

# Greenport High School



## Curriculum Guide

2024 - 2025

## **THE PURPOSE OF THIS MANUAL**

The purpose of this manual is to assist you, the student, your parents and the faculty to better understand the academic program of Greenport High School. The requirements for high school must be considered together with your academic abilities and achievement, your interests and your educational career plans. The Faculty and Guidance Department at Greenport High School try to offer many options for individualizing your program. They can do so only if you give thoughtful consideration to next year's program and to your long-range goals. Careful study by you and your parents should result in more satisfactory programming in terms of both the student's needs and school facilities.

## **CURRICULUM, GROUPING AND GRADUATION REQUIREMENTS**

The course of study provided in Greenport High School meets the requirements and recommendations of the New York State Education Department. Within the framework of diploma requirements, there are options to meet the needs of all students. While you must fulfill the basic requirements for a diploma, you do have room for careful and purposeful selection of elective subjects. You are encouraged and expected to develop a program of studies that goes beyond the minimum requirements for the diploma. You are encouraged to strive for occupational, educational, and personal goals planned with care, deliberation and in cooperation with your parents, teachers, and counselors.

## **PASS/FAIL OPTION**

Students have the option of registering for a maximum of one (1) credit of elective courses per year on a pass/fail basis. A conference between the student and his/her guidance counselor is mandatory before permission is granted. Requests to take a course for pass/fail must be made no later than the end of the first progress report.

## **TRANSFER OF STUDENTS TO GREENPORT HIGH SCHOOL**

All students who transfer to Greenport Public Schools must have an official transcript sent to the Guidance Office by their former school. The transcript will be evaluated, and credit will be assigned at that time.

A student who transfers on or before the end of the first semester of Grade 10 will have his/her grades computed for class rank. Letter grades will be transferred (converted) as follows unless conversion is part of the official transcript received by the former school:

A+ = 100; A = 96; A- = 92; B+ = 89; B = 86; B- = 82; C+ = 79; C = 76; C- = 72; D+ = 69; D = 66; D- = 65; F = 50. Students who transfer after the end of the first semester of Grade 10 will not be considered for class rank or as a commencement speaker.

## **HONOR ROLL**

In order for a student to be on the Honor Roll, he/she must:

- ❖ Take at least 5 ½ credits per semester, including PE
- ❖ Have no Incompletes or Failures
- ❖ Have an average of 85% or higher
- ❖ Students with an average of 91% or higher will be designated as High Honor Roll students

## **RANKING POLICY**

Students are ranked within their class at the conclusion of the school year in grade 11; the final ranking for seniors is completed at the end of the 7th semester.

## **ELIGIBILITY FOR VALEDICTORIAN, SALUTATORIAN, AND COMMENCEMENT SPEAKERS**

Valedictorian, Salutatorian and Commencement speakers must be ranked with their class and must meet all the requirements for a Regents diploma. The top five (5) students in the senior class after the first semester of the senior year are eligible to speak at Commencement.

## **AUDITING A CLASS**

All decisions concerning auditing of courses must be made within two (2) weeks of the start of the course and must have the approval of the teacher, school counselor, secondary school principal and the student's parent(s). Auditing a course means that a student is required to attend all classes, complete all work and assignments, but the student will not receive any credit for the course. No grade will be given for an audited course. Auditing is granted only under very limited circumstances.

## **PLANNING A PROGRAM**

Your program as it unfolds and develops from year to year should result in an enjoyable, successful and profitable high school career. The degree of success determines readiness for employment or continued education. Here are suggestions for planning a high school program:

1. Establish personal goals. While they may change, it is wise to think about and plan obtainable educational, occupational and personal objectives.
2. Honestly evaluate personal interests, aptitudes, and needs.
3. Learn career entrance requirements as soon as possible, if these careers require college, find out about specific college entrance requirements, as soon as possible.
4. If planning to go to college, visit as many as possible during the 11<sup>th</sup> grade, if not earlier.
5. Consult with parents, teachers, and counselors in order to benefit from their experience and the information they can make available to you.
6. Select the subjects to be included on the basis of requirements for the high school diploma, your chances of doing well, and the extent to which these courses will contribute to achieving your goals.

## **CLASS GRADES**

1. The passing grade for a course is a cumulative average of at least 65%.
2. The final grade is based on the average of the four marking periods and the final or Regents examination.

## **POLICIES & PROCEDURES REGARDING COURSE SELECTION**

### 1) Number of courses taken per year:

a) All students must take the equivalent of at least 5 ½ credits per semester plus PE. More capable students are urged to take 6 or more.

b) All students must be enrolled in English, Social Studies, and Physical Education. Students who are medically excused from participation in Physical Education will be given alternatives to complete this requirement.

### 2) Course Selection and Scheduling

a) Procedures are developed during the school year, which permit students to record selections for the next school year. While these selections are given serious consideration, there are reasons why students may not always get their preferences. Every effort is made to keep students advised of scheduling changes so that they may adjust their programs, if necessary.

b) In the event a student fails a course, which he/she expected to pass, his/her program may be changed to repeat the course. There may also be changes in programs due to changes in plans. When these occur, they should be discussed with the guidance counselor prior to the end of the present school year.

c) Summer school credit for a failed course will be accepted from approved summer schools. After an official transcript is received, the student's schedule will be changed accordingly.

### 3) Changing a Program

a) A change in plans sometimes requires a change in school program. When this occurs, a guidance conference is needed early enough to consider the wisdom of the change and to ensure making the change conveniently before the start of the school year. Such changes require approval of parents, the department chairperson(s) and the secondary school principal.

b) Any time between the fourth week and the end of the first quarter, a student must seek the approval of the Secondary School Principal to drop a course. The Principal may call a meeting of the department chairperson, guidance counselor and teacher in order to discuss the merits of the request. If the "drop" is approved, the teacher, depending upon the student's work in the class, will assign a grade of WP or WF. No classes can be dropped after the completion of the first quarter.

c) A student who fails a required course in grades 9 – 12 may clear a course at the conclusion of the first semester provided he/she has a 75% average and passes a final examination approved by the principal. Requests to clear a course must be in writing to the teacher, principal and the school counselor a minimum of two (2) weeks before the end of the second quarter.

## **ACCELERATED COLLEGE ENTRY PROGRAM**

The Beacon and Advanced Placement Program provides qualified high school sophomores, juniors and seniors with the opportunity of undertaking advanced high school courses for college credit.

These programs are designed to eliminate duplication in secondary and collegiate educational programs and to provide an opportunity for advanced students to accelerate their academic pursuits. All courses carry dual credit, the high school units applicable toward the high school diploma, and college credits applicable toward a baccalaureate degree (if the college accepts the credits).

The Advanced Placement Program is affiliated with Collegeboard. Students can earn college credit depending on the score received on the AP Exam and the college they will be attending to accept that credit.

The Beacon Program is affiliated with Suffolk County Community College. It is a concurrent enrollment program designed to provide college credit for those high school students enrolled in SCCC Beacon Program courses at our high school campus, during their normal scheduled hours.

The program is an affordable option to gain a head start on college studies.

The following courses will be offered:

- Advanced Placement Microeconomics
- Advanced Placement/Beacon U.S. Government & Politics
- Advanced Placement/Beacon Literature
- Advanced Placement/Beacon Language & Composition
- Advanced Placement/Beacon Biology
- Advanced Placement Environmental Science
- Advanced Placement/ Beacon World History
- Advanced Placement Pre-Calculus
- Advanced Placement Calculus
- Advanced Placement/Beacon US History
- Advanced Placement Capstone Seminar
- Advanced Placement Capstone Research
- Chemistry
- French 3 & 4

## **AP CAPSTONE PROGRAM AND AWARDS**

AP Capstone Program is a diploma program from the College Board. It is based on two year long AP courses: AP Seminar and AP Research

Students can earn the AP Capstone Diploma or the AP Capstone Seminar and Research Certificate. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

### **AP Scholar Awards**

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through the AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP Score report that is sent to colleges the following fall.

#### **AP Scholar**

Granted to students who receive scores of 3 or higher of three or more AP Exams

#### **AP Scholar with Honor**

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of three or higher on four or more of these exams.

#### **AP Scholar with Distinction**

Granted to students who receive an average score of at least 2.5 on all AP Exams taken, and scores of three or higher on five or more of these exams.

## **EARLY GRADUATION POLICY**

A student who is approved for accelerated graduation will not be eligible to be a commencement speaker at graduation, and rank in class will be based on total average and will be used solely for college entrance.

CLASS A – Students requesting graduation at the termination of their Junior (11<sup>th</sup>) year:

1. The student must file a declaration of intent regarding early graduation with the appropriate guidance counselor prior to the termination of the student's sophomore (10<sup>th</sup>) year.

The declaration of intent must include specific reason(s) for requesting early graduation.

2. Conference with the student's parent(s) and Guidance Coordinator is mandated to clarify all positions in regard to early graduation for their child. At the end of this conference, the Guidance Coordinator shall make his/her recommendations to the high school principal and Early Graduation Committee. If the decision of the administration is negative, the student and parent(s) may then appeal to the Board of Education for a consideration of their request. If the decision of the administration is affirmative, then a course schedule must be arranged to insure sufficient credits for graduation. Students will not be permitted to select “down-graded” sections of mandated courses, that is, courses below the level of their academic ability. The overall educational benefits to the student involved must be considered at all times.

3. A student planning graduation at the end of his/her Junior (11<sup>th</sup>) year must still complete the equivalent of four (4) years of English.

4. Variations and special situations in regard to this classification of early graduation are subject to examination and determination by the administration and the Committee on Early Graduation.

CLASS B - Students requesting graduation at the close of the first semester of the Senior (12<sup>th</sup>) year:

1. The student must file a declaration of intent regarding early graduation with the appropriate guidance counselor prior to the termination of the first semester of his/her Junior (11<sup>th</sup>) year.

The declaration of intent must include specific reason(s) for requesting early graduation.

2. Conference with the student's parent(s) and Guidance Coordinator is mandated to clarify all positions in regard to early graduation. The parent(s) are then required to state in writing that they are in agreement with and give their consent to early graduation for their child. At the end of this conference, the Guidance Coordinator shall make his/her recommendation to the high school principal and Early Graduation Committee. If the decision of the administration is negative, the student and parent may then appeal to the Board of Education for a consideration of their request. If the decision of the administration is affirmative, then a course schedule must be arranged to insure sufficient credits for graduation.

3. In addition, the following criteria must be satisfied:

a) A student wishing to graduate at the end of the first semester of the Senior (12<sup>th</sup>) year, in addition to meeting the previously stated criteria must successfully complete a final examination in English 4 equivalent to such an examination of a full year's course of study. Failure to successfully complete this requirement would automatically result in disqualification for early graduation.

4. Variations and special situations in regard to this classification of early graduation are subject to examination and determination by the administration and the Committee on Early Graduation.

## GRADUATION REQUIREMENTS

### CORE SUBJECTS

Students are eligible for graduation once they have successfully completed a total of 22 units of credit. In order to receive a high school diploma, students must successfully complete:

- All Required Core Subjects
- All Exam Requirements

#### Required Core Subjects

All students must earn 22 credits in order to meet the minimum requirements for graduation. These 22 units of credit **MUST** include:

English	4 credits
Social Studies	4 credits
Mathematics	3 credits
Science	3 credits
Art or Music	1 credit
Health	½ credit
Physical Education	2 credits
World Languages	1 credit for Regents Diploma 3 credits for Advanced Regents Diploma
Additional Elective Credits	½ to 2.5 credits depending on type of diploma

\*Five units in Art or Technology may be used to replace the additional required credits in World Languages necessary for the Advanced Designation Regents Diploma.



## EXAMINATION REQUIREMENTS FOR GRADUATION

<p><b><u>Regents Diploma</u></b> Students must pass four/five Regents Exams*</p> <p>One of two in social studies, and one each in Math, English and Science and one of the Pathway Options in Humanities, STEM, Art, World Languages, CDOS, CTE or the 2nd social studies Regents</p>	<p>65% or better on the following Regents Exams:</p> <ul style="list-style-type: none"> <li>● English</li> <li>● Global History*</li> <li>● U.S. History*</li> <li>● Algebra 1 Regents</li> <li>● Science Regents</li> </ul> <p>*May be replaced with Pathway Option*</p>
<p><b><u>Advanced Designation Regents Diploma</u></b> Students must pass eight or more Regents Exams plus World Languages proficiency equivalent.</p>	<p>65% or better on the following Regents Exams: ●</p> <ul style="list-style-type: none"> <li>English Regents</li> <li>● Algebra 1 Regents, Geometry Regents &amp; Algebra 2 Regents</li> <li>● Global History*</li> <li>● U.S. History*</li> <li>● Two Science Regents (one from Physical Science and one from Living Environment)</li> <li>● World Languages (LOTE) Regents equivalent</li> </ul>

<p><b>Regents/Local Diploma Through Appeal:</b> Open to all student populations. Allows students to appeal scores between 60-64 on up to two Regents exams, if they pass remaining Regents with a score of 65 or above and meet additional criteria.</p>
<p><b>Low Pass Option or Appeals Option:</b> For students with disabilities seeking the local diploma option can use a low pass option (55-64 passing score) on up to 5 exams. Students with disabilities can also use appeal options for up to two exams using scores between 52-55.</p>
<p><b>Compensatory Scoring Option:</b> For students with disabilities. A score of 45 to 54 on a required Regents exam (except ELA and Math) can be compensated for by a score of 65 or above on another Regents exam. In addition, the student must pass the course in which he/she earned the 45 to 54 Regents score and have satisfactory attendance.</p>
<p><b>CDOS Pathway or Superintendent’s Determination:</b> Students with disabilities who do not pass all Regents exams using these safety nets can utilize Superintendent’s Determination if they pass only English and Math Regents exams (with any of above safety nets) or the CDOS Pathway if no Regents exams are passed. CDOS requires CTE coursework and work based learning hours.</p>
<p><b>English Language Learner Appeal:</b> Allows English Language Learner Students (ELL) to use ELA exam score from 55-59 as passing score provided all other Regents exams meet graduation requirements for general ed. students.</p>
<p><b>Local Diploma:</b> Any student using the Special Education safety net options (Compensatory Scoring Option, Low Pass Option, Superintendent’s Determination or English Language Learner) or appealing two Regents exam scores will be eligible for a local diploma.</p>

# ART DEPARTMENT

## **STUDIO IN ART – Full Year -#704**

1 Credit

*This course satisfies the graduation requirement for Art.*

Students learn that the objective of art is to keep the viewer's eye engaged. The rules that make art successful are found in the Elements of Art and the Principles of Design. Therefore, during the first semester the lessons will focus on the Elements of Art and how to effectively apply them when creating works of art. The students also need to learn to draw what they see and not what they know. Students must learn how to draw in proportion by creating a unit of measure or reference to help with accuracy. Projects may include the study of line, contour drawings (modified and blind), value charts, still life drawings, etc.

## **STUDIO IN PHOTOGRAPHY -#715**

½ Credit

*(limit to 12 students per class)*

In this course, students will explore the fundamental principles and techniques of camera based image making. Students learn to operate a digital camera and explore techniques and applications of manipulating and outputting digitized photographic images using Adobe Photoshop as well as other graphic design applications.

## **DRAWING & PAINTING I - #713**

½ Credit

*(limit to 24 students per class)*

Students will draw with a variety of materials, such as pencils, colored pencils, pastels, pen and ink, in addition to painting in acrylics and watercolors.

## **DRAWING & PAINTING II - #703**

½ Credit

*Prerequisite: Drawing & Painting I*

This is an advanced course for art students who desire to further explore their skills in drawing and painting. Students will draw with a variety of materials such as pencils, pastels, pen & ink, acrylics and watercolors are the different mediums that will be used.

## **CERAMICS CLASS - #707**

½ Credit

*(limit to 12 students per class)*

This course will teach the fundamental methods of forming clay into 3-dimensional forms. The basic techniques for hand building (pinch, slab, coil) will be explored as well as varying decorative techniques and sculptural approaches. The basics of wheel throwing will be introduced. Emphasis will be placed on craftsmanship, creativity, and application of the elements and principles of design. Definitions of materials and ceramic processes will be presented and a sketchbook will be maintained for research and planning.

# ENGLISH DEPARTMENT

## **ENGLISH 9 - #103**

1 Credit

In this course, the student is required to read standard classical literature of various kinds. Novels are assigned throughout the year for independent reading. Writing homework develops and refines narrative, descriptive and expository skills. Grammar and usage are taught and emphasized throughout the course, as is spelling, punctuation and capitalization. Vocabulary is expanded by contextual exercises and weekly testing.

## **ENGLISH 10 - #104**

1 Credit

*Prerequisite: Must have sat in English 9*

This class for sophomores studies units on short stories, essays, dramas, biographies, and novels. Students study grammar, write multi-paragraph themes, work on spelling and vocabulary, practice library usage, speaking and listening skills, and read a variety of works, both fiction and nonfiction, independently.

## **ENGLISH 11 - #105**

1 Credit

*Prerequisite: Must have sat in English 10*

Eleventh graders study American literature from colonial to modern times, work on spelling, vocabulary, grammar and usage, write multi-paragraph compositions, including literary essays, and read a variety of both fiction and nonfiction novels.

## **ENGLISH 12 - #106**

1 Credit

*Prerequisite: Must have sat in English 11*

Seniors read and analyze selections from the various periods of English literature. They work to improve the quality of their writing, complete a vocabulary unit each week, and read and discuss a variety of both fiction and nonfiction readings. Each student shall complete a senior research project.

## **ENGLISH A.P. LITERATURE - #110**

1 Credit

*Recommended Prerequisite: 85 or above average in previous course and a student in good standing.*

An Advanced Placement Program is a cooperative educational endeavor of secondary schools, colleges and the College Board. Students will take the AP exam in May and have scores forwarded to selected colleges. Students will study intensively special representative works from various genres and periods. These works are to be of recognized literary merit. Several short analytical papers will be required in addition to a major research paper. The course will be conducted commensurate with college level English.

**ENGLISH A.P. LANGUAGE & COMPOSITION - #112**

1 Credit

*Recommended Prerequisite: 85 or above average in previous course and a student in good standing.*

An Advanced Placement Program is a cooperative educational endeavor of secondary schools, colleges and the College Board. Students will take the AP exam in May and have scores forwarded to selected colleges.

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The overarching purpose in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. This course enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

**ENGLISH A.P. SEMINAR - #111**

1 Credit

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

**AP CAPSTONE RESEARCH - #115**

1 Credit

AP Capstone Research is the second course in the AP Capstone program. Successful completion of AP Capstone Seminar is a prerequisite for AP Research. In this course, students will explore an academic topic, problem, or issue that interests them and design, plan, and conduct a year-long research-based investigation to address it. As part of that research, students will be expected to seek out and work with an expert advisor relating to their field of study. The course will culminate in an academic paper of 4,000-5,000 words accompanied by a presentation, with an oral defense; during which students will answer 3-4 questions from a panel of evaluators.

## ELECTIVES

### **CREATIVE WRITING-# 124**

½ Credit

This is an introductory course involving all aspects of creative writing. Poetry and prose are introduced through frequent and varied writing assignments, predominantly done within class. Students are encouraged to use their imagination and experiment with different ideas and writing styles, as well as write extensively on a variety of topics. The focus of the class is to foster the creative experience. Students will be introduced to and asked to develop writing resources such as voice, imagery, characterization, narration and dialogue.

### **FILM STUDY: #123**

½ Credit

This is an introductory class designed to afford students the opportunity to view films from a wide range of genres, including those from the 1920's silent era and classic films up through the present. Examples of horror, science fiction, comedy, drama, animation and musical cinema will be viewed. Various techniques such as film production, analysis and the changes/social culture represented in both films and studios throughout the years will be discussed, critiqued and researched. Access to the IMDB database will be used as a source of information and comparison.

### **JOURNALISM: #126**

1 credit

Grades 10-12 This class is designed to introduce students to the fundamental elements of journalism and news writing. This will include an in-depth exploration of the vast types of articles that make journalism exciting. Students will learn the terms and concepts of journalism, including the history of the field and the ethics of journalism. Classes will include discussions, workshops, group and individual meetings, writing, and revising. Students will read and discuss recently published articles that have appeared in print or online, and will also read and evaluate some examples of creative journalism. This class looks to enhance the strong tradition of exceptional journalism at Greenport. Student work products may be chosen for publication in the school newspaper, *The Quill*

### **THEATRE-#127**

½ Credit

This course will cover all aspects of theater! In addition to performance-based tasks, students will learn about the history of theater and musical theater, how to prepare for auditions, and all of the technical aspects that go into creating a production. Performance-based tasks will include working with monologues, two-handers, one-acts, and combining singing with acting. Students will be able to analyze and delve into the importance of every aspect of theater; acting, singing choreography, lighting, sets, and more, before mocking up their own productions. Each semester will culminate in a showcase, whether it be a cabaret, a one-act play, or something student-selected and directed. This course will have a strong emphasis on collaboration, student interest, and taking chances!

## LANGUAGES OTHER THAN ENGLISH (LOTE)

Foreign Language study will begin in eighth grade. There is no ability grouping. In all levels of study, the student's level of commitment will help to determine the level of achievement. Independent use CD'S and the Internet and other available materials are strongly recommended.

### **FRENCH I - #509**

1 Credit

Emphasis is on learning the process of acquiring a foreign language. Fundamental vocabulary is presented in situations taken from life in French-speaking countries; friends, family, visiting, camping, etc. Students are expected to move from understanding of the language presented in situations and dialogue to manipulation and free conversation on a controlled basis. Gradually, the student learns to write and read what he/she has acquired. Each unit relies on successful mastery of the previous one. During the course we will study the customs and cultural differences of the people of the French-speaking world. Students must pass the FLACS proficiency exam in French in order to move onto French 2 at the end of the year.

### **FRENCH II - # 510**

1 Credit

*Prerequisite: French I*

A continuation of French I – basic skills will be studied in greater depth. Emphasis will be placed on speaking and listening. More intensive work in reading and writing will also be included in the general study. A basic text will be used. Consistent work and study must be maintained throughout the year.

### **FRENCH III - #511**

1 Credit

*Prerequisite: French II*

This level comprises a complete mastery of French vocabulary, verbs, and idiomatic expressions. Listening, reading, writing and speaking work is intensified in class. The culture, history and traditions of France are included in our readings and discussions. Students must pass the FLACS CheckPoint B exam administered at the end of the year in order to move to French IV.

### **FRENCH IV - #512**

1 Credit

*Prerequisite: French III and Passing the FLACS CheckPoint B Examination.*

This course will introduce literature from the sixteenth to the twentieth centuries. It will include a short introduction to the indigenous literature and a brief historical background of each literary movement as well as the outstanding writers.

Passing this course can yield 3 French Credits. Students must hand in the required paperwork and payment at the beginning of the year in order to receive the credits. Credits will come from Suffolk Community College. Students must receive a 75 or higher in the Course. This course is considered French 102.

**SPANISH I - #503**

1 Credit

Emphasis is on learning the process of acquiring a foreign language. Fundamental vocabulary presented in situations taken from Spanish-speaking countries; friends, family, visiting, camping, etc. Students are expected to move from understanding of the language presented in situations and dialogue to manipulation and free conversation on a controlled basis. Gradually, the student learns to write and read what he/she has acquired. Each unit relies on successful mastery of the previous one. During the course we will study the customs and cultural differences of the people of the Spanish-speaking world. Students must pass the FLACS proficiency exam in Spanish in order to move onto Spanish 2 at the end of the year.

**SPANISH II - #504**

1 Credit

*Prerequisite: Spanish I*

A continuation of Spanish I – basic skills will be studied in greater depth. Emphasis will be placed on speaking and listening. More intensive work in reading and writing will also be included in the general study. A basic text will be used. Consistent work and study must be maintained throughout the year.

**SPANISH III - #505**

1 Credit

*Prerequisite: Spanish II*

This level comprises a complete mastery of Spanish vocabulary, verbs, and idiomatic expressions. Listening, reading, writing and speaking work is intensified in class. The culture, history and traditions of Spanish speaking countries are included in readings and discussions. Students must pass the FLACS CheckPoint B exam administered at the end of the year in order to move to Spanish IV. Passing this course can yield 3 Spanish Credits. Students must hand in the required paperwork and payment at the beginning of the year in order to receive the credits. Credits will come from Suffolk Community College. Students must receive a 75 or higher in the Course. This course is considered Spanish 101

**SPANISH IV - #506**

1 Credit

*Prerequisite: Spanish III and FLACS CheckPoint B Examination.*

This course will introduce literature from the sixteenth to the twentieth centuries. It will include a short introduction to the indigenous literature and a brief historical background of each literary movement as well as the outstanding writers.

Passing this course can yield 3 Spanish Credits. Students must hand in the required paperwork and payment at the beginning of the year in order to receive the credits. Credits will come from Suffolk Community College. Students must receive a 75 or higher in the Course. This course is considered Spanish 102.

## HEALTH DEPARTMENT

### SENIOR HIGH HEALTH - #431

½ Credit

All students in the high school fulfill their State-required course in Health Education with this course. Topics covered include: alcohol & drug abuse, tobacco, nutrition, communicable and non-communicable diseases.

## FAMILY & CONSUMER SCIENCE DEPARTMENT

All Cooking Classes: In the beginning of the semester, the emphasis is on accurate measuring, cooking terms, and the proper use of utensils, safety and sanitation. All cooking classes emphasize how quickly one can prepare food, thereby saving money while being able to choose ingredients that are wholesome. Cooking labs also entail organization, time management, working cooperatively, problem solving, math skills, responsibility and socialization.

### HEALTHIER BAKING - # 8100

½ Credit

Throughout the semester, students will use alternative ingredients to create low fat versions of traditional favorites. The class prepares diverse baked goods using substitute fat alternatives such as apples, prune puree, zucchini, etc. The cooking labs will include high fiber to promote heart health and digestive health. By the end of the semester the students should be aware of nutritional choices and have confidence in their ability to bake from scratch and make sensible substitutions to make recipes lower in fat and higher in fiber.

### FOOD & NUTRITION - #811

½ Credit

The goal of this cooking class is to teach students to make healthy substitutions in their favorite recipes and to try new ones. Chicken and turkey are used in a variety of recipes including tacos, meatballs, etc. Students learn the importance of choosing healthier dietary alternatives. During cooking labs discussions about the risks of high fat diets and the sudden increase in heart disease in young adults is addressed. Healthy baking labs are three times per week alternating with meal preparations.

### CULTURE & FOODS - #812

½ Credit

Cooking lab recipes are from many cultures, giving the students the opportunity to try new recipes. Students learn an appreciation for diversity in the kitchen. Cooking labs include: chicken, beef, vegetables, pasta, soups, desserts, and beverages. By the end of the semester, students cook with confidence and are willing to try diverse recipes and are aware of a variety of ingredients.

### ITALIAN CUISINE-#810

½ Credit

The goal of this cooking class is to take a culinary journey through various regions of Italy. The class learns how to prepare traditional dishes and what role climate and indigenous vegetation play in the gastronomy of diverse Italian regions. Cooking labs alternate between baking and entrees; which include pasta, calzone, chicken, polenta dishes, and more.



## MATHEMATICS DEPARTMENT

Students will need 3 credits in math for graduation with a Regents diploma.

### **INTRODUCTION TO ALGEBRA - #323A**

1 Credit

This course is designed to meet the needs of students who have completed 8<sup>th</sup> grade Math and need additional refinement of math skills in preparation for Common Core Algebra 1. The topics studied are algebra, geometry, trigonometry, logic, probability and statistics.

### **COMMON CORE ALGEBRA 1 - #317A**

1 Credit

The material in this course is based upon the New York State Regents syllabus. Topics include writing algebraic functions and expressions, solving and graphing algebraic functions, and statistics. Accelerated students not having an overall average of at least an 80 will be placed back in Common Core Algebra 1. Students enrolled in this course will take the Common Core Algebra 1 Regents Exam in June. This is a state requirement for graduation.

An eighth grade student who wants to be accelerated into Common Core Algebra 1 must meet the following criteria:

- 7<sup>th</sup> grade math average of 92 or above
- 7<sup>th</sup> grade teacher recommendation
- A score of at least 85% on the final exam

### **COMMON CORE GEOMETRY - #313**

1 Credit

*Prerequisite: Common Core Algebra 1*

This course is based upon the New York State Regents syllabus and constitutes the second course in the three-year Regents sequence in Mathematics. The core of the course focuses on a sequence in Geometry which includes:

1. Investigation/Exploration of logic, geometric theories, and geometric ideas
  2. Discovering geometric relationships
  3. Conjecture – Statements thought to be true based upon discovery
  4. Reasoning – Use a process that leads to knowing something to be true or false
  5. Argument – Show the ability to communicate in verbal or written form; the reasoning process that leads to a conclusion. The valid argument is the result of the conjecture/reasoning process.
  6. Justification - Supporting conjecture
  7. Proof - A written explanation supported by mathematical facts, definitions, axioms and theorems.
  8. Application – Apply problem solving techniques and geometric theories to real world situations.
- Students enrolled in this course will take the Common Core Geometry Regents Exam in June.

**COMMON CORE ALGEBRA 2 - #321A**

1 Credit

*Prerequisite: Common Core Geometry*

This course is based upon the New York State Regents syllabus. Topics include relations and functions, quadratic functions and complex numbers, sequences and series, exponential functions, logarithmic functions, trigonometric functions, trigonometric graphs, trigonometric identities, trigonometric equations, trigonometric applications, statistics, probability and the binomial theorem. The course is designed for the student who has demonstrated success in both Common Core Algebra 1 and Common Core Geometry.

Students enrolled in this course will take the Common Core Algebra 2 Regents Exam in June.

**AP PRE-CALCULUS - #324**

1 Credit

*Prerequisite: Algebra 2/Trigonometry*

This course involves topics from advanced algebra, advanced trigonometry, determinants, matrices, analytic geometry, and an introduction to differential calculus. The first half of the year involves the study of advanced algebra, trigonometry and analytic geometry. Applications and usage of the graphing calculator will be emphasized. Students in this class have the possibility of earning college credit in advance of entering college provided they take the AP Pre-Calculus Exam.

**AP CALCULUS - #310**

1 Credit

*Recommended Prerequisite: 85 or above average in previous course and a student in good standing.*

This course will be offered as part of the Advanced Placement Program. This course is designed for students who have demonstrated honors work in all academic math courses by the end of their junior year and wish to continue their studies in mathematics. Students in this class have the possibility of earning college credit in advance of entering college provided they take the AP Calculus Exam. The course involves the study of analytic geometry, limits, differential and integral calculus and applications thereof. Serious-minded students who wish to pursue a career in math or science should take this course.

**CONSUMER MATHEMATICS FOR THE REAL WORLD - #311**

1 Credit

Consumers face many demands in the marketplace today. There seems to be endless ways in which we can use our money. Students need help in facing these demands. They need to understand the terminology of consumer mathematics. They need to understand what their options are in buying, selling and saving. And, most of all, they need to develop the skills needed for problems in consumer mathematics. All aspects of this course will use basic mathematical operations with real world applications. Each student will explore the intricacies of income, budgeting, personal banking, automobile operating expenses, income tax, credit card management and much more. This course will increase students' ability to be educated and independent consumer.

**COMPUTER SCIENCE - #340**

1 Credit

This course introduces high school students to the foundations of modern computing. Computer Science Principles covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Students have the option of completing two AP Computer Science Principles performance tasks and taking the exam.

**MUSIC DEPARTMENT****SENIOR HIGH SCHOOL CHORUS - #904**

½ Credit

Students will be given the opportunity to achieve a higher degree of proficiency and perfection through the study of appropriate choral literature. Emphasis is on phrasing, rhythm, expression and sight singing. This is one of the main performing groups of the high school. Participation in public performances is required toward a passing grade.

**SENIOR HIGH SCHOOL BAND - #905**

½ Credit

*Prerequisite: Ability to read music and play a band instrument on a NYSSMA level 3.*

This is a performing group that participates in marching as well as concert performances.

Participation in performances is required toward a passing grade. The course will include experience in half-time football shows, parades, formal concerts and assembly programs.

## **NJROTC DEPARTMENT**

### **NAVAL SCIENCE I- #210**

1 Credit

Naval Science I is a course intended to develop informed citizens, strengthen character, promote an understanding of the responsibility of citizens in a democratic society, develop an appreciation of the United States Navy and the role of sea power in the national defense. These objectives are developed through concentration in the areas of orientation and sea power, naval history, leadership, health education, navigation, seamanship, drill, commands, and ceremonies (seminar and workshop).

### **NAVAL SCIENCE II - #211**

1 Credit

Prerequisite: Naval Science I

All of the basic areas studied in Naval Science I will be reviewed and extended in this course. New areas to be explored are oceanography and shipboard orientation. Students will assume various basic levels of leadership positions in this course.

### **NAVAL SCIENCE III - #212**

1 Credit

Prerequisite: Naval Science I and II

This course explores in greater depth the areas presented in Naval Science I and II. New areas to be presented are meteorology, astronomy and practice in the officer levels of leadership.

### **NAVAL SCIENCE IV - #213**

1 Credit

Prerequisites: Naval Science I, II, and III

This course is designed to provide cadets with practical experience in the areas of military administration, leadership, drill, ceremonies, operations and logistics. In addition to classroom study, students will be given the opportunity to develop techniques of military instruction, personnel evaluation, and staff work. Emphasis will be given to the career opportunities available in their services at the officer and career-enlisted level, and technical training opportunities.

# PHYSICAL EDUCATION DEPARTMENT

## PHYSICAL EDUCATION - #010

½ Credit

**Attendance:** All students are required to attend physical education classes and participate in all activities.

**Uniform:** The Physical Education Department requires a student to change into a physical education uniform for health and safety reasons.

### **Medical Excuse:**

1. Students who become ill during the school day will report to the School Nurse to be excused from class.
2. Long-term illness or injury: A doctor's note is required. Each teacher will determine whether the student will receive a standard report card grade or "Medical Excuse" by completing an assignment grade. A doctor's note will also be required to resume any activity in Physical Education or Interscholastic sports.

**Grading:** A student's grade is based on participation and performance in class. A student must wear the appropriate uniform to class. A student who fails to participate, for reasons other than excused by the teacher, in two or more classes during a quarter will receive a failing grade for that quarter. A student cannot complete the requirements for graduation without two credits of Physical Education.

**Health & Safety:** Physical Education uniforms will be cleaned periodically. Shower facilities are provided for student use. Jewelry should not be worn during class. Students are responsible for the safeguarding of their personal belongings. Lockers and lockers are provided for this purpose. Valuable items and large sums of money should not be brought down to the Gym area. Safety procedures will be followed in all Physical Education areas.

**Curriculum:** All students will be required to follow the curriculum of the Physical Education Department. Students excused for extended periods of time will be required to follow an alternative curriculum that will be determined by the Department.

**Athletics:** The athletic program is a non credit extension of the Physical Education program. All students must meet the guidelines contained in the New York State Athletic Association Handbook.

## SCIENCE DEPARTMENT

Students will need 3 credits in science for graduation with a Regents Diploma.

### **LIVING ENVIRONMENT - #405**

1 Credit

This course emphasizes the major concepts of organic evolution through homeostasis, complementarity of structure and function energy utilization explained in biochemical and ecological terms, and adaptation of organisms through plant and animal maintenance systems. Lectures and labs expose the student to: biochemistry, evolution, excretory, nervous and endocrine systems, photosynthesis and regulation, reproduction and development, modern genetics and heredity, and plant and animal ecology. A Regents examination is given as the final examination.

### **EARTH SCIENCE - #403**

1 Credit

This course provides the student with an understanding and appreciation of the nature of his/her planet. The student will develop the concept of the Earth as a complex body in a vast, natural system whose present form and development can be understood through the application of basic scientific principles and observation of natural processes. The student will develop the skills to synthesize observations into an elementary hypothesis, which can be tested in experiments. Lecture material will be integrated with laboratory work as much as possible, thereby allowing the student to apply factual material to new and sometimes novel situations. Major units: Geology, Astronomy, Meteorology, Oceanography, Physiography, and Ecology. Each unit establishes the concept that observation is the foundation of science. A Regents examination is given as the final examination.

### **CHEMISTRY – 409**

1 Credit

*Prerequisites: 80 or higher in Integrated Algebra and on ALL science regents exams.*

An in-depth lab and lecture course including such topics as: atomic orbital notation, acid-base theory, kinetics and equilibrium, organic chemistry, oxidation-reduction, the solution process, gas laws and much problem-solving. A Regents examination is given as the final examination.

### **PHYSICS - #411**

1 Credit

*Prerequisites: Common Core Algebra, Common Core Algebra 2 and Chemistry*

A lab and lecture course designed for the strong academic student interested in further studies in science, engineering, medicine, etc., or for the academic student desiring an elective in Science. Topics include: mechanics, wave motion, optics, electricity, nuclear energy, and Quantum theory. This is a highly analytical and mathematically oriented course. A Regents examination is given as the final examination.

**AP BIOLOGY - #420**

1 Credit

*Recommended Prerequisites: Two years of regent's science (Living Environment or Earth Science and Chemistry) and Algebra (85 or higher on all Regents Exams)*

This course will provide students with the scientific concepts and methodology required to understand the relationships of our natural world. The student will also be able to identify and analyze environmental problems, both natural and man made, recognize risks associated with these problems and to determine possible solutions for these problems. Students must take the AP exam in order to complete the course.

**ELECTIVES****FORENSIC SCIENCE - #433**

1 Credit

Content will cover new technology used to solve crimes, identify the dead and/or criminals and help investigators to close unsolved crimes. Current headlines and famous crimes will be discussed.

**AGRICULTURE - #786**

1 Credit

Agriculture is the science/practice of farming. The course includes cultivation of soil for the growing of crops. Woodworking is utilized throughout the course to build the items we design. Crops that we grow are served in the cafeteria as well as cooking challenges and new culinary techniques. Yes we cook, can, and preserve! We also interact with local farmers, animal, and seafood businesses.

## **SOCIAL STUDIES DEPARTMENT**

### **GLOBAL HISTORY & GEOGRAPHY - #203**

1 Credit

The study of Global History I is the first step in preparing students for the New York Regents Exam in Global Studies given after Global History II. Students will examine the geography, history and culture of the following areas: Japan, China, India, Latin America, Africa, Ancient Greece and Ancient Rome. Emphasis will be placed on the development of good study habits and the skills of locating, organizing and evaluating information.

### **GLOBAL HISTORY & GEOGRAPHY II - #204**

1 Credit

*Prerequisite: Global History I*

Global History II is a continuation of Global History I, with an emphasis on the Middle East, Western Europe, Eastern Europe and the Soviet Republics. Many of the same themes are studied (geographical setting, change, economic development, contemporary nations within a chronological and historical framework). There are frequent references to areas studied in Global History I in order to relate world events to each other and to current affairs. There is a final examination in May covering the material from Global History II and the Regents Examination in Global Studies in June.

### **AP WORLD HISTORY - #219**

1 Credit

*Recommended Prerequisite: 85 or above average in previous course and a student in good standing.*

It covers world history from 1450 to present. This course provides students with a deeper understanding of the evolution of global processes and contacts in many different types of human societies. Causes and consequences of change will be addressed in addition to the comparison of major societies. AP World History places a major emphasis on relevant factual information, interpretive issues and analytical skills necessary for interpretation of historical evidence. Periodization will be greatly discussed and used as an organizational principle to address change and continuity throughout the course. AP World History will also be organized by specific themes and contacts among societies from the core of world history as a field study. Students will take the AP World History exam as well as the Global History Regents exam at the end of the course.

### **US HISTORY & GOVERNMENT - #207**

1 Credit

This course deals with six basic units of study beginning with the Constitutional Foundation for the US and following chronologically through the industrialization of the US, the Progressive Movement, and the US in the second half of this century.

Students are expected to demonstrate an ability to satisfactorily complete all assigned course work. Successful completion of the Regents Examination in US History is required for Regents credit.



**AP US HISTORY - #226**

1 Credit

*Recommended Prerequisite: 85 or above average in previous course and a student in good standing.*

The AP U.S. History course is designed to give students a college level experience as well as prepare them for the AP U.S. History exam that will be taken in May of that school year. Using thematic and chronological approaches to the material, the emphasis of the course will be the interpretation of primary sources and other documents, while mastering a large amount of key content. The course will also emphasize the writing of essays that show an ability to critically analyze those documents and to explain them in the context of the facts. All AP US History students will take the AP US History exam as well as the US History & Government Regents exam at the end of the course.

Students will be expected to complete a summer assignment prior to the beginning of the upcoming school year.

**PARTICIPATION IN GOVERNMENT - #220**

½ Credit

This senior seminar course is designed to provide students with a better understanding of our government and political system. The Constitution and Bill of Rights are two central themes that are addressed. Active student participation and involvement regarding issues and current events are expected. Further, students are expected to be self guided learners with more responsibility and accountability for meeting the academic demands and expectations of the course; as they begin to transition from high school to a post secondary educational/employment environment.

**ECONOMICS - #225**

½ Credit

This senior economics course will provide a framework for understanding the world around you. The study of basic economic concepts will provide students with a logical and rational way to approach decision making. This economic way of thinking will allow and enable students to better make decisions that impact their lives. Further, students are expected to be self guided learners with more responsibility and accountability for meeting the demands and expectations of this course as they begin to transition from high school to a post secondary educational/employment environment.

**AP MICROECONOMICS - #223**

1 Credit

*Recommended Prerequisite: 85 or above average in previous course and a student in good standing.*

This course is an intensive effort to understand Microeconomics, which focuses on the “small” picture of decision making by individuals and firms.

Essentially, this course is a study of how individuals, institutions and society maximize their satisfaction for needs and wants under conditions of scarcity.

Areas of study will include the following: The limits, alternatives and choices surrounding scarcity and resources. The Market System and the Circular Flow. Demand, Supply and Market Equilibrium associated with prices, quantities and efficiency. Market failures, public goods and externalities.

## ELECTIVES

### **PSYCHOLOGY - #209**

½ Credit

Psychology is the study of human behavior. Why do we think, feel and act the way we do? How much of our psychology is due to genes and how much to our environment? This course will help you understand the “why” behind the “what”.

### **SOCIOLOGY- #234**

½ Credit

Sociology is the study of social interaction, social organizations, social institutions and social change. This course will help students understand the social structure, dynamic and processes that shape our thinking and the way in which we interact with other people.

### **MUSIC & AMERICAN HISTORY - #225**

1 credit

#### **Grades 10-12**

Music and American History is an elective course that examines the cultural and societal influences of the genres of Rock and Roll, Soul, Funk, Rhythm and Blues, Punk, and Rap music and their relationship with modern American history. Beginning with a study of the African-American musical styles that led to the creation of rock and roll, the course will focus on rock styles from the early blues-based rock and roll of the 1950s and the British Invasion of the 1960s, to Folk Rock, Psychedelia, Heavy Metal, Punk and New Wave, Hip-Hop and other styles of the late twentieth century. Classes will include a plethora of independent and collaborative activities including, but not limited to, journal writing, song analysis, playlist development, playing and listening to vinyl records, and discussion and composition geared toward the effects of music in American History and more specifically, turning points and/or tumultuous or prosperous time periods. Students will also participate and collaborate on projects where the students will be encouraged to be both expressive, yet informative, with time being allotted for the students to present their ideas and research to their peers and teachers.

### **AFRICAN AMERICAN STUDIES - #215**

1 credit

This is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. The final project will require students to define and execute a research project of their choice, drawn from topics or themes in the course or from the broader field of African American studies.

## TECHNOLOGY DEPARTMENT

The Technology program, as an integral part of general education, provides all students with the opportunity to combine tool and material manipulation, critical thinking, and problem solving. Our Technology program provides exploratory educational experiences in all of our courses.

### **DESIGN AND DRAWING FOR PRODUCTION - #767** 1 Credit

*This course satisfies the graduation requirement for art.* (limit 12 students per class)

This course provides opportunities in the areas of design and drawing through creative thinking, decision making, and problem solving experiences. Students will depict two and three-dimensional spaces using traditional drafting techniques. They will design a home based on their own research using the Internet while incorporating local architectural influence. There will be a brief introduction to CAD (computer aided drafting).

### **PRODUCTION SYSTEM - #760** (limit to 24 students per class) ½ Credit

This course is a hands-on course that allows students to develop the personal satisfaction that comes from the actual construction of attractive and useful projects. You will acquire important skills in using tools and machines through the design and construction of individual projects using modern equipment and power tools identical to those used in industry. Emphasis is placed on the safety and use of power equipment. This is an entry level course and there are no prerequisites. Adirondack chairs, baseball bats, vase/bowls and end tables are typical class projects.

### **CONSTRUCTION SYSTEMS -#761** (limit to 24 students per class) ½ Credit

This course will cover basic construction principles and practices. Emphasis will be placed on design, geometric theories, construction and evaluation/testing. Students will gain experience in rough framing, electrical, drywall, tiling, plumbing and roofing. This class will be taught from a hands-on, problem solving approach. Each year a large project is chosen to be completed around the district.

### **SMALL ENGINES-#765** (limit to 16 students per class) ½ Credit

Small engines are today being used as a labor savings device to run lawn mowers, trimmers, chain saws, snow blowers, etc. Small engines are also used for recreation on dirt bikes, ATV's, jet skis and other marine applications. In this class you will have the opportunity to explore the mechanical operation of small engines by allowing you to repair, test, and tune and troubleshoot various engines. You will be allowed to bring small engines, outboards, dirt bikes, ATV's and other engines from home to be worked on as well as use the one provided by the school. This is an entry level course and there is no prerequisite.

**GPOTV: BROADCAST JOURNALISM COURSE -#799**

1 Credit

This course provides a medium for broadcast journalism, which guides students to achieve high standards within the field of broadcasting. It also provides students with technical instruction and practical experiences for aspiring video and film makers in the production of film, video, and news projects for information and entertainment. Students will experience both the creative and technical aspects of filmmaking in conjunction with learning about historical and contemporary traditions and conventions. Students will learn to use cutting edge software (Final Cut Pro) applications for video and audio post-production. The course also includes the final production of GPOTV's periodic and episodic broadcast of school related and local news.

## **Eastern Long Island Academy of Applied Technology HB Ward-Riverhead**

**ANIMAL SCIENCE -#920**

1 or 2 Year Program

Animal Science is designed to prepare students who are pursuing animal related careers and can be used as a college preparatory course for those interested in furthering their education in applied sciences. This course provides students with the opportunity to work with a wide variety of animals. Classroom environment simulates procedures performed in veterinary hospitals, grooming shops and kennel facilities. Students are also provided with hands-on experience with farm animals at Cornell Cooperative Extension and at local horse farms.

**AUDIO PRODUCTION - #992 & #993**

1 or 2 Year Program

The course is designed to give the student exposure to basic audio production techniques. This will be inclusive of live sound re-enforcement, multi-track audio recording, as well as electronic instrumentation operation and composition basics. The student will play an active role as an audio technician, engineer, and producer, learning the fundamentals using industry standard equipment such as audio mixing consoles, microphones, digital tape recorders as well as virtual multi-tracking and editing systems.

**AUTO BODY REPAIR & CAR CUSTOMIZING - #962 & #963**

2 Year Program

This program gives students the opportunity to learn how to dismantle and reassemble damaged automobile components, straighten metal parts and car frames, straighten dents, use filler compounds, grinding techniques and prepare a car for the refinishing shop. Students will also learn how to select and mix paint according to the latest EPA guidelines as well as the proper techniques in spray painting. Students will also gain hands-on experience in after-market auto accessory installation.

**AUTOMOTIVE TECHNOLOGY -#922 &#923**

2-Year Program

This two-year program meets requirements for Automotive Service Excellence certification (ASE) and is certified by NATEF. The program provides students with basic skills to repair and service automobiles. Troubleshooting, diagnosing, repair and service of chassis, front-end alignment and steering, electrical/electronics, drive line, exhaust emissions and engine components will be learned in theory and practice. Students will be prepared for The National Institute for Auto Service Excellence examination and have the option to be approved by the New York State Department of Motor Vehicles in NY State Inspection. High achieving juniors will have the opportunity to enter the AYES Program, which is a two-year apprentice program, administered through The Academy with local dealerships, similar to cooperative learning.

**CLINICAL MEDICAL ASSISTING-#973**

1-Year Program

This course is designed to provide basic training in the areas of medical terminology, clinical medical assisting, EKG, phlebotomy, and first aid/CPR. It enables students to become nationally certified by the Certified Health Professionals (CHP). Emphasis is placed on preparing the student for working in the health field, providing fundamental theories and principles needed by all health care providers.

**COSMETOLOGY -#950 & #951**

2-Year Program

Instruction is provided along with hands-on experience in hair shaping, styling, and chemical services, including hair coloring, permanent waving and chemical relaxing. Also encompassed within the curriculum are scalp treatments, facials, makeup, nail care, and artificial nails. The course also teaches the business and science-related aspects of cosmetology and salon management. A cosmetology license qualifies graduates to work with hair, skin and nails, as well as allows specialization in any area of cosmetology. This license will unlock countless doors within the beauty industry. Students who successfully complete this 1,000 hour course over two years will be eligible to sit for the New York State Board Licensing Exam.

**CULINARY ARTS/RESTAURANT OP. MGMT. - #954 &#955**

2-year program

The program begins with baking and pastry arts and moves into complete food preparation and management techniques. Students gain an understanding of baking and cake decorating, nutrition, menu planning, catering, dining food service, food production, as well as safety and sanitation codes. Second year students are prepared to take the Suffolk County Food Managers Certification. The program has the accreditation of the American Culinary Federation, which provides students with the opportunity to earn a Certified Junior Culinarian (CJC) certificate. The program is also associated with the New York State Restaurant Association (NYSRA) Education Foundation Pro Start Program, which provides students with work experience necessary to succeed in the workplace.

**EARLY CHILDHOOD EDUCATION -#943 & #944**1 yr program w/ 2<sup>nd</sup> year opt.

This course is designed to prepare students for careers as teachers or child care providers in early childhood education. The study of child development is included by direct hands-on work experience with children in our on-site preschool.

A second year option is available which prepares students to work toward the Child Development Associate (CDA), a nationally recognized credential that will qualify candidates to meet all state licensing requirements to work as a child care professional in any early childhood program in the United States. Students in the second year program participate in community-based internships to explore varied educational settings and student groups.

**ELECTRICAL TRADE & ALTERNATIVE ENERGY**

2- year program

This two year program is a combination of hands-on skill development and technical training in order to prepare students for entry level employment or higher in the electrical trade. Students gain practice in traditional wiring methods and blueprint reading, as well as learn the latest renewable energy concepts including solar, wind and geothermal technologies.

**HEATING, VENTILATION AND AIR CONDITIONING (HVAC)**1 yr program w/ 2<sup>nd</sup> year opt.

This program includes the installation, service and repair of air conditioning, cooling, heat pump systems and electrical theory and service. An integral part of this program involves green technologies including geothermal and solar hot water heating, indoor air quality and HEPA filtration, as well as air sealing techniques. Students are prepared to take the EPA Certification Test for the handling of refrigerants. Students have the option of taking the National Center for Construction Education Research (NCCER) exam and being placed on the NCCER National Registry. The Registry provides valuable industry credentials for students as they seek employment and build their careers.

**LAW ENFORCEMENT -#986**

1 yr program

This is a broad based program for students with an interest in criminal justice, law enforcement, public safety and other related legal careers. The program includes the study of civil and criminal law providing a strong foundation for entry into the security field or for advanced training at a police academy or college. As a New York State Approved Security Guard school, students who qualify are provided an opportunity to pass the Security Guard certification exam, as well as the International Federation of Protected Officers (IFPO) exam and APCO exam, which is a national telecommunicator (911) certification. Both the IFPO and APCO certifications are nationally recognized and are offered in the second year of the program, which also includes forensics and crime scene investigations.

**NURSE ASSISTING -#976**

1-Year Program

This course is designed to prepare the student to be employed as a Nurse Assistant. Basic aspects of health care include procedures used in the care of patients such as: bathing, positioning, moving, transferring and monitoring vital signs. A hands-on approach with a laboratory component as well as practical applications of theory are emphasized. Clinical affiliations with various health care institutions further enhance this approach. This course is an entry level program in the field of nursing. This course prepares students for New York State Nurse Aide Certification.

*New program held at Mattiuck High School”*

**CARPENTRY/RESIDENTIAL CONSTRUCTION AND HOME IMPROVEMENT**

The carpentry program is a combination of hands-on skill development and technical training in order to prepare students for entry-level employment or higher in residential construction, home improvements and related fields. Students will actively build and/or renovate a three bedroom; Energy Star® rated ranch on-site using Brookhaven Town and Energy Star® building codes. Both renovation and alteration of existing residential structures are taught, and students evaluate their own work and keep an active portfolio as well as a notebook.

### Administration

Marlon Small, Superintendent  
Gary Kalish, Secondary Principal  
Joseph Tsaveras, Elementary Principal &  
Director of Special Education  
Karen McGrann, Assistant to the Director of Special Education

### School Counselors

Brandi Hopkins  
Avery Reisig

### Board of Education

Jaime Martilotta, President  
Kirsten Droskoski, Vice-President  
Kelly Harris  
Robin Walden  
Emily Whitecavage

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