

South Side High School Program Planning Guide



A Guide for Students and Parents
2017 - 2018

December, 2016

A message from the Principal...

South Side High School provides all students with the academic learning that is needed to be successful in college and the workplace. We believe that excellence is the standard to which all students should aspire. In the 9th and 10th grades, we prepare students to achieve the New York State Regents Diploma with Advanced Designation, as well as to be successful in International Baccalaureate courses. The International Baccalaureate Diploma Program, which begins in the junior year, is an integrated, rigorous academic program benchmarked to world standards. Our students who achieve the IB diploma receive outstanding preparation that serves them well in the most competitive universities in the nation. In addition, most of our students receive the New York State Regents Diploma with Advanced Designation, by passing a series of exams benchmarked to New York State standards. This course of study serves as fine preparation for higher education as well.

We also realize that many students need additional help to achieve this goal. Programs designed for students identified by the Committee for Special Education are characterized by high expectations through their IEP. Support classes are provided for many courses, and extra help is available Monday, Wednesday, Thursday and Friday mornings during zero period. The faculty and staff of South Side High School will do all they can to help each student meet with success.

Please use the enclosed chart found on page five as a model for planning the next four years. All freshmen are required to take a minimum of seven classes plus physical education. All upperclassmen are required to take a minimum of six classes plus physical education, but all students are encouraged to take more. Begin by filling out the required courses for each year, including four years of English and social studies, three years of math and science, two years of foreign language and one year of art, music or theatre. The remainder should include areas of enrichment and interest. Most of our students study four years of math and science and continue studying a second language beyond the two years. These thirty-six squares should be completed in pencil so that they can easily be changed as you grow, mature and change your goals.

At all levels of study, our faculty is committed to providing fine instruction that actively engages our students in lessons. This commitment to excellence was acknowledged by the United States Department of Education, which recognized our school as a National Blue Ribbon School of Excellence, and the NYS Education Department has recognized South Side as a "Reward School". Make the most of your wonderful opportunity to learn at one of the finest schools in the nation by using this Program Planning Guide. Along with the Student Agenda and your counselor's advice, the Program Planning Guide will help you make wise choices. Welcome to South Side!

Best,
John Murphy,
Principal

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GLOSSARY OF TERMS

COLLEGE CREDITS

Students enrolled in Accounting, Business Law and/or Marketing may opt to take the course (at SSHS) for college credit through Long Island University.

Students enrolled in IB Environmental Systems, IB Biology HL, IB Chemistry HL, IB Physics or IB Visual Arts 2 may opt to apply for and purchase Molloy College credits. Credits are contingent upon successful completion of the designated course.

HONOR ROLL

The Honor Roll is determined quarterly. Students must have an unweighted average of 90.0% for High Honors. Students must have an unweighted average of 85.0% for Honors. All subjects in which a numeric grade is assigned will be included in determining the student's unweighted average. Students will be ineligible for either the High Honors or the Honor Roll when he/she receives a withdraw/failure (W/F), denied credit, or any other failing grade for a course (including Physical Education). Students receiving an incomplete (INC) in any course will be ineligible until a grade is assigned. Once the list is posted, it will not be redone during the marking period to accommodate students who originally had an incomplete grade.

NCAA (NATIONAL COLLEGIATE ATHLETIC ASSOCIATION)

The NCAA provides rules for the student athlete at the college level. Students endorsed by the NCAA require a minimum average in high school and in college. College preparatory courses and certain grades on standardized tests are mandated.

PREREQUISITE

These are requirements for entering specific programs or levels of classes.

RANK IN CLASS – MARKING SYSTEM

In accordance with the Rockville Centre Board of Education policy, students are **not** ranked by cumulative averages relative to their classmates. The grades for individual courses are reported as earned. All marks, including failures and subjects repeated, are averaged. The minimum passing grade is 65%. Distribution of weighted cumulative averages for the graduating class will be computed at the end of the junior year.

REPEATER CLASS

A class specifically developed for students who have failed a Regents exam and/or class. Students enrolled in this class will take the Regents again in January or June. If a student fails the Regents exam, they must take the repeater, unless exempted by the Principal.

SUPPORT CLASSES

These are extra help classes that support the academic subjects. Students are assigned based upon grades, teacher recommendation, counselor recommendation, or by parent request. For some students, these classes are mandatory academic intervention services.

TRANSCRIPT

This is a permanent record of academic achievement that is sent to colleges and prospective employers of a South Side graduate. It displays final course grades, Regents exam scores and the weighted overall grade point average.

WEIGHTED GRADES

Commencing with the 2008 entering 9th grade cohort, a grade point average will be calculated for each student based on the credit and grade assigned for each high school level course excluding physical education and pass/fail subjects. Courses which are designated as Advanced Placement, and/or International Baccalaureate (with the exception of IB Math Studies) will be proportionately weighted by 1.15 in the determination of the student's grade point average. IB Math Studies, Advanced Chemistry, L.I.U. College Credit Courses (Accounting, Business Law and Marketing), Advanced Math Topics and Research Skills Intel Grade 11-12 will be proportionately weighted by 1.1 in the determination of the student's grade point average. A numerical ranking of students shall not be maintained.

Four Year Course Planner

Please note—courses which are not part of the required core may be offered only when there is sufficient enrollment. (Courses in **bold** are required. Sequence requirements must be discussed with your counselor.)

<i>Course Selections</i>	<i>Freshman Year</i>	<i>Sophomore year</i>	<i>Junior year</i>	<i>Senior year</i>
<i>1</i>	ENGLISH	ENGLISH	ENGLISH <i>(Regents)</i>	ENGLISH
<i>2</i>	GLOBAL HISTORY & GEOGRAPHY 9	GLOBAL HISTORY & GEOGRAPHY 10 <i>(Regents)</i>	U.S. HISTORY & GOV'T. <i>(Regents)</i>	SOCIAL STUDIES
<i>3</i>	MATH <i>(Regents)</i>	MATH <i>(Regents)</i>	MATH	MATH <i>(Recommended)</i>
<i>4</i>	SCIENCE <i>(Regents)</i>	SCIENCE <i>(Regents)</i>	SCIENCE <i>(Regents)</i> or ELECTIVE	SCIENCE <i>(Regents)</i> or ELECTIVE
<i>5</i>	SCIENCE LAB/ PHYSICAL EDUCATION	SCIENCE LAB/ PHYSICAL EDUCATION	SCIENCE LAB/ PHYSICAL EDUCATION	SCIENCE LAB/ PHYSICAL EDUCATION
<i>6</i>	FOREIGN LANGUAGE	FOREIGN LANGUAGE <i>(Regents)</i>	FOREIGN LANGUAGE <i>(Recommended)</i>	FOREIGN LANGUAGE <i>(Recommended)</i>
<i>7</i>	ELECTIVE	HEALTH 10/ ELECTIVE	ELECTIVE	HEALTH 12
<i>8</i>	ART/MUSIC/ THEATRE	ART/MUSIC/ THEATRE/ ELECTIVE	ART/MUSIC/ THEATRE/ ELECTIVE	ART/MUSIC/ THEATRE/ ELECTIVE
<i>9</i>	LUNCH/ ELECTIVE	LUNCH/ ELECTIVE	LUNCH/ ELECTIVE	LUNCH/ ELECTIVE

Four Year Course Planner

Please note—courses which are not part of the required core may be offered only when there is sufficient enrollment. (Courses in bold are required. Sequence requirements must be discussed with your counselor.) **USE THIS SHEET FOR YOUR PLAN FOR FOUR YEARS.**

Course Selections	Freshman Year	Sophomore Year	Junior Year	Senior Year
1				
2				
3				
4				
5				
6				
7				
8				
9				

PROGRAM CHANGES

Students will not be permitted to drop a course after the date given in the Student Agenda. Programs will not be changed because of preference for instructors. Refer to Board Policy. A grade of W/F will be recorded if administrative approval is granted after the approved deadline. A W/F will affect a student's grade point average.

Student Request for Teacher Change

The following procedures will be followed when a student requests a teacher change:

1. The teacher, student, counselor and parent will meet to try to work out any difficulties.
2. If the problem cannot be resolved, the parent must request, in writing, a teacher change. The counselor will make an appointment with the school psychologist for the student.
3. The school psychologist will meet with the student, speak to the administrator, and will notify the counselor as to the recommendation. The counselor will notify the student and parent of the decision.

Deadline Dates for Student Program Changes

Adding Courses:

Students may add a full year or first semester course to their schedule during the first five days of school. Students may add a second semester course to their schedule up until the fifth day of the second semester.

Dropping Courses:

Students may drop a course without penalty until the date listed in the Student Agenda.

GRADUATION REQUIREMENTS

The curriculum includes all subjects required for a South Side High School Diploma and for Regents Endorsements, plus many electives in a variety of areas. In addition to the requirements specified below, all students must satisfy the statewide assessment requirements.

NEW YORK STATE REGENTS DIPLOMA

A total of 22 ½ credits, including 2 credits of physical education will be required.

Students must pass Regents examinations in: Mathematics, Science, English, Global History and Geography and United States History and Government.

NEW YORK STATE REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION

A total of 22 ½ credits including 2 credits of physical education will be required.

Students must pass Regents examinations in: Algebra, Geometry, Algebra 2, a life science, a physical science, English, Global History and Geography, United States History and Government and a language other than English (LOTE). A student completing a five-unit sequence in career and technical education or the arts is not required to complete the additional LOTE requirement, but must complete 1 credit in LOTE. *

Students entering high school in September, 2008 and beyond must achieve the scores listed below in order to graduate from high school in New York State:

A score of **65** on five required Regents exams is necessary for a Regents diploma and a score of **65** on nine required Regents exams is required for a Regents diploma with Advanced Designation. Students with disabilities must take the required Regents course and examination, but the safety net allows students to meet the requirements for a local diploma by achieving a 55-64 on the required exams.* Students who do not earn a 65 in a course and/or on a Regents exam will be expected to take the appropriate repeater course the following semester.

REGENTS HONOR ENDORSEMENT

Students must earn an average of 90% or better on those Regents examinations that are required for the Regents Diploma, or for a Regents Diploma with an Advanced Designation.

*** For more detailed information regarding the different pathways to earn a diploma, please see your guidance counselor.**

DIPLOMA REQUIREMENTS

Minimum for Regents Diploma – for students entering grade 9 in September, 2001 and thereafter

English	4.0	credits
Social Studies	4.0	credits
Mathematics	3.0	credits
Science	3.0	credits
Health	0.5	credit
Visual Art/Music/Theatre/Dance	1.0	credit
Physical Education	2.0	credits
Language other than English	1.0	credit
Electives/Specialized Courses	4.0	credits

TOTAL CREDITS 22.5

REGENTS EXAMS REQUIRED: One Regents exam in lab science (Earth Science, Living Environment,
*Must earn a score of 65 or above Chemistry **or** Physics)

One Regents exam in math (Algebra, Geometry
or Algebra 2

Global History & Geography

U.S. History & Government

English

*** For more detailed information regarding the different pathways to earn a diploma, please see your guidance counselor**

Minimum for Regents Diploma with an Advanced Designation – for students entering grade 9 in September, 2001 and thereafter

English	4.0	credits
Social Studies	4.0	credits
Mathematics	3.0	credits
Science	3.0	credits
Health	0.5	credit
Visual Arts/Music/Theatre/Dance	1.0	credit
Physical Education	2.0	credits
Language other than English	3.0	credits
Electives/Specialized Courses	2.0	credits

TOTAL CREDITS 22.5

REGENTS EXAMS REQUIRED: Three Regents exams in math:

*Must earn a score of 65 or above

Algebra **and**

Geometry **and**

Algebra 2

One Regents exam in a physical lab science: Earth Science, Chemistry **or** Physics

One Regents exam in a life science with a lab: Living Environment

Global History & Geography

Spanish or French

U.S. History & Government

English

International Baccalaureate Diploma Program

The International Baccalaureate Diploma Program is a comprehensive two-year curriculum taken by South Side students in their Junior and Senior years. Diploma candidates are required to follow a course of study in each of the six academic “groups” listed in the chart below. At least three (and not more than four) are taken at the Higher Level (HL), the others at the Standard Level (SL). HL courses represent two full years of study; SL courses range in length from one year to two years, depending on the course. South Side now has over twenty-six IB offerings, allowing students with different interests to pursue the IB Diploma according to their strengths.

Group 1	Language A1 (native language)	English	HL
Group 2	Language B (second modern language)	French	HL or SL
		Spanish	HL or SL
Group 3	Individuals and Society (Social Studies)	History	HL
		Psychology	SL
		Business Management	HL or SL
Group 4	Experimental Sciences	Physics	SL or HL
		Chemistry	HL or SL
		Biology	HL or SL
		Environmental Systems	SL
Group 5	Mathematics	Math Studies (Pre-Calculus)	SL
		Math Methods	SL
Group 6	The Arts & Electives	Art/Design	HL or SL
		Theatre Art	HL or SL
		Music	SL or HL
		Film Studies	SL or HL
		or a second subject from Groups 2, 3, or 4.	

Successful IB Diploma Candidates need to accumulate 24 points in their six subjects (each is graded on a 1-7 scale). At least 12 points must come from the three higher level courses. In addition to their course work there are three other requirements to earn an IB Diploma. Candidates must investigate a topic of special interest and write about it in an *Extended Essay*, complete a self-designed extra-curricular program (*CAS*-Creativity, Activity, and Service) as well as take a course in *Theory of Knowledge* (ToK). The Extended Essay and ToK course may contribute bonus points to the IB Diploma.

Check the course sequence within each department to determine eligibility for IB courses. Students who do not take the full IB Diploma may be eligible for IB Certificates in one or more disciplines.

THEORY OF KNOWLEDGE

Prerequisite: IB Diploma candidate

1 credit (weighted)
Every day, full year

Theory of Knowledge is a unique course offered to IB students who are IB Diploma candidates in the senior year. The course is an important component in providing a holistic education to students in the IB Program. The purpose of “Theory of Knowledge” is to explore the ways in which different disciplines search for truth. Students will be asked to reflect critically on the subjects they have already encountered in their school experience with an eye to understanding the fundamental concepts of the various disciplines and their validity. This approach helps students to analyze and integrate knowledge that they have already gained.

IB EXTENDED ESSAY

Prerequisite: IB Diploma Candidate
No Credit Pass/Fail

The Extended Essay is an independent study project completed by IB Diploma candidates by December of their senior year. This work is done under the supervision of a teacher-mentor and may be done in any of the IB subject area courses. The IB Coordinator must approve all topics before the essay is begun.

IB CAS

Prerequisite: IB Diploma Candidate
No Credit Pass/Fail

CAS is a required component of the IB Diploma Program. It involves those learning experiences undertaken by IB Diploma Candidates outside of the classroom under the general headings of *Creativity* (e.g. engagement in the arts, designing and implementing service projects, etc.), *Activity* (e.g. participation in athletics, dance, expeditions), and *Service* (community and social service activities). Students are expected to be involved in CAS activities for the equivalent of two or three hours a week over the two years of the Diploma Program. Working with the CAS Supervisor, the students will engage in systematic self-evaluation of their experiences.

National Honor Society

Selection is achieved through evaluation of applications for evidence of scholarship, character, leadership and service.

Scholarship: Eligibility for membership is based upon a weighted average of 90% at the completion of five (5) semesters for juniors and 90% at the completion of six (6) semesters for seniors. Eligible students are invited to submit a resume.

Character: The names of these eligible students are sent to the entire faculty for character information. If student is found significantly unsuitable by more than two faculty members, or has exhibited a serious breach of character, the student is ineligible. Criteria which are considered include:

- * Takes criticism willingly
- * Meets pledges and responsibilities to school promptly
- * Demonstrates highest standards of honesty and reliability
- * Cooperates by complying with school regulations
- * Demonstrates concern for others

Selection by Faculty Council: Those students who have successfully met scholarship and character requirements are invited to complete a survey. These students are given guidelines on the service and leadership information, and advised to seek further help from the chapter adviser, guidance counselors, and administrators.

A diversified group of five faculty members, appointed by the Principal, evaluates the students through the survey anonymously. Each member has one vote and a majority is required for selection. Final decisions are re-examined at the end of selections for consistency within the working definitions established by the Faculty Council using the National Guidelines.

Leadership: Successfully holds school offices or positions of responsibility, conducts business efficiently and effectively and is reliable and dependable without prodding. Is resourceful in proposing new problems, applying principles and making suggestions.

- * Demonstrates leadership in promoting school activities.
- * Exercises influence on peers in upholding school ideals.
- * Contributes ideas that improve the civic life of the school.
- * Is able to delegate responsibilities.
- * Exemplifies positive attitudes.
- * Inspires positive behavior in others.
- * Demonstrates academic initiative.
- * Demonstrates leadership in the classroom, at work, and in school activities.
- * Is thoroughly dependable in any responsibility accepted.

Service: Participates in some outside activity:

- * Girl Scouts; Boy Scouts; church groups.
- * Volunteer services for the aged, poor, or disadvantaged; family duties.
- * Volunteers dependable and well-organized assistance.
- * Is gladly available, and is willing to sacrifice to offer assistance.
- * Is willing to uphold scholarship and maintain a loyal school attitude.
- * Works well with others and is willing to take on difficult or inconspicuous responsibilities
- * Cheerfully and enthusiastically renders any requested service to the school.
- * Is willing to represent the class or school in inter-class and inter-scholastic competition.
- * Does committee and staff work uncomplainingly. Shows courtesy by assisting visitors, teachers and students.

GREENHOUSE

Established in 1974, Greenhouse is an alternative program of comprehensive secondary education blending academic studies, community resourcing, interpersonal skills development, and college and career preparation.

Students earn high school credits through a variety of learning style formats, including classroom coursework, cooperative community work experience, experience-based career internships (EBCI), student-centered research projects, and individualized teacher-coordinated learning units.

A vital educational difference distinguishing Greenhouse as an alternative placement is the method of awarding credit. A traditional setting provides an “all or nothing” format that requires students to work ten months, waiting until June to earn transcript credits. Here, to avoid the risk of total failure, students earn credit in five-week increments, or “cycles”, culminating at the mid- and end-points of each traditional marking quarter. Since there are eight cycles in a school year, a student can earn 1/8, or .125, credit per course per cycle. A student passing each course in a cycle will receive 1.125 credits. This system of positive reinforcement encourages the student who realizes more immediate rewards for her efforts. Additionally, the system protects a student who is susceptible to crisis pressures. One poor cycle will not ruin a student’s entire academic year.

South Side staff, counselors and administrators recommend students whose progress in school is threatened or affected by academic, personal or social problems. Students’ histories include chronic absenteeism and lateness, academic underachievement and failure, and behaviors resulting in suspension from school. Prospective candidates are encouraged to talk with Guidance, visit the school, and complete a personal interview. An important factor is the student’s decision to choose this alternative in order to provide “student ownership” of his high school career. For student success and overall program strength, Greenhouse should be a student’s valued option.

Greenhouse courses, independent learning units, and independent research projects are designed to help students meet all New York State graduation requirements. Content areas include World and American Literature, Global and U.S. History, Writing Skills, Business, Math, Health Science, Environmental Studies, Biology, Sociology, and Earth Science.

STUDIO IN ART

Prerequisites: None
1 credit
Every day, full year

This course, which fulfills the New York State Regents requirement for 1 credit in the Arts, is open to all students and provides an introduction to painting, drawing and sculpture. Students will work with a variety of art materials including pencil, pens, paints, collage and 3-D materials. An independently designed final project is required at the end of the school year.

PAINTING AND DRAWING

Prerequisite: Studio in Art
1 credit
Every day, full year

This class is designed for the art student who wishes to continue his/her studies exploring 2-dimensional forms of art making. Students will explore concepts in painting and drawing using a wide variety of wet and dry materials (tempera, watercolor, acrylic, ink, pencil, charcoal, pastel, collage, etc.) to explore various styles and techniques. Work by contemporary and past artists will be studied to give students a broad range of experience and understanding of 2-dimensional art forms throughout history. All students will create a final project. This culminating 2-dimensional project will be completed in the style and medium of each student's choice.

PAINTING AND DRAWING 2

Prerequisite: Painting and Drawing
1 credit
Every day, full year

Students will create artworks designed to further improve skills in a variety of painting and drawing materials. Theme-based projects will allow for more personal choice and diversity, increasing the level of thought and creativity. In class, teacher-guided research is aimed to enhance conceptual development in the current year and prepare students for independent research in Portfolio and Design. All students will create a final project. This culminating experience will be done in a style and medium of each student's choice.

SCULPTURE AND CERAMICS

Prerequisites: Studio in Art
1 credit
Every day, full year

This class is designed for the art student who wishes to continue his/her studies exploring 3-dimensional forms of art making. Students will explore concepts in sculpture using a variety of materials (wood, paper, metal, clay, plaster, paper mache, found objects, and cardboard) and techniques (additive and subtractive). Students will learn the three basic hand-building methods of working with clay (pinch, slab and

coil), and will work with a variety of glazes. Work by contemporary and past sculptors will be studied to give students a broad range of experience and understanding of sculptural forms throughout history. All students will create a final project. This culminating 3-dimensional project will be completed in the style and medium of each student's choice.

SCULPTURE & CERAMICS 2

Prerequisite: Sculpture & Ceramics
1 credit
Every day, full year

Students will develop a more in depth understanding of three-dimensional practices introduced in Sculpture & Ceramics. Students will further explore the materials and processes associated with Sculpture & Ceramics to develop more sophisticated styles and techniques. In addition to the media used in Sculpture & Ceramics, innovative materials such as paper pulp, fabric, and mixed media will be investigated. Through exposure to additional contemporary and historical sculptors, students will gain a deeper understanding of current trends in sculpture and the context in which art is made. All students will create a final project. This culminating three-dimensional project will be completed in the style and medium of each student's choice.

IB VISUAL ARTS 1

Prerequisite: At least two credits in Art
Student must be in 11th or 12th Grade
1 credit (weighted)
Every day, full year

This is the first year of the two-year IB Visual Arts program. The course is comprised of two intersecting components – studio work and the visual arts journal. Equal emphasis is placed on the art-making process and the resulting product. Students are exposed to a wide range of art forms from diverse, historical, cultural origins through the Art Through Time a Global View series. Students will use the visual arts journal to practice, experiment and plan their projects. They will also use it to conduct independent investigations of art and artists that inspire and inform the works they choose to produce. One teacher-directed, experiential project and two long-term, independent projects will be completed each quarter.

IB VISUAL ARTS 2

Prerequisite: IB Visual Arts 1
1 credit (weighted)
Every day, full year

This is the second year of the two-year IB Visual Arts program. The course is comprised of two intersecting components – studio work and the visual arts journal. Equal emphasis is placed on the art-making process and the resulting product. Students are exposed to a wide range of art forms

from diverse, historical, cultural origins through the Art Through Time a Global View series. Students will use the visual arts journal to practice, experiment and plan their projects. They will also use it to conduct independent investigations of art and artists that inspire and inform the works they choose to produce. One teacher-directed, experiential project and two long-term, independent projects will be completed each quarter. Students are required to take the IB Visual Arts exam that consists of three components: Exhibition (40%), Process Portfolio (40%), and Comparative Study (20%). Students may also co-enroll for Molloy College credits.

INTRODUCTION TO COMPUTER GRAPHICS

Prerequisite: None
½ credit
Everyday, half year

This introductory course enables the student to learn how to use computer technology as an artistic medium. Students will use Adobe Photoshop and Adobe Illustrator to create digital imagery that encompasses drawing, painting, photo manipulation and more. A final project will consist of creating an original piece of artwork that combines both Adobe software programs learned throughout the semester. Students will turn all work to a CD to keep as a multimedia portfolio.

INTRO TO 3-D COMPUTER MODELING

Prerequisite: None
½ credit
Every day, half year

This course will provide an opportunity for the computer literate artist to work on a mastery level by combining the skills taught in the introductory course with advanced computer programs. Students will expand their computer knowledge by using animation software and 3D software such as Adobe After Effects and Google Sketch Up. Students will use these new skills to create animated short movies and use our MakerBot printer to print three dimensional objects.

DIGITAL PHOTOGRAPHY I

Prerequisites: none
½ credit
Every day, half year

Students will be introduced to the digital camera, including its components and functions. Students will also be introduced to Adobe Creative Suite software to edit and produce both black and white as well as color prints. A creative and stylistic approach to the elements and principles of art will be practiced through the lens of a camera. Although the school will provide cameras, students may prefer to use their own digital camera. Technical and artistic applications of photography will be established. Students will be exposed to

historical and contemporary photography as well as current digital artists. A final project is required at the end of the course that will complete their portfolio of prints created throughout the semester.

DIGITAL PHOTOGRAPHY II

Prerequisite: Digital Photography I
½ credit
Every day, half year

Digital Photography II is a semester course designed to explore advanced digital camera and lighting techniques. Students will further their understanding of the digital camera and Adobe Creative Suite software introduced in Digital Photo I (a pre-requisite). Students will thoroughly explore artificial and ambient lighting both in and out of the lighting studio to capture, edit and print original artwork. They will gain a more in-depth understanding of the digital workflow in order to create sophisticated color and black & white compositions. Through exposure to additional contemporary and historical photographers, students will gain a deeper understanding of current trends in photography and the context in which art is made. Topics will include flash and strobe portraits, action, panoramas and product shots. A final project is required at the end of the course to complete their portfolio created throughout the semester.

INDIVIDUAL PROJECTS IN VISUAL ART

Student must be in 11th or 12th grade
½ credit
Half year, every day

This half-year course, which can be repeated for credit, is designed for art students to work on self-directed independent projects under the guidance and supervision of the teacher along with teacher designed projects covering a wide range of materials and techniques. While the end product remains important, emphasis will be placed on the process of making and creating art. Group projects and collaboration will also be explored and encouraged.

INDEPENDENT STUDY

Prerequisite: department recommendation
½ or 1 credit

Independent Study offers students with schedule conflicts an opportunity to continue an individualized program of study in art. After conferring with a specific teacher and obtaining departmental approval, a student may pursue an individually chosen course of study, either at home or in the art room during an alternative period. This course is designed for the highly motivated and responsible student artist who is able to work without extensive teacher input. A final project that reflects an understanding of the work completed during the course is required at the end of the semester or school year.

**SUBJECT: BOCES CULTURAL ARTS AND VOCATIONAL PROGRAMS FOR
REGULAR EDUCATION STUDENTS**

Freshmen and sophomores will not be permitted to participate in BOCES Cultural Arts or vocational programs. Students from South Side High School will only be eligible to apply to the half-day Nassau BOCES Cultural Arts and vocational programs.

All academic courses will be held on the South Side High School campus.

Vocational Programs

A student wishing to participate in the BOCES vocational Program must meet with his/her guidance counselor to review his/her course history as well as the additional course offerings in the specific vocational area of study. The counselor will notify the High School Principal of the student's interest in any BOCES program. **The student will then fill out an application to BOCES which must be completed and submitted to the guidance counselor on or prior to March 1 of the preceding school year.** The Principal will then review the application and make a recommendation to the Superintendent of Schools. The only exceptions will be students who enroll in the School District after March 1 of the prior year.

If approved by the Superintendent, students will be permitted to attend the BOCES vocational programs only if they are able to meet the requirements for a Regents Diploma.

Cultural Arts Programs

Since South Side High School offers comprehensive programs in music, theatre arts, and the visual arts, applications will not be accepted for consideration in these specific BOCES programs. Applications will be considered for dance since it is not available at South Side High School.

A student wishing to participate in a BOCES Cultural Arts dance program must meet with his/her guidance counselor to review his/her course history as well as the additional course offerings in the specific cultural arts area of study by February 1st of the preceding school year. The counselor will notify the High School Principal and the District Director of the Arts of the student's interest. The Principal and the Director of the Arts will then review the contemplated BOCES program with the Superintendent of Schools. If the Superintendent decides to permit the student to apply, the student must then fill out an application to the BOCES Cultural Arts program. The application must be submitted to the guidance counselor by March 1 of the preceding school year. The only exceptions will be students who enroll in the School District after March 1 of the prior year.

If approved by the Superintendent, students will be permitted to attend the Cultural Arts programs only if they are able to meet the requirements for a Regents Diploma.

Adopted: 7/8/02
Revised: 11/14/06, 11/5/08

BOCES

Through the Nassau BOCES, approximately 30 occupational education courses are available as elective courses to students in Grades 11 - 12. These courses are designed to equip young men and women with marketable skills in occupational fields for which a substantial job market exists in the New York Metropolitan Area. Each year, students earn four credits by attending this half-day program. Students who complete a five-unit sequence in a CTE subject can use the credit in lieu of the three-unit second language sequence.

Though BOCES occupational education is recommended for all teenagers as an introduction to the world of work, it is especially tailored for the youngster who desires a post-high school career, wants to prepare for further technical training, or needs a skill with which to earn his way through college.

Students who elect occupational education are bussed to the nearest BOCES centers for a half day; they must spend the remaining half day in the home school pursuing a regular program to satisfy diploma requirements.

Occupational educational courses offered in the BOCES program include:

Aircraft Electrical Systems
Aircraft Maintenance Technician/General
Auto Body
Auto Mechanics
Aviation Operations
Avionics/Electronics
Carpentry
Child Development
Computerized Business Operations
Computer Network Technology
Computer Technology (Computer Repair)
Construction Electricity
Cosmetology
Culinary Arts
Dental Assisting
Fashion Technology
Graphic Design
Large Animal Care
Medical Assisting
Multimedia Video Production and Communication
Nail Technology
Nurse Assisting
Police Science and Law Enforcement Systems
Refrigeration, Heat and Air Conditioning
Rehabilitation/Habilitation Aide
Small Animal Care
Veterinary Technology
Welding

BUSINESS

INTRODUCTION TO OCCUPATIONS

Prerequisites: None
1 credit
Every day, full year

Introduction to Occupations is a full-year course which provides students with essential occupational skills including writing resumes, being interviewed, maintaining bank accounts and balances and check writing. It also provides insight into a variety of occupations and the skills and knowledge needed to be successful in that position. Emphasis is on our economic environment, business operations, business and government in our global economy, small-business management, technology for business decisions, careers in our global economy, consumers in the economy, financial institutions and banking services, credit in our economy, savings and investment strategies, risk management, and personal financial management.

ENTREPRENEURSHIP

Prerequisites: None
1 credit
Every day, full year

Entrepreneurship is a full-year course of study that develops the student's understanding of entrepreneurship and small business management. Emphasis is placed upon historical trends and present-day challenges. Entrepreneurship is the exploration of ideas, struggle of men and women against long odds, and the satisfaction that comes from succeeding on one's own. The entrepreneur must know how to write a business plan, research a market, keep accounting records, pay taxes, and be socially responsible. This course aspires to give students the information they need to turn their interest into a successful business.

MARKETING

Prerequisites: None
Student must be in 11th or 12th Grade
1 credit
Every day, full year
LIU – C.W. Post College
3 credits (optional)

Marketing is a full-year course of study that enables students to acquire an understanding of the practical aspects of marketing. This course can be taken for college credit through Long Island University for three credits. Emphasis is placed on marketing and the business environment, the marketing environment and marketing ethics, the role of promotion, developing a global vision, the evolution of advertising, consumer decision making strategies, business marketing, segmenting and targeting markets, decision support systems and marketing research, product concepts, developing and managing products, marketing channels and supply chain management, retailing, integrated marketing

communications, advertising and public relations, sales promotion and personal selling, Internet marketing, and pricing concepts. **This course is weighted if taken for college credit from Long Island University.**

BUSINESS LAW

Prerequisites: None
Student must be in 11th or 12th Grade
1 credit
Every day, full year
LIU – C.W. Post College
6 credits (optional)

Business Law is a full-year course of study that enables students to acquire an understanding of their legal rights, as well as practical aspects of how the law impacts business. This course can be taken for college credit through Long Island University for six credits. Emphasis is placed on the legal and social environment of business, contracts, personal property, sales and leases of personal property, negotiable instruments, debtor-creditor relations and risk management, agency and employment, business organizations, and real property and estates. **This course is weighted if taken for college credit from Long Island University.**

ACCOUNTING

Prerequisites: None
Student must be in 11th or 12th Grade
1 credit
Every day, full year
LIU –C.W. Post College
6 credits (optional)

Accounting is a full-year course of study that enables students to acquire an understanding of the practical aspects of accounting systems. This course can be taken for college credit through Long Island University for six credits. Emphasis is placed on accounting and the business environment, recording business transactions, measuring business income, completing the accounting cycle, merchandising operations and the accounting cycle, accounting information systems, internal control, managing cash, and making ethical judgments, accounts and notes receivable, merchandise inventory, plant assets and intangible assets, current liabilities and payroll, partnerships, corporations, retained earnings, treasury stock, and the income statement, long-term liabilities, investments and international operations, the statement of cash flows, financial statement analysis, management accounting, job costing, process costing, cost-volume-profit analysis, master budget and responsibility accounting, flexible budgets and standard costs, activity-based costing, and special business decisions and capital budgeting. **This course is weighted if taken for college credit from Long Island University.**

IB BUSINESS MANAGEMENT YR. I

Prerequisites: None
Student must be in 11th grade
1 credit (weighted)
Every day, full year

This course is the first year of a two-year sequence preparing students for the International Baccalaureate examinations in Business Management. In order to develop students' understanding of today's complex business environment, the course will cover such topics as: business organizations and environment, human resources management, finance and accounts, marketing, and operations management. Business management theories and tools will be applied to real world examples and case studies.

IB BUSINESS MANAGEMENT YR. 2

Prerequisites: IB Business Management yr.1
Student must be in 12th grade
1 credit (weighted)
Every day, full year

This course is the second year of a two-year sequence preparing students for the International Baccalaureate examinations in Business Management. In order to develop students' understanding of today's complex business environment, the course will cover such topics as: business organizations and environment, human resources management, finance and accounts, marketing, and operations management. Business management theories and tools will be applied to real world examples and cases, and students will engage in an independent project involving research and analysis of a business-related issue or decision faced by a real company. All students are required to take the HL or SL level exam in May.

ENGLISH

ENGLISH 9 ADVANCED

Prerequisites: None
1 credit
Every day, full year

The ninth grade course begins preparation for the revised Regents Examination in English which is given in June of eleventh grade. It also prepares students for the rigorous International Baccalaureate English course which begins in the eleventh grade. Texts are selected from American and world authors in a variety of genres. In accordance with the newly adopted Common Core, students are asked to analyze and interpret a wide assortment of informational texts. Emphasis is placed on developing critical reading, writing, and research skills. Instruction is differentiated according to the individual needs of each student. Students are assessed from a qualitative student-centered approach.

CREATIVE WRITING

Prerequisites: None
½ credit
Every other day, full year

This English elective offers students the opportunity to explore the art of creative writing and to develop skills to compose original work. Students will read and analyze poetry, fiction, and creative non-fiction by classic and contemporary writers. Their own writing will include various exercises poetry, creative non-fiction, and short story. In a supportive and structured environment, students will conduct workshops using one another's writing. Students in the course will have a direct line of communication with the editors of the school's literary magazine, *Context*.

ENGLISH 10 ADVANCED

Prerequisite: English 9 Advanced
1 credit
Every day, full year

The tenth grade course continues preparing students for the revised Regents Examination in English and the International Baccalaureate English course. It offers readings from world writers and American authors and, in accordance with the Common Core, emphasizes a wide variety of informational texts. Students are asked to interpret and analyze what they read and to express themselves in written and oral assessments. Individual student needs inform instruction, offering a differentiated approach to learning.

ENGLISH 11 IB

Prerequisite: None
1 credit (weighted)
Every day, full year

This course is the first of a two-year sequence leading to the IB certificate in English and is also a part of the IB diploma. It is aligned with the NYS Common Core Standards for the English Language Arts. The course is composed of four parts to be taught over two years. The first semester will focus on language and mass communication using a wide range of texts. The second will focus on a traditional study of literature. Critical thinking skills, close reading, and literary analysis of the author's craft are emphasized, as is literary commentary on readings. Additionally, students will gain a relevant understanding of how language functions to create meaning. All students are **required** to take the Regents Examination in English Language Arts (Common Core) in June.

ENGLISH 12 IB/ENGLISH 12

Prerequisite: English 11 IB
1 credit (weighted – with registration for IB exams)
Every day, full year

The aims and objectives of English 12 are aligned with the Common Core Standards, as adopted by the New York State Board of Regents. The course demands a high level of critical thinking in both traditional literature instruction and an investigation of non-fiction. Students must register for and complete all IB assessments, including the two IB exams in May, in order to receive the IB designation on their transcripts and the weighting in their GPA calculation. English 12 students will complete the same assignments, with modified grading criteria used as warranted. An ELA support class is available to all students. English 12 students will take a final exam in June.

The first semester focuses on language in cultural context. Students are asked to consider a text in terms of who wrote it, when it was written, for whom, and for what purpose. Students will be assessed through written and oral activities.

The second semester uses more traditional texts. Students will be assessed on their understanding of these works through written and oral commentaries and presentations, examinations, quizzes and essays. The second IB English exam in May will be based on these texts.

PUBLIC SPEAKING

Prerequisites: None
½ credit
Every day, half-year

This course is designed to instruct students in the fundamental aspects of formal speech delivery and evaluation. Students will examine the relationship between informative, persuasive and special occasion writing and the techniques of delivery, which effectively communicate the message to an audience.

THEATRE ARTS I

Prerequisites: None
1 credit
Every day, full year

In this course, students will be introduced to a variety of theatre roles including actor, director, stage manager, playwright, costume designer and set designer. Through improvisation games, monologue and scene study, play analysis and the study of theatre history, students will develop performance, design, writing, and research skills. The focus of the course is on ensemble building and storytelling leading to performances from published plays and the creation of original work. As a culminating activity, students will participate in a one-act play. Whether you want to be on stage or behind the scenes, this class will help you explore your potential and build confidence.

THEATRE ARTS II

1 credit
Every day, full year

In this course, students will continue their exploration of a variety of theatre roles introduced in Theatre Arts I, with a greater focus on the areas of direction, stage management and playwriting. Units of study may include improvisation, pantomime, monologue and scene performance, radio plays, acting with accents, musical theatre, scenic and lighting design and creating theatre for social change. There is a continued emphasis on ensemble building and storytelling leading to performances from published plays and the creation of original work. At the end of the year, students will work together to produce and perform a one-act play.

IB THEATRE ARTS III

1 credit (weighted)
Every day, full year

This course is designed to build upon the knowledge gained in Theatre Arts I and II. It is an introduction to the three components of the IB Theatre Curriculum: *Theatre in Context*, *Theatre Processes and Presenting Theatre*. Students will experience theatre from the perspective of the creator, designer, director, performer and critic. Students will have opportunities to research, evaluate, and create theatre through both individual and collaborative projects. They will explore a range of theatre styles, traditions and practitioners, from various cultures and time periods. The experiences and units of study will allow them to build a portfolio preparing them for assessments in their senior year.

IB THEATRE ARTS IV

Prerequisites: Theatre Arts III
1 credit (weighted)
Every day, full year

This course is designed as the final component of the Theatre Arts IB curriculum at the higher level and as an opportunity to explore in greater detail the roles of director, actor, designer, deviser and dramaturg. Students will experience various approaches to making theatre both individually and as a group. Students will also work in class on the four IB assessments: the Research Presentation, the Director's Notebook, the Collaborative Theatre Project, and the Solo Performance Piece. Students enrolled in this course will be given the opportunity to direct and/or design the student-directed plays.

PLAY PRODUCTION

Prerequisites: None
1 credit
Every day, full year

This course is devoted to the practical application of ideas and techniques presented in other theater arts courses. The student will be responsible for the complete production of a suitable theater piece for public presentation. The course is usually offered during the last period of the day. Students are expected, when necessary, to remain beyond that time when the production schedule warrants it and on occasion may be required to return in the evening or on Saturday. Students who successfully complete Play Production I may enroll in Play Production II the following year for additional credit. Play Production meets the State's one-credit Art/Music requirement.

ENGLISH SUPPORT CLASSES

Prerequisites: Recommendation, request or 8th grade assessment
No credit
Every other day, full year

The purpose of a support class is to supplement and support the work of the classroom teacher and help students meet the standards. The support teacher reviews concepts taught, reinforces old topics as background for new concepts, and provides a more individualized support system when needed. This class may serve as an AIS mandated service.

IB FILM STUDIES I

Prerequisites: None
1 credit (weighted)
Every day, full year

Students will be engaged in both film production and film criticism. The course will involve the study of classic films, techniques used by famous directors, producers, cinematographers and editors. Students will have opportunities to apply what they have learned by using the equipment and facilities of the television studio to create their own film. Current sophomores may enroll in the course and take film studies for two years as an IB Sixth Subject at either the HL or SL level.

The one-year curriculum will concentrate on film language, basic production techniques and film theory, analysis of film sequences, and film history.

IB FILM STUDIES II

Prerequisites: Film Studies I
1 credit (weighted)
Every day, full year

Students will be engaged in both film production and film criticism. The course will involve the study of classic films, techniques used by famous directors, producers, cinematographers and editors. Students will have opportunities to apply what they have learned by using the equipment and facilities of the television studio to create their own film. Current juniors may enroll in the course and take film studies for two years as an IB Sixth Subject at either the HL or SL level. The two-year curriculum will continue to build on the basic established during year one. Students will explore more complex film theories and production techniques and focus on international films and documentaries. All students registered in the class are **required** to register for the IB Film assessments.

SAT VERBAL PREPARATION

Prerequisites: None
¼ credit
Every other day, half year

This semester course is designed to prepare students for the verbal component of the SAT examination. Students will become familiar with the format and questioning methods. They will review necessary content, learn test-taking techniques and strategies, and develop time-management skills. Practice work, which will include taking simulated tests, will help students and teachers identify areas of strengths and weaknesses that will be addressed within the framework of the course.

FOREIGN LANGUAGE

SPANISH/FRENCH 3

1 credit
Every day, full year

This is the second course in the language sequence. At this level, vocabulary and grammar are expanded. Topics such as school activities, community, celebrations, science and technology, and leisure will be introduced and reviewed. Students will work individually and in groups to practice speaking, listening and reading skills. All students are required to sit for a departmental final exam.

SPANISH/FRENCH 4

Prerequisite: Level 3
1 credit
Every day, full year

This is the third course of the language sequence. This level includes a study of relevant vocabulary and grammar through thematic units to develop mastery in the speaking, listening, reading, and writing. Students will be able to communicate with native speakers on topics of general interest such as the environment, country/city life, at the restaurant, food, health and nutrition, bullying and cyber bullying, science and technology and leisure activities. Students are required to take a school developed "Regents" midterm examination in January. Examination will count for the Advanced Regents Diploma with Advanced Designation.

SPANISH SUPPORT CLASSES

Prerequisites: Recommendation, request or 8th grade assessment
No credit
Every other day, full year

The purpose of a support class is to supplement and support the work of the classroom teacher. The support teacher reviews concepts taught, homework and classroom tests, reinforces old topics as background for new concepts, and provides a more individualized support system when needed.

IB SPANISH/FRENCH 5 - LANGUAGE B

Prerequisite: Level 4
1 credit (weighted)
Every day, full year

This course serves as the first year of the IB Language B SL/HL. Increased reading, writing, and discussions continue to develop the student's language skills. Literacy and cultural topics follow the IB curriculum and include: communication and media, social relations, issues of global importance, science and technology and leisure activities. Instruction will include the use of videos and literary pieces as well as current magazines and newspapers. All students are required to begin a portfolio of their work and give a number of oral presentations

IB SPANISH/FRENCH 6 - LANGUAGE B

Prerequisite: Level 5
1 credit (weighted)
Every day, full year

This course serves as the second year of the IB Language B SL/HL. Increased reading, writing and discussions are emphasized. Literary and cultural topics follow the IB curriculum from level 5 as well as entertainment, sports, travel, hobbies, and social interactions through leisure. Instruction will include the use of videos, and literary pieces as well as current magazine and newspaper articles. All students are required to maintain a portfolio of their work and give oral presentations: both IB interactive orals and IB practice individual orals will be required. Students will be required to complete an IB Written Assignment by midyear: SL 300– 400 words plus a 150-200 words rationale; HL 500-600 words plus a 150-200 words rationale. All students are required to take the IB examination in May. Interested students can additionally take the AP Language examination.

ENGLISH AS A SECOND LANGUAGE

Prerequisite: Placement by test
1 credit
Every day, full year

ESL is offered to English Language Learners in order to increase their knowledge and use of English. There are three levels of instruction: Beginning, Intermediate, and Advanced. The four skills of reading, writing, listening, and speaking are emphasized and developed in each level.

HEALTH AND PHYSICAL EDUCATION

The courses of study in health education for grades ten and twelve are part of a total curriculum with an emphasis on health issues that will concern students as they move into the adult world. Opportunities will be given to investigate, analyze and draw conclusions that provide realistic and meaningful experiences. All aspects of health including physical, mental and social health, are an integral part of this comprehensive and sequential curriculum. The major areas of study are as recommended by the New York State Education Department.

HEALTH 10

Prerequisite: None

¼ credit

Alternate Days/Semester

This course, required for all 10th graders, allows students to acquire the knowledge and skills necessary to establish and maintain physical fitness and personal health, create a safe and healthy environment and manage personal and community resources. It includes topics such as First Aid, CPR, AIDS and other STD's, substance abuse, smoking, emotional health, family living, self-image and personality development.

HEALTH 12

Prerequisite: Health 10

¼ credit

Alternate Days/Semester

This course of study, required for all 12th graders, prepares students for the issues they will face upon graduation from high school and how to deal with them as responsible young adults. Topics include substance abuse, smoking, conflict resolution, peer mediation, family life education, diseases, AIDS and peer violence.

PHYSICAL EDUCATION

Prerequisite: None

1/8 credit per quarter

Alternate Days/Quarter

Physical Education is an annual requirement for all students. The program objective is to involve students in a variety of activities designed to develop their physical, emotional and social growth while preparing them for future participation in life-time activities. Participation in these activities is not only for the development and maintenance of physical fitness, but a learning experience which will develop desirable attitudes during the later years of life. Students in grades 9-12 have the opportunity of selecting course activities of their choice in each of the four quarters that will encourage them to discover and broaden capacities through experiences that allow for maximum development. This program will afford every student, even those who normally would be medically excused, an opportunity to participate.

ELECTIVE COURSES

Aerobics, Badminton, Basketball, Dance, Flag Football, Golf, Hockey, Lacrosse, Lawn Games, Pacewalking, Personal Fitness, Pickleball, Pilates, *Project Adventure, Self Defense, Softball, Volleyball, Yoga.

* **Project Adventure** is an approach to education and life that is engaging, active, challenging, and places a high level of expectation within an atmosphere of support and caring. The impact of the approach is strongly felt within a group, where cohesion and cooperation are often achieved with surprising dispatch. Even more profound is the effect upon the individual who develops clearer insights and a fuller appreciation of self. Through non-competitive games, group problem-solving exercises and climbing activities, Project Adventure helps groups and individuals realize their goals. Environments are created with high challenges, strong support and respect for individual differences. At both the small group and community levels, people develop self-confidence, decision-making strategies, leadership skills and a sense of purpose which they are part of a group that tackles a difficult task.

Class Regulations:

- A) Students must be dressed in the appropriate attire for physical activities. The recommended class attire consists of: sneakers and shorts. Sneakers must be fully laced and tied. In cooler weather, sweatshirt, sweat pants, or warm-up type attire is recommended.
- B) No jewelry may be worn in class.
- C) Medical excuses -- a note from the student's parent or guardian will excuse a student for one class. A doctor's note is required for longer excuses from class.

Graduation Requirements:

In order to meet the New York State graduation requirements, a student must take and pass 2 credits of physical education. A student receiving a "DC" (denied credit), "F" or "INC" (incomplete) that remains unresolved by the completion of the senior year will not meet the physical education requirements for graduation.

Student Evaluation/Grading

At the end of each marking period students receive a grade that is interpreted the same as any other grade on the report card. There are three basic considerations in determining the student's physical education grade:

- * Effort/Participation - 60%
- * Preparedness - 20%
- * Skills and Knowledge – 20%

Students are assessed in all instructional units. These assessments are kept in portfolios that can be viewed by students and parents.

Exemption Policy

In order to qualify for a physical education exemption, you must be in compliance with all of the following:

- A) Be a bona fide member of a Varsity or Jr. Varsity interscholastic athletic team in grades 10-12 and remain a team member the entire season.
- B) NOT have any unresolved "DC," "F" or "Incompletes" in physical education.
- C) Have a proven rigorous academic schedule that includes seven (7) full periods both odd and even days excluding physical education.
- D) A copy of student's schedule must be attached to the application which can be obtained in the guidance or athletic offices.
- E) All required signatures must appear on the application.
- F) Return completed application to the Guidance Department no later than:

SEASON	EXEMPTION	APPLICATION DUE DATE
FALL	1st Quarter	Five (5) school days after start of school year
WINTER	2nd Quarter	See website for date
SPRING	4th Quarter	See website for date

MATHEMATICS

ALGEBRA COMMON CORE

Prerequisite: none
1 credit
Everyday, full year

Common Core Algebra is the first of three mathematics courses in the New York State high school sequence. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problem in various settings. Topics to be covered include: linear equations, quadratic and other functions, systems of equations, exponentials, and data analysis. All students are required to take the Regents exam upon completion of this course. Students are required to have a graphing calculator.

GEOMETRY COMMON CORE

Prerequisite: Common Core Algebra
1 Credit
Everyday, full year

Common Core Geometry is the second of three mathematics courses in the New York State high school sequence in mathematics. Students enrolled in this course will develop an understanding of the attributes and relationships of geometric objects, and be able to apply them in a variety of scenarios. This course is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Students will begin to formalize their geometry experiences from elementary and middle school, using more precise definitions to write a proof. The concepts of congruence, similarity, and symmetry will be discussed from the perspective of geometric transformation. The class will discover how the definitions of sine, cosine and tangent for acute angles founded on right triangles and similarity, along with the Pythagorean Theorem are fundamental in many real-world and theoretical situations. As students begin to see the connection between algebra and geometry, they will be better prepared to apply the powerful methods of analysis and problem solving. All students are required to take the Common Core Regents exam in Geometry upon the completion of this course. Students are required to have a graphing calculator.

MATH SUPPORT CLASSES

Prerequisite: Recommendation or request
 $\frac{1}{2}$ credit
Every other day, full year

The purpose of support classes is to supplement and support the work of the classroom teacher. The support teacher reviews skills and concepts taught in the Regents class; reinforces topics in a cyclical manner and provides each student with individualized support.

MATH ADVANCED TOPICS

Prerequisite: Algebra CC/Geometry CC
Co-requisite: Algebra 2 CC
 $\frac{1}{2}$ credit (weighted)
Every other day, full year

Topics include algebra, functions, trigonometry, probability and statistics. The curriculum will cover topics in greater detail, complexity and in more depth. Advanced work algebra and trigonometry will be included. Upon completion of this course, all students are required to take a Math Advanced Topics final. Students are required to have a graphing calculator.

ALGEBRA 2 COMMON CORE

Prerequisite: Algebra CC / Geometry CC
1 credit
Everyday, full year

Algebra 2 CC is the third of the three mathematics courses in the New York State high school sequence. This course is intended to continue developing alternative solutions, strategies and algorithms. Within the course, the following topics will be investigated: Polynomial, Rational and Radical Relationships, Arithmetic and Geometric Sequences. Functions such as Exponential, Logarithmic, Trigonometric will be investigated and their properties explored, Data Analysis, Probability, Data Distributions and Normal Distributions will be explored. All students are required to take the Regents exam in Algebra 2 Common Core upon the completion of this course. Students are required to have a graphing calculator.

MATHEMATICS REPEATER

Prerequisite: Failure on Regents exam and/or course

Mathematics Repeater classes are for students who passed the course but did not pass the Regents exam, or who passed the Regents exam but not the course. All students are required to sit for the Regents. This course focuses on the essential skills needed to pass the regents examination. The class may serve as an AIS service.

SAT MATH PREPARATION

Co-requisite: One semester of Algebra 2 CC
 $\frac{1}{4}$ credit
Every other day, half year

This semester course is designed to prepare students for the Math component of the SAT examination. Students will become familiar with the format and questioning methods. They will review necessary content, learn test-taking techniques and strategies, and develop time-management

skills. Practice works, which will include taking simulated tests, will help students and teachers identify areas of strengths and weaknesses that will be addressed within the framework of the course

MATH CONCEPTS

Prerequisite: Algebra 2/CC
1 credit
Every day, full year

This course is designed for students who have passed the Algebra 2/CC course, but have not achieved Regents credit. Topics include: functions of a real variable, trigonometry, probability, statistics, coordinate geometry, theory of equations, structure of the complex number system, and arithmetic and geometric sequences. Students are required to have a graphing calculator. The first semester of this course will include a review of Algebra 2/CC topics for students who are taking the Algebra 2/CC Regents in January. All students will take a final examination in June.

IB MATH STUDIES/PRE-CALCULUS

Prerequisite: Algebra 2/CC or Math Concepts
1 credit *(weighted)
Every day, full year

This course in the mathematics program is the rigorous continuation of the curriculum of the first three years (spiral approach), and covers Advanced Algebra, Pre-Calculus and Calculus. It gives the college bound seniors a solid foundation for their mathematics courses at the college level and the juniors a solid background for the AP Calculus course. At the end of the course, students will take a teacher-produced final exam. Students are also encouraged to enroll in and take the IB Math Studies exam in May. Students are required to have a graphing calculator.

IB MATHEMATICS SL (MATH METHODS)

Prerequisite: Algebra 2/CC
1 credit (weighted)
Every day, full year

The IB Standard Level Course is designed to provide a mathematical background for students working at a highly technical level. It provides information necessary for further study in Economics, Science, and Technology and prepares students for the IB Mathematical Methods Examination. Topics include number theory, trigonometry, algebra and coordinate geometry, vectors, matrices, probability, differential and integral calculus. Students are required to have a graphing calculator. All students registered in the class are required to take the IB exam in May.

* This course is weighted only for those students taking the IB exam in May.

ADVANCED PLACEMENT CALCULUS (AB)

Prerequisite: Pre-Calculus
1 credit (weighted)
Every day, full year

This is a one-year course which follows the curriculum prepared by secondary schools, colleges and the College Board. The course consists of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. The topics covered include elementary functions and their graphs, limits, differential calculus and its applications, and integral calculus and its applications. All students registered in the class are required to take the Advanced Placement Exam in May. Students are required to have a graphing calculator.

ADVANCED PLACEMENT CALCULUS (BC)

Prerequisite: Math IB-Standard Level or Pre-Calculus
1 credit (weighted)
Every day, full year

This class is designed for students who have a genuine interest in math as a field of study and/or students who will need math for their further studies. This course includes a more detailed study of the calculus topics (Differentiation and Integration) with increased emphasis placed on further calculus (numeration and series). All students registered in the class are required to take the AP/BC Exam in May which will give both a BC and an AB Calculus score. Infusion units will be provided for those students who wish to take the Higher Level IB exam. Students must have a graphing calculator.

ADVANCED PLACEMENT STATISTICS

Prerequisite: IB Mathematics SL or IB Math Studies/Pre-Calculus
1 credit (weighted)
Every day, full year

Advanced Placement Statistics is designed to provide the student with an extensive study of the theory of statistics. Concepts to be discussed include data collection and analysis, measures of dispersion, probability distributions, confidence intervals, hypothesis testing, analysis of variance, and regression models. The graphing calculator will be used extensively in this course as both a computational and graphical analysis tool. All students registered in the class are required to take the AP Statistics exam in May. Students are required to have a graphing calculator.

MUSIC

Enrollment for Music Technology, Choraleers and Music Theory is open to all students, Grades 9 through 12. IB Music is open to Grades 11 and 12.

Although individualized instruction is offered in small group lessons, all students are expected to have mastered certain basic skills prior to admission to performing music courses.

CONCERT BAND

Prerequisite: instrumental experience
1 credit
Every day, full year

Students will study and perform standard band literature representing a variety of styles and time periods. This band performs at regularly scheduled school concerts. Participation in these performances, scheduled lessons, and marching band is mandatory. This course is a co-requisite* for a student to be considered for membership in the Stage Band.

WIND ENSEMBLE

Prerequisite: audition
1 credit
Every day full year

Students will study and perform advanced wind and percussion literature representing a variety of styles and time periods. The Wind Ensemble performs at regularly scheduled school concerts. Participation in these performances, scheduled lessons, and marching band is mandatory. Enrollment in this course is open to a limited number of advanced winds and percussionists. This course is co-requisite* for a student to be considered for membership in the Jazz Ensemble and/or Stage Band.

CONCERT ORCHESTRA

Prerequisite: instrumental experience
1 credit
Every day, full year

Students will study and perform string literature representing a variety of styles and time periods. This orchestra performs at regularly scheduled school concerts. Participation in these performances as well as scheduled lessons is mandatory.

*Exceptions to the co-requisite requirements will be made by the principal in consultation with the Director of the Arts only if students are precluded from participation because of a required academic course.

CHAMBER ORCHESTRA

Prerequisite: audition
1 credit
Every day, full year

Students will study and perform advanced string and symphonic literature representing a variety of styles and time periods. This orchestra performs at regularly scheduled school concerts. Participation in these performances as well as scheduled lessons is mandatory. Enrollment in this course is open to advanced string students.

STAGE BAND

Prerequisite: instrumental experience
½ credit
Every other day, full year

This course provides an introductory experience to a variety of jazz styles and techniques. Students may perform on instruments pertinent to the jazz idiom. Participation in regularly scheduled school performances is mandatory. Enrollment is open to concert band and/or wind ensemble students* who wish to expand their instrumental background to include jazz.

JAZZ ENSEMBLE

Prerequisite: audition
½ credit
Every other day, full year

Students will study and perform advanced jazz literature representing a variety of styles and techniques, such as: big band, swing, modern jazz, and improvisation. Participation in regularly scheduled school performances is mandatory. Enrollment in this course is open to a limited number of wind ensemble students* pursuing advanced jazz studies.

CHORALEERS

Prerequisite: none
1 credit
Every day, full year

Students will study and perform major choral works from the advanced literature representing a variety of styles and time periods. This group performs at regularly scheduled school concerts. Participation in these performances as well as scheduled lessons is mandatory.

CHAMBER SINGERS

Prerequisite: audition
1 credit
Every day, full year

Students will study and perform advanced vocal ensemble literature representing a variety of styles and time periods. This group performs at regularly scheduled school concerts. Participation is mandatory. Members of Chamber Singers are also expected to perform with the Choraleers. Enrollment in this course is open to advanced vocalists.

MUSIC THEORY

Prerequisites: none
½ credit
Every other day, full year

The fundamentals of composition, improvisation, arranging, non-Western music, jazz styles, melody, harmony, rhythm, and timbre will be explored thoroughly in this course. In addition, students will become familiar with the principles of melodic, rhythmic, and harmonic dictation coupled with the ability to sight-read a variety of styles of music. Students will learn both traditional and electronic instrumentation and voicing. Successful completion of this course is recommended prior to enrollment in the I.B. Music.

I.B. MUSIC

Prerequisite: Music Theory or Music Technology
1 credit (weighted)
Every day, full year

This is a college level course built upon the musical foundations developed in Music Theory. It's content and structure are geared to the I.B. curriculum. It provides the advanced music student a study of acoustics; musical literature of the 18th, 19th, 20th, and 21st centuries; multicultural awareness; and an opportunity to pursue performance and/or composition. Students must sit for the IB assessment at the end of the course. All students registered in the class are required to take the IB Exam in May.

COMPREHENSIVE MUSIC TECHNOLOGY

Prerequisite: none
½ credit
Every other day, full year

This course is designed to fully explore today's technology in electronic music equipment, computers and synthesizers. Students will work hands on with computer and music technology in a variety of domains including recording, composition, arranging, music publishing, electronic music performance, score reading and writing and use of music on the Internet. This course is designed for students with performing music experience and who intend to continue their formal music training.

* Exceptions to the co-requisite requirements will be made by the principal in consultation with the Director of the Arts, only if students are precluded from participation because of a required academic course.

SCIENCE

LIVING ENVIRONMENT

Prerequisites: none
1 credit
Every day, full year
Labs-3 days each 6 day cycle

This course allows the student to acquire an understanding of the concepts of the study of life, develop laboratory skills, record and analyze data, and to gain an awareness of the role of Biology in our society. Topics include life structures and functions of humans and representative organisms, genetics, evolution, and ecology. All students are required to sit for a department mid-term, as well as the Regents examination in Living Environment in June if the laboratory requirement has been satisfactorily completed. All students will complete a project for the SSHS Science Fair.*

SCIENCE SUPPORT CLASSES

Prerequisites: Recommendation, request or 8th grade assessment
No credit
Every other day, full year

The purpose of a support class is to supplement and support the work of the classroom teacher. The support teacher reviews concepts taught, homework and classroom tests, reinforces old topics as background for new concepts, and provides a more individualized support system when needed. This class may serve as a mandatory AIS service for some students.

SCIENCE REPEATER CLASSES

Prerequisite: Failure on Regents exam and/or course
Every day, half-year

Science repeater classes are required half-year courses for students who passed the course but did not pass the Regents exam, or who passed the Regents exam but not the course. All students are required to sit for the January Regents. These fast paced courses focus on the essential skills and learning needed to pass the Regents examination. This class may be a mandated AIS service.

*Participation in SSHS Science Fair is mandatory.

PHYSICAL SETTING: EARTH SCIENCE

1 credit
Every day, full year
Lab-2 days each 6 day cycle

The student will acquire an understanding of the concepts of Earth Science, develop laboratory skills, record and analyze data, and gain an appreciation of our planet. All students are required to sit for a department mid-term as well as the Regents examination in Earth Science in June if the laboratory requirement has been satisfactorily completed. In addition, students will take part in a hands-on laboratory practical and analysis skills.

PHYSICAL SETTING: CHEMISTRY

Prerequisites: The Living Environment
1 credit
Every day, full year
Lab-2 days each 6 day cycle

This course allows the student to acquire an understanding of the concepts and models of modern chemistry, develop laboratory skills, record and analyze data, and to gain an awareness of the role of chemistry in our society. Topics include atomic structure, energy and matter, bonding, the periodic table, and organic chemistry. All students are required to sit for a department mid-term as well as the Regents examination in Chemistry in June if the laboratory requirement has been satisfactorily completed.

PHYSICAL SETTING: ADVANCED TOPICS IN CHEMISTRY

Prerequisites: The Living Environment
Co-requisite: Physical Setting: Chemistry (weighted)
1 period each 6 day cycle

This class is designed to enrich the student's learning experience. It offers material that is not mandated by the State of New York and is not tested on the Physical Setting Chemistry Regents exam. Topics are in depth extensions of the material taught in Regents chemistry such as Van Der Waals Forces and the nature of light and complex Stoichiometry. There will be quarterly quizzes as well as a midterm and final exam. The grade for this course is not placed on the report card; instead it contributes 15% of the overall course average to the Regents Chemistry grade. All students will do a project for the SSHS Science Fair.*

IB PHYSICS STANDARD LEVEL *

Prerequisites: Two years of Regents Science
1 credit (weighted)
Every day, full year
Lab-3 days each 6 day cycle

Physics SL is a college level course taken by students in their junior year. A strong foundation in algebra is essential. Topics in the IB required core include measurement, mechanics, thermal physics, properties of matter, waves, electricity and magnetism, atomic and nuclear physics. Optional topics include Sight and wave phenomena, Quantum and nuclear physics, Digital technology, Relativity and particle physics, astrophysics, Communications and Electromagnetic waves. Furthermore, a group IV project is required of all students. The course includes numerous labs to be written in the IB format. Examinations are tailored after previous IB examinations in order to prepare students for IB standards and expectations. All students are required to take the standard level International Baccalaureate Physics exam in May as well as the NYS Regents exam in June.

IB PHYSICS HL

Prerequisite: IB Physics SL
1/2 credit (weighted)
Every other day, full year

The topics of the HL course are similar to those of the SL course, though they will be studied in considerably deeper detail. Additional topics at the Higher Level include Measurement and uncertainties, Mechanics, Thermal physics, Wave phenomena, Electromagnetism, Quantum physics and nuclear physics. Optional topics at the higher level include Relativity, Medical physics, Particle physics, Astrophysics, Communications and Electricomagnetic waves. The course includes numerous labs to be written up in the IB format. In class examinations are also tailored after previous IB examinations in order to prepare students for IB Higher Level exam in May. All students are required to take the higher level International Baccalaureate Physics exam in May.

PHYSICAL SETTING: PHYSICS

Prerequisites: Living Environment and Chemistry
1 credit
Every day, full year
Lab- 3 days each 6 day cycle

The student acquires an understanding of the concepts and models of physics principles, develops laboratory skills, records and analyzes data, and gains an awareness of the role of physics in our society. This course follows the New York State syllabus and covers the topics of mechanics, energy, electricity, magnetism, waves, and modern physics including the standard model of the atom. The emphasis is on problem solving, understanding concepts, and science/math skills enrichment. All students are required to sit for the Regents

Examination in June if the laboratory requirement has been satisfactorily completed.

IB BIOLOGY HIGHER LEVEL FIRST YEAR

Prerequisites: Two years of Regents Science
Co-requisite: A Regents Science Course
1/2 credit (weighted)
Every other day, full year

This course is the first in a two-year sequence that prepares students for both the International Baccalaureate and Advanced Placement tests in Biology. Topics include biochemistry, cellular biology, cellular respiration and photosynthesis. A required group project will also be completed.

IB BIOLOGY HIGHER LEVEL SECOND YEAR *

Prerequisites: Three years of Regents Science
IB Biology Higher Level First Year
1 credit (weighted)
Every day, full year
Lab-3 days each 6 day cycle

This course is the second in a two-year sequence to prepare for the Advanced Placement and International Baccalaureate examinations in Biology. Topics covered include molecular genetics, human anatomy and physiology, Mendelian genetics, plant anatomy and physiology, reproduction and development, evolution and ecology. Laboratory work is emphasized. Students enrolled in this course are required to take the higher level International Baccalaureate Biology exam in May.

IB CHEMISTRY HIGHER LEVEL FIRST YEAR

Prerequisite: Two years of Regents Science
Co-requisite: A Regents Science Course
1/2 credit (weighted)
Every other day, full year

This course is the first in a two year sequence which prepares students for both the International Baccalaureate and Advanced Placement tests in Chemistry. Course topics include stoichiometry, thermo-chemistry, atomic structure, and bonding. A required group project will also be completed.

* Students may co-enroll for Molloy College credits.

IB CHEMISTRY HIGHER LEVEL SECOND YEAR *

Prerequisites: Three years of Regents Science
IB Chemistry HL First Year
1 credit (weighted)
Every day, full year.
Lab-3 days each 6 day cycle

This course is the second in a two-year sequence to prepare for the International Baccalaureate and Advanced Placement examinations in Chemistry. Course topics include: kinetics, equilibrium, acids and gases, free energy and entropy, electrochemistry, nuclear and organic chemistry, fuels and energy and biochemistry. A major emphasis in this course is laboratory work. Students enrolled in this course are required to take the Higher Level International Baccalaureate Chemistry exam in May.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES*

Prerequisites: 3 years High School Regents Science
12th Grade Students
1 credit (weighted)
Every day, full year Lab-3 days each 6 day cycle

The IB Environmental Course is designed to enable students to develop a scientific understanding of the environment that will enable them to adopt an informed and responsible stance on the many pressing environmental issues that exist. The course will examine the structure and functioning of natural systems, and how they have been impacted by human activity. Issues of both a local and global nature will be examined, including pollution, ozone depletion, global warming, acid rain, and population growth. The course meets the IB Group 4 Requirement as an experimental science. Students enrolled in this course are required to take the International Baccalaureate Environmental Systems and Societies SL Exam in May.

SCIENCE RESEARCH I and II

Prerequisites: none
1/2 credit
Every other day, full year

This course is designed for any student who wants to learn about and participate in research in the areas of science, math, computers, engineering or social science. The focus of the science research class is for students to develop research skills. Starting from the student's current level of experience, the student will learn to design, carry through and complete original research. The aim of level I is to learn and apply various lab techniques to independent research projects. The goal of the level II course is to teach research methods, use of the library and other resources and the write research papers. A major objective of the sequence is to develop a project for various local, state or national science competitions. Science research students are required to submit projects to the SSHS Science Fair.

SCIENCE RESEARCH-INTEL PREP

Prerequisites: none
1/2 credit (weighted)
Every other day, full year

This course is designed for students who wish to continue to meet the goals of Research Level II and prepare a serious, independent research project for submission to the Intel Science Talent Search and other national competitions. If a student does not ultimately submit an Intel project, weighting will be removed.

ASTRONOMY

Prerequisites: Two Regents Sciences or a fall repeater course
1/2 credit
Every day, half-year

This course is designed to provide the student with a fundamental knowledge of our solar system, the Milky Way galaxy, and the galaxies beyond. New advances in astronomy will be investigated and discussed. All students will be required to sit for a final examination.

FORENSIC SCIENCE

Prerequisites: Two Regents Sciences or a fall repeater course
1/2 credit
Every day, half-year

This course allows students to apply scientific principles to the investigation of physical evidence left at a crime scene. Students will solve simulated crimes by analyzing physical evidence, such as fibers, hairs, simulated blood and tool marks. All students will sit for a final examination.

LONG ISLAND NATURAL RESOURCES

Prerequisites: Two Regents Sciences or a fall repeater course
1/2 credit
Every day, half-year

This course is designed for students interested in the unique natural history and resources of the Long Island region. Topics include geological history, conservation of water and marine resources, as well as the impact of commercial and residential development on the Long Island environment. All students will be expected to take active part in field trips, discussions and activities.

* Students may co-enroll for Molloy College credits.

MARINE BIOLOGY

Prerequisites: Two Regents Sciences or a fall repeater course
1/2 credit
Every day, half- year

This course will provide students with an appreciation of the marine sciences, as well as the complexities related to conservation of resources. The focus of the course is identification and understanding of physiological, behavioral, and evolutionary relationships among species in the ocean environment. All students must take the final examination.

ANATOMY AND PHYSIOLOGY

Co-requisite: Regents Science or Grade 11
½ credit
Every other day, full year

Study of the basics of human anatomy and physiology, including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduction to common human disease processes. This course will also serve as a preparatory tool for students choosing to take the SAT II exam in Biology.

LABORATORY REQUIREMENTS

In order to pass any Science class with a laboratory requirement, including all regents and IB classes, the laboratory requirement for that course must be completed prior to the final examination. If a student fails to complete the net required lab hours they risk being barred from the regents examination.

GLOBAL HISTORY and GEOGRAPHY 9 ADVANCED

Prerequisites: None
1 credit
Every day, full year

This ninth grade required social studies course is intended to serve as the first year in a two-year sequence in Global History and Geography. Coursework will focus on a study of the world across time and region from ancient civilization to the seventeenth century. Extensive reading of diverse sources and research preparation will help students prepare for the 10th grade Regents exam.

GLOBAL HISTORY and GEOGRAPHY 10 ADVANCED

Prerequisite: Global History 9 Advanced
1 credit
Every day, full year

The tenth grade course will focus on a study of the world across time and region from the seventeenth century to the present day. Extensive reading of diverse primary and secondary sources and the preparation of research papers will help students prepare for the IB programs in 11th and 12th grades. The Global History and Geography Regents will be the final exam for this course. All students are required to sit for the Regents exam in June.

IB HISTORY OF THE AMERICAS 11

Prerequisite: Global History and Geography
1 credit (weighted)
Every day, full year

The principal aim of this advanced level course is to provide students with an opportunity to demonstrate mastery of the major events, issues, and themes of United States history since the colonial period. The course is also the first year of the two-year International Baccalaureate History of the Americas course. Primary and secondary source materials will be used throughout the course, along with a standard college-level textbook. Extensive research and writing will prepare all students for the U.S. History and Government New York State Regents in June. In addition to the Regents Exam, all students are required to begin a modified IB Historical Investigation that will count as part of their final grade in the course. The content covered in this course will be evaluated once again, if the student sits for the exam in IB History at the end of their 12th grade course of study. All students are required to sit for the Regents exam in June.

CONTEMPORARY ISSUES

Prerequisite: U. S. History and Government
½ credit
Every day, half year

This course meets New York State requirements for participation in government. This course will emphasize public policy issue analysis, decision making, and the need for citizenship in a democratic society. Students are required to sit for a final departmental exam.

ECONOMICS

Prerequisite: U. S. History and Government
½ credit
Every day, half year

This course meets New York State requirements as it serves as an introduction to macroeconomics and microeconomics. It also offers a study of personal and global economic decision-making with a focus on responsible choices. Students are required to sit for a final departmental exam.

IB HISTORY 12

Prerequisite: IB History of the Americas 11
1 credit (weighted)
Every day, full year

This course is the second half of the IB History of the Americas curriculum that is begun in junior year. The purpose of this IB course is to study twentieth century history from a global and regional perspective. Students will examine the evolution of revolutions and authoritarian regimes and their relationship to the causes, practices, and the effects of wars in the 20th century. This course also meets the Economics and Contemporary issues requirements. Students will be required to sit for the IB History exam upon completing the course. In addition to the IB 12 History exam, students are required to complete an IB Historical Investigation that will count as a quarterly grade and toward a percentage of their overall IB grade. All students registered in the class are required to take the IB Exam in May.

INTRODUCTION TO PSYCHOLOGY

Prerequisite: enrollment in Grade 11 or 12
½ credit (honors by application - weighted)
Every day, half-year

This course exposes students to a broad conceptual overview of psychology. Students will study psychological research methods, learning, cognition, personality and abnormal psychology as they engage in projects involving behavioral modification and personality analysis. This course is a prerequisite for IB Psychology. As an honors by application course, it serves as the first year of IB Psychology SL.

IB PSYCHOLOGY STANDARD LEVEL

Prerequisite: Introductory Psychology at honors level
1 credit (weighted)
Every day, full year

This course will involve intensive analysis of approaches to Psychology: biological, behavioral, cognitive, and dysfunctional behavior. In addition to a focus upon the historical and cultural background, conceptual framework, basic assumptions and critical evaluation of each approach, the students will apply their knowledge of methodology to an experimental study of their own design. Students will be **required** to take the IB Psychology SL Examination of this college-level course in May.

SOCIAL STUDIES REPEATER

Prerequisite: Failure on Regents exam and/or course
Everyday, half year

Social Studies repeater classes are for students who passed the course but did not pass the Regents exam, or who passed the Regents exam but not the course. All students are **required** to sit for the Regents exam again at the end of the course.

SPECIAL EDUCATION

In order to address the needs of students with disabilities, the Special Education Program offers a continuum of services. These services range from the CORE Program, the Inclusion Program with Academic Enrichment curriculum support, to the Resource Room and Consultant Teacher Services. The Committee on Special Education is designated at both the building and central level to provide students who require special education services with appropriate individualized educational programs. At the high school level, students are invited to attend the CSE meeting.

CORE

The CORE program is an academic/School-to-Work Program for students ages 5-21. Classes are designed for developmentally delayed students who require intensive academic support with opportunities for mainstreaming. Classes are small, not exceeding twelve students per teacher. The CORE program at South Side High School focuses on a continuation of the development of academic, behavioral and vocational skills. Its goal is to provide life skills in reading, writing, math and health. Students receive a modified curriculum in reading, writing, math, health and pre-vocational skills based on their individual needs. The CORE program expands upon these skills and others to ensure that students have the opportunity to maximize their individual potential and live life productively and as independently as possible after they leave the school setting. In addition, the program is geared toward preparing the students with the necessary job skills to be successful in post-secondary experiences. There is an emphasis on vocational training and inclusion into the community in order to experience real-life situations in all aspects of the instructional program. Students are mainstreamed with their age-appropriate peers for electives/non-academic subjects. They are also given the opportunity to participate in afterschool clubs and sports. Related services are provided as mandated by the IEP. Transition planning is an integral part of the CORE program.

Inclusion Classes

Inclusion provides the supportive environment necessary for classified students to meet the challenges of general education classes within a mainstream context. Students are fully included in general education classes while special education teachers work with the general education teachers to meet students' needs and abilities. In addition, teaching assistants accompany students to their classes to provide additional hands on support. Inclusion students meet daily with the special education teacher in a separate Academic Enrichment class to work toward meeting specific goals on the Individual Education Plan (IEP) as well as for reinforcement of their high school curriculum.

Other support services available to the student may include counseling, liaison with community agencies and other professionals, case conferences, speech and language therapy, occupational therapy, physical therapy and psychological counseling consultations as determined by the Committee on Special Education.

Resource Room

The Resource Room program consists of identification, diagnostic assessment, and direct individualized, small group instruction (no more than five to one) in strategic behaviors that students need to master concepts and information. Instruction is goal driven based on the stated IEP goals and enacted through relevant curriculum context. Examples may include development of specific subcomponent skills in reading, math and written language. Within work on specific skill deficits, the Resource Room also addresses organizational issues, goal setting, communication skills and study skills. Practice of the skills or strategies required for the academic demands of mainstream classroom settings is provided. Students are prepared to become self-advocates in expressing academic needs in order to become independent learners. Ongoing consultation with mainstream classroom teachers is an integral part of the resource program.

Other support services for the student may include counseling, liaison with community agencies and other professionals, case conferences, speech and language therapy and psychological counseling consultations as needed for diagnosis and evaluation.

Consultant Teacher Services

The consultant model provides students with special education support in one designated academic class. Special education teachers are assigned to push-in to the designated general education classroom and provide special education services. The special education teachers will monitor student academic progress and work toward the mastery of Individualized Education Plan goals through communication with the student and support personnel inside and outside of the classroom. It is essential that students meet with their special education teacher as scheduled to monitor academic progress effectively.

TECHNOLOGY

SOUTH SIDE MORNING NEWS

Prerequisites: none
½ credit
Every day, half year

This is a twenty week course where students gain instruction and guided practice in the field of television production. Students will rotate through all TV production jobs including control room positions, camera work and TV Anchor as well as ENG teams to shoot and edit special feature segments. Everyday the class performs their role in an informational Morning News Show as we broadcast live to the entire school.

TELEVISION PRODUCTION

Prerequisite: none
½ credit
Half year, every day

This course is designed to give students “hands on” experience in every artistic and technical aspect of producing a studio television show. Students will be instructed in the operation of all studio equipment (e.g. cameras, sound board, editing equipment, etc.) Students will write, perform and produce several short television shows over the course of the term such as interview shows, news shows, comic sketches, etc. Students will be encouraged to be creative, to challenge themselves and to bring ideas to the class.

WOOD DESIGN (Formerly Called Outdoor Structures)

Prerequisites: none
½ to 1 credit
Every day, half year

Students will design and create original projects, using wood and other materials, in our newly renovated woodshop and computer-aided drafting room.

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
Rockville Centre, New York 11570

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Section 303 of the Age Discrimination Act of 1975, no staff member or student in the Rockville Centre Union Free School District shall, on the grounds of sex, age, race, color, national origin, or handicapping condition be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the school district.

En conformidad con el Título VI de la Ley de Derechos Civiles de 1964, Título IX de las Enmiendas para la Educacion de 1972, Seccion 504 de la Ley para la Rehabilitacion de 1973, y la Seccion 303 de la Ley Contra el Prejuicio de Edad de 1975, ningun empleado ni estudiante del distrito escolar de Rockville Centre, puede ser omitido, negado beneficios, o sometido a prejuicio bajo cualquier programa o actividad bajo el apoyo o la direccion del distrito escolar a causa de sexo, edad, raza, color, origen nacional o incapacidad permanente.

**SOUTH SIDE HIGH SCHOOL
140 SHEPHERD STREET
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516-255-8947
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Robert A. Bartels Assistant Superintendent
Noreen Leahy, Ed.D..... Assistant Superintendent
Christopher J. Pellettieri.....Assistant Superintendent
Carol Roseto.....Director of Physical Education, Interscholastic Athletics & Health
Brian Zuar, Ed.D.....Director of the Arts

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Kevin Downey..... Counselor
Marcy Pedone.....Counselor
Linda Weiss.....Counselor
Joanna Zweben.....Counselor

