

## **HARBORFIELDS HIGH SCHOOL ADMINISTRATION**

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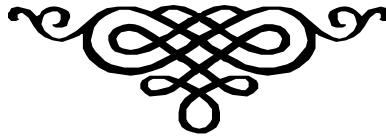
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**PLEASE NOTE:**

**All courses listed in this catalogue are offered on a tentative basis. Courses are offered based upon student interest and enrollment.**

Dear Students and Parents:

We are pleased to provide the 2009-2010 Course Description Guide. This document is an important resource to assist in planning next year's schedule. It contains a summary of the comprehensive program offered at Harborfields High School.

Students and parents are urged to read the document carefully, become familiar with graduation and testing requirements, consult with guidance counselors, and then, select an appropriate course of study. Selections should be based on requirements, aptitude, interest, and academic goals. Keep in mind that a challenging program through four years of high school will maximize options beyond graduation. All are urged to take advantage of the many opportunities offered at Harborfields.

Be advised that guidance counselors are prepared to assist students in choosing an appropriate program of study for next year. They have the necessary experience and resources to guide students through this important process. A cooperative effort will facilitate academic success.

Sincerely,

David Bennardo, Ed.D.  
Principal

# **GRADUATION REQUIREMENTS**

## **FOR CLASS OF 2013 AND AFTER**

### **Course Requirements for Graduation**

\*\*\*\*\*

<b>Course</b>	<b><u>Regents Diploma</u></b>	<b><u>Advanced Regents Diploma</u></b>
English	4 Units	4 Units
Social Studies	4 Units	4 Units
Math	3 Units	3 Units
Science	3 Units	3 Units
LOTE*	1 Unit	3 Units
Health	.5 Unit	.5 Unit
Art/Music	1 Unit	1 Unit
Electives -		
LOTE, CTE, The Arts,	3.5 Units	1.5 Units
Physical Education	<u>2 Units</u>	<u>2 Units</u>
<b>TOTAL</b>	<b>22 Units</b>	<b>22 Units</b>
 <b><u>TESTING</u></b>		
	<b><u>Regents Diploma</u></b>	<b><u>Advanced Regents Diploma</u></b>
	English Regents	English Regents
	Math Regents	Algebra Regents
	Global Regents	Geometry Regents
	U.S. History Regents	Algebra 2/Trigonometry Regents or
	Science Regents	Math A and Math B
		Global Regents
		U.S. History Regents
		2 Science Regents *
		* 1 exam must be Living Environment Regents
		Language other than English Regents

All students must participate in physical education each semester and earn the equivalent of two credits by graduation. However, students graduating in less than 4 years do not have to meet this requirement.

\*Students are required to earn one credit in a language other than English.

### Required Course Load

All students must carry a minimum of six and one-half units per year.

To earn the **Advanced Designation** a student must complete either:

LOTE - Language Other Than English - 3 credits

**-OR-**

CTE -Career & Technical Education - 5 credits plus one credit in a language other than English.

**-OR-**

FINE ARTS OR THE ARTS - 5 credits plus one credit in a language other than English.

### WEIGHTING OF COURSES

Due to the difficulty and amount of work required, honors level, advanced placement, and advanced research courses are weighted when the student's grade point average is computed for the purpose of calculating the cumulative grade point average. All AP courses receive a 15% weighting factor and a 10% weighting factor will be used for honors level, advanced science research, and the research project and mentorship courses. This will mean that a student earning a grade of 90 in an honors level course would receive a 99 when computing the weighted cumulative average and a student earning a 90 in an advanced placement course would receive a 103.5 when computing the weighted cumulative average.

Please be aware that the actual grade earned in a course is the one that is used for honor roll purposes and will appear on the official school transcript. **The weighted cumulative average is used for official transcripts only.**

For college applications, the grade point average is calculated at the end of the junior year by averaging the final grades of all subjects with the exception of **physical education, driver education, support services, resource room and community service, and applied music.**

**Class rank is not assigned.**

# ***COURSE DESCRIPTIONS***

## ***ART***

### **X↔N**

The Harborfields HS Art Program is designed to offer every student the opportunity to develop his/her individual talents in the visual arts. The program will enrich a student's understanding of art concepts and, for those who complete a sequence of courses, provides a sound foundation for entrance into professional training beyond high school. Any student desiring to enter the art program for the first time will be required to take the full year STUDIO ART course prior to selecting and enrolling in the elective program. Following the 1<sup>st</sup> year foundation STUDIO ART class, students desiring to further explore the visual arts are encouraged to select from courses in DRAWING AND PAINTING (1-2, ADVANCED), STUDIO IN PHOTOGRAPHY I, II, SCULPTURE (1-2) and COMPUTER ART (1-2). Students who are planning a career in the visual arts and/or show advanced creative ability may be eligible to take AP ART.

Art students may also be eligible for selection to the HHS Chapter of National Art Honor Society. Numerous opportunities exist for field experience in the arts, in addition to participation in local exhibitions and juried art shows.

### **STUDIO IN ART**

Studio in Art is a full-year foundation course and an introduction to the nature, function, and techniques of the visual arts. Studio in Art is the prerequisite course for all students wishing to participate in art elective courses. This foundation course is designed to help students realize that everyone can have a positive experience in art. Students learn basic contour line drawing, realistic color, black and white drawings, landscape studies, 3-dimensional perspective renderings, figure and portrait drawings, still-life images, basic photography, and an introduction to art history. Completion of this course satisfies the 1 credit of art/music required for graduation.

Prerequisite: None

1 Credit

Grade Level: 9 - 12

### **STUDIO IN DRAWING AND PAINTING I - II**

One of the primary goals for the Drawing and Painting class is to help students become more aware of their individual talents and to support their unique interests. Students opting to take Drawing and Painting demonstrate that they are committed to the advancement of their art studies. Drawing and painting skills are further developed including the use of colored pencils, charcoal, acrylic, and oil paints. Students will also learn how to stretch and prime canvas, build stretcher bars, and other essential procedures related to creating paintings. Artwork produced may be included in college entrance portfolios. The history of art will also be explored, often reinforced by artworks created to foster a deeper understanding of the subjects covered.

Prerequisite: Studio Art

½ Credit each

Grade Level: 10 - 12

## **STUDIO IN ADVANCED DRAWING AND PAINTING I - II**

This course focuses more on the student's individual artistic needs. At this level, students are expected to develop their art interests, putting together a body of work that they eventually curate and exhibit in a one-person exhibition. Students are required to keep a journal of their daily art activities to help in the development of their work. Artworks produced may meet the requirements of college entrance portfolios.

Prerequisite: Drawing and Painting I - II

½ Credit each

Grade Level: 11 - 12

## **STUDIO IN SCULPTURE I - II**

Students will explore additive and subtractive methods of sculpture in a variety of media including cardboard, plaster, clay, wire, and metal. Students will use their knowledge of the elements of art and principles of design to visualize three dimensional objects through sketching and let their sketch evolve into a completed three dimensional construction. This course also will introduce students to the history of sculpture as it has evolved from pre-historic to contemporary times, as well as to research some contemporary sculptors.

Prerequisite: Studio Art

½ Credit each

Grade Level: 10 - 12

## **STUDIO IN COMPUTER ART I**

Computer Art I is designed to introduce computer basics including scanning, manipulating, illustrating, digital imagery, typography, designing and printing. **Software used: Adobe Photoshop and Adobe Illustrator**

Prerequisite: Studio in Art

½ Credit

Grade Level: 10-12

## **STUDIO IN COMPUTER ART II**

Computer Art II will expand on skills acquired in Computer Art I through advanced techniques which will be applied to commercial and fine arts. Creative experimentation will be emphasized as students acquire increased knowledge. **Software: Adobe Photoshop and Adobe Illustrator**

Prerequisite: Studio in Art

½ Credit

Grade Level: 10-12

## **STUDIO IN PHOTOGRAPHY I**

The major emphasis of this full year course is to explore basic, fundamental camera and darkroom techniques. An informative range of topics will include the use of film based 35 mm cameras, various picture taking assignments, film developing, darkroom printing and enlarging, composition, cropping and mounting. By mid-year students will be encouraged to try new and experimental approaches to their darkroom based photo work. During the fourth quarter, students will then utilize the latest in digital photo technologies. Students working in our Mac lab will learn basic scanning, photo re-touching, the use of digital cameras and a variety of Photoshop techniques to create the newest in photography. Historic as well as contemporary achievements in photography will also be examined in order to enrich student appreciation of the medium.

Prerequisite: Studio in Art

1 Credit

Grade Level: 10 – 12

## **STUDIO IN PHOTOGRAPHY II**

This second year program in photography focuses on traditional studio photography elements along with emerging technologies. Students will be expected to complete individual black and white and digital photography projects. More advanced techniques and assignments will be given to expand students' expressive use of photography. Along with fine tuning their darkroom skills students will spend a great deal of time exploring the use of digital cameras and the use of computer software to manipulate digital images. Students will work on more individual projects that explore their own style and creativity while finding their artistic voice. \*Students desiring to take Studio in Photography II must have maintained an average of 90 or better in Studio in Photography I.

Prerequisite: Studio in Photography I

1 Credit

Grade Level: 11-12

## **ADVANCED PLACEMENT STUDIO ART \***

Instead of taking a written examination, AP Studio Art candidates are required to produce a portfolio for evaluation, prepared and submitted according to the specifications detailed on the Studio Art poster. Each portfolio contains three sections: Quality (for which actual art work is submitted); Concentration (an in-depth, individual project); and Breadth (demonstration of a wide range of experience). Concentration and Breadth sections are submitted in slide form.

Prerequisite: Studio Art/Drawing & Painting I-II \*Students enrolled in this course will be required to take the AP Art Examination.

Screening Process (Review of Student Art Work)

Teacher Recommendation

1 Credit

Grade Level: 11-12

## **STUDIO IN PORTFOLIO DEVELOPMENT I-II**

The goal of this course is to help students to create an outstanding Art or Photography Portfolio. Students may use this portfolio of artworks to help gain acceptance to the college or art school of their choice. Juniors enrolled in this class may find Portfolio Development to be a suitable preparation for A.P. Studio Art in their senior year. Seniors taking this course may find it an alternative to the A.P. Art program.

For each portfolio category, the first half of the year will focus more on the traditional aspects of making art. Students opting for the Studio in Art Portfolio Development will complete various still life and figure drawings using charcoal, oil pastel, watercolor, acrylic and oil paint. Students enrolled in Photo Portfolio Development section will create works based mostly on traditional black and white 35 mm camera and darkroom techniques. All portfolio artworks such as these, in whatever form, will demonstrate a firm understanding of the foundations of art.

During the second semester, the main focus of the course is centered on helping the student find and develop their own personal artistic voice. Students will be encouraged to work on independent, theme based projects using many of the methods and materials explored in the first half of the year and new, non-traditional approaches as well.

At years end, students will be expected to have a professional portfolio presentation of their art work and/or photography including a set of 35 mm slides.

Prerequisite: Studio in Art, Drawing & Painting I & II  
or Studio in Photography I & II,  
Grade Level: 11-12

½ Credit  
each

**\*According to the Harborfields High School Advanced Placement Policy, students are required to maintain a minimum course average of 80% in order to remain in the AP program.**

# ***BUSINESS***

Students can achieve a five credit sequence in Business Education.

## **A Typical Sequence:**

Career & Financial Management	½ Credit
Word Processing/Keyboarding	½ Credit

## **Plus**

## **Select four credits:**

Desktop Publishing/Advanced Word Processing	½ Credit
Computer Applications I	½ Credit
Computer Applications II/MOUS	½ Credit
Accounting I	1 Credit
Business Math	1 Credit
Business Law	1 Credit
Principles of Marketing	1 Credit
College Accounting	1 Credit
College Marketing	1 Credit

## **BUSINESS LAW**

Do you want to know your rights and duties as a citizen? Do you want to be a “smart buyer” or do you want to “plead ignorance” as a consumer? Learn what society expects of you and what you should expect from society. This is a great course for all students who question procedures, policy and law.

Prerequisite: None	1 Credit
Grade Level: 10 - 12	

## **BUSINESS MATH**

This course is designed to develop the specific skills required to solve a wide variety of mathematical problems commonly found in everyday business situations. Successful completion of this course may be used as one of the three units of math required for graduation.

Prerequisite: Completion of Math A or concurrent with Algebra or Geometry	1 Credit
Grade Level: 10-12	

## **CAREER & FINANCIAL MANAGEMENT**

Are you trying to decide what career path to take or what skills you need to be successful? This course will help you find answers through career exploration, preparing job applications, and resumes. Time management, personal finance management, and problem solving skills are explored. Career & Financial Management will allow students to document their plans for post high school success, introduce them to the broad-based universal foundation skills (SCANS skills) needed in the workplace, understand how academic skills are used in the world of work and begin to develop the financial literacy needed to become responsible consumers and citizens.

**This is a required course for a Business Sequence.**

Prerequisite: None	½ Credit
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Grade Level: 9-12

### **PRINCIPLES OF MARKETING**

Explore the psychology of promoting and selling goods and services. Learn about small business operations selling Otis Spunkmeyer cookies while learning the essential principles of marketing. Team projects, guest speakers, hands-on experience, and field trips are key components of this course.

Prerequisite: None

1 Credit

Grade Level: 10-12

### **COLLEGE MARKETING**

Are you a leader and a decision-maker? Then College Marketing is the class for you! Earn three college credits while still in high school. LIU will provide you with three college credits at a fraction of the cost. Explore the vast world of marketing by completing real-life applications in class. Learn how to run a small business by purchasing, baking, and selling Otis Spunkmeyer cookies. Team projects, field trips, and role-play competitions are also components of this class.

**The college credit option is open to juniors and seniors.**

Prerequisite: None

1 Credit

Grade Level: 11-12

### **WORD PROCESSING/KEYBOARDING**

Keyboarding is the ‘KEY’ to success in all future classes and careers! Learn to “touch type” using tutorial programs. Master the skills necessary for personal, college, and career use with Microsoft Word 2003. Type faster and get your work done. Impress teachers with great looking documents that are proofread and formatted properly. This course will assist you in saving time.

**This is a required course for students graduating with a Business Sequence.**

Prerequisite: None

½ Credit

Grade Level: 9-12

### **DESKTOP PUBLISHING/ADVANCED WORD PROCESSING**

Improve the skills learned in Word Processing/Keyboarding and learn to create professional looking documents. Use Microsoft Word 2003 and Microsoft Publisher 2003 to create websites, newsletters, greeting cards, business cards, and a variety of other documents for yourself, family, and friends. Learn to create documents used in the business world.

Prerequisite: Word Processing/Keyboarding

½ Credit

Grade Level: 9-12

### **COMPUTER APPLICATIONS I**

The Computer Age is here! Do you want to be prepared for college and your career? Work with Microsoft Office 2003 (i.e. Word, Excel, and Power Point). Learn how to design your own personal Web Page. These skills are essential for all college bound and career oriented students.

Prerequisite: Word Processing/Keyboarding

½ Credit

Grade Level: 9 - 12

## **COMPUTER APPLICATIONS II/MICROSOFT MOUS CERTIFICATION**

After Computer Applications I, take advantage of the opportunity to become a certified Microsoft Office User Specialist. Many companies are now requiring that their employees have this certification before working. Colleges are now incorporating MOUS certification into their curricula. At the culmination of this course, students will have the opportunity to take up to three exams for certification in Microsoft Word, Excel, and PowerPoint. (Students passing these exams will receive certification directly from Microsoft.) **In addition to MOUS Certification, students also have the option to earn three college credits from Long Island University.**

Prerequisite: Computer Applications I

Grade Level: 10-12

½ Credit

## **ACCOUNTING I**

This course is designed to provide an introduction to accounting principles and practices. Students will learn how to apply accounting principles to a service business organized as a sole proprietorship. Students will develop an accounting vocabulary, an understanding of the accounting cycle, financial statement preparation, and the reporting requirements for a small business. Practice sets are used to simulate business operations to allow students the opportunity to assume the role of an accountant.

Prerequisite: None

Grade Level: 10-12

1 Credit

## **COLLEGE ACCOUNTING**

This course is designed to provide an introduction to generally accepted accounting principles. These principles will be applied to three types of business organizations: the proprietorship, the partnership, and the corporation. Students will develop an accounting vocabulary, an understanding of the accounting cycle, financial statement preparation, and the ability to analyze accounting information to aid in making business decisions. Practice sets for both a service business and a retail business will be employed to simulate business operations. Students will acquire three college credits through Long Island University by completing registration materials, paying a registration fee, and successfully completing the curriculum.

Prerequisite: 1 Credit in Business Ed. / Teacher Recommendation

Grade Level: 11-12

1 Credit

## **CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)**

A supervised, school-business partnership program that provides students the opportunity to obtain **non-paid**, on-site career experiences. The focus of this program is meaningful career exploration under the guidance of the School-to-Career Coordinator. Weekly seminars and course work are specifically designed to enhance workplace skills and help students deal with workplace issues. This is recommended for all students seeking to explore careers in their interest area. Students can earn ½ unit towards a 3-unit occupational education sequence by attending seminars, completing assignments and satisfactorily fulfilling the 50-hour supervised internship requirement. **(Students must be able to provide transportation to and from the workplace location.)**

Pre-requisite: none

½ Credit for 50 hours of **NON-PAID** placement

Grade level: 10-12

**CO-OPERATIVE OCCUPATIONAL EDUCATION WORK EXPERIENCE  
(CO-OP)**

A program consisting of 150 hours of **paid**, school-supervised career related work experience supported by weekly seminars with the School-to –Career Coordinator. Students can earn ½ credit towards a 5-unit occupational education sequence by attending seminars, completing independent assignments and satisfactorily fulfilling the 150-hour supervised work requirement. **(Students must be able to provide transportation to and from the workplace location.)**

Prerequisite: Career Advantage or Career & Financial Mgmt.

Co-requisite: Career Advantage with approval of School-to-Career Coordinator

Grade level: 11-12

½ Credit for 150 hours of **PAID** employment

**CAREER ADVANTAGE**

This is an independent study course that will assist you in exploring your college and career path based on your interests and skills. The course meets weekly with the School-to-Career Coordinator and requires the student to be responsible and timely in completing assignments. The Internet and CHOICES will be used to complete a majority of the assignments. Students must have some computer skills (MS Word, PowerPoint) and have personal access to the Internet (e-mail). This course is highly recommended for students in grades 10 and 11 as a stand-alone class or as a prerequisite to an internship or a Work Co-op placement.

Prerequisite: None

Grade Level: 10-12

½ Credit

## ***ENGLISH***

Within a traditional structure, the English program is designed to meet the individual needs of our students in terms of mastering basic language skills, developing effective communication patterns, appreciating man's capacity for aesthetic expression, and preparing for post-secondary educational/career goals. Each English course is designed to foster these competencies in all our students and requires self-discipline, effort, and cooperation. The teaching of writing as a process is an integral component of all full-year English courses. The department is committed to a core literature curriculum comprised of full length works of enduring literary value.

### **ENGLISH 9**

Focusing intensively on the reinforcement of writing, reading, speaking, listening, and critical analysis competencies, English 9 is designed to provide students with the strongest foundation for functioning effectively at senior high school levels. In addition to the study of literature, students will write frequently and will receive instruction in vocabulary, spelling, usage, and punctuation. 1 Credit

### **ENGLISH 9 HONORS**

This course asks students to begin to develop their higher level critical thinking skills to evaluate, analyze, draw conclusions, and to read actively and closely with care and sensitivity. Students will pursue these aims in the context of topics fundamental to the study of literature and the practice and art of writing, including poetry, grammar, and both classic and contemporary works including *Of Mice & Men*, *To Kill A Mockingbird*, *Anthem*, *The Kite Runner*, and *Romeo and Juliet*. The course requires substantial guided and independent reading and writing. Students who register for this class should expect to engage in challenging course work.

Prerequisites: Superior ability in language arts as indicated by:

1. 90% minimum average in previous English class
2. Teacher recommendation 1 Credit

### **ENGLISH 10**

This course stresses the development of language skills through reading, discussing, and writing about literature in various genres. Reading assignments will include short stories, novels, poetry, drama, and essays. Further vocabulary study, language structure and writing mechanics will be stressed. Students will write frequently.

Prerequisite: English 9 1 Credit

## **ENGLISH TO 10 HONORS**

The 10th grade English Honors course is offered for students who have already exhibited a keen interest and marked proficiency in literary analysis and language usage. The course is demanding in the quantity and sophistication of the materials to be covered, as well as in the standards used for judging the critical evaluations and expository style of students' work. The literary content will include outstanding selections from American and British literature and an in-depth study of the themes explored in these texts. In this course, a particular emphasis will be placed on reading and writing skills in the New York State English Regents Examination.

Students in the 10<sup>th</sup> grade English Honors course will sit for the exam in June.

Prerequisites: 1. A minimum final grade of 87 in English 9 Honors or 1 Credit  
2. A minimum final grade of 90 in English 9  
3. Strong recommendation from the 9th grade English teacher  
4. A qualifying essay exam may be given to new or marginal candidates  
5. A personal interview may be required

## **ENGLISH 11**

In this course, a particular emphasis is placed on reading and writing skills in preparation for the Regents Comprehensive Examination in English given in January. Reading assignments will include important American drama, novels, short stories, and poetry. Writing instruction will emphasize expository and argumentative written forms. The student will focus his/her efforts on improving reading comprehension and on his/her ability to organize and develop thought in essay form.

Prerequisite: English 10 1 Credit

## **ADVANCED PLACEMENT LANGUAGE & COMPOSITION**

English 11 Honors/ AP Language is open to students of exceptional abilities and high aspirations in English. This is the third accelerated course in the English program, leading to senior placement in AP Lit and the corresponding Advanced Placement Examination in English. The syllabus concentrates upon a wide variety of literature and offers students an experience in understanding and appreciating the beauty and importance of the ideas underpinning that literature. There are frequent written assignments the aim of which is the development of critical thinking and clear communication in a variety of rhetorical modes. The mid-term examination is the NY State Regents Comprehensive Exam in English. Students must sit for the College Board AP Examination in English Language and composition in the spring semester. A college-level research paper will be written in the spring semester.

**Summer reading and writing assignments required.**

Prerequisites: Teacher Recommendation 1 Credit

## **ENGLISH 12**

This course is a study of literature, mostly modern, through the genre approach. Novels, short stories, plays, poems, and essays are read and discussed. Emphasis is on interpretation and critical writing using a variety of techniques and methods.

Prerequisite: English 11

1 Credit

## **ADVANCED PLACEMENT LITERATURE AND COMPOSITION**

Advanced Placement Literature and Composition is a course emphasizing the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. It is designed for students capable of doing college-level work and seeks to prepare students for AP examinations in both Literature and Composition and in Language and Composition, with emphasis on the former, which students **must** take. Through the close reading of short stories, novels, plays and poetry, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. This course delves into such elements as style - looking at a writer's tone, syntax, point of view, etc. That is, not just what the text says, but how it says it. The majority of writing in AP is critical literary analysis; however, there are some opportunities for creative writing. Some of the writing is in a timed format and some papers are done outside of class. An emphasis will be placed on the writing process. **Summer reading assignments will be required.**

Prerequisites:

1. A minimum average of 90 in Honors English in the 10<sup>th</sup> and 11<sup>th</sup> grade or an average of 93 in English 10 and 11.
2. A minimum English Regents grade of 90 1 Credit

## **ENGLISH ELECTIVES**

### **PUBLIC SPEAKING**

Speech is an important means of communication. The spoken word alters people's opinions, accomplishes change in government and the laws of the land, helps us land the big job, and even manages to get us married. In order to succeed as a speaker, we must learn what to do and what to avoid. This course will make public speaking fun, yet it will prepare you for any number of real-life situations where it is imperative to be able to confidently speak your language. You will study the important areas of informative public speaking, persuasive public speaking, group discussion, impromptu speeches, critical listening, and oral readings and interpretation.

Prerequisite: None

½ Credit

Grade Level: 10-12

### **CREATIVE WRITING**

What does it mean to be creative? How is creativity fostered and encouraged? Students who enjoy written expression will take part in a variety of exercises and assignments toward the development of a strong, honest authorial voice. Students will read selections across the spectrum of written discourse. Students are encouraged to enter writing contests, and are encouraged to publish their own work. The connection between imagination and belief is explored. If you like to write, this course is for you.

Prerequisite: None

½ Credit

Grade Level: 11-12

## **JOURNALISM**

Journalism is about the observance and documentation of the people and events that shape our lives. It is a full year course designed to stimulate and challenge serious writers and students with inquisitive minds. Students will learn what professional reporters know: how to search for truth, how to investigate a news story, how to interview a variety of people, and how to turn your notes into interesting, informative, and engaging news stories. Topics include: freedom of speech and press, journalistic ethics and integrity, and the changing modes of media. The class will focus on feature stories, columns, reviews, editorials, sports coverage, and the power of photo journalism. Students will become adept in MS Word, Excel, and PowerPoint, along with Adobe InDesign and Photoshop. The class will function primarily in workshop format to produce news for the school community through various media: newspaper, newsletter, and (in association with the Journalism Club) website. Enrollment is strongly recommended for anyone wishing to work on these projects or with an interest in news media or publication.

Prerequisite: None

Grade Level: 10 with teacher recommendation, 11, 12

1 Credit

## **DEBATE**

This course encourages you to disagree and argue from a prepared position. You will learn essential research skills needed in college that will also help you to turn your opponent's information to your advantage. You will learn a great deal about a wide array of topics prevalent in today's world and have some fun evaluating yourself and others before, during, and after each debate.

Prerequisite: None

Grade Level: 11-12

½ Credit

## **THEATER ARTS I**

Theater is one of the oldest, most universal and most profound human activities. Theater has been used to inform, enrich, sustain and extend the human spirit. Surprisingly, the theater's work has playfulness as its foundation, yet the work is rigorous and important. The aim of the course is to help students understand theater by making it as well as studying it. Students will come to understand the composite and collaborative nature of theater: its literary heritage as well as its physical and athletic demands. The various crafts and skills which combine to produce any theatrical event will be explored. Ultimately, students in the course will discover that the purpose of theater is to clarify and illuminate their own experiences.

Prerequisite: Teacher Recommendation

Grade Level: 11-12

½ Credit

## **THEATER ARTS II**

The goal of the course is to deepen and extend for the student the experience of theater. Theater Arts II is a stand-alone companion course to Theater Arts I and may be taken independently of the first course. The course approaches theater from a more international perspective and investigates in detail at least three contrasting practices such as Kabuki, Noh, Shadow Puppet, or Story Theater. As well as gaining skills and knowledge within the mainstream and alternative theatrical traditions, students will explore and learn about other cultures' notions of staging and performance.

Prerequisite: Teacher Recommendation

Grade Level: 11-12

½ Credit

## **POWER VOCABULARY I/II**

A highly intensive individualized course designed for the student who needs or wishes to substantially improve his/her word power. Diagnostic pretests will be used for providing practice in preparing for the verbal section of the SAT I. At each level of the course, students will be expected to attend the equivalent of 90 class sessions.

Prerequisite: Power Vocab. I - None

Power Vocab. II - Completed Power Vocab. I

Grade Level: 9 -11

½ Credit

each

**\*According to the Harborfields High School Advanced Placement Policy, students are required to maintain a minimum course average of 80% in order to remain in the AP program.**

## ***LANGUAGES OTHER THAN ENGLISH***

### **ITALIAN 2**

Communicative skills are emphasized with an increase in the development of reading and writing abilities. All Checkpoint B topics of the state syllabus will be covered in two years.

Prerequisite: Italian 1

1 Credit

Grade Level: 9-12

### **ITALIAN 3**

Students continue to develop the four basic language proficiencies. The objective of this course is to fulfill all requirements for Checkpoint B proficiency as outlined in the state syllabus. The Regents will be administered at the end of this course.

Prerequisite: Italian 2

1 Credit

Grade Level: 9-12

### **ITALIAN 4 HONORS**

Students will develop and practice those skills needed for advanced work in composition, conversation, reading, and listening comprehension in Italian. Materials used for instruction will include literature, newspapers, magazine articles, poems, songs, and cinema.

Prerequisite: A Regents grade of 90+, 85+ in Italian 3R with teacher recommendation.

Grade Level: 9-12

1 Credit

### **ADVANCED PLACEMENT ITALIAN \***

This course is designed to prepare students for college language programs and placement exams. Students often earn three or more college credits from such exams. The course includes intensive review and expansion of vocabulary, grammar, advanced composition, speaking, listening and reading activities at Checkpoint C level of the state syllabus. All students are required to take the AP Italian Exam.

Alternating laboratory experiences are a mandatory part of the course.

Prerequisite: Italian 4 Honors

1 Credit

Grade Level: 9-12

### **FRENCH 2**

Communicative skills are emphasized with an increase in the development of reading and writing abilities. All Checkpoint B topics of the state syllabus will be covered in two years.

Prerequisite: French I

1 Credit

Grade Level: 9 - 10

### **FRENCH 3**

Students continue to develop the four basic language proficiencies. The objective of this course is to fulfill all the requirements for Checkpoint B proficiency as outlined in the state syllabus. The Regents will be administered at the end of this course.

Prerequisite: French 2

1 Credit

Grade Level: 9 - 12

## **FRENCH 4 HONORS**

Students will develop and practice those skills needed for advanced work in conversation and composition. Materials used for instruction will include works from contemporary writers, newspapers, magazine articles, poems, songs, and cinema.

Prerequisite: A Regents grade of 90+, 85+ Final Grade in French 3R with Teacher Recommendation  
Grade Level: 9 – 12 1 Credit

## **ADVANCED PLACEMENT FRENCH \***

This course is designed to prepare students for college language programs and placement exams. Students often earn three or more college credits from such exams. The course includes intensive review and expansion of vocabulary, grammar, advanced composition, speaking, listening and reading activities at the Checkpoint C level of the state syllabus. All students are required to take the AP French Exam.

Prerequisite: French 4 Honors 1 Credit  
Grade Level: 9 - 12

## **SPANISH 1**

This introductory Spanish course is designed for students wishing to pursue a Regents sequence in language. The emphasis is on the development of communicative skills. All Checkpoint A topics of the state syllabus will be covered.

Prerequisite: None 1 Credit  
Grade Level: 9 - 12

## **SPANISH 2**

Communicative skills are emphasized with an increase in the development of reading and writing abilities. All Checkpoint B topics of the state syllabus will be covered in two years.

Prerequisite: Spanish 1 1 Credit  
Grade Level: 9 – 10

## **SPANISH 3**

Students continue to develop the four basic language proficiencies. The objective of this course is to fulfill all the requirements for Checkpoint B proficiency as outlined in the state syllabus. The Regents will be administered at the end of this course.

Prerequisite: Spanish 2 1 Credit  
Grade Level: 9 - 12

## **SPANISH FOR COMMUNICATION**

This course is designed for students who wish to continue with their study of the Spanish language. Students will develop and practice those skills needed for intermediate work in conversation and composition in Spanish. Materials used for instruction will include works from contemporary writers, newspapers, internet activities, magazine articles, poems, songs, and cinema.

Prerequisite: Spanish 3 1 Credit  
Grade Level: 11-12

### **SPANISH 4 HONORS**

This course is designed to prepare students for enrollment in AP Spanish. Students will develop those skills needed for advanced work in composition, conversation, reading, and listening comprehension.

Prerequisite: A Regents grade of 90+, 85+ in Final Grade and teacher recommendation

Grade Level: 9-12

1 Credit

### **ADVANCED PLACEMENT SPANISH \***

This course is designed to prepare students for college language programs and placement exams. Students often earn three or more college credits from such exams. The course includes intensive review and expansion of vocabulary and grammar, advanced composition writing, speaking, listening and reading activities at the Checkpoint C level of the state syllabus. All students are required to take the AP Spanish Exam. Alternating laboratory experiences are a mandatory part of the course.

Prerequisite: Spanish 4 Honors

Grade Level: 9 - 12

1 Credit

**\*According to the Harborfields High School Advanced Placement Policy, students are required to maintain a minimum course average of 80% in order to remain in the AP program.**

# MATHEMATICS

## **BUSINESS MATH**

This course is designed to develop the specific skills required to solve a wide variety of mathematical problems commonly found in everyday business situations. Successful completion of this course may be used as one of the three credits of math required for graduation.

Prerequisite: Completion of Math A or concurrent with Algebra or Geometry 1 Credit  
Grade Level: 10-12

## **ALGEBRA 1**

This is the first of a three-year sequence in mathematics recommended by NYSED. It is designed for students who have successfully completed Math 8. Topics will include algebra, geometry, logic, probability, and statistics. The focal point of this course is the algebra content strand. Therefore a strong emphasis will be placed on solving and graphing equations and inequalities. The Integrated Algebra Regents exam will be administered in June. Students that successfully complete this course will continue this sequence by taking Geometry the following year.

Prerequisite: Final grade above 80 in 8<sup>th</sup> grade math and/or teacher recommendation  
Grade Level: 9-12 1 Credit

## **ALGEBRA 1 EXTENDED**

This is an extended program which follows the Integrated Algebra curriculum. This course meets for an additional lab period every other day. The additional time, support and resources will help students successfully complete this course. The Integrated Algebra Regents exam will be administered in June. Students that successfully complete this course will continue this sequence by taking Geometry Extended the following year.

Prerequisite: Final grade of 65-79 in 8<sup>th</sup> grade math and/or teacher recommendation.  
Grade Level: 9-12 1 Credit

## **GEOMETRY**

This is the second course in the NYSED mathematics program. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformation, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. A major emphasis of this course is to allow students to investigate geometric situations. The Geometry Regents will be administered in June. Students that successfully complete this course and pass the Regents exam will continue this sequence by taking Algebra & Trigonometry next year.

Prerequisite: Final grade above 80 in Algebra 1. 1 Credit  
Grade Level: 9-12

## **GEOMETRY HONORS**

This is an advanced level of the second course in the NYSED mathematics program. The curriculum from the Geometry program will be covered and additional enrichment topics will be included. The rigor of this class will be at a higher level.

Prerequisite: Final grade above 90 in 8<sup>th</sup> grade Algebra 1 accelerated. 1 Credit  
Grade Level: 9-12

## **GEOMETRY EXTENDED**

This is an extended program which follows the Geometry curriculum. This course meets for an additional lab period every other day. The additional time, support and resources will help students successfully complete this course. The Geometry Regents exam will be administered in June. Students that successfully complete this course will continue this sequence by taking Algebra & Trigonometry Extended the following year.

Prerequisite: Final Successful Completion of Algebra 1 Extended

1 Credit

Grade Level: 9-12

## **ALGEBRA 2/TRIGONOMETRY EXTENDED**

This is an extended program which follows the Algebra 2 and Trigonometry curriculum. This course meets for an additional lab period every other day. The additional time is needed for student to gain the support and resources that will help them successfully complete this course.

Prerequisite: Successful Completion of Geometry Extended course and Regents Examination

Grades Level: 10 - 12

1 Credit

## **ALGEBRA 2/TRIGONOMETRY**

This is the third course of the three units of credit in the NYSED mathematics program required for the Advanced Regents diploma. Within this course, the number system will be extended to include complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Data analysis will include measures of dispersion and the analysis of regression models and their associated correlation coefficients. Arithmetic and geometric sequences will be expressed and be evaluated. Probability theory and the normal probability distribution will be analyzed and applied. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated. The Algebra 2/Trigonometry Regents Exam is given in June.

Prerequisite: Successful Completion of Geometry and Regents Examination

Grades Level: 10 – 12

1 Credit

## **ALGEBRA 2/TRIGONOMETRY HONORS**

This is the advanced level of the third course in the NYSED mathematics program. The curriculum from the Algebra 2 and Trigonometry program will be covered and additional enrichment topics will be included. The enrichment topics are designed to prepare students for Pre Calculus Honors. The rigor of this course will be at a higher level and students who register for this class should expect to engage in challenging course work.

Prerequisite: Final grade in Geometry Honors above a 90.

Grades Level: 10 – 12

1 Credit

## **PRE-CALCULUS HONORS**

This course is the foundation course for Advanced Placement Calculus. The topics covered will parallel those studied in Pre-Calculus. Additional enrichment topics will be added to prepare students for A.P. Calculus. The rigor of this course will be at a higher level and students who register for this class should expect to engage in challenging course work.

Prerequisite: Final grade in Algebra2/Trigonometry Honors above a 90.

Grades Level: 11 – 12

## **MATH B-2**

The topics include trigonometry, intermediate algebra, the remainder of geometry (not contained in Math B-1), topics from statistics, and use of the graphing calculator, which is required. The emphasis will be on problem solving and real world applications. The Math B Regents exam is given at the end of the year.

Prerequisite: Successful completion of Math B-1

1 Credit

Grade Level: 10-12

## **MATH B-2 HONORS**

This course completes the Math B curriculum. Students will investigate topics including trigonometry, functions, probability, statistics, and complex numbers. Real world applications and relevance to higher mathematics will be highlighted as well as the use of the graphing calculator, which is required. The Math B Regents Examination will be administered in June.

Prerequisite: Grade of 90 in Math B-1H or teacher recommendation  
or Grade of 93 in B-1 and teacher recommendation

1 Credit

Grade Level: 10-12

## **INTERMEDIATE ALGEBRA**

This course includes all the fundamental operations of algebra viewed in depth. The course also includes verbal problems, quadratic equations and their graphs, radicals, complex numbers and an introduction to sequences and series.

Prerequisite: Teacher Recommendation

1 Credit

Grade Level: 11-12

## **MATH BX-2**

This course is the foundation course for Advanced Placement Calculus. The topics covered will parallel those studied in Pre-Calculus. Additional enrichment topics will be added to prepare students for A.P. Calculus. The rigor of this course will be at a higher level and students who register for this class should expect to engage in challenging course work.

Prerequisite: Successful completion of Math BX-1

1 Credit

Grade Level: 11-12

## **ADVANCED MATH TOPICS**

This course satisfies the need of college bound students to be prepared for college entry level mathematics (e.g. pre-calculus or calculus). It is intended to broaden the students' education by exploring topics, which were first introduced in earlier math courses. Additional topics in advanced algebra, analytic geometry, pre-calculus, and calculus are discussed.

Prerequisite: Math B or AlgebraII/Trigonometry

1 Credit

Grade Level: 11-12

## **PRE-CALCULUS**

This course is for students who have previously studied Advanced Math Topics. It is designed to prepare students for college level calculus. Topics include algebraic, exponential, logarithmic and trigonometric functions and their graphs and transformations, as well as analytic geometry, matrix algebra, sequences and series, polar graphing and limit theory.

Prerequisite: Advanced Math Topics

1 Credit

Grade Level: 12

## **PRE-CALCULUS H**

This course is designed to prepare students for Advanced Placement Calculus. It covers the algebraic, exponential and logarithmic, and trigonometric functions and their graphs, as well as analytic geometry, matrix algebra, sequences and series, polar graphing, and an introduction to limit theory. While the topics are the same as pre-calculus (described above), the rigor is at a very high level.

Prerequisite: A grade of 90+ in Math B-2H, Algebra II/Trig or teacher recommendation 1 Credit

A grade of 93+ in Math B-2, AlgebraII/Trig and teacher recommendation

Grade Level: 11-12

## **ADVANCED PLACEMENT CALCULUS-AB\***

This course is the first year of calculus. It is an introduction to differential and integral calculus. Topics will be studied graphically, numerically, analytically, and verbally. Students will learn to solve problems with and without the use of a graphing calculator. Graphing calculators are heavily integrated into the Advanced Placement Calculus curriculum and are required for the AP Exam. All students enrolled in this course are required to take the AP Exam.

Prerequisite: Pre-Calculus H

1 Credit

Grade Level: 12

## **ADVANCED PLACEMENT CALCULUS – BC\***

This is a course for college credit. The topics include introductory differential and integral calculus, sequences and series, parametric, polar, and vector functions. This course meets daily and **has a lab period every other day**. All students enrolled in the course must take the advanced placement exam. Success on this exam will earn credit at most colleges or universities. The grade on the BC exam will also include an AB score.

Prerequisite: Grade of 93 in Pre-Calculus H and/or teacher recommendation

1 Credit

Grade Level: 12

**\*According to the Harborfields High School Advanced Placement Policy, students are required to maintain a minimum course average of 80% in order to remain in the AP program.**

## MUSIC

The music program offers all students the opportunity to explore a variety of exciting performing and non-performing experiences. Students are encouraged to continue their vocal and/or instrumental performing group participation in one of our many fine music organizations. There are courses available for students planning a career in music as well as for those who do not sing or play an instrument. HHS maintains an active chapter of the TRI-M National Music Honor Society and membership is open to all students who regularly participate in one or more of the school's performing organizations. Outstanding students in performing groups may qualify for participation in All-County, All-State, All-Eastern, and All-National honors through participation in the annual NYSSMA Solo Festival. In addition, students will have the opportunity to participate in clinics, trips, and performances.

Students may complete a NYS Regents 5-year sequence in music by maintaining their continued membership in a major ensemble during grades 9 through 12 in addition to the successful completion of our Music Theory and AP Music Theory course.

### MUSIC COURSE DESCRIPTIONS

#### **BAND (Symphonic Band Grades 9-10/ Wind Ensemble Grades 11-12)**

Participation in the HHS Band program is open to all qualified students who play a wind or percussion instrument and have previously performed in band on a regular basis. During the school year band meets daily for one full period of rehearsal instruction. ALL students in the grade 9-12 band program receive 1 weekly in-school rotating small group music lesson. ALL students enrolled in the HHS band program are required to fully participate in the in-school lesson program regardless of whether or not they receive private instruction outside of school. It is required that the HHS Symphonic Band and HHS Wind Ensemble perform on a minimum of 3 evening concerts during the school year (in December, May and June). Students in the HHS band program are eligible to join the HHS marching band program (a volunteer marching band) that performs at all home varsity football games and at 2 parades during the school year. Band members may also be eligible to audition for the HHS instrumental jazz ensemble program. Many students in the HHS band program regularly participate in the annual NYSSMA solo festival and as a result of their participation may be eligible for selection to the SCMEA, NYSCAME, NYSSMA, and MENC local, state, regional, and national music honors bands.

*\*Students in grades 9-10-11 are ONLY eligible to audition for SCMEA All-County and NYSSMA All-State acceptance as long as they are active members of symphonic band/wind ensemble at the time of their audition AND if accepted, when All-County/All-State takes place.*

**Note:** Group lessons, which are scheduled weekly on a rotating basis, support the daily rehearsals. Attendance at all lessons, rehearsals and performances is mandatory and a part of the course requirement for receipt of a numerical grade and credit in band.

Prerequisite: Prior Participation In Band/Instructor Approval

Grade Level: 9-12

1 Credit (this course may be repeated for credit) - Full Year

## **CHOIR**

The HHS choral program consists of one large vocal performance ensemble made-up of students in grades 9-12. The students will study varied genres of vocal music ranging from 16th century Madrigal literature through 20th century Choral literature which may be performed a cappella, accompanied by piano, orchestra, or other instrumental ensemble on texts written in Latin, Italian, French, German, Hebrew, Spanish, and English. The course curriculum includes the study of vocal technique, the anatomy and physiology of the human vocal system, diction, and basic music reading through the use of solfege and sight singing. ALL students in the grade 9-12 vocal program receive 1 weekly in-school rotating small group music lesson. ALL students enrolled in the HHS vocal program are required to fully participate in the in-school lesson program regardless of whether or not they receive private instruction outside of school. The choir performs a minimum of 2-3 times a year. Choir members may also be eligible to audition for the HHS vocal ensemble program. Many students in the HHS vocal program regularly participate in the annual NYSSMA solo festival and as a result of their participation may be eligible for selection to the SCMEA, NYSCAME, NYSSMA, and MENC local, state, regional, and national music honors choirs.

*\*Students in grades 9-10-11 are ONLY eligible to audition for SCMEA All-County and NYSSMA All-State acceptance as long as they are active members of concert choir at the time of their audition AND if accepted, when All-County/All-State takes place.*

**Note:** Group lessons, which are scheduled weekly on a rotating basis, support the daily rehearsals. Attendance at all lessons, rehearsals and performances is mandatory and a part of the course requirement for receipt of a numerical grade and credit in choir.

Prerequisite: Instructor Approval

Grade Level: 9-12

1 Credit (this course may be repeated for credit)  
Full Year



## **INSTRUMENTAL JAZZ ENSEMBLE (JAZZ BAND)**

The primary goal of the HHS Instrumental Jazz Ensemble is to offer students a rigorous, traditional Jazz ensemble experience. Participation in the HHS Instrumental Jazz Ensemble is ONLY open by audition at the beginning of each year. The ensemble meets one evening per week for two hours over the course of the school year. Students enrolled in the HHS Instrumental Jazz Ensemble program are exposed to numerous styles of Jazz composition. Emphasis in rehearsal and in concert is placed on individual and section playing with opportunities to develop improvisational solo ability. Numerous performances by the ensemble are scheduled throughout the school year in the school and community. Instrumentation in the ensemble is strictly limited to: saxophones, trumpets, trombones, drumset, bass and/or tuba (electric/upright), guitar and piano. Students are expected to attend all evening rehearsal classes, as this is a credit-bearing course. Attendance at all performances is mandatory and part of the course requirement. Class size/instrumentation is at the discretion of the teacher/director. Prerequisite: Taped entrance audition; regular participating member of an HHS performing ensemble (band, choir, orchestra exceptions are made for qualified guitarists/pianists); approval by music instructor on non-band instruments.

Grade Level: 9-12

½ Credit (this course may be repeated for credit)

## **VOCAL ENSEMBLE**

The primary goal of the HHS Instrumental Jazz Ensemble is to offer students a rigorous, small ensemble singing experience. Students interested in performing this group must possess outstanding sight reading ability in addition to showing an outstanding ability to hold their own voice part when combined with smaller combinations of mixed voice parts. Participation in the HHS Vocal Ensemble is open by audition ONLY each year. The ensemble meets one evening per week for two hours over the course of the school year. Students enrolled in the HHS Vocal Ensemble program are exposed to numerous styles of smaller ensemble choral literature including Jazz vocal and contemporary music. Emphasis in rehearsal and in concert is placed on individual singing and reading ability. Additional improvisational solo ability will be stressed. Numerous performances by the ensemble are scheduled throughout the school year in the school and community. Students are expected to attend all evening rehearsal classes, as this is a credit-bearing course. Attendance at all performances is mandatory and part of the course requirement. Class size is at the discretion of the teacher/director based on section balance between male and female voices. Note: Any student member of the HHS Vocal Ensemble who is not also a member of the full, 1 – credit concert choir program is ineligible to audition for acceptance to both All-County and All-State vocal organizations pursuant to SCMEA, NYSCAME and NYSSMA policy.

Prerequisite: Live entrance audition; preference will be given to students who are already enrolled in concert choir program; when and where additional openings exist, students who are not already enrolled in concert choir may be considered for vocal ensemble membership at the discretion of the teacher/director.

Grade Level: 9-12

½ Credit (course may be repeated for credit)

## **MUSIC THEORY**

Music Theory is an elective music course designed for students who wish to gain an understanding of the basic rules and principles involved in using the language of music. This full year knowledge-based elective course will help students increase their ability to analyze music and will fulfill a primary prerequisite toward the development of skills in composing, arranging, harmonizing, and improvising music. Music Theory is recommended for students interested in pursuing music as a career and/or students who have a serious interest in learning more about the theoretical study of music and composition. This course, along with the Comp. Music/AP Music Theory course and participation in the music performance program (major performing organization, i.e., band, choir, orchestra), qualifies the student to obtain a 5-year Regents sequence in music.

Prerequisite: Prior permission of the instructor required for non-music students

Grade Level: 9-12

1 Credit

## **AP MUSIC THEORY\***

AP Music Theory, when combined with Music Theory and a minimum of 3 years of performing group classes, satisfies the requirements for obtaining the NYS Regents 5 year sequence in music. This course is the equivalent of a first-year college level course and covers a curriculum including advanced music theory, musical materials, and procedures. This course integrates aspects of melody, harmony, texture, rhythm, form, music history, style, composition, listening, analysis, conducting, orchestration, arranging, and ear-training. Students must take the AP examination in music theory. Students who select this course should have a strong desire to immerse themselves in the study of music.

Prerequisite:

1. Strong understanding and ability to read music
2. Performance skills in voice or on an instrument
3. Successful completion of one year of Music Theory
4. A qualifying audition/examination and personal interview may be required for new/marginal candidates

Grade Level: 10-12

½ Credit

## **CONDUCTING AND SCORE READING (Independent Study)**

This independent study course is offered to students who have an advanced background in music and wish to learn the fundamental art of choral/instrumental conducting, score reading and analysis. Students will be introduced to the art of conducting with emphasis placed upon development of individual style. Students who are enrolled in the class will be given the opportunity to conduct rehearsals and perform during public performances of the school's music ensembles. Extensive use of the video camera in class will enable students to view themselves from the musician's perspective. Admission to the class is by approval of the teacher and will be limited in size at the teacher's discretion.

Prerequisite: Music Theory /AP Music; advanced musical ability and music reading ability/strong music performance skills and approval by teacher/Director of Music and Art

Grade Level: 12

½ Credit

**\*According to the Harborfields High School Advanced Placement Policy, students are required to maintain a minimum course average of 80% in order to remain in the AP program.**

## **NON-PERFORMANCE MUSIC COURSES**

### **MUSIC IN OUR LIVES**

This half-year course is a survey of music focusing on the following components: (1) the development of critical listening skills; (2) musical performance; (3) composing and arranging music; (4) music appreciation; and (5) the development of special interest areas in independent project work. Computer and electronic-generated music will be studied as part of the basic curriculum.

Prerequisite: None

½ Credit

Grade Level: 9-12

### **BEGINNING GUITAR**

This is a half-year elective course in music open to all students wishing to learn basic skills to play the guitar. This class is taught as a non-performance class with emphasis placed on the student's individual progress. Note: This course, only when combined with its ½ credit companion course - Music In Our Lives, may be used to satisfy the Regents graduation requirement of one unit of music or art.

Prerequisite: None

½ Credit

Grade Level: 9-12

# ***PHYSICAL EDUCATION***

In keeping with State Education Department Regulations, each student is required to attend, participate and pass physical education each year. Beginning in ninth grade, a ½ credit is granted for successful completion of coursework each year with a minimal passing grade of 65. All students meet on alternate days for a full year.

The aims of the physical education course at Harborfields High School are designed to enable the student to: appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle; value fair play and social interaction and learn to celebrate individual differences in activity settings; and demonstrate a high level of interest and personal engagement showing initiative, enthusiasm, and commitment. The many and varied activities included in the physical education program contribute to the physical, mental, and social well being of the student.

## **TEAM SPORTS**

Skill development in a wide variety of activities is emphasized. Team sports include but are not limited to: basketball, flag football, ultimate frisbee, soccer, softball, speedball, team handball, and volleyball.

## **LIFETIME ACTIVITIES**

These activities are not only concerned with the present development of the students but also are designed to promote leisure-time activities and an awareness of the importance of good personal fitness for their adult lives. Lifetime activities include but are not limited to: golf, tennis, pickleball, badminton, racquetball, archery, project adventure, and recreational games.

## **PERSONAL FITNESS**

All students are introduced to the elements of physical fitness. Personal fitness classes are designed to work the entire body and include weight training, aerobics, power walking/jogging, kickboxing, yoga, and self-defense. These units are complimented using stability balls, steps, tubes, aerobic bars, hand weights and mat work.

## **ADAPTED PHYSICAL EDUCATION**

Adapted Physical Education is developmentally-appropriate physical education at its finest. It is adapting, modifying, and/or changing a physical activity so it is as appropriate for the person with a disability as it is for a person without a disability.

Students receive adapted physical education in the following instances:

1. They are approved by the District Committee on Special Education and required adapted physical education.
2. Students with long-term medical limitations (new medical note is required each September) and is approved by the Director of Physical Education and the School Nurse.

## *HEALTH*

### **HEALTH**

This is a course that meets the requirements of the New York State Education Department. The course is comprised of units in mental and emotional health, alcohol and alcoholism, drugs and chemical dependency, human sexuality, and other critical health issues. Course material is presented through the use of textbooks, articles, video lecture, large group discussion, small group activities and guest speakers. A student's grade is developed by use of a system in which points are earned for various activities.

Prerequisite: None

½ Credit

Grade Level: 10

## *READING*

### **ENGLISH AS A SECOND LANGUAGE**

Students will be taught English using a variety of ESL methodologies. Instruction includes lessons in vocabulary, grammar, study skills, note-taking, reading, and writing, and content area instruction. Students will develop skills to function effectively in the mainstream. Students may be scheduled for up to 3 periods of ESL depending on English language proficiency. **Students taking 3 periods of ESL are eligible to receive 1 English credit.**

Prerequisite: ELL Students

1 Credit

Grade Level: 9-12

# SCIENCE

The Science Program is designed to prepare students to become scientifically literate members of a technological society, provide a strong background for post-secondary study, and meet the needs of students planning to pursue careers in the sciences. The elective courses offer opportunities for students to explore areas of interest for career options and leisure activities.

## **EARTH SCIENCE: PHYSICAL SETTING**

This course is designed to allow students to investigate the history of the universe and the earth as well as the processes that continue to shape the Earth. The three major topics of study are astronomy, geology and meteorology. This is an inquiry-based course and the successful completion of the lab component is required.

Prerequisite: 8<sup>TH</sup> Grade Science

1 Credit

Grade Level: 9-12

Eight periods per cycle

## **BIOLOGY: LIVING ENVIRONMENT**

The Regents Biology course is intended to provide students with an awareness and appreciation of the natural world and a basic understanding of biological processes. Topics studied include biochemistry, human physiology, reproduction and development, genetics, evolution and ecology. Laboratory experiences are a mandatory part of the course.

Prerequisite: None

1 Credit

Grade Level: 9-12

Eight periods per cycle

## **BIOLOGY HONORS: LIVING ENVIRONMENT (PRE AP)**

Topics studied in Regents Biology, including the extended areas, are supplemented by additional laboratory experiences, writings on selected science topics and the planning and implementation of science projects.

Prerequisite: 90+ Average in Regents Earth Science and/or teacher recommendation

1 Credit

Grade Level: 9-10

Eight periods per cycle

## **ADVANCED PLACEMENT BIOLOGY\***

AP Biology is an introductory course for students interested in pursuing advanced studies in the biological sciences. It is the equivalent of a rigorous first year college level course. The major topics studied include biochemistry, cytology, genetics, vertebrate anatomy and physiology, ecology and biotechnology. All students enrolled in this course must take the A.P. exam.

Prerequisite: 90 in Honors Biology and 85 in Honors Chemistry

1 Credit

Grade Level: 11-12

Nine periods per cycle

## **CHEMISTRY: PHYSICAL SETTING**

The main theme of this course is the study of matter and the changes it undergoes. In addition to the topics outlined in the New York State syllabus, current issues in chemistry are studied. Laboratory experiences, related to the conceptual models developed in class, are an integral part of the course.

Prerequisite: Regents Biology

1 Credit

Co or Prerequisite: Math A2/B1

Grade Level: 10-12

Eight periods per cycle

## **HONORS CHEMISTRY: PHYSICAL SETTING (PRE AP)**

This advanced introductory course for highly motivated students provides an in depth study of the core topics from the Regents Chemistry curriculum as well as more advanced concepts in several areas. A major emphasis is placed on problem solving and conceptual modeling of the molecular world. This course not only prepares students for the New York State Regents Exam but also for further study in chemistry on the collegiate level.

Prerequisite: Honors Biology or Teacher Recommendation and 90+ Average in Regents Biology 1 Credit

Grade Level: 10-11 Eight periods per cycle

## **ADVANCED PLACEMENT CHEMISTRY\***

AP Chemistry is designed to provide students with the equivalent of a rigorous first year college chemistry course. Interested students are encouraged to take this course directly following their Honors Chemistry course. Students having a Regents Chemistry background must have achieved a 90 final average or received a recommendation from their chemistry teacher. All students enrolled in this course must take the A.P. Exam.

Prerequisite: 90 average in Chemistry and teacher recommendation or Honors Chemistry and teacher recommendation 1 Credit

Grade Level: 11-12 Nine periods per cycle

## **HONORS PHYSICS: PHYSICAL SETTING (PRE AP)**

The program follows the New York State syllabus. The major topics studied of the course are classical mechanics, waves, electricity and magnetism, and atomic-nuclear physics. Light and geometric optics are among the extended areas studied in preparation for the advanced placement course. The objectives of the course will be accomplished through laboratory experiences, demonstrations, classroom discussions and problem solving.

Prerequisites: 90 average in Math B-2 and/or teacher recommendation

Corequisites: Pre-Calculus 1 Credit

Grade Level: 11-12 Eight periods per cycle

## **ADVANCED PLACEMENT PHYSICS**

This is an introductory course in advanced studies. The major topics studied include: mechanics, waves, optics, electricity, magnetism, thermodynamics and modern physics. Students will also complete the study of the Regents syllabus and satisfy the laboratory requirements. Students must take the AP exam and the Regents examination in physics.

Prerequisite: 90+ in Honors Chemistry. 1 Credit

Recommendation of Math Teacher

Nine periods per cycle

Corequisite: Pre-calculus or Math 12

## **EXPLORING PHYSICAL SCIENCES**

This course is for the junior or senior science student who has completed The Physical Setting: Earth Science and The Living Environment: Biology. This course will include topics in physics, chemistry, astronomy and current science issues. Exploration, concept development and real world applicability will be emphasized. This is not for a student that has taken chemistry or physics.

Prerequisite: 2 Credits of High School Science & 1 Regents Exam 1 Credit

Grade Level: 11 – 12 Six periods per cycle

## **MARINE SCIENCE I**

This is an introductory course which will explore the chemical and physical aspects of marine environments. Topics covered will include the diversity of marine ecosystems, development of Long Island historical and current explorations, investigative techniques, and properties of the ocean in relation to the distribution of sea life. Various aspects of applied ecology, such as the effects of marine pollution, will be considered.

Prerequisite: Credit in Regents Biology

½ Credit

Grade Level: 11 - 12

## **MARINE SCIENCE II**

This course can be taken as an introductory course or as a continuation of Marine Science I. Students will learn about the unique and varied forms of life that exist off our shores and the physiological and behavioral adaptations to their environment. The study of sea life will range from the smallest marine microorganisms to the largest marine vertebrates .

Prerequisite: Credit in Regents Biology

½ Credit

Grade Level: 11 - 12

## **FORENSIC SCIENCE**

Forensic science is a half-year, lab-oriented elective designed to train students how science process skills and modern technology can be applied to solve crimes. Students will learn basic forensic techniques, such as crime scene processing; fingerprint, hair and blood analysis; as well as advanced topics like DNA fingerprinting and forensic pathology. The students will then utilize these techniques to solve a mock criminal case.

Prerequisite: Credit in Earth Science

½ Credit

Co or Prerequisite: Credit in Biology

Grade Level: 10 - 12

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE\***

AP Environmental Science is an introductory course for students interested in pursuing advanced studies in the environmental sciences. It is the equivalent of a one-semester college level course.

The major topics studied include: ecology, human population growth, renewable and non-renewable resources, environmental quality, global changes and their consequences, and environment and society. All students enrolled in the course must take the AP Exam.

Prerequisite: Earth Science, Honors Biology and Teacher Recommendation

or 90 Average in Earth Science and Biology and teacher recommendation

1 Credit

Grade Level: 10-11

Six Periods Per Cycle

### **ADVANCED RESEARCH I**

Advanced Research I is taken after the successful completion of Science Research Methods . It is intended to provide a first experience in long term experiment design and data collection as well as expose the students to their first science competition. The course is an independent study; students will meet with the Science Research Coordinator at regular intervals during their lunch or free period. Students have three major responsibilities during this year:

1. Conceive, carryout and present finds from a long-term science experiment which will be conducted at Harborfields,
2. Participate in two science competitions, and
3. Conduct a mentor search.

Prerequisite: Teacher Recommendation

1 Credit

Grade Level: 10-11

### **ADVANCED RESEARCH II**

In Advanced Research II students will continue the work begun with a mentor during the summer, or formulate a research question which can be investigated “in-house” at the high school. Students will be ready to compete in at least **two** competitions. Meetings with the Research Coordinator will follow a regular schedule during their free period or lunch. Students may also satisfy competition requirements by participating in engineering or knowledge based competitions. Students working with a mentor are expected to continue their research during the summer between Advanced Research II and Advanced Research III.

Prerequisite: Successful completion of Advanced Research I

1 Credit

Grade Level: 11-12

Course Weight: 1.10

### **ADVANCED RESEARCH III**

In this course students will continue working on the final phase of their research project and compete in at least **two** competitions. Meetings with the Research Coordinator will follow a regular schedule during a free period or lunch. Students may also satisfy the above stated competition requirements by participating in engineering or knowledge based competitions.

Prerequisite: Successful completion of Advanced Research I and II and Mentorship

Grade Level: 12

1 Credit

Course Weight: 1.10

**\*According to the Harborfields High School Advanced Placement Policy, students are required to maintain a minimum course average of 80% in order to remain in the AP program.**

## ***SOCIAL STUDIES***

The Social Studies Department offers sequential courses designed to prepare students to make rational and informed decisions about economic, social, and political questions confronting the individual, American society, and the interdependent world. The knowledge base is provided by the integration of history and the social sciences. Because the courses are sequential, students must satisfy requirements for each grade level in order.

### **GLOBAL HISTORY AND GEOGRAPHY 9R**

This course begins a two year program dealing with world history: western and non-western studies. Students will gain an understanding of societies around the globe from an economic, social and political perspective. They will learn how societies exist both independently and interdependently. This course is covered chronologically through an area studies approach. Students will explore the cultures of Africa, South West Asia, South and South East Asia, China, Japan, Latin America, and Europe from four million B.C.E. up to 1750. This program culminates in the taking of the Global History & Geography Regents Examination at the end of tenth grade.

1 Credit

### **GLOBAL HISTORY AND GEOGRAPHY 9 - HONORS**

This is the first half of a two year world history course. The course begins with a foundations unit, an introduction that focuses on setting the historical and geographical context of the course. This unit continues with an examination of world historical patterns that form the basis for developments beginning in the year 1000. The remainder of the 9<sup>th</sup> grade course focuses on the time period 1000-1450. A greater understanding of world history is advanced through a combination of selective factual knowledge and appropriate analytical skills. Organized around six themes, this course prepares students for the Advanced Placement World History course. (Note, the AP course in world history is the second half of this two-year course. Students with a 90 average and the teacher's recommendation will go on to this course in the 10<sup>th</sup> grade).

**A summer assignment will be required.**

Prerequisite: Teacher Recommendation/90 Average in 8<sup>th</sup> grade

1 Credit

### **ADVANCED PLACEMENT WORLD HISTORY\***

This is the second half of a two-year world history course. Only those students who completed the Global History and Geography 9 Honors course (with both a 90 average and the teacher's recommendation) may continue on in this course. Focused on world history from 1450 to the present, the course builds on the skills and habits of mind that students were first exposed to in the 9<sup>th</sup> grade. All students enrolled in this course must take the advanced placement exam. In addition, students are also required to take the Regents' Examination in Global History and Geography.

**Summer reading, research, and written assignments are required.**

Prerequisite: 9<sup>th</sup> Grade Honors & Teacher Recommendation

1 Credit

## **GLOBAL HISTORY AND GEOGRAPHY 10R**

This course is a continuation of the world history program that began in the ninth grade year. Students will resume their studies of world cultures using a chronological areas approach from the years 1750 to the present. Students will return to the cultures of Africa, South West Asia, South and South East Asia, China, Japan, and Latin America and witness their political, social, and economic evolution. An emphasis will also be placed on the global community that has evolved throughout the centuries. **The Regents examination in Global History & Geography is required of all students at the completion of this course.**

Prerequisite: Global History and Geography 9

1 Credit

## **GLOBAL HISTORY AND GEOGRAPHY 10 HONORS**

Global Studies 10 Honors is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in World History. Students learn to:

- a) assess the reliability and relevance of historical evidence
- b) analyze interpretations presented in historical scholarship
- c) develop the thinking skills necessary to arrive at conclusions on the basis of an informed judgment
- d) write clearly and persuasively in essay format

Students selected should be reasonably qualified and highly motivated. **The Regents examination in Global History is required of all students.**

Prerequisites: 1. Completion of Global History 9 Honors or Global History 9R  
2. Teacher Recommendation

1 Credit

## **UNITED STATES HISTORY AND GOVERNMENT 11 R**

This course is designed to provide students with a survey of the major forces in their national history. Major themes will include the Constitution, the industrial and technological revolutions, and the involvement of the United States in world affairs. The chronological presentation emphasizes political, economic, and social systems and ideas; the keys to understanding our democratic society.

**The Regents in United States History and Government is required of all students.**

Prerequisite: Global History 10

1 Credit

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

United States History Advanced Placement is an accelerated form of United States History. The material covered will include a chronological survey of American history and a conceptual analysis of American society. The skills of historiography, historical writing, and historical research will be stressed. All students must take the Advanced Placement Examination in American History. The final examination for the course will be the United States History and Government Regents Examination.

Prerequisites: 1. Completion of Global History 10AP or completion of Global History 10H with a minimum grade of 90  
2. Teacher Recommendation

1 Credit

## **ECONOMICS**

A one semester course which studies the economic system of the United States from the micro and macro-economic perspectives. Included in this study will be the topics of basic economic theory, the role of business, personal finance, monetary policy, and the global economy.

Prerequisite: None

½ Credit

Grade Level: 12

## **PARTICIPATION IN GOVERNMENT**

A one semester course which emphasizes the interaction between citizens and government at all levels: local, state and federal. Students will be encouraged to participate in the process of government as well as discuss the importance of citizens in bringing about change in a democratic society. Topics of interest at various levels of government will be explored and discussed in- depth.

Prerequisite: None

½ Credit

Grade Level: 12

## **SOCIAL STUDIES ELECTIVES**

The Social Studies Department offers a wide range of electives so that students may be introduced to areas of interest in the social studies. These courses are open to both juniors and seniors, except Advanced Placement Modern European History. Elective courses may not be substituted for courses in the required sequence.

## **ADVANCED PLACEMENT MODERN EUROPEAN HISTORY\***

This is the culminating course in the honors sequence of social studies. The curriculum shall center upon the formation and development of modern Europe. After a brief chronological review covering Ancient Times through the late Middle Ages, the course will analyze Europe from 1450 to the present. Students will be prepared for the Advanced Placement examination in Modern European History. All students enrolled in this course MUST take the Advanced Placement Exam.

Prerequisites: 1. Completion of AP American History or completion of United States History and Government 11 with a minimum grade of 90

2. Teacher Recommendation

3. A minimum of a 90 on the U.S. History Regents

Grade Level: 12

1 Credit

## **ADVANCED PLACEMENT AMERICAN GOVERNMENT**

The Advanced Placement course in U.S. Government and Politics is intended for students who wish to complete studies equivalent to a college-level introductory course in American Government. Because the course is taught over the full academic year, economic themes and concepts will be integrated throughout, which enables students to satisfy the New York State requirements for both Participation in Government and Economics. The following themes are examined: constitutional underpinnings, political beliefs and behaviors, political parties, interest groups, the mass media, the formal institutions of government, public policy, civil rights, and civil liberties. Students are required to complete a research paper, community service hours, and take the AP examination in May.

Prerequisites: 1. Completion of United States History and Government 11 with a minimum grade of 90 in both the course and on the Regents Examination, or completion of Advanced Placement American History  
2. Teacher Recommendation

Grade Level: 12

1 Credit

## **ANTHROPOLOGY**

A discussion-based course that deals with various aspects of culture and society. It is designed for those students who are interested in both liberal arts and science. Man's origins, archeology, race, magic and religion, conception, birth, puberty, marriage, death, and other areas of human development are studied.

Prerequisite: None

½ Credit

Grade Level: 11-12

## **CRIMINAL JUSTICE**

A semester course of study that includes an intense and comprehensive analysis of a) the nature of crime--what it is, types of crime, causes, and the impact and results of crime on society, b) agencies and procedures involved in the criminal justice system--police, attorneys, courts, correctional institutions, c) constitutional rights of the accused--especially the 4th, 5th, 6th, and 8th Amendments of the Constitution.

Prerequisite: None

½ Credit

Grade Level: 11-12

## **PSYCHOLOGY**

Who are you? Why do you do what you do? This course focuses on the description and analysis of human behavior with an eye toward helping the students better understand themselves and those around them. Topics to be discussed include: Behaviorism, Freudianism, Abnormal Behavior, Intelligence, and Human Development.

Prerequisite: None

½ Credit

Grade Level: 11-12

## **LEADERSHIP 1 AND 2**

The purpose of Leadership class is to have students guide or direct activities and functions within the high school (i.e., fund raisers, game shows). Students will learn various techniques in effective leadership and will be given the opportunity to exercise leadership within the school and the community through conducting their own events. The class will also provide students with a chance to promote school unity by encouraging communication among students, teachers and administrators.

Prerequisite: Member of Student Government/or  
Nominated by teacher, coach or club advisor.

\* Student requests for nomination will not be accepted.

Grade Level: 12

½ Credit

**\*According to the Harborfields High School Advanced Placement Policy, students are required to maintain a minimum course average of 80% in order to remain in the AP program.**

## ***TECHNOLOGY EDUCATION***

### **DESIGN DRAWING FOR PRODUCTION**

This is an introductory course for students who are interested in traditional drafting techniques that are used as standards for the engineering, design, and architecture industry. This course will introduce the universal language called, “ANSI” through which students can express ideas, designs and creativity with the precision and clarity with uniformity. Throughout the year, students will be presented with design problems and challenges that will develop their drafting abilities. The final project in the course includes hands-on work to design and construct Magnetic Levitation Vehicles (Maglev), and then compete against one another to see who made the strongest Maglev.

Prerequisite: None

1 Credit

Grade Level: 9-12

\*Required for technology sequence

\*\*This course may be used to satisfy the one unit of art or music required for all students.

### **ARCHITECTURAL DRAWING - I**

This course is an introduction to Architectural Drawing and Design. Here, we use the drafting skills developed in DDP to develop an understanding about residential house design and construction. Students learn about foundations, floors, walls, and roofs, and how each of these systems is crucial to a sound structure and a successful house design. For the final project, students will design a small addition to a house, and then build it to scale out of balsa wood.

\*Prerequisite: Design and Drawing for Production

½ Credit

Grade Level: 10-12

### **ARCHITECTURAL DRAWING - II**

This course is the second half of the Architecture Unit. Architecture II uses the knowledge that Students gained in Architecture I to develop and design floor plans, house plans, interior view and exterior views of residential structures. This course will use both manual drafting techniques as well as Computer Aided Drafting (CAD) software to design homes. The final project for this course is to design a house, create a full set of plans, and then model the structure from it.

Prerequisite: Architecture 1

½ Credit

Grade Level: 10-12

### **COMPUTER AIDED DRAFTING – I**

Computer Aided Drafting (CAD) is a course that focuses around engineering, design, and technical drawing on the computer than by hand. Here we use AutoCAD 2004, which is a program that is used by professionals in the design and drafting field. In CAD I, we will be focusing on the 2D aspects of the software, developing the skills of the students through Drawing Sets and Design Challenges. CAD also makes use of the CNC Milling Machine, which allows us to use our drawings to cut out shapes and objects.

Prerequisite: Design and Drawing for Production

½ Credit

Grade Level: 10-12

## **COMPUTER AIDED DRAFTING – II**

CAD II focus more on the advanced 2D aspects as well as an introduction to 3D power of the software. Similar to CAD I, students start off with Drawing Sets to help develop their skills before moving into a Term Design Project. The term design project focuses on using all the skills the students have developed during DDP and CAD to create, design, or re-invent a product or object. Students will take the original design and modify, redesign, model, and present at the end of the course. In a previous year, students had to redesign a Video Game Controller to make it more ergonomic, and at the end of the year, created a presentation as if they wanted to sell their design to a company. CAD II gives students a real world perspective on the design and drafting industry.

Prerequisite: Computer Aided Drafting I

Grade Level: 10-12

½ Credit

## **INTRODUCTION TO WEB DESIGN**

This course is an introduction to the skills necessary to build and manage professional Web Sites. Students will be introduced to Macromedia Dreamweaver and then write their own HTML code to design and create websites. Some topics include the use of tables and frames to organize a website, using CSS to help make formatting a page easier, and how to link between multiple sites. Students will also use pictures in their websites, where there will be a brief introduction to Adobe Photoshop; basic graphic design principles will also be taught throughout the course and specifically during the Photoshop section. The final project is a multi-page website that the students will fabricate themselves on a topic of their choice.

\*Prerequisite: None

Grade Level 9-12

½ Credit

## **ADVANCED WEB DESIGN**

This course is an introduction to the Macromedia Flash Software, and how to use it to create Flash Objects, animations, and whole websites. No prior experience in Flash or Computer Programming is needed. The course begins as an overview of the Design View of the software, and then we move into basic Flash animation. After basic animation, the students are introduced to some basic coding. The skills in this class can be applied to web design and/or general creative animation. The final project in this course is a fully functional, multi-page, Flash-based website on a topic of the student's choice.

Prerequisite: Introduction to Web Design

Grade Level: 9-12

½ Credit

## ***WILSON TECH PROGRAMS***

Students interested in vocational/technical education attend L.A. Wilson Tech for one half day. They receive four (4) credits per year towards graduation. "Tech" programs lead to study on the post-secondary level, or immediate employment upon their completion.

Wilson Tech offers morning and afternoon sessions for all programs. The morning session runs from 8:10 - 10:55 AM, and the afternoon session runs from 11:50 AM - 2:35 PM. All classes meet five days per week.

Students approved to attend Wilson Tech must meet the criteria of having demonstrated a career choice, and a positive grade and attendance record. Students may request the AM or PM session; however, session selection is made by counselor, based upon academic schedule and course availability.

All credits earned at L. A. Wilson Tech may be applied toward completion requirements for graduation from high school. Satisfactory completion of a sequence in technical/trade subjects, with passing of required Regents examinations will enable a student to receive a Regents diploma.

To assist in this decision-making process, the high school Guidance and Counseling Center sponsors a special Wilson Tech orientation assembly to acquaint sophomores with opportunities available at Wilson Tech. A parent information night is also scheduled early in the Spring at Wilson Tech.

Courses of study offered at Wilson Tech are listed below; primarily, all are two-year courses (four credits per year.) One-year programs are designated with an asterisk (\*)

### **CONSTRUCTION CAREERS**

Carpentry  
Construction Electricity  
Drafting/Computer Aided (CAD)  
Heating/Ventilation/Air Cond. (HVAC)  
Welding

### **SERVICE CAREERS**

Administrative Asst./Office Technology  
Certified Personal Trainer  
Cosmetology  
Culinary Arts  
Early Childhood Education & Care  
Equine Studies  
Fashion Merchandising/Design  
Floriculture  
Police Science and Law  
Veterinary Assisting

### GRAPHICS & MEDIA ARTS CAREERS

Advertising Art  
Photography  
Video Productions/Audio Technology

### TECHNICAL CAREERS

Computer Networking/Repair  
Technical Electronics  
Web & Internet Technology

### HEALTH CAREERS

Medical Assisting  
Medical Laboratory  
Nurse Assisting\*  
Professional Health Careers\*

### TRANSPORTATION CAREERS

Aircraft Maintenance Technology  
Auto Body Repair  
Automotive Technology  
Aviation Science/Flight  
Outdoor Power Equipment Technology

## **CAREER & TECHNICAL EDUCATION (CTE)**

The purpose of Career & Technical Education (CTE) is to provide learning experiences in which all students become aware of a broad spectrum of careers, and develop skills that are adaptable to personal and career roles and for entry into employment. It will also provide students learning experiences which will develop skills necessary for employment in specific career areas or postsecondary study thereby preparing students for life as productive members of society.

### **CONSTRUCTION CAREERS:**

**CARPENTRY** develops skills and knowledge of constructing houses and commercial buildings. Students will learn the proper care and safety of tools and equipment and how to work from plans and specifications. Students will frame and complete the exterior of a structure. They will also complete the interior and construct and install cabinets and counters. They will become versed in all areas of alterations.

**CONSTRUCTION ELECTRICITY** develops skills and knowledge in the field of electricity. Commercial and residential wiring are taught. In residential work, the electrician will wire lighting outlets, receptacles, switches, appliances and install light duty electrical services. For commercial work, duties include installation and wiring of recessed and fluorescent lighting, large service panels and motor control circuits.

**DRAFTING/CAD** prepares students for entry level positions in a drafting firm or department. The course develops the basic skills necessary for both architectural and technical drafting. Students use a variety of drawing tools and drafting instruments to design and prepare working drawings, sections, elevations and details. Instruction in architectural rendering, model making and site planning are also provided. In addition to mastering the CAD skills needed to produce working drawings, the curriculum also includes instruction in wire frame and 3D modeling techniques. Students will become proficient at both hand drafting and computer aided drafting.

**HEATING / VENTILATION / AIR CONDITIONING (HVAC)** develops skills and knowledge of servicing and repairing refrigeration, air-conditioning, heating and ventilation systems for home, business and industry. Students become proficient in all aspects of climate control.

**WELDING** develops skills and knowledge in the fusing of different types of metals. Students will work from blueprints to layout, develop, fabricate, and form metals utilizing the Oxyacetylene Flame Cutting, Gas Welding, Electric Arc Welding, Aircomatic (MIG), Heliarc (TIG), and Plasma Arc Welding Processes.

### **GRAPHIC & MEDIA CAREERS:**

**ADVERTISING ART** prepares students for work in business, industry and commerce as graphic artists. Students learn to create artwork, including computer graphic design, for magazines, newspapers, catalogs, display packaging, television, and multi-media presentations.

**PROFESSIONAL PHOTOGRAPHY** develops skills and knowledge of professional photography. Students master studio and darkroom skills as well as learn the business aspects of photography.

**VIDEO PRODUCTION/ AUDIO TECHNOLOGY** develops the skills necessary to enter the field of television and radio broadcasting. Through course work and hands-on experience, students learn business and creative aspects of production, programming, engineering, (maintenance and monitoring of transmission equipment) basic audio production techniques and sales. Good communication skills, proper use of English and computer skills are stressed.

### **HEALTH CAREERS:**

**MEDICAL ASSISTING** is a fast paced rewarding career where your knowledge and skills will be in demand in many health care facilities. A medical assistant is a multi-skilled professional who works with patients and medical staff for the ultimate goal of quality patient care. A versatile member of any health care team, the medical assistant works with the physician in both administrative and clinical procedures in the medical office. Students will learn how to assist the physician with patient examinations and diagnostic procedures, perform EKGs and laboratory procedures. They will also study anatomy and physiology, hematology, pharmacology and the administrative duties involved in running a medical office. Students spend the first year studying administrative skills. In the second year, the students develop advanced skills of a clinical medical assistant. A clinical internship in the second year of the program will be scheduled in local medical facilities. At the completion of the program you will be eligible to apply for national certification.

**MEDICAL LABORATORY** includes instruction in the skills necessary for entry level employment as a health care professional. Students learn medical terminology, measuring vital signs, electrocardiography (EKG), laboratory lessons in hematology, blood banking, chemistry, urinalysis, microbiology and phlebotomy. Second year students who meet all standards have an opportunity to participate in a hospital internship.

**NURSE ASSISTING** develops the skills, attitudes, and knowledge necessary to care for the sick in health care institutions and private homes. Practical application of theory is stressed. Skills developed in this program may be used as a direct entry to employment or as a preparatory course for Practical Nursing or Registered Nursing.

**PROFESSIONAL HEALTH CAREERS** offers seniors the opportunity to begin training for the following career choices: Practical Nursing, Surgical Technology or Medical Assisting. Additionally, students receive an excellent foundation in preparation for the study of Registered Nursing in college. The program provides both classroom and clinical instruction. Students who meet specific criteria will gain advanced standing in the Wilson Tech Adult Practical Nursing program, Adult Medical Assisting program or Adult Surgical Technology program.

### **SERVICE CAREERS:**

**COSMETOLOGY** develops skills and knowledge of hair styling, coloring, and chemical hair restructuring as well as make-up, nail and skin care. Practical application of theory is stressed. Students first work on mannequins and then on each other. Second year students work in the clinic which is open to the public two days a week.

**CULINARY ARTS** develops cooking skills through actual work experience using standardized recipes. Students are expected to learn all basic and advanced techniques of food preparation, along with the related safety, nutrition and sanitation requirements of New York State for restaurants, cafeterias and hospitals.

**EARLY CHILDHOOD EDUCATION AND CARE** prepares students for entry-level employment in early childhood programs. The course combines class work and discussion on the development and behavior of young children with actual job experience in the BOCES Learning Laboratory Preschool and at cooperating field sites.

**EQUINE STUDIES (Horsecare)** develops the skills and knowledge of caring for horses including feeding, grooming and such daily tasks as turnout; riding and exercising horses for a variety of purposes; cleaning and maintaining horse and riding equipment; diagnosing and treating general injuries and ailments of horses and farm management. Skills developed in this program may be used for entry-level jobs or for college level equine programs.

**FASHION MERCHANDISING/DESIGN** develops the skills and knowledge necessary to enter the fashion merchandising/design industry. Training emphasizes both the theory of fashion and practical applications such as pattern design and clothing construction and prepares the student for the business of fashion in retailing, human relations and store management.

**THE FLORICULTURE** program combines Horticulture/Landscaping with Floral Arts. Students will learn about the growth and care of plants, lawns, trees and shrubs, greenhouse operations, power equipment, landscape design, floral design and arrangements, indoor plant care, sales and recordkeeping.

**POLICE SCIENCE/AND LAW** will introduce students to laws that pertain to public and private security, investigative functions and techniques, patrol functions, security and fire alarm systems, access control, and emergency response. This course teaches appropriate skills to deal with social situations and security requirements as they affect the community.

**VETERINARY ASSISTING** is an important part of the veterinary health care team in clinics, zoos, pet shops and research facilities. Students work with a large variety of animals such as dogs, cats, rodents, birds/poultry, farm animals, and reptiles. Students will learn about general care and feeding of various species as well as tasks the veterinary assistant performs under the guidance of a veterinary technician or veterinarian. Tasks include: animal feeding, basic animal grooming, animal nursing, common office/clinic procedures, client education, exam room procedures, surgical and diagnostic lab procedures, maintenance of animal/medical records on computers and other skills as recommended by the North American Veterinary Technician Association. Day students will participate in a vaccination clinic onsite at Manor Plains. Students may receive certificates in kennel maintenance, shelter operator, and veterinary foundations.

#### **TECHNICAL CAREERS:**

**COMPUTER NETWORKING** and repair consists of instruction in repairing computers and installing operating systems and networking. Students completing this course will learn to test, troubleshoot, install, and repair computer equipment and networks. Students will learn to upgrade computer hardware and install software in preparation to enter this expanding technical field. Other components of this course are digital electronics, logic circuits and their application to computers.

**TECHNICAL ELECTRONICS** consists of instruction and practice in basic electronic theory with emphasis on circuit analysis and construction. Students learn electronic principles through theoretical class discussions coupled with experimentation and computer-aided instruction.

**THE WEB AND INTERNET TECHNOLOGY** program will provide students with instruction leading to credentials in internet and web knowledge and skills that are recognized throughout the industry. The program is targeted to students interested in web design, site development and administration, internet security and intranet-related services. Students will earn a Certified Internet Webmaster (CIW) Certificate in: CIW Associate Foundation Series.

#### **TRANSPORTATION CAREERS:**

**AIRCRAFT MAINTENANCE TECHNOLOGY** provides both the hands-on experience and the related knowledge to service, repair and overhaul reciprocating and turbine engines and components, power plant control systems, instrumentation, induction and exhaust systems. Students will work toward the power plant license by studying under regulations of the Federal Aviation Administration (FAA).

**AUTO BODY REPAIR** provides instruction in basic and advanced auto body repair, with as much emphasis on theory as practical applications. Using up-to-date equipment, students learn the use of auto body plastics, specialized tools, and spray painting; develop the mechanical ability to restore damaged vehicles to their original condition and learn how to estimate jobs.

**AUTOMOTIVE TECHNOLOGY** provides the theory and skills needed for light and heavy duty repairs to the automobile engine, transmission, chassis and suspension system. Students use up-to-date electronic and hydraulic test equipment to precisely diagnose today's sophisticated automobile. This is a NATEF/ASE certified training program.

**AVIATION SCIENCE/FLIGHT** develops the skills, attitudes and related flight background required by the aviation industry. Students will receive ground school as well as actual instruction and flight time in a primary training aircraft. All flight time earned will be recorded in student logbooks, and can be credited toward additional flight instruction and ratings. A Federal Aviation Administration (FAA) approved curriculum is used including practical test standards. A nationally recognized college level aviation fundamentals textbook is the core of the ground/academic instruction. Students will also use computers with flight training simulator programs and graphics as well as academic software to cover aviation science areas and FAA exam material.

**OUTDOOR POWER EQUIPMENT TECHNOLOGY** teaches students to diagnose, make repairs and install engines, drive trains, and control parts on landscape, marine and industrial powered equipment.

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**GENERAL CAREER & TECHNICAL EDUCATION (GCTE)**

Students may enroll in one of the 29 mainstream programs offered at the five Wilson Tech sites or one of the 13 self-contained programs located at the Manor Plains Campus. General Career and Technical Education is designed to provide a positive career and technical education experience to students with special needs, ages 14 through 21. Mainstream and self-contained GCTE students receive a more supervised and supportive experience than those in CTE.

**AUTO MAINTENANCE** provides students with the opportunity to understand the workings of the automobile. Students are trained in the maintenance, troubleshooting and repair of the various automotive systems. They will gain essential knowledge in the scientific principles that relate to the functions of the automobile.

**BUILDING AND GROUNDS/MAINTENANCE** develops skills and techniques to perform a variety of custodial duties such as: window cleaning, painting, floor cleaning and polishing, carpet cleaning and repair/and or assist with minor electrical problems in a commercial setting. Proper handling and disposal of cleaning material is emphasized. Additionally, students are taught landscape maintenance skills such as basic lawn and plant care as well as operation of small equipment. Plant identification of weeds and common trees and shrubs will be learned.

**BUILDING TRADES** develops skills and knowledge which apply to the construction of houses and commercial buildings. Students will learn skills necessary to do flooring, siding and roofing. The building of cabinets, counters and other interior improvements are included in the curriculum. Students will become versed in all areas of alterations. Many special projects, on and off-site are designed to reinforce the skills.

**COSMETOLOGY** develops skills and knowledge of hair styling, coloring, perms and relaxants, as well as make-up, manicures and facials. Practical application of theory is stressed. Students work on mannequins and then proceed to do live work. Many students opt to complete a state approved course of 1000 hours and must pass a state licensing exam in order to work in the many areas of the profession.

**ELECTRONIC MANUFACTURING** requires working with small component parts, power and hand tools, generally in a bench type environment. Electronic workers must have good memory, the ability to do repetitive tasks, good manual dexterity and good eye/hand coordination

**FOOD SERVICE** develops cooking skills through actual work experience using standardized recipes. Students are expected to learn all basic techniques in food preparation along with the related safety, nutrition and sanitation requirements of New York State restaurants, cafeterias and hospitals.

**HEALTH AIDE** prepares students for many positions in the allied health fields. This course includes instruction in the basic skills of patient care. It also focuses on communication and interpersonal techniques which are important in this service area.

**LIFE SKILLS** trains secondary special needs students to meet the challenges of daily living with competency and confidence. The course provides the students with basic information needed to make well thought out decisions in school and at home, in addition to orienting student to life beyond school. Students are eligible to receive 4 ½ credits for each year of successful participation in the program.

**MANUFACTURING TECHNOLOGY** students operate machines typically in use in machine shops and manufacturing plants. Students also learn the skills necessary to work in a manufacturing environment. They will learn how to assemble the various parts manufactured in the plants. Laser and CNC machines are used to teach industry standard skills and procedures necessary in the production area.

**OFFICE TECHNOLOGY** develops the skills and knowledge of office work in the field of business. Students learn general office and business skills as well as administrative operations. Computer skills are taught and mastered. A computer laboratory enables students to become computer literate and learn data processing, input skills and record keeping. The curriculum is adapted to meet the student's individual needs.

**RETAILING** offers students the opportunity to participate in the operations of a working store. Students order, stock, develop displays and market products to the public and school population. All aspects of customer service, inventory, loss prevention, and profit and loss management are included in the curriculum. With the abundance of retail establishments in the region, the need for trained workers is very high.

# ***GUIDANCE INFORMATION***

## **GUIDELINES AND A CALENDAR OF SOME IMPORTANT EVENTS GRADES 9 THROUGH 12**

**GRADES 9 AND 10** Students are encouraged to view 9th and 10th grades as a time to take advantage of some exploratory experiences with a view towards making initial career decisions. The goal is certainly not that you force an early career decision on yourself. However, it is a reality that during the 11th and 12th grades certain courses and tentative commitments to types of programs are appropriate. For example, if a student is college bound, prerequisite courses are recommended based on the projected major field of study. On the other hand, the student who is more immediately concerned with entering the world of work after graduation will focus on gaining marketable skills. A "general" program which simply aims at "meeting minimum graduation requirements" is not in your best interest. We realize that making these decisions or trying to combine goals (get work skills and prepare for college) can be difficult. Please make use of our counseling services to help you clarify your options and alternatives. Your decisions may change as time passes and we welcome the opportunity to share in the process.

Listed below are some of the counseling activities and resources which we feel are quite appropriate for all 9th and 10th grade students. We stress that you show some initiative in seeking information about them. We will certainly continue to make announcements by P.A. system, special bulletins, etc., but you know, as we do, that there is no substitute for actively seeking information. In this spirit we are making the following services known to you in this publication.

### **SPECIFIC GRADE LEVEL ACTIVITIES**

1. Sophomores are offered a broader scope of shadow opportunities across Suffolk and, in some cases, Nassau County as a result of our relationship with One-to-One, the mentoring Partnership of L.I. In addition to these formal programs, students in all grades with specific interests can submit a career exploration opportunity application in the Guidance Office at any time.
2. Guidance Resource Center - There are many useful publications and other sources of information concerning careers, education and the job market in the Guidance Resource Center. Please make yourself familiar with these resources and learn to use them. These include the computerized college and career programs
3. Wilson Tech Orientation and Visitors Day - During December, January, and February, members of the Wilson Tech Occupational Education Staff sponsor an Orientation Session here at Harborfields followed by a Visitors' Day at the various Tech locations. Any student interested in a vocational program must sign up for these career exploration experiences as part of the application process (Grades 10 and 11).

**GRADES 11 AND 12** During the final two years of high school there are a number of dates and events that are important. Use the following as a general guide. It should aid you in meeting your responsibilities, but it now becomes even more important for you to give the necessary thought, effort, and involvement to make your future plans as positive and meaningful as possible. Throughout the process you should be working closely with your counselor. The counselors are more than willing to help, so feel free to use their services as often as necessary.

**GRADE 11**

SEPTEMBER - OCTOBER.....	PSAT Prep Course
OCTOBER	Preliminary Scholastic Aptitude Test and National Scholarship Qualifying Test (PSAT/NMSQT).
JANUARY - JUNE	Post high school and college admissions counselors visit Harborfields. Also refer to College Fair and mini-college days.
MARCH - APRIL	SAT Prep Course College information program for juniors and parents.
APRIL	ACT
MAY	SAT REASONING/SAT Subject Tests Please consult with your guidance counselor and refer to college catalogues regarding requirements.
JUNE	ACT and SAT Reasoning/SAT Subject Tests Please consult with your guidance counselor and refer to college catalogues regarding SAT II requirement.

**COLLEGE FAIR AND MINI-COLLEGE DAYS** -- There is one Mini-College Day in the Fall and one in the Spring held here at Harborfields. There will also be larger college fairs in the fall and spring sponsored by the Western Suffolk Counselors Association. Please listen to announcements and check the school calendar for dates, locations, and colleges attending.

## **GRADE 12**

### **SEPTEMBER - OCTOBER**

- Check your transcript with your counselor to determine if graduation and diploma requirements are being met.
- If your plans include attending college, consult with your counselor concerning the selection of colleges to which you intend to apply for admission.
- Make college visits if possible.
- File Early Decision/Early Action applications to colleges if you intend to participate in this type of program.
- Check testing dates for the College Board (SAT) and/or American College Testing (ACT). Send in application fees for the test which you will need for the colleges in which you are interested. Register for all exams that will be required for college admission.
- Write for information, applications and catalogs for colleges which interest you.
- If your career plans do not include college, then begin to discuss alternatives with your counselor. It is important to make careful decisions based on accurate information in this area.
- SAT Prep Course will be offered to seniors.
- File C.S.S. Profile Registration form if required by the college to which you are applying.

### **OCTOBER - NOVEMBER**

- Arrange for a New York State Employment Service Interview if you plan on seeking employment after graduation.
- Review results of all interest and ability instruments along with your academic record to get a profile of your goals.
- Take the SAT/ACT if required by the college to which you plan on applying.
- File applications for admission to colleges.
- If you are not taking the first ACT (October) or SAT Reasoning Test check dates for the next tests. If necessary send in applications and fees.
- Check SAT Subject Tests which may be required by the colleges to which you are applying. Send in the necessary fees and applications.

### **DECEMBER - JANUARY**

- Take the SAT Reasoning Test (if not taken earlier) and/or SAT Subject Tests if required by the college to which you are applying.
- Take the American College Testing Program (ACT) if you have not already done so.
- Forward your college applications as early in December as possible. **THIS IS THE STUDENT'S RESPONSIBILITY.** Be certain that you check application deadlines indicated in the college catalogs on file in the Guidance Office. If catalogs are not available consult with your counselor.
- Read all the information available and listen for announcements on Financial Aid.
- If you need financial aid, be sure you have submitted applications for financial aid to the colleges to which you are applying for admission. You must also file your C.S.S. Profile Application and/or the FAFSA.
- Attend Financial Aid Workshop

### **FEBRUARY - MARCH**

- Complete college applications.
- Continue checking on and continue listening to announcements on financial aid and scholarships.

### **APRIL - MAY**

- After receiving your college acceptances, carefully consider your final choice. Seek help from your counselor if you need additional advice.
- After making your choice notify your counselor and colleges promptly.
- Schedule New York State Employment Service interviews if you have not finalized your employment plans.
- Prepare to attend Employment Day in early Spring.

### **MAY - JUNE 1**

- Notify your counselor as to which college your final transcript should be sent.

During the year, should you change your mind and decide to go to college or vice-versa, and find you are behind the above calendar, contact your counselor immediately and he/she will help you with your plans and their implementation.

### **An important final point:**

If you have any questions, problems, etc., be sure to come to the guidance office and see your counselor. The guidance department is staffed by highly trained, effective, and caring counselors. At no time should you ever hesitate to contact them. If your parents have questions and can not come in themselves, they can call - 754-5360 ext.405, and speak to the appropriate counselor.

# SCHEDULING WORKSHEET

2009-2010

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SUBJECT	COURSE	NOTES
ENGLISH		
SOCIAL STUDIES		
MATH		
SCIENCE		
SECOND LANGUAGE		
ELECTIVE		
ELECTIVE		
ELECTIVE		
QUESTIONS TO ASK		

# HARBORFIELDS HIGH SCHOOL

## COURSE DROP FORM

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The following steps must be followed before a student can drop a course:

Student's Name \_\_\_\_\_

Subject \_\_\_\_\_ Period \_\_\_\_\_

Teacher \_\_\_\_\_

Guidance Counselor \_\_\_\_\_

Reason(s) for Course Drop: \_\_\_\_\_

\_\_\_\_\_

1. Student-Counselor Conference /Date/Initial \_\_\_\_\_

2. Student-Teacher Conference/Date/Initial \_\_\_\_\_

3. Parent-Teacher Conference /Date/Initial \_\_\_\_\_

4. Parent-Counselor Conference/Date/Initial \_\_\_\_\_

5. Case Conference/Date \_\_\_\_\_

Replacement Course

Title \_\_\_\_\_ Period \_\_\_\_\_

Structured Study Hall \_\_\_\_\_ Period \_\_\_\_\_

Drop Approved/Date \_\_\_\_\_

Drop Disapproved/Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**FLOW CHART - ENGLISH**

<b>PROGRAM</b>	<b>9th GRADE</b>	<b>10th GRADE</b>	<b>11th GRADE</b>	<b>12th GRADE</b>
<b>REGENTS/ ADVANCED REGENTS</b>	<b>ENGLISH 9</b>	<b>ENGLISH 10</b>	<b>ENGLISH 11</b>	<b>ENGLISH 12</b>
<b>HONORS</b>	<b>ENGLISH 9H</b>	<b>ENGLISH 10H</b>	<b>AP LANGUAGE AND COMPOSITION</b>	<b>AP LITERATURE</b>

\* The flow chart provides a guide for typical programs. Changes may be made in consultation with a guidance counselor.

## FLOW CHART - LANGUAGES OTHER THAN ENGLISH\*

<b>PROGRAM</b>	<b>9th GRADE</b>	<b>10th GRADE</b>	<b>11th GRADE</b>	<b>12th GRADE</b>
<b>Advanced Regents</b>	<b>French 2R</b> <b>Italian 2R</b> <b>Spanish 2R</b>	<b>French 3</b> <b>(June Regents)</b> <b>Italian 3</b> <b>(June Regents)</b> <b>Spanish 3</b> <b>(June Regents)</b>	<b>French 4 Honors</b> <b>or</b> <b>Italian 4 Honors</b> <b>or</b> <b>Spanish 4 Honors</b>	<b>AP French</b> <b>AP Italian</b> <b>AP Spanish</b>
<b>Advanced Regents</b>	<b>Spanish 1R</b>	<b>Spanish 2R</b>	<b>Spanish 3R</b>	<b>LOTE ELECTIVE</b>

\* The flow chart provides a guide for typical programs. Changes may be made in consultation with a guidance counselor.

## FLOW CHART - SCIENCE\*

PROGRAM	9th GRADE	10th GRADE	11th GRADE	12th GRADE
REGENTS	BIOLOGY	EARTH SCIENCE	EXPLORING PHYSICAL SCIENCE or SCIENCE ELECTIVE	SCIENCE ELECTIVE
ADVANCED REGENTS	EARTH SCIENCE	BIOLOGY	CHEMISTRY	REGENTS PHYSICS or SCIENCE ELECTIVE
HONORS	HONORS BIOLOGY	HONORS CHEMISTRY	AP PHYSICS or HONORS PHYSICS or AP CHEMISTRY	AP BIOLOGY or AP PHYSICS or AP ENVIRONMENT

### Electives that may be taken:

Exploring Physical Science  
 Marine Ecology, Marine Biology  
 AP Environmental Science  
 Forensic Science  
 Science Research  
 Advanced Science Research  
 (Food Science) To be approved

\* The flow chart provides a guide for typical programs. Changes may be made in consultation with a guidance counselor.

**FLOW CHART - SOCIAL STUDIES\***

<b>PROGRAM</b>	<b>9th GRADE</b>	<b>10th GRADE</b>	<b>11th GRADE</b>	<b>12th GRADE</b>
<b>REGENTS/ ADVANCED REGENTS</b>	<b>GLOBAL HISTORY &amp; GEOGRAPHY 9</b>	<b>GLOBAL HISTORY &amp; GEOGRAPHY 10</b>	<b>U.S. HISTORY &amp; GOVERNMENT</b>	<b>ECONOMICS (SEM) &amp; PARTICIPATION IN GOVERNMENT (SEM)</b>
<b>HONORS</b>	<b>GLOBAL HISTORY &amp; GEOGRAPHY 9H</b>	<b>GLOBAL HISTORY &amp; GEOGRAPHY 10H or AP WORLD HISTORY</b>	<b>AP AMERICAN HISTORY</b>	<b>AP GOVERNMENT</b>

\* The flow chart provides a guide for typical programs. Changes may be made in consultation with a guidance counselor.

## *Flow Chart - MATH*

<i>Program</i>	<i>9th Grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
<b>Advanced Regents (Extended)</b>	<b>Math AX-1</b>	<b>Math AX-2</b>	<b>Math BX-1</b>	<b>Math BX-2</b>
<b>Advanced Regents (Extended)</b>	<b>Algebra 1X</b>	<b>Geometry 2X</b>	<b>Algebra 2X/Trig</b>	<b>Advanced Math Topics or Intermediate Algebra</b>
<b>Advanced Regents</b>	<b>Math A1</b>	<b>Math A2/B1</b>	<b>Math B2/ Algebra/Trig</b>	<b>Advanced Math Topics</b>
			<b>Math BX-1/Algebra Trig Ext</b>	<b>Math BX-2</b>
<b>Advanced Regents</b>	<b>Algebra</b>	<b>Geometry</b>	<b>Algebra 2/Trig</b>	<b>Pre-Calculus or Advanced Math Topics</b>
<b>Advanced Regents</b>	<b>Math B1/ Algebra</b>	<b>Math B2/Geometry</b>	<b>Advanced Math Topics/Algebra/Geo</b>	<b>Pre-Calculus</b>
<b>Honors</b>	<b>Math A2/B1 Honors</b>	<b>Math B2 Honors</b>	<b>Pre-Calculus Honors</b>	<b>Advanced Placement Calculus AB or BC</b>

The Flow chart provides a guide for the required program in math. Changes are only made with the approval of a counselor or administrator.

# FLOW CHART - MUSIC AND ART

