



**GLEN COVE HIGH SCHOOL**  
COURSE CURRICULUM GUIDE

## **PROMOTIONAL GATEWAYS AND GRADING**

**MINIMUM CLASS LOADS:** 9th, 10th, and 11th-grade students must carry a full schedule of classes. No student may drop a course without written permission from their parent or guardian, teacher, counselor, coordinator, and principal. Seniors may not drop any course after college applications have been mailed out.

**SUGGESTED CRITERIA FOR MAINTAINING PLACEMENT IN AND GAINING ADMISSION TO HONORS AND ADVANCED PLACEMENT COURSES:** For a student to advance from a Regents to an Honors-level course or from an Honors to an AP level, he or she should earn an overall average of 90 in the prerequisite course. For a student to maintain previous placement in an Honors or AP level, he or she should earn an overall average of 85 in that course.

**ADD/DROP COURSE POLICY:** All students intending to add a course or drop a course once the school year has begun need to be aware of the following: No half-year course will be added or dropped after the first 10 days of school. No full-year course will be added or dropped after the first mid-marking period progress report. If a drop occurs after the above-referenced time, a “WP” (withdraw pass) or a “WF” (withdraw fail) will appear on the transcript, depending upon the student’s current average in the course. No student may drop a course without written permission from his or her guardian, teacher, coordinator, counselor, and principal.

**GRADES:** A summer assignment/project as assigned by the respective teacher must be completed and submitted as per the due date assigned by the teacher. Passing grades range from 65 to 100. Quarterly grades of 64 and below denote failure. Placement on the honor roll is achieved by having a cumulative average of 85 and no failure in any course. Report cards are issued four times a year. Progress reports are issued five weeks prior to each report card. Students may retake Regents exams to improve a prior score. The new exam score, however, may not be used in determining grade, grade point average, or class rank standing. The district has adopted a comprehensive attendance policy, which can easily be summarized by the following provisions: A student may not receive credit for a course due to excessive unexcused absences. The policy can be found in its entirety on the district website or in the main office of the high school. Students who participate in out-of-district and online courses, please refer to Board Policy #7223 regarding grading policy and calculating grade-point average.

**Class Rank and Grade Weighting:** Class rank is determined at the end of the junior year. A weighted grade-point average, calculated at the end of the 11th grade, is recorded on the transcript. Courses are weighted as follows: 1.12 for Advanced Placement courses, 1.07 for Honors courses, and 1.00 for Regents and local-level courses. See policy 722 **Note:** Computation of rank is based on the weighted grade point average and the ranking of each class can be revised/eliminated as per the Board of Education.

# **ACADEMIC ELIGIBILITY POLICY**

**Extra Classroom Activities:** The Board of Education considers extracurricular activities to be a valuable part of the school and shall support these activities within the financial means of the district.

**Eligibility for Participation:** To improve learning and promote increased academic success, the Board of Education implements the following policy concerning extracurricular and interscholastic eligibility:

a) If a student's quarterly average is below 64.5, the student will not be permitted to participate in all extracurricular activities for the duration of the next quarter. The ineligibility will carry over from the fourth quarter to the first quarter of the following school year unless the student passes the classes that had been failed during summer school.

b) If a student's quarterly average is between 64.5 and 75, he or she will be placed on probation for one (1) quarter. If a student's yearly average is between 64.5 and 75 he or she will remain on probation for the duration of the first quarter of the new school year. Should the student attend summer school and increase their overall yearly average beyond 75 he or she will be removed from probation. To remain eligible, it is the student's responsibility to attend required extra help sessions and make up all missed assignments, tests, classwork, etc. A biweekly progress report, which is designed to monitor a student's attendance at extra help sessions, will be mandatory. Failure to do so will result in a student's suspension or removal from the activity for one week.

If a student fails to show continued incremental academic improvement and effort, according to the teacher, then he or she will be deemed ineligible. The Academic Eligibility Committee will be responsible for the determination.

c) All entering ninth graders will have their final eighth-grade report cards evaluated by the High School Eligibility Committee. Their eligibility will be based upon the same requirements that all other high school students must meet (see a and b above). However, if the entering ninth grader is deemed ineligible during the first quarter, he or she should be placed on probation.

d) A student who has an unexcused absence, or is out for reasons of illness, or is suspended, cannot participate in any extracurricular activity while suspended.

e) A student cannot participate in any extracurricular activities for that school day if he or she arrives after 9 a.m. without a legal excuse.

f) An appeals committee consisting of the principal or his designee, athletic director, coach of the sport/ adviser of the activity, school counselor, and one content area teacher will meet on a regular basis to review student status and academic eligibility.

## **NCAA College Athletic Information**

NCAA requirements for students who expect to participate in college athletics: Students who plan to participate in Division I or II athletics as freshmen in college must meet certain criteria, as outlined by the NCAA Initial-Eligibility Clearinghouse. Students considering participation in college athletics should consult with their school counselor early in their high school career to ensure that their course selections meet NCAA requirements. In addition, they should be aware of NCAA Clearinghouse grade point average and SAT/ACT requirements for participation in athletics. Students should file a clearinghouse application following their junior year at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

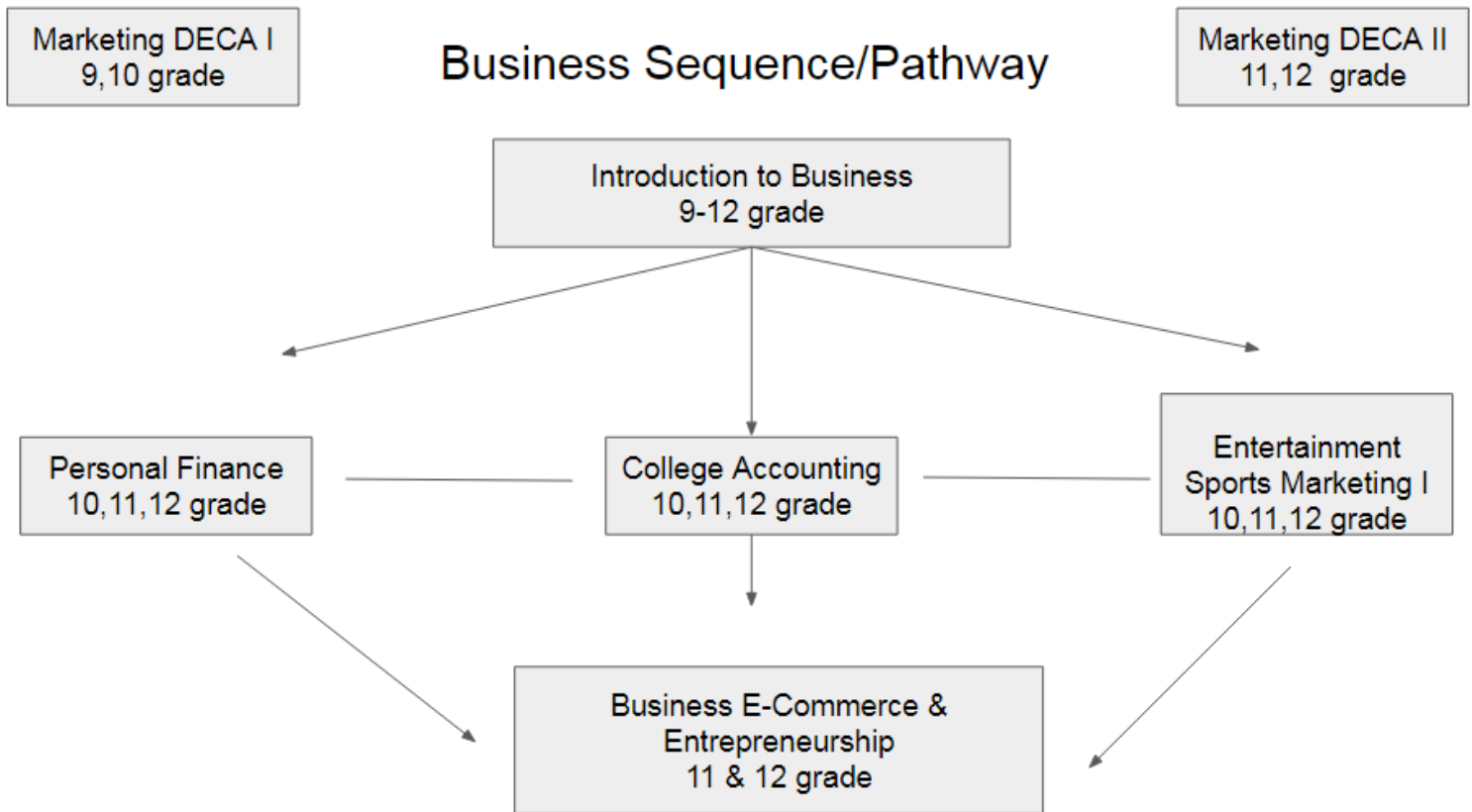
# **COURSE OFFERINGS**

**ALL OFFERINGS CONTAINED IN THIS COURSE MANUAL ARE SUBJECT TO CHANGE AND MAY BE ELIMINATED DUE TO LOW CLASS ENROLLMENTS AND/OR BUDGETARY CONSTRAINTS.**

# BUSINESS

The Business Education Department offers courses in accounting, marketing, and business law. Students have the opportunity to acquire a variety of skills and knowledge that will add to their personal and educational enrichment.

Students are encouraged to take any of the business education courses listed in the course bulletin as electives.



**501 COLLEGE ACCOUNTING – 1 Credit. Prerequisite: One year of any mathematics course.** This course develops the skills and procedures necessary to keep the financial records of a company, including single proprietorship, partnership, and corporation. Students will learn double-entry accounting with the use of specialized journals. The course stresses the importance of an accountant while developing the knowledge of the financial operations of a business. Also, students will be able to use their problem-solving abilities to prepare financial statements, such as income statements, balance sheets, and worksheets. This course has the same weighting as an AP course. Recommended for grades 10, 11, and 12.

**502 PERSONAL FINANCE/CONSUMER & FINANCIAL MANAGEMENT – .5 Credit.** This course is designed to inform students about their financial responsibilities as citizens, students, consumers, and active participants in the business world. Emphasis on real-life situations and application. Topics covered include checking, credit, budgets, insurance, and investing for the future. Recommended for grades 10, 11, and 12.

**506 INTRODUCTION TO BUSINESS - .5 Credit.** This course is the perfect fit for a first year business student. This course introduces the basic fundamentals of American and International better business practices. This course provides an overview of organizational, national, and international trends and their impact on businesses and entrepreneurs. Students will develop understanding of better business concepts, principles, and practices that focus on how companies are created, and operated to accomplish goals to become successful through effective and efficient management, production, marketing, distribution, finance/accounting. Recommended for grades 10, 11, and 12.

**520 ENTERTAINMENT AND SPORTS MARKETING – .5 Credit.** Recommended for grades 10, 11, and 12. This course will focus on marketing as it relates to the sports and entertainment industries. Students will become familiar with sports and entertainment products as dynamic goods and services. Students will examine the elements of marketing, mix in terms of product and pricing decisions, market research and outlets, branding, imaging, and licensing, promotion and marketing plans, as well as careers in these industries. Students will experience, through individual and group projects, product development, event marketing, and decision-making.

**543 MARKETING I – 1 Credit.** This dynamic course provides a basic introduction to the field of marketing and promotion. Topics include marketing theory and careers, hands-on research, product development, and sales. Experience in the school store is also provided. Recommended for grades 10, 11, and 12.

**545 MARKETING/DECA I – 1 Credit.** Adviser approval is required. This independent study course is for the student who wishes to become a member of GCHS's DECA Chapter (an association of marketing and management students) and stresses youth leadership as mandated by the RAP. Students will be required to complete all activities that will enable them to compete in the Merit Awards Program, a nationally recognized DECA competition, or regional, state, and national competitions, as well as take part in the local chapter activities planned for the year. Each student must meet the requirements of the chapter constitution.

**546 MARKETING/DECA II – 1 Credit.** Adviser approval is required. Students will be given credit for working in the school store during free periods, provided that they work the required number of days. Schedules can be arranged to meet individual class schedules. Performance evaluations will be given by student management and the adviser.

**550 BUSINESS E-COMMERCE AND ENTREPRENEURSHIP – 1 Credit.** How would you like to learn how to start your own online business? More and more Americans are finding ways to start and succeed in their own small businesses using the internet and e-commerce. All students who successfully complete this course will leave with a comprehensive business plan and a website to sell their online product or service. Students will also be assigned a technology mentor to help them develop their business plan and online website. These "e-mentors" volunteer their time from a wide variety of technology companies throughout Long Island. Members of the class may elect to take the course for six college credits from Farmingdale State College. Open for students in grades 11-12.

# **ENGLISH AS A NEW LANGUAGE (ENL)**

English as a New Language (formerly ESL) is a program of English courses designed for non-English speakers as they acquire and develop the English language. English language learners receive instruction in social and academic English in order to succeed both in and outside of school situations. Instruction prepares students to meet the New York State standards in all subject areas and the demands of all-English high school classes.

## **ENL DEPARTMENT PATHWAYS**

These are the common pathways in ENL that a student follows during his or her high school career. However, we always attempt to meet the needs of individual students.

**101E-ENGLISH 9 – 1 English Credit.** This course is for students at least at the emerging stages of English proficiency and is not new admits. Reading and writing skills are emphasized following the NYS ELA Common Core Learning Standards.

**111E-STRUCTURE OF ENGLISH – 1 English Credit.** This course is for students who are at the early stages of English proficiency and are new admits. Instruction is provided in the four language modalities following the NYS ELA Common Core Learning Standards.

**121E-ENGLISH 10 – 1 English Credit.** This course is the equivalent of English 10R, but the instruction is adapted to the needs and abilities of students who are in the process of attaining English proficiency following the NYS ELA Common Core Learning Standards.

**131E-ENGLISH 11 – 1 English Credit.** This course is the equivalent of English 11R, but the instruction is adapted to the needs and abilities of students who are in the process of attaining English proficiency following the NYS ELA Common Core Learning Standards.

**132E-ENGLISH 12 – 1 English Credit.** This course is the equivalent of English 12, but the instruction is adapted to the needs and abilities of students who are in the process of attaining English proficiency following the NYS ELA Common Core Learning Standards.

**221E-UNITED STATES HISTORY AND GOVERNMENT – 1 Social Studies Credit.** This course is the equivalent of United States History and Government, but the instruction is adapted to the needs and abilities of students at the Transitioning level of English proficiency.

**236E-PARTICIPATION IN GOVERNMENT/ECONOMICS – 1 Social Studies Credit.** This course is the equivalent of Participation in Government/Economics, but the instruction is adapted to the needs and abilities of students at the Expanding level of English proficiency.

**322E-CONCEPTS OF ALGEBRA – 1 Math Credit.** This course covers the same curriculum as the Concepts of Algebra course, except it is designed for students with limited English proficiency. Emphasis is placed on the development and usage of appropriate mathematical vocabulary and on communicating mathematical ideas that relate to real-life situations. A TI-84+ graphing calculator is used throughout this course. This course grants Math credit.

**323E-ALGEBRA 1 – 1 Math Credit.** This course covers the same curriculum as the Algebra 1 course, except it is designed for students with limited English proficiency and for whom English is not their first language. In June, students will take the Algebra 1 Regents exam. Passing this exam is a requirement for high school graduation. Emphasis will be placed on the development and usage of appropriate mathematical vocabulary and on communicating mathematical ideas that relate to real-life situations. A TI-84+ graphing calculator will be used throughout the course. This course grants Math credit.

**393E ALGEBRA EXPLORATIONS – .5 Credit. Co-requisite: Algebra 1.** This course meets every other day and will serve as support for Algebra 1. While preparing to take the Algebra 1 Regents Exam, students will explore how concepts they are learning in their math class can be applied to real-world settings.

**332E-CONCEPTS OF GEOMETRY – 1 Math Credit.** This course is the equivalent of Concepts of Geometry, but the instruction is adapted to the needs and abilities of students at the Transitioning level of English proficiency.

**386E-GEOMETRY – 1 Math Credit.** This course is the equivalent of Geometry, but the instruction is adapted to the needs and abilities of students at the Transitioning level of English proficiency.

**415E-LIVING ENVIRONMENT – 1 Science Credit.** This course is the equivalent of Living Environment, but the instruction is adapted to the needs and abilities of students at the Transitioning level of English proficiency. See the science section for details on laboratory requirements.

**448E-ENVIRONMENTAL SCIENCE – 1 Science Credit.** This course is the equivalent of Environmental Science, but the instruction is adapted to the needs and abilities of students at the Transitioning level of English proficiency.

**641E-ENL INSTRUCTION I – 1 Elective Credit.** This is a course for students at the Entering level of English proficiency. Students receive instruction in basic interpersonal communication and academic skills through the four language modalities, following the NYS New Language Arts Progressions.

**642E-ENL INSTRUCTION II – 1 Elective Credit.** This is a course for students at the Emerging level of English proficiency. Instruction is provided in the four language modalities, following the NYS New Language Arts Progressions.

**654E-GLOBAL HISTORY AND GEOGRAPHY I – 1 Social Studies Credit.** This course is the equivalent of Global History 9, but the instruction is adapted to the needs and abilities of students at the Entering level of English proficiency.

**648E-GLOBAL HISTORY AND GEOGRAPHY II – 1 Social Studies Credit.** This course is the equivalent of Global History 10, but the instruction is adapted to the needs and abilities of students at the Emerging level of English proficiency.

**655E-GENERAL SCIENCE – 1 Science Credit.** This course is an introduction to Science content, concepts, and topics. It is for students at the Entering level of English proficiency.

**662-ENL DIGITAL LITERACY I-.5 Credit.** This course stresses the fundamentals of computer use and builds on the skills and techniques needed in the age of information. Students will learn to use the Chromebook, Google Suite, and other educational platforms preparing them for other high school courses, college entrance, personal business, and beyond.

**819-ENL DIGITAL LITERACY II-.5 Credit.** This course will build upon the skills learned in the first course in the sequence. Students will create projects that will align with real-world scenarios, learn to use new digital platforms and applications, and prepare for computer based-assessments. In addition, the students will acquire the necessary tools to help them succeed in future careers and jobs.



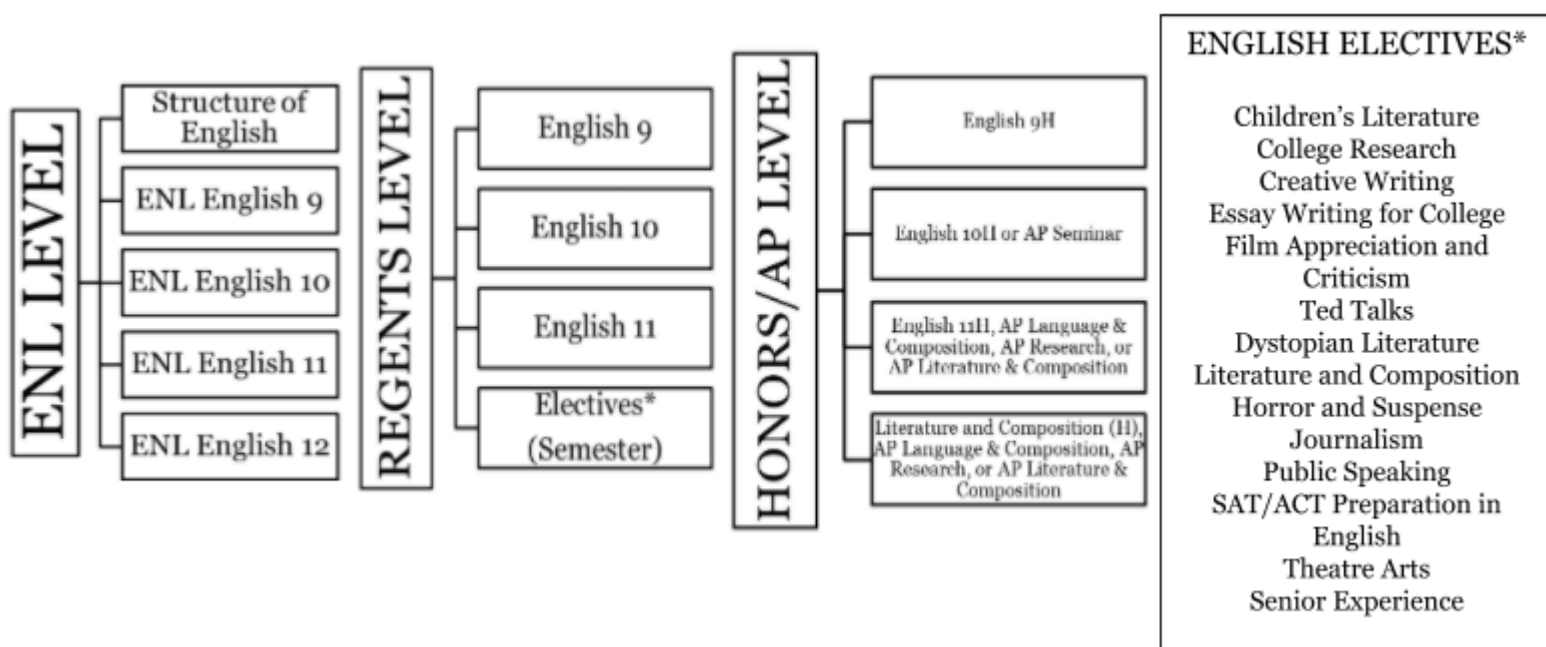
# ENGLISH/LANGUAGE ARTS

All Glen Cove High School English courses are designed to help students develop their reading, writing, speaking, listening, and thinking skills. Students are judged and evaluated based on their improvement in these areas. Mastery of English and the ability to think critically are essential to college and career success. Courses in English are aligned with relevant state and national standards and are designed to prepare students for success on the New York State Common Core English Language Arts examination. Advanced courses prepare students for AP Exams or successful completion of credit-bearing courses through partnerships with local colleges and universities.

## ENGLISH DEPARTMENT PATHWAYS

These are the common pathways in English that a student follows during his or her high school career. However, we always attempt to meet the needs of individual students.

**SUGGESTED CRITERIA FOR MAINTAINING PLACEMENT IN AND GAINING ADMISSION TO HONORS AND ADVANCED PLACEMENT COURSES:** For a student to advance from a Regents to an Honors-level course, or from an Honors to an AP level, we recommend the student earns an overall average of 90 in the prerequisite course. For a student to maintain previous placement in an Honors or AP level, we recommend the student earns an overall average of 85 in that course.



**100 ENGLISH 9-H – 1 Credit.** This advanced course consists of a greater in-depth analysis of the materials taught in English 9R (see English 101 below). Additional works are studied and more emphasis is placed on independent work as well as rigorous writing. This program's pedagogical foundation consists of the skill concepts and strategies that students need for success in AP courses and college-level work as well as the SAT exam. Students should meet the requirements for entry into advanced classes.

**101 ENGLISH 9 – 1 Credit.** This course includes readings in contemporary and classic novels, drama, poetry, and short stories that are taught in conjunction with state standards. Students will be required to compose essays, give speeches, and analyze various forms of media such as music, movies, and artwork. Some of the works studied are *Romeo and Juliet*, *The Odyssey*, and *Of Mice and Men*. Students learn and become familiar with specific literary and poetic terminology while also building their academic and standard vocabulary lexicon.

**120 ENGLISH 10-H – 1 Credit.** This advanced course consists of a greater in-depth analysis of the materials taught in English 10R (see English 121 below). This program’s pedagogical foundation consists of the skills, concepts, and strategies that students need for success in AP courses and college-level work. In addition, students will be prepared for the SAT through targeted vocabulary practice.

**121 ENGLISH 10 – 1 Credit.** This course continues, on a more advanced level, the experiences begun in English 9. Literary works are balanced between classic and modern. A variety of genres are taught. Some of the works studied may include *The Lord of the Flies*, *Night*, *Othello* as well as several pieces of fiction, nonfiction, and poetry found in the *Houghton-Mifflin Anthology*. Writing pieces will reflect those needed for the Common Core English Regents along with regular reflections and a research paper.

**130 HONORS COLLEGE ENGLISH 11 – 1 Credit.** This advanced course consists of a greater in-depth analysis of the materials taught in English 11R. This program’s foundation consists of the skills, concepts, and strategies that students need for success in AP courses and college-level work. Students must meet the requirements for entry into advanced courses. The New York State Common Core English Language Arts Regents Examination is given during the course. This course is linked to the LIU High School Scholars Program. Students have the opportunity to earn three college credits for this course--this course is equivalent to LIU’s ENG 162: The American Novel. (Please see the LIU High School Scholars Program description under the Specialty Programs section for further details).

**131 ENGLISH 11 – 1 Credit.** The basic framework of this course is an analysis of American literature. Contemporary works are studied, such as *A Raisin in the Sun*, *A Streetcar Named Desire*, *The Catcher in the Rye*, and several pieces of fiction, nonfiction, and poetry found in the *Houghton-Mifflin Anthology*. Language arts skills are developed through works, essays, research papers, and projects. The New York State Common Core English Language Arts Regents Examination is given during the course.

**132 ENGLISH 12 – 1 Credit.** This course is designed to provide support for senior graduation candidates who will take the January Common Core English Language Arts Regents Examination. The first semester will concentrate on providing students with the necessary instruction and support that will help them master the standards and tasks addressed on the Regents exam. The second semester will focus on improving writing skills in preparation for college experiences and assessments.

**139 READING AND RESPONDING TO FICTION AND NONFICTION – .5 Credit.** This course is designed for students who need extra time and support to accomplish Regents-level work. Placement in this class is determined as a result of teacher evaluation and recommendation using reading scores, skills measurement, and assessments. This additional period--every other day--along with prescriptive instructional strategies will help students accomplish Regents-level work. The class will be designed around the concept of student choice. By increasing student engagement, we will successfully increase student volume and stretch their complexity as readers and writers. Open to students in grades 10 and 11.

**140 COLLEGE FILM APPRECIATION AND CRITICISM – .5 Credit.** This course will focus on analyzing and evaluating movies. Students will learn the “language” of film – the rhetorical methods of film criticism. Instead of passively viewing a film, students will learn to interact and engage with a film by understanding the cinematic elements and techniques that the artist uses to create an effect. Students will realize the historical, cultural, and psychological impact of cinema on society in the 20th and 21st centuries. The rhetoric of cinema will be understood and utilized while examining films from different periods in the history of motion pictures. Students will read and write extensively about movies. This course is linked to the LIU High School Scholars Program. Students have the opportunity to earn three college credits for this course--this course is equivalent to LIU’s ENG 69: Fiction in Film. (Please see the LIU High School Scholars Program description under the Specialty Programs section for further details). Open to students in all grades.

**141 CREATIVE WRITING (R) – .5 Credit.** This course covers various genres of short stories and poetry. Students are expected to contribute writing pieces regularly. Drafting, peer critiquing/discussion, and editing comprise the core of the class activities. Students will produce a variety of original short stories and a book of poetry. Open to students in all grades.

**142 PUBLIC SPEAKING – .5 Credit.** Students will be prepared for a variety of academic and formal situations that require oral presentations. This course will serve as an introduction to communication through speech and will focus on the skills of public speaking. Topics will include the conventions of speechwriting, rhetorical strategies, establishing voice, speech analysis, and the importance of recognizing purpose through embedded undertones. The course will require students to use research-based organizational strategies as the primary methodology for constructing effective speeches. The class will delve into techniques to lessen anxiety and will ultimately promote self-efficacy in public speaking. Students will learn how to use visual aids to enhance presentations. Students will also analyze and dissect examples of famous speeches that will serve as mentor texts. Open to students in grades 10, 11, and 12.

**143 SAT/ACT PREPARATION IN ENGLISH – .25 Credit.** This is a course designed to prepare students for the English sections of the SAT exam and ACT exams. All students taking this course must also register for SAT/ ACT Preparation in Mathematics. It is a one-semester course where students alternate days taking these subjects. At the completion of both courses, students will have earned .5 credits.

**147 COLLEGE RESEARCH – .5 Credit.** This is a one-semester course designed for students to use research to deepen their understanding of various topics. They will use their own inquiry-based questions to explore areas they wish to investigate. Students will learn to form hypotheses, use evidence and organize thinking effectively. This course will culminate in the production of a full-length, college-level thesis research paper.

**148 COLLEGE LITERATURE & COMPOSITION-H – 1 Credit.** This course is a combination of college-level British literature and composition. The first semester focuses on the concepts of rhetorical contexts and strategies. Students will compose expository, analytical, and argumentative texts. Student investigation of the relationships between brainstorming, reading, research, revising, and editing will serve as the foundation for each text. Students will interact with different styles of writing (essays, letters, speeches, articles, and novels) to serve as mentor texts. Throughout the semester students will develop their own style and voice as a way to establish their authorial identity. The second semester focuses on the study of British literature. Students will be exposed to a multitude of texts that vary in genre, development, craft, and contextual influence. Students will analyze how culture molds a piece of literature, and students will study how the transformation of specific cultures influences human progression over time. This course is linked to the LIU High School Scholars Program. Students have the opportunity to earn six college credits for this course--this course is equivalent to LIU's ENG 12: British Lit II and ENG 1: Writing I. (Please see the LIU High School Scholars Program description under the Specialty Programs section for further details). Open to 12th-graders only.

**150 HORROR/SUSPENSE – .5 Credit.** This rigorous, literature-based course is designed to explore the impact of horror and suspense on society through literary analysis and essays and culminates in a creative writing project. Legends, myths, and the macabre will be examined and scrutinized by examining and analyzing the works of Stephen King, Edgar Allen Poe, and Bram Stoker. The class is literature-based, although we will analyze and compare scenes from movies based upon the literature examined. This class requires an open mind and the understanding that you will be required to do a great deal of reading. Open to students in all grades.

**151 CHILDREN’S LITERATURE – .5 Credit.** The purpose of this course is to acquaint students with the various themes that run through all children’s literature. The course attempts to develop an awareness of the different types of children’s literature, such as picture books, fairy tales, comics, fables, and novels, and to provide a critical basis for evaluation of this literature. Students will be expected to create storybooks. There will also be an emphasis on how children’s literature can be used to teach a variety of ethical, moral, social, and educational concepts. Open to students in all grades.

**154 JOURNALISM – .5 Credit each semester.** Journalism students develop an appreciation for the skills and ethics of newspaper writing. Students will read, study and analyze a variety of news sources in class and will also be expected to find sources independently. Students will practice writing features, editorials, and news and sports stories, and will learn about the journalist’s code of ethics in exercising the freedoms and responsibilities of the press. Open to students in all grades.

**166 ADVANCED PLACEMENT SEMINAR – 1 Credit. This course can be taken by 10th graders in place of English 10H.** Students should meet the suggested AP Capstone criteria in conjunction with teacher recommendations. AP Seminar is a foundational course that fosters critical thinking and exploration while engaging students in research-based practices through college-level curricula. The course is designed to encourage inquiry, analysis, synthesis, and evaluation as students investigate issues that matter to them. AP Seminar invites students to explore global issues through divergent perspectives. Students craft evidence-based arguments and communicate their perspectives through various mediums. Students constantly assess the value of their questions and the importance of investigating a solution. The student must take the Advanced Placement examination in AP Seminar.

**169 ADVANCED PLACEMENT RESEARCH – 1 Credit. Prerequisite: AP Seminar.** AP Research is the second course in the AP Capstone program. Students design, plan and implement a yearlong investigation to address a research question. Students have the opportunity to explore a topic or question of personal interest and develop and defend a more comprehensive argument and conclusion. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and addressing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Open to students in grades 11 and 12.

**167 LC ADVANCED PLACEMENT LANGUAGE AND COMPOSITION – 1 Credit. Suggested Prerequisite: English 10H, English 11H, AP Seminar, or AP English Literature.** This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The emphasis will be on the expository, analytical, and argumentative writing that forms the basis of academic and professional communication. The course will teach students to read primary and secondary sources carefully, synthesize material from these texts in their own compositions, and cite sources using MLA conventions. The focus of this course is on the study of rhetoric: argument and analysis. Students will encounter a series of essays, letters, speeches, aphorisms, and novels and practice rhetorical analysis of such texts. Students will construct sophisticated written arguments and rhetorical analyses in preparation for the AP Language and Composition Exam. The New York State Common Core English Language Arts Regents Examination is given to all juniors enrolled in this section. Open to students in grades 11 and 12. The student must take the Advanced Placement examination in AP Language.

**167 ADVANCED PLACEMENT LITERATURE AND COMPOSITION – 1 Credit. Suggested Prerequisite: English 10H, English 11H, AP Seminar or AP English Language.** The purpose of this course is to prepare students for the critical analysis of college-level literary works. Extensive study of poetry, novels, dramas, short stories, and literary criticism will be undertaken. This course is different from regular high school courses in that it is taught with college curricula and college-level materials. The course is fast-paced, with emphasis on content immersion and performance assessments at the analysis and synthesis level. Students who successfully complete this course will

demonstrate the ability to read critically, ask relevant and pertinent questions about what has been read--a range of literature rich in quality and representative of different literary forms and historical periods--and analyze the contribution of language to both the literal and figurative meanings of a work. Upon completion of the AP exam offered in the spring, students may be granted up to a full year's college credit depending on their performance. The New York State Common Core English Language Arts Regents Examination is given to all juniors enrolled in this section. Open to students in grades 11 and 12. The student must take the Advanced Placement examination in AP Literature.

**168 SENIOR EXPERIENCE – .5 Credit.** The Senior Experience program provides the opportunity for high school seniors, under the mentorship of faculty members, to design projects that may take the form of internships with community agencies, intensive research on a topic of interest, or artistic or performance-based projects. During part of the school day, evenings, and/or weekends, students devote significant time to work on their internships, research their topics, maintain written daily journals, discuss their experiences with one another and meet with their mentors to explore and reflect upon project issues. Upon completion of their projects, students submit their daily journals for evaluation and give oral presentations before a panel of students, teachers and community members. This experience enables students to explore the techniques of written and oral expression in the areas of personal creativity and personal career choices.

**171 ESSAY WRITING FOR COLLEGE – .5 Credit.** If applying to college concerns you, this English course is for you. This class is designed as a hands-on approach to the college acceptance process. The scope of the work includes researching college choices based on career interest, developing the personal essay, creating a resume needed for the college application, and completing the college application, as well as scholarship applications. Priority will be given to seniors who wish to schedule this course in the fall of senior year. It will run in close collaboration with the counseling department.

**172 TED-ED STUDENT TALKS – .5 Credit.** This is a one-semester course that focuses on analyzing, evaluating, and producing TED-Ed Student Talks through the TED-Ed program. Students will thoroughly analyze existing TED Talks for content, style, appeal, and technique. Afterward, each student will construct and present his/her own ideas in the form of a short, TED-style talk on topics relevant to them and their life. Students will implement the strategies they learned from their analyses. Parental permission is required for presentation recording. Open to students in grades 10-12.

**173 DYSTOPIAN/FANTASY – .5 Credit.** This is a one-semester course where students will explore alternative worlds presented in the two genres - Dystopian and Fantasy. Students will read short stories, novels, and view films which feature fantastical and dystopian worlds as a means to confront the epic struggle of good vs. evil while considering the thematic connections between literature and real-world issues. Students will examine and analyze the works of J.K Rowling, Suzanne Collins, and others. Students will also explore these genres through their own creative writing.

**190 THEATRE ARTS – .5 Credit.** The focus of this course is on the development of acting skills and stagecraft. Students will actively participate in theater games, exercises, ad-libs, and drama projects. Students will perform rehearsed pantomimes, monologues and scenes while studying the principles of stage movement, mime, improvisation, voice production, facial expression and body gesture, and interpretation of the character. Some memorization is mandatory. Open to students in all grades.

# **HEALTH AND PHYSICAL EDUCATION**

## **HIGH SCHOOL PHYSICAL EDUCATION**

**862 PE 9-12 – .5 Credit.** Physical Education is required for all four years of high school. The mission of physical education in Glen Cove Schools is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. To accomplish this mission three major units of study will be in our Physical Education curriculum:

**866 Personal Wellness**– This unit will teach the general fitness principles and techniques that the students can take with them through life. Students will work on improving overall fitness through activities that will help them build strength, endurance, and flexibility. It will offer a variety of activities including, but not limited to, yoga, cross-country running, Pilates, Crossfit/bootcamp, step aerobics, and abdominal core Classes. Students will learn how exercising through multiple channels helps reduce stress and develop a positive outlook while burning calories.

**865 Strength and Conditioning** – This unit will teach advanced training methods and build the foundations of fitness. The five health-related fitness components – muscular strength, cardiovascular fitness, flexibility, muscular endurance, and body composition – will be the main focus, as well as acquainting students with the skill-related components of power, agility, hand-eye coordination, and speed. An assortment of topics related to fitness will be covered. Students will develop an understanding of all the components necessary for designing a program and maintaining personal fitness throughout their lifetime. Great for athletes and students who are tight on time; these students will now have a place to train without having to join a gym or come home late due to practices, work, or studies.

Physical Education is required annually for all students during their tenure in high school. Two credits are required for graduation, .5 credit annually.

## **HEALTH**

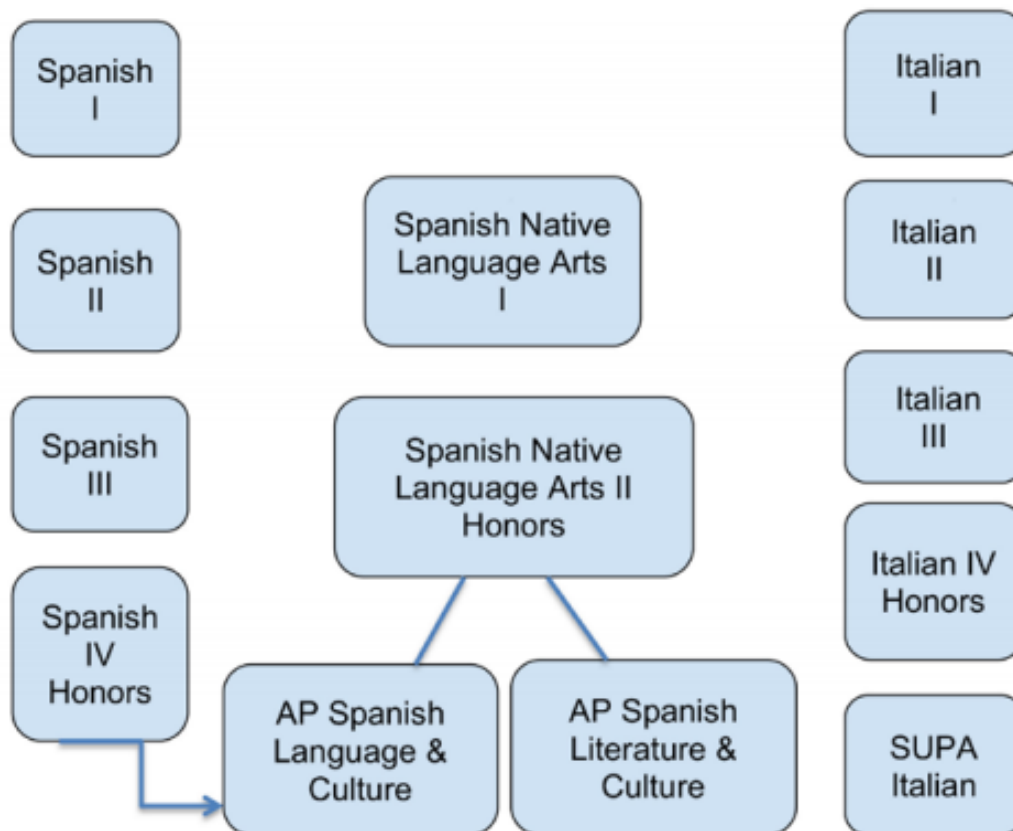
**460 HEALTH EDUCATION – .5 Credit.** This course addresses critical health issues and behaviors of relevance to teenagers in the areas of physical, social, and mental well-being. Students will learn functional knowledge that includes diseases and disorders, nutrition, alcohol, tobacco and other drugs, human sexuality, HIV/AIDS, first aid, and CPR. Students will also learn topics that are covered within the context of developing life skills, including decision-making, refusal skills, self-improvement, communication skills, stress management, and social skills. Emphasis is placed on student participation through assessments, projects, and a final examination. All students are required to take one semester of health to satisfy New York State requirements for a high school diploma. Health is scheduled during the freshman or sophomore year whenever possible.

# LANGUAGES OTHER THAN ENGLISH (LOTE)

The world is becoming smaller and communication among people is constantly increasing in importance. The study of languages should then also increase if we are to fulfill the communication needs of the future. The state mandates underscore the need for the study of Languages Other Than English. The knowledge of world languages has many rewards in the fields of international business, law, medicine, politics, and travel. The study of languages also leads to a better comprehension of the English language and grammar and to an increased understanding of other people and cultures.

## COMMON PATHWAYS IN LOTE

These are the common pathways in LOTE that a student follows during his or her high school career. However, we always attempt to meet the needs of individual students.



**611 SPANISH I – 1 Credit.** This course introduces basic vocabulary, grammar, idiomatic expression, verbs in the present and preterit tenses, and life and customs in the Spanish-speaking world. The emphasis throughout the course is on communicative proficiency and the development of the four language skills – listening, speaking, reading, and writing – in a functional context.

**612 SPANISH II – 1 Credit. Prerequisite: Successful completion of Spanish I.** Includes intermediate grammar, vocabulary, and idioms, as well as verbs in the imperfect and compound tenses, imperative and subjunctive. The emphasis continues to be on communicative proficiency, with additional work on reading and writing skills.

**613 SPANISH III – 1 Credit. Prerequisite: Successful completion of Spanish II.** This course completes the presentation of verb forms and the fundamental grammar of the language. The four language skills continue to be developed with an emphasis on reading and writing in preparation for the FLACS exam or Regents-equivalent examination.

**614 HONORS SPANISH IV – 1 Credit. Prerequisite: Successful completion of Spanish III with a final grade of 90 or better and teacher recommendation.** This is an advanced conversation and composition course, which includes readings from contemporary authors, newspapers, and magazines, as well as from the more traditional authors. A thorough review of grammar is undertaken as needed for appropriate skill development.

**615 ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE – 1 Credit. Prerequisite: Successful completion of Spanish IV(H) with a final grade of 85 or better and teacher recommendation.** This course is designed to build upon the language skills of advanced learners of Spanish. It encourages students' independent exploration and helps them to become lifelong learners of Spanish. It prepares them for the challenges of communication in the real world and serves to train students for success in higher education, as well as in the workplace. It also serves as enrichment in the language and culture by exposing students to Spanish literature, the arts, and the media. The student must take the Advanced Placement examination AP Spanish Language.

**615 ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE – 1 Credit. Prerequisite: Successful completion of Spanish IV(H) with a final grade of 85 or better and teacher recommendation.** This course refines listening, speaking, and writing skills through the study of literature from medieval times to the present. It includes the historical background of each century and author studies, among them Cervantes, Isabel Allende Garcia-Lorca, and Garcia-Marquez. The student must take the Advanced Placement examination AP Spanish Literature.

**621 ITALIAN I – 1 Credit.** This course is designed for any student who wishes to develop listening, speaking, writing, and reading skills in Italian and has the desire to learn a world language as well as develop a deep appreciation for the Italian culture. Emphasis will be placed on students' ability to communicate ideas at a beginner level.

**622 ITALIAN II – 1 Credit. Prerequisite: Successful completion of Italian I.** This course includes more advanced vocabulary and grammatical structures. The approach stresses speaking and comprehension but also emphasizes reading and writing. Students will be able to use basic language structures and understand issues in contemporary Italian society.

**623 ITALIAN III – 1 Credit. Prerequisite: Successful completion of Italian II.** This course completes the instruction in basic grammatical structures, including the subjunctive modes (present, imperfect, and pluperfect), the passive voice, and the preterite tense. In addition to the improvement of conversational skills, reading of short selections of contemporary works and developing writing are stressed in preparation for the Regents-equivalent examination.

**624 HONORS ITALIAN IV – 1 Credit. Prerequisite: Successful completion of Italian III with a final grade of 90 or better and teacher recommendation.** This is an advanced conversation and composition course, which includes readings from contemporary authors, newspapers, and magazines, as well as from the more traditional authors. A thorough review of grammar is undertaken as needed for appropriate skill development.

**630 COLLEGE ITALIAN SUPA 201 – Prerequisite: Successful completion of Italian IV(H) with a final grade of 85 or better and teacher recommendation.** Offered through Syracuse University, this course further develops, strengthens, and refines the language skills learned while building a deeper understanding of Italian culture. Students enrolled in this course have the option of taking the Italian AP exam and/or receiving four Syracuse University College credits (\$115 per credit).

**639 SPANISH NATIVE LANGUAGE ARTS I – 1 Credit.** This course is intended for those students who complete Checkpoint A in middle school and are native speakers of Spanish.

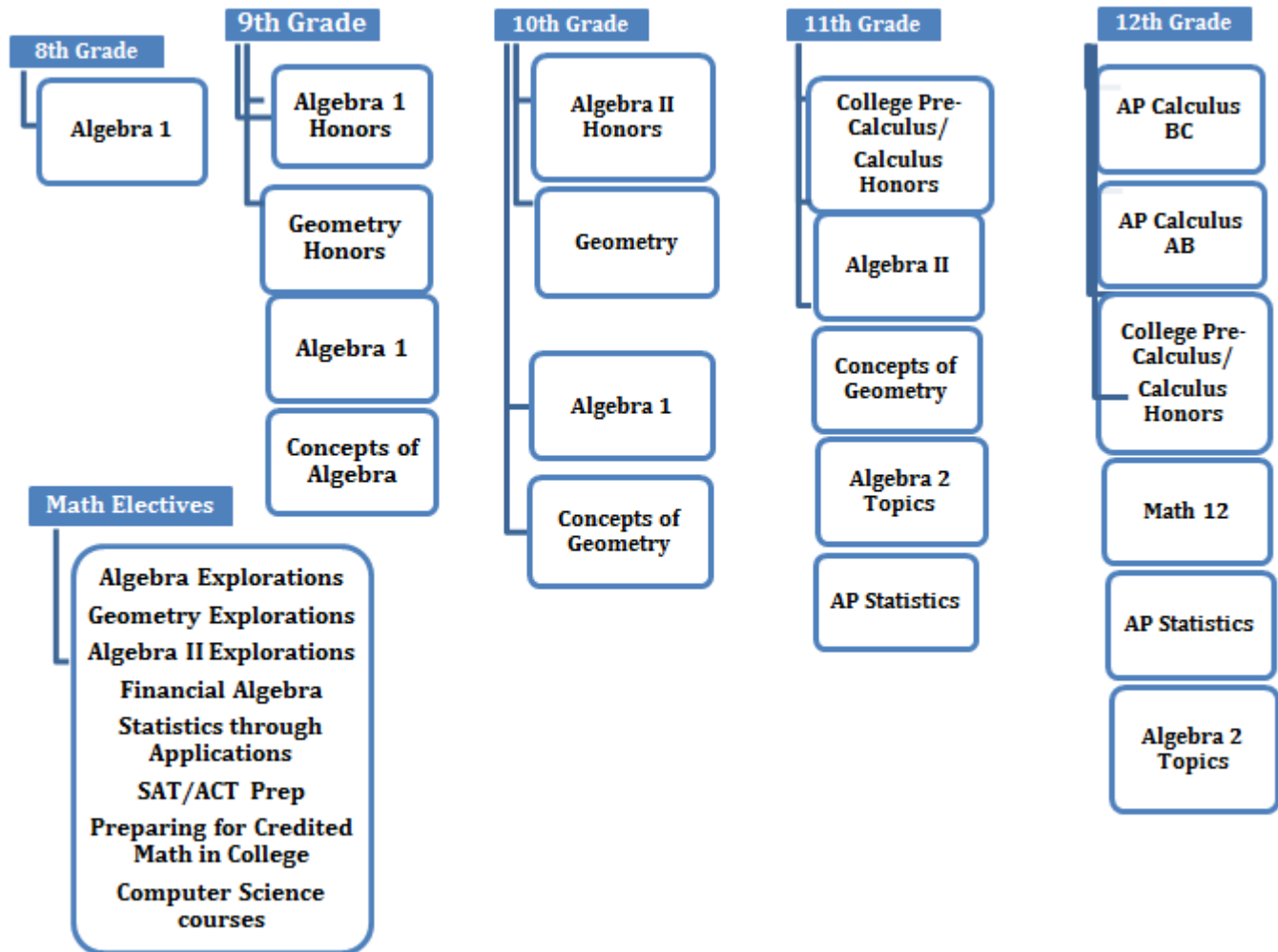


**640 HONORS SPANISH NATIVE LANGUAGE ARTS II – 1 Credit. Prerequisite: Successful completion of Spanish Native Language Arts I or department approval.** This course is intended for those students who complete Spanish Native Language Arts I and are native speakers of Spanish. Advanced grammar, classic and contemporary literature, history, and culture will be the main components of the course. This course grants Honors-level credit and prepares students to enroll in an AP Spanish course.

# MATHEMATICS/COMPUTER SCIENCE

One of the greatest predictors of success in college is an achievement in high school mathematics. It is the goal of the Mathematics Department of the Glen Cove School District to offer a wide variety of courses, ensuring that all students experience success. Included in these offerings are computer science classes, which count for math credit. Glen Cove

High School is among the technology leaders of Long Island schools. All of our programs follow New York State guidelines and prepare students to meet the requirements of the state standards, as well as for future study. Below is a list of course offerings by grade level.



**323 ALGEBRA 1 – 1 Math Credit.** This course covers the same curriculum as the Algebra 1 course, except it is designed for students with limited English proficiency and for whom English is not their first language. In June, students will take the Algebra 1 Regents exam. Passing this exam is a requirement for high school graduation. Emphasis will be placed on the development and usage of appropriate mathematical vocabulary and on communicating mathematical ideas that relate to real-life situations. A TI-84+ graphing calculator will be used throughout the course. This course grants Math credit.

**385 ALGEBRA 1 – 1 Credit. Prerequisite: Math 8 or Concepts of Algebra.** This is the first course of the three-year New York State Mathematics curriculum. It addresses the entire Algebra 1 curriculum over the course of one year, ending with a Regents examination in June. Passing the Algebra Regents exam is a requirement for high school graduation. Throughout this course, students will develop the ability to reason mathematically by exploring topics such as linear and quadratic equations, modeling with functions, transformations, statistics, and sequences. A TI-84+

graphing calculator will be used throughout this course.

**393 ALGEBRA EXPLORATIONS** – .5 Credit. **Co-requisite: Algebra 1.** This course meets every other day and will serve as support for the Algebra 1 class. While preparing to take the Algebra 1 Regents Exam, students will explore how mathematical concepts can be applied to real-world settings.

**385H ALGEBRA I HONORS** – 1 Credit. This course covers the Algebra 1 Regents curriculum in greater depth and also enriches the curriculum by including additional topics not covered on the Regents exam. A TI-84+ graphing calculator will be used throughout this course.

**331 CONCEPTS OF GEOMETRY** – 1 Credit. **Prerequisite: Passing the Algebra 1 Course.** This course is for students wanting to build a stronger mathematical foundation before taking the Geometry course and/or students who need to retake the Algebra 1 Regents exam. During the first half of the year, students will review all the necessary algebraic concepts to prepare them for the January Algebra 1 Regents exam. In the second half of the course, students will be exposed to several of the geometry standards including rigid motions, transformations, constructions, and properties of triangles and quadrilaterals. A TI-84+ graphing calculator will be used throughout this course.

**386 GEOMETRY** – 1 Credit. **Prerequisite: Algebra I or Concepts of Geometry.** This is the second course of the three-year New York State Mathematics curriculum. It addresses the entire geometry curriculum over the course of one year, ending with a Regents examination in June. Students wishing to graduate with a Regents Diploma with Advanced Designation must pass this course, as well as the Geometry Regents exam. Throughout this course, students will utilize a problem-solving approach and explore topics such as geometric proofs, solid geometry, transformational geometry, and coordinate geometry. A TI-84+ graphing calculator will be used throughout this course.

**394 GEOMETRY EXPLORATIONS** – .5 Credit. **Co-requisite: Geometry.** This course meets every other day and will serve as support for the Geometry class. While preparing to take the Geometry Regents Exam, students will explore how mathematical concepts can be applied to real-world settings.

**384 GEOMETRY HONORS** – 1 Credit. **Prerequisite: Algebra I or Algebra IH.** This course covers the Geometry Regents curriculum in greater depth and also enriches the curriculum by including additional topics not covered on the Regents exam. A TI-84+ graphing calculator will be used throughout this course.

**383 ALGEBRA 2 TOPICS** – 1 Credit. **Prerequisite: Geometry or Concepts of Geometry.** This course is for students wanting to build a stronger mathematical foundation prior to taking the Algebra II course. Students enrolled in this course will take a midterm and a final exam, but will not take the Regents exam until the following school year. Topics include functions, complex numbers, probability, and statistics, as well as sequences and series. A TI-84+ graphing calculator will be used throughout this course.

**392 ALGEBRA II** – 1 Credit. **Prerequisite: Geometry or Algebra II Topics.** This is the third course of the three-year NYS Mathematics curriculum. It addresses the Algebra II curriculum over the course of one year, ending with a Regents examination in June. Students wishing to graduate with a Regents Diploma with Adv. Designation must pass this course, as well as the Algebra II Regents exam. This course expands on the concepts introduced in both the Algebra and Geometry courses while introducing new topics such as the complex number system, conditional probability, statistics, and functions. A TI-84+ graphing calculator will be used throughout this course.

**398 ALGEBRA II EXPLORATIONS** – .5 Credit. **Co-requisite: Algebra II.** This course meets every other day and will serve as support for Algebra II. While preparing to take the Algebra II Regents Exam, students will explore how mathematical concepts can be applied to real-world settings.

**392H ALGEBRA II HONORS** – 1 Credit. **Prerequisite: Geometry or Geometry Honors.** This course covers the

Algebra II Regents curriculum in greater depth and also enriches the curriculum by including additional topics not covered on the Regents exam. A TI-84+ graphing calculator will be used throughout this course.

**351 MATH 12 – 1 Credit. Prerequisite: Algebra II.** This is a one-year course designed for college-bound students. Topics include advanced algebra, analytic geometry, and matrix algebra with applications. Students will also be exposed to SAT questions throughout this course. A TI-84+ graphing calculator will be used.

**395 COLLEGE PRECALCULUS/CALCULUS HONORS – 1 Credit. Prerequisite: Algebra II or Algebra III.** This dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn up to eight college credits for this course. (Please see the LIU High School Scholars Program description under the Specialty Programs section for further details). The first half of the course is devoted to the study of precalculus where topics will include polynomial, rational, logarithmic, exponential, and trigonometric functions. The second half of the course will be spent on calculus, covering topics such as limits, continuity, differentiability, and applications of the derivative. A TI-84+ graphing calculator will be used.

**346D ADVANCED PLACEMENT CALCULUS AB – 1 Credit. Prerequisite: Algebra III or College PreCalculus/Calculus Honors.** This is a college-level calculus course that prepares students for the Advanced Placement Calculus AB examination administered by the College Board in May of each year. This course includes differential and integral calculus, which are typically addressed in a college Calculus I course. It emphasizes a multi-representational approach to studying calculus, with problems being expressed graphically, analytically, numerically and verbally. A TI-84+ or TI-89 graphing calculator will be used throughout this course. Students will have to meet the criteria for admission to Advanced Placement classes as set forth by the school district. The student must take the Advanced Placement examination in Calculus AB.

**347 ADVANCED PLACEMENT CALCULUS BC – 1 Credit. Suggested Prerequisite: College PreCalculus/Calculus Honors.** This is a college-level calculus course that prepares students for the Advanced Placement Calculus BC examination administered by the College Board in May of each year. This course includes an in-depth study of differential calculus and integral calculus, as well as sequences and series. These topics are typically addressed in college Calculus I and Calculus II courses. A TI-84+ or TI-89 graphing calculator will be used throughout this course. Students will have to meet the criteria for admission to Advanced Placement classes as set forth by the school district. The student must take the Advanced Placement examination in Calculus BC.

**349 ADVANCED PLACEMENT STATISTICS – 1 Credit. Prerequisite: Students may take this course after completing Algebra II or at the same time as taking Algebra II.** This is a college-level non-calculus-based statistics course that prepares students for the Advanced Placement Statistics examination given by the College Board in May of each year. This course is linked to the St. John's University College Advantage Program. Students have the opportunity to earn six college credits for the course. (Please see the St. John's University College Advantage Program description under the Specialty Programs section for further details). This course includes an in-depth study of four major concepts covered by the AP curriculum: data analysis, experimental design, probability, and inferential statistics (hypothesis testing). Students will have to meet the criteria for admission to Advanced Placement classes as set forth by the school district. The student must take the Advanced Placement examination in Statistics.

**320 FINANCIAL ALGEBRA – 1 Credit. Prerequisite: Passing Algebra I.** After completing this course, students will be prepared to make decisions about their daily financial encounters. They will investigate topics such as auto insurance, income taxes, stock market investments, banking investments, and health and homeowner's insurance. They will accomplish this by using the algebra and geometry learned in their previous high school math classes. A TI-84+ graphing calculator will be used.

**391 STATISTICS THROUGH APPLICATION** – .5 Credit. **Prerequisite: Passing Algebra I.** This is an introductory course in high school statistics that incorporates the use of Microsoft Excel. Students will learn to collect and interpret data as they become proficient in the use of this software to create spreadsheets. Applications to areas such as sports, advertising, political campaigns, and surveys will be included.

**324 CREATIVE MATHEMATICAL PROBLEM SOLVING** – .5 Credit. In this class, students will be exposed to advanced math concepts, including the study of discrete math, graph theory, and logic. They will learn how to solve non-routine problems while being trained to participate in math competitions including the Nassau County Interscholastic Math League (NCIML), American Math Competition (AMC), and the Nassau County Mathematics Tournament. As students learn the theory behind the mathematics concepts these competitions address, they will gain a greater insight into how mathematics can be used to better understand the world.

**342 SAT/ACT PREPARATION IN MATHEMATICS** – .25 Credit. This is a course designed to prepare students for the mathematics sections of the SAT and ACT exams. All students taking this course must also register for SAT/ACT Preparation in English class. It is a one-semester course where students alternate days taking these subjects. At the completion of both courses, students will have earned .5 credit.

## **COMPUTER SCIENCE COURSES**

**348 COMPUTER MATH APPLICATIONS** – .5 Math Credit. **Prerequisite: Passing Algebra.** This course will expose students to how mathematics is used in the real world. It is taught in a computer lab and students will get to apply their knowledge of topics such as geometry, circles, probability and science to real-life applications. Never again will students ask the question, “When are we ever going to use this in real life?”

**379 INTRO TO GAMING AND GRAPHICS** – 1 Math Credit. **Suggested Prerequisite: 1 year of high school math.** Stop playing and start creating! Glen Cove City School District is revolutionizing the high school computer class by offering students the opportunity to learn how modern games are created. This class will demystify the process and make programming easy! This introductory course in graphic design and game making will give students the basic understanding necessary to break into the gaming world in a big way. This is the first of two courses that lead to either Advanced Gaming or AP Computer Science. This course will apply the concepts of graphic design as seen in the program Alice, as well as incorporate Java coding. The final unit will use Gamemaker to prepare students for high-level game creation rarely seen in a high school computer class.

**804 ADVANCED GAMING** – 1 Math Credit. **Prerequisite: Intro to Gaming and Graphics.** This course is designed for those students who couldn't get enough of Intro to Gaming and Graphics. Students will continue working with Alice as well as Gamemaker, while they work to become experts in the ever-popular world of video game making.

**817 COMPUTER SCIENCE IN PYTHON** - .5 Math Credit. This course teaches the fundamentals of computer programming and is taught in the Python language. Students will develop an appreciation for how computers store and manipulate information by building simple console-based games.

**818 WEB DESIGN** - .5 Math Credit. This is a project-based course where students will learn how to build their own web pages using the languages of HTML and CSS. They will create live homepages serving as portfolios of their creations. By the end of the course, each student will have a published website of their own.

**816 CYBERSECURITY** – 1 Math Credit. As our world becomes increasingly dependent on technology, cybersecurity is an issue of growing importance. It is crucial that we learn to take precautions from the growing threat of cyber attacks. In this course, students will learn to become responsible citizens in a digital future by studying such topics as cryptography, software security, networking fundamentals, and basic system administration.

**808C HONORS COMPUTER PROGRAMMING – 1 Math Credit. Prerequisite: 1 year of high school math.**

Students will learn to use and create applications for Microsoft Windows using Visual Basic 6.0 and Java. They will use tools that allow them to create an application that has features similar to other Windows applications. They will learn to save, edit and print these applications. This course includes the concept of Object-Oriented Programming, looping structures, conditional statements, procedures, arrays, text, color, sound and various other aspects of Visual Basic and Java.

**814 ADVANCED PLACEMENT COMPUTER SCIENCE A – 1 Math Credit. Prerequisite: Honors Computer Programming or Advanced Gaming or recommendation from math coordinator.**

This is a full-year course designed to prepare students for the AP Computer Science examination administered by the College Board in May of each year. It is taught at a college level and is appropriate for students who have demonstrated outstanding achievement in computer science classes in the past. The major emphasis will be on using Object-Oriented Programming methodology, algorithms, and data structures. The programming language used will be Java. Students will be expected to devote a significant amount of independent time working on programming assignments. Evaluation will be based on programming projects, tests, and a final project. Students will have to meet the criteria for admission to Advanced Placement classes as set forth by the school district. The student must take the Advanced Placement examination in Computer Science.

**815 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES – 1 Credit. Prerequisite: Computer Science Essentials.**

Students will learn to create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulation as they prepare to take the Advanced Placement Exam in Computer Science Principles. The student must take the Advanced Placement Exam in Computer Science Principles.

# MUSIC

Discover the world of music! Our facilities are certainly equal to the best, and the Music Department is generally one of the busiest areas in the school and community. Enjoy music both now and for the rest of your life.

**720 MIXED CHORUS – 1 Credit.** This course is open to all students, who must pass a simple audition. Music sung represents all styles and provides a broad basis for cultural enrichment. Choir members are eligible to audition for the Nassau County High School Chorus and the New York All-State Choirs. Besides singing at school concerts, the chorus performs when requested at various special events and meetings in and outside of school.

**721F SELECT CHORALE – 1 Credit.** Open to outstanding singers in grades 10-12 by audition only. A great variety of challenging music will constitute this curriculum and performances. Choir members are eligible to audition for the Nassau County High School Chorus and the New York All-State Choirs. Besides singing at school concerts, the choir performs when requested at various special events and meetings in and outside of school. The choir also performs at major performing halls in New York City, such as Carnegie Hall and Lincoln Center. In addition, it performs at the New York State School Music Association's major ensemble festivals.

**723 CONCERT BAND – 1 Credit.** Open to students in grades 9-12. Membership in this performing group consists of selected instrumentalists, reserved for those wind and percussion players who have had previous training and experience. Those students entering Concert Band from outside of the Glen Cove schools must be auditioned for proper placement in their respective sections. The music performed is of a medium difficulty level, with the main objective being the advancement of each student's ability level. In addition to school concerts, students participate in the marching band at home football games and parades, and in after-school rehearsals as needed. The band rehearses on all days of the six-day cycle.

**724JE JAZZ ENSEMBLE – .5 Credit.** Admission into this performing group is by audition only, with the focus being placed on the various jazz, swing, and jazz-rock idioms, both past, and present. In addition to performances both within and outside the school, the Jazz Ensemble provides the opportunity to study the art of improvisation.

**725 MUSIC THEORY I (R) – 1 Credit.** This course offers the student the opportunity to develop a fundamental knowledge of music. It includes staves and clefs; scales, both major and minor; key signatures; notations; sight-singing; ear training; dictation; elementary harmony, and a brief overview of music history. Required for Regents Diploma with a major in music. (Full-year class).

**726 MUSIC IN THE DIGITAL AGE – 1 Credit.** Open for students in grades 10-12. This course offers students the opportunity to cultivate skills in composing, recording, editing, mixing, and producing digital audio through basic keyboard musicianship and fluency in digital music software programs (GarageBand, iMovie, iTunes, Sibelius, etc.). Students will also gain a hands-on understanding of the historical development of musical production techniques and their various applications. This course offers the opportunity for students to collaborate in performance with the various school-based performance ensembles (Band, Chorus, and Orchestra).

**741 WIND ENSEMBLE – 1 Credit.** Open to students in grades 10-12 by audition, only without exception. This is a performing group consisting of advanced players of high caliber. A greater variety of difficult music will constitute this curriculum and performances, which assumes a high level of commitment to excellence. In addition to school concerts, students participate in the marching band at home football games and parades, and in after-school rehearsals as needed. The band rehearses on all days of the six-day cycle.

**745 ORCHESTRA – 1 Credit.** Orchestra is open to students in grades 9-12. This performing group consists of string instruments, including violins, violas, cellos, and basses, with the option of the piano. Members of the orchestra will participate in the creation of orchestral music of varied genres and time periods. Daily rehearsals take place to advance students' skills and performance on their instruments. Students will prepare musical selections for various concerts and performing opportunities. Previous training and experience on an orchestral instrument is required to be a member.

# SCIENCE

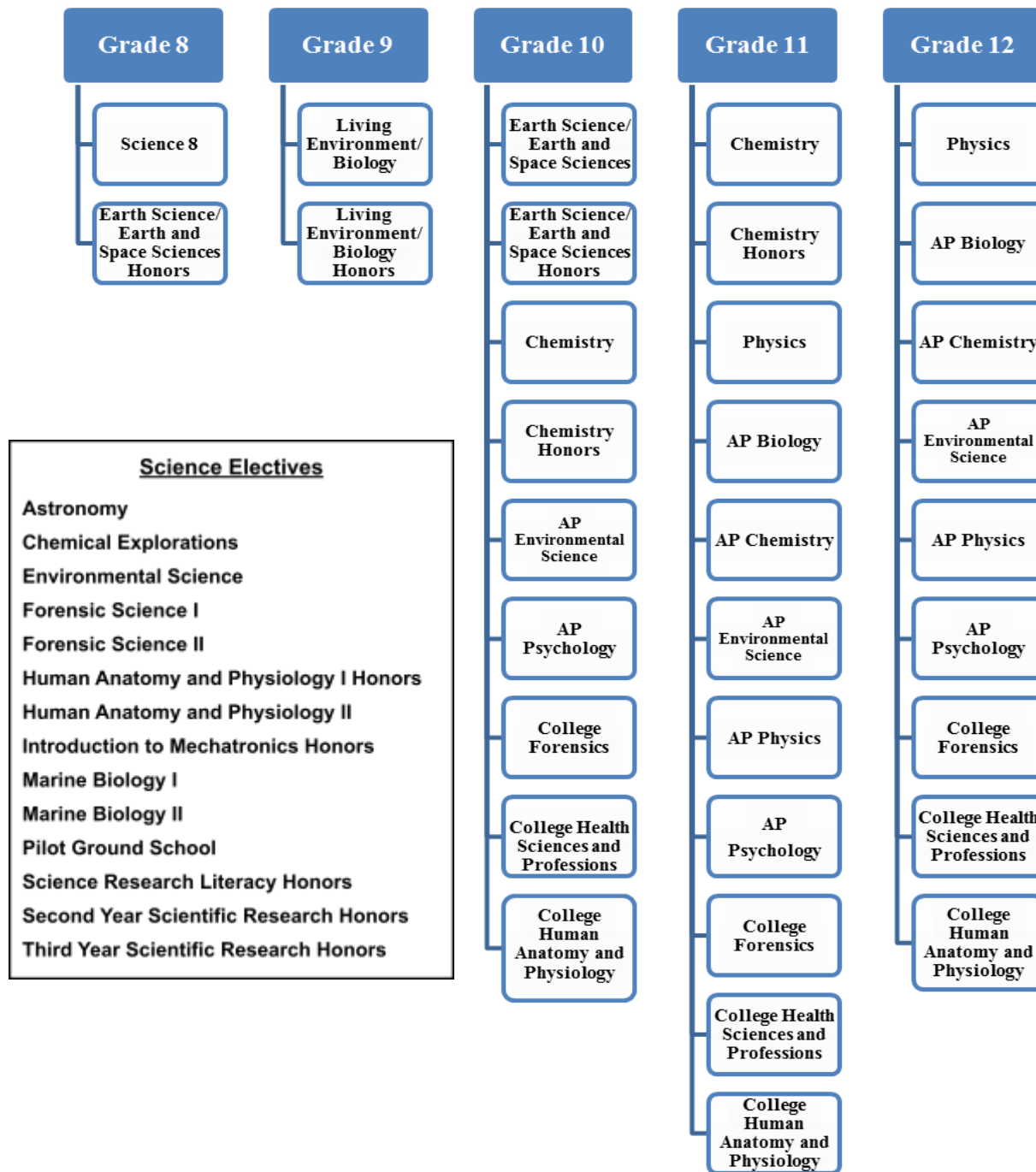
The New York State Education Department requirements necessary for a high school diploma include passing a Regents exam in science (65 or greater) along with three science credits. For a student to achieve an Advanced Regents Diploma, the necessary requirements include passing two Regents exams in science with a 65 or greater (the Living Environment/Biology Regents plus one Regents Physical Setting course), and passing three science courses. It is the purpose of the Science Department at Glen Cove High School to provide an environment where students can explore scientific concepts, approach problems from many perspectives, and become literate in scientific issues.

## **HONORS AND ADVANCED PLACEMENT SUGGESTED CRITERIA:**

For a student to advance from a Regents to an Honors-level course, or from an Honors to an AP level, we recommend the student earns an overall average of 90 in the prerequisite course. For a student to maintain placement in an Honors or AP level, we recommend the student earns an overall average of 85 in that course.

## **COMMON SCIENCE PATHWAYS:**

We always attempt to meet the needs of individual students.





**401 EARTH SCIENCE/EARTH AND SPACE SCIENCES – 1 Credit.** **Suggested Criteria: Successful completion of Living Environment, as well as passing the Regents exam for that course.** This is a one-year course on the physical materials making up Earth and the surrounding environment. Nine core topics and at least two additional optional topics are covered from the New York State Regents Earth Science Syllabus. Class meetings alternate by day between single and double periods. Laboratory requirement: Completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise. In addition, considerable emphasis is placed on data analysis and problem-solving. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

**404 INTRODUCTION TO MECHATRONICS HONORS – 1 Credit.** Suggested for students who have a strong interest in engineering, computer science, or robotics. This honors-weighted elective will provide students with the opportunity to learn about various engineering disciplines, including mechanical, electrical, and computer engineering. Students will then be able to apply theory, principles, and engineering design to solve hands-on problems involving different robotics components, including Lego Mindstorms and the Haddington Dynamics Dexter robot. As part of the course, students will have access to participate in local hackathons where they can showcase their accomplishments in coding and robotics.

**407 EARTH SCIENCE/EARTH AND SPACE SCIENCES HONORS – 1 Credit.** **Suggested Criteria: Successful completion of Living Environment, as well as passing the Regents exam for that course.** This is a rigorous one-year course on the physical materials making up Earth and the surrounding environment. Nine core topics and at least two additional optional topics are covered from the New York State Regents Earth Science Syllabus. Class meetings alternate by day between single and double periods. Laboratory requirement: Completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise. In addition, considerable emphasis is placed on data analysis and problem-solving. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

**413 LIVING ENVIRONMENT/BIOLOGY HONORS – 1 Credit.** **Suggested Criteria: Successful completion of Regents Earth Science in eighth grade and passing the Regents exam for that course.** A one-year course providing an in-depth treatment of the topics covered in the SAT Subject Test Syllabus. It is recommended for students who may be considering a career in a science-related profession and for students prepared to accept a challenge beyond the rigors of a Regents-level course. Class meetings alternate by day between single and double periods. Laboratory requirement: A minimum of 1,200 laboratory minutes and a written report of each laboratory exercise. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

**415 LIVING ENVIRONMENT/BIOLOGY – 1 Credit.** This is a one-year course that provides students with a basic understanding of biological processes and generalizations. Topics include unity and diversity in living things, maintenance in living things, human physiology, reproduction and development, genetics, evolution, and ecology. Course meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise. Assessment: Various assessments will be used, including, but not limited to, laboratory reports, projects, tests, class participation, homework, and the Regents examination.

**418 CHEMICAL EXPLORATIONS – 1 Credit.** *\*Should not be taken if Regents credit in Chemistry is the main objective.* **Suggested Criteria: Successful completion of two years of Regents science and Algebra I, as well as passing the Regents exam for each course.** This is a one-year course that gives an introduction to fundamental chemical concepts and problems, with an emphasis placed on the application of chemical principles to real-life situations. Demonstrations and laboratory experiments will be performed to illustrate the variety of chemistry

applications that can be used for problems in the home, environment, marketplace, industry, medicine, nutrition, and basic daily life. This course connects the general chemistry curriculum to hands-on project-based learning that makes evident connections to students' daily lives. The course involves some chemical mathematics, and students should have basic algebra skills.

**419 PHYSICAL SCIENCES: CHEMISTRY HONORS – 1 Credit. Suggested Criteria: Successful completion of two years of Regents science and Algebra I, as well as passing the Regents exam for each course.** A one-year course providing an in-depth analysis of the topics covered in the NYS Regents Chemistry Syllabus. Topics from the SAT Subject Test Syllabus will also be covered. This course is recommended for students who appreciate the analytical relationship between science and mathematics. Class meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise completed. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

**420 PHYSICAL SCIENCES: CHEMISTRY – 1 Credit. Suggested Criteria: Successful completion of two years of Regents science and Algebra I, as well as passing the Regents exam for each course.** An examination of the basic laws of chemistry is presented in the classroom and reinforced in the laboratory. Much material is presented quantitatively. Class meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

**422 ADVANCED PLACEMENT CHEMISTRY – 1 Credit. Suggested Criteria: Successful completion of Chemistry and Algebra I, as well as passing the Regents exam for each course.** This is a one-year course in chemistry, taught on a college level, which deals with the structure of matter, kinetic theory of gases, chemical kinetics, thermodynamics, oxidation-reduction, descriptive chemistry, and the basic concepts of organic chemistry. Heavy emphasis is placed on laboratory work. The course includes preparation for the Advanced Placement Chemistry examination. Class meetings alternate by day between single and double periods. Laboratory requirement: Students are expected to devote a significant amount of time to laboratory exercises. Laboratory experiments will be qualitative and quantitative and stress the analytical relationship between science and mathematics. Assessment: Various assessments will be used, such as tests, projects, class participation, homework, laboratory reports, analysis of laboratory unknowns, and a final examination/project. The student must take the Advanced Placement examination in Chemistry.

**432 ADVANCED PLACEMENT PHYSICS – 1 Credit. Suggested Criteria: Successful completion of Physics and Algebra II, as well as passing the Regents exam for each course.** This course provides a systematic and intensive introduction to the main principles of non-calculus-based college physics. The course emphasizes the development of problem-solving at the college level and provides a foundation in physics for students pursuing life science, pre-medicine, and applied science careers. Course content includes kinematics, dynamics, rotational statics/dynamics, work/energy, oscillations, mechanical waves, conservation laws, electrostatics, and circuit laws for resistance arranged in serial/parallel configurations. Class meetings are double periods daily. Laboratory requirement: Students are expected to devote a significant amount of time to laboratory exercises. Laboratory experiments will be performed at a college level and may include computer simulations. Assessment: Various assessments will be used, such as tests, laboratory reports, projects, class participation, homework, and a final examination/project. The student must take the AP examination in Physics, and will have the option to also take the Physics Regents exam.

**440 SCIENCE RESEARCH LITERACY HONORS – .5 Credit. Prerequisite: 9th and 10th grade students only.** This course will introduce students to methodologies of research to provide students with skills needed to ultimately conduct an independent research investigation. This course is intended to prepare students for science research undertaken through high school and research internships outside of high school. Students will read and analyze research journals. They will also learn the basic skills of scientific investigation and scientific writing by doing their own

research project. The course culminates in writing a term paper in the form of a scientific article. Students' research reports will be submitted to various science competitions i.e., Long Island Science and Engineering Fair, Long Island Science Congress, Northwell Medical Marvels, or Toshiba Exploravision.

**441 SECOND-YEAR SCIENTIFIC RESEARCH HONORS – .5 Credit. Prerequisite: Successful completion of Science Research Literacy.** This course will continue the work from the Science Research Literacy course in terms of methodologies of research. During the first semester, students will create research reports that can be submitted to science competitions, i.e., Long Island Science and Engineering Fair, Long Island Science Congress, Northwell Medical Marvels or Toshiba Exploravision. In their second semester, students will find scientists at local university laboratories working in areas of interest to them to serve as project mentors.

**442 COLLEGE FORENSICS – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. In this course, scientific methods specifically relevant to crime detection and analysis will be presented. No prior chemistry instruction is required or assumed, but the course should appeal to those who have also had high school chemistry. Emphasis is placed upon understanding the science behind techniques used in evaluating physical evidence. Topics include blood analysis, organic and chemical toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons and arson investigation, among others. This honors-weighted dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn three college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**443 THIRD-YEAR SCIENTIFIC RESEARCH HONORS – .5 Credit. Prerequisite: Successful completion of Second-Year Scientific Research Honors.** This course will continue the work from the Second-Year Scientific Research Honors course in terms of competitions and methodologies of research. During the first semester, students will connect with outside mentors to work in areas of interest to them and to serve as project mentors. In their second semester, students work on the research projects and make a plan to continue this work during the summer. In class, students will work closely with the teacher to fine-tune a research proposal and begin the work of compiling results into a preliminary research paper.

**444 ADVANCED PLACEMENT PSYCHOLOGY – .5 Credit in Social Studies/.5 Credit in Science. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course.** This course is an introductory college-level course in psychology. The following areas of study are discussed: methods, approaches, history of psychology, biological bases of behavior, sensation, and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing, individual differences, abnormal psychology, and psychological disorders. The student must take the Advanced Placement examination in Psychology.

**445 PILOT GROUND SCHOOL – 1 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course.** This course is open to students from grades 10, 11 and 12. This course includes the biology of the human in space. Earth Science topics include latitude and longitude, time and landscapes plus chemical fuels and the physics of flying. Students will be shown employment opportunities in aviation-related fields; pilots, air controllers, and mechanics are just a few of these. **Upon successful completion of this course, students will receive a certificate enabling them to take the written pilot's licensing exam.**

**449 ASTRONOMY – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This is an in-depth study of the solar system, including the sun, planets and the moons thereof, asteroids, comets, and local space exploration, as well as other celestial phenomena, our galaxy, and the universe. Astronomical theories, historical

perspectives, galactic movement, and stellar positions, as well as other astronomical data, will be considered. Some post-school day field experiences are possible. Laboratory requirement: Teacher demonstrations, field trips, and reports will vary according to the subject matter being covered. Assessment: Various assessments will be used, such as tests, reports, projects, class participation, homework, and a final examination/project.

**450 ADVANCED PLACEMENT BIOLOGY – 1 Credit. Suggested Criteria: Successful completion of Chemistry and Algebra I, as well as passing the Regents exam for each course.** This is a one-year course in biology for science majors, taught on a college level, which deals with life on the molecular and cellular levels. Included is an emphasis on laboratory work. Extensive outside reading and independent study is expected. The course includes preparation for the Advanced Placement examination in Biology. Class meetings alternate by day between single and double periods. Laboratory requirement: Students are expected to devote a significant amount of time to laboratory exercises. Assessment: Various assessments will be used, such as laboratory work (as evidenced by written reports, initiative and skills demonstrated to the instructor), tests, projects, class participation, homework and a final examination/project. The student must take the Advanced Placement examination in Biology.

**451 FORENSIC SCIENCE I – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course.** Can be taken concurrently with a laboratory science course. The course introduces skills of forensic science. Investigations in fiber analysis, fingerprinting and blood sample analysis will assist students in problem-solving. This course is strongly recommended for students who are considering a career in a health-related field or police science. Simulated crime scene investigations will take place. Assessment: Various assessments will be used, such as class participation, homework, tests, projects and a final examination/project.

**452 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE – 1 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course.** The goal of the course is to provide students with the scientific principles, concepts and methodologies needed to understand the interrelationships between people and their environment, as well as to identify and analyze environmental problems, both natural and human-made, to assess the risks associated with these problems and to identify solutions for resolving or preventing them. Class meetings alternate by day between single and double periods. The course is comparable to a one-semester introductory college course and has a significant laboratory/fieldwork component. Extensive outside reading and independent study are expected. Assessment: Various assessments will be used, such as tests, laboratory reports, projects, class participation, homework, and a final examination/project. The student must take the Advanced Placement examination in Environmental Science.

**453 HUMAN ANATOMY AND PHYSIOLOGY I HONORS – 1 Credit. Suggested Criteria: Successful completion of Living Environment and passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This rigorous elective will include a year-long, in-depth study of human anatomy and physiology. The areas covered will include medical terminology, basic chemistry, cell and tissue structure, and systems of the human body (integumentary, skeletal, muscular, circulatory, respiratory, digestive, and urinary). Study of human diseases will also be included. This course has no double periods; however, students will have many hands-on experiences with gross anatomical specimens and tissue samples. Hands-on explorations that simulate the various physiological processes in the body will also be conducted. Possible field trips to local hospitals, laboratories or the Body Worlds exhibit in New York City may be planned. Guest speakers from the health professions will be invited to address the students.

**455 ENVIRONMENTAL SCIENCE – 1 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course.** Emphasis will be placed on the biotic environment required by a variety of living things and their direct effect on other living things, including the human condition and environmental conditions that exist. Economic, social, political, ethical and legal aspects of environmental concerns will be explored, with an emphasis on local concerns. Laboratory requirements: Teacher demonstrations, field trips,

laboratory activities and reports will vary according to the topic being studied. Assessment: Various assessments will be used, such as tests, reports, projects, class participation, homework and a final examination/project.

**457 FORENSIC SCIENCE II – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** The Forensic Science II class will expand on materials and skills explored in the elective, along with the exploration of several new topics. Where the first course focused on the forensic analysis of evidence collected from the crime scene, the second course will encourage students to begin drawing conclusions about their findings and more deeply explore investigative techniques. Examples of new topics that will be covered include forensic psychology, profiling and forensic anthropology.

**462 HUMAN ANATOMY AND PHYSIOLOGY II – 1 Credit. Suggested Criteria: Successful completion of Living Environment and passing the Regents exam for that course, and/or Human Anatomy and Physiology I Honors. Can be taken concurrently with a laboratory science course.** This elective will include a year-long, in-depth study of advanced topics in human anatomy and physiology. The body systems examined will include those not covered in the Human Anatomy and Physiology I Honors course. Topics of study will include systems of the human body (nervous and special senses/ neuroscience, endocrine, circulatory/hematology, lymphatic/immunology, reproductive with embryology and development); diseases affecting these systems; career exploration; relevant topics (i.e., Ebola and measles outbreaks, regenerative medicine, personalized medicine) and an interdisciplinary unit on medicine and society. This course has no double periods; however, students will have many hands-on experiences with gross anatomical specimens and tissue samples. Hands-on explorations that simulate the various physiological processes in the body will also be conducted. Readings and group discussion of relevant scientific articles will be conducted. Possible field trips to local hospitals may be planned. Guest speakers from the health professions will be invited to address the students.

**464 COLLEGE HUMAN ANATOMY AND PHYSIOLOGY - 1 Credit. Prerequisites: Living Environment and Regents Chemistry\*, and passing the Regents exam for both courses. \*Students may be co-seated in Regents Chemistry or Chemistry Honors in the same year as this course.** This course covers the structure of the human body, including basic biochemistry, cell structure, cell division, cell respiration, tissue composition, genetics, nervous system, endocrine system, musculoskeletal system, cardiovascular system, lymphatic system, immune system, respiratory system, excretory system, digestive system, and reproductive system. Laboratory activities will explore relevant histology, dissection, and physiological experiments. This honors-weighted dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn up to eight college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**465 COLLEGE HEALTH SCIENCES AND PROFESSIONS - 1 Credit. Suggested Criteria: Successful completion of Living Environment and passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This course will cover human diseases and pathologies, medical innovations, current events and social issues in healthcare, an introduction to various professions in the healthcare field, an overview of healthcare systems, major aspects of healthcare delivery, national and local healthcare priorities, health careers, professional behavior, values, interests, ethics. In addition, students can begin to explore health career options based on an understanding of professional tasks, skills, tools, technologies, abilities, work activities, work context/environment and education, training and legal requirements, introductory medical terminology, and professional resume creation that may be used for future opportunities. This honors-weighted dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn up to six college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**470 MARINE BIOLOGY I – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This course deals with various scientific disciplines used to study the ocean. This course is designed for the student seeking to gain a basic understanding of the physical, chemical and biological processes of the marine environment.

**471 MARINE BIOLOGY II – .5 Credit. Suggested Criteria: Successful completion of one year of Regents science, as well as passing the Regents exam for that course. Can be taken concurrently with a laboratory science course.** This course will study the way in which marine ecosystems and the organisms that live in them have changed and are changing in recent times. It will focus on the impact of humans on the marine environment and the importance of the marine environment on human existence. Finally, this course will provide a perspective that encourages marine eco-friendly practices and the ways in which the marine environment can be researched and studied.

**498 PHYSICAL SCIENCES: PHYSICS – 1 Credit. Suggested Criteria: Successful completion of Chemistry and Geometry, as well as passing the Regents exam for each course.** This is a one-year course on the basic laws of physics. Vectors, forces, motion, wave phenomena, electricity, magnetism, nuclear and atomic physics and other major topics in physics are covered. Class meetings alternate by day between single and double periods. Laboratory requirement: Successful completion of a minimum of 1,200 laboratory minutes and a written report of each laboratory exercise completed. Assessment: Various assessments will be used, such as laboratory reports, projects, tests, class participation, homework and the Regents examination.

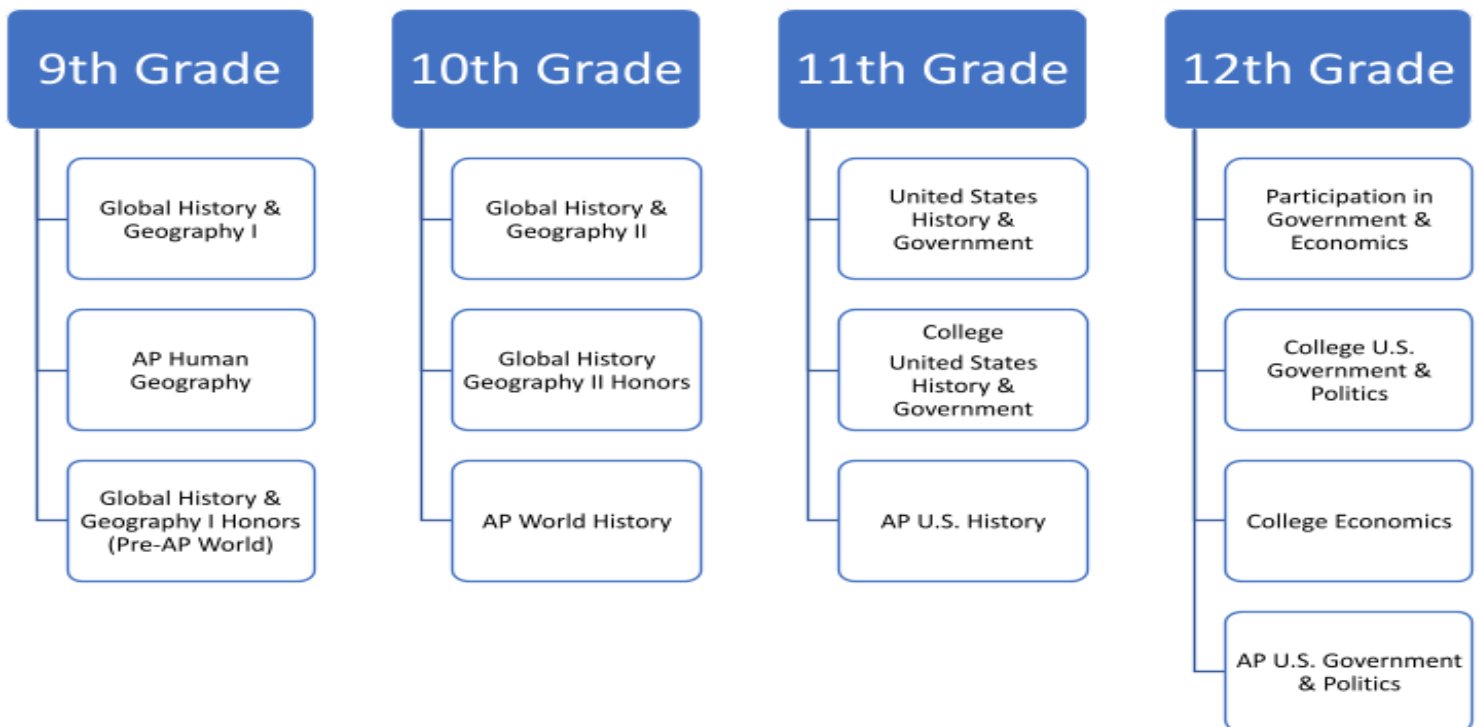
# **SOCIAL STUDIES**

The social studies curriculum of Glen Cove High School offers a scope of offerings that include both courses required by New York State and courses based on student interest. The following chart illustrates the Glen Cove High School social studies program for grades 9-12. These are the common pathways in Social Studies that a student follows during his/her high school career. However, we always attempt to meet the needs of individual students.

## **SOCIAL STUDIES DEPARTMENT PATHWAYS**

**SUGGESTED CRITERIA FOR MAINTAINING PLACEMENT IN AND GAINING ADMISSION TO HONORS AND ADVANCED PLACEMENT COURSES:** For a student to advance from a Regents to an Honors-level course, or from an Honors to an AP level, we recommend the student earns an overall average of 90 in the prerequisite course. For a student to maintain previous placement in an Honors or AP level, we recommend the student earns an overall average of 85 in that course.

*These are the common pathways in social studies that a student follows during his/her high school career. However, we always attempt to meet the needs of individual students.*



### **Social Studies Electives:**

Agents of Change: Youth and Activism in American History (.5)  
 AP Psychology (1)  
 American History Through Film (.5)  
 Comparative Philosophy (1)  
 College Civil War & Reconstruction (1)  
 College Introduction to Sociology (.5)  
 Constitutional Law (.5)  
 Criminal Justice (.5)  
 Facing History and Ourselves (.5)

Holocaust Studies (.5)  
 Latin American History Through American Experience (.5)  
 Latin American History Through World Experience (.5)  
 Psychology (.5)  
 The World at War (.5)  
 Trial & Debate (.5)  
 Women in America: History and Government (.5)  
 World History Through Film (.5)

**202 GLOBAL HISTORY AND GEOGRAPHY I – 1 Credit.** The ninth-grade Global History course is designed to incorporate New York State standards and focuses on ancient civilizations, classical civilizations, medieval times, the Renaissance, the Age of Exploration and the Age of Kings. Themes for the year include cultural diffusion, economics, migrations, government, technology, belief systems, trade and conflict. This course represents the first half of a two-year curriculum, with a midterm and a culminating final exam.

**201 GLOBAL HISTORY & GEOGRAPHY I HONORS – 1 Credit.** This course requires more critical, analytical and creative writing activities based on a variety of works read, as well as the inclusion of required independent and group research projects, whereby students utilize methods of inquiry from history and other social sciences to identify, analyze and interpret information. This program's pedagogical foundation consists of the skills, concepts and strategies that students need for success in AP courses and college-level work. All students take a midterm and a culminating final exam.

**211GH GLOBAL HISTORY AND GEOGRAPHY II – 1 Credit.** The 10th-grade Global History and Geography course represents a two-year exploration of global studies. Starting with the Scientific Revolution and the Enlightenment, students study the evolution of revolution, the basis behind conflict, change in governmental systems and the creation of political, social and economic structures found in nations around the world. The curriculum finishes with an exploration of modern global issues. The course concludes with the mandatory Global History and Geography Regents examination.

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**210GH GLOBAL HISTORY AND GEOGRAPHY II HONORS – 1 Credit.** This course is the second half of New York State's two-year global studies curriculum that culminates in the Global History and Geography Regents exam in June. Global II continues Global I's exploration of the pivotal people, events, ideas and technologies of Africa, Eurasia and Latin America, and how they have shaped our world today. Global II begins with key events of the 16th and 17th centuries and ends with critical issues facing us in the present day. Global Honors students are expected to enroll in and succeed in Advanced Placement U.S. History in their junior year. To achieve this, the Honors curriculum diverges from the standard curriculum by utilizing more formidable source material, exploring the units with greater depth and delving into more esoteric concepts. In short, Global History & Geography II Honors has three specific foci: 1) to create an awareness and appreciation of how history has influenced and continues to influence our lives today; 2) to utilize the curriculum to challenge, strengthen and elevate higher-order thinking skills (application, analysis, synthesis, evaluation); and 3) to hone and raise academic writing skills to university standards.

**221 UNITED STATES HISTORY AND GOVERNMENT – 1 Credit.** The 11th-grade United States History and Government course is based on the New York State Social Studies Curriculum. It is designed to provide students with a culminating survey of the major forces of their national history. The curriculum calls for students to learn about the structure and function of government and the role of citizenship. The major themes of the course include Constitutional Foundations, Nationalism, Sectionalism, Industrialization, American Business, Industry and Labor, Progressive Movement, Prosperity and Depression, Global Crisis, World in Uncertain Times and the Decade in Change. The course culminates with the American History Regents.

**240 COLLEGE U.S. HISTORY & GOVERNMENT – 1 Credit.** This course can be taken in lieu of the required 11th grade U.S. History and Government course. The focus of this course is the major developments in American history from the Colonial period to the present. This course culminates with the Regents Examination in United States History and Government. The dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn up to six college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).



**236 PARTICIPATION IN GOVERNMENT – .5 Credit.** This is a mandated course for all seniors. The primary goal of the course is to encourage the development of civic-minded individuals. Students will be encouraged to become actively involved with various public policies on the local, state and national level.

**238 ECONOMICS – .5 Credit.** This is a mandated course for all seniors. It is a one-semester course designed to provide seniors with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. Upon completion of the course, students should be able to demonstrate an understanding of the operation of the economic system of the United States, the economic interdependence of the world today and the basic differences between major economic systems.

**254 COLLEGE U.S. GOVERNMENT & POLITICS – .5 credit.** This course will complement the New York Social Studies Framework, historical thinking skills, and broaden skill sets. Students will examine the operation of major American institutions such as the presidency and the Executive Branch, the Supreme Court and lower courts and the United States Congress. The course will also examine the functions of bureaucracy, the roles of the political parties, the actions of interest and advocacy groups, and the impact of mass media, civil liberties, civil rights, civil responsibilities, and public policies. This course is structured to enable students to analyze, understand and debate current issues in the areas of political, social and economic aspects. The dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn three college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**255 COLLEGE ECONOMICS – .5 credit.** This course will complement the New York Social Studies Framework, historical thinking skills, and broaden skill sets. The course is designed to provide seniors with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. Upon completion of the course, students should be able to demonstrate an understanding of the operation of the economic system of the United States, the economic interdependence of the world today and the basic differences between major economic systems. The dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn three college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details).

**239 COLLEGE CIVIL WAR & RECONSTRUCTION – 1 Credit.** This course examines the causes of the Civil War, as well as its impact on American history. The focus of this course includes such topics as Civil War battles, military strategies, and the social, political, and cultural changes that resulted from the war. The dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn three college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details). Open to grades 10-12.

**252 COLLEGE INTRODUCTION TO SOCIOLOGY– .5 Credit.** This course will complement the New York Social Studies Framework, historical thinking skills, and broaden skills sets. Students will learn about studying people in their social environments. The class encourages students to see and think about the social world, themselves, and the inter-relationships between themselves and the social world. The dual enrollment course is linked to the Long Island University High School Scholars Program. Students have the opportunity to earn three college credits for the course. (Please see the Long Island University Program description under the Specialty Programs section for further details). This course can be taken in lieu of the required Participation in Government course. Open to grades 10-12.

**242 ADVANCED PLACEMENT HUMAN GEOGRAPHY – 1 Credit.** This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and

applications. This course may be used as a substitute for Global History & Geography I and is open to grade 9. Students must take the Advanced Placement examination in Human Geography.

**213 ADVANCED PLACEMENT WORLD HISTORY – 1 Credit. Prerequisite: Global 9H.** This course is intended to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The AP World History course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. A summer assignment is mandatory. Students must take the Advanced Placement examination in World History in May for possible college credit, as well as the Global History and Geography II examination in June. Open to grade 10.

**219 ADVANCED PLACEMENT UNITED STATES HISTORY – 1 Credit. Prerequisite: Global 10H or AP World History.** This course will allow juniors to develop disciplined work and study habits that will equip them to realize lifelong academic and professional objectives. The Advanced Placement Program was designed to give more intensive instruction in college preparatory work to the most able students and therefore enable them to make better use of their time in school. The AP Program in American History is designed to develop critical thinking and analytical writing skills necessary to deal with factual and interpretive problems inherent in the study of American history. A summer assignment is mandatory. Students must take the AP examination in United States History in May for possible college credit and the Regents examination in U.S. History and Government in June. The curriculum is aligned to prepare students to take the United States History SAT Subject Area Test. Open to grade 11.

**237A ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS – 1 Credit.**  
**Prerequisite: AP American History or American History Honors.** This elective for seniors gives students an opportunity to pursue college-level studies in American government while still in secondary school. Students must have approval of the coordinator prior to registration. Summer assignment is mandatory. Students must take the Advanced Placement examination in United States Government and politics, and may be used as a substitute for Participation in Government and Economics. Open to grade 12.

**241 ADVANCED PLACEMENT PSYCHOLOGY – .5 Credit in Social Studies/.5 Credit in Science** This course is an introductory college-level course in psychology. The following areas of study are discussed: methods, approaches, history of psychology, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing, individual differences, abnormal psychology and psychological disorders. Students must take the Advanced Placement examination in Psychology.

**249 AGENTS OF CHANGE: YOUTH AND ACTIVISM IN AMERICAN HISTORY – .5 Credit.** This course will examine the roles and experiences of children throughout major events and turning points in American History. Students will examine how events and circumstances throughout time have impacted the lives of children, shaped their lives and generations, and promoted resilience within each generation. It will further explore how times of challenge and triumph helped to fuel youth activism in America. Some topics may include slavery, child labor, immigration, the roaring Twenties, the great depression, WWII and Japanese Internment, the civil rights movement, and modern-day topics such as the children of 9/11. The course will culminate in a project titled, Agents of Change in which they will select a topic to research and propose demonstrating their ability to be an Agent of Change. This course can be taken in lieu of the required Participation in Government course.

**245 AMERICAN HISTORY THROUGH FILM – .5 Credit.** Mass media, like film, is often a major influencer of popular perceptions about American history. This course seeks to have students critically analyze film through the lens of a historian, with a focus on both historical accuracy and historiography in film. It will complement the new Social Studies Framework's historical-thinking skills, and it will strengthen and broaden the skill sets available to students who are taking Regents, Honors and AP classes.

**235 COMPARATIVE PHILOSOPHY – 1 Credit.** This is an honors-level elective for qualified juniors and seniors who seek the challenge and depth of a university-level philosophy course. Comparative Philosophy will explore the myriad avenues of human thought from the ancient classical civilizations to the 20th-century, plus their influence on society, art and literature. The course will traverse discourse through both Eastern (Daoism, Zen, Buddhism, etc.) and Western (Existentialism, Romanticism, etc.) cultures – from the famous Aristotle and Freud to the infamous Machiavelli and Nietzsche. This course will not only feature major philosophers of a period, such as Socrates and Plato, but lesser-known, influential ones such as Epicurus and Zeno. Topics will range from “What is good?” to “What is real?” Grading will be based on a mix of exams, research papers and projects, i.e., debates.

**226 CONSTITUTIONAL LAW – .5 Credit.** This course focuses on the issues raised by society relative to the United States Constitution. It covers both landmark and current constitutional cases and challenges. Students will research the relationships of the three federal branches of government, with emphasis on some of the powers and limitations of the executive, legislative and judicial bodies that arise from principles of separation of powers and checks and balances.

**230 CRIMINAL JUSTICE – .5 Credit.** The purpose of the program is to increase the understanding in students of their role as participants in a constitutional democracy. Through the analysis and influence of criminal justice public policy issues, fundamental operations of the criminal court, the laws that affect that court and crime prevention and law enforcement students will gain knowledge and competency in the criminal justice content area. This course will satisfy the Participation in Government requirement.

**228 FACING HISTORY AND OURSELVES – .5 Credit.** This course examines racism, prejudice, and anti semitism in order to promote the development of a more human and informed citizen. This course integrates the study of history, literature, and human behavior with ethical decision making and promotes historical understanding, critical thinking, and social-emotional learning by studying such topics as democracy, civic engagement, race in U.S. history, human rights, anti-semitism, and religious intolerance, etc. This course can be taken in lieu of the required Part. in Govt.

**243 HOLOCAUST STUDIES – .5 Credit.** This course examines the roots and developments that led to one of the most infamous periods of human history, the Holocaust. The goal of this course is to provide students with an understanding of these tragic events and nurture a respect for all human life. This course includes media related to the Holocaust and a field trip to the Nassau County Holocaust Memorial and Educational Center in Glen Cove.

**247 LATIN AMERICAN HISTORY THROUGH AMERICAN EXPERIENCE – .5 Credit.** This course delves into Latin American history and impact on the Latin American immigrant experiences and major contributions to American life. This course will complement the new Social Studies Framework’s historical thinking skills and research.

**248 LATIN AMERICAN HISTORY THROUGH WORLD EXPERIENCE – .5 Credit.** This course delves into Latin American history and impact on the World, Latin American immigrant experiences and major contributions to life. This course will complement the new Social Studies Framework’s historical thinking skills and research.

**234 PSYCHOLOGY – .5 Credit.** This course is designed for the college-bound and non-college bound students alike. Topics include learning, forgetting, conditioning, thinking, drives, motivation, emotions, anxieties, frustration and conflict situations. Half of the course is devoted to a study of personality development, psychological testing and abnormal psychology (neuroses, psychoses and personality disorders).

**44 THE WORLD AT WAR** – .5 Credit. This course focuses on the events and implications of World War I, World War II and the Cold War. This course covers the various battles, actions and policies associated with these 20th-century events. A variety of media (movies, newspapers, projects, etc.) are incorporated and some declassified facts about this era are also included in the course.

**229 TRIAL AND DEBATE** – .5 Credit. Students will develop valuable speaking and analytical skills while studying and researching fact, policy and value-based debate propositions. The course will prepare them for participation in competitions such as Mock Trial, Model Congress and Lincoln-Douglas debates. It will also teach life skills, enabling them to participate with confidence in both business conferences and town meetings.

**253 WOMEN IN AMERICA: HISTORY AND GOVERNMENT** – .5 Credit. This course examines the contributions of women in the U.S. past and present, and to view the history of America through various historical lenses. The course will ensure equal representation within the social studies curriculum in the hopes of redefining assumptions regarding gender, race, class, and women's role in history and government. The class will address social, historical, economic, political, and cultural issues as well as celebrate the contributions of women to America. This course can be taken in lieu of the required Participation in Government course.

**246 WORLD HISTORY THROUGH FILM** – .5 Credit. Mass media, like film, is often a major influencer of popular perceptions about World history. This course seeks to have students critically analyze film through the lens of a historian, with a focus on both historical accuracy and historiography in film. It will complement the new Social Studies Framework's historical-thinking skills, and it will strengthen and broaden the skill-sets available to students who are taking Regents, Honors and AP classes.

# **SPECIAL EDUCATION**

To the maximum extent appropriate, students with disabilities are offered special education supports and services in the least restrictive environment. These supports and services are designed to meet the individual needs of students and are recommended by the Committee on Special Education and approved by the Board of Education. For students with disabilities, a full continuum of services is available, including:

**DECLASSIFICATION SUPPORT SERVICES** – These services are provided to a student and or to a student teacher to facilitate the transition from special education support to full-time enrollment in regular education. Test accommodations are generally included in declassification support services.

**RELATED SERVICES** – These services include speech and language therapy, psychological services, physical therapy, occupational therapy, counseling and all other appropriate support services as specified on a student's Individual Education Plan.

**RESOURCE ROOM** – This service is provided to a student with a disability registered in a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.

**INTEGRATED CO-TEACHING SERVICES** – Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students on a daily basis in Regents-level classes grade 9-11. The instructional team consists of one general education teacher and one special education teacher.

**SPECIAL CLASS PROGRAMS** – These classes are provided, on a daily basis, to students with disabilities that require a small and structured setting to meet their instructional needs in specific content areas, for example, a 15:1 special class.

## **SPECIALTY PROGRAMS**

**560 & 560F GENERAL WORK EXPERIENCE** – Course #560 - .5 Credit (180 hours). Course #560F - 1 Full Credit (360 hours). Juniors and seniors who are engaged in paid work experience after school during the school year can earn credit for each 180 hours of work. Proof of employment such as The General Work Experience Appraisal Form or a signed letter from the employer verifying the student's hours must be submitted.

**877 ACTION LEARNING PROGRAM** – ALP is a volunteer program for students who render service to the community or school. Open to students in all grades. 90 hours = .5 credit; 180 hours = 1 credit. (Maximum of 2 credits may be applied towards graduation.)

**DRIVERS EDUCATION** – (Fees apply - see the main office for details). This program is offered to provide instruction in the safe operation of a motor vehicle. Students receive safety instruction and practical driving experience. Enrollment in driver education is by application through the Main Office, and is subject to the following conditions: Each semester seniors will be assigned first on the basis of age. The oldest juniors will then be offered opportunities to enroll, followed by the oldest sophomores. Students must be 16 years old by Sept. 14 for the fall semester, and by Jan. 1 for the spring semester. Parents and students should be advised that a class DJ Driver's License, also known as a Junior License, is not valid in Nassau County unless an employer-issued Work Permit is attached.

**SYRACUSE UNIVERSITY PROJECT ADVANCE PROGRAM (SUPA)** – Syracuse University Project Advance is a partnership linking Syracuse University with secondary schools. Through this partnership, high schools offer qualified seniors the opportunity to enroll in Syracuse University courses for credit. *FYI: Students are not mandated to participate in SUPA. Students could be enrolled in a course, even if they decide that they do not want to participate in SUPA. Students can earn college credit that is transferable to a multitude of universities and colleges.*

**LONG ISLAND UNIVERSITY HIGH SCHOOL SCHOLARS PROGRAM** – The LIU High School Scholars Program (LIU HSS) offers high school students a unique opportunity to accelerate their college education. Through a wide range of dual-credit courses – applicable toward both the high school diploma and a bachelor’s degree – LIU High School Scholars earn college credits while studying in their high school classrooms. *FYI: Students are not mandated to participate in LIU HSS. Students could be enrolled in a course and earn high school credit, even if they decide that they do not want to participate in the LIU HSS program. Students can earn college credit that is transferable to a multitude of universities and colleges. Students who take a minimum of six credits through the LIU High School Scholars program and maintain a 3.5 GPA in the courses in which they are registered are eligible to receive a \$5,000 scholarship renewable for four years (total \$20,000), in addition to their financial aid package, not to exceed the cost of tuition. Students who take a minimum of six credits through the LIU High School Scholars program, and maintain a 3.2 GPA in the courses in which they are registered are eligible to receive a \$2,500 scholarship renewable for four years (total \$10,000), in addition to their financial aid package, not to exceed the cost of tuition.*

**ST. JOHN’S COLLEGE ADVANTAGE PROGRAM** – The College Advantage Program provides qualifying high school juniors and seniors with the opportunity to enroll concurrently in high school and credit bearing St. John’s courses at a discount from regular undergraduate tuition rates. This program benefits students to be further motivated and to get a “head start” on college. Please reference the website for the St. John’s College Advantage Program for qualification & deadline information. *FYI: College Advantage students who enroll at St. John’s University the semester after high school receive a yearly \$2,000 Tuition Grant. Participating students who are admitted and decide to enroll at St. John’s immediately after graduation become eligible for the CAP Grant, applicable for up to four years of full-time, continuous undergraduate study at St. John’s University. In addition, all completed College Advantage courses, including the grades received, will be part of the student’s academic record at SJU and will be reflected on the student’s transcript and factored into the student’s cumulative GPA.*

### **OCCUPATIONAL EDUCATION PROGRAMS – OFF CAMPUS**

**886/887 BOCES AM/PM** – 4 credits per year. Barry Technical Career Center & The Long Island High School for the Arts offer a wide variety of artistic, vocational, and technical programs on a half-day basis. Students attend Glen Cove High School for their basic academic requirements and then are transported to Barry Tech or LIHSA for a 2.5 hour session concentrating on a specific area. A variety of courses are offered in the areas of animal care, art, aviation, automotive technologies, business and commerce, construction trades, electronics, commercial arts, culinary arts, cosmetology, health professions, performing arts, public service, police science and theater. Enrollment in any off-campus program requires an application for admission. The application form should be submitted when the student is planning his or her high school program for the following school year. Contact your school counselor for details.

## **TELEVISION PRODUCTION**

In an era when the world has become increasingly dependent upon technical solutions to problems, the Technology Department is challenged to provide all students with technological literacy as part of their fundamental education. The technology program shifts the emphasis of the traditional industrial arts curriculum from learning to use tools, machines and the making of products from wood, plastics and metals, to the understanding of systems of technology in the home and the workplace. Systems of technology in fields such as production, transportation, construction and communications will be emphasized. The program will continue to rely on hands-on applied activities. Instruction will make extensive use of tools, machines, materials and processes in an instructional laboratory. All courses include topics highlighting careers in related fields and safety considerations, practices and procedures.

**155 TV PRODUCTION I** – .5 Credit. The course will involve the student in various aspects of videotape production, including the use of videotape equipment, graphics, lighting, scriptwriting, direction, audio control, camera work and editing. Open to grades 9-12. Class size is limited.

**156 TV PRODUCTION II (ELECTIVE)** – .5 Credit. **Prerequisite: TV Production I.** Students are expected to produce more sophisticated TV shows that reveal mastery of TV techniques learned in TV-I. Teacher approval is necessary for registration into this course. Open to grades 9-12. Class size is limited.

**158 TV PRODUCTION III/I.S.** – .5 Credit. **Prerequisite: TV Production II.** Students assist in the TV I productions, edit student productions, and develop and edit scripts with students who are not signed up for TV, but would like to make a TV production.

**161 TV PRODUCTION IV/I.S.** – .5 Credit. **Prerequisite: TV Production III/I.S.** Students assemble a complete Cablevision production using creative works from TV I and TV II students' productions. The student is to create a full-length documentary.

**162 BROADCAST JOURNALISM** – 1 Credit. Students enrolled in Broadcast Journalism will explore basic elements of radio, television and web-based media production. The role of broadcast media in society and its history will be discussed. Students will write, produce and distribute the weekly Friday Morning News, a weekly rotation of internet radio programming on GCR-Glen Cove Radio, and create programming for the Glen Cove Schools Live Streaming and On-Demand webpage. Open to grades 9-12. Class size is limited.

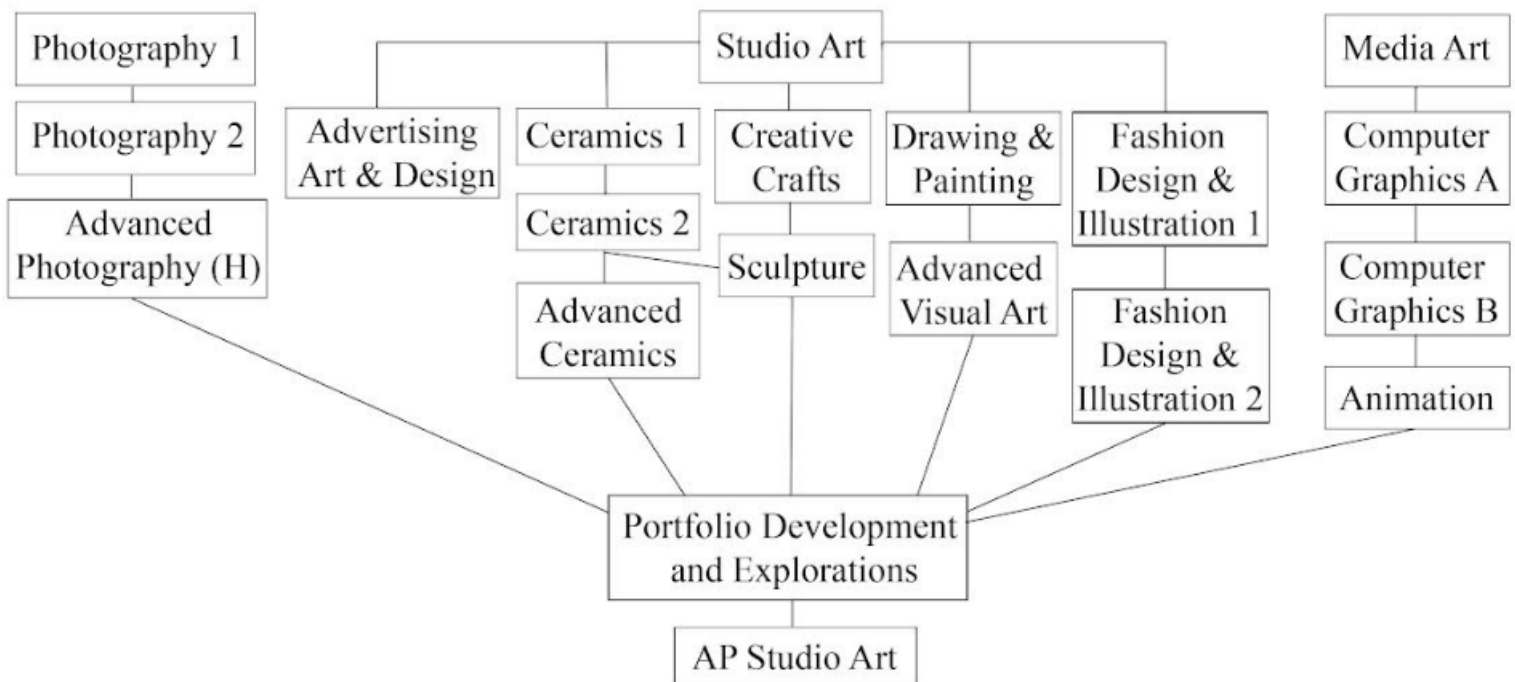
**163 DIGITAL FILMMAKING** – .5 Credit. Students enrolled in Digital FilmMaking will explore the various aspects of filmmaking, including, but not limited to location scouting, producing, screenwriting, story boards, editing, sound mixing, casting and the importance of collaborative work. The culminating project for the course is a short film that will be screened for a live audience. Students who have taken previous media courses, namely TV Production I and II, will be given preference. Class size is limited.

## VISUAL ARTS

The Visual Arts Department offers a wide variety of courses ranging from the basic Studio in Art to Advanced Placement. There is no need for any special artistic talent to enjoy, and profit from, one or more of these courses. However, if a student is talented and interested in art as a career, he or she may select a major sequence from the courses offered. Such students will be advised to prepare a portfolio of their work for college entrance and will probably choose to take the three-year art Regents examination. All courses offer the standard .5 credit for one semester and a full credit for one year. The Regents Action Plan requires students to complete 1 credit in art and/or music by their graduation. The following art courses fulfill this requirement.

These are the common pathways in the visual arts that a student follows during his or her high school career. However, we always attempt to meet the needs of individual students.

### Visual Art Pathways



**574 PHOTOGRAPHY I – .5 Credit.** This is an introductory course in photography with an emphasis on digital photography, equipment and techniques. Students use digital point-and-shoot cameras and Adobe Photoshop to create and edit images. Students will learn about what makes a strong photograph, basic and intermediate camera controls and Photoshop skills, digital photography terminology and the role of photography in the 21st century. Photography I is a great chance for students who love taking pictures or creating on the computer to further develop their interests.

**701 STUDIO ART – 1 Credit. Prerequisites: None. (This course is a prerequisite for many courses listed below.)** This foundation course is designed to acquaint students with various forms of artistic expression. Students will concentrate on the creative, technical and practical aspects of the discipline, acquiring a broad based background in drawing, design, painting and sculpture. Students will be given the opportunity to respond to and analyze works of art, developing an appreciation of art around them as well as the cultural dimensions of the world of art. This course is designed to meet the one unit of credit in art and/or music required to meet the New York State Regents art sequence.



**702 DRAWING AND PAINTING – 1 Credit. Prerequisite: Studio Art.** This course is designed for students to further explore their creative potential. Students will acquire the knowledge to develop more complex ways to communicate ideas on a two-dimensional surface while focusing on the technical and practical aspects of color, design and materials. This course will provide an opportunity for students to prepare work for portfolio presentation.

**703 PORTFOLIO DEVELOPMENT AND EXPLORATIONS - 1 credit. Prerequisite: Completion of a course sequence that culminates with any of these courses: Advanced Photo (H), Advanced Ceramics, Fashion Illustration/Design II, Advanced Visual Arts, Sculpture or Animation.** This class is for serious art students who have completed foundation courses in art and wish to work on more in-depth projects, developing mastery in the use of specific media and processes. Students in this course are encouraged to think creatively and to develop a personal style while they continue to explore the principles of art and design in the execution of visual ideas. Those who wish to develop a portfolio for art school/college, and scholarship applications are aided in doing so as part of this course.

**704 ADVERTISING ART & DESIGN - .5 Credit. Prerequisite: Studio in Art.** This course will specifically explore creating art in the advertising world. Students will create project based artwork, as well as, develop advertising campaigns. We will cover the history of advertising art and design touching on concept art, package design, layout design, color theory, typography, logo design, illustration, photography, and also market research & development, in both the print and digital world.

**705 FASHION DESIGN/ILLUSTRATION – 1 Credit. Prerequisite: Studio in Art.** This course in fashion design will teach students to illustrate the fashion figure, as well as create mood boards to design 2D garments, accessories and fabrics. Methods of 2D design and illustration will be both traditional and digital. Students will explore the history and contemplate the future of fashion trends, influential designers and marketing.

**706 FASHION ILLUSTRATION AND DESIGN II - 1 Credit. Prerequisite: Fashion Illustration and Design I.** This course will provide students with an opportunity to continue their exploration in fashion design as well as give hands-on opportunity to experience and explore different fashion illustration materials and techniques. Students will create illustrations and transform them into wearable designs. The class will continue to study the elements and principles of art (the basic visual building blocks of art) as an aesthetic approach to each project. Art historical periods and/or world cultures will be used to introduce units throughout the academic year.

**707 SCULPTURE - 1 Credit. Prerequisite: Creative Crafts or Ceramics II.** This course will focus on the creation of 3-dimensional forms through a creative problem solving approach. During this full year course, students will work with a variety of materials including plaster, wood, cardboard, wire and other mixed media. Aspects of three-dimensional design are investigated, and students learn different sculptural techniques. Long-term projects involve casting the human form, modeling, and recycled assemblages.

**708 CERAMICS I – .5 Credit. Prerequisite: Studio Art.** This is a foundation course designed to familiarize students with the properties of clay and a variety of hand-building techniques. These techniques are used for personal creative expression within a structured format. There will also be a focus on surface detail using paints, drawing, glazes and faux finishes. Connections will be made through cultural and historical artifacts.

**709 CERAMICS II – .5 Credit. Prerequisites: Studio Art, Ceramics I.** This course is a continuation of Ceramics I. It will focus on the further development of hand-building, surface decoration and glazing techniques in an advanced studio environment where individual style is emphasized. The potter's wheel will be introduced for basic skill-building. Students will produce functional and sculptural ceramic work.

**710 ADVANCED CERAMICS – .5 Credit. Prerequisites: Studio Art, Ceramics I, Ceramics II.** This course is a continuation of Ceramics II. It will focus on advanced development and mastery of skills for hand-building and potter's wheel techniques. Further experimentation and exploration with surface detail using paints, drawing, glazes and faux finishes will be encouraged for individual style and artistic self-expression.

**711 ADVANCED VISUAL ARTS – 1 Credit. Prerequisites: Studio Art, Drawing, and Painting.** This class is designed for advanced students interested in pursuing higher education in visual arts, as well as students who seek life enrichment through visual arts. This course enables students to engage in artistic production and visual and critical investigation. Students will acquire the knowledge to develop more complex subjects and increase their creative potential with new discoveries in materials, techniques, and subject matter. Students will develop aesthetic, imaginative and creative skills through the study of art history. This course will provide an opportunity for students to prepare work for portfolio presentation.

**711ADV ADVANCED VISUAL ARTS (H) – 1 Credit. Prerequisite: Must have taken Studio in Art or Fashion Design/Illustration or Media Art.** This course offers the art major, or other interested art students, the opportunity to refine and build upon skills acquired in any of the following basic courses: Drawing and Painting, Fashion/Design Illustration and Creative Crafts. Students who have completed one of the above courses may work for 20 weeks in that area. Students who have completed two of the above courses may work for 20 weeks in one area or 10 weeks in each area. Each student in Advanced Visual Arts will work independently. At the beginning of the course, the student will specify the area or areas of study he or she wishes to pursue. A written outline of that course of study, goals and objectives must be presented to the instructor. Work will be graded at intervals as it progresses, and a final project grade will be given. Grades 10, 11 and 12 only.

**712 ADVANCED PLACEMENT STUDIO ART – 1 Credit. Prerequisites: Studio in Art, Drawing, and Painting, and Advanced Visual Arts.** This Advanced Placement course is designed for students who are interested in the practical experience of art. AP Studio Art is not based on a written examination; however, students submit portfolios for evaluation at the end of the school year. The portfolio will show a basic three section structure, which requires the student to show a fundamental competence and usage of understanding in visual concerns and methods. The student should demonstrate a depth of investigation and process of discovery and an understanding of visual principles and material techniques.

**715 CREATIVE CRAFTS – 1 Credit. Prerequisite: Studio Art.** Students will explore and develop an appreciation of art around them, as well as the cultural dimensions of the world of art. This course is designed to introduce crafts as an art form. A variety of media, tools, techniques and processes is explored. Students will learn to use mixed media as a vehicle for artistic expression. The elements of art and principles of design are used to analyze, design, create and evaluate crafts. All projects incorporate principles of design and place an emphasis on craftsmanship and personal expression.

**716 MEDIA ART – 1 Credit.** A yearlong introductory course using technology in art. Creative use of media through student involvement in computer graphics, animation, cartooning, and video. Students will use the computer as a graphic workstation, learn Photoshop and create digital imagery. Studio in Art experience is recommended but not required.

**717 COMPUTER GRAPHICS A (FALL) AND 718 COMPUTER GRAPHICS B (SPRING) – .5 Credit each semester. Prerequisite: Students must have satisfactorily completed one of the following foundation courses: Media Art, Studio in Art, or Design and Drawing.** A half-year course using the computer as a medium to create art. Students will use various programs to produce, interpret and evaluate art. They will learn to place their work in the context of art history and appreciation.

**719 ANIMATION** – .5 Credit. **Prerequisite: Media Art.** Students who have had Media Art and experience using our iMac computers as a creative workstation will plan and create an original animated film. Examples of different animation techniques such as claymation will be viewed, analyzed, and taught. Students will organize the preproduction through postproduction aspects of the animation process so a final product can be viewed. Interest in creative storytelling and filmmaking is a big plus.

**720 PHOTOGRAPHY II** – .5 Credit. **Prerequisite: Photography I.** This course builds on the skills learned in Photography I and introduces students to the DSLR (Canon EOS Rebel series), allowing them to better control their images through manual aperture and shutter speed controls. Projects require students to both finetune their photography skills and become more experimental as they learn about intermediate and advanced Adobe Photoshop skills, studio lighting techniques, photographic history and new terms and information about digital imaging and workflow.

**721 ADVANCED PHOTOGRAPHY (H)** – 1 Credit. **Prerequisite: A 90 or above average in Photography II.** This course is for students who have a strong interest in photography. In this course, students will develop a breadth of work that reflects their own sense of style, subject matter, creativity and desire to experiment. Students will explore photography and photographers as they exist in today's modern world on a more personal and realistic level. It will be an environment of higher-level creativity, freedom and discussion for those who want to go beyond the given projects and instruction in Photography I and Photography II.