course are designed to prepare students to take the Geometry Regents examination and meet part of the NY state graduation requirement. To meet the requirements of the Regents program, students will receive training on the use of the TI-84+ graphing calculator.

Prerequisite: Successful completion of Algebra 1.

• *NCAA Approved*

## **Geometry**

**Grades 10-12**

**1 Credit**

This course continues the Regents curriculum for our students. Students taking this course will be prepared for the material in Geometry as outlined by New York State. Students will receive instruction pertaining to Euclidean proof as well as proofs involving coordinate geometry. A rigorous study of postulates, theorems and formal definitions will be fundamental to this course. Constructions will be infused throughout the curriculum to enhance understanding. Students will work to understand one, two, and three-dimensional objects. Students will also receive ongoing use of algebraic principles as it applies to geometry. To meet the requirements of the Regents program, students will receive training on the use of the TI-84+ graphing calculator. Students will take the Geometry Regents exam in June.

• *NCAA Approved*

Prerequisite: Minimum final grade of 75% in Algebra 1, minimum grade of 65% on Algebra 1 Regents exam.

## **Integrated Algebra 2**

**Grades 10-12**

**1 Credit**

This course will be in place for students who are looking to pursue and refine high level mathematical concepts that are practical. Algebraic, geometric, and trigonometric skills will be further developed and applied. Topics will include the use of exponents and logarithms, right triangle trigonometry, algebraic modeling using polynomials, as well as analytic geometry. Students will learn to apply mathematics to solve various problems that are integrated into today's world and to incorporate the graphing calculator as part of their analysis.

**Prerequisite:** Successful completion of Geometry or Integrated Geometry

• *NCAA Approved*

## **Accelerated Math 10X-Algebra 2**

**Grade 10**

**1 Credit**

This is the final course in the Regents curriculum for our accelerated students. Students taking this course will be prepared for the material in Algebra 2 as outlined by New York State, but in greater depth than the standard Regents program. Students completing this sequence may qualify for the Advanced Regents Diploma. The class will develop higher-level algebraic skills and apply them to a variety of scientific, economic, and everyday situations. Exponential, logarithmic, trigonometric, and statistical functions are explored. The quadratic formula, higher-level factoring techniques, working with polynomials and rational expressions are a major component of study. In addition, topics in coordinate geometry will allow for the integration of analytical and geometric representations. Topics in measurement and data analysis will round out the curriculum. To meet the requirements of the Regents program, students will receive training on the use of the TI-84+ graphing calculator. Students are expected to achieve a minimum average of 85% to remain in the course. If a student's average drops below an 85%, a conference may be held to discuss the student's status in the program. Students will take the Algebra 2 Regents exam in June.

• *NCAA Approved*

**Prerequisite:** Minimum June final grade of 85% in Math 9X-Geometry, minimum grade of 75% on Geometry Regents exam.

## **Algebra 2**

**Grade 10-12**

**1 Credit**

This is the last course in the New York State Regents curriculum and the standards presented in this rigorous course will be addressed. Students completing this sequence may qualify for the Advanced Regents Diploma. The class will develop higher-level algebraic skills and apply them to a variety of scientific, economic, and everyday situations. Exponential, logarithmic, trigonometric, and statistical functions are explored. The quadratic formula, higher-level factoring techniques, working with polynomials and rational expressions are a major component of study. In addition, topics in coordinate geometry will allow for the integration of analytical and geometric representations. Topics in measurement and data analysis will round out the curriculum. To meet the requirements of the Regents program, students will receive training on the use of the TI-84+ graphing calculator. Students will take the Algebra 2 Regents exam in June.

• *NCAA Approved*

**Prerequisite:** Minimum June final grade of 75% in Geometry, minimum grade of 65% on Geometry Regents exam.

## **Algebra for College**

**Grade 11-12**

**1 Credit**

This course is designed to prepare students for a college Pre-Calculus course. Topics include the study of functions and their graphs. Students will find real roots algebraically and through methods of approximations. Instruction will be supported by use of the Texas Instruments TI-84+ graphing calculator. Students are urged to purchase the TI-84+ for this course. Students will become proficient in using the calculator as a computational and problem-solving tool. This will have ongoing benefit when they enter college. Logarithmic and exponential functions, the study of matrices, sequences and probability and their applications will also be covered.

**Prerequisite:** Successful Completion of Algebra 2, minimum grade of 65% on Algebra 2 Regents exam.

## **Precalculus**

**Grade 11- 12**

**1 Credit**

The objectives of this course are to prepare students for college calculus and to broaden the student's appreciation for the foundations of mathematics and the rationale behind its procedures. Topics include detailed analysis of polynomials (synthetic division, factor and remainder theorems, rational root theorem, etc.), and sketches of polynomial graphs special functions, and graphing techniques (including properties of symmetry), transformations; complex numbers; more in-depth study of circular and trigonometric functions; exponential and logarithmic functions and their applications; vectors, matrices and an introduction to limits and the derivative. Graphing calculators are required. Students are urged to acquire the TI-84+ graphing calculator.

**Prerequisite:** Minimum June final grade of 75% in Algebra 2, minimum grade of 65% on Algebra 2 Regents exam.

• *NCAA Approved*

## **Calculus 1**

**Grade 12**

**1 Credit**

The Calculus 1 course will cover a typical semester of Differential Calculus offered in college. The course will augment the prerequisites chapter to address critical algebraic skills, delve into the topic limits, and finally derivatives and their applications. Students will learn to analyze graphically, numerically, and analytically. The course will also synthesize the use of the graphing calculator with the higher order critical thinking skills of Calculus. By organizing the course this way, our students will leave with the tools and the skills needed to take on the first semester of Calculus and have the confidence that the highest level of algebraic skills necessary for any college mathematics program have been fully mastered.

• *NCAA Approved*

**Prerequisite:** Successful completion of Math 12-Precalculus or Accelerated Math 11X-Precalculus

## **Advanced Placement Precalculus**

**Grade 11- 12**

**1 Credit**

In AP Precalculus, students will explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. A comprehensive study of Polynomial, Rational, Exponential, Logarithmic, Trigonometric, and Polar functions will be undertaken that will prepare students for other higher-level mathematics and science courses. Students will study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Graphing calculators will be a significant component of the course. Students are encouraged to acquire the Texas Instruments TI-84+ graphing calculator. This course is required for placement in AP Calculus. Students are expected to achieve a minimum average of 85% to remain in the course. If a student's average drops below an 85%, a conference may be held to discuss the student's status in the program. AP courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study, and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board fee for the exam.

**Prerequisite:** Minimum June final grade of 85% in Accelerated Math 10X-Algebra 2, minimum grade of 80% on Algebra 2 Regents exam OR minimum June final grade of 85% in Algebra 2 with a minimum grade of 80% on the Algebra 2 Regents exam.

### **Advanced Placement Computer Science Principles**

**Grades 10-12**  
**1 Credit**

This course offers a unique approach to teaching the underlying principles of computation. Students will utilize the programming language Python to develop computational proficiency that is relevant to today's technical society. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity, and computing impacts. Students in this course will have the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. The rigorous and rich curriculum aims to broaden participation in computer science and encourage students to consider a career path in computer science. This course can be a student's first course in computer science; although, we encourage students without prior Computer Science Research to help them develop the programming expertise in Python. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board fee for the exam.

Prerequisite: Algebra 2 or department approval.

### **Advanced Placement Calculus – AB**

**Grade 12**  
**1 Credit**

The subject matter of this course is designed to prepare students for the Advanced Placement Exam in Calculus (AB). After further development of algebraic techniques, the study of functions, limits and continuity introduces the student to the foundations of the calculus. The derivative—the cornerstone of differential calculus—is defined as a limit. Techniques of differentiation and their applications are pursued. The anti-derivative and the definite integral lead to the Fundamental Theorem of Calculus, area under a curve, differential equations, slope fields and applications. The exponential and logarithmic functions and techniques of integration will also be covered. Students will work on “labs” which investigate real world applications of calculus. In keeping with the Advanced Placement curriculum, the graphing calculator will be a vital component of the course. All students should acquire the Texas Instruments TI-84+ graphing calculator. Homework assignments, tests, and the AP exam itself will require its use. Students are expected to achieve a minimum average of 85% to remain in the course. If a student's average drops below an 85%, a conference may be held to discuss the student's status in the program. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board fee for the exam.

• *NCAA Approved*

Prerequisite: Minimum June final grade of 85% in AP Precalculus or Math 11X.

# Physical Education Department

The Babylon Physical Education Department believes a developmentally appropriate and comprehensive experience in health and physical education is essential for meeting the diverse needs of all students. Our program will foster the development of motor skills, physical fitness, emotional strength, maturity, values, healthful decision making and the pursuit of lifelong health and fitness. Participation in health and physical education is an integral and inseparable part of the total educational experience.

## **ALL PHYSICAL EDUCATION INFORMATION CAN BE FOUND ON OUR WEBSITE UNDER THE DEPARTMENTS/ATHLETICS TAB ON THE DISTRICT HOME PAGE**

Our program will follow the New York State Physical Education Learning Standards:

- Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement.
- Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: Exhibits responsible personal and social behavior that respects self and others.
- Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.
- Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

## **Team Sports and Wellness/Cooperative Games**

Students will have the option to choose Team Sports or Wellness/Cooperative Games for physical education. Team Sports consists of activities such as soccer, football, basketball, European handball, frisbee and circuit training. Wellness/Cooperative Games consists of individual sports such as yoga, meditation, mindfulness, walking, fitness education, and some team sports.

## **Senior High Health**

**Grades 10-12**  
**½ Credit**

The mission of the Babylon Junior Senior High School Health Education course is to provide students with the skills needed to make informed decisions contributing to lifelong wellness. Following the NYS Health Education standards, along with updated current facts and events going on around us, students will become more self-aware and understanding of healthier choices. This course is designed to offer students the opportunity to acquire knowledge, incorporate life skills, and develop positive attitudes about life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for themselves and others. Areas of study include mental and emotional health, relationships and conflict resolutions, tobacco, alcohol and other drug prevention, nutrition and physical activity, disease prevention, abstinence and reproductive health, and HIV and pregnancy prevention. This course is one semester in length and is a requirement for graduation.

## SPORTS AT BABYLON

<b>Sport</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls and Boys</b>
Baseball	-	Varsity, JV, JH	-
Basketball	Varsity, JV, JH	Varsity, JV, JH	-
Cheerleading	Varsity, JV, JH	-	-
Cross Country	Varsity	Varsity	JH
Field Hockey	Varsity, JV, JH	-	-
Football	-	Varsity, JV, JH	-
Golf	-	-	Varsity, JV
Gymnastics	Varsity, JV, JH	-	-
Lacrosse	Varsity, JV, JH	Varsity, JV, JH	-
Soccer	Varsity, JV, JH	Varsity, JV, JH	-
Softball	Varsity, JV, JH	-	-
Swimming (Individual)	Varsity	Varsity	-
Tennis	Varsity, JV, JH	Varsity, JV, JH	-
Track & Field	Varsity	Varsity	JH
Unified Basketball			Varsity
Volleyball	Varsity, JV, JH	-	-
Wrestling	-	Varsity, JV, JH	-
Winter Track	Varsity	Varsity	-

# Practical Arts Department

Courses in the Practical Arts Department provide real life, hands-on instruction for all students regardless of their career direction. A variety of classes are offered in three curriculum areas: Business, Technology and Family and Consumer Sciences. Students will gain skills and competencies, outlined, and required by the State Education Department Learning Standards, that:

- Provide a solid foundation for transition from high school to higher education, as well as the workplace.
- Prepare for a workplace constantly changing by technology and the challenges of a global economy.
- Allow career exploration, planning and exposure.
- Enable wise consumer choices.

***Because of the interdisciplinary nature of Practical Arts, both course content and activities at the middle and secondary levels address New York State Learning Standards in Math, Science, English and Social Studies, in addition to Learning Standards in Career Development and Occupational Studies (CDOS). This enables select courses in the three Practical Arts Curriculum areas to meet graduation requirements in English, Math, Science and Social Studies. Students should check with Practical Arts Staff or their guidance counselor for information about these courses.***

## Career & Technical Education Middle Level Program



The Practical Skills program in grades 7 and 8 is a series of ten-week modules in Family and Consumer Sciences and Technology that focus on our society, its people, and the environment as it relates to personal development and technological advancement. Each student will have the opportunity to develop skills including communication, decision making, problem solving, and management that will help each student develop academically. These skills are developed through hands-on production and problem-solving activities within the computer labs, Industrial Technology labs and Food Preparation labs and classroom.

### **PRACTICAL SKILLS**

#### **Grade 7**

10 weeks Introduction to Technology  
10 weeks Technology (Systems and Production)  
10 weeks Family & Consumer Science 7

#### **Grade 8**

20 weeks Technology (Manufacturing)  
20 weeks Family & Consumer Science 8

#### **Introduction to Technology**

Students will learn mechanical drawing skills, enabling them to read and draw plans for simple projects. Students will acquire skills necessary to use layout tools, hand tools and machine tools in a safe and proper manner and utilize these skills to complete a problem-solving project.

#### **Grade 7**

#### **Technology (Systems and Production)**

Students will learn skills necessary solve problems and think critically. Students will study and apply technical methods to design, build, test and evaluate models that address real world problems. Using flow charts, students will learn to compare & contrast technical resources and engineer solutions in a structured and fun learning environment.

#### **Grade 7**

#### **Family & Consumer Science 7**

Seventh grade students are prepared to apply their decision making and management skills to the constantly changing society in which they live. Students engage in real life, relevant tasks that relate to a variety of content topics including nutrition and wellness, culinary math and measuring, basic food preparation, safety practices, and clothing management. Students are prepared to meet their present and future responsibilities as family and community members, consumers, home managers and wage earners.

#### **Grade 7**



### **Technology(Manufacturing)**

**Grade 8**

Students will learn and use 2D and 3D computer aided design to engineer complex solutions to practical problems. Students will also design and build C02 racing cars to study engineering, Newton's laws of motion, and mathematics. Data acquisition and weight/speed analysis are used to determine the fastest car each quarter.

### **Family & Consumer Science 8**

**Grade 8**

8<sup>th</sup> grade students will learn about college and career readiness by exploring a career of their choice and learning to prepare for the workplace (job applications, resume/cover letter writing, interview skills, and work ethics). Students will also become financially literate, covering topics like checking & savings accounts, debit and credit cards and budgeting, while making connections to the current state of the United States economy. Students will also look into the business world by learning how to start and run a successful business. Students will be responsible for keeping accurate records while applying the financial skills learned in the class.

## **BUSINESS**

Business Education is a broad and diverse discipline, providing elective courses that enable students to prepare for entry-level employment, fulfill business-related personal responsibilities, and/or prepare for post-secondary course work. Many of Babylon High School's graduates go on to major in Business/Management in college; Business Education courses provide an excellent opportunity to experience college-level courses and earn college credit prior to making that commitment. The Business/Occupational Career Paths are designed to ensure the correlation of business and marketing education and to provide a variety of options for students to meet CDOS standards. The staff of the Business Department remains always willing to discuss student and/or parent questions or concerns regarding these courses. Business courses are open to all students; students are encouraged to select courses which will enhance college and career opportunities. Students who complete Career Path courses of study in Business Education will:

- Have acquired the vocabulary and practical skills necessary to function and compete in the business world.
- Have demonstrated a level of competency in keyboarding and computer literacy.
- Have the awareness to identify sound ideas and methodologies as they apply to new information, experiences, and situations in business. Have demonstrated an awareness of, and the ability to make, rational career and educational choices.
- Have demonstrated an awareness of, and the ability to make, rational career and educational choices.
- Have ability to describe and analyze financial factors and computation involved in the development and interpretation of financial systems in the business world.
- Have developed self-esteem, social awareness, economic, technological, and occupational competencies to meet personal needs in a social and vocational environment.
- Have an opportunity to receive up to **21** college credits for course work in the Business Department.

**NOTE: Students are exempt from the 3-unit LOTE (Language Other Than English/Foreign Language) requirement for graduation if they take and pass the first LOTE course and Checkpoint B exam PLUS a 5-unit Business/Occupational Career Path. The Director of the Practical Arts can provide additional information/clarification.**

**College Accounting****3 College Credits - LIU/C.W. Post****Grades 10-12****1 Credit**

This is a 3-credit, college-level course affiliated with C.W. Post College through the LIU High School Scholars Program. This is an accelerated accounting course particularly of value for students who plan to study business administration or related fields while in college. It includes analysis, interpretation, and preparation of financial statements for proprietorships, partnerships, and corporations. Students will learn the basic structure of the accounting cycle and will become familiar with accounting transactions typically seen in the business world. Accounting software such as QuickBooks and Peachtree will be utilized. LIU requires student average of 80% or above for enrollment in this course for college credit. The cost of this course is approximately \$290.00.

**Advanced Accounting** (not offered 2023-2024)**Grades 10-12****1 Credit**

This course is designed for students with determined career objectives in the accounting profession. Greater emphasis is focused on forms of business ownership. Each part is developed around a specific type of business organization – sole proprietorship, partnership, and corporation. Emphasis is also placed on a departmentalized merchandising business and a manufacturing business. End of fiscal period work is presented for each type of business organization. In addition, automated accounting concepts will be taught on microcomputers with exercises throughout the text. This format completes the accounting cycle for each type of business.

Prerequisite: Accounting

**College Marketing****6 College Credits – LIU/C.W. Post****Grades 10-12****Principles of Marketing and Consumer Behavior****1 Credit**

Marketing is an introductory course exploring all aspects of marketing and related career opportunities. Students will discuss various topics as if they are members of a marketing firm. Topics include marketing research, survey writing, market segmentation, channels of distribution, personnel management, service businesses, product life cycle, sports management and advertising, innovations and consumer needs and online marketing.

Students will develop marketing strategies and present market plans. Guest speakers will address current marketing trends. This course is offered for 6 college credits (2 semester classes) through the LIU High School Scholars Program at C.W. Post. The cost for this course is approximately \$290.00 for 3 credits, to be paid by the student directly to C.W. Post. LIU requires a student average of 80% or above for enrollment in this course for college credit.

**College Sports & Business Law** (not offered 2023-24) **3 College Credits - SUNY Farmingdale** **Grades 10-12****(Cyber Law, Entertainment Law, Sports Law)****1 Credit**

Students will be introduced to several aspects of the American legal system. Pertaining topics include criminal and civil law, court procedure, the law and minors, consumer law, employer-employee relations, and buyer-seller relations. Students will examine issues in Entertainment and sports law and will examine current trends regarding cybersecurity and intelligence. Additionally, a large portion of class time will be devoted to contract law and contractual agreements for business and personal use. Occupations in the legal field and law in other cultures will also be discussed. The cost for this course is approximately \$150.00 for 3 credits, to be paid by the student directly to SUNY Farmingdale. Credit for this course **may be used to meet the fifth unit of Social Studies requirement for graduation. (Economics)**

• *NCAA Approved*

**College Finance****3 College Credits - SUNY Farmingdale****Grades 9-12  
½Credit**

This course will serve as a basic introduction to handling money and finances. Learn about basic financial responsibilities including career decisions. Emphasis will center on banking and budgeting as well as basic decision-making regarding credit and finance. Instruction will be enhanced with computer simulations, real-world work practicals, and guest speakers whose careers focus on this area. This class will culminate with both a national financial certification examination and a state exam. Students will also learn how to buy and sell stocks, how to read an earnings report and how to research and invest in a company. The cost for this course is approximately \$150.00 for 3 credits, to be paid by the student directly to SUNY Farmingdale. Farmingdale policy offers college credits to students in grades 10-12.

**College Virtual Enterprise I****3 College Credits - SUNY Farmingdale****Grade 10- 12  
1 Credit**

This class teaches students about business, entrepreneurship, finance, economics and technology through a task-based curriculum and hands on activities. Guided by a teacher/facilitator and business mentors, students create and manage a virtual company, conducting business with other virtual firms nationally and internationally. This class can be used as a culminating capstone class to utilize business concepts learned in prior business classes such as Accounting and Marketing. The class includes both academic and applied learning. VE has also developed a curriculum that aligns economics concepts to the day-to-day activities of the 'firm'. Economics for the Virtual Enterprise is based on the New York State Education Department's core curriculum mandate of the Board of Regents that requires all students to complete a half-unit study in economics. The cost for this course is approximately \$150.00 for 3 credits, to be paid by the student directly to SUNY Farmingdale.

**College Virtual Enterprise II****3 College Credits - SUNY Farmingdale****Grades 11-12  
1 Credit**

This class teaches students about business, entrepreneurship, finance, economics and technology through a task-based curriculum and hands on activities. Guided by a teacher/facilitator and business mentors, students create and manage a virtual company, conducting business with other virtual firms nationally and internationally. This class can be used as a culminating capstone class to utilize business concepts learned in prior business classes such as Accounting and Marketing. The class includes both academic and applied learning. This class can be taken for college credit through Farmingdale State College. VE has also developed a curriculum that aligns economics concepts to the day-to-day activities of the 'firm'. Economics for the Virtual Enterprise is based on the New York State Education Department's core curriculum mandate of the Board of Regents that requires all students complete a half-unit study in economics. The cost for this course is approximately \$150.00 for 3 credits, to be paid by the student directly to SUNY Farmingdale. Credit for this course **may be used to meet the fifth unit of Social Studies requirement for graduation. (Economics)**

Prerequisite: Virtual Enterprise I

**College Career and Financial Management (CFM) 3 College Credits C.W. Post****Grades 9-12  
½ Credit**

Take control of your future! This course will help students acquire knowledge of careers and basic financial management concepts. Students will explore careers available to them and will understand the education, training and other requirements necessary for these careers. Students will be introduced to basic financial management concepts that will enable them to make wise financial choices. Real world money management topics will include income, credit, spending, saving and investing. Students will learn how to set financial goals, create budgets, maintain checking and savings accounts, choose investment options, and will investigate buying a house and different options available. This course is offered through the LIU School Scholars Program at C.W. Post. The cost for this course is approximately \$290 for 3 credits.

## TECHNOLOGY

Technology Education is for everyone, as it offers all students the unique opportunity to bring to life their other acquired academic skills, especially math and science. Through a laboratory setting stressing subject exploration, experimentation, measurement and evaluation, students engage in problem solving, hands-on activities that stimulate critical thinking, develop creative ability, and promote the principles of design and production. Technology courses help build strong **STEM** skills (Science, Technology, Engineering and Mathematics). STEM Careers are in high demand and our courses help build a framework for these high paying jobs and education pathways. All courses are taught using approved state curricula and comply with NYSED Math, Science, & Technology (MST) Standards. Other courses are offered that may be used to satisfy the school district's local graduation requirement of ½ unit in Computer Studies.

Upon completion of the course of study in technology, the student will:

- Have demonstrated a proficiency to communicate through the utilization of the graphic and electronic media.
- Have acquired the ability to build self-esteem by thinking critically, demonstrating problem solving skills, and organizing facts logically as they relate to the world of technology.
- Have developed a proficiency in interpreting and incorporating language arts, math, and science skills into technology.
- Have an appreciation, awareness, and working knowledge of tools and machinery as it relates to all facets of technology.
- Have an awareness of the technology resources and acquire skills necessary to pursue a post-secondary program and/or gainful employment.
- Have an overview of the modern technological and automated international world of manufacturing.
- Have prepared a portfolio of basic technology fundamentals that would be applicable in pursuing a vocational interest.

### **Project Lead the Way**

PLTW is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from the country's educational systems. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation in PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students are immersed in design as they investigate topics such as sustainability, mechatronics, forces, structures, aerodynamics, digital electronics and circuit design, manufacturing, and the environment, which gives them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers.

#### **PLTW Intro to Engineering Design: Design and Drawing for Production** **3 College Credits – RIT**

**Grades 9-12**  
**1 Credit**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. This course offers the possibility to earn college credit through the Rochester Institute of Technology. **This course meets the NYS fine arts requirement for graduation.**

#### **Construction and Manufacturing**

**Grades 10-12**  
**1 Credit**

This course provides instruction in the manufacturing aspect of production. Students will learn to use basic and advanced tools. Using a "hands-on" approach, students will demonstrate their knowledge and skill by completing projects in wood, metal, and plastic. Residential construction projects will be incorporated into the curriculum. Construction sites and career in related fields will be explored.

**PLTW Principles of Engineering**

**3 College Credits – RIT**

**Grades 10-12**

**1 Credit**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This course offers the possibility of earning college credit through the Rochester Institute of Technology. *•NCAA Approved*

**PLTW Computer Integrated Manufacturing (CIM)** (not offered 2023-2024)

**3 College Credits – RIT**

**Grades 10-12**

**1 Credit**

Manufacturing transforms ideas into products. This course provides an opportunity for students to develop a better understanding of this innovative and exciting industry. Students learn about manufacturing processes, product design, robotics, and automation. Students develop their knowledge and skills of Computer Aided Design and Manufacturing to produce products using a Computer Numerical Controlled (CNC) mill. Students apply the knowledge and skills gained in this course as they collaborate to design, build, and program factory system models. Manufacturing provides products we use daily. How can a student become a part of it? This course offers the possibility of earning college credit through the Rochester Institute of Technology.

**FAMILY & CONSUMER SCIENCES**

Family and Consumer Sciences is a practical area of study that utilizes knowledge from all subject areas to enrich every aspect of everyday living. Students develop and acquire new talents and skills, learn about themselves and explore career possibilities. In all courses, students will use problem-solving steps to solve real life problems with consideration to fulfilling short- and long-term career and/or personal goals. Also, they will actively be involved in creating and maintaining a healthy living and learning environment. **Each course addresses New York State Learning Standards.**

**FAMILY & CONSUMER SCIENCES**

<u>Course</u>	<u>Unit</u>	<u>Unit</u>
Intro to Culinary Arts .....		1
<b>Advanced Culinary Arts</b>		
International Foods .....		1
Gourmet Foods .....		1
Baking and Pastry .....		1

**\*Advanced Culinary courses will rotate every 3 years, giving Students who wish to continue in the culinary program, the Opportunity to obtain 4 culinary credits before graduation.**

**College Child Psychology/Human Development 1**

**Intro to Culinary Arts**

**Grades 9-12**

**1 Credit**

Learn culinary skills and techniques during this full year course. Knowing how to prepare delicious and nutritious food is a skill that all young adults should be familiar with before heading off to college or living independently. These skills include preparing basic to challenging recipes while learning about different cooking techniques and methods, enjoying a wide variety of appetizing foods while learning to use special cooking equipment, and discovering how food choices are related to health and wellness. Students will explore the following units: quick breads, knife skills, soups and stocks, cookies, meat, basic pastries, yeast breads, grains (pasta, rice, quinoa).

**Baking and Pastry** (not offered 2023-2024)

**Grades 10-12**  
**1 Credit**

This is a full year, every-day course suitable for students in grades 10-12 who have previously taken Intro to Culinary Arts. Students will learn the principles of baking ingredients, baking techniques, baking terminology, and basic kitchen math. Students will learn the function of ingredients and methods by creating yeast breads, quick breads, pastries, cookies, cakes, custards, and candy. Cake decorating techniques will also be taught.  
Prerequisite: Intro to Culinary Arts

**Gourmet Foods** (not offered 2023-2024)

**Grades 10-12**  
**1 Credit**

Gourmet Foods is a full year course suitable for students in grades 10-12 who have previously taken Intro to Culinary Arts. Culinary Arts students will build upon concepts and techniques learned in previous culinary courses during this advanced food preparation course. The incorporation of food science will be a major component to this class. Students will have the opportunity to see real-world applications of their laboratory skills and enhance their knowledge of scientific principles and processes through the study of food and nutrition. Students will receive instruction in advanced food practices such as candy making, egg cookery, cooking methods, seasonings and spices, food garnishing, plating, menu development, and nutrition and service skills.  
Prerequisite: Intro to Culinary Arts

**International Foods**

**Grades 10-12**  
**1 Credit**

Explore foods from different countries and regions within the United States. Preparation of ethnic and regional cuisine is the focus in this full year course. Students will examine the relationship between food and culture, learn about the importance of culture, geography, ethnicity, religion, race in relation to food, new cooking techniques and equipment used to prepare a wide assortment of ethnic dishes, understanding unique nutritional practices, and food rules and priorities for cultures and countries around the world.  
Prerequisite: Intro to Culinary Arts

**College Child Psychology**

**3 College Credits – LIU/C.W. Post**

**Grades 11-12**  
**1 Credit**

Students taking this course will discover how a child develops, learns, and interacts with others in the school environment and surrounding world. Explore factors that influence a child's physical, social-emotional, and cognitive development throughout the early years. Find out more about how knowledge of child psychology and development can be applied to a variety of study and careers. Students will gain experience working with three and four-year-old children by taking on an active role in our BHS preschool program! There will be opportunities for students to create, plan, and teach a variety of lessons and learning activities, while applying what they are learning. Students will also engage in a caretaking experience with a "Real Care Baby" infant simulator.

This course is offered for 3 college credits through the LIU High School Scholars Program at Long Island University, C.W. Post campus. The cost for this course is approximately \$290.00, to be paid by the student directly to LIU. Students enrolled in this course are encouraged to take the class for college credit.

Prerequisite: Students who take this course should have a genuine interest in working with young children. Department recommendation required.

**Child Psychology 2 (BHS Panther Preschool Lead Student-Teacher Program)**

**Grade 12**  
**1 Credit**

Lead Student-Teachers for the BHS Panther Preschool Program should have a genuine interest in the preparation and planning aspects of teaching early childhood. Students will gain additional experience working in our BHS Panther Preschool Program by leading activities, helping with classroom design, planning special events and field trips, preparing and organizing engaging learning materials, and other aspects that contribute to making our preschool a special place for children. This is a great opportunity to explore a career in teaching while still in high school!

Pre-requisite: College Child Psychology \*Department recommendation required.

# Science Department

The New York State Science Learning Standards are a series of performance expectations that define what students should understand and be able to do as a result of their study of science. The standards are based on the most current research in science and scientific learning as outlined in the Framework for K-12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students with a high-quality science education while engaging with natural scientific phenomenon. The integration of these three dimensions (Disciplinary Core Ideas, Science and Engineering Practices and Crosscutting Concepts) provides students with a context for the content of science (DCI), how science knowledge is acquired and understood (SEP) and how the sciences are connected through concepts that have universal meaning across the disciplines (CCC). To meet these standards, students must be able to operate in all three dimensions for each performance expectation.

Our Middle Level Program for grades 7 and 8 are designed to be an interdisciplinary, hands-on learning experience to stimulate an interest in science while emphasizing inquiry skills, critical thinking, and problem solving. Following Science 7, students proceed to Science 8 where their interdisciplinary studies continue as they prepare for the NYS Science 8 State Assessment. Some students may be accelerated in the 8<sup>th</sup> grade and placed into Living Environment Accelerated course in lieu of Science 8.

The Honors Science program begins with Earth Science and is for those dedicated and responsible students who have achieved great success in science thus far.

College level courses, including College Forensics, College Research, AP Biology, AP Chemistry, AP Environmental Science and AP Physics, are electives offered to high school students. These rigorous courses require student responsibility, dedication, and a deep insight into scientific principles.

## **Science 7**

## **Grade 7**

The seventh-grade science curriculum uses STEM (Science, Technology, Engineering, and Mathematics) inquiry and project-based learning. Students use the scientific method daily to learn the introductory engineering and literacy skills needed to investigate our understanding of Earth and Space, such as the Big Bang Theory, space exploration, plate tectonics, and global climate change. In addition, students receive a strong foundation in Chemistry in to enhance their understanding of the composition, structure, properties, and changes that occur within the matter of the Universe.

## **Science 8**

## **Grade 8**

The eighth-grade science curriculum continues to incorporate inquiry and project-based learning as students study topics in Biology and Physics. Students are given ample opportunity to think critically about these topics as they read, write, and collaborate with one another. Hands-on opportunities for learning are an integral part of the course as they build their scientific skills. The course culminates with students completing the New York State 8<sup>th</sup> Grade Science Assessment, covering topics from science in grades six through eight.

## **Living Environment**

## **Grades 9-12**

**1 Credit**

This course is designed to foster student awareness of the biosphere through the study of human anatomy and physiology, maintenance in plants and animals, biochemistry, reproduction and development, genetics, evolution, and environmental concerns. A series of laboratory investigations will aid the student in understanding the concepts of the course. The course culminates with the NYS Living Environment Regents exam.

• *NCAA Approved*

## **Accelerated Living Environment**

**Grade 8**  
**1 Credit**

Students may be selected to join the Living Environment Accelerated course after Science 7. These students are among the highest achievers in both science and math. Students must be responsible and mature enough to enter the Regents program early. The course also culminates with the NYS Living Environment Regents exam.

• *NCAA Approved*

**Co-requisite:** Students enrolled in Accelerated Living Environment must have achieved an overall average of 90% in Science 7 AND be recommended for Math 8X. Students who are not recommended for Math 8X will be reviewed by committee to ensure proper placement.

## **STEAM 1**

**Grade 9 -10**  
**½ Credit**

STEAM 1 is a supplementary science course that provides inquiry-based projects to enhance skills in science, technology, engineering, art, and mathematics. Course content is designed to enhance the student's understanding of science using modules. These modules include collaborative, research based, engineering projects including an introduction to aquaponics. Various applications of technology are integrated to organize student work and assignments, to improve upon technological skills, and allow collaboration between teachers and students. Students participate in science projects to connect with professionals in the field and the community. Modules emphasize hands-on skills that will prepare students for careers in STEAM fields. This class runs on alternating days.

## **Physical Setting/Earth Science**

**Grades 9-12**  
**1 Credit**

The content of this course is based on the NYS Earth Science Curriculum. It is a laboratory program that investigates topics in earth sciences such as astronomy, geology, and meteorology. Through collaborative hands-on opportunities students will explore these topics and the natural world around them. The use of reference tables is relied upon to minimize the memorization of facts. The course culminates with the NYS Physical Setting/Earth Science Regents exam.

• *NCAA Approved*

## **Physical Setting/Earth Science Honors**

**Grade 9**  
**1 Credit**

The Honors Earth Science course will enhance the Earth Science Regents curriculum and will offer students the opportunity to challenge themselves academically. Students enrolled in the Honors Earth Science course will gain exposure to and an understanding of Earth Science that is both broader and deeper than the standard curriculum. The course culminates with the NYS Physical Setting/Earth Science Regents exam.

**Prerequisite:** Students enrolled into the Honors Earth Science Program must have achieved an overall average of 90% or higher in Accelerated Living Environment or a 90% or higher in the Living Environment Regents course

• *NCAA Approved*

## **STEAM 2**

**Grade 10-11**  
**½ Credit**

STEAM 2 is a supplementary science course that provides inquiry-based projects to enhance skills in science, technology, engineering, art, and mathematics. Course content is designed to enhance the student's understanding of science through the-use-of modules. These modules include collaborative, research based, engineering projects including an advanced application of aquaponics. Various applications of technology are integrated to organize student work and assignments, to improve technological skills, and allow collaboration between teachers and students. Students participate in science projects to connect with professionals in the field and the community. Modules emphasize hands-on skills that will prepare students for careers in STEAM fields. The projects and modules offered in STEAM 2 will be unique to this course and will build upon but cover different concepts than those in STEAM 1. This class runs on alternating days.



## **Advanced STEAM**

**Grade 11-12**  
**½ Credit**

Advanced STEAM is a supplementary science course that builds on inquiry-based projects completed in STEAM 1 and 2 to enhance skills in science, technology, engineering, art, and mathematics. Course content is designed to apply the student's understanding of science and engineering and its impacts on the community. Modules will include projects that allow students to connect their learning with the outside community to build on research based, engineering projects including a focus on sustainability and preservation of Earth's resources. Modules will continue to emphasize hands-on skills that will prepare students for careers in STEAM fields. The projects and modules offered in Advanced STEAM will be unique to this course and will build upon but cover different concepts than those in STEAM 1 and 2. This class runs on alternating days.

## **Physical Setting/Chemistry**

**Grades 11-12**  
**1 Credit**

This course of study represents a modern view of chemistry suitable for pupils with a wide range of skills and abilities. Laboratory work is designed to encourage pupils to look for relationships. Each exercise is designed to investigate a problem or concept related to the area of study. Among the areas of study are atomic theory, organic chemistry, kinetics of equilibrium and acids, bases and salts. The course culminates with the NYS Chemistry Regents exam.

• *NCAA Approved*

**Prerequisites:** Students are required to have obtained a passing overall average in Earth Science, as well as on the Earth Science Regents exam, or 80% in Physical Science.

## **Physical Setting/Chemistry Honors**

**Grade 10-11**  
**1 Credit**

This course is designed for students with a strong interest in science or science related fields of study. This course places emphasis on the theoretical concepts of chemistry and is taught as an inquiry-based class – both in discussion sessions as well as during laboratory sessions. Many of the questions posed in class, on homework, and on laboratory assignments will be designed to help students develop higher-level critical thinking skills. Students will get many opportunities for hands-on experiences in chemistry and will also gain experience in technical writing with formal lab write-ups, similar to a college format. Computers will also be used in the lab for both research and data collection. There will be much more independence expected of the students, both in homework and lab procedures than the Regents program. The course culminates with the NYS Chemistry Regents exam.

• *NCAA Approved*

**Prerequisites:** Students are required to achieve a 90% minimum in Honors Earth Science or a 95% or higher in the Regents Earth Science course.

## **The Physical Setting/Physics**

**Grades 11-12**  
**1 Credit**

This course should be considered by all students interested in pursuing an academic program of study in college. The physical environment is studied through concentrated study in four major units – Mechanics, Wave Motion and Light, Electricity, and Nuclear Physics. In addition to the class lectures, special attention is given to the laboratory phases of the course to provide each student with the opportunity to learn the practical aspects of the science. This course culminates with the NYS Physical Setting/Physics Regents exam.

• *NCAA Approved*

**Prerequisites:** Students are required to obtain a passing overall average in Chemistry, as well as a passing grade on the Chemistry Regents exam.

## The Physical Setting/Physics Honors

Grades 11-12

**1 Credit**

This course is designed for students with a strong interest in science or a science-related field of study and interested in pursuing a degree in science or the medical field in college. This course takes the topics covered in Regents Physics and covers them in greater depth. Honors students will often be expected to solve problems that require more synthesis, more difficult mathematics, and more abstract thinking. There will be much more independence expected of the students, both in homework and lab procedures than the Regents program. Also, certain topics will be covered in this course that are not covered in Regents Physics. The course culminates with the NYS Physical Setting/Physics Regents exam. • *NCAA Approved*

Prerequisite: Students are required to achieve a 90% or higher in Honors Chemistry or 95% or higher in Regents Chemistry. Successful completion of Algebra 2 and a passing grade on the Algebra 2 Regents exam.

## The Research Program

The Babylon Junior-Senior High School Research Program courses are designed to offer interested students the opportunity to become truly immersed in scientific research. The Research Program at BHS, is rigorous and inquiry based. It requires students to work collaboratively, as well as independently.

### Research 1

Grades 9-10

**1 Credit**

Students will develop their preliminary research skills in the **Research 1** course. This course was developed to expose students to the fundamental skills required in scientific research and introduce them to equipment used in the field of science. **Research 1** is a prerequisite to **Research 2 and upper-level research courses**. Students who wish to participate in the **Research 1** program must complete a written application. This application including a writing sample, will be submitted to the teacher in accordance with the deadline established. Applications will be reviewed by a committee.

Prerequisite: Students should achieve a minimum grade of 85 on both the Science 8 final exam and the Math 8 final exam.

### Research 2

Grades 10-11

**1 Credit**

**Research 2** is designed to enable students to improve their research skills, including technological and scientific literacy. Students will become accustomed to reviewing scientific journals and using their findings for their own authentic research. Students will be required to conduct independent, hands-on research and will be mentored throughout the process. Students in **Research 2** will also be required to enter their work in scientific competitions.

Prerequisite: Completion of **Research 1** with a minimum year-grade of 90 is required for advancement into **Research 2** and subsequent Upper-Level Research courses. Students must also receive the approval of the Science Research teacher and the Director of the Science Department.

**College Research 1 and 2****4 College Credits – Syracuse University****Grades 11-12  
1 Credit**

The primary goals of the Syracuse University Undergraduate Science Research Program are to provide critical opportunities for students to understand what constitutes modern scientific research and to gain first-hand mentored experience in the scientific disciplines. These goals are achieved through both a close examination of the scientific discovery and communication process and through direct “hands-on” involvement in carefully guided basic and applied research projects. The scientific development and encouragement of young scientists in this program is promoted and fostered through direct and frequent interactions between teachers, science research professionals and other program participants. The cost for each course is approximately \$115 per credit, to be paid by the student directly to Syracuse University (financial assistance is available).

URP 150 (4 credits) – for Juniors

URP 250 (4 credits) – for Seniors

**Prerequisites:** A student registering for this course must have the recommendation of the current science teacher and the Director of the Science Department. Students must also have previously taken Research 1 and 2 and overall average of 90% or higher in previous science courses. 12<sup>th</sup> grade students in URP 250 must have already taken 11<sup>th</sup> grade URP 150.

**Physical Science****Grades 10-12  
1 Credit**

This course is designed to allow students to explore the basic concepts of physical science. The course includes an introduction to the fundamental concepts of physics and chemistry as it explores the relationship between matter and energy. Students will investigate forces and motion, chemical and physical properties of matter, and ways in which matter, and energy interact within the natural world. Students will also be encouraged to explore the relationship between science and everyday life through hands-on laboratory investigations, group lecture, individual studies, and group activities. It will meet for one period each day for the full year.

**Marine Science****Grades 10-12  
1 Credit**

Marine Science is designed to meet the needs of the student who wishes to obtain an in-depth awareness of coastal and marine systems. Students will study the physical, chemical, and geological aspects of oceanography, marine biology, the coastal environment, and the interrelationships among the disciplines. Habitats studied will range from near shore estuarine systems to deep ocean systems. Laboratory sessions include phyla dissections that play an important role of supporting lecture material.

*• NCAA Approved*

## **Advanced Placement and College Credit Courses**

Advanced Placement and college level courses are offered in many of the science disciplines, including Chemistry, Biology, Environmental Science, Physics, and Forensics.

Advanced Placement courses all have the requirement that each student must take the AP examination in the respective disciplines. All AP classes are scheduled as a one period per day class and a laboratory period every other day.

The Forensic Science course offers students the opportunity to study college-level science and earn 4 college credits from Syracuse University. The fee for this course is set by Syracuse University directly. This class is scheduled as a one period per day class and runs for a full year.

### **College Forensic Science**

**4 College Credits – Syracuse University**

**Grades 11-12**  
**1 Credit**

Forensic Science is focused upon the application of scientific methods and techniques to crime and law and designed for the college bound student. This course is intended to introduction to understanding the science behind crime detection. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, glass compositions and fragmentations, fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations. The cost for this course is approximately \$115.00 per credit, to be paid by the student directly to Syracuse University (financial aid is available).

• *NCAA Approved*

Prerequisite: 80% or higher overall average in Honors Chemistry or 85% or higher overall average in Regents Chemistry.

### **Advanced Placement Biology**

**Grades 11-12**  
**1 Credit**

This course begins with a discussion of the unique properties of living organisms that set them apart from nonliving. The presentation of molecular and cellular biology follows and gives a background for the concepts of reproduction and genetics. Units dealing with microbiology, multi-cellular plants, and organic chemistry follow in a logical sequence. The laboratory, being an integral part of the course, offers experience in sophisticated as well as basic laboratory techniques. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board for fee for the exam.

• *NCAA Approved*

Prerequisites: A student registering for this course must have the recommendation of the current science teacher, and an overall average of 85% or higher for all previous Regents Science courses. Students must have received a passing grade on the Living Environment Regents exam.

## **Advanced Placement Chemistry**

**Grades 11-12**  
**1 Credit**

The AP Chemistry course provides students with a college-level foundation to support future advanced-coursework in Chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board for fee for the exam.

• *NCAA Approved*

**Prerequisites:** A student registering for this course must have the recommendation of the current science teacher, and an overall average of 85% or higher for all previous Regents Science courses. Students must have completed Chemistry Regents or Honors and received a passing score on the Chemistry Regents exam.

## **Advanced Placement Physics**

**Grades 11-12**  
**1 Credit**

AP Physics 1 (Algebra Based) is a course for those who would like to expand their understanding of physics. This course will build upon the Regents Physics curriculum previously studied. Students will explore and apply concepts on a deeper level. Laboratory assignments are inquiry based and hands-on. These assignments will foster a true understanding of the material and will require students to think independently and critically about various concepts in physics. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board for fee for the exam.

**Prerequisites:** A student registering for this course must have the recommendation of the current science teacher, and an overall average of 85% or higher for all previous Regents Science courses. It is highly recommended that students have completed Physics Regents or Honors and received a passing score on the Physics Regents exam. Successful completion of Regents Chemistry and Algebra 2.

## **Advanced Placement Environmental Science**

**Grades 11-12**  
**1 Credit**

AP Environmental Science is a problem based multidisciplinary course that integrates the physical sciences, life sciences, and social sciences. The essential themes of the course include Land and its Uses, Soil, Water, Atmosphere and Weather, and Energy Needs and Production. AP Environmental Science is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, and to evaluate the relative risks associated with these problems. Students will be taught how to analyze these problems, generate alternatives, and make responsible choices that encourage stewardship of the earth's natural resources. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board for fee for the exam.

**Prerequisites:** A student registering for this course must have the recommendation of the current science teacher, and an overall average of 85% or higher for all previous Regents Science courses. Students must have received a passing grade on the Earth Science Regents and the Chemistry Regents.

# Social Studies Department

The Social Studies Department at Babylon Jr.-Sr. High School is committed to encouraging and enabling students to function as good citizens, and to develop within them an appreciation of, and respect for cultures unlike their own. To this end, students learn the historical background and contemporary situation of the United States, Europe, and non-Western societies, how to understand and interpret a wide range of historical and contemporary documents, and the values involved in being a good citizen. Multicultural perspectives infuse the entire curriculum. Beyond the acquisition of this knowledge and these skills, students are also taught to think and express themselves clearly, both orally and in writing, in preparation for career and college readiness.

Upon completion of the K-12 Social Studies program, the student will be able to:

- Gather, analyze, and decipher data and information from a variety of library, internet, and media sources, and synthesize it in an original document.
- Demonstrate conceptual understanding in an essay that includes generalizations, supporting details and appropriate terminology.
- Demonstrate understanding of geographic location, global interdependence, interactions and linkages between regions and nations.
- Describe how past events have had impacts on present social, political, and economic conditions.
- Hypothesize how present social, political, and economic situations may impact future events.
- Propose solutions to U.S. and global problems and appraise the value of each.
- Demonstrate social responsibility when engaged in a cooperative effort to achieve a common goal.

Students will:

- Show pride in their work as they decipher and analyze information and present their ideas in oral and written form.
- Engage in more verbal exchanges and present their perspectives more frequently. This will be done in class discussions, cooperative groups, student--to--student questions, and paired learning activities.
- Demonstrate high self-esteem and a willingness to participate as they examine and allow for multiple perspectives and consider more than one solution/answer to problems and situations.
- Exhibit patience as they listen to the ideas of others, appropriately engage in group activities, and respond to individuals in their classrooms.

## **Seal of Civic Readiness**

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

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

\*Elective courses that meet the criteria for the NYS Seal of Civic Readiness will be noted with #

## **Social Studies Core Courses**

### **Social Studies 7**

### **Grade 7**

This course is a chronological study of United States history beginning with the last Ice Age and culminating with the American Civil War. It should be noted that essential aspects of New York State history are infused into the subject matter, in accordance with the *New York State Social Studies Standards*. While a traditional historical approach is emphasized, the course also incorporates other social studies disciplines such as geography, economics, sociology and political science into the curriculum. There is an emphasis on critical thinking, writing, reading, formal research, map and graph analysis and the interpretation of historical documents. The course concludes with a cumulative final examination that is consistent with NYSED Regents Standards.

## **Social Studies 8**

**Grade 8**

This course represents the second half of a two-year chronological study of American History. It begins with the Reconstruction period and sequentially progresses to the present day. It should be noted that essential aspects of New York State history are infused into the subject matter, in accordance with the *New York State Social Studies Standards*. While a traditional historical approach is emphasized, the course also incorporates other social studies disciplines such as geography, economics, sociology and political science into the curriculum. There is an emphasis on critical thinking, writing, reading, formal research, map and graph analysis and the interpretation of historical documents. The course concludes with a cumulative final examination that is consistent with NYSED Regents Standards.

## **Global History I**

**Grade 9**

**1 Credit**

This course is the first year of a two-year chronologically organized study of the history of the world. The course begins with a study of ancient civilizations and concludes with the Age of Discovery. While a traditional historical approach is emphasized, the course also incorporates other social studies disciplines such as geography, economics, sociology, and political science into the curriculum. There is an emphasis on critical thinking, writing, reading, formal research, map and graph analysis and the interpretation of historical documents. The course concludes with a cumulative final examination that is consistent with NYSED Regents Standards.

• *NCAA Approved*

## **Global History II**

**Grade 10**

**1 Credit**

This course concludes a two-year chronologically organized study of the history of the world. It commences with a brief review of the Age of Reason and then progresses into an analysis of historical material, culminating with a unit on contemporary world issues. Emphasis will be placed on the Age of Revolutions, major wars, development of modern political and economic systems, and the crises of the twentieth century. While a traditional historical approach is emphasized, the course also incorporates other social studies disciplines such as geography, economics, sociology, and political science into the curriculum. There is an emphasis on critical thinking, writing, reading, formal research, map and graph analysis and the interpretation of historical documents. The course concludes with a cumulative final examination that is consistent with NYSED Regents Standards. A comprehensive Regents exam will be administered at the conclusion of Global History II.

• *NCAA Approved*

## **World History 9 Honors**

**Grade 9**

**1 Credit**

This course is designed to increase the student's knowledge and understanding of World History from the Paleolithic Era to circa 1200 C.E., with the focus of this course placed on major civilizations in Africa, the Americas, Asia and Europe. The areas of concentration include political, social, and economic institutions, as well as cultural and intellectual development. All assignments and assessments reflect college programs in terms of subject matter and approach. Students are expected to achieve a minimum average of 85 to remain in the course. If a student's average drops below 85%, a conference will be held to discuss the student's placement.

**Prerequisites:** Have a minimum of 90% average in Social Studies or 85% in AP Social Studies. Social Studies teacher recommendation.

• *NCAA Approved*

## **Advanced Placement World History: Modern**

**Grade 10**  
**1 Credit**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes, from 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. All assignments and assessments reflect college programs in terms of subject matter and approach. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board fee for the exam.

Students will be required to take the New York State Global Regents Examination at the conclusion of the second year. Students are expected to achieve a minimum average of 85% to remain in the course. If a student's average drops below an 85%, a conference will be held to discuss the student's placement. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom.

• *NCAA Approved*

**Prerequisites:** Have a minimum of 90% average in Social Studies or 85% average in AP Social Studies, Social Studies teacher recommendation.

## **United States History and Government**

**Grade 11**  
**1 Credit**

This course emphasizes the need for students to acquire knowledge of the structure and functions of our government so that they can become actively engaged citizens. Students will study the U.S. Constitution, including the principles of federalism, separation of powers, and checks and balances. The students will then begin a chronological study of American History from the early Republic to the present day. While a traditional historical approach is emphasized, the course also incorporates other social studies disciplines such as geography, economics, sociology, and political science into the curriculum. There is an emphasis on critical thinking, writing, reading, formal research, map and graph analysis and the interpretation of historical documents. The course concludes with a cumulative final examination that is consistent with NYSED Regents Standards. This course will culminate with the New York State United States History and Government Regents Examination.

• *NCAA Approved*

## **Advanced Placement United States History**

**Grades 11-12**  
**1 Credit**

This course is designed to prepare for intermediate and advanced history courses in college by making demands equivalent to those of introductory college courses. The course itself is an in-depth study of American history in which students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Students will also be required to take the New York State Regents Examination in United States History and Government. Students are expected to achieve a minimum average of 85 to remain in the course. If a student's average drops below an 85, a conference will be held to discuss the student's placement. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board for fee for the exam.

• *NCAA Approved*

**Prerequisites:** Have a minimum of 90% average in Social Studies or 85% average in AP Social Studies, Social Studies teacher recommendation.



## Requirements for Grade 12

### Government/Economics

**Grade 12**

**1 Credit**

This course is a full year course that covers economics and participation in government. Students will gain basic understandings which all persons will need to function effectively as participants in the economy of the United States and the world. This course will also encourage students to understand and participate in the democratic process. Emphasis will be placed on social responsibility and key civic values. Periodic independent research projects will be assigned throughout the course that requires student analysis of supplemental materials.

• *NCAA Approved*

### Advanced Placement Macroeconomics

**Grades 12**

**1 credit**

The purpose of the AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as-a-whole. The course places particular emphasis on the study of national income and price determination and, also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economies. AP courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit. If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board fee for the exam. Students are expected to achieve a minimum average of 85% to remain in the course. If a student's average drops below an 85%, a conference will be held to discuss the student's placement.

Pre-requisite: Have a minimum of 90% average in Social Studies or 85% average in AP Social Studies. Social Studies teacher recommendation.

### Advanced Placement United States Government

**Grade 12**

**1 Credit**

This course is designed to prepare students for intermediate and advanced government courses in college by making demands equivalent to those of introductory college courses. The course itself is an in-depth study of American government in which students will examine the constitutional underpinnings of United States government, political beliefs and behaviors, political parties and interest groups, institutions and policy processes of national government, and civil rights and civil liberties. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board for fee for the exam. Students are expected to achieve a minimum average of 85 to remain in the course. If a student's average drops below an 85, a conference will be held to discuss the student's placement.

• *NCAA Approved*

Prerequisites: Have a minimum of 90% average in Social Studies or 85% average in AP Social Studies, Social Studies teacher recommendation, an interview with the teacher, mandatory summer assignment.

## College Credit Electives

### Advanced Placement Psychology

**Grades 10-12**

**1 Credit**

The field of psychology studies the behavior of organism's internal conditions, as well as in relationship to others and to their environments. This course introduces the student to the various theories and approaches that psychological research has adopted during the years of its existence and provides the student with some of the results of that research. Upon completion of this course, students should better be able to understand, explain and predict human behavior. Students are expected to achieve a minimum average of 85 to remain in the course. If a student's average drops below an 85, a conference will be held to discuss the student's placement.

AP Courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the classroom. Students must take the AP exam to receive weighted course credit: If a student doesn't take the exam, it's not possible to tell if he/she learned the content one would expect of an AP course. Requiring a student to take the exam ensures that the grade in the class is aligned with the student's mastery of the course content knowledge. Students are expected to pay the associated College Board for fee for the exam.

• *NCAA Approved*

Prerequisites: Have a minimum of 90% average in Social Studies or 85% average in AP Social Studies, Social Studies teacher recommendation.

## Social Studies Electives

### Sport and Society

**Grades 9-12**

**½ Credit**

This course acquaints students with the discipline of sport sociology. Primary focus will be placed upon the study of the institution of sports in America, its development, and its significant impact on society, past, present, and future. Students will examine the history of sports and examine elements of race, gender, politics, money, and ethics. This course considers what sports can tell us about American culture and society. This is not a history of sports class, but rather sports as a sociological institution within the American culture.

### Criminal Justice

**Grades 10-12**

**Credit 1**

This course is an overview of the major components of the criminal justice system as it applies in the United States. These components will include law enforcement, the courts, corrections, probation, parole, and juvenile courts. Also included are units on the theories of crime, major crimes committed, legal definitions, arrest and pretrial, process, rights of accused, due process, exclusionary rulings, the courts, their decisions, correction, and the death penalty. Research and discussion will be generated by a further understanding of the categorization of crimes (felony, misdemeanor, violation) as well as crimes against person, property, and social morality. There will be an in-depth analysis of criminal investigations. Case studies will be interpreted from the perspective of the investigative team. Students will be given an advanced look at the Criminal Justice system with a focus on investigations and trial procedure. Students will be expected to participate actively in all case analysis and performances, as this is a project-based learning course.

- #Meets criteria for Seal of Civic Readiness

### Criminal Psychology

**Grades 10-12**

**½ Credit**

This pre-college psychology course explores individual behaviors, thoughts, and actions. Students will study the physical, mental, and social influences on human behavior and relationships as they relate to criminal behavior. Topics include Personality Theories, Abnormal Psychology, and Career Possibilities. Knowledge will be applied to solve individual and societal problems. Although this course is valuable for any student, it is especially beneficial for someone planning to pursue a career in psychology, teaching, or medicine. Students will be expected to participate actively in all case analysis and performances, as this is a project-based learning course.

## **News Literacy**

**Grades 9-12**

**½ Credit**

This one-semester course in News Literacy is designed to train middle and high school students to become adept in navigating and discriminating amongst the ever enlarging and often confusing mass of news information that appears in print, on radio and television, and electronically through the Internet. In this course students will learn to discern what is real news opposed to advertising, entertainment, propaganda, opinion, and simply raw information. The journalistic process will be emphasized, and students will be placed in a variety of decision-making situations to clarify not only how news and editorial decisions are made, but also some of the ethical issues that responsible journalists must face. The critical thinking requirements of this class will expose students to an experience that is designed to develop skills in listening, speaking, and writing, thus making it a course that is designed to benefit all students, regardless of interest, ability level, or future-plans. Students completing this course should consider enrolling in the Journalism elective offered through the English department.

- #Meets criteria for Seal of Civic Readiness

## **Contemporary Issues in America through Film**

**Grades 11-12**

**½ Credit**

In this course, students will study modern contemporary in issues in American society through the medium of film. This will be done through viewing, writing, and discussing both historical and contemporary pieces on topics related to the political, social, economic, and history of the United States. Units will be presented thematically where students will examine the issues and events dealing with racial discrimination and tension, civil liberties and justice, America at war, drugs in America, social upheaval, and unrest. In addition to examining each film's historical accuracy, the course will also concentrate on the importance of using film as historical evidence.

- #Meets criteria for Seal of Civic Readiness

## **History of Long Island**

**Grades 9- 12**

**½ Credit**

This Course will center around the major events, personalities and natural environment that have contributed to the development of Long Island, from its pre-Columbian past to the present. Students will examine the many historical highlights of Long Island while studying local towns, people, and their contributions. Students will gain an appreciation for the rich history of their local surroundings by exploring the many varied and exciting time periods of this unique region. Students will also express their comprehension and interpretations of Long Island history with several writing assignments.

- #Meets criteria for Seal of Civic Readiness