

East Rockaway Junior/Senior High School



Course Selection Guide

2024-2025



EAST ROCKAWAY **JUNIOR/SENIOR HIGH SCHOOL**

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Principal's Message

Dear Students,

Welcome to an exciting journey of possibilities! As you peruse through this Course Description Guide for the upcoming academic year, I encourage each one of you to embark on a path that ignites your curiosity and passion.

Choosing your courses isn't merely about fulfilling credit requirements; it's about crafting a roadmap tailored to your interests, aspirations, and future endeavors. Whether you're drawn to the sciences, humanities, arts, or beyond, let this guide be your compass in navigating toward your goals.

Consider your selections as building blocks for the foundation of your future. Challenge yourself with courses that captivate your imagination and resonate with your ambitions. Seek subjects that not only intrigue you but also align with your envisioned college and career pathways. Each choice made today molds the stepping stones toward your tomorrow.

Remember, this isn't just about finding the easiest path but about exploring the most rewarding and fulfilling one. Consider variety in your selections, embrace the unknown, and allow yourself to discover new interests and talents along the way.

Here at East Rockaway Jr/Sr High School, we're committed to providing a diverse array of courses designed to fuel your curiosity and equip you with the skills and knowledge necessary for success in your future pursuits.

As you embark on this exciting journey of course selection, dare to dream big, choose wisely, and let your aspirations shape your academic voyage. Your choices now will shape the exciting chapters of your academic journey and pave the way for a bright and promising future.

Best wishes,



Principal
Richard Schaffer
East Rockaway Jr/Sr High School

 [@eastrockawayhs](https://www.instagram.com/eastrockawayhs)



East Rockaway High School Graduation Requirements

Students must meet minimum courses, total units and minimum testing requirements as indicated below:

Subject	Regents Diploma		Regents Diploma with Advanced Designation	
	Units	Years	Units	Years
English	4	4	4	4
Social Studies	4	4	4	4
Mathematics	3	3	3	3
Science	3	3	3	3
World Language	1	-	3*	3
Physical Education	2	4	2	4
Art or Music	1	1	1	1
Health	0.5	0.5	0.5	0.5
Electives	3.5	-	1.5	-

Total Units Required:

- Regents Diploma: **22 (minimum)**
- Regents Diploma with Advanced Designation 22 (minimum)

Minimum Testing Requirements For:

Regents Diploma	Passing Regents exams in ELA (English), Mathematics, Social Studies, Science, and one additional exam in an approved subject area. Passing 8th grade World Language Checkpoint A exam (or level I of a World Language course in high school).
Regents Diploma with Honors	Requires a true 90% average of all Regents exams
Regents Diploma with Advanced Designation	Passing Regents Exams in ELA (English), Algebra, Geometry, Algebra II, Social Studies, two full year laboratory Science courses (one must be Living Environment), and one additional exam in an approved subject area. Passing World Language Checkpoint B exam
Regents Diploma with Advanced Designation with Honors	Requires a 90% on all regents exams
Diploma Designation of Mastery in Science and/or Mathematics	Students who satisfy requirements for a Regents Diploma with Advanced Designation and who score 85 or higher on three Regents exams in Math and/or Science will earn a Regents Diploma with Advanced Designation, with an annotation on the diploma that denotes mastery in mathematics and/or science, as applicable.
Local Diploma	*For a small group of students with an Individualized Education Program (IEP), a “local” diploma option is available. Please contact your child’s school counselor for more information.

(Click [HERE](#) for more NYSED Grad Requirements detail)

PLANNING YOUR SCHEDULE

Prerequisites: Some courses require prerequisites to be taken. If a class of interest has a prerequisite, it will be noted in the course description. A course and its prerequisite(s) may not be taken simultaneously.

Course Levels: As part of their description, many courses have a designation indicating the level of the course: Advanced Placement (AP), Honors (H), and/or Concurrent Enrollment (CE) offerings.

- **Advanced Placement (AP):** These are college-level courses that require a tremendous amount of effort on the part of the student. Students are given the opportunity to earn advanced standing in college via their successful performance on a mandatory Advanced Placement Examination given in May. There is an examination fee that students are required to pay.
- **Honors Level (H):** These courses are offered to students who will benefit from instruction at a faster pace and in greater depth and breadth than that which is provided in the Regents level class.
- **Dual Enrollment/Concurrent (DR/CE):** These courses are offered in conjunction with local or regional colleges and universities, permitting students to receive a college credit as they complete the high school course. The curriculum mirrors that of a college-level course. Upon successful completion of the course, students are issued a college transcript reflecting the earned credits. These courses require a per credit fee payable to the college.

Financial need should NOT prevent anyone from selecting a dual enrollment or AP course; instead, families should contact their counselor for assistance.

Weighting of Grades: Final course grades are given a “weight” to reflect the inherent challenge of the course. Weights are as assigned as follows:

Regents/Standard Level Courses	1.00
Accelerated/Honor Courses	1.10
Dual/Concurrent NCC Enrollment Courses	1.15
Advanced Placement (AP) Courses	1.15

In calculating the cumulative weighted average, the designated weights are factored into each final course grade. Transcripts will only show the unweighted final course grade.
(Quarter grades do not appear)

All school transcripts will indicate weighted and unweighted cumulative averages. Colleges and universities receiving transcripts will be advised of the method of calculating weighted averages and the distribution of those averages (for six semesters) for that graduating class.

The weighted cumulative average, calculated after seven semesters, shall be the basis for determining the selection of the valedictorian and salutatorian. A transfer student must attend East Rockaway High School for a minimum of two years to be eligible to become valedictorian or salutatorian.

The marking period average is weighted and is used to determine Honor Roll (85.000 to 91.999) or High Honor Roll (92.000 to 100). Honor Roll also requires that a student is taking at least 5 classes (plus Physical Education) and has no failing grades or incompletes.

*****Please be aware of the following:**

- Determination of whether a course will run is based on enrollment and/or need.
- Courses titled “Advanced Placement” indicate that our offering of this course has met the standards and criteria of the College Board Advanced Placement Program.
- Students in Advanced Placement Courses are required to take the AP exam in that course.
- The awarding of college credit for an AP course is strictly at the discretion of the college the student attends and is not something that East Rockaway High School or the College Board has control over.
- For courses offered in partnership with a college or university, students will receive college credit provided that all requirements of the partnering college (which may include tuition) are met. The transferring of this credit is strictly at the discretion of the college that the student attends and is not something that East Rockaway High School has control over.
- Students and parents should give careful thought to the requests made for courses. Once course requests have been confirmed, a schedule will be created based on those requests. The schedule will not be changed unless the student has had the teacher before or the student is scheduled contrary to those requests.

If you have any questions about a particular course, please contact the appropriate department chairperson or your child's school counselor.

English, Social Studies	Ms. Deborah Bloomfield	dbloomfield@eastrockawayschools.org
Math	Ms. Christine Redden	credden@eastrockawayschools.org
Science	Ms. Dame Forbes	dforbes@eastrockawayschools.org
Technology	Dr. Bradley Krauz	bkrauz@eastrockawayschools.org
PE/Health	Mr. Gary Gregory	ggregory@eastrockawayschools.org
Business	Ms. TJ Terranova	tterranova@eastrockawayschools.org
World Language	Ms. Angelica Rodriguez Alonzo	arodrigueزالonzo@eastrockawayschools.org
Fine Art, Music, FACS	Mr. Peter Ceglio	pceoglio@eastrockawayschools.org
Special Education	Mr. Robert Kennedy	rkennedy@eastrockawayschools.org

Scheduling Process

Students and families should attend the Curriculum Fair to learn more about the course offerings available to students. See the [district calendar](#) for dates.

Early each spring, students and parents are invited to meet with the school counselors to plan the student's schedule for the upcoming year. During student-counselor meetings, academic courses will be reviewed, and electives will be selected.

Towards the end of the first semester, teachers of academic courses will recommend the next grade level placement.

Counselors will review course selections and potential level changes.

Counselors will communicate any course that cannot run because of insufficient enrollment.

Should a course not run, students will be enrolled in an alternate elective option.

Each student must select alternate courses.

All students are required to select a full program of academic classes (in addition to Physical Education) each year. This includes required and/or elective coursework.

***Please note seniors are required to enroll in 6.5 credits inclusive of physical education.

Withdrawal Policy

Any student requesting to drop out of a course must receive teacher, chairperson, and parental permission.

This option is contingent on the student maintaining the minimum suggested grade-level course load.

Students who drop a course may be required to enroll in another course.

Full Year Courses	One week after Quarter One Grades are posted is the deadline to drop or change levels in course without penalty.
Full Year Courses	Courses dropped more than one week after Q1 grades posted will result in a penalty of WP (Withdrawn-Passing) or WF (Withdrawn-Failing) entered on permanent transcript. <i>No Changes may be made after Quarter 2</i>
Half Year Courses	One week after progress reports are posted (Quarter 1 and Quarter 3) is the deadline to drop or change levels without penalty.
Half Year Courses	Courses dropped more than one week after progress reports are posted but before the end of the semester will result in a penalty of WP (Withdrawn-Passing) or WF (Withdrawn-Failing) entered on permanent transcript.

NCAA Eligibility

Student Athletes must meet rigorous academic standards to qualify for participation in Division 1 and Division 2 NCAA Athletics. All athletes can find information and requirements at: [NCAA Eligibility Center](#)

Additionally, the NCAA calculates your GPA based on the grades you earn in NCAA-approved core courses.

You can find more information here: [Grade-Point Average - NCAA.org](#)



Core Course GPA information: [Core Courses - NCAA.org](#)

Core Course GPA Worksheet: [DIVISION I WORKSHEET](#)

To see which courses at East Rockaway High School are approved by the NCAA to calculate toward your Core Course GPA click this link: [NCAA Eligibility Center - High School Portal](#)

NCAA

Nassau BOCES

About BOCES

Courses are taught in environments that simulate the real world. Classes may be held in an airplane hangar, horse training stable, carpentry shop or video production studio. Courses focus on doing things, rather than just reading or hearing about them.

Each year, high school students from all parts of Nassau County choose to add BOCES to their high school experience. In addition to a high school diploma, these students want a head start in learning skills needed for employment and/or more direction in what they want to study at college. A successful year or two at BOCES can enable you to:

- Enter the world of work after graduation
- Continue advanced career studies in a technical training course
- Attend a two- or four-year college.

BOCES Hours:

A.M. classes - 7:50 to 10:20

P.M. classes - 11:50 a.m. to 2:20 p.m.



Learning at BOCES

Courses provide you with both theory and practical application. You explore career options, and you are encouraged to learn at your own pace. You will gain valuable experience while learning about the world of work. In this kind of atmosphere, you begin to understand and accept the uniqueness of your abilities. At the same time the classroom experience helps you develop and expand your skills. You learn to work as part of a team dealing with a wide range of situations, building confidence as a natural outcome.

Fees and Expenses

Students and their families do not pay tuition. However, purchase of individual equipment, work clothes and/or materials may be required for a particular course. Any purchase made is the property of the student and can be used in an employment situation after graduation.

BOCES Application Process

- Students must submit and complete their BOCES interest application
- Students must attend the "Taste of Tech" trip facilitated by ERHS
- Students must inform their school counselor of their intent to apply to BOCES
- Counselors will work with students to complete their application to BOCES
- Nassau BOCES will admit/deny students (ERHS does not admit or deny students admission)

Spaces for BOCES are limited. The below rubric will be used to determine if a student's application is submitted to Nassau BOCES for admission:

24.25 BOCES Rubric

Criteria	3	2	1	0
<u>Attendance</u>	Student has few, if any, absences. All absences are appropriately documented as excused. Student is rarely, if ever, late to school or to classes.	Student's absences and/or latenesses are a concern, but the student has made efforts to improve. The majority of absences/latenesses are excused.	Student's absences and/or latenesses are a concern. The student has not made satisfactory efforts to improve. Some of the absences/latenesses are unexcused.	Student is frequently absent and/or late to class. The majority of the absences and/or lateness are unexcused.
<u>Behavior</u>	Student has no behavioral referrals. Student has never been suspended, whether in or out of school.	Student has one or more behavioral referrals. Student has never been suspended, whether in or out of school.	Student's behavioral record includes one suspension.	Student's behavioral record includes multiple suspensions.
<u>Credit Standing</u>	Student is ahead of schedule in terms of graduation requirements and earned credits.	Student is on track in terms of graduation requirements and earned credits.	Student is in danger of not meeting graduation requirements and earning sufficient credits to graduate.	Student is not on track to graduate with their cohort due to credit deficiency.
<u>Demonstrated Interest</u>	Student attended "Taste of Tech" trip. Student submitted internal application on time. Students' responses to prompts in application were thoughtful and grounded in extensive prior research.	Student attended "Taste of Tech" trip. Student submitted internal application on time. Students' responses to prompts in application were thoughtful and grounded in some prior research.	Student did not attend the "Taste of Tech" trip. Student submitted internal application on time.	Student did not attend "Taste of Tech" trip and/or submitted internal application incomplete, late, or failed to submit application.
<u>Overall Fit for Program</u>	Student will greatly benefit from program of interest; there is no better course of study at ERHS based on students' goals.	Student will benefit from the program of interest; there are some programs at ERHS that they can pursue.	Student may benefit from the program of interest; there are multiple programs at ERHS that they can pursue.	Student is better served by attending ERHS full-time.
<u>Content Knowledge</u>	Student can articulate how the program of interest will prepare them for college/career and what the learning will entail. Student can articulate what careers they can pursue from attending the program.	Student has some knowledge of what the program of interest can do for them in the future and can somewhat articulate what the learning will entail.	Student has very limited knowledge of what the program of interest can do for them in the future and can not articulate what the learning will entail.	Student cannot identify what the program of interest will do for them in the future and can not articulate what the learning will entail.

Visit [Nassau BOCES](#) for more information

Nassau Community College Concurrent Program

SUNY Nassau Community College provides high school students with the opportunity to get ahead on their college career and take a college-level course during the normal school day hours on the SUNY Nassau campus. These classes are taught by SUNY Nassau's renowned faculty and give high school students the opportunity to experience a challenging, college-level course before high school graduation.



Qualified students earn high school and college credit concurrently, while satisfying their high school graduation requirements and earning college credit. Credits can be applied to Nassau Community College or transferred to most two- and four-year colleges and universities.

High school students participating in the program are considered registered SUNY Nassau students and are required to meet the College's student standards. While participating in the Concurrent Enrollment program students will have access to the excellent resources the College offers such as computer labs, library, student services center, bookstore, etc. and can participate in all NCC extra-curricular activities except NJCAA athletic teams. Once students have completed a concurrent enrollment course, they can request an official transcript from the Registrar's Office and have it sent to their intended college for a review of transfer credit. Transcripts can be requested via the Registrar's Office.

Student Eligibility Requirements

- Enrolled students must be entering their senior year in high school.
- Have a cumulative grade point average of 80 or higher.
- Recommended by the school principal, teacher, or school counselor.
- Enrolled students must meet the course prerequisite requirements as stated in the College Catalog.
- Enrollment is at the discretion of the ERHS building administration and funding.

Admissions Application Process

Students interested in taking a concurrent enrollment course should consult with their school counselor for approval to be considered to take a College-level course(s). First-time Nassau Community College students will be directed to review application instructions and complete a fillable pdf high school enrichment admissions application.

Students will need to submit their admissions application to their school counselor. The high school will submit the Concurrent Enrollment Applications along with the student's high school transcripts.

Registration Process

- The College will register all Concurrent Enrollment students for their classes.
- This process will include a one-on-one advisement session with a College advisor to help students align their course interests with the College's offerings.
- Concurrent enrollment classes will be taken during the fall and spring semester of the student's senior year.
- Students may enroll in Winter and Summer sessions at an additional cost.

Typically, Concurrent Enrollment students will enroll in the following courses:

Fall Semester	Spring Semester
English Composition Physical Education American Government Course Math course Elective course selected by the student	English Composition II Economics Course Science Course Elective course selected by the student

Refund Policy

Change of plans? If you choose not to participate in the dual enrollment class, you must drop your course before the start of the semester. Liability begins on the first day of the semester. Please send an email to David.Follick@ncc.edu to notify NCC that you want to drop your class.

Full Refund & Liability Schedule

The College will register all dual enrollment students for their classes. Students will receive a tuition bill after successful course registration. A late fee will be added for past-due tuition fees.

Students will receive a tuition bill after successful course registration. A late fee will be added for past-due tuition fees.

Course Withdrawal

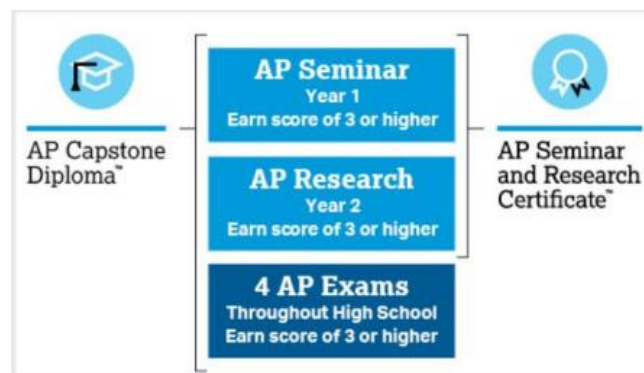
If a student wishes to withdraw from a concurrent enrollment course the student must follow the information below:

- Students must notify the Assistant Vice President for Academic/Student Services in writing via email to David.follick@ncc.edu.
- During fall and spring terms, beginning the fourth week and up to the end of the ninth week of classes, the instructor's approval is required for withdrawal. The approval indicates that the student has met with the instructor and discussed the withdrawal. The instructor may not refuse approval.
- If the instructor is unavailable, the department chairperson may approve the withdrawal.
- After the ninth week of classes, the approval is at the discretion of the instructor.
- Approved requests will be awarded a grade of W (withdrawal) on the transcript. W grades are not calculated in the grade point average.

Advanced Placement Capstone

AP Capstone is an innovative diploma program that helps you stand out in the college admission process by developing the critical skills needed to succeed in college and in life. This program is based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject

knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.



The program immerses high school students in the challenging practice of the critical skills students need today. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college and beyond. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. This option allows students to take multiple AP courses to distinguish themselves to colleges and universities. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. Students will typically take AP Seminar in the 10th grade as their English credit, followed by AP Research in the 11th grade.

Click below for the full descriptions of the individual courses can be found in the following departments:

- [AP Seminar](#)
- [AP Research](#)

APCapstone™
Research, Academic Rigor, Distinction

Advanced Placement & Dual Enrollment Courses

East Rockaway High School prides itself on providing students with opportunities to engage in enriching and rigorous courses that will enhance their college and career readiness. Our AP and college level courses are designed to challenge students academically, expose students to college-level coursework and build confidence. An additional benefit of these courses, and their corresponding exams, is the potential to earn college credit. All AP Courses culminate with an AP exam that is administered in the spring. We strongly encourage all students to sit for these exams. Information regarding registration and payment will be shared throughout the course of the school year. College (or dual enrollment) courses enable students to earn college credits through sponsoring universities. In order to receive these credits, students must adhere to the requirements as outlined by these universities. These requirements, including financial responsibilities, will be communicated to students at the start of the course.

AP and Dual Enrollment Courses Offered at East Rockaway High School:

Syracuse University (SUPA)	SUNY Farmingdale	Adelphi/SUNY Albany/Nassau Community College	Advanced Placement (AP)
<i>Child Development</i> <i>Creative Writing/Media Communications</i> <i>Personal Finance</i> <i>Psychology</i>	<i>Accounting</i> <i>Intro to Drawing</i> <i>Intro to Legal Studies</i> <i>Intro to Photography</i> <i>Pre-Calculus</i> <i>Statistics</i> <i>Special Topics in Engineering</i>	<i>Italian 4 (Adelphi)</i> <i>Science Research (Albany)</i> <i>Spanish 4H (Nassau)</i> <i>Spanish 5 (Nassau)</i>	<i>Art (2D, 3D Design, Drawing)</i> <i>Biology</i> <i>Calculus AB</i> <i>Computer Sci Principles</i> <i>English Language & Composition</i> <i>English Literature & Composition</i> <i>Environmental Science</i> <i>Government & Politics</i> <i>Italian</i> <i>Language & Composition</i> <i>Physics 1</i> <i>Capstone Research</i> <i>Capstone Seminar</i> <i>US History</i> <i>World History</i>

Advanced Placement (AP) Student Expectations

According to the College Board, Advanced Placement courses provide students with the opportunity to tackle college-level work while they are still in high school. Through taking AP Exams, students can earn college credit and placement.

General Course Expectations:

- Successful completion of an AP course requires more work and study time than an average class.
- Students may be required to work on a summer assignment due during the first month of school.
- Students may receive homework assignments over weekends and school vacations.
- Students are required to take the AP exams for all AP courses in which they are enrolled during the 2024-2025 school year. The exams are given over a two-week period in May. AP exams are beneficial because they compare student achievement on a national scale, help prepare students for future comprehensive exams at the college level and enable students to potentially receive university credit or advanced placement at most universities.
- Payment for the AP exam is due to the School Counseling Office (Date TBD)
- For a student whose grade average is less than 70 at the end of the first five weeks, parent(s) and the school counseling office will be contacted concerning the advisability of the student remaining in the class.

General Reminders

- Please refer to the late work policy for your subject and department.
- Expectations for success will be shared by the individual teachers.
- Please refer to the academic integrity policy in the student handbook.
- Students are responsible for any work missed when not present in class (ie: excused absence, school trip, etc.)
- Students are expected to contact their teacher for missed work.

Please note: Students may choose to exit an AP course until the end of the first quarter without any indication on their transcript. Students must follow the following steps:

1. *Obtain a drop form from the counselor's office.*
2. *Complete the drop form and have it signed by student, parent, teacher, department chairperson and counselor.*

For students who are of academic concern during the first making period, the following steps will be taken:

1. Parent(s) and School Counseling Office will be contacted by the teacher.
2. Student must attend extra help regularly to discuss a plan for improvement.
3. If no improvement is made, the student will be recommended for transfer to a grade level class.
4. Please note that if a student has failed the first quarter, there is a possibility that the student may be removed from the AP class.

Advancement via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is an elective program for 9th graders that helps students achieve the necessary requirements and skills to be eligible for university acceptance and career success. The program has two major components: tutorials and the AVID curriculum. The AVID curriculum focuses on writing, inquiry, collaboration, organization, and reading (WICOR). Students will focus on note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness of these skills.



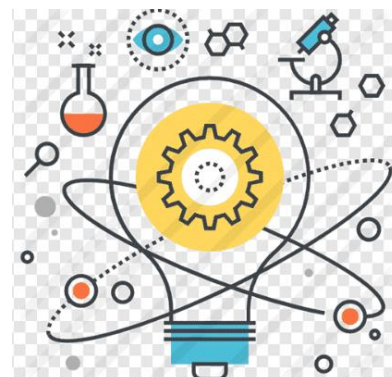
AVID students reflect and question while mastering content rather than just repeating and memorizing. Our students work together to problem solve and to change the level of discourse in the classroom as they prepare for success. Students are taught to articulate what they don't understand and learn how to seek out the resources they need. By teaching critical thinking, inquiry, and self-advocacy, AVID educators empower students to own their learning.

Visit [AVID](#) for more information.

Science Research

The East Rockaway Science Research Program provides motivated students with an opportunity to build the following 21st century skills:

- **Foster a sense of curiosity:** and a love for learning by allowing students to explore topics of personal interest in science.
- **Develop fundamental research skills:** formulating hypotheses, designing experiments, collecting and analyzing data, and drawing meaningful conclusions.
- **Promote Critical Thinking:** encouraging students to question, evaluate, and interpret scientific information and data.
- **Mentorship:** Offer mentorship opportunities with experienced scientists or teachers who can guide students through the research process, share insights, and provide support.
- **Communication Skills:** Emphasize the importance of effective communication in science, including writing research papers, presenting findings, and engaging in scientific discussions.
- **Preparation for Higher Education:** Prepare students for future academic pursuits in science-related fields by providing a solid foundation in research methodologies, critical thinking, and scientific communication.
- **Showcasing Achievements:** Provide opportunities for students to showcase their research, whether through science fairs, conferences, or other platforms. Recognition of their achievements can boost confidence and inspire further exploration.
- In addition, Through the University at Albany UHS program students in their junior and senior year may receive college credit if they fulfill the requirements set forth by the Albany UHS program.



*Students entering 9th, 10th, or 11th grade may enter the science research program.**

New York State Seal of Civic Readiness

The Seal of Civic Readiness is a diploma distinction awarded to seniors who have demonstrated exceptional social studies skills over the course of their middle school and high school careers. In order to receive the Seal, students must acquire six points on the New York State rubric for civic readiness. These points are derived from demonstrating mastery or proficiency on the two history Regents exams, taking upper level social studies courses, completing community service projects inside or outside their class requirements, and completing a civic action project. Students who are on track to receive the Seal will be invited to fill out an application and participate in a committee interview in the Spring semester where they reflect on their experiences.



The civic action project is a new and exciting component of the Participation in Government course, as well as our AP Government and Politics course. All students enrolled in these classes will have the opportunity to explore a topic of choice connecting to community needs or the role of government, and students will be given the opportunity to engage with local municipalities and populations with the support of their instructor. The social studies department is also running a middle school civics enrichment class for seventh graders that will help students develop the skills necessary to be active members of the ERHS and East Rockaway community at large as they continue to grow, learn, and mature.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

**Students may receive these points more than once*

The N.Y.S. Seal of Biliteracy

East Rockaway Jr./Sr. High School is pleased to announce participation in the New York State Seal of Biliteracy Program. In recognition of the importance of bilingualism, many states have begun to award a Seal of Biliteracy to students who have studied and attained a high level of proficiency in English and another language by high school graduation.



The Seal of Biliteracy is a prestigious award that lets colleges and employers know that you are proficient in more than one language. It is a distinction that will be attached to diplomas and transcripts of graduates who have demonstrated language mastery in both English and any other language. Any student working towards proficiency in reading, writing, listening and speaking in English and another language can apply. High school counselors and language teachers will assist students who are eligible to apply for this seal of distinction.

Planning will typically begin during the 10th grade year. School counselors will work with students to encourage them to continue in World Language. Students are eligible to apply for the New York State Seal of Biliteracy at the beginning of their junior or senior year. In addition to completing all requirements for graduating with a NYS Regents diploma, students wishing to receive the NYS Seal of Biliteracy must also demonstrate proficiency in both English and another language. Students will need to earn 3 points in World Language and 3 points in English. Additional information about the criteria, as well as an application packet, is available in the counseling office or on the East Rockaway Jr./Sr. High School website.

Visit [NYSED.GOV](https://www.nysed.gov) For more information on the Seal of Biliteracy

BUSINESS

Department Overview, Chairperson: Ms. TJ Terranova

The *East Rockaway Junior-Senior High School Business Department* is small, but mighty; we offer a wide variety of courses. The overarching goals are to foster the development of students' 21st Century Skills and prepare them for life after high school. No matter what students' post-secondary plans include, our courses provide transferable, critical lessons. We also offer exciting, concurrent college-level courses in Accounting through *The University of Farmingdale* and in Personal Finance through *SUPA Project Advance*.

Course	Grade Offered			
	9	10	11	12
Career and Financial Management	✓	✓	✓	✓
Sports and Entertainment Marketing	✓	✓	✓	
Business Ownership and Introduction to Marketing		✓	✓	✓
Business Law		✓	✓	✓
UHS Farmingdale Accounting*			✓	✓
SUPA: The Economics of Personal Finance**			✓	✓

*Students can receive college credit through UHS Farmingdale

**Students can receive college credit through Syracuse University Project Advance (SUPA)

Business Ownership and Marketing

Grades: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: None

In this course, students will be exposed to the following important units: Business and Management, Organization & Group Behaviors. Motivation in Business Management, Business Ownership, Law, Marketing Fundamentals, Marketing Strategies in Business, Marketing & International Business, and Business Marketing & Communications.

SCHOOL FINAL EXAMINATION, AND/OR PROJECT

Syracuse University Project Advance: The Economics of Personal Finance

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.15

Pre Req: Successful completion of prior business elective, 85% minimum average

Cost: \$345

College Affiliation/Credit: Syracuse University/3.0

In this course, students concurrently enroll in SUPA Project Advance and earn (3) transferable college credits upon successful completion. It applies the fundamental Economic problem – how to efficiently allocate (finite) resources in order to most effectively meet (infinite) human wants and needs – to the study of Personal Finance. In this context, the course covers vocabulary, institutional structures, concepts, and issues to take on the problem of most efficiently allocating finite financial resources to effectively meet students' wants and needs as households in terms of gaining and preserving financial security, now and throughout their lives. Within this underlying motivation, the course covers in a qualitative, introductory way essential aspects of consumer personal finance, including record keeping, budgeting and income statements, banking, saving, borrowing, using credit, investing, acquiring insurance, doing taxes, and planning for retirement and end-of-life considerations. **SCHOOL FINAL EXAMINATION**

Career and Financial Management

Grades: 9-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: None

In this course, students will learn about the following essential topics: Career Development & Job Search, Options Beyond High School, Paying for College, Workplace Regulations, Career Readiness Skills & Lifelong Learning, Business Communications & Tech, Behavioral Finance, Checking, Savings, Budgeting, Taxes, Credit, Investing, Insurance, and Housing.

SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION

Accounting I

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.15

Pre Req: None

Cost: \$150

College Affiliation/Credit: SUNY Farmingdale/3.0

In this course, students concurrently enroll in college-level Accounting through our partnership with SUNY Farmingdale and earn (3) transferable credits upon successful completion. Fundamental accounting concepts and principles are covered in this course through developing an analysis of the following topics: nature of business and accounting, accounting as an information system, analyzing a transaction, the accounting cycle, accounting for both service enterprise and merchandising businesses, deferrals, and accruals, reversing entries, income statement, balance sheets, accounting for cash, receivables, temporary investments, and payroll accounting. Students will apply concepts to the preparation of special journals, ledgers, worksheets, and financial statements.

SCHOOL FINAL EXAMINATION

Sports and Entertainment Marketing

Grades: 9-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: None

This course encompasses Introduction to Marketing Economics & Business: The Sports & Entertainment Industry, the marketing concept, the marketing plan, the product mix, products, price decisions, research and outlets, branding and licensing, promotion, plans and careers, the sales process, and entrepreneurship. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Business Law

Grades: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: None

This course provides students with a working knowledge of the legal framework within which formal business organizations must operate. Topics covered include the nature of law, courts and court procedures, crimes and torts, contracts, sales, and negotiable instruments. Students will be challenged to think analytically and read independently about these issues and topics. **SCHOOL FINAL EXAMINATION**

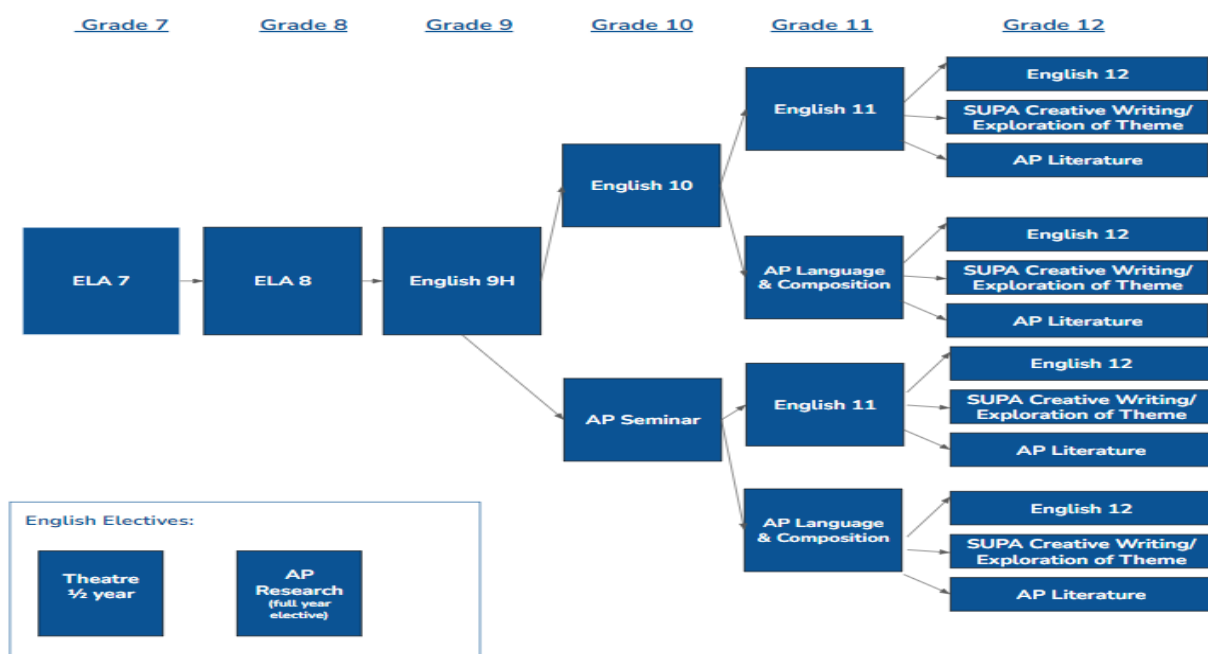
ENGLISH

Department Overview, Chairperson: Mrs. Deborah Bloomfield

The goal of the English Department of East Rockaway High School is to recognize the individuality of each student and to encourage each student to:

1. Increase the student's general intellectual capacity to achieve his or her greatest potential.
2. Enhance social and moral development.
3. Generate greater self-awareness.
4. Build responsibility and self-discipline.
5. Develop personal creativity, critical thinking, and self-expression.

The English Department offers a course of study which will allow the student to apply their knowledge and skills effectively and appropriately. Students will learn to think critically, to listen carefully, to speak coherently, to read intelligently, and to write clearly. Ultimately, students will achieve college and career readiness through the focus on Next Generation English Language Arts Learning Standards. Honors-level courses provide enrichment for students with above-average aptitude in language arts. Students in these courses will read more challenging literary works, meet higher expectations in written expression, and master more advanced vocabulary. Course placement changes will be based upon thorough consideration of student needs and abilities, teacher recommendations, and consultation with the department head. The English Department's policy is to encourage students to work to their highest abilities and to achieve their maximum potential; the department will not approve changes to a less demanding track unless such changes are truly warranted.



English 7

Grade: 7

Offered: Full Year

This course is the foundation for future English courses. Emphasis is placed upon critical reading and listening skills, vocabulary development, grammar, and the writing process. It focuses on the New York State Next Generation Learning Standards. Students will be pushed to move beyond comprehension to analyze and evaluate the works they study. In addition, students will hone their test-taking skills and strategies to best prepare them for the NYS English Language Arts assessment. It is expected that each student will complete independent reading assignments, as well as independent projects. Grades will be calculated based on formal assessments, graded classwork, homework, and participation. All students are exposed to the same enriched curriculum, with appropriate scaffolding and instructional support to ensure the progress of all learners. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

English 8

Grade: 8

Offered: Full Year

The English 8 course continues and expands upon the 7th grade work with The New York State Next Generation Learning Standards. Students in this class are pushed to analyze and evaluate a variety of complex sources (including, but not limited to: essays, poems, novels, memoirs, articles, photographs, films, documentaries). The written pieces they create are designed to not only prepare them to meet proficiency or better on the New York State English Language Arts Assessment, but also prepare them for success in all courses that require literacy and in life. All students are exposed to the same enriched curriculum, with appropriate scaffolding and instructional supports to ensure the success of all learners. Students who earn an 85% or above average will be awarded Honors by Achievement. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Remedial Reading

Grades: 7-12

Offered: Full Year

Remedial Reading is a comprehensive literacy intervention for struggling students in grades 7-12. Depending on the students' current lexile level and area of need, they will receive instruction through Orton Gillingham, READ 180, or the Wilson Reading System. A Blended approach including direct individualization instruction and one of the aforementioned programs reinforces the literacy foundations students need while strategically using authentic text to engage and accelerate them to grade-level proficiency. Remedial Reading is in addition to the student's traditional English class.

Advancement via Individual Determination (AVID)

Grade: 9

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Committee Recommendation

Advancement Via Individual Determination (AVID) is an elective program that helps students achieve the necessary requirements and skills to be eligible for university acceptance and career success. The program has two major components: tutorials and AVID curriculum. The AVID curriculum focuses on writing, inquiry, collaboration, organization, and reading (WICOR). Students will focus on note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness of these skills. Visit www.avid.org for more information.

English 9 (Honors for All)

Grade: 9

Credit: 1.0

Offered: Full Year

Course Weight: 1.10

Pre Req: None

Given the complexity of the new NYS Next Generation Learning Standards and Regents, and the alignment with Advanced Placement Standards, all 9th grade students in 2020-2021 and beyond will be placed in an honors- level English Course. English 9 Honors for All will prove to be a challenging yet rewarding experience for our students. They will be pushed and supported to analyze, synthesize, and evaluate a variety of works from multiple literary genres (fiction, nonfiction, poetry, multimedia, etc.). Additionally, students will hone their critical reading, writing and test taking skills and strategies to better prepare them for future English examinations and for college and career readiness. All students will be exposed to the same rigorous, enriched curriculum, with appropriate scaffolding and instructional support, so that each student is successful. Media literacy will be reinforced with the use of tablets to ensure students become productive 21st century learners.

SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION

English 10

Grade: 10

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing English 9

This course is the sophomore college-preparatory English course. This class emphasizes both fiction and literary non-fiction (poetry, drama, novels, short stories, essays) as well as informational / expository texts. In keeping with Next Generation Learning and New York State Standards, readings will include considerably more complex texts. Students will be learning to deconstruct and analyze literary texts as a process for discovering meaning. Students will, at times, read small sections of text multiple times to fully explore text depth and complexity as well as the impact of an author's writing strategies. Analytical, evidence-based writing in which students formulate a statement regarding central ideas and then support said statement will provide assessments for complex texts. This course will also explore research and writing from sources to produce arguments. Various texts will form the basis for establishing claims and providing evidence to support the student's argument. The course is designed to provide a variety of learning opportunities to include collaborative, independent, and whole class learning. Homework will consist of reading and ancillary work. Grades will consist of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

English 10 Advanced Placement Seminar

Grade: 10

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Teacher Recommendation, minimum 85% average

Special Note: All students recommended for English 10H will be placed in this course

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

AP Exam is mandated

AP exam fee of approximately \$145



English 11R

Grade: 11

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing English 9 & 10

The English 11 Regents course is a college-preparatory class, which includes the N. Y. S. Common Core English Regents exam, which is required for graduation. As in previous English courses, this course has a non-fiction and literature-based curriculum with strongest attention given to those works most likely to guarantee success on the exam. Works chosen for this course challenge the reader's critical thinking skills, build vocabulary, introduce students to a variety of ideologies, and allow students to emulate quality writing styles. Students will often be required to read from such texts as homework. It is designed to provide a variety of learning opportunities focused on The New York State Next Generation Learning Standards. Students will analyze and evaluate the works they study.

Vocabulary work is also a regular part of this curriculum. Such work further prepares the student for standardized tests such as the SAT. There is also focus on thesis development, analysis of critical readings, research skills, and writing skills including organization of information, facts, and details. Though a great deal of class time will be devoted to preparing for the Regents exam, students will also be expected to work independently on their preparation. The nature of the exam precludes review in the strictest sense of that word, and the more work students do independently, the better prepared they will be.

Grades will consist of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more. **SCHOOL MIDTERM, NYS REGENTS EXAM**



Advanced Placement Language and Composition (English 11)

Grade: 11

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Teacher Recommendation, minimum 85% average in English 10 or 80% in AP Seminar

The primary purpose of this college-level course is to “enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers” (From Course Description, www.collegeboard.com). This highly rigorous full-year course will train students to analyze and interpret the effectiveness of rhetorical techniques, apply these techniques in their own writing, create and defend well-developed arguments, demonstrate mastery of standard written English, purposefully employ the critical stages of the writing process, and analyze multi-media as text. Although a few full-length works of fiction will be studied in the fall semester to simultaneously prepare for the NY State English Regents Examination, much of the selected reading will be non-fiction. Students will write often in both formal and informal contexts to further hone their skills. The ability to synthesize varied sources is also a major component of this course. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

AP Examination and Regents Examination are mandated
AP Exam fee of approximately \$95

Advanced Placement Research

Grades: 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Teacher Recommendation in AP Seminar, minimum 85% average in AP Seminar

In this course, students will build on what they learned over the course of the year in AP Seminar and will get the chance to deeply explore an academic topic, problem, or issue of individual interest. Students will collaborate with their peers and teacher to develop their own plan of study which will lead to a year-long research-based investigation to address a self-generated research question. Although there is no end-of-year timed exam, students will submit their written paper, digital presentation, and an oral defense on their topic to the College board for evaluation in May. See AP Capstone Diploma Requirements under special programs.

AP Exam is mandated
AP Exam fee of approximately \$145

Advanced Placement Literature and Composition

Grade: 12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Teacher Recommendation, minimum 85% average in English 11R or minimum 80% average in English 11 Advanced Placement

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

This course emulates a college freshman English class, where the work will also be “independent.” National standards for the Advanced Placement Program, based in Princeton, New Jersey, are strictly adhered to, and all students who take “English 12 Advanced Placement” must take the Advanced Placement Examination given in early May, for which there is a fee.

Students taking this AP course should have a serious attitude about this course, and due to the course requirements should limit their outside workload. In May, students must take the AP exam to determine eligibility for college credit. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

AP Examination is mandated

AP Exam fee of approximately \$95

Explorations of Theme

Grade: 12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: None

Co Req: Syracuse University Project Advance Introduction to Creative Nonfiction

In this course, students will compare, contrast, and converse about how relatable and engaging themes are presented across genres and mediums. For example, a thematic unit on the psychological elements of crime may include a current podcast, a serialized television show, a film, a novel, a song, and a piece of art. Students will be encouraged to add to the course content by selecting materials that connect to the current theme of study, which will change and adapt to reflect student interest and important human events. This is a ½ year offering for students in grade 12. Enrollment in **SUPA Introduction to Creative Nonfiction** is required. These two courses will satisfy students’ required 4th credit in English.

English 12

Grade: 12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing English 9, 10, & 11

This course is designed for all students needing to fulfill their fourth year of high school English. English 12R involves the study of English, American, and world literature and non-fiction and explores numerous themes, experiences, and contextual relationships. Students will develop analytical and critical skills for independently dissecting literature and rhetoric and will cultivate an appreciation for their aesthetic value. A strong emphasis is placed on writing and self-expression and the students will, therefore, be encouraged to write creatively with the intention of determining a suitable style. They will become familiar with the appropriate format for extended essay writing and the necessary methods for research. They will partake in public speaking and presentation exercises.

English 12 is designed to expose students to new styles of text and writing that they have yet to experience in earlier English class. This includes news-literacy, research, and self-reflection. Texts will involve plays, short stories, and nonfiction novels. Students will use their final year of English to polish their writing and speaking skills so that they will be effective communicators after high school. Student progress will be evaluated on a regular basis through comprehensive examinations, writing assignments, quizzes, and classroom discussion. Homework will include long and short-term projects, reading, writing, and studying in preparation for announced exams. Every student is expected to write a research paper. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Syracuse University Project Advance: Intro to Creative Nonfiction

Grade: 12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.15

Co Req: Explorations of Theme

Cost: \$345

College Affiliation/Credit: Syracuse University/3.0

Intro to Creative Nonfiction is a class through Syracuse University Project Advance, that allows juniors and seniors the opportunity to take a college level writing class in high school. The course allows students to experiment with creative writing in a nonfiction context. Students explore how writing about culture can be creative but also informative. As a course that invites students to reflect on the “personal” while attempting to make the personal meaningful for diverse audiences, Intro to Creative Nonfiction necessarily requires they develop strong analytic and self- reflexive skills. Students will be expected to read and critically reflect upon complex nonfiction texts from different genres such as science writing or new journalism, to write frequently, and to engage in researched writing projects of their own.

SAT Preparation Verbal

Grade: 11

(Course will not be offered in the 2024-25 School Year)

This course is designed to simultaneously prepare for college entrance standardized tests, as well as improve their critical reading and writing skills. The topics include recognizing common grammar errors, using vocabulary in context, and utilizing critical reading techniques. Students also practice and study high frequency SAT words from an established list, and additional vocabulary enhancement is promoted through learning Latin and Greek prefixes, suffixes, and roots.

Theatre I

Grades: 9-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: None

The high school Introduction to Theatre course covers a range of topics in Theatre studies. Students will be involved in a number of activities including: practicing basic acting techniques in pantomime, improvisation, monologues and scene work in order to learn proper use of the body and voice, reading and formally studying sections of dramatic texts in order to gain exposure to the many forms of writing for the stage, studying the basic processes of theatrical production, including lighting, sound, music, scenery and props, studying the major developments in theatre history, critiquing movies, stage productions, fellow students and themselves. Students enrolled in the Theatre II course must have previously taken Introduction to Theatre and will engage in a more advanced study of stage writing, direction, and production. Students in this class will also study the techniques involving the application of stage movement, diction and pronunciation, how to develop a character through voice and movement, and will take part in extensive ensemble work.

SCHOOL FINAL EXAMINATION

FAMILY AND CONSUMER SCIENCE

Department Overview, Chairperson: Mr. Peter Ceglio

The world as we know it continues to dramatically change. Patterns of family living, changing workplace settings and demands, the ever-increasing economic impact of quality health care, and concern for our fragile environment are some of the major issues our society will face. The goal of Family and Consumer Sciences (FACS) education is to help all students develop the skills, knowledge, and attitudes to take charge of their lives and to become productive and meaningful citizens in a democratic society. Family and Consumer Sciences will assist students in further becoming caring, competent, and confident adults who understand the interrelationships of business and families and can successfully balance the important responsibilities of both. Courses are designed to provide students with the basic skills necessary for the lifelong benefits of being a responsible family and societal member as well as comprehensive study for those wishing to major in the field. All East Rockaway Family and Consumer Sciences incorporate the New York State Health, Physical Education, and Family and Consumer Science Learning Standards that provide the major focus and direction for all our programs. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will understand and be able to manage their personal and community resources.

Course	Grade Offered				
	8	9	10	11	12
Home and Careers	✓				
Interior Design		✓	✓	✓	✓
Culinary Arts and Nutrition I		✓	✓	✓	✓
The Development of Children (Syracuse University Project Advance)				✓	✓
Culinary Arts and Nutrition II*		✓	✓	✓	✓
Fashion Design & Production			✓	✓	✓
Unified Art & Culinary Skills			✓	✓	✓

Home & Careers 8

Grade: 8

Offered: Full Year/Alternate Day

Students will be taking the New York State requirement of Home and Career skills. The program is designed to prepare students to meet their responsibilities and also to better understand their opportunities as parents and family members, as consumers, home managers, and wage earners. The program contains four modules: The Process Skills, Personal Development, Personal and Family Resource Management, and Career Planning. ***Non-cooking nutritional studies are a component of the curriculum.***

Culinary Arts and Nutrition 1

Grades: 9-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: None

Technological advances and the increased pace of life has influenced our food choices. This course provides students with the knowledge and application of food preparation techniques with an emphasis on nutrition and wellness, all of which can be applied to their daily lives now and in the future. Students will be exposed to ***nutrition, foods***, meal planning and preparation.

Culinary Arts and Nutrition II

Grades: 9-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Culinary Arts and Nutrition 1

This course will provide the students with an opportunity to plan and prepare meals that are nutritionally and economically sound. Students focus on meal development with consideration to nutrition, appeal, cost and availability of food. Topics will include food service, table settings, appetizers, soups, salads, entrees, and accompaniments. Field trip, career opportunities and skills for employment are also course components

Interior Design

Grades: 9-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: None

This course allows students the opportunity to work in a hybrid style class where they learn the fundamentals of interior design and in each unit create a project to support their learning. We learn the foundations of interior design and make sure to put it into practice, projects include but not limited to tiny house design, bedroom, dream dorm room. Students also practice designing spaces for “clients.”

Syracuse University Project Advance: Child Development

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.15

Pre Req: High School GPA of 80 or higher or Teacher Recommendation

Cost: \$345

College Affiliation/Credit: Syracuse University/3.0

The Development of Children is an overview of the principles of development during infancy, childhood, and youth and the factors that contribute to children’s optimal development. The course provides students with an understanding of developmental theories, research methodology, developmental milestones, and the outcomes of developmental processes. In addition, students learn to apply the knowledge and skills they acquire in the classroom to applied settings to integrate these experiences.

Fashion Design and Production

Grades: 10-12

Credit: 1.0

(1/2 Credit received from FACS, and 1/2 Credit received from Fine Arts)

Offered: Full Year

Course Weight: 1.0

Pre Req: Foundations in Art

This is an introductory course designed to teach students an overview of the fashion industry with the emphasis on the creative end of fashion design and production. In this course, students will develop a solid foundation in the practical skills they need to become designers. Throughout the course they will compile a professional portfolio to showcase their work, as well as create garments that will be highlighted in an end-of-the-year show. Students split their time between learning fashion drawing in Art Class and fashion production in Home & Careers.

Unified Art & Culinary Skills

Grades: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Culinary Arts and Nutrition 1 & Foundations in Art

Unified Art combines students of all abilities to participate collaboratively in the art making process and experience. Students will work together to increase competence and confidence in the areas of drawing, painting, sculpting and collage. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students. Students will gain an appreciation and understanding of each other's abilities in an art studio setting, which in turn will promote class participation, team building, acceptance of diversity, and inclusivity. The curriculum is modified to meet the skill sets of all students and will consist of various partner activities. Students without disabilities will work alongside students with disabilities acting as mentors and class leaders. These experiences will give them skills and techniques for working with different populations and help them develop leadership skills. This course meets every day for the year rotating between art & culinary.

FINE ARTS

Department Overview, Chairperson: Mr. Peter Ceglio

The Art Department offers a variety of courses to meet student interests. Art majors are encouraged, in their pursuit of an art sequence, to take a broad variety of classes to establish the foundation needed for college art programs. The final portfolio is a result of this sequence. In general, all art classes stress the importance of in-class performance. Grades are based not only on the actual artwork completed, but also on preparedness, attitude, demonstration of knowledge and skills acquired and adherence to deadlines. A good attendance and punctuality record are essential. Though art materials are supplied by the District, each student must have a pencil each day. Homework is assigned sporadically, and students are encouraged to bring current, in-progress, works home. Finally, no artwork is released until the "ANNUAL" Spring Exhibit. After this event, it is the students' responsibility to pick up all work.

	Grade Offered				
Course	8	9	10	11	12
Art 8	✓				
Foundations in Art (Full Year) *		✓	✓	✓	✓
Drawing & Painting I (1/2 year) **			✓	✓	✓
UHS Introduction to Drawing (1/2 year) ** ^			✓	✓	✓
3D Design (1/2 year) **			✓	✓	✓
Photography (1/2 year) **			✓	✓	✓
UHS Introduction to Photography (1/2 year) **^			✓	✓	✓
College Portfolio (1/2 year) **				✓	✓
Advanced College Portfolio (1/2 year) **				✓	✓
AP Studio Art (Full year) **				✓	✓
Fashion Design & Production (Full Year) **			✓	✓	✓
Unified Art & Culinary Skills (Full Year) **			✓	✓	✓

Additional Information: *Fulfills Fine Arts Graduation Requirement **Prerequisites Required ^Optional College Credit (Please note courses taken following Foundations in Art are considered "Level 1" courses)

Junior High Art

Grade: 8

Offered: Full Year, Alternate Days

The course offers exposure to a wide variety of artistic experiences. Drawing, Design, Color Theory, and 3-D are covered. In addition, the course covers learning how to read a work of art and to understand art in the context of history and world culture.

Foundations in Art

Grades: 9-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: None

**Foundations in Art is the prerequisite for all other electives in the visual arts*

The course places emphasis on the instruction of the elements & principles of design. Students will explore a variety of mediums in 2/3-D design. In addition, the course offers an understanding of the cultural contributions to the Visual Arts as well as developing the ability to evaluate and analyze works of art.

Photography

Grade: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Foundations in Art

In this course, students will view the world through the camera lens. They will learn the art and technique of photographic image-making. Students will learn how the camera works and how to develop their own film. In the darkroom, students will enlarge prints that reflect their attitude about the world around them.

UHS Introduction to Photography

Grades: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.15

Pre Req: Foundations in Art & Photo 1

Cost: \$150

College Affiliation/Credit: SUNY Farmingdale/3.0

In this course, students will learn the fundamentals of digital photography. Emphasis will be placed on how the camera works, composition, lighting, and photo editing software.

3-D Design

Grades: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Foundations in Art

In this course, the elements of three-dimensional design are employed in a variety of mediums. Projects may involve wire, clay, wood, and plaster and will reflect the concept of sculpture/ceramic artwork.

Drawing & Painting 1

Grades: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Foundations in Art

In this course, students will work with various drawing and painting media. Modes of expression from realism to abstraction will be explored as each student searches for a personal creative style.

UHS Introduction to Drawing

Grades: 10-12

Credit: 0.5

Offered: Full Year

Course Weight: 1.15

Pre-Req: Foundations in Art & Drawing/Painting 1

Cost: \$150 for three credits

College Affiliation/Credit: SUNY Farmingdale/3.0

In this course, students will develop their drawing and painting skills by exploring more advanced techniques. Students will build upon the basic drawing and painting skills learned in Drawing/Painting 1 and start to focus on the development of strong compositions, as well as their own artistic style and voice.

Fashion Design and Production

Grades: 10-12

Credit: 1.0 (One Semester, 1/2 Credit received from FACS, and 1/2 Credit received from Fine Arts)

Offered: Full Year

Course Weight: 1.0

Pre Req: Foundations in Art

This is an introductory course designed to teach students an overview of the fashion industry with the emphasis on the creative end of fashion design and production. In this course, students will develop a solid foundation in the practical skills they need to become designers. Throughout the course they will compile a professional portfolio to showcase their work, as well as create garments that will be highlighted in an end-of-the-year show. Students split their time between learning fashion drawing in Art Class and fashion production in Home & Careers.

Advanced Placement Art 2-D Design

Grades: 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Level 1 Art Course & Teacher Recommendation

This course is for highly motivated, serious art students who wish to do college- level work while in high school. AP students will prepare a portfolio of twenty-four finished drawings in two main areas: Breadth and individual concentration. Using a variety of drawing media and techniques, students will draw from observation to challenge their artistic talents as they create works demonstrating their mastery of drawing techniques. Students will independently work on drawings for their concentration requirement using the knowledge gained and on the findings of their research. Outside classwork is required. The series of Concentration drawings created must demonstrate the development of subject matter along a particular theme of focus. The AP Exam is taken in May and consists of the completed portfolio and written explanations. Satisfactory performance results in credit at most universities and colleges.

Students will demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course

AP Examination is mandatory

AP Exam Fee of approximately \$95



Advanced Placement Art 3-D

Grades 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Level 1 Art Course & Teacher Recommendation

This course is for highly motivated, serious art students who wish to do college-level work while in high school. AP students will prepare a portfolio of twenty-four finished drawings in two main areas: Breadth and individual concentration. Using a variety of drawing media and techniques, students will draw from observation to challenge their artistic talents as they create works demonstrating their mastery of drawing techniques. Students will independently work on drawings for their concentration requirement using the knowledge gained and on the findings of their research. Outside classwork is required. The series of concentration drawings created must demonstrate the development of subject matter along a particular theme of focus. The AP Exam is taken in May and consists of the completed portfolio and written explanations. Satisfactory performance results in credit at most universities and colleges.

Students will explore sculptural issues and understand 3-D design principles as they relate to the integration of depth and space, volume and surface. Demonstrate mastery through any three-dimensional approach, such as figurative or non-figurative sculpture, architectural models, metalwork, ceramics, glasswork, installation, assemblage, and 3-D fabric/fiber arts. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

AP Examination is mandatory

AP Exam Fee of approximately \$95



Unified Art & Culinary Skills

Grades: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Foundations in Art & Culinary Arts & Nutrition 1

Unified Art combines students of all abilities to participate collaboratively in the art making process and experience. Students will work together to increase competence and confidence in the areas of drawing, painting, sculpting and collage. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students. Students will gain an appreciation and understanding of each other's abilities in an art studio setting, which in turn will promote class participation, team building, acceptance of diversity, and inclusivity. The curriculum is modified to meet the skill sets of all students and will consist of various partner activities. Students without disabilities will work alongside students with disabilities acting as mentors and class leaders. These experiences will give them skills and techniques for working with different populations and help them develop leadership skills. This course meets every day for the year rotating between art & culinary.

Advanced Placement Art Drawing

Grades: 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Level 1 Art Course & Teacher Recommendation

This course is for highly motivated, serious art students who wish to do college- level work while in high school. AP students will prepare a portfolio of twenty-four finished drawings in two main areas: Breadth and individual concentration. Using a variety of drawing media and techniques, students will draw from observation to challenge their artistic talents as they create works demonstrating their mastery of drawing techniques. Students will independently work on drawings for their concentration requirement using the knowledge gained and on the findings of their research. Outside classwork is required. The series of Concentration drawings created must demonstrate the development of subject matter along a particular theme of focus. The AP Exam is taken in May and consists of the completed portfolio and written explanations. Satisfactory performance results in credit at most universities and colleges. Students will explore drawing issues including line quality, light, and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making through a variety of means, such as painting, printmaking, or mixed media. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

AP Examination is mandatory

AP Exam Fee of approximately \$95



College Portfolio

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Foundations in Art and Level 1 Art Course

The course will emphasize individual investigation and discovery while remaining open to collaborative projects that may cross disciplines within the department (new media, digital design, printmaking, photo, advertising, etc.). Deadlines are mandatory, just as in the professional world. The student process and progress will be documented and presented within each problem. Experimentation is strongly encouraged, as is the development of strong technique, craft, and attention to detail.

Advanced College Portfolio

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Foundations in Art, Level 1 Art Course & College Portfolio

In this advanced portfolio course, students will strengthen their individual investigation and continue to push discovery while remaining open to collaborative projects that may cross disciplines within the department (new media, digital design, printmaking, photo, advertising, etc.). Deadlines are mandatory just as in the professional world. The student process and progress will be documented and presented within each problem. Experimentation is strongly encouraged, as is the development of strong technique, craft, and attention to detail.

PERFORMING ARTS

Department Overview, Chairperson: Mr. Peter Ceglio

The East Rockaway Music Department empowers students to create, appreciate, and perform music in order to foster a life-long passion for the arts. Embedded in the curriculum, students learn skills and techniques which must be developed with patience, planning, and goal setting. The Music Department also provides a wide range of opportunities for students to showcase their musicianship. These different experiences allow students to study different styles of music, historical contexts, and varying ensemble arrangements. By supporting students' music learning with a variety of contexts, the Music Department strives to create a well-rounded music experience for every participant.

	Grade Offered					
Course	7	8	9	10	11	12
Junior Band <i>(Full Year- every other day) *</i>	✓	✓				
Junior Chorus <i>(Full Year- every other day) *</i>	✓	✓				
Junior Orchestra <i>(Full Year- every other day) *</i>	✓	✓				
General Music <i>(Full Year- every other day)*</i>	✓					
Senior Band <i>(Full Year)**</i>			✓	✓	✓	✓
Senior Chorus <i>(Full Year)**</i>			✓	✓	✓	✓
Senior Orchestra <i>(Full Year)**</i>			✓	✓	✓	✓
Music & Media <i>(Full Year)**</i>				✓	✓	✓

Junior High Band

Grades: 7-8

Offered: Full Year, Alternate Days

Pre Req: Enrollment in elementary programs or an audition for respective teachers

The Junior Band provides 7th and 8th-grade students the opportunity to rehearse and develop musical skills in a large concert band format. Instrumentalists are exposed to the music of many genres, from popular to military and classical.

Performances take many different and exciting forms, ranging from in-school assemblies and evening concerts. The culmination of the course work are two concerts for parents and the community: one in winter and one in spring.

Attendance at these events is mandatory for all members. In addition to the large ensemble rehearsals, each student receives one pull-out lesson on his/ her instrument, in small groups, each week. These are scheduled on a rotating basis through the 9-period day. Students are required to take their instruments home on a regular basis and to fulfill the course practice requirements. Evaluation is based upon active positive participation, lesson attendance, concert attendance, instrument home practice, and Smart Music (computer-based program) performance tests. The Junior Band meets every other day for a full period.

Senior High Band

Grades: 9-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Enrollment in JH programs or an audition for respective teachers

The Senior Band presents an opportunity for more advanced players to rehearse and perform a variety of different styles of music. The styles range from marching band arrangements to modern band literature and transcriptions. Senior Band members are required to participate in all home football games and the Memorial Day Parade as a service to the school and community, as well as the formal concerts in December and May. In addition, each member has one small group lesson once every six day cycle on their instrument, developing specific skills and techniques not covered during large ensemble rehearsals. Members of the Senior Band are required to complete Smart Music assignments weekly and submit them for grading. Senior band members are permitted to be considered for the Jazz Combo/Ensemble and the annual overnight music department competition trip. Evaluation is based upon active positive participation, lesson attendance, concert/performance attendance, and Smart Music performance tests.

Instrumental Instruction

Grades: 7-12

Offered: Full Year

Instrumental instruction is designed to develop the skills needed to accomplish the objectives of the music program. Grouping is determined by the instrument and level of ability. Special attention is given to developing, in detail, the student's ability to accomplish these objectives. *Students are scheduled for lessons during other academic periods of instruction.*

Junior High Orchestra

Grades: 7-8

Offered: Full Year, Alternate Days

Pre Req: Enrollment in elementary programs or an audition

The Junior Orchestra is comprised of 7th and 8th-grade string players. Throughout this course, students develop their performance skills on their instrument, broaden their knowledge of music theory, and practice their ability to communicate and collaborate with a large group through rehearsals and concerts. In addition, each member has one small group lesson every six day cycle on his/her instrument, developing specific skills and techniques not covered during large ensemble rehearsals. In both class and lessons, students gain the skills necessary to be independent practitioners on their instruments by being self-reflective of their playing through class discussions, as well as using Smart Music and other recording technology. Students may also have other performance opportunities, including NYSSMA, All-County, and LISFA. Class requirements include attendance to lessons, regular practice, completion of regular playing assignments, and participation in the Winter and Spring Concerts.

Senior High Orchestra

Grades: 9-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Enrollment in JH programs or an audition for respective teachers

The senior high orchestra is an advanced ensemble for string players in 9-12th grade. Throughout this course, students develop higher-level skills on their instrument, broaden their knowledge of music theory, and practice leadership skills to collaborate with their peers in rehearsals and lessons in preparation for the concert. In lessons, students are challenged to refine their listening skills, technique, and communication through performance, class discussions, and the use of Smart Music. Students may also have other performance opportunities, including NYSSMA, All-County, LISFA, and All-State. Students are also given the opportunity to compete with the orchestra during the annual Music Department competition trip. Class requirements include attendance to pull out lessons, regular practice, completion of weekly Smart Music assignments, and participation in the Winter and Spring Concerts.

Junior High Chorus

Grades: 7-8

Offered: Full Year, Alternate Days

Prerequisite: Enrollment in elementary programs or an audition

The Junior Chorus is comprised of 7th and 8th-grade singers who learn a wide variety of music. Multiple performances over the course of the year include the Winter and Spring Concerts, the 8th grade moving up ceremony, and additional solo/ensemble performances (as scheduled). Evaluation is based on class participation, singing evaluations, written classwork, lesson attendance, and concert attendance. In addition to Chorus, students may also participate as members of the Band or Orchestra.

Senior High Chorus

Grades: 9-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Enrollment in JH programs or an audition for respective teachers

The Senior Chorus is comprised of 9th – 12th-grade singers who learn a variety of music from across the globe. Advanced repertoire fosters collaborative classroom engagement, challenges individual singers, and enhances overall singing technique. Multiple performances over the course of the year include the Winter and Spring Concerts, Back to School Night, Graduation, and additional solo/ensemble performances (as scheduled). All Senior Chorus members have the opportunity to participate in an annual overnight Music Department Competition Trip. Evaluation is based on class participation, singing evaluations, written classwork, lesson attendance, and concert attendance. In addition to Chorus, students may also participate as members of the Band or Orchestra.

General Music

Grade: 7

Offered: Full Year, Alternate Days

This course teaches students how to read, perform, analyze, and create music. Over the course of the year, students will study a variety of techniques and genres, and with the use of classroom instruments and technology, students in depth experiences encountering and performing music both familiar and novel. Formal quizzes and tests are administered on a regular basis. Evaluation is based on class participation, test scores, written classwork, and group projects.

Music & Media

Grades: 10-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

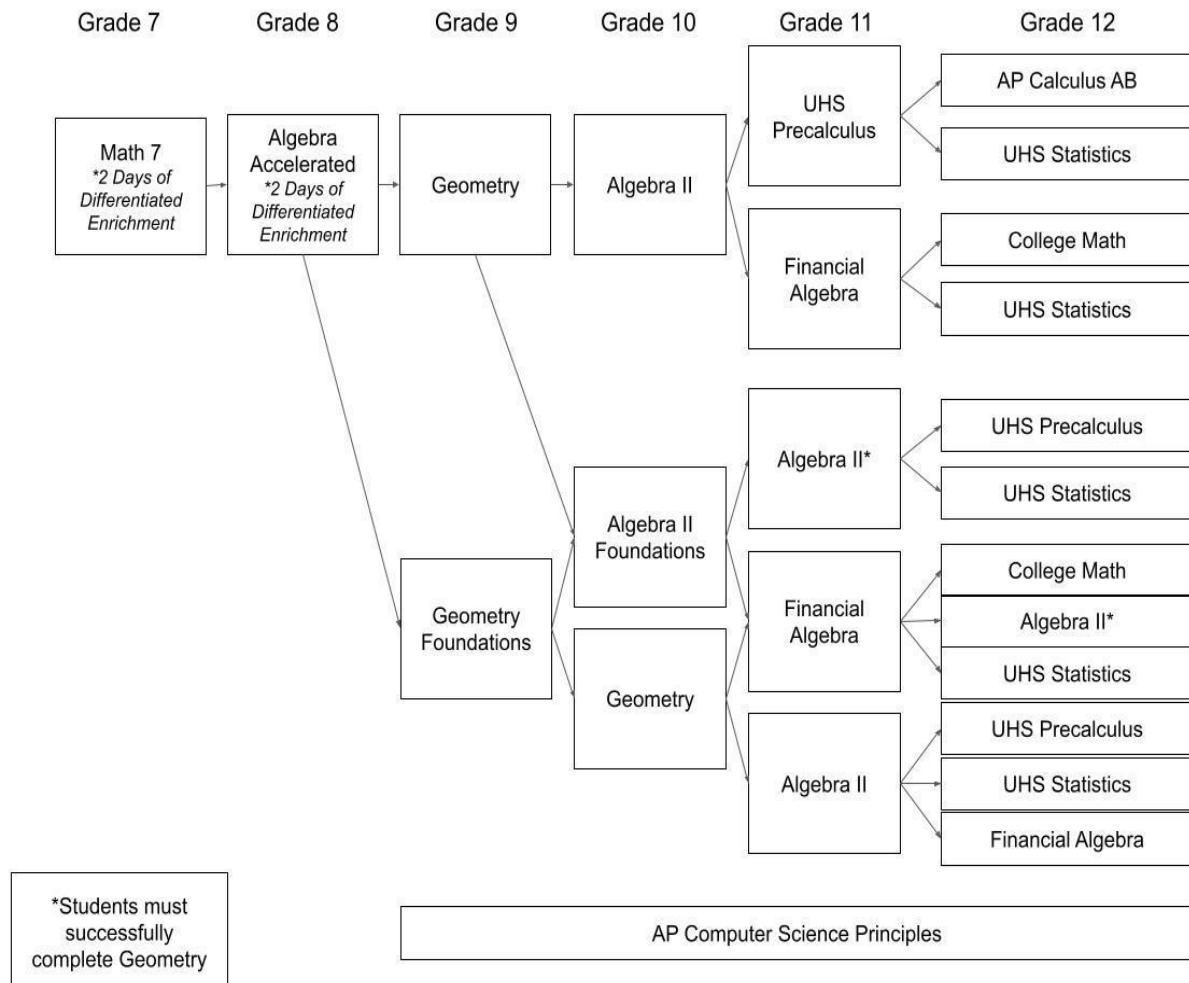
Pre Req: None

This is a project-based course open for all students in 9-12th grade with a passion for music. (No formal training is required.) This course allows students to study the foundations of musical composition through software such as Garage band and Pro Tools. After composing, editing, and mixing their songs, students can share their work on digital platforms such as Google Sites and SoundCloud. Students study the basic elements of sound, chord building, and part writing. This course will also allow students to learn basic piano skills. As a supplement to music-making, students also study the history of Rock n' Roll and Hip Hop, learning about the influences and development of the genres throughout the years. Grades are based on the completion of projects, reflections, and class participation.

MATH

Department Overview, Chairperson: Ms. Christine Redden

The organization of the Mathematics Curriculum at East Rockaway High School is designed to develop both computational and problem-solving skills, as proposed by the New York State Next Generation Mathematics Learning Standards. The math program offers courses that meet the needs of each student so that they will be prepared for college and careers. Our course sequence allows all students the opportunity to access our most rigorous math courses. Educational technology and research based content will be used to bring mathematics to life for our students as they apply their learning to various real-world applications.



Math 7

Grade: 7

Offered: Full Year

In this course students will learn to think and work independently as well as collaboratively to apply mathematics to real-life situations. Students will be required to demonstrate fluency in application and conceptual understanding in the number system (including rational, irrational, and radicals), ratios and proportions, expressions and equations, graphing linear equations and slope, geometric concepts, and probability and statistics. Students will develop the ability to organize information and use a variety of mathematical approaches in problem solving. The course provides students' a strong foundation in Algebra while also preparing for future study of geometry, probability, and data analysis. During the second semester there is an emphasis on algebra in preparation for Algebra 1 in 8th grade.

Students may expect weekly quizzes and periodic tests on the material covered. Students are required to have a notebook/binder for class notes, homework assignments, data, and review sheets. Grades are developed from tests, quizzes, homework, class participation and class responsibility. Students will prepare for the Math 7 Assessment to be taken in May.

SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION

Math 7 Support

Grade: 7

Offered: Full Year/Alternate days

Math 7 Support runs in conjunction with Math 7. Students in support will engage in activities that extend and deepen their understanding of math concepts.

Students will engage in I-Ready activities and pre-and-post teach lessons. This is an ungraded course.

Algebra 1 Accelerated R

Grade: 8

Credit: 1.0

Offered: Full Year

Course Weight: 1.10

Pre Req: Math 7

Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social studies, fine arts, and technology. This course includes the following content: data analysis, linear functions, linear equations and inequalities, systems of equations in two variables, nonlinear functions, exponents, products and factors of polynomials, quadratic equations, the real number system, and radical expressions. Algebra is the first course in the sequence of three New York State Regents Math Exam courses. Students will prepare for the NYS Algebra Regents Examination in June. **SCHOOL/MIDTERM, REGENTS FINAL EXAMINATION**

Algebra Enrichment

Grade: 8

Offered: Full Year/Alternate days

Algebra Enrichment runs in conjunction with Grade 8 Algebra Accelerated. Students in enrichment will engage in activities that extend and deepen their understanding of math concepts. Students will engage in pre-and-post teach lessons as performance-based activities. This is an ungraded course.

AIS-Math

Grades: 7-8

Offered: Full Year, Meets 2 out of 6 Days in a cycle

AIS is recommended for students who score below the proficient level on state assessments, I-Ready diagnostics, and/or those who demonstrate struggle in their primary Math classes. Students in AIS will engage in individualized instructional activities that meet the individual learning needs of each student.

Algebra 1R

Grade: 9

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Math 7

Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social studies, fine arts, and technology. This course includes the following content: data analysis, linear functions, linear equations and inequalities, systems of equations in two variables, nonlinear functions, exponents, products and factors of polynomials, quadratic equations, the real number system, and radical expressions. Algebra is the first course in the sequence of three New York State Regents Math Exam courses. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Algebra Support

Grade: 8

Offered: Full Year/Alternate Day

Algebra Support addresses skills learned in Algebra with a focus on providing small group instruction to select students. This class is designed to reinforce skills learned in Algebra, prepare students for Algebra assessments and to provide additional time for students to prepare for the Algebra Regents exam. This is an ungraded course.

Geometry R

Grade: 9-10

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing Algebra 1/ACC or Geometry Foundations

Geometry focuses on understanding the use of relationships among points, lines, and figures. These include properties of various figures, relations among lines such as parallelism, intersections, concurrency and perpendicularity, and relations among figures such as congruence, similarity, symmetry, and rigid motions. Topics also include right triangle relationships, trigonometric relationships, circle relationships, constructions, three-dimensional figures, coordinate geometry, and transformations. The concepts of congruence and similarity are developed through an understanding of transformations. The concepts will be used to develop formal proofs, a cornerstone of mathematics. Geometry is the second course in the sequence of three New York State Regents Math Exam courses. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Geometry Support

Grades: 9-10

Offered: Full Year/Alternate day

Pre Req: Teacher Recommendation

Geometry Support addresses skills learned in Geometry with a focus on providing small group instruction to select students. This class is designed to reinforce skills learned in Geometry, prepare students for Geometry assessments and to provide additional time for students to prepare for the Geometry Regents exam.

Geometry Foundations

Grade: 9

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Algebra 1 or Algebra Accelerated

Students in Geometry Foundations will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course will integrate skills learned in Algebra with concepts in Geometry. These topics include transformations, angle theorems, similarity, congruence, three- dimensional figures, solving linear equations and inequalities, and concepts of quadratic and exponential equations. This course is designed for students that have successfully completed Algebra but have not shown a high level of proficiency in Algebra and previous math courses. Students in Geometry Foundations are expected to take Geometry the following year, which culminates in the Geometry Regents. Students in this course will remain on track for an Advanced Regents Diploma. This course will culminate in a final exam. Students are selected for this course based on teacher recommendation and multiple measurements including past state assessments.

Algebra 2 Foundations

Grades: 10-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing Geometry or Geometry Foundations

This course extends the topics first seen in Algebra 1 and provides advanced skills in algebraic operations. Additionally, linear, and quadratic functions and relations, conic sections, exponential and logarithmic functions, graphing, and sequences and series will be explored. Throughout this course, students learn to mathematically investigate, explore, discover, inference, reason, justify, explain, and apply. Each of these terms is an important component in developing a student's mathematical reasoning ability. It is therefore important that a clear and common definition of these terms be understood. The order of these terms reflects different stages of the reasoning process. This course is designed for students that have successfully completed Algebra and Geometry. Students are selected for this course based on teacher recommendation and multiple measurements including past state assessments. Students in Algebra 2 Foundations are expected to take Algebra 2 the following year, which culminates in the Algebra 2 Regents. Students in this course will remain on track for an Advanced Regents Diploma. This course will culminate in a final exam. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Algebra 2R

Grade: 10-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing Geometry or Algebra 2 Foundations

Algebra II is the capstone course of the three high school mathematics courses and is a continuation and extension of the two courses that precede it. Building on their work with linear, quadratic, and exponential functions in Algebra I, students in Algebra II extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers, and solving exponential equations using the properties of logarithms. Students make sense of periodic phenomena as they model with trigonometric functions. Students extend their knowledge of probability and statistics from Algebra 1 to an advanced study of these concepts. Algebra II is the third course in the sequence of three New York State Regents Math Exam courses. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Financial Algebra

Grades: 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing Algebra 1/ACC, Geometry, or Geometry Foundations

Financial Algebra is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Algebra 2, Statistics, Probability, Precalculus, and Calculus under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future.

UHS Pre-Calculus

Grades: 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Teacher Recommendation and Passing Algebra 2

Cost: \$200

College Affiliation/Credit: SUNY Farmingdale/4.0 (To qualify for college credit students need a score of 70 or higher on the Algebra 2 regents, if a student was EXEMPT from the Algebra 2 regents a grade of 85 or higher in Algebra 2 is required)

Precalculus is an introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Advanced Placement Calculus AB

Grade: 12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Passing Pre-Calculus and Teacher Recommendation

The Advanced Placement Calculus AB course follows the Advanced Placement syllabus. Students will take the AP Calculus AB test in May. Course study will include properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration utilities is also included. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

AP Examination is mandated

AP Exam Fee of approximately \$95

UHS Statistics

Grades: 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Teacher Recommendation and Algebra 1 Regents score of 70 or higher, if student was exempt from the regents a grade of 85 or higher in the class is required

Cost: \$150

College Affiliation/Credit: SUNY Farmingdale/3.0 (To qualify for college credit students must have a grade of 70 or higher on the Algebra 1 regents exam)

The purpose of UHS Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. UHS Statistics includes topics in Regression Analysis, Hypothesis Testing, and Advanced Confidence Intervals. Additionally, through the use of statistics-based concepts, this course will teach students how to communicate statistical methods, results and interpretations. Students will learn how to use graphing calculators and read computer output to enhance the development of statistical understanding. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Advanced Placement Computer Science Principles

Grades: 9*, 10-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Passing Algebra 2

**Department Chairperson recommendation required*

Introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.

The AP Computer Science Principles exam is broken into three parts: Multiple Choice Exam given during AP Exam Week and two Performance Exams given during the school year.

AP Examination is mandatory

AP Exam Fee of approximately \$95



Topics in College Math

Grade: 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing Algebra 1/Regents exam and at least 1 additional Math credit

The purpose of the course will be to expose students to college level math topics using an inquiry-based learning approach. Students will be engaged in regular projects that relate to college level math concepts that integrate the common core standards as well. Students will cover broad topics including geometric measurement, exponential functions, trigonometric ratios, trigonometric functions, functions, rational and polynomial expressions, and statistics. This course will prepare students for college entrance exams in mathematics such as the ACCUPLACER. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

SAT Preparation Math

Grade:11

Offered: Course will not be offered in the 2024-2025 School Year

Math content includes a comprehensive review of the major concepts tested on the SAT: arithmetic, algebra, word problems, geometry, and data analysis. Strategies and shortcuts for dealing with specific types of math questions are also covered. Students must bring a TI-84 graphing calculator to this course.

PHYSICAL EDUCATION & HEALTH

Department Overview, Director: Mr. Gary Gregory

Physical education at East Rockaway Junior/Senior High School is an integral part of the total education program. It contributes to the development of the individual in many ways: positive self-image, teamwork and cooperation, socialization, goal setting, problem solving, large and small muscle development, hand-eye and foot-eye coordination, patterning, spatial relationships, physical fitness, and the understanding of human motion.

In compliance with the New York State Learning Standards, our students will be able to develop competencies in knowledge of personal health and fitness, maintaining a safe and healthy environment and resource management. This experience will expose students to the positive values taught within character education and the benefits in pursuing lifelong physical activity. All students have the ability to improve their level of competence, regardless of the rate of improvement. Students are encouraged to seek that improvement based on their own abilities and current level of development.

Physical Education Course Sequence:

	Grade Offered					
Course	7	8	9	10	11	12
Junior High Physical Education	✓	✓				
Senior High Physical Education			✓	✓	✓	✓
Unified Physical Education				✓	✓	✓

Physical Education (Junior High)

Grades: 7-8

Offered: Full Year, Alternate Days

Junior High Physical Education is designed to introduce students to a wide variety of physical activities. These activities include both team and individual sports, such as badminton, basketball, Project Adventure, football, weight training, CrossFit, soccer, volleyball, and more. This course meets on alternate days for the year and will satisfy the NYS physical education requirement.

Physical Education (Senior High)

Grades: 9-12

Credit: 0.5

Offered: Full Year/Alternate Day

Course Weight: 1.0

Pre Req: None

Senior High Physical Education is designed to expand upon the skills and knowledge previously taught. Students will participate in both team and individual sports, such as badminton, basketball, core training, football, floor hockey, weight training, CrossFit, spikeball, volleyball, Yoga, and more. This course meets on alternate days for the year and will satisfy the NYS physical education requirement.

Unified Physical Education

Grades: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: None

Unified Physical Education combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students. Students will gain an appreciation and understanding of each other's abilities in a physical activity setting, which in turn will promote class participation, team building, acceptance of diversity, and sportsmanship. The curriculum is modified to meet the skill sets of all students and will consist of various partner and team activities. Students without disabilities will work alongside students with disabilities acting as mentors and class leaders. These experiences will give them skills and techniques for working with different populations and help them develop leadership skills. This course meets on alternate days for the year and will satisfy the NYS physical education requirement.

Health Course Sequence:

****All students are required to take Junior and Senior High Health***

Health 8

Grade: 8

Offered: Full Year, 2x on the 6 day cycle

Junior High Health is designed to expand upon the skills and enable the student to become more aware, think critically, understand, become knowledgeable and advocate about their own health. Students will learn about their own body and mind and how to keep them in optimum condition. Areas of study include Human Development & Maturation; Abstinence; Puberty; HIV & STI's; Pregnancy Prevention; Emotional & Mental Health; Violence & Injury Prevention; Nutrition; Physical Activity; Personal Health; Tobacco, Vaping, Alcohol & Other Drug Prevention; and Personal Safety. Junior High Health will enable the student to become more aware, critical, understanding, and knowledgeable about his/ her own state of health. It provides a background for students to make their own decisions to lead a healthier life.

Health 10

Grades: 10-11

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: None

High School health is designed to give students the knowledge and build upon skills that enable the student to become more aware, think critically, access information and advocate about their own health and lifestyle. Areas of study include Human Development & Maturation; Abstinence; Puberty; HIV & STI's; Pregnancy Prevention; Emotional & Mental Health (with PrepareU); Violence & Injury Prevention; Nutrition; Physical Activity; Personal Health; Tobacco, Vaping, Alcohol & Other Drug Prevention; and Personal Safety. In addition, students will be trained in American Red Cross "Hands Only" CPR. High School Health is a graduation requirement.

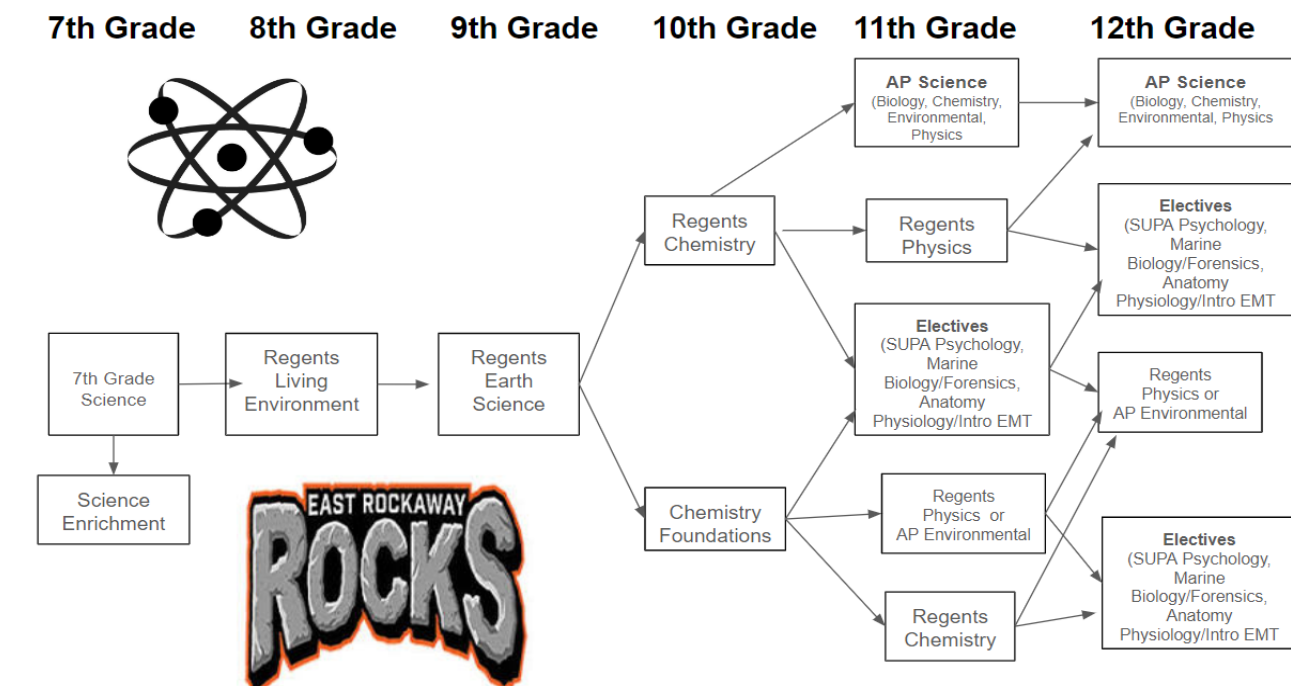
SCIENCE

Department Overview, Chairperson: Ms. Dame Forbes

The East Rockaway High School Science curriculum is a rich mixture of the Physical, Life, and Chemical Sciences. Emphasis is placed upon developing skills in critical thinking through demonstrations and laboratory experiments. Teachers will guide students towards improving scientific skills and knowledge and will expect a mature and hardworking approach to problem solving.

Commitment to education is a big ingredient in this process, and it is hopeful that students will put all efforts into developing meaningful scientific attitudes that will last into adult life.

Course Sequence:



NOTE: All Regents courses have a mandatory laboratory component that must be satisfactorily completed to be admitted to the Regents Exam.

**In the event a student is not admitted to the Regents exam as a result of not meeting the laboratory component, a zero will be entered as a final exam grade in the local exam column on the grading permanent record card. Course average will include that "0," and will be based on an established district formula.*

Science 7

Grade: 7

Offered: Full Year

Science 7 places emphasis upon developing skills in critical thinking through demonstration and laboratory experiments. The teacher will guide the students towards improving skills and knowledge of numerous life science topics. Topics will include thinking scientifically, matter and life processes of cells, classifying life, plant life processes, the human body, including reproduction and genetics, and various relevant ecological topics. Students will readily see that study skills learned in one class are generally transferable and useful in other classes. This course may include animal dissections. In addition, students are introduced to earth science, chemistry, and physics. This course is designed to prepare students for the 8th grade Regents-level curriculum in Living Environment. In addition to instruction in a variety of science skills, improvement in reading and writing is emphasized. Laboratory experiments and classroom demonstrations will be included to give a hands-on approach to learning. Regular homework assignments, quizzes, and tests will be given throughout the year. Students will be required to keep a notebook and have a folder for all diagrams, data tables, tests, and other various handouts. All students are exposed to the same enriched curriculum, with appropriate scaffolding and instructional support to ensure the success of all learners.

SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION

Living Environment R/Accelerated

Grade: 8

Credit: 1.0

Offered: Full Year with an additional lab period 2 days on the 6-day cycle

Course Weight: 1.10

Pre Req: Science 7

Living Environment is a comprehensive introductory biology course that includes a laboratory component. The course is designed to prepare students for the Living Environment Regents Exam. Areas of study include a comprehensive look at plants and animals (especially humans) and their relationship to both the living and nonliving environment. The continuity of life, molecular genetics, the diversity of life on Earth and scientific inquiry are also included in this course. This course may include animal dissections. The laboratory work is designed to further the spirit of science as inquiry and to clarify concepts. Homework will be given most nights. A notebook will be required of all students. A test will be given at the end of each topic. This course is required for students pursuing a Regents diploma. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Living Environment R

Grade: 9-12

Credit: 1.0

Offered: Full Year with an additional lab period 2x on the 6-day cycle

Course Weight: 1.0

Pre Req: None

Living Environment is a comprehensive introductory biology course that includes a laboratory component. The course is designed to prepare students for the Living Environment Regents Exam. Areas of study include a comprehensive look at plants and animals (especially humans) and their relationship to both the living and nonliving environment. The continuity of life, molecular genetics, the diversity of life on Earth and scientific inquiry are also included in this course. This course may include animal dissections. The laboratory work is designed to further the spirit of science as inquiry and to clarify concepts. Homework will be given most nights. A notebook will be required of all students. A test will be given at the end of each topic. This course is required for students pursuing a Regents diploma. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Earth Science R

Grade: 9

Credit: 1.0

Offered: Full Year with an additional lab period every other day

Course Weight: 1.0

Pre Req: Passing Living Environment

The Earth Science course adheres to the new Earth Science/Physical Setting Curriculum. Areas of study include earth climate, erosion, deposition, astronomy, rock formation, hydrology, and geologic history. The emphasis is on student- centered activities and concepts rather than on accumulation of facts.

Collection, analysis, and interpretation of data are skills developed in this course.

Development of accurate and safe laboratory techniques is an integral part of the curriculum. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Chemistry Foundations

Grades: 10-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing Living Environment & Earth Science

This course will provide students with an overview of general chemistry and scientific inquiry. Students will gain an understanding of atomic concepts, the periodic table, chemical bonding, and stoichiometry, the physical and chemical properties of matter and acids and bases. This course will involve many hands-on lab activities, experiments, and virtual activities that will further their knowledge and understanding of chemistry and problem-solving techniques. In addition, this course will emphasize a discovery approach in which the student will learn to interpret laboratory observations in the manner of a real-world scientist. Students will understand and apply scientific concepts, principles, and theories pertaining to chemistry and recognize the historical development of ideas in science and their real-world connections. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Chemistry R

Grades: 10-12

Credit: 1.0

Offered: Full Year with an additional lab period

Course Weight: 1.0

Pre Req: Passing Living Environment and Earth Science

Recommendation: Passing the Algebra 1 Regents with a 75 or higher and concurrently enrolled in Algebra 2

This course deals with the composition of matter, the changes that it undergoes and the factors that bring about and control these changes. Laboratory work to illustrate and support these concepts is carried out individually and in small groups. The student is instructed in both the content and methods of science with intent focused on the understanding of the spirit of science as inquiry.

Evaluation of student performance will be based on tests, labs, quizzes, homework, and class work. Quizzes and exams are given periodically. Enrichment will be provided through more difficult problem-solving activities as well as through a continued use of the graphing calculator. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Physics R

Grade: 11-12

Credit: 1.0

Offered: Full Year with an additional lab period

Course Weight: 1.0

Pre Req: Passing Living Environment, Earth Science, Chemistry, Algebra, Geometry

Recommended: Passing grade on the Algebra 2 and Chemistry regents

This course is designed for academic students and is strongly recommended for those who plan a career in any of the sciences. Topics include waves, optics, mirrors, lenses, the study of objects in motion, gravity, forces, electricity, simple circuits, magnetism, heat, atomic and nuclear physics, light, sound, and more. The computer is used as a lab tool and to help demonstrate various concepts. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Forensic Science

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Earth Science, Living Environment, Chemistry or Chemistry Foundations

***Corequisite:** Marine Biology

Forensic Science is designed to teach students how science process, skills, and modern technology can be applied to the field of criminal investigations.

Students will learn basic techniques in crime scene evidence analysis such as fingerprinting, hair and fiber analysis, document analysis, blood typing, and toxicology. Advanced topics may include DNA fingerprinting and forensic anthropology. Students will discuss and explore some famous criminal cases. This course may include animal dissections. Students may visit The Center for Teaching and Learning at Tanglewood to complete a field experience. **SCHOOL FINAL EXAMINATION**

Marine Biology

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Earth Science, Living Environment, Chemistry or Chemistry Foundations

***Corequisite:** Forensic Science

Marine Biology is designed to familiarize students with the aquatic environment, specifically with the marine ecological system that surrounds East Rockaway, NY. Students will better understand the impact they have on local waterways and aquatic ecosystems, and investigate, understand, and respond to complex issues surrounding marine biology. This course may include animal dissections. Students taking marine biology are expected to attend field trips and work outdoors around the perimeter of the school. **SCHOOL FINAL EXAMINATION**

Anatomy & Physiology

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Living Environment & Earth Science & Chemistry or Chemistry Foundations

***Corequisite:** Introduction to Emergency Medical Technician

This course provides detailed study of the anatomy and physiology of human organ systems. It is intended primarily for students interested in medicine, dentistry, physical therapy, sports medicine, chiropractic, and osteopathic medicine but is also appropriate for students who wish to gain a better understanding of their own physical body. Material concerning the clinical aspects of body structure and function will be included. Dissections and virtual dissections will highlight the various aspects of anatomy. There will also be comparisons made between homeostasis and pathophysiology. **SCHOOL FINAL EXAMINATION**

Introduction to Emergency Medical Technician

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre Req: Living Environment & Earth Science & Chemistry or Chemistry Foundations

***Corequisite:** Anatomy & Physiology

The Emergency Medical Technician course prepares the student to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles, and responsibilities of EMTs, anatomy and physiology, medical emergencies, trauma, special considerations for working in the prehospital setting, and providing patient transportation. Students will work with the local fire department to learn the role of EMTs in the community. Students will be provided with the information necessary to pursue EMT certification, should they choose. **SCHOOL FINAL EXAMINATION**

Syracuse University Project Advance: Psychology

Grades: 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.15

Pre Req: Living Environment & Earth Science & Chemistry

Recommended: English 10 or 11 GPA of 85 or higher

Cost: \$345

College Affiliation/Credit: Syracuse University/3.0

The primary goals of the course include providing students with information regarding major areas of psychology such as learning, memory, cognition, development, personality, and social psychology. Students will learn the basic principles, concepts and research findings in psychology and will become acquainted with psychological research methods and procedures while attempting to conduct and document research. Students will be presented with opportunities to discuss current topics, events, real life experiences, and application of psychological theories and research. **SCHOOL FINAL EXAMINATION**

Advanced Placement Biology

Grades: 11-12

Credit: 1.0

Offered: Full Year with an additional lab period on alternate days

Course Weight: 1.15

Pre Req: Teacher Recommendation & Passing grade in Living Environment, Earth Science, & Chemistry

Recommended: Passing grade in Physics and an 85 or higher on the Living Environment Regents exam and an 80 or higher on the Chemistry Regents exam.

The AP Biology program allows highly motivated high school students the opportunity to earn college credit in biology. This course is particularly suited for students who are considering majoring in science in college. The topics covered in the course include: a review of chemistry, cell theory, respiration, photosynthesis, cell division, heredity, evolution, taxonomy & classification, plants, human physiology, human reproduction, behavioral ecology, etiology, and ecology. This course may include animal dissections. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

AP Examination is mandatory

AP Exam Fee of approximately \$95



Advanced Placement Physics 1

Grades: 11-12

Credit: 1.0

Offered: Full Year with an additional lab period on alternate days

Course Weight: 1.15

Pre Req: Teacher Recommendation & Passing grade in Living Environment, Earth Science, & Chemistry

Recommended: Passing grade in Physics; 85 or higher on the Geometry & Algebra 2 Regents exams, and an 80 or higher on the Chemistry Regents exam

AP Physics 1 is an algebra-based course that is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. The students will also complete the Regents Physics curriculum and fulfill the NYS laboratory requirement. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

AP Examination and Regents Examination are mandatory

AP Exam Fee of approximately \$95

Advanced Placement Environmental Science

Grades: 11-12

Credit: 1.0

Offered: Full Year with an additional lab period on alternate days

Course Weight: 1.15

Pre-Req: Teacher Recommendation & Passing grade in Living Environment, Earth Science, & Chemistry

Recommended: Passing grade in Physics; Regents scores of 85 or higher on both the Living Environment & Earth Science Regents exams; Regents score of 70 or higher on the Chemistry Regents exam

AP Environmental science is a course devoted to integrating our understanding of biological, physical, and social sciences through the study of environmental interactions. Students will examine the causes, consequences, and potential solutions for both natural and human created environmental problems. These concepts are explored through laboratory activities, environmental case studies, and student projects. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

AP Examination is mandatory

AP Exam Fee of approximately \$95

Science Research

Grades: 9-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.15

Pre-Req: Recommendations from Science and Math teachers, interview, and application

Recommended: completion of the Living Environment Regents course.

Cost: \$460 (Junior & Senior Year, only if qualified).

College Affiliation/Credit: SUNY Albany/4.0

The Science Research class is designed to: develop fundamental research skills, enable students to explore areas of scientific interest, practice authentic and original scientific research, use methods of scientific inquiry and current scientific protocols utilized in the STEM fields.

During freshman/sophomore year students are involved in learning the fundamentals of scientific research primarily through bibliographic research of scientific journals. They will identify a research project and seek out a mentor. They are introduced to online searching techniques and methods for communicating directly with professionals in the chosen area of study. Students will also begin learning skills associated with making both oral and poster/multimedia presentations.

During junior year students start working with a professional mentor in creating an experiment and writing their paper and preparing for presentation at local, regional, and state science symposia and student research competitions. Competitions can include Science Congress, Long Island Science and Engineering Fair (LISEF), JV LISEF, Regeneron STS etc. Assessment is based on bi-weekly self- assessments and individualized goal achievements, and proper maintenance of a portfolio and journal.

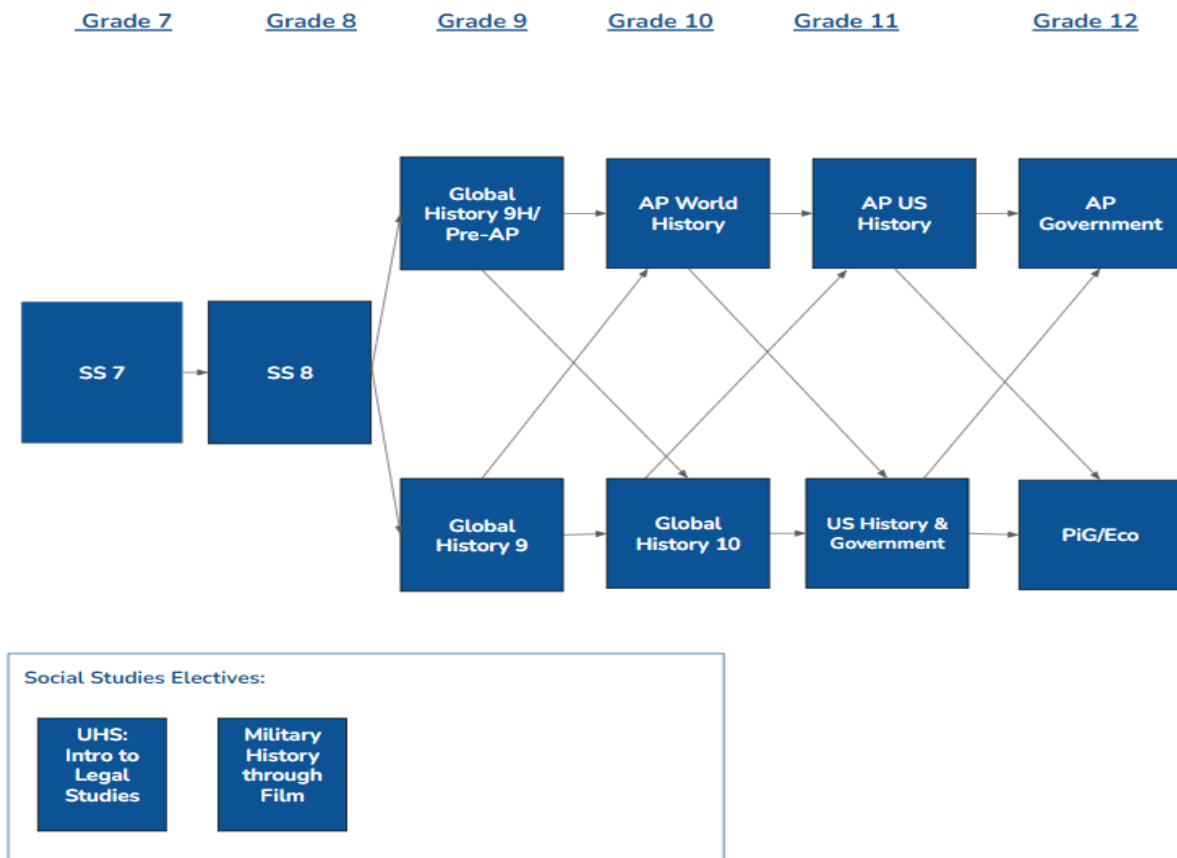
To qualify for sponsored credit through the University of Albany students are required to work with a research scientist, within their field of interest, as a mentor. Some of the work may be expected to be completed during the summers following sophomore and junior years.

**This course offers students the opportunity to earn transferable college credits through [SUNY Albany's University in the High School Program](#)*

SOCIAL STUDIES

Department Overview, Chairperson: Mrs. Deborah Bloomfield

The purpose of the Social Studies Curriculum is to provide our youth with a sense of the past and an understanding of the ideals on which political, economic, and social development has been based. Using the NYS Social Studies Framework, students delve into courses in World History, United States History, Government, Economics, and various Social Sciences, and learn how to craft historical arguments, examine, and analyze documents, and interpret the events of the past. Ultimately, students will use these tools to become more knowledgeable, empathetic, and informed global citizens.



Additional Information:

- In all Advanced Placement Social Studies courses, students are expected to complete a summer assignment, due the first month of school.
- ERHS Seniors will write a research paper and complete a project on a topic of their choice in Economics and AP Government

Social Studies 7

Grade: 7

Offered: Full Year

Social Studies 7 is the first part of a two-year American History survey course. This challenging course provides opportunities for students to develop high level thinking skills as well as to be engaged in a variety of activities and performance assessments. The major course goals include to chronologically study the history and culture of the American people from pre-Columbian times through the Civil War era. Students are also expected to meet NYS Social Studies standards including exploring, identifying and analyzing key ideas, concepts, values and beliefs in United States history and government; and to meet Next Generation Learning standards in literacy in History/Social studies. Reading goals include analyzing, integrating and evaluating complex text from a variety of sources.

Writing goals include supporting an argument with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of a topic. Students will be graded on written homework assignments and projects, oral presentations, class participation, exams, and quizzes. The primary resource for Social Studies 7 is the Discovery Education Techbook. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

College and Career Exploration

Grade: 7

Offered: Full Year, Alternate Days

Pre Req: None

College and Career Exploration follows the Advancement via Individual Determination (AVID) Curriculum and is designed to prepare students for college and career readiness and future success. Students receive instruction utilizing a preparatory curriculum provided by AVID Center, which includes motivational activities, and academic survival skills. Activities focus on writing, inquiry, collaboration, and reading to support academic growth. Students will refine short- and long-term goals and understand the value of taking charge of their actions. Students work on developing intrapersonal and interpersonal skills, as well as formal and informal speech-making. Students will complete self- evaluations and peer evaluations, related to reading, writing, organization, and speaking.

Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons.

Social Studies 8

Grade: 8

Offered: Full Year

Social Studies 8 is the second half of the middle school course in American History. Students revisit the Documents of Freedom & reinforce Constitutional principles, which are the backbone of the curriculum. Next, students are exposed to the pre-Civil War era's westward expansion, which led to the War Between the States, & its aftermath. As the country rebuilds during Reconstruction, it coincides with the growth of industrialism and its effect on immigration & urban American life in the late 1800's. Other topics include overseas imperialistic expansion, the World Wars and life in America between the wars. The curriculum continues to examine the Cold War era, post- World War II decades with their impact politically, socially, & economically. The curriculum concludes with the post-Cold War years both at home and abroad, the challenges of terrorism, & the impact of an increasing global community.

A variety of alternative assessments are used to allow all students to learn to their greatest potential with cooperative learning groups. Learning objectives for students immerse them in reading comprehension, interpreting, and analyzing primary sources; with practice in writing document-based essay questions, answering multiple choice questions, & answering constructed response questions. Several technology- based assignments will be given. Grades will consist of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, class participation and preparation. The primary resource for Social Studies 8 is the Discovery Education Techbook. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Global History 9R

Grade: 9

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: None

Global History 9R is the first half of a two-year course that concludes at the end of tenth grade with a New York State Regents examination. The course begins with the study of geography, map skills, and primary and secondary resources used by historians in order to study world history. The course covers various civilizations and religions of the ancient world of Egypt, Mesopotamia, Greece, and Rome. Students will examine the history, life, and culture of world regions such as South Asia, East Asia, Africa, and Europe during the years of the Middle Ages and the Renaissance. The final units of study deal with the first monarchies and the French Revolution.

In order to prepare students for the Regents examination, instruction is given in reading, interpretation, and using primary source documents in order to write informative essays. A variety of learning activities including historical research projects, current events assignments, oral presentations, dramatizations, videos, games, and field trips are included in the course of instruction. Grades will consist of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Global History 9H/Pre AP-World

Grade: 9

Credit: 1.0

Offered: Full Year

Course Weight: 1.10

Pre Req: Teacher Recommendation & an 85 or higher in Social Studies 8

Global History 9H/Pre-AP is the first half of a two-year course that concludes at the end of tenth grade with the same Regents examination that is given to the students that are in the 9R class as well as the Advanced Placement Examination in World History. Students are exposed to higher-level thinking and historical thinking skills that require them to think analytically, evaluate changes over time, and analyze thematic links. Emphasis is placed more on challenging assignments and classroom activities. Students are expected to complete more thorough and sophisticated projects and homework assignments. This is also the expectation for their classroom participation, oral presentations, and examinations. Grades will consist of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more. **SCHOOL MIDTERM & FINAL EXAM.**

Global History 10R

Grade: 10

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre Req: Passing Global 9 or Global 9H

Global History is the second half of a two-year course that concludes with a New York State Regents examination. Building on their work in ninth grade, students will begin with a review of the previous year's work. This includes geography, religion, culture, the growth of civilization, and global interaction between the nations of the world from the ancient era to the French Revolution. Along with this review, the tenth-grade course covers: The Age of Revolution 1790-1848, The Industrial Age 1750- 1914, Imperialism and Independence Movements 1700-1914, World Wars and Peace 1914-1968, and The World Today 1945 to the Present.

In preparation for the Regents, instruction is given in reading, interpreting, and analyzing primary source documents. Practice in writing Enduring Issues essays and short answer Constructed Response questions are also emphasized.

Activities include historical research projects, current events discussions, videos, dramatizations, and Socratic seminars. Grades will consist of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more. It is important to note that the Regents exam covers skills developed over 9th and 10th grade, and content specifically from 10th grade. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Advanced Placement World History: Modern

Grade: 10

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Teacher Recommendation & an 85 or higher in Global 9H

The purpose of the AP World History: Modern course is to develop a greater understanding of the evolution of global interaction among different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The second part of this course highlights the nature of change within international frameworks.

Focused primarily on the last eight hundred years of global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage since 1200 CE.

Students enrolled in AP World History will sit for the AP World History: Modern exam in May. It is important to know that the AP Exam consists of skills and essays taught since the beginning of 9th grade, and content that is covered exclusively in 10th grade. **SCHOOL MIDTERM, GLOBAL HISTORY REGENTS EXAMINATION**

AP Examination is mandatory

AP Exam Fee of approximately \$95



Credit: 1.0**Offered:** Full Year**Course Weight:** 1.0**Pre Req:** Passing Global 9/9H & Global 10/AP World

United States History and Government is a course of instruction that makes a complex journey through American history from colonial times to the present. The main goal of this yearlong course is to prepare the students to earn mastery on the New York State Regents examination. Another important part of this course is the emphasis that is placed on developing the students' critical thinking skills as they study the major issues our country has faced throughout its history.

Importance is also given to the application of these issues to the students' everyday lives. Additionally, focus is placed on the American government at all levels, including our foreign and domestic policies. Wherever possible, landmark Supreme Court cases are studied. Since multiple-choice and constructed response questions are asked on the Regents examination, considerable practice is given to preparing students to be successful. Similarly, the students are exposed to new types of writing and questioning. The Regents exam includes Stimulus Based Multiple Choice questions, two Stimulus Based Short Essay Questions, and a longer Civil Literacy Essay. The focus is on analyzing and evaluating themes and events of our nation's history. Grades will consist of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more. **SCHOOL MIDTERM, REGENTS FINAL EXAMINATION**

Advanced Placement U. S. History

Grade: 11

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre Req: Teacher Recommendation & an 85 or higher in Global 10R or an 80 or higher in AP World History

The advanced placement program in United States History is designed to provide the students with the analytical skills and factual knowledge that are necessary to deal with a variety of concepts and materials in the history of our country. The units of study are: The Colonial Period to 1789; Constitutional Foundations; Republicanism, Nationalism, and Democracy, 1789-1844; The New Nation 1865-1895; Foreign and Domestic Change, 1895-1928; Domestic and World Crisis, 1929-1945; and Contemporary America Since 1945.

The textbook, document-based primary source readings, a variety of periodical articles and a selection of Supreme Court cases are all required readings for this course. It is also recommended that the students use the libraries in our school, the local community, and nearby colleges to acquire the supplementary materials that are necessary for the successful completion of this course.

Grades will consist of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more. **SCHOOL MIDTERM, UNITED STATES HISTORY REGENTS EXAMINATION**

AP Examination is mandatory

AP Exam Fee of approximately \$95



Economics

Grade: 12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

***Corequisite:** Participation in Government

Economics is a required half-year course at the grade 12 level. It is designed as an introduction to the basic fundamentals of economic theory and their application to the global marketplace. It also includes instruction in significant economic concepts, and various economic systems. In order to fulfill the New York State Next Generation Learning Standards, this course covers instruction in interpreting economic concepts and principles, analyzing data, comparing the American economic system with those of the world abroad, and formulating conclusions. This economics course covers such units of study as “The Mystery of Economics,” “Microeconomics,” and “Macroeconomics.” The students will be given the opportunity to reach their full potential through authentic assessments projects such as “The Stock Market Game,” and research projects such as “Making a Major Purchase.” Historical research projects, primary sources (i.e., personal interviews) essay writing, and current events topics will also be assigned. Grades will be comprised of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more.

Participation in Government

Grade: 12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

***Corequisite:** Economics

Participation in Government is a required half-year course at the grade 12 level. The course content is interdisciplinary, and it is drawn from areas beyond the defined Social Studies curriculum. Some of the topics include real life experiences beyond the classroom and school, the analysis of various types of data, and the study of a variety of issues at the local, state, national, and global levels. Special attention is given to the United States and New York State Constitutions, and federalism and states’ rights.

Additionally, the students will gain experience in analyzing the nature and evolution of constitutional democracies and in comparing the various political systems of the world with that of the United States. The course will trace the evolution of American values and beliefs, particularly those dealing with civil rights and liberties.

Grades will consist of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more.

Advanced Placement Government & Politics/Economics

Grade: 12

Credit: 1.0

Offered: Fully Year

Course Weight: 1.15

Pre Req: Teacher Recommendation & an 85 or higher in US History Regent or an 80 or higher in AP US History

This advanced placement course is designed to give the students an analytical perspective on government and politics in the United States. It involves the study of specific and general concepts used to understand American politics. In addition, it requires familiarity with the various government offices, institutions, groups, beliefs, attitudes, and ideas that comprise politics in the United States today. The course is designed using project-based learning to help students interact more closely and have experiences in learning that simulate roles in the political sphere. The units of study are: Foundations of American Democracy, Interaction Among Branches of Government, Civil Liberties and Civil Rights, American Political Ideologies and Beliefs, and Political Participation.

Successful completion of this course will require students to (a) use the library for research, (b) use document-based sources and articles from a selection of periodicals, (c) read various Supreme Court cases, and of course (d) use the text-based resources extensively. The Advanced Placement Examination for Government and Politics is a three-hour test. It contains multiple-choice questions, and 4 different types of Short-Answer Questions. Grades will be comprised of what students produce, which includes but is not limited to: quizzes, tests, papers, essays and projects, and class participation and preparation, which includes but is not limited to: active participation in all class activities, demonstrating cooperation, timeliness, and more. **SCHOOL MIDTERM, SCHOOL RESEARCH PAPER FINAL EXAMINATION**

AP Examination is mandatory

AP Exam Fee of approximately \$95



UHS: Legal Studies

Grades: 10*-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.15

Pre-Req: None

Cost: \$150

College Affiliation/Credit: SUNY Farmingdale/3.0

*Special permission with teacher recommendation

UHS Legal Studies is an elective course, run through SUNY Farmingdale. This is a survey course designed to give the student a basic introduction to law beginning with the various schools of legal philosophical thought, criminal and civil law and procedure, and basic contract law. The course provides the student with an understanding and overview of how the American legal system functions including introducing students to the principles of law, the administration of the legal system, legal terminology, and the inter- relationship between politics, governmental structures, legal professionals, and the functioning of the legal system.

Military History Through Film

Grades: 10-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre-Req: None

History through Film offers students the opportunity to explore history using the medium of film and media. Students will learn about the human military experience over time using films that cover a range of time including but not limited to The American Revolution, The American Civil War, World War I, World War II, The Holocaust, The Vietnam War, Cold War, and modern-day warfare. There will be a strong emphasis on overall historical context and the use of film to capture the individual experience and situations of those who have served throughout history. The course will also focus on the experience of individuals in the grand scheme of international events.

Students will watch and dissect films to gain a wider understanding of historical themes. They will also be able to compare the filmmaker's interpretation of the historical event to other historians' interpretations as well as firsthand accounts of people who experienced the war. Students will read various primary and secondary sources to analyze a wide array of sources related to each experience. Sources used in class might include diary entries, propaganda films, interviews, speeches, and films. Some films that might be included in the course are *All Quiet on the Western Front*, *Schindler's List*, *Glory*, *Band of Brothers*, *Miniseries*, *Disney propaganda films*, *American Sniper*, *Ken Burns the Vietnam War*, and many others. This class will also provide students with an opportunity to engage in meaningful discussions around world conflict and engage in conversations that interest those in the class.

TECHNOLOGY

Department Overview, Chairperson: Dr. Bradley Krauz

All students are eligible for courses in the area of technology education. Our department offers a variety of courses intended to meet the diverse needs of all of our students for the ever-expanding opportunities in the field of technology. All students will complete a half-year technology course in grade 7. After that, students can choose from elective and college level.

	Grade					
Course	7	8	9	10	11	12
Technology 7 *	✓					
Tech 7 Enrichment	✓					
Technology 8		✓				
Design & Drawing for Production **			✓	✓	✓	✓
Construction & Woodworking			✓	✓	✓	✓
Multimedia Technology			✓	✓	✓	✓
Introduction to Engineering			✓	✓	✓	✓
Special Topics in Engineering (<i>Formerly Robotics 1</i>) *** ◇				✓	✓	✓
Digital Fabrications				✓	✓	✓
Architectural Drawing ****				✓	✓	✓
Introduction to Architecture & Construction (<i>Formerly Advanced Architectural Drawing</i>) ◇				✓	✓	✓

Additional Information:

*Required for 7th grade students, ** Recommended for 9th and 10th graders; fulfills Fine Arts requirement, *** Recommended prerequisite is Introduction to Engineering, **** Recommended prerequisite is Design & Drawing for Production, ◇ Students can receive college credit through UHS Farmingdale

Technology 7

Grade: 7

Offered: Full Year/Alternate Day

The major outcome of this seventh-grade program is to have students become more technically literate and to use problem-solving techniques on specific projects. Students will learn about the influence of technology on their lifestyles, including home, work, and school. This is an activity-based course in which students will work on projects and activities that will bring together the resources of tools, materials, and processes. Problem solving skills will also be enhanced through the fabrication of projects. Computer skills will be addressed and taught. Students will learn basic word processing skills so they may complete activities in graphic communication technology.

Although the course is hands-on and problem solving oriented, several outside reports and assignments are required along with periodic quizzes. Assignments in current topics and trends are due weekly. Reports required include resources needed to make technology happen, a study of the history of technology and research into the impacts of technology on our daily lives.

Technology 7 Enrichment

Grade: 7

Offered: 2x on the 6 Day Cycle

In this course you will be completing projects that will help you understand the concepts of problem solving, creative thinking, computer literacy and proper use of tools and machines. We will also learn that people must develop and control technology responsibly and that people have the capabilities to determine how technology can be applied to their benefit. Students will maintain an engineering journal.

Technology 8

Grade: 8

Offered: Full Year/Alternate Day

The major outcome of this eighth-grade program is to have students become more technically literate and to use problem-solving techniques on specific projects. Students will learn about the influence of technology on their lifestyles, including home, work, and school. This is an activity-based course in which students will work on projects and activities that will bring together the resources of tools, materials, and processes. Problem solving skills will also be enhanced through the fabrication of projects. Specifically, 8th grade coursework includes design and drawing using drafting tools and computer aided drafting, introduction to manufacturing, the proper and safe use of tools and machines, and a virtual and physical design challenge.

Design & Drawing for Production

Grades: 9-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre-Req: None

**Design & Drawing for Production (DDP) is recommended for 9th and 10th graders.*

Special Note: This course will fulfill the one credit Arts requirement for graduation

DDP is a full year course that will introduce the students to basic technical drawing skills and techniques. These drawing skills are necessary in the engineering, production, and design fields. Since computers are used today in nearly every phase of engineering, science, business and technology, the material taught in this course will be augmented with basic activities in CAD (Computer Aided Design). Problem solving assignments will be both drawn and built in class.

Construction & Woodworking

Grades: 9-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre-Req: None

The Construction and Woodworking course is divided into two modules: Construction and Woodworking. In Construction, students will learn about residential structures through hands-on projects involving different materials, tools, and machines. Students will learn about woodworking techniques through the production of custom and mass production products.

Individual and group projects along with in-class work will make up the majority of a student's average. Weekly quizzes, reports and classroom responsibility will make up the remainder. All projects involving tools and machines will be completed in the technology lab. Research and planning outside class may be required. The instructor will distribute a folder for the student to maintain a portfolio of work.

Multimedia Technology

Grades: 9-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre-Req: None

This is an introductory course designed to teach students the basic principles of video production. Students explore the media of film, television, radio, commercials, and animation. video equipment, green screens, and props. Students will explore a variety of movie genres and learn about lighting, sound effects, music, and dialogue tracks. This course will also focus on different career paths the students may be interested in pursuing. Some of the software used in the class are Adobe Premiere, Adobe Illustrator, Adobe Photoshop, and Adobe Flash.

This class allows for a greater understanding of the world of multimedia and its different forms in use today. The programs used will relate to website production, computer animation, video editing, audio editing, and publishing. Software used in this class will be more advanced uses from Multimedia I but added on will be Adobe After Effects. This is an integrated program that prepares students for career paths in computer technology, animation, and multimedia production. Students will practice creativity in design, problem-solving, production, communication, and presentation skills. At the end of the course, students will have their own original video and animation portfolios.

Introduction to Engineering

Grades: 9-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre-Req: None

The goal of this course is to provide a broad outline of engineering. The course explores the different disciplines of engineering and provides the students with a broad background in different areas of engineering. Do you want to learn how buildings withstand hurricane winds? How do the loading cranes work at shipping ports? How do cranes help build towers? How circuits work and their components work? These are all things that engineers deal with on a daily basis and will form the basis of the course. You will be able to answer these questions by teacher lessons, videos, and hands-on projects.

Special Topics in Engineering

Grades: 10*, 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre-Req: Introduction to Engineering

*College credit available with Teacher Recommendation

Cost: \$150

College Affiliation/Credit: SUNY Farmingdale/3.0

This course will cover various applications of basic principles of statics, strength of materials, electrical principles, introduction to basic principles of electromechanical control systems and introduction to Robotics and automation systems. Students will work on independent projects related to various engineering concepts by utilizing various CAD software and various computer programming software. This course is run in conjunction with SUNY Farmingdale University in the High School (UHS) program. Students can earn up to three college credits if they register and pay \$150 fee tuition. Financial Aid is available for students who participate in the Free & Reduced Lunch Program. **Students will complete a group project as a final assessment of the course.**

Digital Fabrications **New Course!**

Grades: 10*, 11-12

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre-Req: None

***Special Permission** required for 10th Graders

Recommended: Passing grade in Design Draw & Production, Construction & Woodworking

This course gives participants hands-on experience with technologies of digital fabrication: Laser Cutting, CNC Milling, and 3-D Printing. Students will become familiar with various digital fabrication software and 3-D design.

Students will explore the most promising technology careers. The safe and proper use of tools and machines is a key component in solving many engineering problems. Digital Fabrications is an activity-based course, which will provide experiences in the application of technology, and an understanding of its impact on each student and their future. Each student will participate in projects that use computers, tools, and materials to apply the design process in real world problem solving. Career exploration may include field trips.

Architectural Drawing

Grades: 10*, 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre-Req: Design & Drawing for Production

***Special Permission** required for 10th Graders

This course is in architectural drafting and design. Emphasis will be placed on Residential planning, interior design, and construction fundamentals. Students will be introduced to the materials and techniques used in the construction industry. Students will use a combination of traditional drawing methods and industry standard architectural design software. Students may opt for a second semester of advanced work.

Introduction to Architecture and Construction

Grades: 10*, 11-12

Credit: 0.5

Offered: ½ Year

Course Weight: 1.0

Pre-Req: Architectural Drawing

***Special Permission** required for 10th Graders

Intro to Architecture and Construction is designed to give students a deeper study in the architectural field. In this part of the sequence, students will cultivate a better understanding of architectural design through model-making and more advanced design projects that include landscape and interior design. Advanced students will challenge themselves and become well equipped to handle the coursework that they might come across at a higher level of education.

WORLD LANGUAGE

Department Overview, Chairperson: Ms. Angelica Rodriguez Alonzo

The East Rockaway Jr./Sr. High School World Language Department is dedicated to teaching students the languages of Italian and Spanish and the cultural and historical contributions of the people who speak these languages. Our goals are to develop language proficiency and increase cultural competency. Most importantly, we seek to immerse students in classrooms where risk-taking is encouraged.

Course Sequence:

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
				Italian 4H	Italian 5
Spanish 1A	Spanish 1B	Spanish 2	Spanish 3	Spanish 4H	Spanish 5
			Spanish 3 Heritage		

Additional Information:

Spanish 1B concludes with students taking the **NY State FLACS Checkpoint A Proficiency Exam** (a requirement for earning a **NY State Regents Diploma**) and is a high school credit bearing course.

Spanish 3 concludes with students taking the **NY State FLACS Checkpoint B Proficiency Exam**, which is a requirement for earning a **NY State Advanced Regents Diploma**.

Spanish 1A

Grade: 7

Offered: Full Year

This course is designed to introduce students to the basic ideas and questions needed to communicate in a second language. Listening, speaking, reading, and writing activities will be presented in an enjoyable manner. Students will be able to interact and communicate in basic authentic situations by the end of the school year. In addition to introducing foundational language skills, students will become acquainted with the culture of the target language countries through developmentally appropriate projects, videos, and events that promote the culture. Grades will be based on various types of verbal and written assessments as well as a class performance grade (i.e., behavior, preparedness). **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Spanish 1B

Grade: 8

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

This course continues to foster the development of the four primary language skills which focus on listening, speaking, reading, and writing. This course emphasizes authentic communication using vocabulary topics that reflect the N.Y.S Checkpoint A syllabus for World Languages. Through the reading of various passages, reference is made to Spanish culture and society. Written tests, weekly quizzes, homework, and projects as well as oral self-expression comprise the major components of the student's grade. This course culminates with the successful completion of the FLACS A exam. Students will receive one (1) high school credit upon the successful completion of this course. **SCHOOL MIDTERM, REGIONAL FINAL EXAMINATION**

Spanish 2

Grade: 9

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre-Req: Passing Spanish 1B and FLACS A, where applicable

Level 2 is a spiraling of the Level 1 course. The four primary skills (i.e., listening, speaking, reading, and writing) are the core of the curriculum. Thematic Vocabulary and grammatical topics align with the N.Y.S. Checkpoint B syllabus for Languages Other Than English. Verbal self-expression in the target language is an essential skill that is stressed throughout this course. Additionally, an increase in complex structures is introduced. Students' grades are comprised of exams and other forms of assessments that measure written, auditory, speaking, and reading proficiencies. Speaking is assessed as a portion of the class participation grade. **SCHOOL MIDTERM, SCHOOL FINAL EXAMINATION**

Spanish 3

Grade: 10

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre-Req: Passing grade in Spanish 2

This course is designed for those students who have successfully completed a Level 2 language course. This course culminates with a mandated assessment that satisfies the World Languages requirement for a Regents Diploma with Advanced Designation. Thematic vocabulary and grammatical topics align with the N.Y.S. Checkpoint B syllabus for World Languages. Utilization of on-demand responses in the target language is increased so that the student can express himself/ herself with relative fluency in oral and written forms. Students are encouraged to communicate in the target language throughout the duration of the course. Students' grades are exams that assess written, auditory, speaking, and reading skills. Speaking is a component of the class participation grade. Classwork and homework are important assessments, which are collected regularly and graded by the instructor. **SCHOOL MIDTERM, NYS CHECKPOINT B EXAM**

Spanish 3 Heritage

Grade: 10

Credit: 1.0

Offered: Full Year

Course Weight: 1.0

Pre-Req: Conversational proficiency & Teacher Recommendation

This course is designed for those students who speak Spanish at home. This course culminates with a mandated assessment that satisfies the World Languages requirement for a Regents Diploma with Advanced Designation. Thematic vocabulary and grammatical topics align with the N.Y.S. Checkpoint B syllabus for World Languages. This course will focus on improving students' ability to read and write in Spanish. This course will be taught exclusively in Spanish utilizing authentic texts, videos, stories, essays, media, and film. **SCHOOL MIDTERM, NYS CHECKPOINT B EXAM**

Spanish 4H

Grade: 11

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre-Req: Teacher Recommendation and 85 or higher in Spanish 3

Cost: \$240

College Affiliation: Nassau Community College/3.0

This post-Regents, Checkpoint C course is designed for students who wish to expand their fluency while increasing their cultural knowledge of the traditional Italian/Spanish-speaking world. The course will also allow students to review the core elements of Italian/Spanish grammar as well as introduce students to cultural aspects such as literature, art, music, and history. Written and oral tests, quizzes, homework, and compositions comprise the major portion of the student's grade. Additionally, a class participation grade will be given. **SCHOOL MIDTERM, COLLEGE-LEVEL FINAL EXAMINATION**

Spanish 5

Grade: 12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre-Req: 85 or higher in Spanish 4H or Spanish 3 Heritage & Teacher Recommendation

Cost: \$240

College Affiliation: Nassau Community College/3.0

This weighted, dual-enrolled course will focus on cultural topics of Spanish-speaking countries, including but not limited to literature, art, music, and food. To improve communication, students will focus on increasing their Spanish proficiency in reading, writing, listening, and speaking. Authentic language materials will include newspapers, magazines, short stories, videos, films, and more. **SCHOOL MIDTERM, COLLEGE-LEVEL FINAL EXAMINATION**

Italian 4H

Grade: 11

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre-Req: Teacher Recommendation and 85 or higher in Italian 3

Cost: \$390

College Affiliation: Adelphi University/3.0

This post-Regents, Checkpoint C course is designed for students who wish to expand their fluency while increasing their cultural knowledge of the traditional Italian speaking world. The course will also allow students to review the core elements of Italian grammar as well as introduce students to cultural aspects such as literature, art, music, and history. Written and oral tests, quizzes, homework, and compositions comprise the major portion of the student's grade. Additionally, a class participation grade will be given. **SCHOOL MIDTERM, COLLEGE-LEVEL FINAL EXAMINATION**

Advanced Placement Italian Language & Composition

Grade: 12

Credit: 1.0

Offered: Full Year

Course Weight: 1.15

Pre-Req: Minimum 85% in Italian 4H and teacher recommendation

Cost: \$390

College Affiliation/Credit: Adelphi University/3.0

This college-level course is designed to help students refine speaking, listening, reading, and writing skills through a variety of techniques. Language and grammatical skills are further developed through discussions, readings, written compositions, oral presentations, various projects, and the completion of the Italian AP exam in May as well as a final exam in June. **SCHOOL MIDTERM, COLLEGE-LEVEL FINAL EXAMINATION**

AP Examination is mandatory

AP Exam Fee of approximately \$95

SPECIAL EDUCATION

Department Overview, Assistant Director: Mr. Robert Kennedy

In accordance with Section 200.6 of the Regulations of the Commissioner of Education, the East Rockaway School District provides a continuum of services which allows placement of school-age students in the least restrictive environment consistent with their needs and which provides for the placement of students on the basis of similarity of individual needs. The district is committed to the policy of placing students in the least restrictive environment consistent with their needs. “*Least Restrictive Environment*” means that the placement of students with disabilities in special classes or other removal from the regular educational environment occurs *only* when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The term *special services or programs* may include integrated co-teaching, special classes, resource room, related services, and consultant teacher services.

An integrated co-teaching program consists of a general education teacher and a full-time special education teacher who teach alongside one another to provide services to eligible students on a push-in model during each 41-minute period in English, math, science and social studies with an additional support period available one time per day provided by the special education teacher.

A special class is defined as a class consisting of students with the same disabilities or with differing disabilities who have been grouped together because of similar individual needs for the purpose of being provided a special education program. The chronological age range of students who are less than sixteen (16) years of age shall not exceed thirty-six (36) months. The maximum class size for those students whose special education needs consist primarily of the need for specialized instruction which can best be accomplished in a self-contained setting shall not exceed 15 students, except in special classes where students’ management needs interfere with the instructional process; these classes will not exceed 12 students, with one or more supplementary school personnel assigned to each class during periods of instruction. The maximum class size for students whose management needs are intensive shall not exceed 8 students, and for students whose management needs are highly intensive shall not exceed 6 students with one or more supplementary school personnel assigned to each class during instruction.

The resource room program is supplemental in nature and is designed to assist students in remediating skill deficits and in dealing more effectively with assignments from their general education classes. The program consists of identification and diagnostic assessment and small group and/or individualized instruction in basic academic skills, oral and written language, study and organizational skills. Encouragement and emotional support are also provided. Ongoing consultation with general education classroom

teachers is an integral part of this program in both meeting educational needs as well as in helping students develop basic skills and competency in content areas.

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and appropriate support services and includes the early identification and assessment of disabling conditions in students. The term does not include a medical device that is surgically implanted, the optimization of that device's functioning, maintenance of that device or the replacement of such device.

Consultant teacher services shall be for the purpose of providing direct and/or indirect services to students with disabilities who attend regular education classes, including career and technical education classes, and/or to such students' regular education teachers. Such services shall be recommended by the Committee on Special Education to meet the specific needs of a student with a disability. The student's Individualized Education Program (IEP) shall indicate the regular education classes in which the student will receive consultant teacher services.