



ROCKY POINT UNION FREE SCHOOL DISTRICT

ROCKY POINT HIGH SCHOOL

82 Rocky Point – Yaphank Road
Rocky Point, New York 11778

Telephone: (631) 744-1600

Fax: (631) 591-0146

Dr. Scott O'Brien
Superintendent of Schools

James Moeller, *Principal*
Michael Gabriel, *Assistant Principal*
Jacqueline Lawson, *Assistant Principal*

December 2023

To our Rocky Point High School Students:

Welcome to the planning process for your next academic year at Rocky Point High School. The 2024–2025 Course Selection Guide has been prepared to help you make informed decisions about next year's academic programming. Students who strive to complete demanding course work as they earn the most advanced diploma possible will open opportunities that may transform their future plans.

Rocky Point High School is a distinguished four-year learning institution that has great respect for the individuality of each person. It is our goal to challenge you, increase engagement, and promote accountability as well as social consciousness. It is important for you to set goals for the upcoming school year and to establish positive routines to achieve these goals.

The course selection process should be taken very seriously. We strongly recommend that students and families closely consult and collaborate with RPHS. Our role is to assist you in selecting courses that match your needs, abilities, and interests. Feel free to reach out to your teachers, guidance counselors and administration to assist you with the course selection and scheduling process.

The nine period day offers students increased opportunities to enroll in courses that are aligned with your personal passions and interests. We urge you to take advantage of these new learning opportunities. Keep in mind that colleges, the military and vocational programs are looking for students who are willing to challenge themselves and work to achieve their full potential. A word of advice to our students: be confident, resilient, and stay focused on your personal goals. We wish you the best of luck as you begin to select your courses and prepare for your future.

Sincerely,

James Moeller

MESSAGE FROM THE GUIDANCE DEPARTMENT

Matthew Poole, Guidance Facilitator

This booklet acquaints Rocky Point High School students and their parents with the graduation requirements mandated by the New York State Department of Education. It also provides a brief description of each course offered at the high school. The booklet serves as a guide for students when selecting educational programs suited to their individual needs, interests, and future plans. The Rocky Point High School philosophy encourages each student to undertake a full academic program consistent with his/her ability and potential.

Guidance counselors, teachers, and administrators are available to assist students in developing educational plans. Parents wishing to consult members of the guidance staff concerning any facet of the course selection process may call the Guidance Department at 744-1604 between 7 AM and 2 PM, Monday through Friday.



COUNSELOR CASELOADS

2024–2025

COUNSELOR	GRADE	LETTERS
Mr. M. Poole	12th grade.....	A – B
	11th grade.....	A – B
	10th grade.....	A – B
	9th grade.....	A – B
Mr. J. Jordan	12th grade.....	C – F
	11th grade.....	C – GA
	10th grade.....	C – G
	9th grade.....	C – GO
Mr. M. Conlon	12th grade.....	G – L
	11th grade.....	GB – L
	10th grade.....	H – M
	9th grade.....	GP – ME
Mrs. H. Rizzi	12th grade.....	M – ROL
	11th grade.....	M – P
	10th grade.....	N – SA
	9th grade.....	MF – SK
Ms. S. Lang	12th grade.....	ROM – Z
	11th grade.....	Q – Z
	10th grade.....	SB – Z
	9th grade.....	SL – Z

Note: Class of 2028 counselor caseloads will be assigned in the Summer of 2024

GRADUATION REQUIREMENTS

(Subject to change based on the New York State Board of Regents)

CLASS OF 2025, 2026, 2027, 2028
Entered 9th Grade in 2021, 2022, 2023, 2024

Regents Diploma Required Courses		Advanced Regents Diploma Required Courses	
Subject Area	Credit(s)	Subject Area	Credit(s)
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
Foreign Language	1	Foreign Language*	3
Art/Music/Drama	1	Art/Music/Drama	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
TOTAL	22	TOTAL	22

Required Regents Exams for Students **Traditional Path**

Regents Diploma Required Exams <i>Score of 65 or above on 5 required Regents exams</i>	Advanced Regents Diploma Required Exams <i>Score of 65 or above on 8 required Regents exams</i>
English Regents (CCLS) Examination	English Regents (CCLS) Examination
Algebra I or Geometry or Algebra II Regents (CCLS) Examination	Algebra I, Geometry and Algebra II Regents (CCLS) Examinations
Global History Regents Examination	Global History Regents Examination
U.S. History Regents Examination	U.S. History Regents Examination
One Science Regents Examination	Two Science Regents Examinations (Living & Physical)
	Second Language Local Examination Checkpoint B

(CCLS) = Common Core Learning Standards

NYS GRADUATION REGULATIONS ARE CONSTANTLY BEING REVISED. THERE ARE MULTIPLE ASSESSMENT PATHWAYS TO ACHIEVE A NYS HS DIPLOMA. PLEASE SPEAK WITH YOUR CHILD'S COUNSELOR IF YOU HAVE ANY QUESTIONS.

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

To earn a **Regents Diploma with Honors** or **Regents with Advanced Designation with Honors**:

<http://www.nysed.gov/curriculum-instruction/endorsements-and-seals>

* All students must earn at least one unit of foreign language to graduate unless exempted on their IEP.

* A 5-unit sequence in Occupational Education (BOCES), Business Education, or Art may be substituted for the 3-unit Foreign Language sequence.

LOCAL DIPLOMA OPTIONS & EXITING CREDENTIALS

New York State graduation regulations are constantly changing. There are multiple assessment pathways to achieve a diploma. Please speak to your child's guidance counselor regarding their graduation plan.

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

HIGH SCHOOL POLICIES

Class Placement for Grades 9-12

Students need the following number of credits to advance from one grade level to the next:

	Preferred	Minimum
to enter grade 10:	6	5 1/2
to enter grade 11:	12	11
to enter grade 12:	18	eligible to graduate

Only appropriate administrative and guidance personnel will make changes in class placement. In order to have earned **senior status**, with the rights and privileges of a senior, a **student must have sufficient credits and courses to graduate in June**.

Retention

Students are retained in their present grade if they have not earned the credits required for advancement. For further information, see **Class Placement** above.

Dropping/Adding Courses All course requests are finalized in the spring prior to the new school year. Year-long courses cannot be dropped after six (6) weeks. Half-year classes cannot be dropped after three (3) weeks. Every attempt should be made to replace a dropped course with a credit-bearing course (study hall is not a credit-bearing course). **Any changes after the drop/add window will result in a student receiving a grade of WP (withdrawn passing) or WF (withdrawn failing) on the transcript.

Early Graduation

Early graduation is available to students wishing to complete their high school education within three years. Although the faculty and administration at Rocky Point HS do not generally encourage early graduation, students pursuing this course of action would be required to take U.S. History, Government, Economics, English 11, English 12, and Physical Education in the third year of high school. Senior privileges are granted to students who have earned 14 or more credits at the beginning of the third year of high school. These students move directly from sophomore status to senior standing. A letter from the student and his/her parents expressing an intent to graduate early, a parental interview with the principal, and three letters of recommendation from teachers are required by **June 1st** of the year prior to graduation. The building principal must approve the early graduation request before a student can be scheduled to graduate early.

Class Rank

Senior class rank is based upon six semesters of work. Rank is based upon the level of difficulty of courses taken. Rank is computed at the end of the 11th grade and is recorded on a student's transcript as part of the college application process. High school courses taken outside this country or college courses will not be applied to the Rocky Point diploma nor will they be used to determine rank in class. Class rank is weighted using all credit bearing courses which appear on a student's transcript. All high school level courses taken in grades eight through eleven are included in rank. Grades at Rocky Point are weighted according to difficulty. Courses are placed in three categories: Advanced Placement, Honors, Regents/General in descending order of difficulty.

Valedictorian/Salutatorian/Exhortation Speaker: First, second, and third place rank is determined after the first semester of the senior year, based upon seven semesters of work. Any potential candidate must be enrolled in the Rocky Point High School for five (5) consecutive semesters prior to graduation. Any student graduating early will not be considered.

Home Tutoring

Home tutoring (BOE Policy 8450) is provided on a very limited basis for students who will be out of school for two or more weeks due to illness. Medical and/or psychiatric documentation must be provided. The request for home tutoring must be submitted to the Guidance Department. A medical note is valid for only one month. Every note must be **signed**, not stamped, by the attending physician.

National Honor Society

Admission to National Honor Society (NHS) is based upon academic achievement (a 92 weighted GPA), service, leadership and character. Students who have earned a 92 weighted GPA after five semesters of work are eligible to apply for admission to the NHS. They must submit their applications and teacher recommendations to the NHS Faculty Committee, which will make the final selection of NHS nominees. Early graduates are eligible for nominations to the NHS in the spring of their senior year.

Honor Roll Policy

Honor Rolls

	Principal's List	High Honor Roll	Honor Roll
Total un-weighted GPA (Grade Point Average)	95.00 – 100	90.00 – 94.99	85.00 - 89.99

Study Abroad

Students planning to study abroad should note that foreign study will not earn credit toward graduation, nor will it affect class standing. Students entering Rocky Point HS directly from a foreign country will not, generally, receive credit for courses taken outside of the United States.

Summer School

Eastern Suffolk BOCES Regional Summer School is available to students in grades 9-12 who fail English, selected Math, Social Studies, and/or Science courses. Students who fail these courses during the school year are strongly encouraged to repeat them during the summer, thus ensuring that their graduation will not be delayed. If a student repeats a course in Eastern Suffolk BOCES Regional Summer School, both courses will be calculated into the student's Grade Point Average (GPA) and will appear on the student's transcript. **Any student wishing to retake a Regents Exam must apply to do so during the summer school registration period.**

Attendance Policy

https://www.rockypointufsd.org/Assets/District_Documents/RPHS_Attendance_Policy_202324.pdf

IMPORTANT THINGS TO REMEMBER WHEN SCHEDULING

1. If it is necessary to cancel a course because of low registration, all students concerned will be notified and placed in an alternative course.
2. Parents with special questions or concerns are urged to arrange a private conference with their child's counselor.
3. **All students are expected to choose courses carefully during the course selection process.** Schedules are planned according to student requests, and students are expected to abide by their choices.
4. **Changing courses:** Scheduling is an expensive endeavor for the school district. Student requests affect personnel costs for the following school year. Schedule changes must be made when the schedule request confirmation is sent to you in the spring. Final schedules will be posted home in mid-August via eSchool parent/student portal. Guidance counselors will be available at the end of August to address any concerns with schedules.
5. In order to process a change, student's must
 - ◆ schedule an appointment with their counselor
 - ◆ choose a substitute course for each dropped course
6. Final approvals of changes are contingent upon space availability and Master Schedule constraints. The proposed change does not jeopardize graduation.
7. Under no circumstances will schedules be adjusted to change teachers, change lunch periods (unless supported by medical documentation), or change to more convenient and/or more desirable periods.
8. Changes in a student's placement, based on academic concerns that are recommended by administrators, teachers, and/or counselors, may occur throughout the school year pending the principal's approval.

IMPORTANT NOTICE

On occasion, a specific course may not be offered due to restrictions imposed by the physical plant, budgeting, staffing, or class enrollment.

STUDENTS WHO PLAN TO ATTEND COLLEGE

College admissions' officers consider a student's high school record, SAT/ACT examinations, class rank, extracurricular activities, and personal qualities and goals in determining admissions. It is generally accepted that the best indicator of success in college is a student's high school record. Selection of appropriate courses, high achievement, study habits, and attitudes are important every year.

During their junior year (grade 11), students make tentative choices regarding college selection. Aptitudes and interests are considered when investigating career as well as occupational choices and options. Juniors should take the PSAT examination in the fall. SAT and ACT Examinations should be taken in the spring of the eleventh grade.

During their senior year (grade 12), students with the help of their parents and counselor generally select five to seven colleges to which to apply. These selections are based upon admission requirements, curriculum offerings, cost factors, geographic location, size of enrollment, athletic offerings, and individual needs and preferences. Counselors meet regularly with students during their junior and senior years to discuss the college selection process as well as to provide career and occupational information. Counselors assist seniors in processing college applications and scholarship forms.

COLLEGE ADMISSION TESTING

THE SCHOLASTIC ACHIEVEMENT TEST (SAT)

[HTTPS://SATSUITE.COLLEGEBOARD.ORG/SAT/REGISTRATION](https://satsuite.collegeboard.org/sat/registration)

AMERICAN COLLEGE TESTING PROGRAM (ACT)

<https://www.act.org/content/act/en/products-and-services/the-act.html>

ADVANCED PLACEMENT (AP) EXAMINATIONS

COLLEGE BOARD ADVANCED PLACEMENT

<http://www.collegeboard.com/student/testing/ap/about.html>

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

DIVISION I AND II ELIGIBILITY REQUIREMENTS

Student athletes and their parents must begin planning to meet eligibility requirements as early as ninth grade. Rocky Point HS has submitted a list of core courses in English, Social Studies, Mathematics, Science, and Foreign Language, which have been approved by the NCAA Clearinghouse. This list of courses is updated each year. To insure eligibility, students must register on-line at www.eligibilitycenter.org. There is a registration fee that must be paid by credit card. The student must notify the Guidance Office so that a copy of the student's transcript will be forwarded to the Clearinghouse. The Clearinghouse will evaluate the student's transcript to determine eligibility, pending proof of graduation. During the summer following graduation, the guidance secretary will send a final transcript with proof of graduation to the Clearinghouse. Colleges and universities must request from the NCAA Clearinghouse an initial eligibility status report for the student athletes whom they are interested in recruiting. All prospective athletes must meet eligibility requirements in order to participate as freshmen in Division I and II intercollegiate sports.

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

If you have a documented disability, you may be eligible for accommodations on the PSAT, SAT, and AP Examinations. Some examples include extended time; Braille; large-type exams; large-block answer sheets; permission to use a Braille device, computer, or magnifying device; a reader to dictate questions; a writer to record responses; a written copy of oral instructions; and other accommodations. All accommodations must be approved by the College Board's Services for Students with Disabilities (SSD). To request accommodations, speak to child's counselor and visit Services for Students with Disabilities. <http://www.collegeboard.com/ssd/student/>

For ACT info: <http://www.act.org/content/act/en/products-and-services/the-act/accommodations.html>

SPECIAL EDUCATION

Students who have been identified by the Committee on Special Education (CSE) as having a disability or special needs will be provided with appropriate special education services in the least restrictive environment, in accordance with the needs of the student as described in their Individualized Education Program (IEP).

Certain students in the program may be exempted from the World Language requirement in Middle/High School, provided their disability is so severe as to prevent them from participation in the program. This exemption would be valid only in cases where the CSE, in reviewing all possible evaluative information, recommends it to be appropriate, and indicates it on the student's IEP. The school administrator would be informed of the recommendation by the CSE so as to avoid scheduling difficulties and maintain consistency with the student's program.

Transition services are provided for all students in the program to prepare each student for transition from high school to college or the work force for children fourteen years and older. Part of the IEP includes an Individual Transition Plan (ITP), which focuses on the student's career interests and goals and the services that will be provided to lead to employment and/or further education after high school. The student, parents, or guardian, teachers, and counselors, and, when appropriate, service providers should all contribute to the IEP.

SPECIAL EDUCATION SAFETY NET

55-64 Regents Examination Pass Score Option for Students with Disabilities

While the RCT safety net ends with the class of students that entered grade 9 during the 2010-11 school year, the local diploma option remains available to all students with disabilities provided they earn a score of 55-64 on one or more required Regents examinations. There is currently no regulatory sunset date for this graduation Safety Net option for students with disabilities.

45-54 Regents Examination Pass Score Option for Students with Disabilities

This regulation provides students with a disability the option to earn a local diploma through the use of a “compensatory option” if the student: 1. Scores between 45-54 on one or more of the five required Regents exams, other than the English language arts exam or mathematics exam, but scores 65 or higher on one or more of the required Regents exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. 2. Obtains a passing grade for the course in the subject area of the Regents examination in which he or she received a score of 45-54. 3. Has a satisfactory attendance rate in accordance with the District’s attendance policy. 4. Is not already using a passing score on one or more Regents Competency Tests (RCTs) to graduate with a local diploma.

Superintendent Determination of Graduation with a Local Diploma

For students with disabilities, otherwise eligible to graduate in June 2016 and thereafter, upon receipt of a written request from an eligible student’s parent, a school superintendent (or the principal/head of school of a registered nonpublic school or charter school, as applicable) may make a local determination that a student with a disability has otherwise met the standards for graduation with a local diploma when such student has not been successful, because of his/her disability, at demonstrating proficiency on the Regents examinations required for graduation. Complete conditions regarding the Superintendent’s Determination can be found at: <http://www.p12.nysed.gov/specialed/publications/documents/superintendent-determination-option-field-advisory.pdf>

SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL FOR STUDENT WITH SEVERE DISABILITIES

Beginning in the 2013-2014 school year, the Regulations of the Commissioner of Education have been amended to replace the New York State (NYS) Individualized Education Program (IEP) Diploma with a Skills and Achievement Commencement Credential for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA). The Skills and Achievement Commencement Credential will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate.

PSAT, SAT, ACT AND AP EXAMINATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability, you may be eligible for accommodations on the PSAT, SAT, and AP Examinations. Some examples include extended time; Braille; large-type exams; large-block answer sheets; permission to use a Braille device, computer, or magnifying device; a reader to dictate questions; a writer to record responses; a written copy of oral instructions; and other accommodations. All accommodations must be approved by the College Board's Services for Students with Disabilities (SSD). To request accommodations, speak to child’s counselor and visit Services for Students with Disabilities. <http://www.collegeboard.com/ssd/student/>

For ACT info: <http://www.act.org/content/act/en/products-and-services/the-act/accommodations.html>

ART

Five-Unit Art Sequence:

- Art 1/Studio-in-Art **OR** DDP
- Art 2/Drawing & Sculpture
- Art 3/Drawing & Painting
- Art 4/AP Studio Art OR Senior Fine Art Studio
- Art 5 Full year Art Elective

Any of the above visual art courses may be taken as electives toward graduation requirements. Students wishing to pursue a five-unit visual art sequence must pass the Art1/Studio-in-Art OR DDP course and four additional art courses. Students interested in completing an **art portfolio** by December of their senior year should take Art 1/Studio-in-Art in ninth grade and pursue a 5-unit sequence in art. Portfolios are required for acceptance into college programs in the fine arts, commercial art, interior design, architecture, fashion design, graphic art, and illustration.

ART 1/DESIGN & DRAWING FOR PRODUCTION (DDP)

No. of credits: 1 **Grade level:** 9-12

Prerequisite: None

This course may be used to satisfy the NYS required 1 credit in art OR 1 credit in technology.

Design and Drawing for Production (DDP) promotes and encourages visual problem solving using a common graphic language to describe forms in the engineering and architectural environment. The emphasis of DDP will be on critical thinking, creative problem solving, and the decision-making process. Students will examine historical precedents, learn technical drawing processes, experience design techniques, and become critically active in evaluating both personal work and the work of others. Successful completion of this course is a prerequisite of Art 2/Drawing and Sculpture.

ART 1/STUDIO-IN-ART

No. of credits: 1 **Grade level:** 9-12

Prerequisite: None

This course satisfies the one credit art/music/drama requirement for graduation.

This full-year, comprehensive foundation course covers a broad range of media and techniques while providing opportunities for creativity and skill development. Students will learn that if they can write their name, they can draw; and that if they can see color, they can use it. Major art movements are introduced and connected to projects. Successful completion of this course is a prerequisite of Art 2/Drawing and Sculpture.

ART 2/DRAWING AND SCULPTURE

No. of credits: 1 **Grade level:** 10-12

Prerequisite: Successful completion of Art 1/Studio-in-Art OR DDP/Design & Drawing for Production

Art 2A/Drawing and Sculpture may be chosen as the second year of continuous preparation in an art sequence and should be chosen in tenth grade if this course will be used as part of a five-unit sequence. Students explore a wide range of media and techniques in both two and three dimensions. The skills learned in Art 1/Studio-in-Art are both reinforced and expanded. Newer, more advanced skills are introduced including wire works, building, and carving. There is an emphasis on observation and visual thinking as conceptual tools. Both representational and nonrepresentational subjects are explored. Art history is learned, from the *Baroque* period to contemporary art.

ART 3/DRAWING AND PAINTING

No. of credits: 1 **Grade level:** 11-12

Prerequisite: Successful completion of Art 2/Drawing and Sculpture AND Art 1/Studio-in-Art or DDP

Since seniors are required to submit their portfolios to prospective art schools/colleges by December of their senior year, eleventh graders wanting to further their studies in art should elect to take this course. Assignments are designed to develop portfolio pieces that examine the relationship between drawing and painting, figure and ground, value and balance, and gesture and line. Concentration is on drawing, mark making, and painting techniques. The portfolio is presented as a final examination. Art history from Romanticism through contemporary art is incorporated into most assignments.

ART 4/ADVANCED PLACEMENT (AP) STUDIO ART

No. of Credits: 1 **Grade level:** 12

Prerequisite: 1) Studio-in-Art, 2) Drawing & Sculpture, 3) Portfolio Prep & See Honors/AP Guidelines

This course is designed for highly-motivated students who are seriously interested in the practical experience of art making and who wish to pursue college-level studies while still in high school. Each student will prepare a portfolio reflecting quality, concentration, and breadth that will consist of a minimum of twenty-four formal pieces. (Some of the students' work from Art 3/Drawing & Painting as well as several mandatory summer pieces will be used to fulfill the requirement.) The portfolio will focus on a particular visual interest or problem; and show investigation, growth, and discovery. Portfolios are submitted to the College Board for evaluation in May. *Students may earn college credit from SUNY Farmingdale State College or advanced placement while still in high school.*

ART 4/SENIOR FINE ART STUDIO

No. of credits: 1 **Grade level:** 12

Prerequisite: Successful completion of Art 3/Drawing and Painting

This course is the culmination of the preceding three years. Students advance their skills in studio sessions that encourage experimentation and inventiveness leading to the development of individual style. A survey of Twentieth-century European and American art from Cubism through Pop Art is covered. Each student presents a one-person, end-of-year exhibit showcasing his/her best work.

CERAMICS ELECTIVE

No. of credits: 1 **Grade level:** 11-12

Prerequisite: None

This course can be selected for elective credit if this course will be used as part of a five-unit sequence. Students are introduced to the basic methods of preparing and forming clay so as to develop an understanding of clay as a sculptural and functional three-dimensional medium. Fundamentals of pinch, coil and slab methods; and an introduction to the potter's wheel, to decorating, and to glazing are included in the course.

DIGITAL PHOTOGRAPHY ELECTIVE

No. of credits: 1 **Grade level:** 10-12

Prerequisite: None

This course will explore the art of digital photography. Students will learn the basics of using a digital camera including features, benefits, and differences from traditional photography. Photography techniques such as how to frame an image, exposure, lighting conditions, focus, zoom, and printing will be investigated. This course will include image editing, image enhancement, and basic image production using photo editing programs including Adobe Photoshop.

PRINTMAKING ELECTIVE (MEETS ALTERNATE DAYS)

No. of credits: ½ **Grade level:** 9-12

Prerequisite: None

This course is designed to introduce students to the world of graphic arts, which employ a variety of printmaking techniques. Students will create linoleum blocks, monoprints, intaglio prints, and relief printing. Students will be acquainted with the historical context of these techniques, and how they've impacted society and cultures. The contemporary use of this medium will be discussed and compared to the digital process. This course may be used as part of the art five-credit sequence.

ANIMATION ELECTIVE

No. of credits: 1 **Grade level:** 10-12

Prerequisite: Successful completion of Art 1/Studio-in-Art OR DDP

This course is a beginning production course in which students learn the basic principles of animation, develop visual language, storytelling, observation, and communication skills. Students will explore various styles and methods of animation and digital animation.

COMPUTER GRAPHICS

No. of credits: 1 **Grade level:** 10-12

NEW!

Prerequisite: Successful completion of Art 1/Studio-in-Art OR DDP

This course introduces the computer as an artist's tool. Students will learn how to create in both Adobe Photoshop and Adobe Illustrator. They will have an opportunity to transform themselves into designers, tackling such projects as; logo, album cover, and magazine cover design. Students will also learn aspects of the fine arts, advertising, website design, and photography.

SAMPLING THE ARTS

No. of credits: ½ **Grade level:** 9-12

NEW!

Prerequisite: None

This art elective course will provide you with opportunities to broaden your knowledge in areas you have already explored and introduce you to new methods of creating art. The experiences and media will vary over the course of the school year, ranging from ceramics to digital arts and covering photography, sculpture and mixed media work.

BOCES: CAREER & TECHNICAL EDUCATION

BOCES Career & Technical Education courses are offered as part of career education for secondary-level students. The courses can lead to entry-level employment or post-secondary instruction. Students at the secondary level can begin courses in grades 11 or 12. The length of the available courses ranges from one to two years. There is a cost factor involved in most of the programs which covers the tools, equipment, and uniforms. In order for a student to enroll in BOCES, a meeting should be arranged with a guidance counselor to discuss the program. This should be done early in the student's high school career, as prerequisites are often required.

<http://www.academyli.org/>

THE FOLLOWING STANDARDS MUST BE MET IN ORDER FOR A STUDENT TO ATTEND BOCES:

1. NO STUDENT may be absent 18 or more days during the current 2023-2024 school year.
2. Students must have sufficient credit to be classified as grade 11 (11 credits) or grade 12 (14 credits) in the appropriate chronological year.
3. Current BOCES students may not exceed more than 18 days of absence in their current BOCES program.

Students enrolled in BOCES will be encouraged to participate in all regular district high school activities such as the senior prom and sports. We believe that BOCES' students will be equipped with the skills necessary to be lifelong learners in the 21st Century.

- college and career readiness
- career awareness and planning activities
- articulation agreements/dual enrollment
- 21st-Century skills instruction
- work-based learning experience
- rigorous industry-based curriculum
- leadership skills instruction
- financial management
- community service

2024-25 BOCES application deadline: Monday February 5, 2024

Applications are available in HS Guidance. Please return to the HS Guidance Office ASAP.

LOCATIONS:

Brookhaven Technical Center

350 Martha Avenue
Bellport, NY 11713
Phone: (631) 286-6500

Milliken Technical Center

375 Locust Avenue
Oakdale, NY 11769
Phone: (631) 244-5800

BUSINESS EDUCATION

* Denotes that the course can be used as third unit of credit in mathematics.

Business Education Sequence Requirements

College & Career Prep

Entrepreneurship

PLUS any four credits of the following:

Citizen Law, Fashion Marketing, Personal Finance, Sports & Entertainment Marketing, Virtual Enterprise I and

Virtual Enterprise II

CITIZEN LAW

No. of credits: 1 **Grade level:** 10-12

Prerequisite: None

This course will explore how our justice system is structured and provide students with a comprehensive understanding of the law as it affects them as individuals and as members of society. Students will actively engage in debates involving real-world topics including participation in mock trials. They will research legal concepts and apply them to current legal issues. By exploring these topics, students will obtain the knowledge to make informed decisions and discover career opportunities in the legal field. A field trip to the Riverhead Correctional Facility may enhance this course.

COLLEGE & CAREER PREP

No. of credits: ½ **Grade level:** 10-12

Prerequisite: None

This course will provide students with the opportunity to explore a variety of careers and introduce the competencies needed for success in the workplace including consumer rights and understanding the college-application process. While in this class, students will be encouraged to begin a career plan, apply academic skills to solve real-world problems, and become familiar with the 21st-Century skills that are needed to become successful college students, citizens, employers, and employees. In addition, students will learn about the types of technology that are changing today's workplace and explore state-of-the-art technology.

CYBERSECURITY

No. of credits: 1 **Grade level:** 11-12

NEW!

Prerequisite: Successful completion of Algebra 1 and an introductory computer science course.

Cybersecurity is an exciting, complex, and diverse field that is critical to all industries. As our lives become more dependent on internet-based tools and services, the demand has grown for cybersecurity experts. The Cybersecurity course explores a wide range of fields within Cybersecurity, such as infrastructure, network and internet security, intrusion detection and prevention, information systems strategy and planning, security risk analysis and risk management, information assurance, and cybersecurity infrastructure. **Students will be prepared to take the AP Cybersecurity 1: Networking Fundamentals and the CompTIA Security+ certification exams.**

ENTREPRENEURSHIP

No. of credits: ½ **Grade level:** 10-12

Prerequisite: None

Who wants to be a millionaire? Are you a risk taker? Do you want to be your own boss? You may just want to be the owner of a business! This course will provide students with the opportunity to understand the entrepreneurial process as well as to expose them to the challenges, problems, and issues faced by entrepreneurs who start a new business. Hands-on projects include developing a business while also exploring topics such as forms of business ownership, management, and business plans. Students will also learn how e-commerce is changing our society and develop a company web site using Wix.com and other web tools.

FASHION MARKETING

No. of credits: ½ **Grade level:** 10-12

Prerequisite: None

This course is designed to introduce students to the fashion industry. Focusing on current fashion trends, students will acquire an understanding of fashion terminology, the consumers of fashion, and the specific marketing strategies used to retail fashion in the new millennium. Guest speakers will be invited to provide students with real-world perspectives and experiences.

PERSONAL FINANCE*

No. of credits: 1 **Grade level:** 10-12

Prerequisite: Successful completion of Algebra I Regents

Personal Finance is a one-unit specialized, interdisciplinary business course related to the mathematics learning standards. This course is designed to prepare students for both college-level business programs and to understand the complex financial world they will encounter during their lives. Students will learn essential skills including the financial planning process, budgeting, investment options, insurance, credit, identity theft, maintaining a checking account, preparing bank reconciliations, and concepts related to buying, financing, insuring, and maintaining a vehicle.

SPORTS & ENTERTAINMENT MARKETING

No. of credits: ½ **Grade level:** 10-12

Prerequisite: None

The sports and entertainment industries encompass everything from movies, music, and television to theme parks, resorts, and spectator and recreational sports. Companies have aggressively expanded into a variety of venues and are using entertainment content as well as the sponsorship of sporting events to call attention to their products. This course is designed to introduce the basic functions of marketing and to explore the strategies businesses use to achieve success. Students will explore the sports-and-entertainment marketing mix and apply concepts to create innovative projects.

VIRTUAL ENTERPRISE I

No. of credits: 1 **Grade level:** 11-12

Prerequisite: None

This course will place an emphasis on college and career readiness. VEI is an in-school, live global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st Century skills in entrepreneurship, global business, problem-solving, communication, personal finance, and technology. VEI gives students' a head start on potential careers and helps to develop the in-demand competencies that post-secondary institutions and employers are seeking. Through managing a business, attending trade shows, and competing in local and national competitions, students gain expertise in problem-solving, decision-making, communication, collaboration, technology, and accessing, using and analyzing information. *(OPTIONAL – This course may be taken for SUNY Farmingdale credit. Fee associated.)*

VIRTUAL ENTERPRISE II

No. of credits: 1 **Grade level:** 12

Prerequisite: Successful Completion of Virtual Enterprise I

Virtual Enterprise II will build upon prior knowledge and experience in the Virtual Enterprise I course. This course will place an emphasis on college and career readiness. VEI is an in-school, live global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st Century skills in entrepreneurship, global business, problem-solving, communication, personal finance, and technology. VEI gives students' a head start on potential careers and helps to develop the in-demand competencies that post-secondary institutions and employers are seeking. Through managing a business, attending trade shows, and competing in local and national competitions, students gain expertise in problem-solving, decision-making, communication, collaboration, technology, and accessing, using and analyzing information. *(OPTIONAL – This course may be taken for SUNY Farmingdale credit. Fee associated.)*

COSMETOLOGY

COSMETOLOGY 1

No. of credits: 5* **Grade level:** 11

Prerequisites: None

***Students will earn Career and Financial Management credit during year one of the Cosmetology program.**

This introductory course is a combination of theory and practical instruction. The emphasis is on personal and professional development. The student will learn basic skills in the areas of, hair and scalp care, hair design, haircutting, nail and skin care, sanitation and infection control. This course will provide hours towards qualifying for the New York State Licensing Examination.

COSMETOLOGY 2

No. of credits: 4 **Grade level:** 12

Prerequisites: Successful completion of Cosmetology 1

***Students who successfully complete both year one and year two of the Cosmetology Program may qualify for a NYS CTE designation on their diploma as well as an integrated ELA and science elective credit.**

This advanced course will prepare student to graduate high school with the skills required for competitive job opportunities in the Beauty Industry. The emphasis is on all aspects of hair coloring, hair lightening, chemical restructuring, haircutting, anatomy, advanced nail care, business skills and marketing. The students will gain the experience of working in and managing a salon by offering salon services to other students, staff and the public. This course provides hours towards qualifying for the New York State Licensing Examination.

COMPUTER SCIENCE

* Denotes that the course can be used as third unit of credit in mathematics.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES

No. of credits: 1 **Grade level:** 11-12

Prerequisite: Successful completion of Algebra I

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career readiness.

DISCOVERING COMPUTER SCIENCE (MEETS ALTERNATE DAYS)

No. of credits: ½ **Grade level:** 9-12

Prerequisite: None

Discovering Computer Science students will discover introductory computer science topics with an emphasis on Impacts of Computing, Computational Thinking, Networks & System Design, Cybersecurity, and Digital Literacy. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will study why and how computers work through active creation. They will regularly research, communicate, collaborate, and share information and work. Students will also gain the skills to evaluate technologies, move fluidly between technologies, and understand to act in safe, ethical, legal, and positive ways in online environments.

TOPICS IN COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE*

NEW!

No. of credits: 1 **Grade level:** 9-12

Prerequisite: Successful Completion of Algebra 1 or departmental recommendation

What is ChatGPT? Is it cheating to use ChatGPT to help me write a research paper? If AI can now write code, should I consider being a computer scientist? These questions and many more are currently on the forefront of many minds. This course teaches students important computer programming concepts that enable the use of AI in computer science and society at large. Students learn the implications of AI on society and explore ways AI can be used to optimize and predict information. Attention will be given to how AI is used in gaming, chatbots, and predictive models. Join a growing body of learners who are helping to shape the ever changing world of computer science and artificial intelligence.

ENGLISH

ENGLISH 9H

No. of credits: 1 **Grade Level:** 9

Prerequisite: See Honors/AP Guidelines AND successful completion of English 8

This course will fulfill the ninth grade English requirement in addition to providing the advanced English student an opportunity to learn literacy skills related to English Language Arts at a more challenging intellectual level than the English 9 Regents course. Ninth grade English Honors will include the same key emphases as the Regents-level course but with increased depth of study and literary analysis as well as a more rigorous pace. The course will also offer more strenuous and demanding work while providing additional as well as supplemental reading and writing assignments for enrichment. This course requires extensive higher level reading skills, strong analytical and writing skills, a diligent work ethic, and an individual incentive to work independently. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ENGLISH 9R

No. of credits: 1 **Grade Level:** 9

Prerequisite: Successful completion of English 8

This course fulfills the ninth grade English requirement. A key emphasis of this course includes the development of students' literary analysis skills through the close reading of a rich variety of genres including fiction, non-fiction, poetry, and drama. In addition, the improvement of students' writing skills (particularly in regard to sentence structure, paragraph structure, vocabulary, spelling, and clarity of written expression) will be a key component of study. Writing assignments will require students to use evidence from texts to inform or make an argument. The course is designed to prepare students to read proficiently and independently, as well as to write for a range of tasks, purposes, and audiences. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ENGLISH 10H

No. of credits: 1 **Grade level:** 10

Prerequisite: See Honors/AP Guidelines AND successful completion of English 9R or English 9H

This course will fulfill the tenth grade English requirement in addition to providing the advanced English student an opportunity to learn literacy skills related to English Language Arts at a more challenging intellectual level than the English 10 course. A summer reading assignment is a component of this course. Tenth grade English Honors will include the same major components as the Regents-level course but with increased depth of study and literary analysis, as well as a more rigorous pace. The course will also offer more strenuous and demanding work while providing additional and supplemental reading as well as writing assignments for enrichment. This course requires extensive higher-level reading skills, strong analytical and writing skills, a diligent work ethic, and an individual incentive to work independently. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ENGLISH 10R

No. of credits: 1 **Grade level:** 10

Prerequisite: Successful completion of English 9R

This course fulfills the tenth grade English requirement. Within this course, written expression is devoted to developing the skills necessary to express and support opinion, analysis and description. Emphasis is placed on using evidence from texts to inform or make an argument, as well as to write for a range of tasks, purposes, and audiences. Informational texts are balanced with literary texts to provide students with access to a range of complex reading tasks. Literature is studied by closely examining models of a wide variety of prose and poetic forms. Extensive close reading from a variety of genres is intrinsic to this course as it allows for a thorough review of English grammar, usage, and mechanics. The development of research skills is an additional component of this course. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE & COMPOSITION

No. of credits: 1 **Grade level:** 11

Prerequisite: See Honors/AP Guidelines AND successful completion of English 10R or English 10H PLUS successful completion of a summer assignment

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. **This course will prepare students to take the AP examination, should they so choose**, which will require them to complete multiple-choice questions that test their skills in analyzing the rhetoric of non-fiction prose passages, and write several essays that demonstrates the skills that they have learned in this course. Many colleges will give credit based on the results of this examination. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ENGLISH 11R

No. of credits: 1 **Grade level:** 11

Prerequisite: Successful completion of English 10R

This course fulfills the eleventh grade English requirement and prepares students for the Regents Examination in English Language Arts (Common Core). The course focuses on the study of influential American writers, and students will explore a wide variety of prose and poetic forms. Students will learn to compose lucidly and concisely, and writing assignments are designed to encourage students to use evidence from texts to inform or make an argument, as well as to write for a range of tasks, purposes, and audiences. In addition, students will continue to refine their writing skills through the review of grammar, mechanics, and usage. Extensive close reading from a variety of genres is a significant course requirement. In its entirety, this course is structured to prepare students to successfully complete the Regents Examination in English Language Arts (Common Core) in eleventh grade.

ENGLISH TWELVE COURSE OPTIONS

Seniors must select at least two courses out of the six. (one credit)

- COLLEGE WRITING
 - FILM STUDY
 - JOURNALISM
- MYTHS, LEGENDS, HEROES and SUPERHEROS
- WHO DUNN IT? LITERARY MYSTERIES and SUSPENSE
 - DYSTOPIAN LITERATURE

**** Students taking Advance Placement English Literature and Composition will not be required to select from the courses above. ****

COLLEGE WRITING

No. of credits: ½ **Grade level:** 12

Prerequisite: Successful completion of English 11R or AP English Language and Composition

This course explores the principles of rhetoric and effective expository writing, and the close reading of appropriate texts. Lessons will primarily focus on the organization of written ideas and the development of these ideas through the use of credible and reliable informative texts. Lessons will also focus on matters of writing style, sentence structure, paragraph development, punctuation, and vocabulary. This course is offered for college credit through Suffolk County Community College and thus will follow a college-level syllabus with an emphasis on writing at the college academic level for postsecondary success. Seniors may be able to transfer these earned college credits towards their future college degree in their future college program.

FILM STUDY

No. of credits: ½ **Grade level:** 12

Prerequisite: Successful completion of English 11R or AP English Language and Composition

Storytelling is the most common way that we communicate to one another. Stories told with film have a tremendous influence on our attitudes and perceptions of the world around us. In fact, films may be one of the most powerful tools in modern culture for shaping values and conveying information. By viewing, studying, discussing and writing about film, students develop and demonstrate skills in technological, cultural, and media literacy, as well as critical thinking and problem solving - skills that will serve them well in the real world.

JOURNALISM

No. of credits: ½ **Grade level:** 12

Prerequisite: Successful completion of English 11R or AP English Language and Composition

In this course, students will be introduced to the dynamic and ever-evolving field of journalism. We will begin by studying the history of news reporting and distribution beginning with print journalism in America and move through the modern, digital age of online media. We will assess the skills and information that are essential for reliable, accurate, and independent news reporting. We will also cover the fundamental skills associated with journalistic writing and explore the essential issues facing journalism today. In addition, we will examine the laws, ethics, and fundamentals of news literacy, with a keen focus on the critical thinking skills required for news judgment. This course is offered for college credit through Suffolk County Community College and thus will follow a college-level syllabus with an emphasis on reading and writing at the college academic level for postsecondary success. Seniors may be able to transfer these earned college credits towards their future college degree in their future college program.

MYTHS, LEGENDS, HEROES and SUPERHEROES

No. of credits: ½ **Grade level:** 12

Prerequisite: Successful completion of English 11R or AP English Language and Composition

Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years. Beginning with an overview of mythology and different types of legends, students will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. Students will explore the universality and social significance of myths and legends and see how these powerful tales continue to shape society even today through modern day superheroes. This course will satisfy .5 of your grade 12 ELA requirement.

WHO DUNN IT? LITERARY MYSTERIES and SUSPENSE

No. of credits: ½ **Grade level:** 12

Prerequisites: Successful completion of English 11R or AP English Language and Composition

Great mystery and suspense writers have created some of the most unforgettable stories in all of literature. From Edgar Allan Poe to Agatha Christie, this course will explore the literature of mystery and suspense. Various types of this popular genre will be examined, including short stories, novels and film, with readings and discussion focusing on methods of crime detection, problem solving, and inferencing. In addition, characters made famous by their creators, like Sir Arthur Conan Doyle's Sherlock Holmes, will be analyzed, as will the villains they pursue. Students will read mysteries that range from classics to modern and will also explore the genre through writing of their own.

DYSTOPIAN LITERATURE

No. of credits: ½ **Grade level:** 12

NEW!

Prerequisite: English 11 or AP English Language and Composition

This course explores diverse works of literature broadly described as “dystopian.” Students will investigate dystopian themes in literature and explore how authors from various cultures and time periods have attempted to draw attention to real world issues, specifically regarding the preservation of human dignity in a generally corrupt society. Focusing mainly on novels, short stories, and movies, students will become acquainted with some of the early classics of the genre as well as a variety of contemporary texts across a broad spectrum of sub-genres, such as cyber-punk, historical, and/or existential dystopias, to name a few. This class will serve as a half credit toward senior ELA

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE & COMPOSITION

No. of credits: 1 **Grade level:** 12

Prerequisites: See Honors/AP Guidelines AND successful completion of English 11R or AP English Language & Composition PLUS successful completion of a summer assignment

In this college-level course, students will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a work's structure, style, themes, and literary elements as part of the literary analysis process. They will also read an extensive selection of literature from several genres and periods. Students will reflect on, critique, and discuss the social and historical values of a work. Writing, an integral part of this course, will focus on the critical analysis of literature and will include expository, analytical, and argumentative essays, in-depth response and reaction papers, as well as annotation, free writing, and journaling. Emphasis will be placed on helping students develop stylistic maturity. **This course will prepare students to take the AP examination, should they so choose**, which will require them to answer multiple-choice questions that test their critical reading of selected passages and to write essays analyzing both prose and poetry that will measure their ability to interpret and articulate ideas in a sophisticated and nuanced manner. Many colleges will give credit based on the results of this examination.

ENGLISH ELECTIVES

CREATIVE WRITING

No. of credits: ½ **Grade level:** 10-12

Prerequisite: None

This course is designed to allow students to break from the conventional forms of writing that are emphasized in the traditional English classroom, and to develop their writing talents in the areas of poetry and prose. Students will study traditional and non-traditional poems, short stories, and plays as well as the works of their classmates in peer editing workshops to better understand the elements of their craft, to enhance their own creative process, and to hone their ability to critique and support. Their efforts will culminate in a personal creative writing portfolio, which will count as the final examination that demonstrates their exploration from initial image to completed piece.

DRAMA

No. of credits: 1 **Grade level:** 9-12

Prerequisite: None

This theater arts course focuses on the reading, analysis, and performance of short stories, plays, and other dramatic works of literature. Over the year, students will practice the arts of voice acting, physical acting, blocking, and set design. This is a beginner's course – no experience with acting of theater is necessary! This course satisfies the one credit art/music/drama requirement for graduation.

GREAT BOOKS

No. of credits: ½ **Grade level:** 9-12

Prerequisite: None

Great Books is a class in which students will engage with a wide variety of novels spanning from the early modern era to the present and encompassing authors from around the world. The primary objective is to cultivate a life-long appreciation of the uniquely *literary* imagination of other people and places through fiction. En route, the class will sharpen analytical and communication skills—empowering students to think critically as well as creatively about artistic technique and convention. The overriding goal of the class is to provide a general introduction to fiction, including an examination of major literary movements, periods, techniques, and genres.

WOMEN'S LITERATURE

No. of credits: ½ **Grade level:** 10-12

Prerequisite: Successful Completion of English 9R/9H

This course explores the ways in which women have forged their identities within the domestic realm both by conforming to societal expectations and rejecting them. In particular, students will examine multiple interpretations of "power," "strength," and "liberation" as they have been defined by women throughout history. Primary materials will be literary texts, notably the novel and short story, but also poetry and film. By looking at the lives of individual literary heroines, students consider the ways women have had to negotiate between socioeconomic status and romantic love, ambition and community, self-fulfillment and self-sacrifice.

ADVANCED PLACEMENT CAPSTONE SEMINAR

No. of credits: 1 **Grade level:** 10-12

Prerequisite: None

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.

Students who begin in grade 12 will not be eligible for the Capstone Diploma.

ADVANCED PLACEMENT RESEARCH

NEW!

No. of credits: 1 **Grade level:** 11-12

Prerequisite: AP Capstone Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

FILM AND TELEVISION DEVELOPMENT-WRITING FOR CINEMA AND COMMERCIALS

No. of credits: ½ **Grade level:** 9-12

Prerequisite: None

This course will introduce students to the art and potential career of writing in the commercial industry. Students will explore current works that have been made into productions in the film and television along with the creative process. Students will also engage in individual creating writing for movies, television and commercials.

CREATE YOUR OWN! GRAPHIC NOVELS, COMIC BOOKS AND CHILDREN BOOKS

NEW!

No. of credits: ½ **Grade level:** 11-12

Prerequisite: None

This elective class explores the creation of original graphic novels, comic books, and children's books. This half-year course explores concepts from big-budget superheroes to critically acclaimed dramas, many of pop culture's most entertaining stories originated from comic books and graphic novels. Through their unique marriage of words and pictures, comics can be a magical yet accessible form of expression. This course provides a comprehensive introduction to the craft of writing and creating comics, children's books, and graphic novels. This course will serve as elective credit only.

MATHEMATICS

*Denotes that the course can be used as third unit of credit in mathematics.

Mathematics Sequences for Honors Students:

Geometry Honors

Algebra II Honors

AP Pre-Calculus

AP Calculus AB OR AP Statistics

Mathematics Sequences for Advanced Regents/Regents Level Students:

Algebra I with Lab

Geometry with Lab

Algebra II with Lab

College Algebra, Pre-Calculus, Calculus OR AP Statistics

ALGEBRA 1 WITH LAB

No. of credits: 1 **Grade level:** 9

Prerequisite: Successful completion of NYS Grade 8 Mathematics

This course is the first of a three-course sequence designed to formalize and extend the mathematics that students learned in the middle grades. Following the NYS Next Generation Algebra 1 curriculum, this course focuses on critical areas that deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will use quantitative reasoning, solve linear and exponential equations, explore functions, and use graphical representations and knowledge of the context to make judgments. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. This course includes a lab component, which will meet during a consecutive period every other day for the full school year. The lab portion of this course is designed to provide additional instructional time during which students will apply knowledge of the content utilizing multiple methods, thus providing students with a deeper understanding of the content. Students will be required to pass the New York State Algebra 1 Regents Examination to receive a high school diploma.

GEOMETRY WITH LAB

No. of credits: 1 **Grade level:** 10

Prerequisite: Algebra 1

This course is the second of a three-course sequence designed for students who have mastered the math skills and concepts required for success in high school mathematics. Following the NYS Next Generation Geometry curriculum, this course integrates the study of transformations, rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments, among other topics. This course will assist students in developing skills and processes to be applied to exploring geometric situations and relationships, moving toward formal mathematical arguments. Students will prove theorems about lines, angles, triangles and parallelograms. They will make formal geometric constructions with a variety of tools and methods. This course includes a lab component, which will meet during a consecutive period every other day for the full school year. The lab portion of this course is designed to provide additional instructional time during which students will apply knowledge of the content utilizing multiple methods, thus providing students with a deeper understanding of the content. Students will be required to take the New York State Geometry Regents Examination.

GEOMETRY HONORS

No. of credits: 1 **Grade level:** 9-10

Prerequisite: See Honors/AP Guidelines AND successful completion of Algebra 1

This course is the second of a three-course sequence designed for students who have mastered the math skills and concepts required for success in high school mathematics. Following the NYS Next Generation Geometry curriculum, this course integrates the study of transformations, rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments, among other topics. This course will assist students in developing skills and processes to be applied to exploring geometric situations and relationships, moving toward formal mathematical arguments. Students will prove theorems about lines, angles, triangles and parallelograms. They will make formal geometric constructions with a variety of tools and methods. This course will also offer more strenuous and demanding work while providing opportunities for enrichment in each topic. Students will be required to take the New York State Geometry Regents Examination.

ALGEBRA II WITH LAB

No. of credits: 1 **Grade level:** 10-11

Prerequisite: Successful completion of Geometry

This course is the third of a three-course sequence designed for students who have mastered the math skills and concepts in Geometry. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, rational, radical and trigonometric functions. The course will cover expressions that define the functions, model situations and solve equations, including quadratic equations over the set of complex numbers and exponential equations using the properties of logarithms. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. This course includes a lab component, which will meet during a consecutive period every other day for the full school year. The lab portion of this course is designed to provide additional instructional time during which students will apply knowledge of the content utilizing multiple methods, thus providing students with a deeper understanding of the content. All students will be required to take the New York State Algebra II Regents Examination at the conclusion of this course in June.

ALGEBRA II HONORS

No. of credits: 1 **Grade level:** 10-11

Prerequisite: See Honors/AP Guidelines AND successful completion of Geometry or Geometry H

This course is the third of a three-course sequence designed for students who have mastered the math skills and concepts in Geometry Honors. This course will follow the same curriculum and topics covered in Algebra II but with more detail and a more rigorous pace. The course will also offer more strenuous and demanding work while providing opportunities for enrichment in each topic. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, rational, radical and trigonometric functions. The course will cover expressions that define the functions, model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Students will be required to take the New York State Algebra II Regents Examination.

ADVANCED PLACEMENT (AP) PRE-CALCULUS

No. of credits: 1 **Grade level:** 11-12

Prerequisite: See Honors/AP Guidelines AND successful completion of Algebra II OR Algebra II Honors

AP Pre-Calculus will include a formal study of mathematical functions, logarithmic theory and techniques of factoring. In this course, students will apply technology model real-world data, explore multiple representations, master symbolic manipulation and problem-solving skills, and engage with functions dynamically as a means of understanding our ever-changing world. The course will follow a high-intensity curriculum with a rigorous pace in order to help students develop the mathematics skills and foundations needed to pursue upper-level mathematics classes. Some of the topics that will be covered are polynomial, rational, exponential, logarithmic, trigonometric and polar functions, limits, and an introduction to derivatives. **Students have the option of taking the AP Examination BUT must take a final examination.**

PRE-CALCULUS

No. of credits: 1 **Grade level:** 11-12

Prerequisite: Successful completion of Algebra II

This is a rigorous three-part course of study whose topics include solid geometry, advanced algebra, and modern algebra. It is recommended for the exceptional math student who plans to take calculus in high school or in college. Students will be required to take a final examination.

COLLEGE ALGEBRA

No. of credits: 1 **Grade level:** 11-12

Prerequisite: Successful completion of Algebra II

This course is designed for students who would like to continue their education in secondary mathematics and prepare for the mathematics they are most likely to encounter at the college level. Selected topics including advanced algebra, trigonometry, and modern algebra will be studied at a moderate pace. Students will be required to take a final examination.

CALCULUS

No. of Credits: 1 **Grade level:** 12

Prerequisite: Successful completion of Pre-Calculus

This course is designed to prepare our seniors for college level mathematics. Topics include limits, differential and integral calculus, functions and analytic geometry. This course does not prepare students for the Advanced Placement Examination in Calculus. Students will be required to take a final examination at the conclusion of this course.

ADVANCED PLACEMENT (AP) CALCULUS AB

No: of Credits: 1 **Grade Level:** 12

Prerequisite: See Honors/AP Guidelines AND successful completion of AP Pre-Calculus OR Pre-Calculus

AP Calculus AB consists of a full high-school academic year of work that is comparable to a calculus course in colleges and universities. This course is primarily concerned with developing the students' understanding of the concepts of calculus, and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. Topics of study will include functions, graphs, limits, derivatives, and integrals. Students may earn college credit from SUNY Farmingdale State College or advanced placement while still in high school. **Students have the option of taking the AP Examination BUT must take a final examination.**

ADVANCED PLACEMENT (AP) STATISTICS

No: of Credits: 1 **Grade Level:** 11-12

Prerequisite: See Honors/AP Guidelines AND successful completion of Algebra II R/H

AP Statistics consists of a full high-school academic year of work that is equivalent to an introductory, non-calculus based college course in statistics. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: describing patterns and departures from patterns
2. Sampling and Experimentation: planning and conducting a study
3. Anticipating Patterns: exploring random phenomena using probability and simulation
4. Statistical Inference: estimating population parameters and testing hypotheses

Students have the option of taking the AP Examination BUT must take a final examination.

STATISTICS*

No: of Credits: 1 **Grade Level:** 11-12

Prerequisite: Successful Completion of Algebra 1 and Geometry

This course will provide an exploration of statistical analyses and their applications. Students will investigate statistical patterns and relationships specific to a variety of disciplines, including business and the sciences. Students will also use a variety of approaches to represent data and articulate conclusions related to statistical information. A graphing calculator and computer technology will be used as a tool to deepen the student's understanding of statistical process.

MUSIC

BAND

No. of credits: 1 **Grade level:** 9-12
Prerequisite: Previous experience on a wind or percussion instrument
Enrollment is selective and based upon an audition.

Band is a course that primarily deals with the instrumental study of sound. Various genres of large and small ensemble music are used to develop individual skills, general musicianship, and a critical and developing appreciation of music. A unit on precision marching is also taught each year. Study in marching band techniques makes up the first two months of work in band.

CHORUS

No. of credits: 1 **Grade level:** 9-12
Prerequisite: Previous experience
Enrollment is selective and based upon an audition.

This course is geared toward the performance of choral masterworks. The fundamentals of aesthetic comprehension and proper voice production are stressed. Chorus membership provides opportunity for extra-curricular involvement in the jazz choir, Broadway musicals, and solo work.

ORCHESTRA

No. of credits: 1 **Grade level:** 9-12
Prerequisite: Previous experience on a string instrument
Enrollment is selective and based upon an audition.

Orchestra is a course that deals primarily with the instrumental study of sound. Various genres of large and small ensemble music are used to develop individual skills, general musicianship, and a critical and developing appreciation of music.

ADVANCED PLACEMENT (AP) MUSIC THEORY

No. of credits: 1 **Grade level:** 11-12
Prerequisite: See Honors/AP Guidelines AND successful completion of a theory entrance examination as well as two-year experience in a major performing group and a recommendation from your current music teacher.

The Advanced Placement (AP) Music Theory course enables highly-motivated students to engage in college-level work in the areas of reading and analyzing notated music as well as aural training. Particular emphasis will be placed upon developing listening skills as well as aural skills; knowledge of rhythm, melody, harmony, and other compositional devices as well as score writing. The successful student will be endowed with the skills necessary to function intelligently in any musical situation. The work of the course will emphasize preparation for the Advanced Placement Music Theory Examination. **Students have the option of taking the AP Examination.**

MUSIC HISTORY

No. of credits: 1 **Grade level:** 10-12
Prerequisite: None

A survey of Western music in many genres, with emphasis on listening. Students will study Eras in music that include Renaissance, Baroque, Classical, Romantic and 20th Century. Composers whose work is studied include Vivaldi, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Brahms, Debussy, Stravinsky, Bartok, Ives, Webern and Bernstein.

ACTING/THEATER I (MEETS ALTERNATE DAYS)

No. of credits: ½ **Grade level:** 9-12
Prerequisite: None

Acting I offers students experience in various phases of drama including oral interpretation, acting and play production. Students will study the basic techniques needed to create a character, physical acting, improvisation, script analysis and stage work. In addition, students will work individually and in groups selecting, rehearsing, and performing scenes from plays. Students experience theatre as actors and directors.

PROJECT BASE LEARNING IN THEATER LEVEL II

NEW!

No. of credits: ½ **Grade level:** 10-12

Prerequisite: Acting/Theater I

This course is for the students who have taken PBL level I (currently identified as “Acting/Theater” in the course catalog). Through Student-Centered learning, students will direct, produce, and act in their own performance. Students learn to select, organize, and mount formal and informal staged productions by exploring the roles of director and stage manager. Students focus on the effect of the director’s concept on the production, vocabulary and principles of the various elements, techniques used to create an effective theater work, and basic knowledge of staging. Public performances may serve as a culmination of specific instructional goals.

JAZZ ENSEMBLE

NEW!

No. of credits: 1 **Grade level:** 9-12

Prerequisite: Performing Ensemble of Instructor Approval

This class will prepare students to perform as a part of the Rocky Point Jazz Band. No prior experience in jazz is necessary but experience on a jazz instrument is required (or instructor approval.) This class will serve as introduction to the rich history of jazz music, one of the most patriotic forms of American music, which has deep historical implications. Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form. Emphasis will be placed on rudimentary improvisational skills, creativity, a sense of personal accountability, and musicianship as well as performance techniques. Members will study and perform different forms of music including jazz, funk, and blues. Each student is expected to show musical and technical growth through participation in this ensemble. Public and outside of school day performances are a requirement of the course. Jazz Ensemble is a class that can only be taken in addition to, not in place of, a major ensemble (band/orchestra/chorus) unless approved by the instructor and music chairperson.

PHYSICAL EDUCATION

ATTENDANCE: All students are required to take a Physical Education program of instruction under New York State Law (Section 805:5204), which requires attendance and active participation. For each year of successful completion, the student will earn ½ credits, thus accumulating 2 credits over the four years. The intramural and interscholastic programs, which are of great value to each student, are offered on a voluntary basis.

MEDICAL EXCLUSIONS: Students may be medically excused from class for one day with a note from a parent or the school nurse. A doctor must request any extended exclusions. When an extended exclusion exists, students will be required to complete written assignments in order to meet their physical-education requirements. When a student is placed in the medical program, he/she receives a grade based upon written work.

DRESS: Due to the nature of physical-education activities, proper clothing is an absolute necessity. To be properly prepared for class, a student should wear gym shorts, t-shirt, socks, and sneakers. A warm-up or sweat suit may be worn in place of shorts and a t-shirt.

PHYSICAL FITNESS: Each student will be given a physical-fitness test. The test--administered and developed by the physical education staff--will be given in the fall and the spring. This test will be used to evaluate the student's level of fitness from year to year. The test will also be used to determine our top achievers, whose names will be posted on the fitness boards in the gym.

ACTIVITIES: The following activities are some of the units that may be included in the class.

aerobics	archery	badminton	basketball
European handball	flag football	fencing	field hockey
golf	handball	jogging	lacrosse
floor hockey	orienteering	recreational sports	soccer
indoor soccer	softball	step aerobics	pickle ball
tennis	volleyball	walking	weight training
wellness/fitness	yoga		

HEALTH AND WELLNESS

No. of credits: ½ **Grade level:** 11-12

Prerequisite: None

This class will focus on lifetime fitness activities with very few "competitive team" activities. If you are not the type to engage in highly competitive team sports, then this is the class for you! Most of the competition will come from within as you will challenge yourself to improve your overall fitness and wellness. There will be some written work as well as a project to develop your own fitness program. Some of the units that might be included: weight training, fitness walking, stress reduction, tennis, aerobics, volleyball, body sculpting, orienteering, pickle ball and more. (Full Year/Alternating Days)

STRENGTH AND CONDITIONING

No. of credits: ½ **Grade level:** 11-12

Prerequisite: None

Students will be able to develop an understanding of fitness concepts and design personal fitness programs. Through the course, students will gain knowledge and skills needed to develop a lifelong pattern of physical activity. By the end of the year students will improve their knowledge and physical fitness levels through aerobics, cardiovascular fitness, circuit training, weight training, nutrition and other activities.

SPORTS MEDICINE ELECTIVE (MEETS ALTERNATE DAYS)

No. of credits: ½ **Grade level:** 11-12

Prerequisite: None

Sports Medicine is open to junior and senior students who have completed their high school health course and are planning to pursue a career in the fields of medicine, athletic training, exercise physiology, science, health education, dance, recreation and physical education. Through lecture and active laboratory activities, the emphasis of this course will be on athletic training and sports medicine concepts. Sports Medicine will cover injury prevention and treatment of injuries, athletic performance enhancement, elements of anatomy and physiology, sports specific nutrition, and first aid. Students will become proficient in CPR, Adult, Child, Infant CPR/AED, epi-pen administration, basic first aid and athletic taping techniques.

HEALTH

HEALTH II (MEETS ALTERNATE DAYS OR ½ YEAR)

No. of credits: ½ **Grade level:** 10-12

Prerequisite: None

Basic studies include areas of personality, mental illness, tobacco, drugs and alcohol, disease, environmental problems, and family living. This course is required of all students for graduation.

SCIENCE

Science Sequences for Honors Students:

- Earth Science H
- Chemistry H
- AP/Regents Physics AND/OR AP Biology, AP Chemistry, AP Environmental Science
- AP Science (AP Biology, AP Chemistry, AP Physics 1 OR AP Environmental Science) AND/OR Science Elective (Forensic Science, Human Anatomy & Physiology, etc.)

Science Sequences for Advanced Regents/Regents Level Students:

- Regents Living Environment
- Regents Earth Science
- Regents Chemistry OR General Chemistry OR Marine Science
- Regents Physics OR Forensic Science OR Human Anatomy & Physiology OR AP Biology OR AP Chemistry OR AP Physics OR AP Environmental

LIVING ENVIRONMENT REGENTS

No. of credits: 1 **Grade level:** 9

Prerequisite: Successful completion of 8th grade physical science

This course is based on the New York State Living Environment Core Curriculum.

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Living Environment Regents Examination will be the comprehensive final examination. Classes meet seven/eight periods per week on alternate weeks for the full year.

ADVANCED PLACEMENT (AP) BIOLOGY

No. Of Credits: 1 **Grade level** 11 - 12

Prerequisites: See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Chemistry, Algebra I, AND Geometry Regents Examinations. AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular process - energy and communication, genetics, information transfer, ecology, and interactions. This course has an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. The course meets seven/eight periods per week on alternate weeks for the full year. **Students have the option of taking the AP Examination BUT are required to take a final examination.**

EARTH SCIENCE HONORS

No. of credits: 1 **Grade level:** 9-10

Prerequisites: See Honors/AP Guidelines AND successful completion of Living Environment Regents Examination

This course is based on the New York State Earth Science Core Curriculum. The Physical Setting/Earth Science *Honors* course of study is designed for students who can learn at an accelerated pace. The course focus encourages students to understand the processes of change in earth and space through first-hand observation and inference. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Earth Science Regents will be the comprehensive final examination. This course meets seven/eight periods per week on alternate weeks for the full year.

EARTH SCIENCE REGENTS

No. of credits: 1 **Grade level:** 10-12

Prerequisites: Successful completion of Living Environment Regents Examination

This course is based on the New York State Earth Science Core Curriculum. The course focus encourages students to understand the processes of change in earth and space through first-hand observation and inference. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Earth Science Regents will be the comprehensive final examination. This course meets seven/eight periods per week on alternate weeks for the full year.

ADVANCED PLACEMENT (AP) CHEMISTRY

No. of Credits: 1 **Grade level:** 11-12

Prerequisites: See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Chemistry, Algebra I, Geometry, AND Algebra II Regents Examinations

The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces, and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based. The course meets seven/eight periods per week on alternate weeks for the full year. **Students have the option of taking the AP Examination BUT must take a final examination.**

CHEMISTRY HONORS

No. of Credits: 1 **Grade level:** 10-11

Prerequisite: See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Algebra I, AND Geometry Regents Examinations

This course is based on the New York State Chemistry Core Curriculum. The Honors Chemistry course is designed to provide the advanced science student with an opportunity to learn chemistry at a higher level than the Regent's chemistry course. This course is recommended for students wishing to take AP chemistry, and continue their science education into college. The honors chemistry course follows the Regent's curriculum, moving at a faster pace, providing a more in depth coverage of the topics. The course offers opportunity for enrichment through the use of advanced math concepts and laboratory work. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Chemistry Regents will be the comprehensive final examination. This course meets seven/eight periods per week on alternate weeks for the full year.

CHEMISTRY REGENTS

No. of credits: 1 **Grade level:** 10-12

Prerequisite: Successful completion of Living Environment, Earth Science, Algebra I, AND Geometry Regents Examinations

This course is based on the New York State Chemistry Core Curriculum. This course provides students with the opportunity to engage in studies dealing with matter and its phases, energy, atomic structure, radioactivity, chemical bonding, the periodic table, acids and bases, and the mathematics of chemistry. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Chemistry Regents will be the comprehensive final examination. This course meets seven/eight periods per week on alternate weeks for the full year.

GENERAL CHEMISTRY

No. of credits: 1 **Grade level:** 11-12

Prerequisites: Successful completion of Living Environment, Earth Science, AND Algebra I Regents Examinations

This course provides students with a simpler understanding of chemistry. Studies focus on chemical properties of various substances, classes of matter, atomic structure, the periodic table, chemical analysis, organic chemistry, environmental pollution, and chemistry in the home. Students will be involved in a variety of laboratory investigations and will take a final examination in June. This course meets five periods per week for the full year.

ADVANCED PLACEMENT (AP) PHYSICS 1

No. of credits: 1 **Grade level:** 11-12

Prerequisites: See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Chemistry, Algebra I, Geometry. Students are to be concurrently enrolled in Algebra II or successfully completed the course.

This course is equivalent to the **first semester of a typical introductory, algebra-based physics course.**

Topics that will be covered are; Newtonian mechanics, work, energy, power, mechanical waves and sound. With also an introduction to simple electric circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Twenty-five percent of the instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. These investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course meets seven/eight periods per week on alternate weeks for the full year.

Students have the option of taking the AP Examination BUT must take the New York State Physics Regents as their comprehensive final examination. *Students who previously took the New York State Physics Regents exam after completion of the Physics Regents course will not have to re-take it.*

PHYSICS REGENTS

No. of credits: 1 **Grade level:** 11-12

Prerequisites: Successful completion of Living Environment, Earth Science, Chemistry, Algebra I AND Geometry Regents Examinations

This course is based on the New York State Physical Settings/Physics Core Curriculum. It provides students with the opportunity to study theory and the practical aspects of physical laws. Topics covered in the study of physics include force, work, energy, wave phenomena, light, electricity, magnetism, and atomic and nuclear physics. Students enrolled in this course must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. The New York State Physics Regents will be the comprehensive final examination. The course meets seven/eight periods per week on alternate weeks for the full year.

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE

No. of credits: 1 **Grade level:** 11-12

Prerequisites: See Honors/AP Guidelines AND successful completion of Living Environment, Earth Science, Chemistry and Algebra I examinations.

This course is designed to be the equivalent of a one semester, introductory college course in environmental science. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made, and will examine alternative solutions for resolving and/or preventing them. This course includes a **strong** laboratory and field investigation component. The laboratory and field investigations will allow students to learn about the environment through first hand observation. Students will have the opportunity during the laboratory and field experiences to test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of confounding variables that exist in the “real world.” This course meets seven/eight periods per week on alternate weeks for the full school year. **Colleges may require students to present their laboratory materials before granting college credit for the laboratory, so students are encouraged to retain their laboratory notebooks, reports and other materials.**

Students have the option of taking the AP examination BUT must take a final examination and/or submit a formal written laboratory report at the end of this course.

MARINE SCIENCE

No. of credits: 1 **Grade level:** 11-12

Prerequisite: Successful completion of Living Environment AND Earth Science Regents Examinations

This course will focus on specific aspects of the salt-water ecosystem: the ocean (currents, bottom features, and waves), erosion caused by ocean storms, and currents. It will also focus on fresh-water ecosystems including lakes, rivers, streams, and groundwater. Laboratory activities will encompass many aspects of marine science from analyzing ecosystems to the dissection of multiple marine species. Students will be required to take a final examination. This course meets five periods per week for the full year.

METEOROLOGY (MEETS ALTERNATE DAYS)

No. of credits: ½ **Grade level:** 11-12

Prerequisite: Successful completion of Living Environment AND Earth Science Regents

In this course, students will explore the science of the atmosphere and the challenges that weather forecasters have in analyzing the dynamics of the atmosphere. Specific topics will include history of meteorology, makeup of the atmosphere, synoptic weather forecasting, climate, severe weather emergency preparedness, local historic storms, challenges Long Islanders would face if they were to reoccur today, and forensic meteorology. As part of this course, students will have the opportunity to become certified Skywarn Storm Spotters affiliated with the Weather Forecasting Office (WFO) of Upton, NY at Brookhaven National Laboratory.

FORENSIC SCIENCE

No. of credits: 1 **Grade level:** 11-12

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

This course will focus on the application of scientific methods, crime, and law. The course curriculum will include the history of forensics, the law, evidence, crime-scene analysis, fingerprinting, and hair/fiber analysis among other topics. This course is intended to provide an introduction to forensic science, the methods in which it is carried out, and the processes applicable to crime detection and analysis. Emphasis will be placed upon the evaluation and techniques used to solve crimes. Laboratory exercises include forensic investigation of crime scenes. Students must complete and participate in a final project, and take a final examination.

HUMAN ANATOMY AND PHYSIOLOGY

No. of credits: 1 **Grade level:** 11-12

Prerequisite: Successful Completion of Living Environment, Earth Science and Regents/General Chemistry.

This course will explore the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. An emphasis is placed on the interrelatedness of human body systems, as well as developments in science that directly relate to the fields of anatomy and physiology. This course is recommended for those interested in pursuing a career in the health sciences. This course involves dissections. Students are expected to participate in and complete various dissections as a requirement of the course.

ASTRONOMY (MEETS ALTERNATE DAYS)

No. of credits: ½ **Grade level:** 11-12

Prerequisite: Successful Completion of Living Environment and Earth Science.

In this course, students will study each planet within our solar system. In addition, students take part in studying The Heliocentric Theory of the Solar System. The course will also cover the phases of the moon and their effects on the Earth's tides. There will be an investigation of the relationship between star color, temperature, apparent size and luminosity. Students will also learn how to use various telescopes to view planets and stars during class when possible. A final examination will be given at the culmination of the course.

EXPLORATIONS IN SCIENCE RESEARCH (MEETS ALTERNATE DAYS)

No. of credits: 1/2 **Grade level:** 9-12

Prerequisite: None; only highly motivated students are encouraged to take this course

In this course, students will develop skills needed to conduct independent science research, including literature reviews, hypothesis formation, experimental design, data collection and analysis, laboratory techniques related to a variety of science disciplines, statistical analysis, and oral and visual presentation techniques. Students will explore science techniques related to a variety of science subjects and their own interests. Students will work individually and in teams to explore research topics under the direct supervision of the teacher. Students will demonstrate their proficiency by successfully conducting research investigations using a variety of research techniques. Students may be asked to present their research findings at the high school science symposium prior to the end of the school year. Substantial work outside of class is required. *This course is a prerequisite for Honors Science Research Explorations.*

HONORS SCIENCE RESEARCH EXPLORATIONS (MEETS ALTERNATE DAYS)

No. of credits: 1/2 **Grade level:** 10-12

Prerequisite: Explorations in Science Research or departmental approval

This course enables students to further develop skills needed to conduct independent science research, including literature reviews, hypothesis formation, experimental design, data collection and analysis, and oral and visual presentation techniques. Motivation, enthusiasm and dedication are essential for success in pursuing an in-depth research project. Students will be responsible for locating, communicating with, and working in conjunction with a mentor (research scientists/professionals within their field of research such as the life sciences, physical sciences, engineering, psychology and the social sciences). All students are expected to enter their research projects into local, regional, national, and/or international scientific competitions. Students will use the same professional methods employed by scientists, developing poster and oral presentations. A formal research paper will be written. All students will present their research projects at the high school science symposium prior to the end of the school year. Substantial work outside of class is required and summer reading will be assigned.

SOCIAL STUDIES

Social Studies Sequence for Honors Level Students:

Introduction to World History 9H, AP World History, AP US History & Government, AP Micro and Macro Economics, AND AP Comparative and US Government

Social Studies Sequence for Regents Level Students:

Global History 9R, Global History 10R, US History 11R, Economics, AND Government

Electives:

AP Psychology, Criminal Justice, Psychology, History, Economics & Sociology of Sports, True Crimes, World Cultures & Travel, History Through Pop Culture, History, Heroes & Villains and Perspective, Mindset & Critical Thinking

GLOBAL HISTORY & GEOGRAPHY 9H

No. of credits: 1 Grade level: 9

Prerequisite: See Honors/AP Guidelines AND successful completion of United States & New York State History 8

This honors class is the recommended prerequisite to AP World History. Students are prepared in accordance with the New York State mandates for the Regents Examination in Global History and Geography that is to be taken in grade 10. This course also instructs students in the introductory units for the AP World History course that is offered in grade 10. Students must have strong writing skills, enjoy challenging material, and be willing to devote additional time to a course that starts them on the road to the AP Program and college study.

GLOBAL HISTORY & GEOGRAPHY 9R

No. of credits: 1 Grade level: 9

Prerequisite: Successful completion of United States & New York State History 8

Through the study of early river settlements, world empires, and regional civilizations, Global History & Geography 9 offers students an historical, cultural, and geographical overview of the ancient and pre-modern world. This course concentrates on historical developments, continuity, change, diversity, and global interaction. Politics, social structure, religion, value systems, economics, and technological issues are compared, contrasted, and discussed throughout the course.

ADVANCED PLACEMENT (AP) WORLD HISTORY; MODERN COURSE

No. of credits: 1 Grade level: 10

Prerequisite: See Honors/AP Guidelines AND successful completion of Global Studies 9R/H

The **AP World History: Modern** course will begin in 1200 CE. The purpose of AP World History is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective, factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks as well as their causes and consequences, and comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity. Specific themes provide further organization along with consistent attention to contacts among societies that form the core of world history as a field of study.

AP World History offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly-integrated whole. AP World History offers an approach that lets students do history by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. The course offers balanced, global coverage of Africa, the Americas, Asia, and Europe

Students have the option of taking the AP Examination BUT must take the New York State Global History and Geography Regents Examination.

GLOBAL HISTORY & GEOGRAPHY 10R

No. of credits: 1 Grade level: 10

Prerequisite: Successful completion of Global History & Geography 9R

Global History & Geography 10 is a survey of political, economic, social, and intellectual trends from the Enlightenment to the modern era. The areas studied include Europe, Africa, Asia, Latin America, and the Caribbean, with an emphasis on the concept of cultural interaction.

Students are required to take the New York State Global History and Geography Regents Examination.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY & GOVERNMENT

No. of credits: 1 Grade level: 11-12

Prerequisites: See Honors/AP Guidelines and successful completion of AP World History OR Global History & Geography 10R

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 should 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 thus develops 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. It provides for a broad-survey course with extensive coverage and readings on a variety of topics in specific fields such as economic history, cultural and intellectual history, and social history in addition to political-constitutional and diplomatic history. Instruction in factual knowledge and the development of critical analytic skills will both be evident in the course. The aim of this course is to provide students with a learning experience that is equivalent to that obtained in most college introductory U.S. History courses.

Students have the option of taking the AP Examination BUT are required to take the New York State U.S. History and Government Regents Examination.

UNITED STATES HISTORY & GOVERNMENT 11R

No. of credits: 1 Grade level: 11

Prerequisite: Successful completion of Global History & Geography 10

The U.S. History and Government course explores the development of a democratic government in the United States. Considerable emphasis is given to the Constitution and its foundations, structure, and function. Important constitutional issues are highlighted in relationship to events in history. The historical emphasis is on the development of the United States since Colonization to the role of the United States as a significant world power.

Students are required to take the New York State U. S. History and Government Regents Examination.

ADVANCED PLACEMENT (AP) MICROECONOMICS/MACROECONOMICS

No. of credits: 1 Grade level: 12

Prerequisite: See Honors/AP Guidelines AND Successful completion of United States History & Government

The full-year AP Economics Program offers two separate examinations in economics: one in microeconomics and one in macroeconomics. The purpose of the segment in AP Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

The purpose of the segment in AP Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures.

Students have the option of taking either the AP Examination in Microeconomics and/or the AP Examination in Macroeconomics.

AP COMPARITIVE GOVERNMENT & POLITICS / UNITED STATES GOV'T & POLITICS

No. of credits: 1 **Grade level:** 12

Prerequisite: See Honors/AP Guidelines AND Successful completion of United States History & Government

The full-year AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Careful comparison of political systems produces useful knowledge about the policies countries have effectively initiated to address problems, or, indeed, what they have done to make things worse. We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and others not? Why do many democracies have prime ministers instead of presidents?

Students have the option of taking either the AP Examination in Comparative Government & Politics and/or the AP Examination in United States Government & Politics.

SURVEY OF ECONOMICS (Social Studies 12)

No. of credits: ½ **Grade level:** 12

Prerequisite: None

This one-semester course emphasizes economics and economic decision-making. The course includes the basic economic concepts and understandings which all persons will need to understand in order to function effectively and intelligently as citizens and participants in the national and world economies. The course emphasizes a rational decision-making process that can be applied to all economic decisions. Financial literacy is emphasized as students explore concepts in banking, credit, budgets, and taxes.

PARTICIPATION IN GOVERNMENT (Social Studies 12)

No of credits: ½ **Grade level:** 12

Prerequisite: None

This one-semester course emphasizes the interaction between citizens and government at all levels: local, state, and federal. The goal of this course is to encourage students to understand the democratic process as it is used by the United States Government. A comprehensive civics education is the cornerstone of this government course in which students will learn to actively participate as productive citizens.

ADVANCED PLACEMENT (AP) PSYCHOLOGY

No. of credits: 1 **Grade level:** 12

Prerequisite: See Honors/AP Guidelines AND successful completion of Living Environment and Global History I & II.

Advanced Placement Psychology is intended for students who desire a college level course. It introduces students to a full range of psychological insights, and includes such topics as personality theory and assessment, intelligence, learning and memory, motivation and emotion, sensation and perception, developmental psychology, psychological disorders and psychotherapy. Some of the individuals studied include Sigmund Freud, Carl Jung, B.F. Skinner, Jean Piaget, and Erik Erikson. Students have the opportunity to perform research and conduct experiments. Students may be expected to utilize technology in a number of ways to satisfy course requirements. In addition, this course will focus on the teaching and learning needs for the 21st century, highlighting core skills such as critical thinking and problem solving, creativity and innovation, communication, initiative and self-direction, collaboration, and information and media literacy. The integration of these 21st century skills will assist students to become effective and productive citizens. THIS COURSE MAY COVER SENSITIVE MATERIAL AND VARIED PERSPECTIVES AND PHILOSOPHIES.

Students have the option of taking the AP Examination in AP Psychology.

CRIMINAL JUSTICE

No. of credits: ½ **Grade level:** 11-12

Prerequisite: Successful completion of Global History & Geography 10

This is a one-semester introductory course in the workings of the American criminal justice system. The course provides students with both historical and current information regarding all aspects of the legal system including crime, law enforcement, court procedures, and corrections. Students study court cases and procedures in an effort to gain a better understanding of the United States judicial system.

PSYCHOLOGY

No. of credits: ½ **Grade level:** 10-12

Prerequisite: None

This is a one-semester course that introduces students to the social science discipline of psychology as the science of behavior. This course will explore research in learning perception and the psychological foundation of behavior. Students will learn how individuals search for identity and how social institutions affect personality. Students will study adolescent behavior from various cultures, and will be introduced to the study of mental and emotional disorders. Students will be encouraged to use the scientific method to explore human behavior and interaction.

THE HISTORY, ECONOMICS, AND SOCIOLOGY OF SPORTS

No. of credits: ½ **Grade level:** 11-12

Prerequisite: Successful completion of Global History & Geography 10

This is a one-semester course that will examine the relevance and significance of sports in both the United States and the world. Students should possess strong reading and writing ability as well as have an interest in sports as either participant or fan. A research project will be mandatory. Classes will view the many ways that sports have had an impact on history. Significant sports figures will be examined including Jackie Robinson, Jesse Owens, Marty Glickman, Hank Aaron, Babe Ruth, Roberto Clemente, Muhammad Ali, Mickey Mantle, Jim Thorpe, and Billie Jean King. Special attention will be paid to the sociology of sports including issues of race and the advent of the sportswoman, particularly as the result of Title IX. A variety of sources will be utilized including readings, primary material, and videos, as well as the full scope of sources to be found in any traditional social science course.

HISTORY THROUGH POP CULTURE

No. of credits: ½ **Grade level:** 9-12

Prerequisite: None

This course is a semester-long look at how American popular culture has influenced, and has been influenced by history. Students will be asked to research and discuss American history through the decades and assess the significance of its relationship to popular culture. Students will explore and analyze primary and secondary sources including song lyrics, television shows, films, fashion photography, video games, sports, critical reviews and historical essays. Some topics and themes to be covered include changes in family dynamics, racial tension, ethnic and cultural diversity, and the effects of new media and technology. By studying pop culture through the decades, students will strengthen their understanding of American history, their research and analysis skills, and recognize the strong role of social and cultural movements.

True Crime

No. of credits: 1 **Grade level:** 9-12

Prerequisite: None

This course will examine the evolution of American law enforcement practice, from police functioning as night watchmen to the development of advanced forensic investigation and criminal profiling. It will also involve the study of criminal behavior as seen through the lens of psychology, sociology, culture, and economics. There will be analysis of relevant court cases, criminal investigations, and media conduct. Students will evaluate the perception of criminals in the public consciousness and weigh the ethical issues surrounding the portrayal of criminal figures in the entertainment industry. Students will explore all the careers involved in the industry from detective work, news reporting, entertainment, forensics, psychology, ethics.

***NOTE* this course may contain graphic images, descriptions of crimes, and sensitive topics. A permission slip will be required at the start of the course to participate.**

WORLD CULTURES AND TRAVEL

No. of credits: 1 **Grade level:** 9-12

Prerequisite: None

Introduction and exploration of specific world travel destinations, including the exploration of geographic features and climates, customs and traditions, population centers, visitor attractions, political, religious, language and other cultural differences such as food and entertainment. The course is designed to develop a deeper understanding and empathy for cultural values and traditions that exist outside their own culture. This course stresses the interconnectedness, difference and customs that are central to understanding and operating in a global society.

HISTORY'S HEROES AND VILLAINS

NEW!

No. of credits: ½ **Grade level:** 10-12

Prerequisite: None

This elective course will explore world leaders throughout history and attempt to analyze their legacies as either heroes or villains. Students will investigate different genres of leaders and evaluate the positive and negative roles they had on society in which they lived, as well as the aftermath of their rule. Students dive into an exploration of human values as they are represented in our heroes and villains. This course will take a thematic approach in which we explore such concepts as virtue, morality, struggle, and self-knowledge.

PERSPECTIVE, MINDSET AND CRITICAL THINKING

NEW!

No. of credits: ½ **Grade level:** 10-12

Prerequisite: None

This class will explore the great thinkers and speakers in relation to perspective taking, mindset, and the art of critical thinking. Students will be challenged to broaden their thought on a variety of topics both contemporary and classical. This course will encourage debate and moving the boundaries of limitations in thinking. Podcasts, Ted-talks, and other video-based experts will be viewed along with discussion and thinking exercises.

WORLD LANGUAGES

The World Languages Program in Rocky Point is based upon a five-level course of study and services students in grades 7-12. The program follows the New York State Curriculum for World Languages. Students will sit for the locally-developed exam at the end of Level 3R. Please note the graduation requirements for World Languages by turning to the graduation requirements section of this guidebook. While completing a sequence in one language, a different language course may also be taken for elective credit. As our world becomes increasingly interdependent, it is imperative that students acquire multi-lingual communication skills and prepare themselves for a productive role in our world community. Study one or two years of a second or third foreign language and receive additional credits for elective courses. The following languages are offered: Spanish, French, & American Sign Language.

LANGUAGE-LEVEL I SPANISH

No. of Credits: 1 **Grade level:** 9–12

Prerequisite: None

Level 1 is an introductory-level course that focuses on the acquisition of beginning listening, speaking, reading, and writing skills in the foreign language. This course serves to satisfy the one year language requirement for a Regents Diploma. This class may be taken as an elective high school credit course.

LANGUAGE-LEVEL II FRENCH AND SPANISH

No. of Credits: 1 **Grade level:** 9–12

Prerequisite: Successful completion of Level I R

In Level II, students will begin Checkpoint B. Students will study the intricacies of grammar and vocabulary in greater depth, leading to increased proficiency in the foreign language. Listening, speaking, reading, and writing skills will continue to be emphasized and developed.

ACCELERATED SPANISH LEVEL II

No. of Credits: 1 **Grade level:** 9

Prerequisite: Successful completion of Spanish Level 1

Accelerated Spanish Level 2 is designed for students who are highly motivated and would like to challenge themselves in a world language course. This course will move through curriculum more quickly and with greater depth and cultural infusion. Students will build upon their previous experience in Spanish and will continue to develop their skills in interpretive, interpersonal and presentational skills. The intention of the course is to prepare students for the Accelerated Level 3 course and possibly a future Advanced Placement (AP) course.

ACCELERATED FRENCH LEVEL II

No. of Credits: 1 **Grade level:** 9

Prerequisite: Successful completion of French Level 1

Accelerated French Level 2 is designed for students who are highly motivated and would like to challenge themselves in a world language course. This course will move through curriculum more quickly and with greater depth and cultural infusion. Students will build upon their previous experience in French and will continue to develop their skills in interpretive, interpersonal, and presentational skills. The intention of the course is to prepare students for the Accelerated Level 3 course and possibly a future Advanced Placement (AP) course.

LANGUAGE-LEVEL III FRENCH, ITALIAN, AND SPANISH

No. of Credits: 1 **Grade level:** 10–12

Prerequisite: Successful completion of Level II R

Students will complete Checkpoint B in Level III. This course continues the spiral work of acquiring increased proficiency in listening, speaking, reading, and writing skills in the foreign language. Students will be expected to work at the Checkpoint B level.

ACCELERATED SPANISH LEVEL III

No. of Credits: 1 **Grade level:** 10

Prerequisite: Successful completion of Accelerated Italian Level 2 or Spanish Level 2

Accelerated Spanish Level 3 is intended for a student who would like to challenge him/herself in a world language. This course will move through curriculum more quickly and with more depth and cultural infusion than the general level 3 course. The intention of the course is to prepare students for a Level 4 World Languages course and possibly a future Advanced Placement course. Students would be expected to engage more deeply in the speaking standard of the course as well as reading, writing and listening at an accelerated pace. **OPTIONAL- This course may be taken for SUNY Stony Brook ACE credit. Fee associated)**

ACCELERATED FRENCH LEVEL III

No. of Credits: 1 **Grade level:** 10

Prerequisite: Successful completion of Accelerated Italian Level 2 or Spanish Level 2

Accelerated French Level 3 is intended for a student who would like to challenge him/herself in a world language. This course will move through curriculum more quickly and with more depth and cultural infusion than the general level 3 course. The intention of the course is to prepare students for a Level 4 World Languages course and possibly a future Advanced Placement course. Students would be expected to engage more deeply in the speaking standard of the course as well as reading, writing and listening at an accelerated pace. **OPTIONAL- This course may be taken for SUNY Stony Brook ACE credit. Fee associated)**

LANGUAGE-LEVEL IV/V FRENCH

No. of Credits: 1 **Grade level:** 11, 12

Prerequisite: Successful completion of Level III R

Students will begin Checkpoint C in Level IV/V. The material taught will alternate to allow students to take this course for two years. Students will continue to be exposed to a broader study of the foreign language and its culture. Listening, speaking, reading, and writing skills will be fine-tuned. Enhanced focus on grammar as well as the study of culture, literature, history, art, and music in the target language are the foundations of the Checkpoint C level. All students will be required to take a comprehensive final examination that will include the four language skills. **OPTIONAL- This course may be taken for SUNY Stony Brook ACE credit. Fee associated)**

LANGUAGE-LEVEL IV SPANISH AND ITALIAN

No. of Credits: 1 **Grade level:** 11, 12

Prerequisite: Successful completion of Level III R or Level III A

Students will begin Checkpoint C in Level IV. Students will continue to be exposed to a broader study of the foreign language and its culture. Listening, speaking, reading, and writing skills will be fine-tuned. Enhanced focuses on grammar as well as the study of culture, literature, history, art, and music in the target language are the foundations of the Checkpoint C level. Student will also begin their preparation in the prerequisite skills for an Advanced Placement Language. All students will be required to take a comprehensive final examination that will include the four language skills. **OPTIONAL- This course may be taken for SUNY Stony Brook ACE credit. Fee associated)**

ADVANCED PLACEMENT SPANISH LANGUAGE

No. of Credits: 1 **Grade level:** 12

Prerequisite: See Honors/AP Guidelines AND Successful completion of Level IV

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products; practices and perspectives. The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives to improve grammatical accuracy to enhance communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. **Students have the option of taking the AP Examination. OPTIONAL- This course may be taken for SUNY Stony Brook ACE credit. Fee associated)**

AMERICAN SIGN LANGUAGE I

No. of credits: 1 **Grade level:** 9-12

Prerequisite: None

The primary goal of American Sign Language teaching is the achievement of functional communication in the context of the Deaf culture. The goals related to ASL instruction include development of receptive, expressive, and interactive skills as a foundation for effective communication in ASL. Deaf culture will be explored and students will interact using ASL.

AMERICAN SIGN LANGUAGE II

No. of credits: 1 **Grade level:** 9-12

NEW!

Prerequisite: ASL 1

This course will serve as the second course toward and Advanced Regents Designation Diploma. The primary goal of American Sign Language teaching is the achievement of functional communication in the context of the Deaf culture. The goals related to ASL instruction include development of receptive, expressive, and interactive skills as a foundation for effective communication in ASL. Deaf culture will be explored and students will interact using ASL.

TECHNOLOGY EDUCATION & FAMILY AND CONSUMER SCIENCE

*Denotes that this course credit may be used in a math or science sequence OR as a credit towards a technology- education sequence.

CHILD DEVELOPMENT I

No. of credits: ½ **Grade level:** 11-12

Prerequisite: None

This course focuses on the skills necessary for effective parenting. Observation of and interaction with infants and young children will provide students with an exciting experience. *Prerequisite for Child Development II.*

CHILD DEVELOPMENT II

No. of credits: ½ **Grade level:** 11-12

Prerequisite: Completion of Child Development I with a minimum average of 70.

This is an in-depth program in the development of the child, prenatal through adolescence. Students participate in fieldwork at the elementary school, working with kindergarten students.

NOTE: Three Adelphi college credits are available upon completion of Child Development I & II. Only students in grades 11 or 12 may obtain credits.

COMPUTER AIDED DESIGN (AUTO-CAD) I*

No. of credits: 1 **Grade level:** 10-12

Prerequisite: None

Computer Aided Design I is a one credit (40 weeks) elective course. The CAD course is hands-on nature using current CAD software on PC platforms. Students will utilize a variety of drafting and design software tools using CAD to execute two-dimensional drawings and various illustrations. Students will produce drawings of their own design as well as assigned exercises. Drawings will be printed/plotted and evaluated. This course introduces advanced topics in computer graphics. Students will learn 3D solid modeling based on parametric constraints, dimensions, and features such as extrude, revolve, sweep, loft, hole, fillet, and shell. The course also teaches students how to create assemblies and 2D technical drawings from 3D models. This course also offers a laboratory component designed to provide students with hands-on experience in technical drawing and computer aided design (CAD). Students will apply traditional drafting techniques, such as ortho-graphic projection, dimensioning, and tolerancing, through 2D CAD software. **Students may elect to take the course for college credit from Farmingdale State University (MET 150 – 2 credits & MET 105L – 1 credit).**

DESIGN & DRAWING FOR PRODUCTION (DDP)

No. of credits: 1 **Grade level:** 9-12

Prerequisite: None

This course may be used to satisfy the NYS required 1 credit in art OR 1 credit in technology.

Design and Drawing for Production (DDP) promotes and encourages visual problem solving using a common graphic language to describe forms in the engineering and architectural environment. The emphasis of DDP will be on critical thinking, creative problem solving, and the decision-making process. Students will examine historical precedents, learn technical drawing processes, experience design techniques, and become critically active in evaluating both personal work and the work of others.

PRINCIPLES OF ENGINEERING*

No. of credits: 1 **Grade level:** 10-12

Prerequisite: Successful completion of Introduction to Technology (6th and 7th grade)

Principles of Engineering is an integrative, hands-on, laboratory-based course that exposes students to numerous engineering-related case studies. Creative solutions to the numerous problems presented will incorporate the following: inquiry, analysis, and design; information systems; mathematics; science; technology; interconnectedness; common themes; and interdisciplinary problem solving. The course will be taught in a laboratory setting, providing access to tools and materials for individual, small-group, and large-group projects. Computers and other state-of-the-art technologies will be utilized as informational and controlling tools. The course exposes students to numerous technology-related careers.

THE WORLD OF TECHNOLOGY*

No. of credits: 1 **Grade level:** 9-12

Prerequisite: Successful completion of Introduction to Technology (6th and 7th grade)

This course will provide students with opportunities to develop an understanding of technology in the past, present, and future. Through design, build, and test activities, students will model solutions to real-life problems. Students will work in a learner-centered, laboratory-based environment in which they can engage in processing materials, energy, and information. The World of Technology will provide opportunities for students to reach high levels of learning; explore their abilities at innovation; and apply concepts of mathematics, science, technology, and other disciplines.

COURSE OFFERING MENU 2024-25

(* denotes half-year course ** denotes alternating day full year)

Mathematics	Social Studies	English	Science	WORLD LANGUAGES
305 AP Statistics (12)	213 AP Gov. & Politics (12)	101 AP Literature (12)	401 AP Biology (11-12)	528 AP Spanish
301 AP Calculus (12)	214 AP Macro & Micro Eco (12)	140 College Writing* (12)	402 AP Chemistry (11-12)	523 Spanish IV
300 Calculus (12)	216 Government* (12)	141 Journalism* (12)	450 AP Physics I	508 Spanish III
306 AP Pre-Calculus (11-12)	220 Economics* (12)	142 Myths, Legends, Heroes & Superheroes* (12)	451 AP Environmental Science (11-12)	509 Spanish II
302 Pre-Calculus (11-12)	205 AP US History & Government (11-12)	144 Film Study* (12)	403 Physics (11-12)	501 American Sign Language I (9-12)
304 College Algebra (11-12)	206 US History 11R	146 Who Dunn it? Literary Mysteries & Suspense* (12)	414 Forensics (11-12)	502 American Sign Language II (10-12)
367 Algebra II H (10-11)	240 AP World History (10)	149 Dystopian Literature* (12)	444 Human Anatomy and Physiology (11-12)	513 French IV-V
362 Algebra II R with Lab (11-12)	208 Global Studies 10R	100 AP Language (11)	404 Chemistry R	514 French III
352 Statistics (11-12)	232 Global Studies 9H	162 English 11	405 Chemistry General	515 French II
355 Personal Finance (10-12)	210 Global Studies 9R	166 English 10H	442 Marine Science (11-12)	526 Italian IV
366 Geometry H (9-10)	Social Studies Electives	161 English 10	409 Earth Science H	520 Italian III
361 Geometry with Lab	250 AP Psychology (12)	165 English 9H	410 Earth Science R	531 Acc. Spanish II
360 Algebra 1 with Lab	223 Criminal Justice* (11-12)	160 English 9	430 Chemistry H	534 Acc. French II
Art	202 Psychology* (10-12)	English Electives	406 Living Environ R	533 Acc. Spanish III
711 AP Studio Art (12)	241 Hist., Eco. & Soc. of Sports* (11-12)	132 Drama (9-12)	Science Elective	535 Acc. French III
700 Senior Fine Art (12)	242 History Through Pop Culture* (9-12)	143 Creative Writing* (10-12)	427 Explorations in Science Research (9-12) (alt. days)**	
701 Drawing & Painting (11-12)	252 True Crimes (9-12)	145 Great Books* (9-12)	428 Honors Explorations in Science Research (10-12) (alt. days)**	
702 Drawing & Sculpture (10-12)	253 World Cultures & Travels (9-12)	158 Women's Literature* (10-12)	443 Astronomy (11-12) (alt days)**	Business
703 Studio-in-Art (9-12)	224 Perspective, Mindset & Critical Thinking* (10-12)	102 AP Capstone Seminar (10-12)	446 Meteorology (11-12) (alt days)**	355 Personal Finance (10-12)
1214 Design & Drawing for Production (9-12)	225 History's Heroes & Villains* (10-12)	103 AP Research (11-12)		600 Cybersecurity (11-12)
710 Ceramics (11-12)	Music/Performance Arts	147 Film & Television Development* (9-12)	Technology	608 Citizen Law (10-12)
712 Computer Graphics (10-12)	901 Band (11-12)	148 Create Your Own, Novel, Comic and Children book* (11-12)	334 Engineering (10-12)	604 College & Career Prep* (10-12)
713 Digital Photography (10-12)	909 Band (9-10)			
	902 Band/Chorus (11-12)	Vocational	1220 World of Tech. (10-12)	605 Entrepreneurship* (10-12)
	914 Band/Chorus (9-10)			
715 Animation & CGI (10-12)	911 Orchestra (9-12)	1301 BOCES (per 6-8)	1214 Design & Drawing for Production (9-12)	606 Virtual Enterprise I (11-12)
714 Printmaking (9-12) (alt. days)**	905 Chorus (9-12)	1450 Cosmetology I	1230 Auto-CAD (10-12)	607 Virtual Enterprise II (12)
716 Sampling the Arts* (9-12)	919 Orchestra/Chorus (9-12)	1451 Cosmetology II	Computer Science	635 Fashion Marketing* (10-12)
	903 AP Music Theory 11-12	FACS	346 Topics in Comp Science & Artificial Intelligence (9-12)	638 Sports & Entertainment Marketing* (10-12)
Physical Education: 1136 9-12 (alt days)**	916 Music History (10-12)	808 Child Develop. I* (11-12)	347 AP Computer Science Principles (11-12)	Health
1138 Health & Wellness 11-12 (alt days)**	930 Acting/Theatre (9-12) (alt. days)**	809 Child Develop. II* (11-12)	350 Discovering Computer Science (9-12) (alt. days)**	420 Health II* (10-12)
1139 Strength & Cond 11-12 (alt days)**	931 Project Based Learning in Theater Level II (10-12)*	Lunch		419 Health II (10-12) (alt. days)**
P.E. Elective: 1110 Sports Medicine (11-12) (alt days)**	906 Jazz Ensemble (9-12)	9985 Lunch Fall 9986 Lunch Spring 9983 Lunch (alt. days)**		Seniors Early Release: 9999 **If possible**

9th Grade Worksheet 2024-2025

NAME _____ **ID #** _____

Science	Music	Lunch
409 Earth Science H	911 Orchestra 9-12	9985 Lunch Fall
410 Earth Science R	905 Chorus 9-12	9986 Lunch Spring
406 Living Environment R	909 Band 9-10	9983 Lunch (alt. days)**
Mathematics	914 Band/Chorus 9-10	
366 Geometry H	919 Orchestra/Chorus 9-10	
361 Geometry with lab	Art	Other Electives - if you don't want lunch or something listed- full year
360 Algebra 1 with Lab	703 Studio-in-Art (9-12)	252 True Crimes (9-12)
English	1214 Design & Drawing for Production (9-12)	253 World Cultures & Travels (9-12)
165 English 9H	Drama	346 Topics in Comp Science & Artificial Intelligence (9-12)
160 English 9	132 Drama	906 Jazz Ensemble (9-12)
Social Studies	Physical Education	Other Electives - if you don't want lunch or something listed- ½ year
232 Global Studies 9H	1136 PE 9-12 (alt. days)**	242 History Through Pop Culture* (9-12)
210 Global Studies 9R		145 Great Books* (9-12)
LOTE		147 Film & Television Development* (9-12)
509 Spanish II or 531 Accelerated Spanish II	Electives -ALT DAYS	716 Sampling the Arts* (9-12)
515 French II or 534 Accelerated French II	714 Printmaking (alt. days)**	
501 American Sign Language I	930 Acting/Theatre (alt. days)**	
	350 Discovering Computer Science (alt. days)**	
** denotes alternating days full year	427 Explorations in Science Research (alt. days)**	* denotes half year

Please indicate the eight (8) classes that you would like to take:

Selection #	Course Number	Course Name
1 (Science)		
2 (Math Lab/Science Lab)	Leave Blank	Geometry H students (no lab) - speak with counselor
3 (Math)		
4 (English)		
5 (Social Studies)		
6 (Language)		
7 (Music, Art, or Drama)		
8 (PE/Elective) ALT Days**		
9 (Lunch) or (Elective)		

Parent/Guardian Signature: _____

Date: _____

Rocky Point High School

2024-25 HONORS/ADVANCED PLACEMENT (AP) COURSES

~ENROLLMENT EXPECTATIONS~

Students enrolled in an Honors/AP course should have a final average demonstrating a high level of proficiency in the previous Honors/AP course and have met the course prerequisites. These courses will immerse students in rigorous classroom experiences with demanding expectations and curriculum that will prepare students to take upper level college courses upon graduation. Honors/AP courses that require summer assignments are to be completed by **September 23, 2024 (or after as assigned by the instructor.)**

Enrollment in any Honors/AP:

- ◆ Enrollment into Honors/AP Courses are not guaranteed
- ◆ If enrollment is unable to accommodate the total amount of student requests a wait list will be developed using an overall academic success/GPA of each student until **Friday, September 27, 2024**
- ◆ All decisions to enroll in an Honors/AP level class must be made by **Friday, February 16, 2024**
- ◆ Due to scheduling conflicts of Honors/AP courses students may need to select one Honor/AP course over another

~ TRANSFER REQUESTS~

- ◆ Should be completed by the **end of the first quarter**
- ◆ Communication between the guidance counselor, teacher, parent, and student is required to change an Honors/AP course
- ◆ Transfers will be conditional upon the availability of space in an equivalent academic course
- ◆ Not all transfer requests will be honored due to scheduling limitations

~ACADEMIC EXPECTATIONS~

The expectation of students enrolled in an Honors/AP course should demonstrate a high level of proficiency in the course curriculum throughout each quarter. If a student's academic success falls below the expectations of a high level of proficiency at the middle of the first quarter, the teacher will communicate with both the student and parent their recommendations for interventions to improve student performance in the course. If determined at the end of the first quarter by the teacher, student and parent that the student should be recommend to be transferred out, the teacher will inform the student's guidance counselor and the grades for that student will transfer to the course in which the student enters. Transfers out of Honors/AP courses will be conditional upon the availability of space in an equivalent academic course. Not all transfer requests can be honored due to scheduling limitations.

~APPEALS PROCESS~

Students are given the opportunity to submit a written appeal to the Honors/AP Appeals Committee in the event of the following:

- ◆ **Denied** enrollment into an Honors/AP course for failing to demonstrate a high level of proficiency in the previous Honors/AP course

The Appeals Committee will consist of the director of the subject area, the student's counselor, and the principal or his/her designee. A review will be conducted using an established skill set (the student's course grade, Regents examination grade, standardized test score, attendance, and other relevant information). The Appeals Committee will notify the student's counselor of its decision. The student's counselor will call the student's parent or guardian as to the decision. The student's schedule will be adjusted accordingly based upon course availability. Not all requests will be honored due to scheduling limitations.

*A minimum of 15 students will be required for an AP class to be offered during the 2024-2025 school year. The number of course sections offered will be determined by past enrollment data and the 2024-2025 budget.

Rocky Point High School
HONORS/ADVANCED PLACEMENT (AP) PARENT-STUDENT AGREEMENT

- ◆ Honors and Advanced Placement courses are a set of specialized classes, which are academically rigorous and require a strongly motivated student who is committed to high standards. Because of this, it is recommended that a student's final average is demonstrating a high level of proficiency in the previous Honors/AP course and have met the course prerequisites. [All decisions to enroll in an Honors/AP level class must be made by Friday, February 16, 2024.](#)
- ◆ Parents and students are aware that enrolling in an Honors/Advanced Placement course will require students to follow the expectations on prior page and agree that they will make the commitments necessary to succeed in the Honors/Advanced Placement. If a student's academic success falls below a high level of proficiency throughout the first quarter, the teacher will communicate with both the student and parent their recommendations for interventions to improve student performance in the course. If determined at the end of the first quarter by the teacher, student and parent that the student should be recommend to be transferred out, the teacher will inform the student's guidance counselor and the grades for that student will transfer to the course in which the student enters. Transfers out of Honors/AP courses will be conditional upon the availability of space in an equivalent academic course. Not all transfer requests can be honored due to scheduling limitations.

*A minimum of 15 students will be required for an AP class to be offered during the 2024-2025 school year. The number of course sections offered will be determined by past enrollment data and the 2024-2025 budget.