

**New Courses  
2017-2018**

| Department  | Course Title  |
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| <i>Art</i>  | <b>Animation, Gaming, and Website Design III</b> <span style="float: right;">Grade 11-12</span>   |
|   | This course is designed for advanced students of Animation, Gaming, and Website Design. The students of this course will continue to explore many state-of-the-art software programs as artistic vehicles for learning, as well as begin to focus their artistic vision in regards to interactive media. This course is geared toward expanding students' knowledge of the ever-changing animation, gaming, and web-based industries. Students will be expected to continue to create expansive projects using the computer, and to build their artistic portfolio throughout this course.  |
|   | ❖ Prerequisite: Animation, Gaming, and Website Design II <span style="float: right;">1 credit</span>  |
| <i>Business</i>   | <b>Computer Concepts &amp; Applications</b> <span style="float: right;">Grades 9 - 12</span>  |
|   | The goal of this course is to provide a foundation of technology skills in a variety of programs including Microsoft Word, PowerPoint, Excel, Adobe Photoshop, and Google Classroom. This course will provide students with a skillset that can be transferred, seamlessly, into courses from all curricular areas. Completion of the course will result in students earning one or more MOS certifications.  |
|   | ❖ No Prerequisite <span style="float: right;">½ credit</span>   |
|   | <b>College Sports Management</b> <span style="float: right;">Grades 10-12</span>  |
|   | This course will focus on the philosophy, function and principles of managing a sports franchise through the processes of planning, organization, leadership and control. Students will utilize many sports franchise operations as case studies. Furthermore, analysis of many sports-related careers will be included.  |
|   | ❖ Prerequisite: Sports Management <span style="float: right;">½ credit</span>   |
|   | <b>Virtual Enterprise</b> <span style="float: right;">Grades 11 &amp; 12</span>   |
|   | Simulation that turns the traditional classroom into a real world business. Students create & manage a virtual business from the ground up selling their products to other virtual firms around the world. Students work in different departments of the business based on their strengths, passions, and potential career path. Typically, most students pursue Management, Accounting, Finance, Sales, Marketing, Human Resources, and Web Design. Students will develop business skills as they work in teams to make decisions while achieving company goals and objectives, and present their ideas at various business competitions. Students will create and run a trade show booth at the Virtual Enterprise International Show in New York City. |
| ❖ Prerequisite: Accounting I, Marketing I, or Principles of Law <span style="float: right;">1 Credit</span>   |   |
| <b>Driver's Education (Summer)</b> <span style="float: right;">Grades 10 – 12</span>  |   |
| Driver & Traffic Safety Education in New York State schools is a course implemented via a joint partnership between the New York State Education Department (NYSED), and the Department of Motor Vehicles (DMV). The Driver Education course is intended to educate students (age 16 or older) on appropriate driving skills and habits as well as playing a responsible role in the highway transportation/safety system. Course highlights include 24 hours of classroom instruction and 24 hours of behind the wheel training and observation. Students who satisfactorily complete the course are eligible to receive the <u>MV-285: Student Certificate of Completion</u> . The <u>MV-285 Student Certificate of Completion</u> allows: a NYS Junior Permit holder to schedule a road test, young drivers a possible reduction in automobile insurance cost (participation is dependent upon insurance provider participation), and a 17 year-old to receive a senior license (MV-285 form must be submitted to local DMV to attain this benefit). |   |
| ❖ Prerequisite Valid NYS DMV Learner's Permit. (Must be 16 years of age) <span style="float: right;">Non credit bearing</span>  |   |

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| <b>English</b>   | <b>The American Immigrant Experience –</b> <span style="float: right;"><b>Grade 12</b></span>   |          |
|  | The American Immigrant Experience will present an opportunity for students to be exposed to additional multicultural texts, authors, and perspectives while gaining a deeper understanding of what it truly means to be “American.” Points of exploration include life in the native country, reasons for emigration, immigrants' reactions to the United States and America's reactions to immigrants, and consequences of immigration for individuals, families and society. Different time periods will be examined with additional readings and discussion providing the historical, social, economic, and political background for these stories.  |          |
|  | ❖ Prerequisite: Grade 11 English  | ½ credit |
|  | <b>Creative Writing II</b> <span style="float: right;"><b>Grades 9 – 12</b></span>  |          |
| This course will build upon the work done in Creative Writing I and will continue to stress each student’s development as a writer of fiction, personal narratives and essays, poetry and screenplay writing. There is an expectation for a student to complete a self-selected major text or collection, choosing from a variety of genres to work within. Students will model various forms in an effort to reach beyond their experience and talents. Similar to Creative Writing I, the class is taught in a workshop format with an emphasis on both peer and instructor evaluation |   |          |
| ❖ Prerequisite: Creative Writing I > Creative Writing II   | ½ credit  |          |
|  | <b>Theater Arts IV</b> <span style="float: right;"><b>Grade 10, 11, 12</b></span>   |          |
|  | This course continues to build on the development that took place in the Theater Arts III course. Scene study will continue as well as monthly monologues, with an increased emphasis on the technical, intellectual and psychological demands required of performance. Students will study the different technical demands of stage and on-camera acting and will participate routinely in both. Students in Theater Arts IV will conduct two, semester long, in depth studies of a chosen acting teacher or renowned method of acting. The students will complete one research project per semester. A section of the research project will be dedicated to documenting how the student is applying the acting technique to his/her performances. By the end of each semester, the Theater Arts IV student will conduct a lesson for their peers that teaches them about their chosen method. Additionally, the student will create an exercise based on the principals in each method of acting. Students in Theater Arts IV will also have the opportunity to apply their knowledge of theater and exercise their creativity through writing short scenes or monologues which their peers will perform after instructor approval of content. Theater Arts IV students will also gain instruction in writing reviews. After studying the proper way in which critiques are written, students will write formal reviews of the performances done in class. Speech and movement work will center on relaxation, body alignment, breathing techniques and articulation of sound to aid students in finding their own voice. Students will be expected to move towards mastering the craft of directing and applying advanced principles of dramatic writing through discussion, exercises and applied process. In addition, students in the Theater Arts IV course will serve as mentors to Theater Arts I and Theater Arts II students. The demands of the “real world” and the actor will also be discussed, with instruction on resume building and the development of audition techniques |          |
|  | ❖ Prerequisite: Theater Arts I > Theater Arts II > Theater Arts III > Theater Arts IV   | 1 Credit |
| <b>Family and Consumer Science</b>   | <b>The Multimedia Kitchen and 21<sup>st</sup> Century Life Skills</b> <span style="float: right;"><b>Grade 9</b></span>   |          |
|  | Incorporating real-world problems and STEAM curriculum to have students solve problems within everyday life using technology and the world around them. Such skills as creating a Video Kitchen, Food Blogging and Critique, Online Shopping, Advertising, and other applications of Chromebooks in the FACS classroom.   |          |
|  | ❖ No Prerequisite   | ½ credit |

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| <b>Mathematics</b>        | <b>College Ready Mathematics</b> <span style="float: right;">Grades 11 &amp; 12</span>  |
|                           | <p>This higher level course draws on students' experiences with factoring, algebraic equations, trigonometric functions and basic trigonometric applications from Algebra 1 and Geometry. Throughout this course, trigonometry will be extended to inverse trigonometric functions, extensive manipulations with trigonometric identities and equations, and trigonometric applications that incorporate the concept of forces. The concept of matrices will also be discussed. The statistics portion of this course will relate the visual displays and summary statistics learned in prior courses to exploring data, assessing normality, and examining relationships given bivariate data. Satisfying a third credit for high school mathematics, College Ready Math also serves in preparing students for both the SAT and ACT exams.</p>   |
|                           | <p>❖ Prerequisite: Algebra 1 and Geometry <span style="float: right;">1 credit</span></p>   |
|                           | <b>Data Science</b> <span style="float: right;">Grades 11 &amp; 12</span>   |
|                           | <p>This higher level course is an excellent choice for students looking to pursue a career in engineering, mathematics, technology and/or computer science. Incorporating differentiated coding experiences to accommodate students from various backgrounds and levels, the introductory portion of CS Data Analysis will extend to using MS Excel to write formulas and analyzing/presenting data. The essence of this course lies in coding in a software that is familiar to engineers and scientists known as MATLAB. Throughout this course, students will utilize MATLAB and applied mathematics to examine problems related to engineering and analyze data from aggregate data sources related to scientific data. Resources will include, but are not limited to, MATLAB support, software engineering connections through code.org, and Cradle of Aviation Museum - LI STEM Hub.</p> |
|                           | <p>❖ No Prerequisite <span style="float: right;">1 credit</span></p>  |
| <b>Physical Education</b> | <b>Competitive Sports Strategies and Skills -</b> <span style="float: right;">Grades 10-12</span>   |
|                           | <p>Competitive Sport Strategies and Skills is a rigorous elective. Traditional team sports such as football, basketball, volleyball, floor hockey and softball will be offered as well as lifetime fitness activities. Emphasis will be placed on skill development and game strategy. Time will be taken to introduce coaching philosophies as well as officiating responsibilities. The Sport Education model will be followed for student lead practice development. Daily participation, cooperation and effort are key components of this class, along with periodic skill, written and physical fitness tests.</p>  |
|                           | <p>❖ No Prerequisite <span style="float: right;">½ credit</span></p>  |
| <b>Social Studies</b>     | <b>Terrorism Today</b> <span style="float: right;">Grades 9 – 12</span>   |
|                           | <p>Since September 11, 2001 terrorism has dominated headlines and discussions across the globe. How much do we really know about these forms of political violence? Are they new to the modern era? What drives and individual to join a group committed to violent action? Why do some groups employ violence, while other do not? This course will address these and other questions while introducing students to themes and case studies about terrorism such as the IRA, Al-Qaeda and ISIS. Additionally, this course will investigate the relationship between hate groups and domestic terrorism in the United States.</p>   |
|                           | <p>❖ No prerequisite <span style="float: right;">½ credit</span></p>  |

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| <b><i>Social Studies</i></b>  | <b>Introduction to Historical Research</b> <span style="float: right;">Grades 9 &amp; 10</span>   |          |
|   | <p>The Historical Research elective will introduce 9<sup>th</sup> and 10<sup>th</sup> grade students to the process of inquiry based research. Students will produce a series of inquiry based projects that reinforce research skills such as developing hypothesis, analyzing historical sources to develop theses, supporting theses, the historical writing process, and producing and defending arguments. Projects will include variety of discourses that align with the inquiry based projects accepted by National History Day competition. Projects will include historical documentary-making, theatrical performance, website design, exhibit curating and essay writing. Projects will be produced in groups and individually. Students will also participate in National History Day. The course will complement the New York State Global History Regents Common Core Framework</p>  |          |
|   | ❖ No prerequisite   | 1 credit |
|   | <b>Advanced Placement Human Geography</b> <span style="float: right;">Grades 9 – 10</span>  |          |
| <b><i>Science and Technology</i></b>  | <p>AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth’s surface. Students will make use of spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools that geographers use in applying their science and practices. AP Human Geography allows students to learn about world population issues, border disputes, and international conflicts. In addition, students are exposed to economic theories and models as well as world religions and the origins and diffusion of languages. Students will study urban development, industrialization, and city planning. Students will grapple with questions such as:</p> <ul style="list-style-type: none"> <li>• How does geography help us to learn more about our surroundings and what resources and technologies are there to help us in this study?</li> <li>• To what extent do the demographics of age, sex, race, and ethnicity impact population issues?</li> <li>• In what ways do natural disasters/hazards and region variations impact population patterns?</li> <li>• How would the issues of health, fertility, and morality impact population patterns?</li> <li>• In what ways does culture become spread from one location to another?</li> </ul> |          |
|   | ❖ No prerequisite   | 1 credit |
|   | <b>Anatomy and Physiology</b> <span style="float: right;">Grades 11 &amp; 12</span>   |          |
|   | <p>This is a college level course intended for students who are planning to pursue a career in a health related field. Due to the complexity of the material students must be prepared to study and do work outside of class on a regular basis. This course is running in partnership with Long Island University. The students may choose to earn 4 college credits per semester at a rate of \$290 per semester, 8 credits total for the year for \$580 (Students can still take this course if they choose not to pay for the LIU credits) Students requesting this course must have scored at mastery on the Living Environment Regents and should be excelling in Regents or Honor Chemistry when they register for this course.</p>  |          |
| ❖ Prerequisite: Successful completion of the Regents Living Environment and Chemistry | 1 credit with Lab   |          |
| <b><i>Science and Technology</i></b>  | <b>Careers in Engineering</b> <span style="float: right;">Grades 11 &amp; 12</span>   |          |
|   | <p>This course is to provide students with a sampling of what a career in engineering could entail. Students will learn about various types of engineers, the expectations for each area, the education and expectations for success in those areas. Students will be assigned projects that involve researching specific industries and how the field of engineering has evolved over time.</p>  |          |
|   | ❖ No prerequisite   | ½ credit |

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| <i>Science<br/>and<br/>Technology</i> | <b>Modern Manufacturing</b> <span style="float: right;">Grades 9-12</span>  |          |
|                                       | This course is designed to introduce students to the various forms of technology being using in modern manufacturing of a variety of products. Student will learn how to design, plan and implement objects using 3D printing, CNC routers and laser engraving. Students may choose to extend their experience throughout partnership with CFC Composite Prototyping Center in Plainview and enroll in afterschool manufacturing college credit programs with Vaugh College |          |
|                                       | ❖ No prerequisite   | ½ credit |
|                                       | <b>Introduction to Media Production and Editing</b> <span style="float: right;">Grades 9-12</span>  |          |
|                                       | This is an introductory course to television media production and editing. Students will learn how to properly use video camera, editors and computers to produce individual and group projects. As the year progresses students will produce shows for broadcast and record other video projects on a wide variety of topics. Students are exposed to a number of systems and career opportunities. All work is done in a digital format.                                  |          |
|                                       | ❖ No prerequisite   | 1 credit |
|                                       | <b>Computer Technology Support</b> <span style="float: right;">Grades 10-12</span>  |          |
|                                       | This full year course builds on the information and skills developed in the Introduction to Computer Repair and Maintenance course. Students will apply their expertise throughout the HS building and district as needed to support teachers and students in using computer technology.  |          |
|                                       | ❖ Prerequisite: Successful completion of Intro to Computer Repair and Maintenance   | 1 credit |