

MINEOLA HIGH SCHOOL

CURRICULUM GUIDE

Dear Learner and Parents,

Mineola High School offers a challenging secondary education program. It is designed to prepare all students for higher educational opportunities, for meaningful work opportunities and to become responsible citizens in our society.

This book is designed to provide you with a clear understanding of all the courses offered to a high school learner. When determining your course selections, it is best to consider your interests, abilities, and plans for future secondary education. Additionally, taking the most rigorous courses you can handle will help further your “college and career readiness.”

Your school counselor and every teacher in this school are resources to assist you in the process. Reference material is readily available in the counseling office. It is our feeling that the course selection process is one that should involve the school and the home.

Please be aware that elective courses will be offered based upon student enrollment.

If you have any questions, please feel free to contact your guidance counselor at 237-2650.

Sincerely,

Ed Escobar
Principal

Lisa Downey
Assistant Principal, Ed.D.

Jennifer Maichin
Assistant Principal

Stephanie Honig
Assistant Principal

David Bodner
Dean of Students

Diploma Requirements
New York State Graduation Requirements
Completion of a minimum of 22.0 units of credit

A unit of credit represents the completion of a full year course. A half unit of credit represents the completion of a semester course.

	Regents Diploma	Advanced Regents Diploma
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Health	.5	.5
Art/Music	1	1
World Language	1	3**
Physical Education	2	2
Electives	3.5	1.5
Total required minimum	22	22

***Except for students receiving special education services who are World Language exempt by the Committee on Special Education*

Accounting may be used for the third unit of mathematics.

Art/Music is defined as Studio in Art, Music, or Design & Drawing for Production I.

All freshmen are enrolled in AP Computer Science Principles.

In addition, Personal Finance and Family Living are Mineola High School Graduation Requirements

REGENTS DIPLOMA REQUIREMENTS:

Students must pass all *five* Regents exams with a minimum score of 65: English, Global History and Geography, US History and Government, Algebra I, and one Science, including at least one credit in a language other than English.

REGENTS DIPLOMA WITH ADVANCED DESIGNATION REQUIREMENTS:

In addition to the five Regents exams required for the Regents Diploma, students must pass or earn the exemption, with a 65 or better, the following additional exams:

- Two Mathematics Regents
 - ✓ Geometry Regents and Algebra 2 Regents
- Two Science Regents
 - ✓ Regents exam in a Life Science (Living Environment)
 - ✓ Regents exam in a Physical Science (Earth Science, Chemistry or Physics)
 - ✓ Second Language Exam + 3 credits of a Second Language

Diploma Designations

Regents Diploma - 65 and above on five Regents exams

- Algebra I
- Science (Living Environment or Earth Science)
- Global History
- US History
- English
- Additionally, the Checkpoint A exam must be passed

Regents with Honors – Average of at least 90 on all five Regents exams

- Algebra I
- Science (Living Environment or Earth Science)
- Global History
- US History
- English
- Additionally, the Checkpoint A exam must be passed

Regents Diploma with Advanced Designation - 65 and above on eight Regents exams and the Checkpoint B foreign language assessment

- Algebra I
- Geometry
- Algebra II
- Two science exams (Living Environment, Earth Science, Chemistry and/or Physics)
- Global History
- US History
- English
- Additionally, the Checkpoint B Foreign Language Assessment

Advanced Regents Diploma with Honors – Average of at least 90 on eight Regents exams and the Checkpoint B foreign language assessment

- Algebra
- Geometry

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- Algebra II
- Two science exams (Living Environment, Earth Science, Chemistry and/or Physics)
- Global History
- US History
- English
- Additionally, the Checkpoint B Foreign Language Assessment

Designation of Mastery in Math and/or Science – students must complete all course and exam requirements for the Advanced Regents Diploma with scores of at least 85 on three Math and/or three Science Regents’ exams

College Readiness:

NYS now measures students’ readiness for college:

- at least 75 on the English Regents exam
- at least 80 on any math Regents exam
- Colleges often require students to pay for non-credit bearing remedial classes if they don’t meet these measures in high school

Technical Endorsement: Students enrolled in a Career and Technical Education program earn this endorsement if they also complete an approved technical assessment, a work-based learning experience, and a work-skills employability profile.

CDOS Commencement Credential: Students must complete 216 hours of CTE coursework and/or work based learning experiences. Of those 216 hours, 54 must be work based learning experiences. Students are enrolled in our Career Explorations course and our job coach matches them with a job placement. The work towards completing these hours in their junior and senior year. Students must also develop a career plan and complete an employability profile.

Links to NYS Education Dept Diploma requirements document

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

Computing the Weighted Average:

The following criteria are used for course weighting:

Weighting		GPA	
Grade 8	Weighted	All Courses other than AP/Honors/College	1.0
Grade 9	Weighted	Honors Courses & CLEP / College Level	1.02
Grade 10	Weighted	Courses & Advanced Languages	
Grade 11	Weighted	AP Courses	1.05
Grade 12	Weighted		

Following are the weighted courses:

AP (1.05)		Honors/College (1.02)	
AP Human Geography	AP Eng. Literature	Algebra IH	Web Technology
AP World History	AP Eng. Language	Earth Science 8	Java Script/Op Systems
AP US History	AP Calculus BC	English 9H	Healthcare Strand

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AP US Govt & Pol.	AP Statistics	College English	Manufacturing I
AP Environmental Sci	AP Calculus AB	Adv. Italian Conversation	Manufacturing II
AP Physics	AP Music Theory	Adv. Spanish Conversation	College Sports Marketing
AP Chemistry	AP Spanish	Adv. Spanish Literature	College Music Theory
AP Biology	AP Psychology	College Amer. Govt.	College Pre-Calculus
AP Computer Science A	AP Computer Science Principles	Economics CLEP	Geometry H/8H
AP Seminar	AP Studio in Art	College Pre-Calculus H	Algebra 2H
AP Research	AP Macroeconomics		Living Environment H

Program Change Procedures

All students are expected to choose courses carefully during the course selection process. Teacher schedules are planned according to student requests and course availability. As such, students are expected to abide by their choices. This is particularly important given the fact that there will be far less flexibility in changing courses once the school year begins. If courses are not chosen carefully in the spring, students risk the very real possibility of not being able to change once the school year begins.

The Add/Drop period is the first two weeks of the semester.

In order to process a course change during the add/drop period students must:

- Schedule an appointment with their counselor
- Bring the add/drop form complete with signatures
- Choose a substitute course for each dropped course

Final approval of change is contingent upon the following:

- The proposed change does not jeopardize graduation.
- Sufficient space is available in the course the student is hoping to add to the schedule.
- Approval of the appropriate teacher, Department Director (Fine Arts/PE, Health), Director of Guidance and Principal.

Changes will be considered for one of the following reasons:

- You attended summer school for that course
- You are missing a major subject area class
- You are missing a course required for graduation
- You want to add an elective during a free period or study hall
- A class period is missing or repeated

Course level changes are based on academic concerns that are recommended by teachers, department supervisors or counselors. Students wishing to add a full-year course to their schedule must do so no later than October 1st. Half-year courses must be added within the first two weeks of the semester.

DROPPING A COURSE

Unless there is an error in scheduling, students will not be permitted to withdraw from any course until 5 full days of attendance has passed. Additionally, students must attend extra help with the teacher prior to any consideration of dropping a course.

If a course must be dropped due to a change in schedule, there is no penalty for up to 3 weeks for a semester course and for up to 5 weeks for a full year course. If the deadline is exceeded, the course will appear on the transcript with a withdrawal. If the student is failing the course, a “DF” will appear. If the student is passing the course a “DP” will appear.

Welcome 8th Graders!

As 7th graders, you are gearing up to move from the Middle School to the High School. It is a big step forward in your academic career. Along your MS journey, you completed the Career Cluster Finder on Naviance. The Career Cluster Finder helped you identify your interests and discover career clusters that contain careers that might interest you. Through PRIDE Assemblies and Agency Hour, you have learned more about yourself and the person you are trying to become.

As you move into High School, hold onto the 5 G's as we focus more on what it means to be a learner. In 8th grade, you will be challenged to listen to your growth mindset voice and work to get better at the skills you have been developing.

This is an important year to help you prepare to be true High School students moving forward.

Below you will find some sample 8th grade schedules. You will meet with your counselor to talk about becoming a well rounded learner and discovering your curiosities.

Sample 8th Grade Schedule Outlines

Specific Choices will be made each year in conjunction with the counselor

	1	2	3	4	5	6	7	8	9
Single Period Math & Regents Science and Sci Research	Algebra 8H	ELA	French 1 Spanish 1 Italian 1 Latin 1	Tech 8	A - Sci Research 8 B- Liv Env Lab	Living Env 8	Lunch	A-Music or Art B- PE	SS
Regents Science & 1.5 periods Math	Living Env 8	A-Liv Env Lab B- PE	SS	French 1 Spanish 1 Italian 1 Latin 1	Lunch	A- Algebra 1 Lab B- Music or Art	Algebra 1	Tech 8	ELA

Hello rising 9th graders!

As 8th graders, you explored Learning and Productivity and the Career Interest Profiler in Naviance. Learning and Productivity helped you learn your sensory and mindset preferences to help you develop study practices. The Career Interest Profiler helped shape your Holland Code which is comprised of six basic types of personalities (Social, Enterprising, Artistic, Investigative, Conventional, Realistic). You looked at how your personality traits align to possible career options.

As an 8th grader, you entered the High School building and became a part of your Advisory community. You engaged in lessons that forced on Main Character Energy and developing a Life Map. The focus on 9th grade is Know Thyself and you are well on your way along this journey!
This tool will reveal the ways you learn best and how you can be most productive.

Below you will find some sample 9th grade schedules. All learners will gain a strong foundation in Computer Science, aimed at enhancing digital literacy in an area that is foundational in multiple career paths. In addition to your main subject area classes, you will choose from one of our Fine Arts required courses that will help you make connections to being creative, flexible, and communicative in school and beyond.

Sample 9th Grade Schedule Outlines

Specific Choices will be made each year in conjunction with the counselor

	1	2	3	4	5	6	7	8	9
Algebra 2 & Physics	Fine Arts Choice	Language 2	AP Human Geography	English 9H	A-Sci Rsch	Physics 9	A-Lab	LUNCH	Alg 2 H
					B-AP CSP		B-PE		
Single Period Geometry & Physics	Fine Arts Choice	Language 2	AP Human Geography	English 9H	A-Sci Rsch	Physics 9	A-Lab	LUNCH	Geom H
					B-APCSP		B-PE		
Geometry & Earth Science	Fine Arts Choice	A-APCSP	Geometry	A-PE	Earth Sci	Language 2	LUNCH	English 9	Global 9 AP Human Geography
		B-Lab		B-Lab				English 9H	

Students have the choice of Studio Art, Band, Orchestra, Chorus or Design, Drawing, & Production 1.

Hello rising 10th graders!

In the 9th grade, you focused on getting to know yourself better. Using Naviance, you explored the Strengths Explorer and Skills Assessments. Strengths Explorer helped you think about your talents - the ways in which you naturally think, feel, or behave. The Skills questions helped you identify what you are strong at and made connections with careers that might interest you. It is important to link your talents and strengths to possible career opportunities.

In Advisory and in classes, you looked deeper into your strengths and your areas of success. You ran into obstacles that you turned into opportunities to grow. You sought out new opportunities to explore and broaden your horizons.

Below you will find some sample 10th grade schedules. We encourage you to push yourselves and take responsible academic risks. Some of you may want to try a wealth of new courses next year and in the years to follow. Some of you may wish to explore our **Pathway Choices** which often culminate in certifications and/or dual enrollment credit. So many opportunities await you whenever you're ready to jump in!

Sample 10th Grade Schedule Outlines

Specific Choices will be made each year in conjunction with the counselor

	1	2	3	4	5	6	7	8	9
College Pre-Calc	Student Choice	Language 3	AP World History	AP Seminar	Science Research	Chemistry	A-Lab A-PE	LUNCH	College PreCalc H
Single Period Algebra 2	Student Choice	Language 3	AP World History	AP Seminar	Science Research	Chemistry	A-Lab A-PE	LUNCH	Alg 2 H
Algebra 2 Lab	Student Choice	A- Health B - Alg 2 Lab	Algebra 2	A-PE B-Lab	Living Environment	Language 3	LUNCH	English 10 AP Seminar	Global 10 AP World History

Hello rising 11th graders!

During your 10th grade year, you spent more time using Naviance as a tool to discover more of your unique qualities. Using the Intelligences assessment, you uncovered your different intelligences and learned how to leverage them into opportunities. The Personalities assessment helped you identify your personality type by asking you to choose scenarios that best represent how you behave in real life. These tools help reveal your true personality and provide tips to achieve success, in a way that works for you.

Below you will find some sample 11th grade schedules. This is not the time to take your foot off the pedal! Reflect on what you have learned about yourself and start to see how your strengths and interests are guiding you towards more focused exploration. Look at the **Pathway Choices** that are available to you and work with your counselor to create a schedule that is strong, focused, and full of discovery.

Sample 11th Grade Schedule Outlines

Specific Choices will be made each year in conjunction with the counselor

	1	2	3	4	5	6	7	8	9
AP Calc & AP Science	Student Choice	Adv Language or Elective or Health	AP US History	AP English Language	AP Science Research	AP Bio AP Chem AP Physics AP Env Science	AP Bio AP Chem AP Physics AP Env Science	LUNCH	AP Calc AB AP Calc BC Calculus
College Pre-Calc & AP Science	Student Choice	Adv Language or Elective or Health	AP US History	AP English Language	AP Science Research	Physics AP Bio AP Chem AP Physics AP Env Science	Physics AP Bio AP Chem AP Physics AP Env Science	LUNCH	College PreCalc H
College Pre-Calc & Chemistry	Student Choice	Student Choice	College PreCalc	A-PE B-Lab	Chemistry	Adv Language or Elective	LUNCH	English 11 AP English Language	US History 11 AP US History

Hello rising 12th graders!

Can you believe you are here already? Doesn't it feel like yesterday that you were a new 8th grader to the building, trying to navigate classes and routines. You started 9th grade and got the hang of this whole "High School thing". You set goals, worked to achieve them, and learned a lot about yourself along the way.

You started taking classes that spoke to your interests and personality. You took your strengths and passions and started to learn more about how this connects to life after graduation. You're doing it- don't give up now!

Below you will find some sample 12th grade schedules. Continue to take courses that challenge you and help you see different perspectives. **All seniors will take Financial Literacy in which you will focus on financial literacy as well as Life 101, aimed at helping you learn skills for life after high school.** Look at the **Pathway Choices** that are available to you and work with your counselor to create a schedule that will help you accomplish your goals! Dig deep and cross that finish line with your head held high!

Sample 12th Grade Schedule Outlines

Specific Choices will be made each year in conjunction with the counselor

1	2	3	4	5	6	7	8	9
Student Choice	Student Choice	College Gov/Econ AP Gov and Politic	AP English Literature	Science Research	AP Bio AP Chem AP Physics AP Env Science	AP Bio AP Chem AP Physics AP Env Science	LUNCH	AP Calc AB or BC AP Stats Multivariab le Calculus
Student Choice	Student Choice	Calculus AP Calc AB	Physics AP Bio AP Chem AP Physics	Physics AP Bio AP Chem AP Physics	Adv or AP Language or Elective	LUNCH	English 12 AP English Literature	Gov/Econ College Gov/Econ

		AP Calc BC	AP Env Science	AP Env Science				AP Gov and Politics
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MHS Pathway Choices

Skills	Career Cluster	Pathway	Course Sequence		Possible Industry Certification	
Realistic, Conventional, Investigative	Manufacturing, Architecture and Construction	Manufacturing & Engineering	Technical Drawing and AutoCAD	CC @ SUNY Farm & Available Async	Autodesk Inventor Certification - Year 1 Autodesk AutoCAD Certification - Year 1 OSHA Certification - Year 2	
			Solid Modeling	CC @ SUNY Farm & Available Async		
			Manufacturing Processes	CC @ SUNY Farm		
			Advanced Manufacturing Process	CC @ SUNY Farm		
	Information Technology	Information Technology	Information Technology	Intro to Programming	CC @ SUNY Farm	IT Specialist Suite
				Web Development	CC @ SUNY Farm	
				Computers, Information and Society	CC @ SUNY Farm	
				Programming Logic and Problem Solving	Course @ NCC	
				Operating Systems Management	Course @ NCC	
				Data Communication & the Internet	Course @ NCC	

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Social, Enterprising	Computer Science	Robotics	CC @ LIU	IT Specialist Suite
		Design for Game Programming	CC @ LIU	
		Artificial Intelligence	CC @ LIU	
		Python	Asych AND CC at LIU	
		Enterprise Python	Asych AND CC at LIU	
		Foundation of Web Development	Asych AND CC at LIU	
		Object Oriented Programming (Java)	Asych AND CC at LIU	
	Cyber Security	Cyber 1	In person or Available Asych	Security +
		Cyber 2	In person or Available Asych	
		Cyber 3		
Health Science	Healthcare	Intro to Healthcare Studies- 11th	EMT Certification CPR/AED Certification First Aid Certification	
		EMT Coursework- 12th		
		Anatomy and Physiology		
Education and Training	Foundations of Education	Childhood Development or Adolescent Development	CC @ Adelphi	
		Community, Schools and	CC @ Adelphi	

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	Business Management and Administration		Society			
			Sociolinguistics	CC @ Adelphi		
			Students with Special Needs	CC @ Adelphi		
		Business meets Barista	Paid Work Experience	@ Synergy Cafe	Entrepreneurship in Small Business Communication Skills for Business Quickbooks	
			Entrepreneurship & Marketing and/or Communication for Business	Asynch w/cafe work		
			Payroll and Inventory	Asynch w/cafe work		
			Entrepreneurial Ventures and Innovation	Entrepreneurship & Marketing		
				Payroll and Inventory		
				Design Thinking for Business		
Communication for Business						
Artistic	Arts, Audio/Video Technology and Communications	Graphic and Digital Design	Digital Story Telling	Adobe Illustrator Certification Adobe Photoshop Certification		
			Graphic Design			
			Photography 1			
			Photography 2			

Course Descriptions by Department

ENGLISH

All English courses at Mineola High School are transitioning to include grade appropriate elements of the New York State Common Core Learning Standard of English Language Arts & Literacy. These include college and career readiness standards for reading, writing, speaking and listening, and language. Reading includes key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and level of text complexity, and responding to literature. Writing includes text types and purposes, production and distribution of writing, research to build and present knowledge, and range of writing. Speaking and listening include comprehension and collaboration and presentation of knowledge and ideas. Language includes conventions of Standard English, knowledge of language, and vocabulary acquisition and use. Critical skills include close reading of text, making evidence-based claims, building evidence-based arguments, and engaging in inquiry-based research.

All English courses at Mineola High School are transitioning to include grade appropriate elements of the New York State Common Core Learning Standard of English Language Arts & Literacy. These include college and career readiness standards for reading, writing, speaking and listening, and language. Reading includes key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and level of text complexity, and responding to literature. Writing includes text types and purposes, production and distribution of writing, research to build and present knowledge, and range of writing. Speaking and listening include comprehension and collaboration and presentation of knowledge and ideas. Language includes conventions of Standard English, knowledge of language, and vocabulary acquisition and use. Critical skills include close reading of text, making evidence-based claims, building evidence-based arguments, and engaging in inquiry-based research.

ENGLISH 8

Required: Grade 8

Prerequisite: None

The eighth grade language arts curriculum builds on and further develops Common Core topics, skills and understandings from sixth and seventh grade. Students carefully read and intensively study literature from various genres and periods. They analyze and discuss these various works, their characters, action, structure and language. They consider significant literary elements such as form, theme, tone, imagery and symbolism. Themes may include mystery and suspense, individuality vs. conformity, and tolerance. Interdisciplinary links are fostered as students read novels and short stories about the immigrant experience and World War II. Students are encouraged to make choices about their reading based on interests and strengths and are often given an opportunity to choose from a selection of novels on a particular theme. Cooperative learning groups complete various activities that are designed to promote critical thinking skills. There is a focus on active reading strategies before, during and after reading. In addition, short stories and poems related to themes are introduced to the class and students are encouraged to make text to text connections. Writing assignments are an integral part of this course and will focus on the critical analysis of literature through expository, analytical and argumentative essays. The students continue learning about how to use and develop thesis statements in their writing. Anchor texts include *To Kill a Mockingbird* and Shakespeare's *A Midsummer Night's Dream*. All 8th graders will take the New York State ELA exam.

Local Assessment: Curriculum driven teacher assessments

State Assessment: New York State ELA Exam

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ENGLISH 9 REGENTS

Prerequisite: None

Required: Grade 9

Credit: 1 credit

In English 9R students will learn how to read, write, speak, and think more critically and expressively. Anchor texts include *Of Mice and Men* and *Romeo and Juliet*. Students will be engaged in Common Core literacy strategies through thematic units encompassing a variety of genres such as short stories, novels, plays, and non-fiction works. Key skills include close reading to text, using evidence to make claims and build arguments, and inquiry-based research.

This Grade 9 course is the first of the required four year course of study in high school English. Students will take the English Regents in January of their junior year.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

ENGLISH 9 HONORS

Prerequisite: Passing grade in English 8

Completion of summer assignment

Grade 9 (Satisfies the

requirements for Grade 9 English)

Credit: 1 credit

Honors level courses provide students with the opportunity to pursue a challenging, enriched Common-Core based course of study encompassing a broad selection of diverse literature. One goal of English 9H is to widen students' cultural literacy and deepen their appreciation of the writer's art through such genres as plays, novels, poetry and short stories and non-fiction. They will refine their writing skills and sharpen their critical thinking. In addition to the 9R texts, anchor texts include *Lord of the Flies* and *Great Expectations*.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

ENGLISH 10 REGENTS

Prerequisite: Passing grade in English 9

Required: Grade 10

Credit: 1 credit

This English course continues the focus on the Common Core skills of reading literature and informational texts, writing, speaking, listening, and using language and research skills as students explore thematic units revolving around a variety of genres such as novels, plays, and non-fiction works. Students will also continue to build upon critical reading, writing and thinking skills through reader-response, personal journals, literary analysis, and research. An additional focus remains on the development of higher level vocabulary and grammar. Anchor texts include *The Cage*, *Frankenstein*, and Shakespeare's *Macbeth*. This Grade 10 course is the second of the required four year course of study in high school English. Students will take the English Regents in January of their junior year.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

Advanced Placement Seminar

Prerequisite: Passing grade in English 9

Completion of summer assignment

Grade 10 (satisfies the

requirement for Grade 10 English)

Credit: 1 credit

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

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Local Assessment: Curriculum driven teacher assessments

State Assessment: None

National Assessment: AP Seminar Exam in May (Portions of the grade are based on presentations and work done during the school year.)

ENGLISH REGENTS PREP

Grades 11 or 12

Prerequisite: Marginal performance in English/Failure of Eng Rgt Credit: None

This course will help students succeed on the English Regents exam, which is required for graduation. It is generally taken by seniors and juniors who need to pass the English Regents exam. Skills and strategies for each component of the exam are shared, including listening, note-taking, and responding to multiple-choice and extended response questions. Students will write essays based on authentic Regents tasks.

Local Assessment: Curriculum driven teacher assessments

State Assessment: Regents in January or June (requirement for graduation)

ENGLISH 11 REGENTS

Required: Grade 11

Prerequisite: Passing grade in English 10

Credit: 1 credit

The emphasis in the junior year is on the application and improvement of Common Core skills such as critical reading and writing skills, as well as listening and note taking. Students will continue to develop higher level vocabulary, language and grammar skills to prepare for state and national assessments. Literature studied is primarily American including a survey of the development of American literature. Anchor texts include *Catcher in the Rye* and *Hamlet*. Students must pass the New York State English Regents exam to graduate. This exam is given to all 11th graders. Students who enter 9th grade on or after September 2013 will take the new Common Core English Regents Exam.

Local Assessment: Curriculum driven teacher assessment

State Assessment: Common Core English Regents Exam (required for graduation)

ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION

Grade 11 (satisfies the requirement for Grade 11 English)

Prerequisite: Passing grade in English 10 & Completion of Summer Assignment

Credit: 1 credit

Students in this challenging course are expected to sit for the AP English Language and Composition exam in May. Students gain an understanding of the principles of college level writing by reading and analyzing challenging fiction, drama and nonfiction prose texts for use as models of effective writing styles. They complete a variety of writing assignments employing different rhetorical strategies to foster development of sophisticated structures and styles. There are often opportunities to integrate with A.P. U.S. History, which allows for increased interdisciplinary work, immersing students in the literature, speeches and other documents of significant time periods in U.S. History. The connections they make between literature and historical events will enhance their success on both AP exams. Students enrolled in English Advanced Placement courses (Language and Composition in grade 11; Literature and Composition in grade 12) must take the AP exam.

Local Assessment: Curriculum driven teacher assessments

State Assessment: Common Core English Regents Exam (required for graduation)

National Assessment: AP English Language and Composition Exam in May

**ADVANCED PLACEMENT ENGLISH LITERATURE
and COMPOSITION**

**Prerequisite: Passing grade in English 11
Completion of summer assignment**

**Grade 12 (satisfies the
requirement for Grade 12 English)
Credit: 1 credit**

Students in this challenging full year course are expected to sit for the AP English Literature and Composition exam in May. The advanced curriculum includes critical reading and analysis of the great works of literature, including fiction, drama and poetry. Students gain an understanding of the rigors of a college level course while writing expository, critical and evaluative essays to foster developments of a sophisticated and effective style of writing for college. Students enrolled in English Advanced Placement courses (Language and Composition in grade 11; Literature and Composition in grade 12) must take the A.P. exam.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

National Assessment: AP English Literature and Composition Exam in May

COLLEGE ENGLISH

**Prerequisite: Passing grade in English 11 &
Completion of Summer Assignment**

**Grade 12
Credit: 1 credit**

College English, a course offered through a secondary-collegiate partnership with Adelphi University is comprised of two distinct courses (**ENG 107-*The Art and Craft of Writing*** and **ENG 108-*Writing About Literature***) each of which is three college credits (total of six credits) transferable to numerous colleges and universities. ***The Art and Craft of Writing*** focuses on interpretation and analysis of texts to promote clear thinking and effective prose writing. In addition, students will extend writing skills to include argumentation, focusing on complex rhetorical and stylistic techniques—the building blocks of the writing required in higher level college courses across all disciplines. In ***Writing About Literature***, students will learn more about the reading and writing processes, as applied to literary works. They will learn to read more closely and situate texts in broader symbolic, historic, and socio-cultural contexts. Students will also analyze texts rhetorically, while developing research strategies and evaluating relevant secondary sources to support their analyses. As matriculated registrants of Adelphi University, students will have access to the university library as well as other university facilities. (There is a fee per semester payable to Adelphi University.) Registration can be completed at: <http://class.adelphi.edu/hsp>.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

ENGLISH 12

Prerequisite: None

**Required: Grade 12
Credit: 1 credit**

This challenging course culminates the high school English sequence. The goal of this course is to enhance students' literacy skills while preparing for experiences beyond high school. Students will be able to use their writing skills acquired to this point to refine the college essay. Public speaking and presentation literacy assignments support Senior Project course requirements as well as help prepare

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students to participate in a job interview; give a speech; or lead a presentation. The research component of this course allows students to select a topic of interest; conduct research; and, compose a research paper, presentation or website. Seniors will exit this course with a solid foundation in written and verbal communication expected of young adults in college and the workforce.

Local Assessment: Curriculum driven teacher assessment
State Assessment: none

AP RESEARCH-Humanities
Prerequisite: Passing grade in AP Seminar

Grade 11/12
Credit: 1 credit

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year long mentored, research-based investigation to address a specific question. In this course, students further develop the skills acquired in the AP Seminar course by learning about and understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper, presentation, performance, or exhibition with an oral defense. This is a rigorous course for self-motivated students who are able to work independently and adhere to deadlines. Summer preparation is mandatory and will help to set the foundation for a student's research in the course. Students who earn scores of three or higher in: AP Seminar, AP Research, and four other AP courses will be awarded an AP Capstone Diploma from College Board.

Local Assessment: Curriculum driven teacher assessments
State Assessment: None
National Assessment: AP Exam

ENGLISH AS A NEW LANGUAGE (ENL)

English as a New Language program shall mean a research-based program comprised of two components: a content area instructional component in English (including all core content, i.e. English language arts, math, science, or social studies) with home language supports and appropriate scaffolds, and an English language development component (Stand-alone and/or Integrated English as a New Language).

Integrated English as a New Language shall mean a unit of study or its equivalent in which students receive core content areas (i.e., English language arts, math, science or social studies) and English language development instruction.

Stand-alone English as a New Language shall mean a unit of study or its equivalent in which students receive instruction in order to acquire the English language needed for success in core content courses. A student shall not receive Stand-alone English as a New Language in lieu of core content area instruction.

ENGLISH AS A NEW LANGUAGE 8
Prerequisite: Determined by NYSESLAT or NYSITELL

Elective Grades 8

English as a New Language program in grade 8 is based on a student's English language proficiency level, as identified by the statewide English language proficiency identification assessment or the annual English language proficiency assessment, as follows:

(i) Beginner/Entering: Students shall receive at least two units of study or its equivalent of English as a New Language instruction. At least one unit of study or its equivalent shall be Stand-alone English as a New Language instruction and at least one unit of study or its equivalent shall be Integrated English as a New Language in English

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Language Arts instruction.

(ii) Low Intermediate/Emerging: Students shall receive at least two units of study or its equivalent of English as a New Language instruction. At least one half of a unit of study or its equivalent shall be in Stand-alone English as a New Language, at least one unit of study or its equivalent shall be Integrated English as a New Language in English Language Arts instruction, and one half of a unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as a New Language instruction.

(iii) Intermediate/Transitioning: Students shall receive at least one unit of study or its equivalent of English as a New Language. At least one half of a unit of study or its equivalent shall be in Integrated English as a New Language in English Language Arts instruction, and at least one half of a unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as a New Language instruction.

(iv) Advanced/Expanding: Students shall receive at least one unit of study or its equivalent of Integrated English as a New Language in English Language Arts or another content area.

(v) Proficient/Commanding: For at least two school years following the school year in which a student is exited from English Language Learner status, as prescribed section 154-2.3(m) of this Subpart, such student shall receive at least one half of one unit of study or its equivalent of Integrated English as a New Language in English Language Arts or another content area, or such other services that monitor and support the student's language development and academic progress, as shall be approved by the Commissioner to assist Former English Language Learners once they have exited from an English as a New Language or Bilingual Education program.

Local Assessment: Curriculum driven teacher assessments

State Assessment: NYSESLAT examination in May

ENGLISH AS A NEW LANGUAGE 9-12

Prerequisite: Determined by NYSESLAT and NYSITELL

Elective Grades 9-12

Credit: .5 or 1

English as a New Language program in grades 9-12 is based on a student's English language proficiency level, as identified by the statewide English language proficiency identification assessment or the annual English language proficiency assessment, as follows:

(i) Entering: Students shall receive at least three units of study or its equivalent of English as a New Language instruction. At least one unit of study or its equivalent shall be Stand-alone English as a New Language instruction; at least one unit of study or its equivalent shall be Integrated English as a New Language in English Language Arts; and one unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as a New Language instruction. A student shall earn one unit of English Language Arts credit for successful completion of an Integrated English as a New Language in English Language Arts unit of study, one unit of credit in the content area for successful completion of each Integrated English as a New Language unit of study; and one unit of elective credit for successful completion of a second Stand-alone English as a New Language unit of study.

(ii) Emerging: Students shall receive at least two units of study or its equivalent of English as a New Language instruction. At least one half of a unit of study or its equivalent shall be in Stand-alone English as a New Language, at least one unit of study or its equivalent shall be Integrated English as a New Language in English Language Arts instruction, and one half of a unit of study or its equivalent shall be either Integrated English as a New Language or Stand-alone English as New Language instruction. A student shall earn one unit of English Language Arts credit for successful completion of Integrated English as New Language in English Language Arts unit of study or one unit of credit in the content area for successful completion of an Integrated English as a New Language unit of study, or one unit of elective credit for successful completion of Stand-alone English as a New Language unit of study.

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(iii) Transitioning: Students shall receive at least one unit of study or its equivalent of English as a New Language Instruction. At least one half of a unit of study or its equivalent shall be in Integrated English as a New Language instruction and at least one half of a unit of study or its equivalent shall be either Integrated English as a New Language instruction or Stand-alone English as a New Language instruction. A student shall earn one unit of English Language Arts credit for successful completion of Integrated English as New Language in English Language Arts unit of study or one unit of credit in the content area for successful completion of an Integrated English as a New Language unit of study, or one unit of elective credit for successful completion of Stand-alone English as a New Language unit of study.

(iv) Expanding: Students shall receive at least one unit of study or its equivalent of Integrated English as New Language instruction. A student shall earn one unit of credit in a content area for successful completion of the Integrated English as a New Language unit of study in a content area which may include English Language Arts.

(v) Commanding: For at least two school years following the school year in which a student is exited from English Language Learner status, as prescribed in section 154-2.3(m) of this Subpart, such student shall receive at least one half of one unit of study or its equivalent of Integrated English as a New Language or such other services that monitor and support their language development and academic progress, as shall be approved by the Commissioner to assist Former English Language Learners once they have exited from an English as a New Language.

Local Assessment: Curriculum driven teacher assessments

State Assessment: NYSESLAT examination in May

MATHEMATICS

All students at Mineola High School progress through a five-year mathematics sequence. The New York State curriculum is designed to prepare students for a college career. These required Mathematics courses engage students in the study of basic algebra concepts, geometry, probability and statistics, calculus, and trigonometry. Courses of study will give students the knowledge, intellectual skills, mathematical skills, and dispositions toward analytical thinking that are very valuable in whatever field of study they choose to pursue at the university level; skills that are necessary to function effectively in today's tech savvy American society. Mathematics instruction will help our students position themselves to better compete in an increasingly global society that is diverse and interdependent from nation to nation.

ALGEBRA I

Prerequisite: None

Required: Grade 8

Credit: 1 credit

The fundamental purpose of this course is to deepen and extend understanding of linear, quadratic, and exponential relationships. Students will analyze and explain the process of solving equations and inequalities; analyze, solve, and use quadratic functions to solve problems; learn function notation and develop the concepts of domain and range; and use regression techniques to describe linear and exponential relationships between quantities. Students expand upon functions such as absolute value, step, and those that are piecewise-defined. All students will take a Regents examination in June.

Local Assessments: Curriculum driven teacher assessments

State Assessments: Algebra I Regents Examination in June (required for graduation)

ALGEBRA I HONORS

Prerequisite: Teacher Recommendation

Required: Grade 8

Credit: 1 credit

The Algebra I Honors course is designed to address the needs of our more advanced Math students in 8th grade. Throughout this course students will get an in-depth instruction with the following performance indicators: investigate, explore conjecture, reasoning, argument, justify, explain, proof and apply. The New York State curriculum covers topics like: mathematical reasoning, number theory, operations with polynomials, variables and

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expressions, equations and inequalities, patterns and functions, and coordinate geometry.

Local Assessments: Curriculum driven teacher assessments

State Assessments: Algebra I Regents Examination in June (required for graduation)

GEOMETRY

Prerequisite: Algebra I

Required: Grade 9

Credit: 1 credit

In this course students will explore more complex geometric situations and deepen their explanations of geometric relationships, while applying algebraic skills such as solving linear and quadratic equations. They will establish triangle congruence criteria based on analyses of rigid motion and formal constructions, prove theorems, and solve problems about triangles, quadrilaterals, and other polygons. Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Students will also prove basic theorems about circles, and use a rectangular coordinate system to verify geometric relationships.

Local Assessments: Curriculum driven teacher assessments

State Assessments: Geometry Regents Examination in June (required for Advanced Regents Diploma)

GEOMETRY HONORS

Prerequisite: Algebra I Honors or Teacher Recommendation

Required: Grade 9 or Double Accelerated Grade 8

Credit: 1 credit

This course is designed to help students prepare for the New York State Regents Exam in Geometry and also for the rigor of Advanced Placement Calculus. The purpose of this course is to help students to develop a deeper understanding of logic and to understand the correlation among geometric and algebraic concepts. There is an emphasis in geometry proofs. The New York State curriculum covers topics like: Coordinate Geometry, Transformations, The Concurrence Theorems, Solid Geometry, and Locus and Construction.

Local Assessments: Curriculum driven teacher assessments

State Assessments: Geometry Regents Examination in June (required for Advanced Regents Diploma)

ALGEBRA 2

Prerequisite: Geometry

Required: Grade 10

Credit: 1 credit

This course focuses on the four critical areas of the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions, to solidify a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Local Assessments: Curriculum driven teacher assessments

State Assessments: Algebra 2 Regents Examination in June (required for Advanced Regents Diploma)

ALGEBRA 2 HONORS

Prerequisite: Geometry Honors or Teacher Recommendation

Required: Grade 10 or Double Accelerated Grade 9

Credit: 1 credit

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This course focuses on the four critical areas of the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions, to solidify a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically. Students in this course are expected to advance to Advanced Placement Calculus AB or BC.

Local Assessments: Curriculum driven teacher assessments

State Assessments: Algebra 2 Regents Examination in June (required for Advanced Regents Diploma)

COLLEGE PRE-CALCULUS

Prerequisite: Algebra 2

Required: Grade 11-12

Credit: 1 credit

This course is designed for juniors and seniors who have successfully completed Algebra 2. The topics covered will introduce students to mathematical induction, synthetic development of algebra, matrix mathematics, theory of equations and polynomial functions, introduction to derivatives, curve sketching, and conic sections. This course is highly recommended for students who intend to apply to four-year colleges. Students may apply for three college credits from Adelphi University or four college credits from SUNY Farmingdale by registering online and paying the required tuition and fees.

Local Assessments: Curriculum driven teacher assessments

State Assessments: None

COLLEGE LEVEL PRECALCULUS H

**Prerequisite: Algebra 2 H or
Teacher Recommendation**

Required: Grade 11-12

Credit: 1 credit

This course is designed for students who completed the three commencement levels satisfactorily. The topics that will be covered are as follows but not limited to: absolute value, linear and quadratic equations, rectangular coordinates, transformation and shifts, functions, polynomials, exponential and logarithmic functions, limits, optimization, related rates, trigonometric applications, logarithms and natural logarithms, etc. Students may apply for three college credits from Adelphi University by registering online and paying the required tuition and fees.

Local Assessments: Curriculum driven teacher assessments

State Assessments: None

CALCULUS I

Prerequisite: Pre-Calculus

Required: Grade 12

Credit: 1 credit

This course is for students who have successfully completed Pre-Calculus. It is comparable to a first-year college calculus course for liberal arts majors. The course covers functions and limits, derivatives and their applications, the Fundamental Theorem of Calculus, applications of integrals and numerical approximations of definite integrals. Students may apply for three college credits from Adelphi University by registering online and paying the required tuition and fees.

Local Assessments: Curriculum driven teacher assessments

State Assessments: None

COLLEGE ALGEBRA

Prerequisite: Algebra 2

Required: Grade 12

Credit: 1 credit

This course represents a continuation of the topics covered in Algebra 2. Students will use analytical reasoning skills to identify issues and problems and evaluate evidences in order to make informed decisions. A more advanced presentation of the fundamental concepts of college algebra, systems of linear equations, inequalities, exponential and logarithmic functions will be at the core of this course of student. A graphing calculator will be required.

Local Assessments: Curriculum driven teacher assessments

State Assessments: None

ADVANCED GEOMETRY

Prerequisite: Geometry

Required: Grade 11 or 12

Credit: 1 credit

This course represents a continuation of the topics covered in Geometry. In this course students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. They will solve problems about triangles, quadrilaterals, and other polygons. Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Students will also prove basic theorems about circles, and use a rectangular coordinate system to verify geometric relationships. A graphing calculator will be required.

Local Assessments: Curriculum driven teacher assessments

State Assessments: None

ADVANCED PLACEMENT CALCULUS AB

Prerequisite: Pre-Calculus Honors

Grade 11 or 12

Credit: 1.5 credits

This course parallels a semester freshmen calculus course as now given in most colleges. The primary objective is to give substantial training in the differential and integral calculus with sufficient applications to make the subject material meaningful. Topics included are: limits, derivatives, the integral and trigonometric anti derivatives, exponential and logarithmic functions along with appropriate geometric and physical applications, and sequences. This course meets for 1½ periods.

Local Assessments: Curriculum driven teacher assessments

State Assessments: None

National Assessments: AP Calculus AB Examination in May

ADVANCED PLACEMENT CALCULUS BC

Prerequisite: Pre-Calculus Honors

Grade 11 or 12

Credit: 1.5 credits

This course parallels the **two** semester freshmen calculus courses as they are now given in most colleges. The primary objective is to give substantial training in the differential and integral calculus with sufficient applications to make the subject material meaningful. The Calculus BC covers Differentiation, Integration, Polar Coordinates, Parametric Equations, and Sequences and Series more extensively than in Calculus AB. Topics included are derivatives, the integral and trigonometric, exponential and logarithmic functions along with appropriate geometric and physical applications, sequences, and elementary differential equations. The class meets for 1½ periods.

Local Assessments: Curriculum driven teacher assessments

State Assessments: None

National Assessments: AP Calculus AB Examination in May

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ADVANCED PLACEMENT STATISTICS

Grade 10-12

Prerequisites: Algebra 2 or Pre-Calc

Credit: 1 credit

This course is designed to teach the equivalent of a college level one semester class over a full year. The topics for Advanced Placement Statistics are divided into four major themes: (1) Exploratory analysis, (2) Planning a study, (3) Probability, and (4) Statistical Inference. The class will be taking the AP Statistics examination with the chance of earning college credit. The earning of the college credit depends upon the students' grade on the exam.

Local Assessments: Curriculum driven teacher assessments

State Assessments: None

National Assessments: AP Statistics Examination in May

CALCULUS III with Applications - MULTIVARIABLE CALCULUS

Grade 12

Prerequisites: AP Calculus AB or BC

Credit: 1 credit

This course is for students who have successfully completed AP AB or BC Calculus. It is comparable to a college Calculus III course. The course covers Vector algebra in two and three dimensions, multivariate differential and integral calculus, optimization, and vector calculus as well as applications to economics, engineering, and all sciences, with emphasis on numerical and graphical solutions. Students may apply for three college credits by registering online and paying the required tuition and fees.

Local Assessments: Curriculum driven teacher assessments

State Assessments: None

PHYSICAL EDUCATION AND HEALTH

The Physical Education program at Mineola High School is required for all students. The goals are to provide all students with factual instruction concerning their fitness levels, activities for leisure time sports, and constructive use of recreational time. Fitness is stressed for all students as a vehicle necessary for improving health and wellness. Proper fitness and the selection of effective programs are geared to meet individual needs throughout the program.

PE 8 - PERSONAL FITNESS

Required: Grade 8

Prerequisite: None

This course consists of classroom instruction and activities that include testing and fitness level assessments. It is designed to promote fitness and self-awareness with a focus on how to improve, assess and design one's own personal fitness program. Topics include components of fitness, principles of training, cardiovascular fitness and muscular fitness. It is geared for today's active student and tomorrow's active adult.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

PE 9 - PERSONAL FITNESS

Required: Grade 9

Prerequisite: None

Credit: ½ credit

This course consists of classroom instruction and activities that include testing and fitness level assessments. It is designed to promote fitness and self-awareness with a focus on how to improve, assess, and design one's own personal fitness program. Topics include goal setting, guidelines for exercise, flexibility and body composition and

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weight control.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

PHYSICAL EDUCATION (10-12)

Prerequisite: None

Required: Grades 10-12

Credit: ½ credit

State Education Department regulations require all high school students to participate in and successfully pass eight semesters of Physical Education in order to graduate from high school. Grading is numerical and based primarily on satisfactory participation, unit testing, and skill development. The Physical Education program offers a varied program stressing skill development, individual improvement, and fitness. Co-education participation is planned and encouraged in many of the following areas: Touch Football, Volleyball, Tennis, Soccer (out & indoor), Team Handball, Table Tennis, Personal Fitness, Softball, Project Adventure Games, Basketball, Dance-Aerobics, Weight Training, Paddle Ball, Running-Jogging, Recreational Games, Outdoor Hockey, Bowling, Archery, Golf, and Fitness Walking. Students must wear sneakers and appropriate clothing to insure safe and comfortable participation. In addition, for safety reasons, jewelry is not permitted during class. Students who are restricted from participating in normal class activities will be afforded a Modified Program including a Sportfolio component that substitutes written work for physical activities when specified by a physician.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

DANCE WORKSHOP: AN INTEGRATED APPROACH

Prerequisite: None

Grades: 9-12

Credit: ½ credit

The course will include understanding how the body moves and proper body alignment; experiencing various dance forms; researching how dance forms developed out of different cultures thus enabling students to explore history and sociology; and how active involvement in dancing helps keep one physically and mentally fit.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

PE LEADERSHIP 1 & 2 (Teacher Recommendation) Grades: 11-12

Prerequisite: Excel in 8th, 9th & 10th grade PE Credit: ½ credit

This course will include all units completed in PE 10/11/12. In addition, students will also have the opportunity to lead group activities and instruct group lessons throughout the year. Leadership characteristics including communication, self-esteem, character, competence, compassion, respect, and responsibility will be reviewed and discussed.

Students interested in the course can apply through their PE teacher as 10th graders, but they must have exhibited excellence in PE 8, 9, and 10 as a prerequisite. Students will be selected by 10th grade physical education teachers. All students completing the 11th grade leadership course will be assigned as leaders in an 8th or 9th grade PE class as a senior. As a senior leader, students will assist physical education teachers in all aspects of instruction and class management.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

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ADAPTIVE/MODIFIED PHYSICAL EDUCATION

Grades: 9-12

Prerequisite: None

Credit: ½ credit

A specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. Activities will be selected and adapted to meet the needs and limitations of all students. Consultation with the family physician, therapist, the Child Study Team, and a parental conference are included in order to provide the best possible program for the student.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

HEALTH

Required: Grade 10

Prerequisite: None

(Graduation Requirement)

Credit: ½ credit

The satisfactory completion of the Health Course is a graduation requirement for all pupils in New York State high schools. This course is designed to help students develop and apply health concepts that enhance health, safety and academic achievement. Topics include: Physical Health (disease prevention and control) and Activity, Social Health, Mental Health, Drugs, Alcohol and Tobacco and all related Health problems, Human Reproductive System and AIDS Education and Nutrition. The students will develop the knowledge to apply health skills to their daily lives.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

LIFE 101

Required: Grades 12

Prerequisite: None

(Graduation Requirement)

Credit: ¼ credit

If you have ever heard “I wish they taught me this in high school,” the person saying it did not go to Mineola. Life 101 is the class that will prepare you for all the little things that you wish you learned in high school, and will allow you to be successful in the next phase of your life. Life 101 focuses on personal health topics, such as nutrition, stress management, drug/alcohol abuse prevention, reproductive health, and first aid. Course objectives are aimed at preparation for life after high school include helping students develop strong decision making skills, human communication, and coping strategies.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

Into to Healthcare Studies: MedVoyage

Required: Grades 12

Prerequisite: None

(Graduation Requirement)

Credit: ¼ credit

Investing in the future of healthcare begins with inspiring and exposing young minds to the many fields which help to deliver services within the healthcare environment. In collaboration with Northwell Health, MedVoyage offers 11th graders at Mineola High School an opportunity to explore the world of healthcare and ignite their potential. Through classroom instruction and hands-on field experiences including EMS Operations, Lab Medical Testing, Imaging, First Aid, Occupational Therapy, Physical Therapy, Speech Therapy, Food and Nutrition, Gun Safety and more, students will leave equipped with the knowledge, skills & inspiration needed to pursue their healthcare passion. Students can receive 3 credits from Adelphi University upon completion of the course.

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Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

EMT

Prerequisite: None

**Required: Grades 12
(Graduation Requirement)**

Credit: ¼ credit

This course provides hands-on learning experiences driven by the skill set and knowledge needed to be an Emergency Medical Technician. Content learned through classroom learning and hands-on experience with emergency medical services and technicians, includes but is not limited to human anatomy, CPR/AED/First Aid, patient care, taking vitals, and responding to emergencies. Students will have an opportunity to leave this career driven elective with CPR/AED and First Aid Certifications. They will also sit for the EMT-B Certification exam.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

SCIENCE

The High School's science program consists of courses that provide the knowledge and skills necessary for future employment, education, and being a scientifically literate citizen. All Regents Science courses include recitation and laboratory components resulting in 7 ½ class meetings per week. Satisfactory completion of lab reports is required for each Regents Science course.

LIVING ENVIRONMENT 8 (ACCELERATED)

Co-requisite: Science Research 8

Grade 8

Credit: 1 credit

The Living Environment is a science that stresses inquiry and depends upon the basic relationships of the physical sciences as well as living things. Although introductory in nature, emphasis on molecular genetics, ecological relationships and environmental issues will prepare students to understand critical and ethical issues that they will face in the future. Both the ability to apply course content and the development of process skills will be critical components of this course. Laboratory work is a major part of the course. Students must successfully complete 1200 minutes of laboratory experience with satisfactory written reports for each investigation.

Local Assessment: Curriculum driven teacher assessment, lab reports

State Assessment: Living Environment Regents in June

LIVING ENVIRONMENT

Prerequisite: None

Required: Grade 8, 10

Credit: 1 credit

The Living Environment is a science that stresses inquiry and depends upon the basic relationships of the physical sciences as well as living things. Although introductory in nature, emphasis on molecular genetics, ecological relationships and environmental issues will prepare students to understand critical and ethical issues that they will face in the future. Both the ability to apply course content and the development of process skills will be critical components of this course. Laboratory work is a major part of the course. Students must successfully complete 1200 minutes of laboratory experience with satisfactory written reports for each investigation.

Local Assessment: Curriculum driven teacher assessment, lab reports

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State Assessment: Living Environment Regents in June

EARTH SCIENCE

Prerequisite: None

Required: Grade 9, 10, 11

Credit: 1 credit

Topics covered include mapping skills, rocks and minerals, plate tectonics, earthquakes, volcanoes, Earth's geological history, meteorology, climate and astronomy. The course will emphasize a student-centered problem solving approach to state learning objectives and laboratory assignments using scientific inquiry to develop explanations of natural phenomena. Students must successfully complete 1200 minutes of laboratory experience with satisfactory written reports for each investigation.

Local Assessment: Curriculum driven teacher assessment, lab reports

State Assessment: Earth Science Regents in June

PHYSICS 9

Prerequisite: Passing grade in Living Environment 8H

Co-requisite: Science Research 9

Grade 9

Credit: 1 credit

This course provides a thorough review of classical and modern physics. It employs a mathematical, problem-solving approach to the study of physical situations involving the forces of gravity, electricity, magnetism, and nuclear force and resulting motions. Students must successfully complete 1200 minutes of laboratory experience with satisfactory written reports for each investigation.

Local Assessment: Curriculum driven teacher assessment, lab reports

State Assessment: Physics Regents in June

PHYSICS

Grades 11, 12

Credit: 1 credit

This course provides a thorough review of classical and modern physics. It employs a mathematical, problem-solving approach to the study of physical situations involving the forces of gravity, electricity, magnetism, and nuclear force and resulting motions. Students must successfully complete 1200 minutes of laboratory experience with satisfactory written reports for each investigation.

Local Assessment: Curriculum driven teacher assessment, lab reports

State Assessment: Physics Regents in June

CHEMISTRY

Grades 10,11,12

Credit: 1 credit

This course teaches the chemical laws of nature through an analytical approach. Specific areas of study include the structure and composition of matter, chemical formulas and equations, states of matter, kinetics, and organic and nuclear chemistry. Students must successfully complete 1200 minutes of laboratory experience with satisfactory written reports for each investigation.

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Local Assessment: Curriculum driven teacher assessment, lab reports

State Assessment: Chemistry Regents in June

FORENSIC SCIENCE

Grade 12

Prerequisite: Successful completion of 2 lab sciences

Credit: 1 credit

This is an introductory forensic science course that focuses on practices and analysis of physical evidence found at crime scenes. The fundamental objective is to teach the basic processes and principles of scientific thinking and apply them to solve problems that are not only science related, but cross the curriculum with critical thinking skills. Students learn how to describe different types of evidence, explain how evidence is deposited, explain why certain evidence may be more likely to be found, than others, and describe the different values of certain types of evidence in court proceedings. Students also learn how to evaluate types of evidence law enforcement should search for in specific crimes and evaluate the use of certain types of evidence in court proceedings. Students must successfully complete 1200 minutes of laboratory experience with satisfactory written reports for each investigation.

Local Assessment: Curriculum driven teacher assessment, lab reports, final exam/project

State Assessment: None

ADVANCED PLACEMENT BIOLOGY

Grade 12

Prerequisite: Living Environment, Chemistry

Credit: 1.5 credits

This college-level course is an integrated study of biology, which includes the molecular and cellular structures, evolution, cell to cell communication, reproduction and development, principles of heredity, protein synthesis, genetic engineering, and population biology. Laboratory exercises form a basic part of the course. This course follows the College Board's curriculum. This is a rigorous class, intended for students who wish to pursue a career in the sciences. This course meets 10 periods per week.

Local Assessment: Curriculum driven teacher assessment, lab reports, final exam

State Assessment: None

National Assessment: AP Biology examination in May

ADVANCED PLACEMENT PHYSICS

Grades 12

Prerequisite: Algebra 2, Physics

Credit: 1.5 credits

The AP Physics I curriculum is for students who are interested in studying physics as part of the basis for more advanced work in college in the life sciences, medicine, geology, or other related areas. The course focuses on developing conceptual understanding and problem-solving abilities using algebra and trigonometry and is excellent preparation for the SAT II subject test and the Regent's examination. Laboratory activities form an integral part of this course. This course meets 10 periods per week

Local Assessment: Curriculum driven teacher assessment, lab reports

State assessment: None

National Assessment: AP Physics examination in May

ADVANCED PLACEMENT CHEMISTRY

Grades 11-12

Prerequisite: Algebra 2, Chemistry

Credit: 1.5 credits

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This college-level course provides a detailed study of chemistry. Topics studied include chemical equations, Stoichiometry, periodicity, thermochemistry, and electrochemistry. Laboratory activities and lab reports are an integral part of this course. This course follows the College Board's curriculum. This is a rigorous course but students interested in a future career in the sciences would find this a rewarding experience. This course meets 10 periods per week.

Local Assessment: Curriculum driven teacher assessment, lab reports

State assessment: None

National Assessment: AP Chemistry examination in May

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grades 11-12

Prerequisite: Living Environment, Chemistry

Credit: 1.5 credits

AP Environmental Science is a unique course that is a cumulative understanding of the basic principles learned in Biology, Chemistry, Earth Science and Mathematics; which allows the focus to be directed towards problem solving. APES will take you on a journey in examining the natural environment and consider how human activities may be changing the natural balance of our world. Topics covered include: economic and government, biological earth systems, physical earth systems, human population, energy, environmental issues, and the future.

Local Assessment: Curriculum driven teacher assessment, lab reports, presentations

State assessment: None

National Assessment: AP Environmental Science examination in May

ADVANCED PLACEMENT RESEARCH-Science

Grade 11/12

Prerequisite: Passing grade in AP Seminar & Advanced Rsch 1

Credit: 1 credit

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long mentored, research-based investigation to address a specific question. In this course, students further develop the skills acquired in the AP Seminar course by learning about and understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper, presentation, performance, or exhibition with an oral defense. Students who earn scores of three or higher in: AP Seminar, AP Research, and four other AP courses will be awarded an AP Capstone Diploma from College Board.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

National Assessment: AP Examination in May

NATURAL DISASTERS

Grades 11, 12

Prerequisite: failing/marginal performance in Earth Sci/Living Env Credit: ½ credit (1 semester)

This course explores the science and history of Natural Disasters and their impact on humankind. Tectonic and climate related disasters are examined in detail, and topics may include earthquakes, tsunamis, volcanic eruptions, landslides, flooding, hurricanes, tornadoes, and climate change. Recent events and notable case histories are studied through lecture, Internet, and video.

Local Assessment: Curriculum driven teacher assessment, projects, presentations

State assessment: None

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ANATOMY AND PHYSIOLOGY: DISEASES AND EFFECTS Grades 11, 12

Prerequisite: Failing/marginal performance in Earth Sci/Living Env **Credit:** ½ credit (1 semester)

This class introduces the structure and functions of the major body systems and practical application of anatomy, physiology, and kinesiology. There is also a focus on the bones, joints and ligaments that provide support, allow movement, and transmit weight and force through space. Many factors are important for musculoskeletal health. The two most important factors are flexibility of soft tissue and strength of musculature. Students will gain a deeper understanding of physical fitness and the physiology of exercise.

Many schools and universities have advanced kinesiology departments. Students can find careers as fitness coaches, elementary or secondary school kinesiology instructors, nutritionists, or sports medicine.

Local Assessment: Curriculum driven teacher assessment, projects, lab reports, presentations
State assessment: None

SCIENCE RESEARCH 8

Grade 8

Credit(s):

Co-requisite: *Enrollment in Honors Living Environment*

This course introduces students to the research process. This course will provide opportunities for students to develop scientific attitudes through in depth study of popular scientific magazines (e.g. Scientific American) and an introduction to the world of scientific literature. Students will evaluate and ask questions pertaining to an area of interest to them.

Local Assessment: Project based
State Assessment: None

SCIENCE RESEARCH 9

Grade 9

Credit(s): ½

Co-requisite: *Enrollment in Honors Physics*

This course introduces students to the research process. This course will provide opportunities for students to develop scientific attitudes, knowledge, skills and processes. Students in this class will ask questions, develop, plan and conduct investigations. Students will use appropriate tools and techniques to gather information and data. Students will learn how to present their findings and present them at the annual Mineola High School Science Symposium. This course must be taken by students enrolled in the Living Environment Honors course.

Local Assessment: Project based
State assessment: None

ADVANCED RESEARCH I

Grades 10

Credit(s): 1

Prerequisite: *Science Research 9*

This full year course is the foundation of a three year program designed to provide students with a hands-on,

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working experience in research methodology. The course is especially suited for those students who are interested in pursuing advanced studies in college in the natural, medical, physical and/or behavioral sciences. This course will provide opportunities for the students to expand on the research techniques, attitudes, knowledge, skills and processes developed previously. Students will present their findings in class, at the Mineola High School Annual Science symposium and local science competitions (e.g. Molloy Science Fair). To be competitive, students are encouraged to contact potential mentors with the goal of pursuing research part time during the summer.

Local Assessment: Project based

State assessment: None

ADVANCED RESEARCH II

Grade 11

Credit(s): 1

Prerequisite: *Advanced Research I*

This full year course is a continuation of the research program. It is directed to students who wish to pursue original research and future endeavors of studying medical, natural, physical or behavioral sciences in college. This upper level science elective allows students to conduct independent research of their choice. They will participate in various local competitions e.g. New York State Science & Engineering Fair (NYSSEF), Long Island Science & Engineering Fair (LISEF) and Long Island Science Congress. Students are encouraged to contact potential mentors and programs with the goal of locating a research program or facility in which they can pursue research during the summer between their junior and senior year.

Local assessment: Project based

State assessment: None

ADVANCED RESEARCH III

Grade 12

Credit(s): 1

Prerequisite: *Advanced Research II or AP Research*

This full year is the culmination of the research program. It is directed to students who wish to pursue original research and future endeavors of studying medical, physical, biological, chemical, behavioral and engineering sciences in college. This upper level science elective allows students to further pursue independent research with an emphasis on communicating the results of their research both written and orally in local, regional and national competitions. The results of their summer mentored research will be developed and entered for local and national competitions such as Siemens Science and Technology Competition, the Intel Science Talent Search and the Junior Science and Humanities Symposium. The students will develop the skills of research scientists.

Local assessment: Project based

State assessment: None

SOCIAL STUDIES

All learners at Mineola High School progress through a four-year social studies sequence. These required social studies courses engage learners in the study of history, geography, economics, government, and civics. Instruction draws on other disciplines such as anthropology, sociology, political science, psychology, religion, law, archaeology, philosophy, art, literature, other humanities subjects and the sciences. Courses of study will give learners the knowledge, intellectual skills, civic understanding and dispositions toward democratic values that are necessary to function effectively in American society. Ultimately, social studies instruction will help learners assume their role as responsible citizens in America's constitutional democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. The curricula for the four years are set by the state and learner must pass the Global History and U.S. History Regents Examinations in order to graduate. The core curriculum consists of: two years of Global History, one year of American History, and one semester each of American Government, and Economics.

SOCIAL STUDIES 8

Required: Grade 8

Prerequisite: None

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction, and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas: the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last two Key Ideas examine different themes in United States and New York State history from the post-War period up to the present day, which provides the opportunity to explore contemporary issues.

Local Assessment: Curriculum driven teacher assessments

GLOBAL HISTORY AND GEOGRAPHY 9 R

Required Grade 9

Credit(s): 1

Prerequisite: None

This course is the first of a two-year course of study in the Global History and Geography Program. The core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

AP HUMAN GEOGRAPHY

Grade 9 (in lieu of Global 9R)

Prerequisite: Honors Achievement in Social Studies 8

Credit: 1 credit

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

The particular topics studied in an AP Human Geography course should be judged in light of the following five

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college-level goals that build on the National Geography Standards developed in 1994 and revised in 2012. On successful completion of the course, the student should be able to interpret maps and analyze geospatial data, understand and explain the implications of associations and networks among phenomena in places, recognize and interpret the relationships among patterns and processes at different scales of analysis, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places.

Local Assessment: Curriculum driven teacher assessments

State Assessment:none

National Assessment: AP Examination in May

GLOBAL HISTORY AND GEOGRAPHY 10 R

Prerequisite: Passing grade in Global History & Geography 9

Required: Grade 10

Credit: 1 credit

This course is a continuation of the Grade 9 Global History and Geography course. The Global History and Geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they will have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.

Local Assessment: Curriculum driven teacher assessments

State Assessment: Global Regents Examination in June (requirement for graduation)

ADVANCED PLACEMENT WORLD HISTORY: MODERN

**Prerequisite: Honors Achievement in Global History 9R
or Passing Global 9H**

**Elective Grade 10 (Satisfies the
requirement for Global History &
Geography 10)**

Credit: 1 credit

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 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 in order 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. College Course Equivalent AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history.

AP World College Board information

Local Assessment: Curriculum driven teacher assessments

State Assessment: Global Regents Examination in June (requirement for graduation)

National Assessment: AP World History Examination in May

US HISTORY AND GOVERNMENT 11R

Prerequisite: Passing grade in Global History & Geography 10

Required: Grade 11

Credit: 1 credit

The US History and Government course is designed for students to learn about the structure and function of governments and to learn how to take on their roles as citizens. Students will learn basic principles of government and American cultural heritage that supported our democracy so that they can become informed, committed participants in our democracy. This core curriculum emphasizes individuals and groups throughout history that have

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challenged and influenced public policy and constitutional change. Through this one year course students will study the Constitution and implementation of the government structure established in the constitution. In studying American history from the past, civil war period, the student will focus on the political, social, and economic institutions developed in the United States. These examples and this course of study will help students understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference.

Local Assessment: Curriculum driven teacher assessments

State Assessment: U.S. History and Government Regents Examination in June (requirement for graduation)

ADVANCED PLACEMENT U.S. HISTORY

Prerequisite: Honors Achievement in Global 10R or Passing grade in AP World

Grade 11 (Satisfies the requirement for U.S. History & Gov't 11)

Credit: 1 credit

The Advanced Placement (AP) Program offers a course and exam in U.S. history to qualified and motivated students who wish to complete studies in secondary school equivalent to an introductory course in U.S. History. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to assess historical materials, their relevance to a given interpretive problem, reliability, and importance-and to weigh the evidence and interpretations presented in historical scholarship. This AP U.S. history course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Local Assessment: Curriculum driven teacher assessments

State Assessment: U.S. History & Government Regents Examination in June (required for graduation)

National Assessment: AP U.S. History Examination in May

ECONOMICS

Prerequisite:

Required: Grade 12

Credit: ½ credit (1 semester)

The Economics, the Enterprise System, and Finance course is intended to be used to meet the curriculum mandate of the Board of Regents that requires all students to complete a half-unit course of study in economics or its equivalent as part of their four-unit social studies requirement. This course provides students with an introductory study of economics. The study of economics will have a significant and long-term impact on the lives of students.

Throughout their lives, students will encounter various economic concepts, principles, and issues. From personal income and property taxes to automobile loans to retirement investments, students will need to apply the basic economic concepts, understandings, and skills included in this core curriculum. An understanding of basic economic concepts such as supply and demand, opportunity costs, recession, the business cycle and combinations, resources, scarcity, and economic growth, banking, the Federal Reserve System, and the role of the Federal government in the U.S. government will enable students to analyze local, state, national, and international economic questions and issues.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

AMERICAN GOVERNMENT

Prerequisite:

Required: Grade 12

Credit: ½ credit (1 semester)

The American Government core curriculum is designed to be a culminating course of study that focuses on Social Studies Learning Standard 5—Civics, Citizenship, and Government (the civics standard). Participation in Government is the civics capstone of a student's K–12 social studies experience. Upon entering 12th grade, students

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should be ready to synthesize and apply this content-rich experience to the study of contemporary and/or historic public issues and to increase the student's awareness of their rights and responsibilities as a citizen. The term participation is interpreted in its broad sense. It is designed to engage students in the analysis of public policies and issues that are relevant to individual students. Fundamental to Participation in Government is a course of study that has students defining, analyzing, monitoring, and discussing issues and policies. The Participation in Government course will require students to use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. This course will ultimately emphasize the study of government at the local, state, and national levels with an emphasis on learning how students may participate in the political process and examine as well as discuss contemporary political issues.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

ADVANCED PLACEMENT US GOVERNMENT & POLITICS

Prerequisite: Passing grade in U.S. History & Gov't 11

Grade 12 (Satisfies the requirement for Government)

Credit: 1/2 credit (Full year- alt day)

The Advanced Placement (AP) Program offers a course and exam in U.S. Government and Politics to qualified and motivated students who wish to complete studies in secondary school equivalent to an introductory college course in government. This full year college level course is for those students who have a deep interest in US government and politics. The course offers students a critical perspective on politics and government. It involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies.

Topics include: Political Ideologies, American Political Culture, Elections, the Presidency, Congress, and Special Interest Groups, Media, Bureaucracy and how they all interface to form policy and practice. Current political events are an additional component to the course. The opportunity to gain college credit is based on your AP exam score.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

National Assessment: AP U.S. Government and Politics Examination in May

AP MACROECONOMICS

Prerequisite: Passing grade in U.S. History & Gov't 11

Grade 12 (Satisfies the requirement for Economics)

Credit: 1/2 credit (Full year- alt day)

The Advanced Placement (AP) Program offers a course and exam in Macroeconomics to qualified and motivated students who wish to complete studies in secondary school equivalent to an introductory college course in Macroeconomics. The course explores the principles of economics that apply to an economic system as a whole. Students will use graphs, charts, and data to analyze, describe, and explain economic concepts. The opportunity to gain college credit is based on your AP exam score.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

National Assessment: AP Macroeconomics Examination in May

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COLLEGE LEVEL AMERICAN GOVERNMENT: Intro to the American Political System

Prerequisite: Passing grade in U.S. History & Gov't 11 requirements for Gov't)

Grade 12 (Satisfies the

Credit: ½ credit (1 semester)

College government, a course offered through a secondary-collegiate partnership with Adelphi University. This course is three college credits transferable to numerous colleges and universities. This course meets the ½ credit requirement for Participation in Government.

Topics include: Political Ideologies, American Political Culture, Elections, the Presidency, Congress, and Special Interest Groups.

As matriculated registrants of Adelphi University, students will have access to the university library as well as other university facilities. There is a fee per semester payable to Adelphi University. Students must pass the course in order to earn the three college credits from Adelphi University.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

COLLEGE LEVEL ECONOMICS (CLEP)

Prerequisite: Passing grade in U.S. History & Gov't 11

Grade 12 (Satisfies the requirements for Economics)

Credit: ½ credit (1 semester)

This course meets the ½ credit requirement for Economics. Topics include: macroeconomics, microeconomics, and the study of the American economic system including: economic theory, supply and demand, fiscal and monetary policies, the stock market and money and banking. The course also takes part in the Teach Banzai activity from Maspeth Savings Bank. Through this in-classroom, interactive simulation, teens can learn about budgeting, paying bills, credit and much more.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

MUSIC

The aim of the program of music instruction at the high school is to enable students to develop the necessary skills and experience in music to perform effectively as participating members of performing groups like Band, Orchestra and Chorus. Students in music are deeply involved in extra-class activities after school where they perform at concerts and other civic events. For our concerts, students must wear all black. (Option for ½ credit chorus for students who wish to alternate Treble Chorus OR Mixed Chorus with another performing ensemble. Permission is required from both the chorus and instrumental ensemble teachers)

DIGITAL MUSIC 8

Prerequisite: None

Our non-performing music option for 8th graders continues upon the work of the Digital Music course that was offered in 7th grade. Using their iPads and other various resources, students will explore the various aspects of music education, including creating, connecting, and responding to music of various genres. Students will also have opportunities to work with technologies beyond the iPad. Activities may also include learning the proper operation of sound and lighting equipment.

Local Assessments: Curriculum driven teacher assignments, performances, lessons and participation

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State Assessments: None

CONCERT BAND 8

Grade 8

Prerequisite: None

The eighth grade band performs music on an intermediate level. This group meets every other day during the school day for a full year. In addition, all band members receive weekly group instruction on the instrument. Students are graded on their performance, test/quizzes, lessons and participation. The band performs music in a wide variety of styles ranging from classical to jazz and pop. The group performs at school concerts and community events. Additional opportunities exist for students to perform in jazz band, All-County, NYSSMA, and Summer Music.

Local Assessments: Curriculum driven teacher assignments, performances, lessons and participation

State Assessments: None

CHORUS 8

Grade 8

Prerequisite: None

Students in the eighth grade chorus will continue to develop the proper techniques of part singing within the context of a variety of musical styles. The chorus will perform in a minimum of three concerts a year. This ensemble meets every other day throughout the school year. In addition, chorus members receive weekly group instruction. Students are graded on their performance, test/quizzes, lessons, and participation. Each area accounts for twenty-five percent of their quarterly grade.

Local Assessments: Curriculum driven teacher assignments, performances, lessons and participation

State Assessments: None

ORCHESTRA 8

Grade 8

Prerequisite: None

The eighth grade orchestra performs music on an intermediate level. The group meets every other day. Students receive small group instruction once a week. In addition, all orchestra members receive weekly group instruction on their instrument. Students are graded on their performance, test/quizzes, lessons, and participation. Our orchestra students have frequent opportunities for performance. In addition to the winter and spring concerts, students participate in String Festival Night, Chamber Ensemble, NYSSMA solo competition, other school and community concerts, and Summer Music. Qualified students may be recommended to participate in All-County Orchestra and the Long Island String Festival. Membership in the eighth grade orchestra is based upon teacher recommendation.

Local Assessments: Curriculum driven teacher assignments, performances, lessons and participation

State Assessments: None

CONCERT BANDS 9-10, 11-12

Grades 9-12

Prerequisite: None

Credit: 1 credit

Open to all students in grades 9-12 who pass an audition. Course concentration is on broadening students' knowledge of music through performance; increasing a student's instrumental proficiency, self image, and self discipline; and creating esprit'd corps through excellent performance. Attendance at all band functions is required for successful completion of the course. Concert Band members perform at the Winter and Spring Concerts, and major community events.

Local Assessments: Curriculum driven teacher assignments, performances, lessons and participation

State Assessments: None

MIXED CHORUS

Grades 9-12

Prerequisite: See description below

Credit: 1 credit

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The Concert Singers are our combined vocal groups and are open to students in grade 9 through 12. There are two performing vocal ensembles that meet during the day: the Mixed Chorus and the Treble Chorus. The Mixed Chorus is open to any student grade 9-12 who wishes to sing. The Treble Chorus is open to more advanced students with previous choral experience at the high school and a teacher recommendation. Both ensembles concentrate on developing vocal technique as it applies to group singing and performance, reading music, general understanding and interpretation of the music being studied, and excellence in performance. Both groups perform at the Winter and Spring Concerts, the Winthrop Hospital holiday ceremony, Choral Night and other special programs and community events. Attendance at all concerts is required.

Local Assessments: Curriculum driven teacher assignments, performances, lessons and participation

State Assessments: None

ORCHESTRA 9-10, 11-12

Grades 9-12

Prerequisite: None

Credit: 1 credit

The high school Orchestra is open to all students in grades 9 through 12 who play stringed instruments. Participation in Orchestra allows students to broaden their knowledge and understanding of music through performance of the orchestral literature. Students are required to perform at all public performances as scheduled (winter concert, string night, and spring concerts). In addition, all members receive weekly small group lessons. It is a requirement that the 9/10 Orchestra performs at Tilles Center for Graduation.

Local Assessments: Curriculum driven teacher assignments, performances, lessons and participation

State Assessments: None

TREBLE CHORUS

Grades 10-12

Prerequisite: Minimum of 1 year in Mixed Chorus or an instrumental ensemble **Credit: 1 credit**

Treble chorus is an advanced, high-voice ensemble of singers grades 10-12. Many genres of music will be explored and students will have the opportunity for additional challenges including volunteering to sing solos in concert and/or at the NYSSMA solo festival. Students will get to participate in 3 concerts a year with their peers in addition to a variety of other possible activities.

Students in Treble Chorus have the option of adding a ½ credit independent study to learn the Mixed Chorus music. Although resources for learning will be provided, music-learning is to be done independently. Singers in Treble Chorus wear all-black uniforms. Singers will select from either a gown and sash or tuxedo pants with a vest and tie (based on singer preference)

Local Assessment: Curriculum driven teacher assessments; Concert performances

State Assessment: None

VOCAL AND INSTRUMENTAL ROTATIONS

The Music Department requires a laboratory setting called Lesson Rotations where each music student is scheduled for a lesson within a small group that meets one a week. Students are required to participate since lesson activity helps improve individual performance skills necessary for high level musical performance. Students rotate lessons so that other classes are missed only once every 4-6 weeks. Participation in lessons is 25% of student's grade in band, orchestra, or chorus.

COLLEGE MUSIC THEORY 1

Grades 10-12

Prerequisite & Co-requisite: Curricular performing ensemble

Credit: 1 credit

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College Music Theory 1 is a course offered through a secondary-collegiate partnership with Adelphi University. The corresponding course at Adelphi is **MUA 195**, Theory and Harmony 1. This course focuses on the fundamentals of reading and notating music, the principles of voice leading, and analyses of brief diatonic harmonic progressions, as well as an introduction to figured bass and chord symbols. Special attention is given to the development of techniques of harmonic writing, aural dictation, ear training, sight singing, and listening. Experience with the keyboard is also included since the piano becomes a major “tool” in developing skill in theory.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

AP MUSIC THEORY

Grades 11-12

Prerequisite: College Music Theory 1

Credit: 1 credit

Co-requisite: Curricular performing ensemble

The AP Music Theory course concentrates on more advanced aspects of the elements of Theory 1 and includes experiences with composition, orchestration, and conducting. Keyboard experiences are emphasized throughout the course. Students who take this course have often scored very high on collegiate placement tests in music theory.

Local Assessments: Curriculum driven teacher assignments and participation

State Assessments: None

National Assessments: AP Music Theory exam in May

TECHNOLOGY/COMPUTER SCIENCE EDUCATION

TECHNOLOGY 8

Required: Grade 8

Prerequisite: None

Design→Create→Make.

Students will use equipment and machines in our state of the art Fab Lab to design, create and fabricate solutions in a project-based learning environment. Students will be exposed to a laser cutter/engraver, vinyl plotter/cutter, CNC spindle router and other material processing equipment. Students will learn and apply the design thinking process, focusing on problem-solving techniques. Various design software applications will be utilized throughout the course.

Local Assessment: Curriculum driven teacher assessment

State assessment: None

DESIGN AND DRAWING FOR PRODUCTION I

Grades 9-12

Credit(s): 1

Prerequisite: None

Students will have the opportunity to develop the essential skills needed to prepare for the high performance workplace of the 21st century. Teamwork, critical thinking and project-based approaches will be emphasized. Topics include: the design process (input, output, and feedback), basic drafting skills, measurement, planning, sketching, assembly drawings, woodworking, and safety issues pertaining to the proper use of woodworking equipment and machines. This course may be used to satisfy the Music/Fine Arts graduation requirement.

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Local Assessment: Curriculum driven teacher assessment
State assessment: None

DESIGNING ANIMATION & GAMES Grades 10-12

Credit(s): ½

Prerequisite: none

In this intro level, project-based class, students will learn how to make computer art, animations, and design games. Through these projects, students will also learn basic programming concepts in Python. This course will provide an introduction to text-based programming and a foundation for other programming courses. By the end of the semester, students will finish complete stand-alone executable animations and games that can be played with friends and added to their digital portfolio. Students are eligible to receive 3 college credits for this course through LIU.

Local Assessment: Curriculum driven teacher assessments
State Assessment: None

ROBOTICS

Grades 10-12

Prerequisite: none

Credit(s): ½ (1 semester)

Students will study the basics of software and mechanical engineering through a robotics based curriculum. This course will introduce robotic construction, programming, operation and basic theory to students. Topics included are electronic components, microcontrollers, sensors, materials and fabrication. Students will create a robot that could compete in the FIRST Tech Challenge. This course will develop a student’s decision-making skills and independent, creative thinking. Students are eligible to receive 3 college credits for this course through LIU.

Local Assessment: Curriculum driven teacher assessments
State Assessment: None

AP COMPUTER SCIENCE PRINCIPLES

Prerequisite: None

Required: Grade 9

Credit(s): 1

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. It is important to note the course is a hybrid course where the class meets every other day and the students will be required to do additional, independent work via an online platform, KidOYO.

Local Assessment: Curriculum driven teacher assessments
State Assessment: none
National Assessment: AP Examination in May

Credit(s): 1

Prerequisite: Exploring Computer Science

The curriculum of AP Computer Science A is based on the syllabus developed by the College Board. Topics include program design and implementation, algorithm analysis, standard data structures, and object-oriented programming design. AP Computer Science A emphasizes programming methodology with an emphasis on problem solving and algorithm development. While not everyone taking this course will be going on to study programming or Computer Science later, everyone will benefit from the emphasis on problem-solving techniques; abstract thinking and representation; and using computers in ways that casual users almost never do. You become adept at Computational Thinking. By the end of this course, you will feel empowered to use computers to perform a wide range of functions, many of which are applicable to a myriad of professional and academic pursuits.

Local Assessment: Curriculum driven teacher assessments

National Assessment: AP Computer Science A Exam in May

Cyber Security I

Grades 10-12

Credit(s): 1

Prerequisite: None

This course will give learners the foundational knowledge and skills to pursue Cyber Security. The course will include a development of cyber mindsets, access to industry subject matter experts and is aligned to the IBM Skills Build certification. The program is designed around hands-on learning and performance assessments. This is the first in a series of courses, and Cyber 2 will be offered starting in the 2024-25 school year. This course **does not** require a foundation in computer programming but is geared towards students who are interested in protecting computer systems from attacks and threats. The class is geared towards helping students make real-life connections and learn about a career path they may not yet know much about.

Local Assessment: Curriculum driven teacher assessments

National Assessment: None

Cyber Security II

Grades 11-12

Credit(s): 1

Prerequisite: Cyber Security I

This course will give learners the foundational knowledge and skills to pursue Cyber Security and a Security+ Industry certification.. The program is designed around hands-on learning and performance assessments. This course **does not** require a foundation in computer programming but is geared towards students who are interested in protecting computer systems from attacks and threats. The class is geared towards helping students make real-life connections and learn about a career path they may not yet know much about.

Local Assessment: Curriculum driven teacher assessments

Industry Certification: Security+

Intro to Artificial Intelligence

Grades 10, 11,12

Credit(s): 1

Prerequisite: Intro to Python Asynchronous or APCS A

This course provides a comprehensive overview of the fundamentals of artificial intelligence. Students will learn about different types of AI, its history, and its use in various fields such as healthcare, finance, education, transportation, agriculture, and gaming. The course will also cover AI technologies such as machine learning, natural language processing, computer vision, and robotics, and provide hands-on experience with AI tools and technologies including programming languages such as Python. The ethical and social implications of AI, including bias, privacy and security concerns, AI and employment, and AI and society will also be explored through discussions and debates, as well as through a final research project where students can apply their skills to a current AI challenge or problem.

Local Assessment: Curriculum driven teacher assessments

National Assessment: None

Manufacturing I: Technical Drawing and AutoCAD, Solid Modeling, Computer Programming and Applications

Credit(s): 1

Grades 10-12

Prerequisite: None

Learners will be introduced to the theory and practice of basic engineering drawing. Use of drafting instruments, geometric constructions, lettering, multi-view projection, and isometric drawings. Sectional and auxiliary views. Principles of dimensioning. In addition, learners will be introduced to production techniques in manufacturing, including welding, casting and molding, forming and finishing process. Laboratory practice in the use of hand tools, machine tools, and precision measuring instruments. Learners will also work in conjunction with our school store and business class in manufacturing products for sale. (Farmingdale State College course credit MET 105L, MET 150, & MET 109)

Local Assessment: Curriculum driven teacher assessments

Industry Certification: AutoCAD

Manufacturing II: Manufacturing Processes

Grades 10-12

Credit(s): .5

Prerequisite: Manufacturing I

This course allows learners to explore concepts in Automation, and CNC controlled equipment. Through this course students apply the concepts of CIM to SQC (Statistical Quality Control) optimization of MRP (Manufacturing Resource Planning) and JIT (Just In Time) to manufacturing. Learners will discover the potential ways of controlling business operations by means of CIM. This course is valuable to students looking to expand their knowledge of Robotics, Manufacturing or want to start up a manufacturing business. (Farmingdale State College course credit MET 117)

Local Assessment: Curriculum driven teacher assessments

Industry Certification: OSHA

Manufacturing II: Advanced Manufacturing Processes

Grades 10-12

Credit(s): .5

Prerequisite: Manufacturing I

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Learners will learn and use Autodesk Inventor Professional through this course. Inventor allows any learners to produce professional level drawings and/or models that can be exported to our 3D Printers, CNC Router, CNC Plasma Cutter, CNC Laser Cutter and/or printed on our Plotter. This course is extremely valuable to any student entering into a STEM related profession. (Farmingdale State College course credit MET 127)

Local Assessment: Curriculum driven teacher assessments

Computer Science Strand

This cohort program is an exciting chance for students to prepare themselves for a fast growing field where the job prospects are excellent. USA Today College reports that by 2022, job growth in this field will increase 20-25% with hundreds of thousands of new jobs becoming available. Learners will begin taking college courses junior year at the high school and continue throughout their senior year with a portion of the coursework being completed on the college campus. Learners must complete their High School requirements in addition to the courses listed below.

Junior Year Coursework

Python **Grades 11**

Credit(s): 1

Co-requisite: *Website Dev. I and Computers, Society & Tech*

In this course, you'll learn the fundamentals of the Python programming language, along with programming best practices. You'll learn to represent and store data using Python data types and variables, and use conditionals and loops to control the flow of your programs. (Farmingdale State College Course BCS 109 Credits 3)

Website Development I

Grades 11

Credit(s): 1/2

Co-requisite: *Computers, Society & Tech & Python*

In this course, learners will use both HTML and CSS to modify the appearance of Web page content and layout. Hypertext Markup Language (HTML) is a standardized code used to format web pages. Cascading Style Sheets (CSS) is a style sheet language used for describing the presentation of a document written in a markup language, such as HTML. In addition, learners will learn the principles of Responsive Web Design to create an optimal viewing experience irrespective of the device used to display the Web page. Farmingdale State College Course BCS 130 Credits: 3

Computers, Technology & Society

Grades 11

Credit(s): 1/2

Co-requisite: *Python & Website Dev I*

This is an introductory course that provides learners with the knowledge to stay current and informed in a technology-oriented, global society. Learners will receive instruction in basic computer concepts and terminology, the fundamentals of the Windows operating system and have hands-on experience at the beginning to intermediate level using Microsoft Excel and Access. The Internet will be used to supplement the textbook and lecture materials. Farmingdale State College Course BCS 160 Credits: 3

Courses taken on Campus: Senior Year

Foundations of Computer Programming I (BCS 120)

Grade 12

Co-requisite:

Credit(s): 1/2

This course introduces the C++ Programming Language as a means of developing structured programs. Students

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will be taught to develop algorithms using top-down stepwise refinement. Students will be introduced to the concept of Object Oriented programming. In addition, students will get a thorough exposure to C++ syntax and debugging techniques. College Credits: 3

Introduction to Networks (BCS 208)

Grade 12

Co-requisite:

Credit(s): 1/2

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. Cisco routers and switches are used for hands-on learning. Credits: 3.00

UNIX Operating Systems (BCS 215)

Grades 12

Prerequisite: Foundations of Computer Programming

Credit(s): 1/2

This course develops the fundamental knowledge of computer operating systems using UNIX. Topics include basic understanding of the UNIX system, utilizing the file system, programming language and security system. College Credits: 3

Routing and Switching Essentials

Grades 12

Prerequisite: Introduction to Networks

Credit(s): 1/2

This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPng, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. Cisco routers and switches are used for hands on learning. Credits: 3.00

The Following Courses are Taught Asynchronously

Foundations of Web Design and Development

Prerequisite: None

Credit: 1 HS credit (3 College Credits)

Grades 8-12

This course covers web site architecture and design. Topics include markup languages, style sheets, forms, and cross platform development. The program is designed around hands-on learning and performance assessments. This course is aligned with Long Island University's CS 106 course. Students can register to receive 3 college credits from LIU. This course can be offered asynchronously, with students completing the course through a kidOYO pathway.

Local Assessment: Curriculum driven teacher assessments

National Assessment: None

Programming with Python

Prerequisite: None

Credit: 1 HS credit (3 College Credits)

Grades 9-12

Students will learn the essentials of Python programming. Conditionals, loops, data types, and basic collections of data (arrays, lists, dictionaries, and sets) will be covered. Students will understand abstraction and basic

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modularization (functions). No prior programming experience is necessary. The program is designed around hands-on learning and performance assessments. This course is aligned with Long Island University's CS 110 course. Students can register to receive 3 college credits from LIU. This course can be offered asynchronously, with students completing the course through a kidOYO pathway.

Local Assessment: Curriculum driven teacher assessments

National Assessment: None

Enterprise Python

Prerequisite: Programming with Python

Grades 9-12

Credit: 1 HS credit (3 College Credits)

Students will further their Python skills by designing games and applications using Processing. They will learn about UI design and game design as well as methods for algorithms with respect to game development. Students will learn about relational and non-relational databases by exploring Firebase and SQLite. The program is designed around hands-on learning and performance assessments. This course is aligned with Long Island University's CS 151 course. Students can register to receive 3 college credits from LIU. This course can be offered asynchronously, with students completing the course through a kidOYO pathway.

Local Assessment: Curriculum driven teacher assessments

National Assessment: None

VISUAL ARTS

The aim of this program of instruction is to help students to develop the necessary skills and experiences in the visual arts and apply them effectively in the areas of PERCEIVING, KNOWING, CREATING, and VALUING ART. Students can choose from a variety of courses in drawing, painting, sculpturing, computer art and design, and independent study in art. Students involved in high school Art are encouraged to develop personal skills and styles so that the student's personal growth evolves.

ART 8

Required: Grade 8

Prerequisite: None

In eighth grade students' visual expressions become increasingly more individualistic and imaginative. Painting, drawing, and sculpture techniques and skills are taken to the next level with regard to the detail and depth of students' creations and in analyzing and discussing major art works. The eighth grade art curriculum provides a rich artist studio experience infused with an appreciation of art history. Students study major areas of art achievement and specific artists. Classroom projects include drawing, painting, sculpture, and crafts. Students display his/her art work in the school's annual art show usually held at the end of the year. Students also have the opportunity to enter art work to local and county exhibits and contests throughout the school year. This class meets every other day.

Local Assessment: Curriculum driven teacher assessment

State assessment: None

STUDIO IN ART

Grades 9-12

(Participation in Studio in Art satisfies the Regents Requirement for one unit of art study)

Credit: 1 credit

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This is an entry level course that introduces the student to numerous art experiences with both two and three dimensional media. It provides a sampling of some of the possibilities that exist in the art field. The course encompasses the Nature of Art, The Elements of Art and Movements and Trends in the World of Art.

Local Assessment: Curriculum driven teacher assessment
State assessment: None

DRAWING 1 **Prerequisite: None**

Grades 10-12
Credit: ½ credit (1 semester)

This is the most immediate and spontaneous of the arts. In this course, the students will build foundation skills, design a drawing portfolio, and solve a variety of artistic problems. They will create using line, shape, form, tonal and linear methods. Students will study contour drawing, gesture drawing, modeled drawing, modeled shape, memory drawing, figure drawing etc.

Local Assessment: Curriculum driven teacher assessment
State assessment: None

DRAWING 2 **Prerequisite: Drawing 1**

Grades 10-12
Credit: ½ credit (1 semester)

The students will be challenged with visual problems that require unique solutions. There will be a more in-depth approach to figure drawing and other techniques. Media will include pencil, pen and ink, ink wash, conte, charcoal, pastel, colored pencil and collage.

Local Assessment: Curriculum driven teacher assessment
State assessment: None

PAINTING 1 **Prerequisite: Drawing 1**

Grades 10-12
Credit: ½ credit (1 semester)

Students learn about painting in terms of visual geometry, style, point of view and cultural perspective by viewing representative works from varying time periods, with an emphasis on the contemporary. Students will work with acrylic paint and develop an awareness of basic color theory and learn the techniques of stretching and preparing a canvas. Work will be done from models, still life and the imagination.

Local Assessment: Curriculum driven teacher assessment
State assessment: None

PAINTING 2 **Prerequisite: Drawing 1 and Painting 1**

Grades 10-12
Credit: ½ credit (1 semester)

This is an advanced painting course which will build upon the skills acquired in Drawing I, and Painting 1 and will guide the student through the development of thematic growth and personal style. The projects will involve aesthetic problems requiring thought, imagination and experimentation.

Local Assessment: Curriculum driven teacher assessment
State assessment: None

CERAMICS

Prerequisite: Drawing 1 and Painting 2

Grades 10-12

Credit: ½ credit (1 semester)

In this course students will create mugs, picture frames, candle boxes and various other vessels and sculptures. Students learn the hand building skills of slab and coil in this course, as well as different methods of construction. Both the technical and aesthetic concerns of ceramics are explored. Students learn wedging, use of slip, glazing and discover means to create visual statements in ceramics.

Local Assessment: Curriculum driven teacher assessment
State assessment: None

SCULPTURE

Prerequisite: Drawing 1 and Painting 1

Grades 10-12

Credit: ½ credit (1 semester)

This course will introduce students to creating art from a three-dimensional perspective. The students will solve artistic problems involving the elements and principles of art. They will be introduced to a variety of media including clay, wire, plaster and countless others. Sculptures will be created using additive and subtractive methods.

Local Assessment: Curriculum driven teacher assessment
State assessment: None

PHOTOGRAPHY 1

Prerequisite: Drawing 1 and Painting 1

Grades 11-12

Credit: ½ credit (1 semester)

Photography is the study of light. It is an art and a science. This course is designed for all students who either wish to pursue art or photography as a career or simply have a wonderful experience. The purpose of the course is to give students training in the fundamental techniques and principles of photography and to broaden their aesthetic awareness to the world. The students will take photographs and learn printing and developing techniques. The focus is placed on black and white composition. A 35mm camera is required for the course.

Local Assessment: Curriculum driven teacher assessment
State assessment: None

PHOTOGRAPHY 2

Prerequisite: Drawing 1 and Painting 1

Grades 11-12

Credit: ½ credit (1 semester)

This course allows students who have successfully completed Photography 1 to extend their skills by learning Advance Graphic Techniques such as flash photography, macrophotography, and to extend their range of experience in studio work and printing techniques. Emphasis is on technical, mechanical, and aesthetic aspects of photography. Digital photography will be explored.

Local Assessment: Curriculum driven teacher assessment
State assessment: None

PORTFOLIO

Prerequisite: Drawing 1 & 2 and Painting 1 & 2 and Sculpture and Fashion Design

Grades 11-12

Credit: ½ credit (1 semester) or 1 credit (2 semesters)

This course is designed for students who are planning a career or advanced study at the college level in the visual

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arts. The student is guided through the development and preparation of their art portfolio. The quality of the work contained in the portfolio is the basis on which the student will be judged for acceptance into college and/or vocational visual art programs. The portfolio will consist of the student's best works in the areas of painting, drawing and sculpture. Students will learn how to use photography to facilitate the presentation of their work.

Local Assessment: Portfolio
State assessment: None

INDEPENDENT STUDY

Prerequisite: Approval required by Supervisor & Teacher

Grades 11-12

**Credit: ½ credit (1 semester) or
1 credit (2 semesters)**

This course is intended for the serious art student. The student must be self-disciplined. The students are provided with alternatives for individual development on an individual basis in formulating problems, structuring time, and devising and actualizing means of presentation. There will be an opportunity for the student to organize their portfolio, prepare slides of work, and obtain guidance in applying to art schools. Students are instructed daily by a visual art teacher.

Local Assessment: Portfolio
State assessment: None

WORLD LANGUAGES

Mineola High School offers a choice of five languages: French, Italian, Spanish, Portuguese and Latin. The principal goals of second language study include an appreciation of other cultures and the development of the language through listening, reading, speaking and writing skills for communication purposes. The FLACS Checkpoint A exam in French, Italian, Spanish, Portuguese and Latin is offered at the end of the first year of study and the Checkpoint B exam is offered at the end of the third year.

SPANISH 1

Prerequisite: None

Grades 8-12

Credit: 1 credit

Spanish 1 introduces students to the basic elements of the Spanish language. Primary emphasis is on the speaking and listening skills, combined with a beginning approach to reading and writing. The students will be exposed to a wide variety of topical vocabulary that addresses the basic functional aspects of daily life. This course culminates in students taking the FLACS Checkpoint A Exam.

Local Assessment: Curriculum driven teacher assignments, Projects
State Assessment: FLACS Spanish Checkpoint A Examination in June

SPANISH 2

Prerequisite: Spanish 1

Grades 9-12

Credit: 1 credit

This course aims to increase proficiency in listening, speaking, reading and writing skills, while exploring further aspects of Hispanic cultures.

Local Assessment: Curriculum driven teacher assignments, Projects
State Assessment: None

SPANISH 3

Prerequisite: Spanish 2

Grades 10-12

Credit: 1 credit

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This is an intermediate level course that provides further study of the Spanish language and Hispanic cultures. It aims for a refinement of the four basic skills of speaking, understanding, reading and writing, with an emphasis on communication in practical everyday situations. This course prepares students for the FLACS Checkpoint B Exam. Successful completion of this course is a requirement for an Advanced Regents Diploma.

Local Assessment: Curriculum driven teacher assignments, Projects
State Assessment: FLACS Spanish Checkpoint B Examination in June

Spanish Language Arts 1

Grades 8 & 9

Prerequisite: None

Credit: 1 credit

This is a full year course recommended for eighth and ninth grade students whose native language is Spanish or has been enrolled in the Dual Language program. In this course, students will concentrate on mastering the structure, spelling, grammar and literary forms of the Spanish language in an effort to become truly biliterate. Students will spend time reading literature in Spanish to support their language learning. They will also learn how to write literary analyses and expository pieces in grammatically correct Spanish. They will work on the similarities and differences between Spanish and English in an effort to improve their communication skills.

Local Assessments: Curriculum driven teacher assignments, Projects
State Assessments: None

Spanish Language Arts 2

Grades 10, 11, & 12

Prerequisite: None

Credit: 1 credit

This is a full year course recommended for tenth, eleventh and twelfth grade students whose native language is Spanish or has been enrolled in the Dual Language program. In this course, students will concentrate on mastering the structure, spelling, grammar and literary forms of the Spanish language in an effort to become truly biliterate. Students will spend time reading literature in Spanish to support their language learning. They will also learn how to write literary analyses and expository pieces in grammatically correct Spanish. They will work on the similarities and differences between Spanish and English in an effort to improve their communication skills.

Local Assessments: Curriculum driven teacher assignments, Projects
State Assessments: None

ADVANCED SPANISH CONVERSATION

Grade 11-12

Prerequisite: Spanish 3 or teacher recommendation

Credit: 1 credit

Students will learn to understand Spanish spoken by native speakers. They will develop the ability to express themselves in Spanish in prepared as well as extemporaneous presentations. Advanced grammatical structures will be studied and the Spanish language and culture will be experienced through music, poetry and film. This course is taught in affiliation with Adelphi University, and therefore students may apply and pay tuition to Adelphi in order to earn college credit. The Adelphi course is Spanish Level 1 and can be registered for at <http://class.adelphi.edu/hsp>.

Local Assessment: Curriculum driven teacher assignments, Projects
State Assessment: None

ADVANCED SPANISH LITERATURE

Grade 11-12

Prerequisite: Advanced Spanish Conversation or teacher recommendation

Credit: 1 credit

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This course is designed to give the student a taste of Spanish literature through the readings of chief literary works of Spain and Latin America. The students will be exposed to various authors through various mediums such as poetry, film, literature, music and art. Students will be encouraged to express themselves both in oral and written form relating to the work. This course is taught in affiliation with Adelphi University, and therefore students may apply and pay tuition to Adelphi in order to earn college credit. The Adelphi course is Spanish Level 2 and can be registered for at <http://class.adelphi.edu/hsp>.

Local Assessment: Curriculum driven teacher assignments, Projects

State Assessment: None

AP SPANISH LANGUAGE & CULTURE

Grade 12

Prerequisite: Advanced Spanish Conversation

Credit: 1 credit

This is an intense course that is conducted exclusively in Spanish. It will prepare students to take the AP Exam in Spanish Language. Students must be prepared to dedicate a portion of their daily activities to writing, speaking and thinking in Spanish. Students will be given the opportunity to develop their ability to read in Spanish with comprehension and enjoyment without recourse to translation into English. Students will be trained to express themselves through spoken and written discourse in the language while applying advanced grammar and syntax.

Local Assessment: Curriculum driven teacher assignments, Projects

State Assessment: None

National Assessment: AP Spanish Language & Culture Examination in May

FRENCH 1

Grades 8-12

Prerequisite: None

Credit: 1 credit

French 1 introduces students to the basic elements of the French language. Primary emphasis is on the speaking and listening skills, combined with a beginning approach to reading and writing. The students will be exposed to a wide variety of topical vocabulary that addresses the basic functional aspects of daily life. This course culminates in students taking the FLACS Checkpoint A Exam.

Local Assessment: Curriculum driven teacher assignments, Projects

State Assessment: FLACS French Checkpoint A Examination in June

FRENCH 2

Grades 9-12

Prerequisite: French 1

Credit: 1 credit

Students learn more complex language through functionally oriented speaking and listening experiences. The skills of reading and writing are further developed. French culture is explored in greater depth.

Local Assessments: Curriculum driven teacher assignments, Projects

State Assessments: None

FRENCH 3

Grades 10-12

Prerequisite: French 2

Credit: 1 credit

Emphasis continues to be on function and proficiency in order to achieve a more sophisticated conceptualization of the French speaking world, its language, its peoples and customs. This course prepares students for the FLACS French Checkpoint B Examination. Successful completion of this course is a requirement for an Advanced Regents Diploma.

Local Assessments: Curriculum driven teacher assignments, Projects

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State Assessments: FLACS French Checkpoint B Examination in June

ITALIAN 1

Prerequisite: None

Grades 8-12

Credit: 1 credit

Italian 1 introduces students to the basic elements of the Italian language. Primary emphasis is on the speaking and listening skills, combined with a beginning approach to reading and writing. The students will be exposed to a wide variety of topical vocabulary which addresses the basic functional aspects of daily life. This course culminates in students taking the FLACS Italian Checkpoint A Exam.

Local Assessment: Curriculum driven teacher assignments, Projects

State Assessment: FLACS Italian Checkpoint A Examination in June

ITALIAN 2

Prerequisite: Italian 1

Grades 9-12

Credit: 1 credit

Students learn more complex language through functionally oriented speaking and listening experiences. The skills of reading and writing are further developed. Italian culture is explored in greater depth.

Local Assessments: Curriculum driven teacher assignments, Projects

State Assessments: None

ITALIAN 3

Prerequisite: Italian 2

Grades 10-12

Credit: 1 credit

This course is designed for further mastery of everyday conversation, reading and writing with an emphasis on authentic materials and advanced grammatical structure. This course prepares students for the FLACS Italian Checkpoint B Examination. Successful completion of this course is a requirement for an Advanced Regents Diploma.

Local Assessments: Curriculum driven teacher assignments, Projects

State Assessments: FLACS Italian Checkpoint B Examination in June

ADVANCED CONVERSATION ITALIAN

Prerequisite: Italian 3

Grades 11-12

Credit: 1 credit

This is an intense course, conducted exclusively in Italian. Students must be prepared to dedicate a portion of their daily activities to speaking and thinking in Italian. Students will be given the opportunity to develop their ability to read Italian with comprehension and enjoyment without recourse to translation into English. Readings will include Italian prose and poetry. Students will be trained to express themselves in written Italian based on the works read. Further consideration will be given to advanced grammatical structure. This course is taught in affiliation with Adelphi University, and therefore students may apply and pay tuition to Adelphi in order to earn college credit. The Adelphi course is Italian Level 2 and can be registered for at <http://class.adelphi.edu/hsp>.

Local Assessments: Curriculum driven teacher assignments, Projects

State Assessments: None

LATIN 1

Prerequisite: None

Grades 8-12

Credit: 1 credit

A second language course designed to introduce students to the language (declensions, tenses, and simple grammatical constructions), ideas and culture (mythology) of the ancient Roman civilization. Special emphasis is

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placed on how Latin language skills (word derivations) can influence and enrich students' language skills in English as well as in any of the Romance Languages. This course prepares students for the Latin Checkpoint A Exam. Students who have not studied another language and those who have studied another language are encouraged to enroll.

Local Assessments: Curriculum driven teacher assignments, Projects
State Assessments: Latin Checkpoint A Exam in June

LATIN 2

Prerequisite: Latin 1

Grades 9-12

Credit: 1 credit

This course is a continuation of the grammar and skills of Latin 1. New vocabulary and new verb forms will be introduced. Students will become familiar with the life and works of Julius Caesar, with Roman myths and adventures, and with Roman public life. A greater emphasis will be placed on the translation of selections from Latin literature.

Local Assessments: Curriculum driven teacher assignments, Projects
State Assessments: None

LATIN 3

Prerequisite: Latin 2

Grades 10-12

Credit: 1 credit

Students learn to extract essence of thought contained in Latin masterpieces including Cicero and Ovid. Additional Latin vocabulary and rules of syntax will be studied. Students become knowledgeable about Roman political organizations and chronology. This course prepares students for the Latin Checkpoint B Examination. Successful completion of this course is a requirement for an Advanced Regents Diploma.

Local Assessments: Curriculum driven teacher assignments, Projects
State Assessments: Latin Checkpoint B Examination in June

LATIN 4

Prerequisite: Latin 3

Grades 11-12

Credit: 1 credit

Students continue their study of Latin masterpieces by reading the “Golden Age” poets including Virgil’s Aeneid. In addition, Latin vocabulary and rules of grammar will be studied. There will be an emphasis on figures of speech and poetic devices.

Local Assessments: Curriculum driven teacher assignments, Projects
State Assessments: None

National Examinations in World Languages (NEWL): Portuguese

Prerequisite: None

Grade 11-12

Credit: 1 credit

NEWL Portuguese will familiarize students with the basic elements of the Portuguese language, history, and culture. Portuguese, the 6th most spoken language worldwide, is an emerging language in business, academia, and technology. This course will begin the process of preparing students for a multi-cultural and multi-lingual world. Emphasis will be placed on speaking and understanding, combined with basic reading and writing components.

Local Assessments: Curriculum driven teacher assignments, Projects
State Assessments: None

ENTREPRENEURIAL VENTURES AND INNOVATION

ACCOUNTING

Prerequisite: None

Grades 11-12

Credit: 1 credit

Accounting is often referred to as the “Language of Business”. With most colleges and universities requiring that Business Administration majors take Accounting as an integral part of their coursework, it is a great opportunity to get a head start here at Mineola High School. This course encourages students to become thinkers, decision makers and problem solvers, in addition to recorders of financial information. Topics covered include the entire accounting cycle for a service and merchandising business as well as basic Income Tax Preparation. Students will also gain familiarity with financial papers such as: journals, ledgers and financial statements.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

VIRTUAL ENTERPRISE

Prerequisite: None

Grades 10-12

Credit: 1 credit (full year)

Learners will develop essential leadership, professional, functional, and core technology skills through VE’s hands-on, immersive, work-based learning experiences. Over the course of an academic year, learners will work individually, in departments, and as a firm to develop, refine, and implement a business plan. In order to manage their virtual business, learners work in departments to manage day-to-day functions, produce key deliverables, assess growth, make decisions, respond to challenges, and participate in a variety of business-related events and activities, in-person, and through VE’s global marketplace.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

COMPUTER GRAPHX

Prerequisite: None

Grades 10-12

Credit: ½ credit (1 semester)

This course will cover the basics of layout design featuring color, position, size, transparency, distortion, text as art and much more. Students will learn how to enhance assignments for other courses and will produce projects for personal use. Adobe Illustrator is the software used in industry for graphic design. Print, plasma cutters and electronic etchers are used as output media. Additionally, students will apply skills learned to other Apps/software.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

DIGITAL STORYTELLING

Prerequisite: None

Grades 9-12

Credit: ½ credit (1 semester)

This course enables students to communicate creatively using the latest technologies of video and multimedia. By mastering the techniques of storytelling, creating video and digital content, students will be prepared to use video and multimedia in entertainment, education, advertising, retailing, science and business. Students will also develop an understanding of how these powerful media change and influence our society as well as our daily lives.

Local Assessment: Curriculum driven teacher assessments and projects

State Assessment: None

DIGITAL PRODUCTION

Grades 10-12

Prerequisite: none

Credit: ½ credit (1 semester)

This course introduces fundamental concepts, principles, and practices of 3D digital modeling, rendering, and rapid prototyping. Students are given thorough instruction in 3D modeling techniques including: production of geometric and organic surfaces and forms polygon construction; texturing; and rendering. In addition, students will be given an overview in the use of 3D scanning rapid prototyping equipment.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

COLLEGE SPORTS MARKETING

Grades 11-12

Prerequisite: None

Credit: 1 credit

College Sports Marketing, a course offered through secondary-collegiate partnership with Adelphi University, Offers three college credits for PED 275-Intro to Sports Marketing which students apply for during the spring semester and is transferable to numerous colleges and universities. This course allows the students to bring a professional football team to Long Island. In addition to naming the team, the students will be able to design the uniforms, the stadium and the team's logo. Students will also have the experience of being a general manager of a professional basketball team as they select players through a draft and make trades with other general managers. Field trips to Yankee Stadium and Madison Square Garden enhance the course. As matriculated registrants of Adelphi University, students will have access to the university library as well as other university facilities. Students must register and pay a fee per semester payable to Adelphi University.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

INTERNSHIP

Grades 11-12

Prerequisite: None

Credit: ½ credit

Mineola High School's Internship course strives to have seniors design and implement independent learning plans to explore a career area of personal interest. This project provides an important transition from high school to college and the world of work by having students extend their learning beyond the school's walls. Each student will choose their own internship experience to explore outside of school and will be involved in research, portfolio development and the presentation of their experiences/accomplishments as a culminating assessment.

**FINANCIAL LITERACY
(Graduation Requirement)**

Required Grade 12

Prerequisite: None

Credit: 1/2 credit

This semester-long personal finance course covers all of the essential finance topics necessary to become financially literate as an individual as well as knowledgeable in career and financial management topics. Content will include banking, credit, budgeting, investing, career, and more. By the end of this course, learners will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

ENTREPRENEURSHIP, MARKETING, & COMMUNICATION

Grades 10-12

Prerequisite: none

Credit: ½ credit (1 semester)

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This course delves into the various facets and interconnections of entrepreneurship, marketing and effective communication. Small business, scalable start-up, large companies and social entrepreneurship structures will be discussed. How to write a product/service description, identify and analyze domestic and international target markets and analysis of the different elements of the marketing mix, creating marketing strategies, developing marketing materials and promotional campaigns will be explored. Business communication principles will be embraced via analyzing communication scenarios. All skills attained will be through real life experiences using the Café at Synergy as an experiential opportunity. Learners will also be prepared to successfully attain the Entrepreneurship and Small Business (ESB) certification as well as the Communication Skills for Business (CSB) certification exam.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

PAYROLL AND INVENTORY

Grades 10-12

Prerequisite: none

Credit: ½ credit (1 semester)

This course will explore the knowledge associated with: QuickBooks Online administration; sales and money in; vendors and money out; bank accounts, transaction rules, and receipts; and basic reports and views. Learners in this class will be prepared to sit for the The Intuit QuickBooks Online Certified User exam.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

DESIGN THINKING FOR BUSINESS

Grades 10-12

Prerequisite: none

Credit: ½ credit (1 semester)

This course will help learners validate their knowledge of design thinking principles and the tools needed to identify problems, gain customer empathy, brainstorm solutions, run experiments, test assumptions, pivot, and much more. Learners will explore how this type of thinking promotes creativity, critical thinking, complex problem solving, and other skills that are much needed and valued in today's workforce. Learners enrolled in this class will be prepared to sit for The Intuit Design for Delight Innovator certification exam.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

Communication For Business

Grades 10-12

Prerequisite: none

Credit: ½ credit (1 semester)

In this course, learners will explore and develop basic bookkeeping skills for business. Accounting basics, accounting for assets and sales transactions, accounting for liabilities, equity, and purchase transactions, and reconciliation and financial Statements will be discussed. Learners enrolled in this course will be prepared to sit for the Intuit Certified Bookkeeping Professional certification exam.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

HUMANITIES ELECTIVES

PSYCHOLOGY 1: BEHAVIORAL PSYCHOLOGY

Grade 10-12

Prerequisite: None

Credit: ½ credit (1 semester)

This one semester elective surveys the full range of psychological aspects of our lives. The students will study the major theories of leading psychologists including Freud, Skinner, Watson, Pavlov, and Maslow. Class members will participate in "hands on" activities and make presentations about psychological disorders (i.e., schizophrenia, multiple personality disorder, obsessive-compulsive disorders). Topics will include: dreams, personality development, extra sensory perception, defense mechanisms, and memory.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

PSYCHOLOGY 2: CHILD & ADOLESCENT PSYCHOLOGY

Grade 10-12

Prerequisite: None

Credit: ½ credit (1 semester)

This semester course encompasses topics related to child and adolescent psychology. Students will explore issues and concepts related to child development and adolescence. The challenges of adolescence including relationships, peer influences, identity formation, and self-esteem will be emphasized. Students will participate in class discussions, hands-on activities, and presentations throughout the course.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

AP PSYCHOLOGY

Grade 11-12

Prerequisite: None

Credit: 1 credit

This fully online course incorporates curriculum from the state of the art Florida Institute, a highly respected, extremely interactive and engaging framework that utilizes videos, activities, electronic texts, and engaging discussion boards to help students easily navigate through interesting concepts.

AP Psychology will focus on numerous exciting topics, such as...

Are leadership characteristics genetic or environmental? Where do thoughts and memories come from? What are emotions? And why do we behave the way we do?

In AP Psychology, you will begin to understand the human mind by exploring the research and theories of some of the most brilliant psychologists throughout history. In addition, students learn psychological tips that you can use every day, like how to cope and reduce stress.

Students will have multiple opportunities to generate engaging discussion board conversations about topics of their own interest, and will have tremendous support both online and at Mineola High School for any and all questions and concerns.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

National Assessment: AP Psychology Examination in May

NEW YORK CITY

Grade 12

Prerequisite: None

Credit: ½ credit (1 semester)

The NYC semester course attempts to stimulate an interest in and an understanding of urban life. NYC is used as a

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laboratory for classroom study through numerous field trips. Each trip deals with a particular aspect of the city including architecture, history, entertainment, neighborhood growth and development, urban psychology, etc. Students are taught to use public transportation, to approach the city in a safe and intelligent manner, and to observe the city so as to understand its problems as well as its opportunities. Some of the field trips may include the September 11th Memorial and Museum, Central Park, High Line Park, Bryant Park, NYC Public Library, St. Patrick's Cathedral, Rockefeller Center and a Broadway show. Classroom activities are centered on preparing for trips, learning skills required for urban life and using information gathered from research and the field trips to develop an understanding of various aspects of urban life. There is an additional cost required for the class which includes LIRR transportation and entrance into various museums and the Broadway play. The cost is approximately \$100-120 (depending on tickets costs) plus students are responsible for purchasing a \$25 metro card to have throughout the semester. All field trips are mandatory.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

CONTEMPORARY ISSUES & EVENTS IN THE WORLD

Grade 11-12

Prerequisite: None

Credit: ½ credit (1 semester)

Contemporary issues and events in the world will provide students with the opportunity to survey, analyze, and create solutions for the current issues, dilemmas, and conflicts that occur within the United States and around the world. The students will act as social scientists by studying the evolution of human day conflicts through research, films, and guest speakers. Additionally, they will discover their own morals and ethics when exploring these conflicts.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

ART OF COMMUNICATION

Grade 10-12

Prerequisite: None

Credit: ½ credit (1 semester)

The Art of Communication course offers a comprehensive exploration of the principles, techniques, and strategies necessary for effective communication in both personal and professional settings. Learners will develop and enhance their communication skills to establish strong connections, build rapport, and convey their messages with clarity and impact. The course begins by introducing the fundamental elements of communication, including verbal, nonverbal, through improvisational, fun activities. Learners will learn how to effectively use language, tone, body language, and gestures to express their thoughts and emotions accurately. Additionally, they will gain insight into the nuances of communication, such as active listening and understanding different communication styles, in order to engage in meaningful interactions with others. Students can receive 3 credits in Interpersonal Communication through Adelphi University.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

PRESENTATION, PERFORMANCE, and PUBLIC SPEAKING

Prerequisite: None

Grade 10-12

Credit: ½ credit (1 semester)

This collaborative, hands-on course will use theater as a vehicle to life skills such as building confidence, critical thinking and problem solving, improvisational life skills, and learning to listen, respond and understand each other.

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Through theater, we will pioneer new pathways in all aspects of the process rather than the product. By the end of the course, students will have a broad understanding of the many facets of theater and the skills necessary for successful participation in theatrical productions. Whether students are interested in pursuing a career in theater or simply wish to expand their knowledge and appreciation for the art form, this course serves as a strong foundation for further study and exploration. Students can receive 3 credits in Public Speaking through Adelphi University.

Local Assessment: Curriculum driven teacher assessments

State Assessment: None

STUDENT SUPPORT SERVICES

COUNSELING

Counseling services are available for every student in the school. These services include assistance with educational planning, career information, study skills, home, school and/or social concerns, or any question the student would like to discuss with the counselor.

Students wishing to visit a counselor should contact the secretary in the Guidance Office to arrange for an appointment. Parents are welcome to call the Guidance Office and schedule appointments during the day or on specified evenings throughout the school year.

In addition to the counselors, the Guidance Office has a number of other resources to assist students. Information on occupations and careers, colleges and universities, and technical training programs is available. Information is relayed to students and parents through mailings, small group work with students, evening Guidance meetings for parents/students, individual appointment with students/parents, and via the Guidance website (www.mineola.k12.ny.us and follow the links to Guidance).

PSYCHOLOGIST

The school psychologist is available to meet with students who are experiencing difficulties with their academics, peer relationships, and family issues. The guidance counselor may refer the student to the school psychologist; however, at times the student or parent may wish to initiate contact directly with the school psychologist. The school psychologist counsels students individually and in groups and may consult with the parents and teachers of the student to develop appropriate interventions.

SOCIAL WORKER

The school social worker conducts student support groups on a regular basis to express concerns about/issues they might be experiencing. Individual meetings are utilized when appropriate. Often the guidance counselor, staff or parents refer the student to the social worker; however, at times the student may wish to initiate contact directly with the social worker. Additional services include substance abuse information and referral services to outside agencies.

SPECIAL EDUCATION

Mineola High School is committed to creating a school community that provides assistance for all our special needs students. It is the primary goal of the high school administration to have fully integrated classrooms where students have the opportunity to learn despite their diverse learning needs. To assist our students in achieving the goals set

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for them within the IEP, several programs are in place, in addition to related services, to address the students learning needs. These programs vary in instructional time and support given. All programs are discussed and agreed upon at the IEP meeting.

CONSULTANT TEACHING

This service provides direct and/or indirect instruction between a Special Education teacher, a content area teacher, and the student. This service assists students and the content area teacher in modifying the learning environment and/or modifying instructional methods to meet the individual needs of the students.

RELATED SERVICES

These services are provided as per the student's IEP to address specific disabilities and enhance the students' performance. Areas of Related Service include: Speech, Occupational Therapy, and Physical Therapy. The needs for these services are discussed at the IEP meeting and agreed upon by the committee, and where appropriate, a medical doctor.

RESOURCE ROOM

This service provides additional support for students who are fully mainstreamed. Within the Resource Room program, students are provided supplementary instruction individually or in small groups. Constant communication between the Special Education and the content area teacher is maintained to assist the students in completion of all assignments and preparations for exams.

CT LAB SUPPORT

This service provides instruction by a dually certified teacher (Special Education and Content) within the content area. In addition, the students are provided a support period for individual and/or group assistance. This support period will be used to reinforce or reteach the content which was covered in class.

SPECIAL CLASS (SC) PROGRAM

This service provides for students to be in a small group environment for their core classes, English, Math, Science and Social Studies. The class is comprised of one dual certified teacher (Special education & Content area), a class aide, and students with IEPs. Students enrolled in our SC program will focus on one Regents exam per year: 8th grade-Algebra, 9th grade-US History, 10th grade-Earth Science, 11th grade-English. In addition, in the junior year our students will begin working towards earning the CDOS (Career Development and Occupational Studies) credential which includes a work based learning component and a Career Exploration course in the junior and senior year. Students are working toward a Regents diploma with the CDOS credential.

FUNCTIONAL ACADEMICS AND CAREER DEVELOPMENT (Life Skills)

This program helps students transition towards self-sufficiency after they leave high school. Subjects focus on independent living skills and functional vocational curriculum. The students within this program work towards achieving the New York State P-12 Common Core Learning Standards. Students within this program will be administered the New York State Alternative Assessment.

NASSAU BOCES TECH PROGRAMS

TECHNICAL AND VOCATIONAL

Prerequisite: None

Elective Grades 11-12

Credit: 4 credits

Nassau Tech (Nassau BOCES) will provide occupational education for all interested students who are recommended by their guidance counselor. Students must complete both the Nassau Tech application as well as the Mineola High School application. Acceptance is based upon the student's applications and supporting documentation. Nassau Tech offers a wide variety of vocational programs and supplies the tools and equipment necessary to meet course requirements. These courses may be of one, two, or three years in duration. Students interested in Nassau Tech courses can obtain detailed information from Guidance Counselors. The technical courses generally encompass a ½ day of instruction.

MINEOLA HIGH SCHOOL SYNERGY PROGRAM

Grades 9-12

Synergy is located across the street from the High School and provides our students with a variety of opportunities to engage in learning at their own pace. Students will be able to enroll in courses required for graduation as well as elective courses. Classes are available in a traditional in person format, a hybrid version where online coursework supplements in person classes, and fully asynchronous options as well. Students in need of credit recovery can also progress through courses they need at a faster pace. Our Synergy program will also provide students with the opportunity to work with local professionals that are housed in the same building. They will have real world, hands-on experiences as interns. Students/parents interested in the Synergy program should speak with their counselor.