

Walter G. O'Connell  
Copiague  
High School



Course Offerings  
2020-2021

[www.copiague.k12.ny.us](http://www.copiague.k12.ny.us)

**Copiague School District**  
**2020-2020**

**Board of Education**

Brian J. Sales	President
Kenneth Urban	2 <sup>nd</sup> Vice President
Paul Daubel	Trustee
Laura Gavey	Trustee
Rosemary Natoli	Trustee
Peter Robinson	Trustee
Chris Madden	In Memoriam

**Central Administration**

Dr. Kathleen Bannon	Superintendent of Schools
Dr. Jeanette Altruda	Assistant Superintendent for Curriculum and Instruction
Mr. Jeffery White	Assistant Superintendent for Finance & Operations
Ms. Karen Sheridan	Assistant Superintendent for Student Services
Mr. Todd J. Andrews	Assistant Superintendent for Human Resources

**Walter G. O’Connell Copiague High School Administration**

Joseph M. Agosta	Principal
Jonathan Cutolo	Assistant Principal
Tamika Eason	Assistant Principal
Jonathan Krawchuk	Assistant Principal
Bradley Reminick	Assistant Principal

**Secondary Counseling Staff**

James McCabe, Coordinator of Guidance K-12

High School 842-4010 x420

Geraldine Baldwin  
Christina Cutolo  
Colleen Darge  
Jean Poten  
Dawn Salegna  
Rachel Silber

Middle School 842-4011

Karen Greco  
Shakira Lewis  
Melissa Solomon  
Francesca Walker

**Title IX** – The Copiague School District does not discriminate on the basis of sex, race, color, national origin or disability in the education programs or activities which it operates. This policy on non-discrimination includes counseling services for students and student access to education programs, course offerings, and student activities.

# **Copiague Public Schools**

## **Mission Statement**

Within the culturally and ethnically diverse community that is Copiague, the public schools occupy a unique position. It is our responsibility, in partnership with parents and the community, to enable every student to reach high levels of individual achievement, to acquire the sophisticated skills necessary for life and work, and to become informed, concerned citizens of a rapidly changing, interdependent society.

### **Principal's Message**

The Course Offerings Guide describes the Walter G. O'Connell Copiague High School academic program as well as New York State graduation requirements. Students should read this guide carefully and consult with their counselors, teachers, and parents prior to making scheduling decisions. It is highly recommended that parents discuss options with counselors before final decisions are made.

It is important that students and parents recognize that the educational planning decisions made during high school may have a significant bearing on their future. In order to make important decisions about their high school program, students must consider their immediate plans and abilities, graduation requirements, information about courses and programs, and their commitment to learning.

We are committed to the annual practice of evaluating our course offerings and modifying our academic program based on the needs and interests of our student body. As such, the Course Offerings Guide is updated often. It is important that you revisit this document annually with special attention to pre-requisites and new course opportunities. Pre-requisites are designed to ensure the academic success of our students. Compliance with the pre-requisites guidelines is required. Exceptions can only be made with the permission of the Building Principal. In addition, it is important to understand that our academic program is built around student course requests. Only courses with sufficient enrollment can be offered.

By working together, we can ensure that a meaningful and challenging academic program for each student will be achieved. We encourage all of our students to take full advantage of our outstanding programs and course offerings.

# Table of Contents

<b>Graduation Requirements</b>	<b>Error! Bookmark not defined.</b>
<b>Selecting Your Program</b>	<b>6</b>
<b>Art</b>	<b>Error! Bookmark not defined.</b>
<b>Bilingual / ESL Program</b>	<b>14</b>
<b>BOCES</b>	<b>17</b>
<b>Business</b>	<b>18</b>
<b>English</b>	<b>21</b>
<b>Languages Other Than English LOTE</b>	<b>26</b>
<b>Mathematics</b>	<b>30</b>
<b>Music</b>	<b>34</b>
<b>Physical Education/Health</b>	<b>36</b>
<b>Science</b>	<b>38</b>
<b>Social Studies</b>	<b>44</b>
<b>Special Education</b>	<b>49</b>
<b>Grading Regulations</b>	<b>52</b>

# Graduation Requirements

The Commissioner's Regulations can be viewed at  
<http://www.emsc.nysed.gov/part100/pages/1005a.html>

## MINIMUM DIPLOMA REQUIREMENTS

Required courses	Regents Diploma with Advanced Designation	Regents Diploma	Local Diploma
English	4 units	4 units	4 units
Social Studies	4 units (1 US History, 2 Global History and Geography, ½ Participation in Government, ½ Economics)	4 units (1 US History, 2 Global History and Geography, ½ Participation in Government, ½ Economics)	4 units (1 US History, 2 Global History and Geography, ½ Participation in Government, ½ Economics)
Mathematics	3 units	3 units	3 units
Science	3 units (1 life science and 1 physical science)	3 units (1 life science and 1 physical science)	3 units (1 life science and 1 physical science)
Health	½ unit	½ unit	½ unit
Art or Music	1 unit	1 unit	1 unit
Electives	1 ½ units	3 ½ units	3 ½ units
Physical Education	2 units (participation each semester)	2 units (participation each semester)	2 units (participation each semester)
World Language	3 units (or 1 unit and a 5 unit sequence in the Arts or CTE)	1 unit	1 unit
Total	22 units	22 units	22 units

\*\*\*\*Students may substitute an approved five-credit sequence of courses in Art, Business, Music or Technology for the three-year sequence of courses in LOTE. Each student must have successfully completed a minimum of (1) credit in LOTE, must pass both level 1A and 1B, and must receive a passing score on the regional Checkpoint A exam.

\*\*Students with an IEP may be exempted from the World Language requirement.

## REQUIRED EXAMS

Regents Diploma 5 required Regents Exams (Passing score of 65)	Regents Diploma with Advanced Designation 8 required Regents Exams + 1 Required LOTE Checkpoint B Exam
English Language Arts	English Language Arts
One Mathematics Exam Algebra 1 <b>or</b> Geometry <b>or</b> Algebra 2	Three Mathematics Exam Algebra 1 <b>and</b> Geometry <b>and</b> Algebra 2
Global History Exam*	Global History Exam*
U.S. History Exam*	U.S. History Exam*
One Science Exam: Earth Science <b>or</b> Living Environment <b>or</b> Chemistry <b>or</b> Physics	Two Science Exams: 1) Living Environment <b>and</b> 2) Earth Science <b>or</b> Chemistry <b>or</b> Physics
World Language Local Assessment Checkpoint A Exam	World Language Local Assessment Checkpoint B exam

\*Multiple Pathways to Graduation: Students may substitute one Social Studies Regents Exam with an alternate, approved assessment. More Information for Pathways can be found in the Curriculum Guide

## ADVANCED REGENTS DIPLOMA

### Assessments Required:

Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing **any one** of the following combinations of Regents examinations and/or Department approved alternatives(3) if applicable:

- a. Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 must be life science and 1 must be physical science)= 8 Assessments
- b. Pathway Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), 1 Pathway (other than science or mathematics) or complete the requirements for the CDOS Commencement Credential = 7 or 8 Assessments
- c. STEM (Mathematics) Pathway(4) Combination: ELA, 1 social studies, 4 mathematics, 2 science (1 must be life science and 1 must be physical science)= 8 Assessments
- d. STEM (Science) Pathway(4) Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments

In addition a student must pass either a locally developed Checkpoint B LOTE examination or complete a 5 unit sequence in the Arts or CTE.

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

## REGENTS DIPLOMA

### Assessments Required:

Students may meet the assessment requirements in order to earn a Regents Diploma by passing one of the following combinations of Regents examinations:

- a. Traditional Combination: 5 required Regents exams (3) with a score of 65 or better as follows: 1 math, 1 science, 2 social studies, 1 ELA
- b. Pathway Combination: 4 required Regents exams(3) with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, 1 ELA and 1 Pathway Assessment(4) or complete the requirements for the CDOS Credential

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

**Pathway Assessment Options:** A student must either complete all the requirements for the CDOS Commencement Credential (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf>); or

- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents exam in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

See Multiple Pathways (<http://www.nysed.gov/curriculum-instruction/multiple-pathways>).

See Department Approved Alternatives (<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>).

## Appeals:

Appeals are subject to local District approval by the Superintendent. See information on an Appeal to Graduate with a Lower Score on a Regents Examination (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/3-18appealformincludingell-swdmarch2018.pdf>).

## Special Endorsements:

- **Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents Diploma or a Regents Diploma with Advanced Designation. No more than 2 Department Approved Alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.
- **Mastery in Math and/or Science:** A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.
- **Technical Endorsement:** A student meets the requirements for either a Local Diploma, a Regents Diploma, or a Regents Diploma with Advanced Designation AND successfully completes a Department Approved CTE program including the 3 part technical assessment.
- **Language Other Than English (LOTE) Exempt Students:** Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP, but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents Diploma with Advanced Designation, does NOT have to complete the 5unit sequence in the ARTs or CTE in lieu of LOTE in order to meet the assessment requirements for the Advanced Diploma.

## CAREER DEVELOPMENT OCCUPATIONAL STUDIES (CDOS) COMMENCEMENT CREDENTIAL

Under the new “4+CDOS” pathway option, beginning June 2016 and thereafter, a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

In addition, the regulations were revised to expand the opportunity to all students to earn the NYS CDOS commencement credential. Previously, only students with disabilities could exit school with a NYS CDOS Commencement Credential as a supplement to a regular high school diploma. Students who are unable to earn a regular diploma may graduate with the NYS CDOS Commencement Credential as their only exiting credential. A copy of the full text of the amendment may be found at:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june2016.pdf>.

## OPTION 1

The student must have:

- Developed a Career Plan that includes documentation of the student’s self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals.
- Demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills (Standards 1, 2 and 3a). Successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences).
- At least one completed employability profile that documents the student’s employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and as

appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

## OPTION 2

In lieu of a student meeting the requirements of Option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized rigorous work readiness credentials, including but not limited to:

- National Work Readiness Credential (<http://www.workreadiness.com>);
- SkillsUSA Work Force Ready Employability Assessment (<http://www.workforcereadysystem.org>);
- National Career Readiness Certificate WorkKeys (<http://www.act.org/certificate>); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System (<https://www.casas.org>).

### **APPEAL TO GRADUATE WITH A LOWER SCORE ON A REGENTS EXAMINATION**

Students who have taken and passed certain courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within five points of the 65 passing score (60-64) may appeal to graduate with a local or Regents diploma using this lower score. Students who are granted one appeal from their local school district under this provision shall earn a Regents diploma. Students who are granted two appeals under this provision shall earn a local diploma. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area.

**English Language Learners:** Students who are identified as English language learners pursuant to Part 154 Regulations of the Commissioner of Education, and who first entered school in the United States in grade 9 or above, may appeal to graduate with a local diploma if they have taken the required Regents examination in English language arts at least twice and earned a score on this exam between 55 and 59. Such students may also appeal a score within 5 points of passing (60-64) on one additional examination and graduate with a local diploma.

### **Students with Disabilities**

Students with disabilities, as defined in section 200.1(zz) of the Regulations of the Commissioner of Education, eligible to graduate in January 2016 or thereafter who have taken and passed courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within three points of the 55 passing score (52-54) may appeal to graduate with a local diploma using this lower score. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area.

### **Approval**

***Approval of this appeal will not change the student's score on the Regents examination under appeal.*** The appeal may be initiated by a student or by the student's parent/guardian or teacher and must be submitted to the student's school principal. A separate appeal must be made for each examination appealed by the student, and the student cannot seek an appeal for more than two examinations. Students who are granted an appeal on two examinations and who fulfill all other course and testing requirements will receive a local diploma. Students who are granted an appeal on one examination and who fulfill all other course and testing requirements will be determined to have met all graduation requirements and, thereby, earn a Regents diploma. School districts must provide all students an opportunity to access the appeals process if the students meet the eligibility requirements listed below.

Eligible English language learners who are granted an appeal with a score between 55 and 59 on the required Regents examination in English language arts and who fulfill all other course and testing requirements will receive a local diploma.

Eligible English language learners who are granted an appeal with a score between 55 and 59 on the required Regents examination in English language arts and an appeal with a score between 60 and 64 on one other required Regents examination and who fulfill all other course and testing requirements will receive a local diploma. Students with disabilities who are granted an appeal with a score between 52 and 54 on one or two Regents examinations and who fulfill all other course and testing requirements will be determined to have met all graduation requirements and, thereby, earn a local diploma.

Students with disabilities who avail themselves of the Compensatory Safety Net Option may not appeal scores of 52-54 on ELA and Mathematics: <http://www.p12.nysed.gov/specialed/publications/safetynet-qa.htm> to graduate with a local diploma.

### **Eligible Applicants**

Students seeking to appeal must meet the following criteria to demonstrate that they meet the State Learning Standards:

1. Have taken the Regents examination under appeal two times;
2. Have at least one score on the Regents examination under appeal within the score band stated above;
3. Present evidence that the student has taken advantage of academic help provided by the school in the subject tested by the Regents examination under appeal;
4. Have a course average in the subject under appeal (as evidenced in the official transcript that records grades achieved by the student that meets or exceeds the required passing grade by the school); and
5. Be recommended for an exemption to the graduation requirement by the student's teacher or Department Director in the subject of the Regents examination under appeal.

English Language Learners who first entered school in the United States in grade 9 or above, seeking to appeal with a score between 55 and 59 on the required Regents Exam in English language arts must meet the following criteria to demonstrate that they meet the State Learning Standards:

1. Have taken the required Regents examination in English language arts under appeal at least two times;
2. Have been identified as an English Language Learner at the time the student took the Regents examination in English language arts the second time;
3. Have at least one score on the required Regents examination in English language arts between 55 and 59;
4. Present evidence that the student has taken advantage of academic help provided by the school in English language arts;
5. Have a course average in English language arts (as evidenced in the official transcript that records grades achieved by the student) that meets or exceeds the required passing grade by the school;
6. Be recommended for an exemption to the graduation requirement by the student's teacher or department chairperson in English language arts.

### **CREDIT BY EXAMINATION**

A student may earn a maximum of 6-1/2 units of credit for either a Regents or a local diploma without completing units of study for such units of credit, if:

- based on the student's past academic performance, the Superintendent or his/her designee, determines that the student will benefit academically by exercising this alternative, and
- the student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State-developed or State-approved assessment pursuant to section 100.2;
- the student passes an oral examination or successfully completes a special project to demonstrate proficiency, in such knowledge, skills and abilities normally developed in the course but not measured by the relevant Regents examination or State-approved examination if used, as determined by the principal; and

- the student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Education Law, until the age of 16, pursuant to sections 3204 and 3205 of the Education Law.

## **SPECIAL EDUCATION SAFETY NET**

### **55-64 Regents Examination Pass Score Option for Students with Disabilities**

While the RCT safety net ends with the class of students that entered grade 9 during the 2010-11 school year, the local diploma option remains available to all students with disabilities provided they earn a score of 55-64 on one or more required Regents examinations. There is currently no regulatory sunset date for this graduation Safety Net option for students with disabilities.

### **45-54 Regents Examination Pass Score Option for Students with Disabilities**

This regulation provides students with a disability the option to earn a local diploma through the use of a “compensatory option” if the student:

1. Scores between 45-54 on one or more of the five required Regents exams, other than the English language arts exam or mathematics exam, but scores 65 or higher on one or more of the required Regents exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.
2. Obtains a passing grade for the course in the subject area of the Regents examination in which he or she received a score of 45-54.
3. Has a satisfactory attendance rate in accordance with the District’s attendance policy.
4. Is not already using a passing score on one or more Regents Competency Tests (RCTs) to graduate with a local diploma.

### **Superintendent Determination of Graduation with a Local Diploma**

For students with disabilities, otherwise eligible to graduate in June 2016 and thereafter, upon receipt of a written request from an eligible student’s parent, a school superintendent (or the principal/head of school of a registered nonpublic school or charter school, as applicable) may make a local determination that a student with a disability has otherwise met the standards for graduation with a local diploma when such student has not been successful, because of his/her disability, at demonstrating proficiency on the Regents examinations required for graduation. Complete conditions regarding the Superintendent’s Determination can be found at:

<http://www.p12.nysed.gov/specialed/publications/documents/superintendent-determination-option-field-advisory.pdf>

## **SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL FOR STUDENTS WITH SEVERE DISABILITIES**

Beginning in the 2013-2014 school year, the Regulations of the Commissioner of Education have been amended to replace the New York State (NYS) Individualized Education Program (IEP) Diploma with a Skills and Achievement Commencement Credential for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA). The Skills and Achievement Commencement Credential will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate.

## **Selecting Your Program**

Teachers of academic courses will recommend the next grade level course placement. A change in course level (Regents to Honors or Vice Versa) may be recommended by the current academic teacher, who will notify the parent. Counselors will meet with students to schedule their courses for the following academic year. At this meeting the counselor will review course selections and level changes (if any) as well as elective options.

Course selections should be made with great care. Course requests will be tabulated and students will be informed by the counselor of the courses that cannot be offered because of insufficient enrollment. Please be reminded that the range of available course offerings is contingent upon sufficient enrollment during the academic year. If a course cannot be offered, students will be enrolled in an alternate selection whenever possible.

Students and their parents will be mailed a verification of the student's course selections during the Spring Semester of the previous school year. Adjustments to course requests may be made at that time by contacting the guidance counselor. A final student schedule will be mailed home a week before school opening. Program adjustments can be made during the appointed times during the last week in August, prior to the opening of school.

Students in grades nine through eleven are encouraged to select a full academic program of 7.0 credits in addition to physical education each year. Seniors are encouraged to take 6.0 credits plus physical education. This includes required and elective coursework.

### **Program Change Requirements**

All students are expected to choose courses carefully during the course selection process. Schedules are planned according to student requests and availability. As such, students are expected to abide by their choices.

In order to process a change students must:

- Schedule an appointment with their counselor during the add/drop period or during a free period.
- Complete a change form which requires a parent signature.
- Choose a substitute course for each dropped course whenever possible.

Final approval of change is contingent upon the following:

The proposed change does not jeopardize graduation.

Approval of the teacher, counselor, chairperson and assistant principal

Course level changes are based on academic concerns that are recommended by the teacher, chairperson and/or counselor.

### **Withdrawal Policy**

It is important to note that withdrawing from courses that are selected by students, confirmed by parents, and recommended and approved by appropriate staff and counselor is discouraged. Unless there is an error in scheduling, students will not be permitted to withdraw from any class until 5 full days of attendance has passed. If the withdrawal occurs during the first marking period of a full year course, no penalty is imposed and the course is not indicated on the permanent record. When the withdrawal occurs after the conclusion of the first marking period of a full year course (after the conclusion of a 5 week period for a half year course), and the student has a cumulative passing grade at the time of the withdrawal, a "withdraw passing" (WP) will be indicated on the report card and the permanent record. If the student has a cumulative failing grade at the time of the withdrawal, a "withdraw failing" (WF) will be indicated on the report card and the permanent record. **Students are not permitted to drop a full year course beyond the last day of the second quarter. Students who choose not to attend a full year course after the third quarter begins will receive a grade of 50 for that class and it will be noted on the report card and transcript. Half year classes cannot be dropped beyond the first quarter of the course. Students who choose not to attend class after the second quarter will receive a grade of 50 which will be noted on the report card and transcript.**

### **ADVANCED PLACEMENT (AP)**

The AP curriculum is the highest-level curriculum a student can be involved in during his/her high school career. Based on the curriculum designed by the College Board, students are prepared to take the AP test in May. Depending upon the score received on the test and the policy of the college attended, students may receive college credit and/or advanced standing. There is a test fee that the student must pay. The AP program is designed to challenge students who have distinguished themselves by their interest and ability in academics.

This interest and ability is manifested by the student's willingness to learn and participate in college level courses.

The curriculum of these college level courses is established to meet the standards of AP course descriptions. In order to achieve these standards, it will be necessary for the successful student to:

- Read and study at a university level
- Participate in a wide variety of classroom activities
- Participate in programs beyond the normal school day

To meet such rigorous academic challenges, it is necessary for students to:

- Complete required summer assignments in a timely manner
- Complete all projects and class assignments
- Maintain a high rate of attendance

Since the greatest challenge of the AP course is the examination given by the College Board, all students are required to take the AP exam. It is a course requirement! *In the event that a student does not sit for the examination, the AP designation will be downgraded to an Honors classification.*

### **HONORS PROGRAM**

The district has initiated the development of an honors program for grades 9 through 12, in the areas of English, Social Studies, Math, Science, and LOTE.

- To provide enriched experiences for the student capable of high performance; enrichment being defined as experiences which supplement and extend learning.
- To help students develop their intellectual and creative abilities through challenging instructional activities.
- To help students become more independent and effective learners, capable of undertaking research projects.
- To develop in students a sense of intellectual freedom and responsibility for their own education, while nurturing an inner respect for and a love of learning.
- To develop a students' ability for expression in a variety of ways and encourage participation in co-curricular activities, as well as community service projects.
- To encourage the ability for self-appraisal and identification of special abilities and interest in the areas of leadership, citizenship, technology, and problem-solving.

Students will be considered for the program on the basis of the following criteria: academic achievement in subject area, standardized test scores, teacher recommendations, and appropriate ability test scores. Honors placement, however, has to be earned every year. Listed below are the minimum requirements to earn an honors placement in any subjects which offers an honors course.

#### **Grade 10H**

- A final course average of at least 85% in grade 9 Honors program.
- A Regents exam score which supports honors placement (where applicable).
- Recommendation from both the teacher and the guidance counselor.
- Parental approval for honors placement.

#### **Grade 11H**

- A final course average of at least 85% in grade 10 Honors program.
- A Regents exam score which supports honors placement (where applicable).
- Recommendation from both the teacher and the guidance counselor.
- Parental approval for honors placement.

**Grade 12H**

- A final course average of at least 85% in grade 11 Honors program.
- A Regents exam score which supports honors placement (where applicable).
- Recommendation from both the teacher and the guidance counselor.
- Parental approval for honors placement.

It is not necessary for a student to take honors courses in all academic areas. In fact, the increased expectations for student performance indicate that it would be the rare individual who would be scheduled for honors courses in all academic areas.

The enrichment experience in honors courses will focus on research, individual projects, problem-solving, thinking skills, and evaluative procedures infused into the accelerated curriculum.

**WEIGHTED GRADE-POINT AVERAGE SYSTEM**

The District has an approval system for weighting the final averages in honors classes. The main purpose of adopting the differential weighting of courses for computing grade-point average is to more fairly assess student achievement. A weighting factor of 1.05 will be multiplied to the final grade of an honors course to arrive at the weighted final grade and a weighting factor of 1.15 will be applied to the final grade of an Advanced Placement course. These grades, along with all of the grades through six semesters of school, excluding physical education grades and Pass/Fail grades will be used in determining the class rank of students.

**High School Courses for College Credit**

Walter G. O’Connell Copiague High School provides students an opportunity to take college courses and earn college credits while learning in the high school environment. All courses listed carry credit which may be applicable toward a degree at other colleges and universities. Applications with registration instructions will be distributed through the classroom teachers. In the event that a student chooses to withdraw from a course, they must follow the deadlines and withdrawal procedures established by the credit-granting institution. Please realize that there will be no financial reimbursement by the college or university if this occurs. To receive college credit for dual-enrolled classes taken at Walter G. O’Connell Copiague High School, students must request transcripts directly from the Registrar’s Office of the college or university granting credit.

<b>WGOCHS Course Name</b>	<b>Institution</b>	<b>Course Tuition</b>	<b>Credits available</b>	<b>WGOCHS Department</b>
Spanish 4	Suffolk County CC (SPN 102)	\$171	3	World Languages
Spanish 5	Suffolk County CC (SPN 201)	\$171	3	World Languages
Pre-Calculus Honors	Suffolk County CC (MAT 126)	\$228	3	Mathematics
College Calculus	Suffolk County CC (MAT 131)	\$228	3	Mathematics
Honors Statistics	Suffolk County CC (MAT 103)	\$171	3	Mathematics

Astronomy	Suffolk County CC (AST 101)	\$228	3	Science
Geology	Suffolk County CC (ESC 101)	\$228	3	Science
College Robotics	Farmingdale State University (MET 215)	\$150	3	Science

## Recommended Courses of Study

The following sample programs should be used as a guide to assist you in the course selection process.

### Grade 9 Sample Program

English I  
Global History I  
Algebra or Geometry  
Earth Science (Plus lab)  
Language Other Than English (Italian or Spanish)  
Physical Education  
Elective  
Art or Music

### Grade 10 Sample Program

English II  
Global History II  
Geometry  
Living Environment (Plus lab)  
Language Other Than English (Italian or Spanish)  
Physical Education  
Elective

### Grade 11 Sample Programs

**High School**  
English III  
U.S. History & Government  
Algebra 2  
Chemistry (Plus lab)  
Language Other Than English (Italian or Spanish)  
Physical Education  
Elective

### **Vocational –Technical Program**

Wilson Tech (½ day)

**High School**  
English III  
U.S. History & Government  
Third Year of Math  
Science  
Physical Education

### Grade 12 Sample Programs

**High School**  
English IV  
Economics/Participation in Government  
Pre-Calculus  
Physics (Plus lab)  
Language Other Than English (Italian or Spanish)  
Health  
Physical Education  
Elective

### **Vocational –Technical Program**

Wilson Tech (½ day)

**High School**  
English IV  
Economics/Participation in Government  
Health  
Physical Education



- c.) Any Student scoring a 91-100 in a Level 1 course, can take any level class, with the exception of Drawing & Painting which must be taken in order or concurrently.

## **Course Offerings:**

### **Studio in Art**

**(1 credit)**

*(Open to students in grades 9-12)*

This one-year foundation course is designed for students who plan to elect further courses in Art, and for those desiring a broad, general background in the visual arts as part of their general education. The course offers a wide variety of art experiences based upon the understanding, knowledge, appreciation, and application of the fundamental elements and principles common to all Art structure.

*Fulfills Fine Arts requirement for graduation*

### **Studio Workshop**

**(1 credit)**

*(Open to students in grades 9-12)*

This foundation course is recommended for students with an interest in three-dimensional design. Though 2D design will be incorporated, students will also design art forms using materials such as wood, plaster, wax, wire and clay. Students will explore cultural and historical art influences and its impact within their own work.

*Fulfills Fine Arts requirement for graduation*

### **Media Arts**

**(1 credit)**

*(Open to students in grades 9-12)*

Media Arts is an introduction to the basic tools, concepts and techniques of graphic design. Students will be given creative assignments that promote strong conceptual thinking and an understanding of the visual elements and principles of art and design. The course creatively uses a variety of media including illustration, typography, internet media, and computer and traditional art mediums. Students will create presentations and projects working directly with computer art software, design websites and fine art material.

*Fulfills Fine Arts requirement for graduation*

### **Drawing and Painting I**

**(1 credit)**

This course offers students aesthetic and technical experiences in drawing and painting to gain an understanding and appreciation for the art forms, acquire dexterity, sensitivity, mastery of techniques, control of media and the knowledge to express one's self through drawing and painting. Artists from the past and present as well as their techniques and conceptual explorations will be surveyed.

### **Drawing and Painting II**

**(1 credit)**

This course is offered to add to and extend the knowledge acquired in Drawing and Painting I. The students will be encouraged to experiment using an individual approach and to develop individual techniques in painting.

### **Graphic Arts**

**(1 credit)**

Students will receive instruction in multiple industry standard graphic design programs and equipment. Students will explore topics in image manipulation, photo correction, illustration, digital painting, print design and careers in the arts. Students will participate in a range of projects that will lead them to mastery in several creative concepts and technical skills.

## **Ceramics**

**(1 credit)**

This course acquaints students with recognizing and constructing utilitarian and non-utilitarian ceramics pieces through examples and experimentation. Student's will be exposed to cultural connections throughout ceramics history, fundamental knowledge of tools and techniques, and exposure to artisans currently involved in the ceramic process. This course will include a variety of pottery techniques and projects; slab method, coil method, and hand building will all be explored. Upon completion of Ceramics, students will demonstrate a command of vocabulary specific to the craft, correct use of glazes and kiln firing, and completed works ranging in simplistic to intermediate ceramic pieces for functional and decorative use.

## **Digital Photography**

**(1 credit)**

Through the use of the digital camera, students will explore principles, techniques, application and history of photography. Students will also access photo manipulation software. Significance of photography and curriculum will reflect the National Standards as well as everyday applications of advertising, fashion, and fine art photography.

## **Independent Art Study**

**(1 credit)**

Only open to 12<sup>th</sup> grade students with teacher and department head recommendation

This course seeks to challenge individual students continuing with Fine Arts in college. Students will be individually accessed and receive long term projects in mediums that may include, but are not limited to, graphics, drawing, painting, manipulating various mediums, and study of significant historical influences and styles. A large emphasis is put on the development of a portfolio. Students must have explored all available art courses prior to requesting this course.

## **Sculpture**

**(1 credit)**

The philosophy behind the Sculpture course is to provide students with the greatest and fullest opportunities to engage in the creation and the discovery of sculpture materials, techniques and artists. This course is designed for students to create 3D and 2D work. Various mediums including, but not limited to, wood, wax, clay, metal, and mixed media are used to develop projects. Students will also be introduced to and critically analyze the art work of sculptors from different countries and cultures. Students will use their knowledge of form and building techniques to expand upon their individual style, incorporate their own ideas, emotions and beliefs into their sculptures to ultimately create work that is expressive and individualized.

# Bilingual / ENL Program

## Department Objectives:

### **Bilingual Program:**

This program is geared toward meeting the educational needs of Spanish-speaking students learning English as a new language. Instruction is provided in the student's native language and English. As a mandate of enrollment in the Bilingual program, students must be enrolled in a Spanish Language Arts class.

### **English as a New Language (ENL):**

ENL is offered to all students learning English as a new language. Coursework is offered at five levels – Entering, Emerging, Transitioning, Expanding and Commanding– with emphasis on the functional skills of speaking, listening, reading and writing in the English language. The students in the ESL program test into the program based on the results of the New York State Identification Test for English Language Learners (NYSITELL) and exit the program based on obtaining a proficiency level in the New York State English as a Second Language Achievement Test (NYSESLAT), which is given every spring. Upon successful completion of each course, students will receive credit for English. During ensuing years, the student must successfully complete the remaining requirements of English as outlined in the English sections of this Curriculum Guide.

## Course Offerings:

### **ENL Entering**

**(3 credits)**

This course is geared toward students who are encountering English for the first time. This course focuses on transitioning students from speaking little to no English to integrating basic words and phrases. Students are given intensive support in advancing their social and academic language knowledge. This course is given as a triple period class.

### **ENL Emerging**

**(2 credits)**

This course is geared toward students who have developed enough English to integrate words and basic sentence patterns allowing for increased communication in English. Students are given consistent support in advancing their social and academic language knowledge. This course is given as a double period class.

### **ENL Transitioning**

**(2 credits)**

This course is geared toward students who have gained basic knowledge of academic words, phrases and sentences in English. Students are given frequent support in advancing their academic language knowledge. This course is given as a single period class.

### **ENL Expanding**

**(1 credit)**

This course is geared toward students who have gained foundational academic language in English. Students are given periodic targeted and specific support to advance their academic language knowledge. A large part of this course focuses on English Regents preparation. This course is given as a single period class.

### **ENL Commanding**

**(1/2 credit)**

This course is geared toward students who have mastered academic language in English such that their language skills allow for and do not interfere with content knowledge development. Students are given some support to advance their academic language knowledge. This course is given as an every other day course.

**Global History I for ELL's** (1 credit)

This course is taught in English and covers the same material as Global History I. At its conclusion, students will take a uniform final examination.

**Global History II for ELL's** (1 credit)

This course is taught in English and deals with the same material as Global History II. At its conclusion, students will take the Global History and Geography Regents examination.

**Global History I/II Bilingual** (2 credits)

This course is taught in Spanish and English and covers the same material as Global History I and II. This course is given as a double period class. At its conclusion students will take the Global History and Geography Regents examination.

**United States History and Government Bilingual**

**United States History and Government for ELL's** (1 credit)

This course is taught in Spanish and English and covers the same material as U.S. History and Government. At its conclusion, students will take the U.S. History and Government Regents examination.

**Living Environment Bilingual**

**Living Environment for ELL's** (1 credit)

This course provides a study of all living things, starting from the simplest form of life to the most complex. Students taking this course participate in lab on alternating days to allow for experience correlating to work done during the class period. A Regents exam is required of all students. One period plus lab

**Earth Science for ELL's** (1 credit)

The study of the earth is a formidable task. In a well-organized and challenging manner, this course enables the student to develop observational skills and investigative techniques to better understand our dynamic planet. A Regents exam is required of all students. One period plus lab

**Algebra-Part 1 Bilingual** (1 credit)

**Algebra- Part 1 ELL**

This course covers the foundational topics necessary to be successful in an algebra class. Students take this class in order to strengthen skills that will aid in their understanding of the full algebra curriculum the following year.

**Algebra- Part 2 Bilingual**

**Algebra- Part 2 for ELL's** (1 credit)

*(Prerequisite: Math 8)*

This course covers the topics tested on the Algebra Regents Exam and will be taught in Spanish and English. At its conclusion, students will take a Regents examination. The topics reflect the key ideas in the core curriculum and include – basic algebraic concepts and applications; functions and modeling equations and inequalities; exponents; and geometry, with emphasis on problem-solving and written explanations.

**Intermediate Algebra Bilingual** (1 credit)

*(Prerequisite: Algebra or Algebra with Lab)*

This course is designed for students who have completed Algebra but failed the Regents Examination. The following topics will be covered: Review and extension of fundamental algebraic processes developed in Integrated Algebra, geometry of the circle, functions and transformations, complex numbers and quadratic

equations and statistics and probability. At the conclusion of this course, students will take the Algebra Regents Examination.

### **Topics in Geometry Bilingual**

#### **Topics in Geometry for ELL's**

**(1 credit)**

*(Prerequisite: Score below 70 on Algebra Regents)*

This course is designed for students who have completed Intermediate Algebra or Algebra, wishing to continue their math sequence in a non-regents course. Successful completion of this course may be used toward the 3-year math graduation requirement.

### **Geometry Bilingual**

#### **Geometry for ELL's**

**(1 credit)**

*(Prerequisite: Successful completion of the Algebra course and Regents exam)*

This course is designed for students who are interested in a Regents curriculum and will meet five periods per week. The course explores the topics tested on the Geometry Regents examination. At its conclusion, students will take the Geometry Regents Examination.

# BOCES

## Occupational and Technical Education Programs

### Department Objectives:

Occupational and technical education programs provide students with the opportunity to explore a career and learn a marketable job skill. Academic subjects and physical education are taken at the high school and BOCES instruction is available at the Dix Hills, Manor Plains, and Republic Airport L.A. Wilson Tech Centers, depending upon the choice of study. Bus transportation is provided and departs at designated times. Copiague Juniors typically attend BOCES in the afternoon and Seniors attend in the morning. The session times will be morning 7:53-10:40 am and the afternoon 11:40-2:25 pm.

A tight schedule is involved, and one must be self-disciplined enough to meet academic and attendance requirements for both schools. Only Juniors and Seniors are considered for placement in Wilson Tech.

### **Acceptance Criteria:**

11<sup>th</sup> grade- 10 credits, passed three Regents exams (Science, Math, Global History), attendance will be reviewed.

12<sup>th</sup> grade- 15 credits, passed five mandatory Regents exams, less than 18 absences in the previous year. Student applications will be reviewed by a Walter G. O'Connell Copiague High School committee.

Each successfully completed year is awarded four and a half (4.5) units of credit on the student's permanent record.

Interested students should obtain and complete the necessary application and eligibility forms which will be available from your guidance counselor and must be returned in December. Students that do not adhere to application deadlines will not be considered for admission to a Wilson Tech program.

**Please note: All students in a post-graduate status (graduated from high school) are required to pay their own tuition for BOCES.**

### Course Offerings:

#### Clusters

Construction

Graphics & Media Careers

Health

Service

Technology Careers

Transportation

#### Courses

Carpentry; Construction Electricity; Architectural Design; Heating/  
Ventilating/Air Conditioning (HVAC); Welding

Advertising/Graphic Design; Photography; Video Production; Audio Production

Medical Assisting; Medical Laboratory; Nurse Assisting; Professional Health  
Careers; Physical Therapy Aide

Certified Personal Trainer; Cosmetology; Criminal Justice; Culinary Arts; Early  
Childhood Education & Care; Equine Studies/Horse care; Fashion  
Merchandising/Design; and Veterinary Assisting

Computer Networking; Computer Technology for Business; Electronics/  
Robotics/Computer Repair

Aircraft Technology; Auto Body Repair; Automotive Technology; Aviation  
Science/Flight; and Marine and Motor Sports Technology

Full course descriptions are available from the guidance counselors.

**Check with your counselor for information on BOCES Visitors' Days and Open House sessions.**

# Academy of Business

## **Department Objectives:**

Business Department courses integrate the New York State Learning Standards for Career Development and Occupational Studies, which include the following:

### **Standard 1: Career Development:**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### **Standard 2: Integrated Learning:**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### **Standard 3a: Universal Foundation Skills:**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

### **Standard 3b: Career Majors:**

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## **Course Offerings:**

### **Computer Skills for the 21<sup>st</sup> Century**

**(1/2 credit)**

*(Open to 9th-12<sup>th</sup> grades)*

Following the curriculum of the Microsoft IT Academy, students taking this course will receive a certificate of proficiency in the Microsoft Office Suite software. This real-world certification is readily accepted and recognized by companies and organizations across the country. In addition to learning the fundamentals of the Microsoft software, students will explore the meaning and impact of their “digital footprint” and the responsibility that surrounds this concept. Internet responsibility will be taught leading students to get an I-Safe Certificate.

### **College, Career, and Finance Management**

**(1 credit)**

*(Recommended for interested 10th -12th grade students)*

This course is designed to emphasize the business and economic systems in today’s evolving society and to help students begin to understand the steps they will need to take as they progress through their high school years for post-secondary success, whether that is college or the work force. The focus will be on career planning by investigating students’ interests, skill set development, career exploration, college search, resume preparation, etc. to create a roadmap for students’ progression through high school and transition to the world of work in our rapidly changing workplace. Financial and technological resources will be examined and utilized throughout this course. Financial literacy and money management will also be facilitated. Students will become savvy as to important management concepts in relation to business transactions whether an entrepreneur, employee, consumer, or citizen.

### **Event Advertising**

**(1/2 credit)**

*(Recommended for interested 10th -12th grade students)*

This course is designed for students who have an interest in apparel marketing and event planning. Students will create ads, learn about branding, ethics and regulations. They will prepare ads for various activities such as homecoming, holiday events and special events. The students will use the internet, digital technology and smart phone technology, to create and design their own flyers, newspapers, magazine ads and billboards.

## **Sports and Entertainment Marketing** (1/2 credit)

*(Recommended for interested 10th -12th grade students)*

This course is designed for students with a career interest in the fields of sports and/or entertainment. In addition to a marketing overview, the course is designed to provide students with learning applications in the areas of sponsorship, promotion, advertising, sales, event marketing, and communications. Students will also obtain an understanding of the career options available to them, and will have the opportunity to explore current events in the sports/ entertainment field. A class trip will be scheduled to tour a sports/entertainment venue for a behinds the scenes tour.

## **Mixed Media Marketing** (1/2 credit)

*(Recommended for interested 10th -12th grade students)*

Mixed Media Marketing is a unique and innovative course designed for students with an interest in the marketing and entertainment industry. Instructional areas include: an orientation to the sports and entertainment industry, market analysis, decision-making, event marketing, event execution, the production of a culminating event, and analysis of the event. Classroom instruction will be reinforced through the use of outside lectures, case studies, and field trip experiences to such places as sports arenas, theaters, and other locations.

## **Fashion Merchandising** (1/2 credit)

*(Recommended for interested 10th -12th grade students)*

This course is designed to give students the latest information relating to the world of fashion including past, present, and future trends, which will affect every aspect of how they look and dress. Students will be introduced to the terminology and fundamentals of the fashion industry. Students will also study the history of apparel and become familiar with the buying, merchandising, and marketing of all accessory classifications. These include handbags, shoes, jewelry, gloves, neckwear, belts, and cosmetics.

## **Web 2.0 Skills for Success** (1/2 credit)

*(Recommended for interested 10th -12th grade students)*

This course provides dynamic and comprehensive coverage of the most current information available on Web 2.0 today. Students will gain a solid understanding of the current trends in technology and concepts associated with interactive information sharing and new Web applications. Students will gain knowledge of web-based communities, social networking, video and file sharing sites as well as blogging, wikis, The Google Suite and RSS feeds. In addition, students will be introduced to tools that will assist with Web Site Design. Knowledge of Microsoft office and basic internet skills is recommended.

## **Web Design** (1/2 credit)

*(Recommended for interested 10th -12th grade students)*

Students will become familiar with the Dreamweaver environment; create web pages by typing and formatting text, importing graphics, adding links, building tables, using frames, and uploading files to a remote server. Students will develop websites demonstrating their mastery of skills and concepts needed in web design. The second aspect of this course is graphics. Students will be introduced to the basics of producing web graphics with Micromedia Fireworks. Students will create and organize graphics, work with vector and bitmap graphics, create image maps, and add graphical text to web-based images.

## **Entrepreneurship** (1 credit)

*(Recommended for interested 10th -12th grade students)*

Students will explore and identify the attitudes and skills necessary to start and run their own business. Entrepreneurs evaluate business and consumer needs and devote their time, energy and financial resources to

create businesses that fulfill those needs. In this class, students will identify some of the qualities (e.g. leadership, problem solving, decision making) of successful entrepreneurs and evaluate the risks and rewards of starting their own business.

### **Accounting**

**(1 credit)**

Accounting is the planning, recording, analyzing, and interpreting of financial information. Accounting is a required college course for all business majors. This course will provide complete coverage of 3 types of businesses – proprietorship, partnerships, and corporations. The course will cover each type of business as it relates to the complete accounting cycle.

# English

A minimum of one credit of English must be taken each year of high school.

## **Department Objectives:**

English Department courses integrate the Common Core Learning Standards for the English Language Arts, which include the following:

### **Reading: Text complexity and the growth of comprehension**

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

### **Writing: Text types, responding to reading, and research**

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing; other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

### **Speaking and Listening:**

#### **Flexible communication and collaboration**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

#### **Language: Conventions, effective use, and vocabulary**

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

## **Course Offerings:**

### **English I**

**(1 credit)**

The freshman year is spent establishing the literacy skills necessary for continued work in succeeding years. Students will read and analyze various kinds of fictional and non-fictional literature, and emphasis will be placed upon their ability to cite textual evidence to support their claims. They will acquire the vocabulary necessary to discuss the elements of a story or poem, and students should be able to apply what they have learned from one text to the discussion of another. The freshman year gives every student the practice necessary for writing a multi-paragraph text analysis which is essential for more advanced work. Students will

also study of grammar and skills to correct their written and spoken English to satisfy the standards of a literate audience.

### **English I Honors**

**(1 credit)**

*(Prerequisite: Teacher recommendation and/or a score of 3 or higher on the Grade 8 ELA Assessment and 9<sup>th</sup> grade teacher recommendation based on an assigned writing sample)*

This Honors class will focus on higher level literature and more comprehensive written assignments. Students will be expected to complete a summer reading assignment and a summer reading project and/or assessment. Students must maintain a GPA of 85 or higher to remain in their current Honors English class, and an 85 or higher to be recommended for the next level of Honors English.

### **English II**

**(1 credit)**

The study of literature and literary non-fiction continues with works of various lengths, both classic and modern. More complex writing tasks that demand higher levels of textual analysis and language use will be expected. Students will learn to cite evidence from multiple sources supporting detail. In addition, students will be exposed to the research process and work on short research projects. The study of grammar, vocabulary, correct usage, and proofreading will continue.

### **English II Honors**

**(1 credit)**

*(Prerequisite: Teacher recommendation and an 85 or higher in English I Honors/90 or higher in English I)*

This Honors Class will focus on higher level literature, comprehensive writing, and mini-research projects. Students will be expected to complete a summer reading assignment and a summer reading project and/or assessment. Students must maintain a GPA of 85 or higher to remain in their current Honors English class, and an 85 or higher to be recommended for the next level of Honors English. Students with a 90 or higher can be recommended for AP Language and Composition.

### **English III**

**(1 credit)**

All students will take the New York State Common Core English Language Arts Regents Exam during their junior year. Preparation for this exam will continue from previous years with a study of increasingly complex literature and literary non-fiction. Students will read from a wide range of authors, both historical and modern. Writing instruction will focus on analysis of textual evidence in support of a thesis and the development of individual voice. The practice of timed writing becomes important this year in preparation for the Regents exam, and students will also build upon critical reading skills from years prior. Students will take the Common Core English Regents exam in June.

### **English III Honors**

**(1 credit)**

*(Prerequisite: Teacher recommendation and an 85 or higher in English II/90 or higher in English III)*

This Honors Class will focus on higher level literature, comprehensive writing, and preparation for the New York State English Regents Exam. Students will be expected to complete a summer reading assignment and a summer reading project and/or assessment. Students must maintain a GPA of 85 or higher to remain in their current Honors English class, and a 90 or higher to be recommended for AP Literature and Composition.

### **English Language and Composition Advanced Placement**

**(1 credit)**

*(Prerequisite: Teacher recommendation and at least a grade of 92 in English II Honors)*

This challenging, demanding course prepares students for collegiate efforts in the areas of writing and language analysis. The AP Language curriculum centers on the analysis of rhetoric and the development of persuasive writing skills. Students will also be involved in reading and discussing literature of all genres and developing their writing to the levels of sophistication appropriate for a college course. Writing will be a daily and essential component of this class. Students will take the Advanced Placement examination in May and the Regents exam

in June. Students must maintain a GPA of 90 or higher to remain in the Advanced Placement course, and a 90 or higher to be recommended for AP Literature and Composition as a senior.

### **English IV Regents Prep**

**(1 credit)**

This course is designed to guide senior graduation candidates through the January English Regents Exam. The 2<sup>nd</sup> semester will focus on College Preparation and the graduation-required senior research paper, following the English IV College Prep curriculum.

### **English IV College Prep**

**(1 credit)**

Senior English is divided into two semester-long components; Writing Seminar and Contemporary Issues in Literature. The first semester will concentrate on improving writing skills in preparation for college and other post-high school experiences. Students should expect to write regularly; a research paper is required. During the second semester, students will read examples of different types of writing from many sources. The goal of this course is to enable all students to use English effectively at a mature level for study, information, or entertainment. Every Copiague High School Senior will be responsible for a graduation required research project.

### **English IV Honors**

**(1 credit)**

*(Prerequisite: Teacher recommendations and an 85 or higher in English III)*

This Honors Class will focus on higher level literature, comprehensive writing, and a graduation-required research paper. Students will be expected to complete a summer reading assignment and a summer reading project and/or assessment. Students must maintain a GPA of 85 or higher to remain in their current Honors English class.

### **English Literature and Composition Advanced Placement**

**(1 credit)**

*(Single Period, Prerequisite: 90% in English III & superior performance on the English Regents Exam)*

This demanding course requires college-level work. Reading is drawn from a variety of sources, both classic and modern, with an emphasis on exposing students to texts and authors they will encounter in college literature courses. The writing assignments require analysis of both literature and literary criticism. Students should not elect Advanced Placement unless they can make a serious commitment of time to the workload of the course. Placement in this course is based upon proven ability and teacher recommendations. Students in this course will take the Advanced Placement Literature and Composition test in May. Students must maintain a GPA of 90 or higher to remain in the AP Literature and Composition course.

### **Beginning Drama**

**(1 credit)**

*(Prerequisite: Grades 10-12. 9th graders need permission of the instructor)*

This course is the first of three courses designed to introduce students to the fundamentals of stage acting. Students will learn acting and theatre vocabulary, various acting styles and techniques, stagecraft, scene and monologue performances, and introduction to film and TV and role analysis.

### **Intermediate Drama**

**(1 credit)**

*(Prerequisite: Beginning Drama and permission of the instructor) (Open to 11th and 12th graders)* This full-year course is open to students who have demonstrated an understanding of the skills and concepts offered in Beginning Drama. Students will expand upon their basic stage concepts learned in Beginning Drama. This course investigates a broad range of modern and contemporary theories, ideologies, techniques, and processes in the field of stage acting. Students will apply those concepts to in-class method technique performances, to advanced monologue and scene study, one-act performances and community performances. Students will use

those concepts to begin to develop the physical, vocal, and imaginative skills of the actor. Some after school rehearsal may be required.

### **Advanced Drama**

**(1 credit)**

*(Prerequisite: Beginning Drama and Intermediate Drama and Permission of the instructor) (Open to 11<sup>th</sup> and 12<sup>th</sup> graders)*

This full-year course is open to students who have demonstrated an understanding of the skills and concepts offered in Beginning and Intermediate Drama. Students will expand upon their basic stage concepts learned. This course investigates a broad range of modern and contemporary theories, ideologies, techniques, and processes in the field of stage acting. Students will apply those concepts to in-class exercises, to scene study, and to three community performances including the fall play. Students will use those concepts to begin to develop the physical, vocal, and imaginative skills of the actor. After school rehearsal will be required.

### **Creative Writing and the Poetry Experience**

**(1 credit)**

*(Open to 12<sup>th</sup> grade students **only** as their 4<sup>th</sup> year of English)*

This course is designed to encourage students to express themselves in a variety of creative writing forms. Students will prepare a portfolio of their work that will contain many genres including journal writing, short story, poetry, personal reflection, advertisements, and cartoons. Students in this class will also participate in local and regional writing competitions. Every Copiague High School Senior will be responsible for a graduation required portfolio project. The portfolio will be a culmination of the required writing for the course, research paper, college application process, and a written reflection of the student's high school career. Every Copiague High School Senior will be responsible for a graduation required portfolio project. The portfolio will be a culmination of the required writing for the course, research paper, college application process, and a written reflection of the student's high school career.

### **Fantasy in Literature**

**(1 credit)**

*(Open to all students)*

Fantasy has the longest and richest literary heritage of all of the forms of genre fiction. Indeed, fantasy could be said to be the progenitor from which the other forms came from. Fantasy's habit of taking real-life situations and characters and introducing them into a world where unexpected (and unexplainable) things happen has resonated with readers since the earliest days. This elective, meant for students in all grade levels, introduces learners to the genre through a sampling of classic and modern literature as well as many popular films. Students will read and view fantasy texts, discuss them, and write about them. At the end of this elective course, students will be able to recognize fantasy as a genre and have an appreciation of the genre's merits. Students will read and watch film excerpts from various authors such as: J.R. Tolkien's The Hobbit, Lewis Carroll's Alice's Adventures in Wonderland, and T. H. White's The Once and Future King.

### **Film Stories**

**(1/2 credit)**

*(Open to all students)*

This course will introduce students to the history of film and film storytelling. Students will learn about how a movie is made from start to finish, focusing on how the elements of cinema come together to develop engrossing stories and relatable characters. Some films will be paired with the traditional texts that inspired them in order to analyze how stories translate from page to screen. Students' final assessment for this course will be either an analytical paper/presentation or a creative project such as producing a short film that draws on the strategies they studied. As modern citizens, students will benefit from the ability to effectively analyze "new" media such as a film and video.

### **Introduction to Poetry Writing**

**(1/2 credit)**

*(Open to all students)*

This course will introduce students to poetry as an art form and a mode of personal expression. The course will explore the work of spotlight poets, writers both classic and modern. Students will study the poems of these masters and draw inspiration for their own writing. In addition, students will learn to recognize and utilize the devices used by these poets in order to apply these new skills to their own poetry. The course is a writing workshop, where participants are expected regularly to submit writing in progress. Students will revise their writing through peer and teacher conferencing. Over the course of the year, students will develop their own chapbook, a collection of their poetry. Students will be encouraged to participate in the Poetry Out Loud Contest.

### **Intermediate Poetry Writing**

**(1/2 credit)**

*(Open to students who have completed Introduction to Poetry Writing)*

This course offers poets the opportunity to refine and develop their writing skills after completing *Introduction to Poetry*. The course will explore, in greater depth, the work of spotlight poets, writers both classic and modern. Students will study the poems of these masters and draw inspiration for their own writing. In addition, students will learn to recognize and further utilize the devices used by these poets in order to apply these new skills to their own poetry. The course is a writing workshop, where participants are expected regularly to submit writing in progress. Students will revise their writing through peer and teacher conferencing. Over the course of the year, students will develop their own chapbook, a collection of their poetry. Students will be encouraged to participate in the Poetry Out Loud Contest.

### **INTRODUCTION TO JOURNALISM**

**(1/2 credit)**

This **course** will be your gateway to the exciting and evolving world of **journalism**. It is practical, designed to teach you to think like a **journalist**, analyze and critique the news media and introduce you to basic writing, reporting, interviewing and editing skills and habits. Students will have the opportunity to practice several different styles of journalism including digital, photo, broadcast, and print. Students interested in the course should have a prerequisite grade of at least 80% in a previous English and/or writing course.

### **SAT Prep**

**(1/2 credit)**

*(Open to 11<sup>th</sup> and 12<sup>th</sup> grade students)*

This course provides intensive preparation for the verbal portion of the SAT examination (and other similar exams). Coursework will concentrate on vocabulary building, word comparison, reading comprehension, and sentence completion, all on a precollege level

- **If enrollment does not support the 12<sup>th</sup> grade elective course offerings, students will automatically be scheduled into English 4 College Prep.**
- **All Honors and Advanced Placement requirements and pre-requisites are subject to further evaluation by building administration.**

# Languages Other Than English

## LOTE

### Department Objectives:

Consistent with the New York State Learning Standards for the English, the LOTE Department offers courses in Italian and Spanish that support the following standards:

Standard 1:

Students will be able to use a language other than English for communication.

Standard 2:

Students will develop cross-cultural skills and understandings.

*All students must at least successfully complete LOTE 1.*

At a time when the resurgent forces of nationalism and of ethnic and linguistic consciousness so directly affect the global realities, the United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential adversaries, and earn the trust and sympathies of the non-aligned. Language ability is needed not only to conduct business in the international sphere but also to conduct the affairs of daily life in this country where a growing number of minority group members speak languages other than English.

Knowledge of a foreign language may be the key to the job you want. It may open the way to a job as a teacher, interpreter, banker, lawyer, bilingual secretary, diplomat, or business person. Languages are often a requirement for admission to college and are advantageous in the job market for both professional and nonprofessional careers. LOTE is a means to increase your mastery of English or another foreign language. It furnishes a key to understanding other cultures.

The LOTE Department offers a native language arts program for students who possess a Spanish language ability that is at the native speaker level. This is an integrated program of study that incorporates major components of language, listening, speaking, composition, reading, grammar and literature into its curriculum. The study of linguistics and the structure and history of the Spanish language are also integrated into this program.

### Course Offerings:

#### **Italian I, Spanish I**

**(1 credit)**

The aim of this first-level course is language proficiency. The emphasis is on developing basic listening and speaking skills. While the ultimate focus of this course is communication, a major component of this course is generating in students an awareness, and appreciation of the culture within which the language is spoken.

#### **Italian II, Spanish II**

**(1 credit)**

In this course, we continue to develop the proficiencies begun in Level I. Here, reading and writing increase in importance as they round out the communicative skills. Grammar is treated as a means to facilitate communication, both oral and written. The target language is used almost exclusively in daily classroom interaction.

### **Italian III, Spanish III**

**(1 credit)**

At this point, the concentration is on expression of the four skills of listening, speaking, reading, and writing for richer and more accurate communication. With this goal in mind, more complex aspects of grammar are created and skills are sharpened. The FLACS equivalency exam is taken at the end of this course as the final exam. Students who complete this course successfully will have met the Board of Regents requirement for an Advanced Designation Regents Diploma.

### **Italian IV**

**(1 credit)**

This course is offered as an advanced level course with focused instruction on the culture of the European world. This course is exclusively taught in the target language. Students will hone their skills of listening, reading, writing, and speaking the language. Topics covered include geography, history, and the culture of the country. Students will also be exposed to the arts and famous works of literature. Topics in grammar will be reviewed as they relate to each topic. Reading and writing skills will be improved through the use of authentic materials such as newspapers, magazines, literature, and the internet. Students will do oral and written projects throughout the course.

### **Spanish IV**

**(1 credit)**

This course is offered as an advanced level course with focused instruction on the culture of the European world. This course is exclusively taught in the target language. Students will hone their skills of listening, reading, writing, and speaking the language. Topics covered include geography, history, and the culture of the country. Students will also be exposed to the arts and famous works of literature. Topics in grammar will be reviewed as they relate to each topic. Reading and writing skills will be improved through the use of authentic materials such as newspapers, magazines, literature, and the internet. Students will do oral and written projects throughout the course. Students may elect to take this course for college credit. A tuition fee and commitment to Suffolk Community College would be required if this option was chosen. With successful completion of this course students will earn 3 college credits through Suffolk Community College.

### **Italian V**

**(1 credit)**

This course builds on the topics covered in level IV with an increased emphasis on writing, oral expression, and reading. Literature will be explored in greater depth. Students will enhance their speaking and writing skills in casual and formal conversation. This course will focus on the development of proficiencies in listening comprehension and writing in a variety of formal and informal contexts. In addition, this course will help students gain an appreciation of culture, heritage, and history by using current events and a variety of internet resources.

### **Spanish V**

**(1 credit)**

This course builds on the topics covered in level IV with an increased emphasis on writing, oral expression, and reading. Literature will be explored in greater depth. Students will enhance their speaking and writing skills in casual and formal conversation. This course will focus on the development of proficiencies in listening comprehension and writing in a variety of formal and informal contexts. In addition, this course will help students gain an appreciation of culture, heritage, and history by using current events and a variety of internet resources. Students may elect to take this course for college credit. A tuition fee and commitment to Suffolk Community College would be required if this option was chosen. With successful completion of this course students will earn 3 college credits through Suffolk Community College.

### **Spanish Literature Honors**

**(1 credit)**

*(Prerequisite: A 90% or higher in Spanish IVH, Spanish VH and/or teacher recommendations)*

In this honors curriculum, students will study and analyze major works of Spanish literature through the ages. Students will read, discuss and compare the major literary themes from an extensive reading list. The writing assignments require analysis of literary styles and themes.

## **Spanish Language Honors**

**(1 credit)**

*(Prerequisite: 90% or higher in Spanish III, IV, V or any other Native Language Course)*

This honors course is designed for students who wish to develop their literacy in the Spanish language. In this course, students will focus on the four communicative skills (speaking, listening, reading and writing). Students will read and analyze select novels, debate current topics and listen to topic-specific pod casts. Grammar in the target language is also incorporated into the curriculum of this class.

## **Spanish Language Advanced Placement**

**(1 credit)**

*(Prerequisite: 90 or higher in Spanish IV/IVH, Spanish V/VH, Spanish Literature, or teacher recommendation)*

This course is intended for students who wish to develop proficiency in the Spanish language. AP Spanish Language will help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal, Interpretive and Presentational). Interpersonal communication allows the student to become proficient in the art of conversation, both listening and responding. This mode of communication hones the student's development of "people skills". The second mode of communication is interpretive communication lending itself to increasing the student's skills in interpreting the written word, and what is said and written in the media. The third mode of communication is presentational which will help students become more confident in both designing and delivering presentations.

This course will culminate in the AP exam in AP Spanish Language in May.

## **Spanish Literature Advanced Placement**

**(1 credit)**

*(Prerequisite: 90 or higher in Spanish IV/IVH, Spanish V/VH, Spanish Literature, or teacher recommendation)*

This course is designed to introduce students to a representative body of Peninsular and Latin American literary texts. Readings will expose students to a wide variety of genres and types of discourse that will enable them to trace the history of Spanish prose. The Advanced Placement Spanish Literature exam will be administered in May. Contingent upon the score achieved on The AP Exam, and the policies of the individual colleges, the students may receive college credit.

## **Spanish Language Arts 1**

**(1 credit)**

This course is designed for Spanish native and/or heritage speaking students with rudimentary literacy skills. Students will read and respond to literature and other writings representative of Spanish-speaking societies. Emphasis is placed on the development of students' speaking, reading, listening, and writing skills. Instruction is based on activities that will assist students to convey meaning through writing using appropriate grammar, sentence structure, tone, and rich lexica.

## **Spanish Language Arts 2**

**(1 credit)**

This course is designed for Spanish native and/or heritage speaking students to further develop native literacy skills. Students will read and respond to literature and other writings representative of Spanish-speaking societies. Emphasis is placed on the strengthening of speaking, reading, listening and writing skills. Instruction is based on activities that will assist students to convey meaning through writing using appropriate grammar, sentence structure, tone, and rich lexica.

## **Spanish Language Arts Advanced 1**

**(1 credit)**

*(Prerequisite: 85% or higher in 8<sup>th</sup> grade Spanish language arts or teacher recommendation)*

This course is designed for Spanish native and/or heritage speaking students who have a more sophisticated command of the Spanish Language. Students are intended to read and respond to literature and other writings representative of Spanish-speaking societies. Emphasis is placed on speaking, reading, listening, and writing skills. Instruction is based on activities that will assist students to convey meaning through writing using appropriate grammar, sentence structure, tone, and rich lexica.

## **Spanish Language Arts Advanced 2**

**(1 credit)**

*(Prerequisite: 90% or higher in Spanish Language Arts 1 or teacher recommendation)*

This course is designed as a continuation for Spanish native and/or heritage speaking students who have a sophisticated command of the Spanish Language. Students are intended to read and respond to literature and other writings representative of Spanish-speaking societies. Emphasis is placed on the development of students' speaking, reading, listening and writing skills. Instruction is based on activities that will assist students to convey meaning through writing using appropriate grammar, sentence structure, tone, and rich lexica.

## **World Affairs in Foreign Films**

**(1/2 credit)**

This course is designed to allow students to explore history, social science, geography, government, literature and visual arts from around the globe. Through the use of foreign films from Asia, Africa, Europe and Antarctica students will gain an appreciation for different cultures, customs and social systems that have existed throughout time and are still in place today. Students will discuss social issues, investigate societal norms and create multimedia presentations all while learning to appreciate a variety of cinematography from around the world. This course will provide opportunities for students to understand an increasingly interconnected world in preparation for their interactions in both college and their future careers.

## **Passport to Italy**

**(1/2 credit)**

This course is designed to give students all-around access to everything Italy! Through the use of a variety of hands-on experiences and multimedia presentations, students will gain an appreciation for Italian culture, customs, history, geography, fashion and, of course, food! This course will provide opportunities for students to increase their cultural awareness in order for them to be better prepared for our increasingly diverse society.

# Mathematics

## Department Objectives:

The New York State Learning Standards for Mathematics, Science, and Technology include seven key ideas for Mathematics. Department offerings consistently address these key ideas:

- 1. Mathematical Reasoning – Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.
- 2. Number and Numeration – Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.
- 3. Operations – Students use mathematical operations and relationships among them to understand mathematics.
- 4. Modeling/Multiple Representation – Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.
- 5. Measurement – Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.
- 6. Uncertainty – Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.
- 7. Patterns/Functions – Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.

## Course Offerings:

### **Algebra I- Part 1**

**(1 credit)**

Algebra I Part 1 is the first-year course of a two-year sequence. The course is designed to help students understand the basic structure of algebra and acquire proficiency in applying algebraic concepts and skills in authentic situations. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives and technology, will allow students to develop an understanding of the mathematical principles they are learning. Topics include real numbers, linear equations, solving equations, quadratic functions, linear systems, quadratic algebra, and rational algebra. Upon successful completion of this course students will enroll in Algebra I Part 2.

### **Algebra I- Part 2**

**(1 credit)**

This course is the second-year course of the two-year Algebra sequence. The class meets five periods a week and covers all material in the New York State Common Core Algebra curriculum. With an emphasis on algebra and functions, students will prepare to take the Algebra Common Core Regents Examination in June.

### **Algebra**

**(1 credit)**

This course meets five periods per week. This course covers the topics tested on the Algebra Regents Exam. At its conclusion, students will take a Regents examination. The topics reflect the key ideas in the core curriculum and include – basic algebraic concepts and applications; functions and modeling equations and inequalities; exponents; and geometry, with emphasis on problem-solving and written explanations.

## **Intermediate Algebra** (1 credit)

*(Prerequisite: Algebra or Algebra with Lab)*

This course is designed for students who have completed Algebra in their 9<sup>th</sup> grade year but failed the Regents examination. The following topics will be covered: review and extension of fundamental algebraic processes developed in Integrated Algebra; geometry of the circle; functions and transformations; complex numbers and quadratic equations; and statistics and probability. At its conclusion, students will take a Regents examination.

## **Topics in Geometry** (1 credit)

*(Prerequisite: Successful completion of Algebra course)*

This course is designed for students who have completed Intermediate Algebra or Algebra, wishing to continue their math sequence. Successful completion of this course may be used toward the three year math graduation requirement. Students who successfully complete this course may continue their Geometry studies with Regents Geometry the following school year.

## **Geometry with Lab** (1 credit)

*(Prerequisite: Successful completion of Algebra course and Regents)*

With an emphasis on congruence, similarity and right triangles, students will prepare to take the Common Core Geometry Regents Examination in June. This course is designed for students who are interested in achieving an Advanced Regents Diploma, but require more time to explore curricular concepts. Geometry with lab will meet seven or eight periods per week.

## **Geometry** (1 credit)

*(Prerequisite: Successful completion of Algebra course and Regents)*

With an emphasis on congruence, similarity and right triangles, students will prepare to take the Common Core Geometry Regents Examination in June. This course is designed for students who are interested in achieving an Advanced Regents Diploma and will meet five periods per week.

## **Geometry Honors** (1 credit)

*(Prerequisite: Successful completion of Algebra Honors course and Regents with an 85%)*

This course is designed for students who are interested in an Advanced Regents Diploma and will meet five periods per week. The course explores the topics covered in the Common Core Geometry Curriculum. With an emphasis on congruence, similarity and right triangles, students will prepare to take the Common Core Geometry Regents Examination in June.

## **Topics in Algebra 2** (1 credit)

*(Prerequisite: 2 years of Mathematics)*

This course is designed for students who have completed Algebra, Intermediate Algebra, Topics in Geometry or Geometry, wishing to continue their math sequence. Successful completion of this course may be used toward the 3-year math graduation requirement. This course can also help juniors better prepare for the Algebra 2 Regents course their senior year.

## **Set Theory and Logic** (1 credit)

*(Prerequisite: Successful completion of the Geometry course and Regents)*

The objective of this course is to develop students' ability to understand the underlying mathematical structure of symbolic logic, arguments, methods of proofs, basic concepts of sets, set operations and probability, and applications of logic and sets. This course is geared toward students with an interest in careers such as computer programming, engineering, actuarial science/probability, forensics and law enforcement.

## **Algebra 2 with Lab**

**(1 credit)**

*(Prerequisite: Algebra course and Regents, Geometry course and Regents)*

This course is designed for students who are interested in an Advanced Regents Diploma curriculum and will allow for more time to explore algebraic and trigonometric concepts. The course will meet seven or eight periods per week. The course explores the topics tested on the Algebra 2 Regents examination. At its conclusion, students will take a Regents examination. Upon successful completion, the student will have satisfied the mathematical requirement for the Advanced Regents diploma. One period with lab

## **Algebra 2**

**(1 credit)**

*(Prerequisites: Algebra course and Regents, Geometry course and Regents)*

This course is designed for students who are interested in an Advanced Regents Diploma and will meet five periods per week. The course explores the topics tested on the Algebra 2 Regents examination. At its conclusion, students will take a Regents examination. Upon successful completion, the student will have satisfied the mathematical requirement for the Advanced Regents diploma.

## **Algebra 2 Honors**

**(1 credit)**

*(Prerequisite: Algebra Honors course and Regents exam with an 85%, Geometry Honors course and Regents exam with an 85%)*

Algebra 2 Honors will meet five periods per week. The course explores the topics tested on the Algebra 2 Regents examination. At its conclusion, students will take a Regents examination. Upon successful completion, the student will have satisfied the mathematical requirement for the Advanced Regents diploma.

## **Intermediate Algebra 2**

**(1 credit)**

*(Prerequisite: Successful completion of Algebra 2 course)*

This course is designed for the mathematics student that is trying to graduate with an Advanced Regents Diploma but has not successfully completed the Algebra 2 Regents Exam. This course is designed to take a more in depth look at all the concepts covered in the Algebra 2 curriculum, in an effort to help students build a better conceptual understanding and pass the Algebra 2 Regents in June.

## **Pre-Calculus**

**(1 credit)**

*(Prerequisite: Algebra 2 or Algebra 2 with Lab with a minimum grade of 80)*

This course is intended to prepare students for further work in mathematics at the college level. Students intending to major in mathematics or science should choose this course over any other mathematics course open to them. Topics covered will include real and complex numbers, equations, inequalities, functions and their graphs, exponents, logarithms, trigonometric functions, polar coordinates, matrices, sequences, and series.

## **Pre-Calculus Honors**

**(1 credit)**

*(Prerequisite: Algebra 2 Honors with a minimum grade of 85)*

This course is intended to prepare students for further work in mathematics at the college level. Students intending to major in mathematics or science should choose this course over any other mathematics course open to them. All topics of Pre-Calculus will be covered in greater detail. With successful completion of this course and paid tuition to Suffolk Community College, students will earn 4 college credits.

## **Calculus**

**(1 credit)**

*(Prerequisite: Pre-Calculus or Pre-Calculus Honors with a minimum grade of 85)*

Emphasis of this course will be on functions; techniques of graphing limits and continuity; the derivative and its applications, especially in the social sciences; techniques and applications of integration. The emphasis of this course will be on real-world uses of calculus, with less emphasis on theoretical development than in the advanced placement course.

## **Calculus Advanced Placement**

**(1 credit)**

*(Prerequisite: Pre-Calculus Honors with a minimum grade of 90 and approval of Department Chairperson)*

This course will include a detailed study of the special functions with the aid of calculus; limits; continuity; definition of the derivative with techniques of differentiation and applications; the definite integral; techniques and applications of integration. In May, the members of the class are expected to take the College Board Advanced Placement test in Mathematics-Level AB. Work with graphing calculators will be required. Students must maintain a GPA of 80 or higher to remain in the AP Calculus course. One period with lab

## **Statistics Honors**

**(1 credit)**

*(Prerequisite: Successful completion of Algebra 2)*

Emphasis in this course will be on interpretation of statistics in multiple settings including behavioral sciences, medicine, sports, economics, education, and politics. The graphing calculator will be used extensively in all applications. Concepts to be covered include exploratory data analysis, data collection, probability and inference. A tuition fee and commitment to Suffolk Community College is required. With successful completion of this course students will earn 3 college credits through Suffolk Community College.

## **Math Applications and Concepts**

**(1 credit)**

*(Prerequisite: Seniors with a minimum of two math credits)*

This course is intended to prepare students for further work in mathematics at the college level. The emphasis of the course will be to provide students with an intensive preparation program required for college entrance examinations. This course will also focus on building personal finance skills to prepare students for post high school life.

## **Independent Mathematics Research**

**(1 credit)**

*(Prerequisite: Teacher Recommendation)*

This course provides students with an opportunity to conduct in-depth research into a specific area of mathematics. Teachers/mentors will provide instruction and guidance to students to facilitate successful completion of one or more research projects. Students will complete authentic research projects and produce a “product” that is representative of their work. The product may be a written report, website and/or a presentation. Students may get selected to participate in the Long Island Math Fair in the spring.

*Note: This course is an elective and does not count towards satisfying the requirement of completing core credits in the science area. This course may be taken for consecutive years due to the nature of the work*

## **General Math**

**(1 Credit)**

This course is designed to give students a math foundation necessary to be successful in regents level math classes. Successful completion of this course may be used toward the 3-year math graduation requirement. This course reinforces general mathematics skills; these skills include some pre-algebra and algebra topics. This course includes rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.

## **SAT Prep Math**

**(1/2 credit)**

*(Open to 11<sup>th</sup> and 12<sup>th</sup> grade students)*

This course provides intensive preparation for the math portion of the SAT examination (and other similar exams).

# Music

## Department Objectives:

The courses and performing groups of the Music Department are designed to meet the needs, interests, and talents of all high school students. These courses give students the opportunity to study, understand, appreciate, and perform music of all styles, periods, and cultures, consistent with the New York State Learning Standards for the Arts.

### Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

### Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

### Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

### Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

\*All of the course offerings listed below meet the New York State Fine Arts requirement for graduation.

## Course Offering

### **Music Theory**

**(1 credit)**

This course is for all students in the music program and those with a music background desirous of broadening their musical knowledge in theory, harmony, sight reading, and analysis through music history and literature. This course is encouraged for students seeking a career in music.

### **Band**

**(1 credit)**

*(Open to 9<sup>th</sup> - 12<sup>th</sup> grade)*

In addition to annual public concerts, the band performs at all home football games. The band also participates in local and state competitions. Band members receive additional group lessons each week.

### **Wind Ensemble**

**(1 credit)**

*(Prerequisite: Audition and/or teacher recommendation)*

This instrumental performance ensemble provides a challenging and rigorous study of band literature. This group performs in concerts and events throughout the year.

### **Chorus**

**(1 credit)**

*(Open to 9<sup>th</sup> - 12<sup>th</sup> grade)*

This performing ensemble is for students interested in singing individually and in group settings. This group performs in concerts throughout the year. This course meets the state requirement for Fine Arts.

## **Concert Choir**

**(1 credit)**

*(Prerequisite: Audition and/or teacher recommendation, open to 9th-12th grade)*

This vocal performing ensemble provides a challenging and rigorous study of choral literature. This group performs in concerts throughout the year. This course meets the state requirement for Fine Arts

## **Music of the 20<sup>th</sup> Century**

**(1 credit)**

*(open to 9<sup>th</sup> -12<sup>th</sup> grade)*

This course seeks to study music of the 1900's by focusing on interdisciplinary studies. Students will study different genres of music by understanding the social concepts and implications of the historical periods in which they occurred. Students will learn through listening examples, reading, video excerpts, and lecture by the instructor. Topics include: The Roaring Twenties, Jazz Eras, the Blues, emergence of American Musicals, Rock of the 50's through today, and funk.

## **Electronic Music**

**(1 credit)**

*(open to 9<sup>th</sup> -12<sup>th</sup> grade)*

This year-long course will introduce students to the theory and fundamentals of using software and hardware tools for commercial music production (computer, multitrack recording software, waveform editor, signal processing plug-ins, synthesizer keyboard, CMN software, and microphone technique). The class will stress application and creative content, using a series of creative activities and projects that expose student to improvising and performing with electronic and other instruments, multitrack recording (both MIDI sequencing and live instruments), music arranging, generating performance materials for others (typesetting music), and equipment configuration. This is a hands-on course.

## **Electronic Music 2**

**(1 credit)**

*(Prerequisite: Electronic Music)*

This year-long course will teach intermediate to advanced musical concepts through the process of digital music composition. The class will stress application and creative content as well as music theory and keyboard performance. Students will expand upon their prior experience with synthesizers, music production software, multitrack recording (both MIDI sequencing and live instruments), music arranging, music notation, and equipment configuration. Students will also be encouraged to examine their class's own unique skill set in order to collaborate on more advanced music production projects.

# Physical Education/Health

## Department Objectives:

The Copiague High School Physical Education Department believes in the development of the whole person through physical activity. We believe that all students can achieve the New York State Learning Standards for Physical Education. We believe that every student is entitled to a learning environment that is healthy, safe, and that positively encourages students to excel socially, academically, and physically. The New York State Learning Standards for Physical Education are:

1. **Personal Health and Fitness:** Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few complex motor and sport activities. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition.
2. **A Safe and Healthy Environment:** Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
3. **Resource Management:** Students will understand and be able to manage their personal and community resources. Students will be aware of and be able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will be aware of some career options in the field of physical fitness and sports.

## Course Offerings:

The physical education program for all four grades seeks to provide the knowledge and skills necessary for maintaining personal health and fitness, and to foster a sense of teamwork and respect for others. Particular emphasis will be placed on physical fitness and the skills pertaining to carry-over activities. Attendance is mandatory by regulation of the State Education Department. A student may be excused from the program only by a physician. However, that student will be placed in an adaptive physical education program. Appropriate gym attire is required. Class meets every other day on an A/B-day schedule.

## **Sample Programs include:**

### **TEAM SPORTS CURRICULUM**

Soccer  
Flag Football  
FitnessGram Testing  
Volleyball Unit and Tournament  
Tchoukball  
Weight Room/Personal Fitness  
Ultimate Frisbee  
Lacrosse  
Softball  
Basketball

### **LIFETIME ACTIVITIES CURRICULUM**

Tennis  
Fitness Walk with Pedometers  
FitnessGram Testing  
Volleyball Unit and Tournament  
Kan Jam/Ramp Shot  
Badminton  
Weight Room/Personal Fitness  
Birdie Ball  
Kickball/Wiffle Ball  
Bowling

**Advanced Strength Training****A/B Full Year****(1/2 credit)**

(Open to 9<sup>th</sup> to 12<sup>th</sup> Grade)

This is an intense, full year weightlifting course that will focus on the following core lifts: Squats, hang cleans, dead lifts, flat bench. The class will include various types of workouts that will improve toning/firming of body muscle and increase strength and endurance. All students will follow a challenging program where they will be tested on their knowledge of training applications as well as performance based criteria. Appropriate gym attire is required. This course fulfills the NYS physical education requirement.

**Health****A/B Full Year****(1/2 credit)**

*(Open to Sophomores and Seniors)*

This course is required of all students for graduation. The format for the program will be based on an interactive and cooperative classroom environment. Social, physical and emotional issues specifically relevant to young adults will be discussed. Course content will include topics in nutrition, physical fitness, mental health, relationships, human sexuality, substance abuse, and disease prevention and consumer education. An understanding on how the internet can be used as a valuable health resource will also be addressed.

# Science

## **Department Objectives:**

By recognizing the central role of the scientific method in everything we do, the Science Department offers courses that are relevant to our lives. All course offerings are designed to stimulate curiosity and to strengthen rational approaches to problem solving. Science is taught through a dynamic, hands-on approach that encourages students to be inquisitive and deliberative. All courses support the New York State Learning Standards for Mathematics, Science, and Technology, and specifically the following standards for Science:

### Standard 1: Analysis, Inquiry, and Design

Students will be able to use mathematical analysis, scientific inquiry, and engineering design, as appropriate to pose questions, seek answers and develop solutions.

### Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

### Standard 3: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to physical setting and living environment and recognize the historical development of ideas in science.

### Standard 4: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

### Standard 5: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## **Course Offerings:**

### **Earth Science**

**(1 credit)**

The study of the earth is a formidable task. In a well-organized and challenging manner, this course enables the student to develop observational skills and investigative techniques to better understand our dynamic planet. A Regents exam is required of all students. 1 period plus lab

### **Living Environment**

**(1 credit)**

This course provides a study of all living things, starting from the simplest form of life to the most complex. Students taking this course participate in lab on alternate days to allow for experience correlating to work done during the class period. A Regents exam is required of all students. 1 period plus lab

### **Regents Science Prep Classes**

**(No credit)**

Science is an inquiry based process often requiring a variety of techniques to facilitate understanding. Diverse scientific modalities are explored in the course in an effort to generate regents understanding by making complex concepts concrete. Small group instruction is utilized as an effective instructional strategy to assist student in passing Regents level assessments required for graduation. This course will culminate in a Regents Exam.

## **Living Environment Honors**

**(1 credit)**

*(Prerequisite: Successful completion of Earth Science Honors and teacher recommendation. Students must pass the Earth Science Regents with an 85%)*

This challenging course is intended for students who want to study biology in greater depth. Living Environment curriculum is enriched in the areas of biochemistry, human systems and disease, and the study of current issues. Students are required to do a considerable amount of work outside the classroom, both in individual studies and group work. Students taking this course participate in lab on alternate days to allow for experience correlating to work done during the class period. Students are expected to maintain an 85% average throughout the year. Failure to maintain honors standing may result in removal from the course and placement in a more appropriate setting for student success. All decisions for removal will be made at the discretion of the principal and/or science chairperson.

## **Chemistry**

**(1 credit)**

*(Prerequisite: Student must successfully pass Earth Science Regents)*

This course is designed to provide the students with a basic knowledge of the elements, their properties, and compounds. The course also takes into account the modern approach to chemistry. A Regents exam is required of all students. 1 period plus lab

## **Chemistry Honors**

**(1 credit)**

*(Prerequisite: Successful completion of two Regents science courses and teacher recommendation. Students must pass Living Environment Regents with an 85%)*

This course is a traditional approach to chemistry in which students will study the basic theories and concepts of chemistry in addition to preparing them to pursue the study of chemistry on a more advanced level. This course engages students in a deeper and more rigorous study of Regents' topics, including atomic structure, the periodic table, chemical bonding, chemical equations, stoichiometry, the gas laws, solutions, and organic chemistry. Students are expected to maintain an 85% average throughout the year. Failure to maintain honors standing may result in removal from the course and placement in a more appropriate setting for student success. All decisions for removal will be made at the discretion of the principal and/or science chairperson.

The Chemistry Regents exam is required of all students.

## **Chemistry Advanced Placement**

**(1 credit)**

*(Prerequisite: Living Environment, Chemistry, Math equivalents, and teacher recommendation. Students must pass the Chemistry regents with an 85%)*

Students will explore matter, its composition, its physical and chemical properties and the energy that accompanies physical, chemical and nuclear changes. The course is a qualitative and quantitative course with emphasis on the quantitative aspect of chemistry, especially as it is used in the laboratory. Students are expected to maintain an 85% average throughout the year. Failure to maintain honors standing may result in removal from the course and placement in a more appropriate setting for student success. All decisions for removal will be made at the discretion of the principal and/or science chairperson.

The Advanced Placement exam offered in May is required of all students. Two periods per day/offered odd years

## **Physics**

**(1 credit)**

*(Prerequisite: Chemistry, Math equivalent, and teacher recommendation. Students must pass the Chemistry Regents and class with an 80%)*

This course presents a modern view of physics with major emphasis placed on the fundamental concepts underlying this basic science. It is designed to encourage the use of such basic concepts as the laws of conservation as unifying themes, rather than as isolated topics. These unifying concepts serve as bridges

between the four main areas of study: Mechanics, Waves and Optical Phenomena, Electricity and Magnetism, and Atomic and Nuclear Physics. A Regents exam is required of all students. 1 period plus lab

### **Physics Advanced Placement 1**

**(1 credit)**

*(Prerequisite: Chemistry, Math equivalent, and Chairperson approval. Students must pass the Chemistry Regents with an 85%)*

This course is equivalent to a first-semester college course in algebra-based physics. It is designed to focus on the big ideas typically included in introductory college-level physics sequence while simultaneously providing students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Students will cultivate their understanding of physics and science practices as they explore Kinematics, Dynamics including Newton's Laws, Circular Motion, Harmonic Motion, Impulse, Momentum, Work and Energy, Rotational Motion, Electrostatics, DC Circuits and finally Mechanical Waves and Sounds. The Advanced Placement exam offered in May is required of all students. Two periods per day/offered odd years

### **Theoretical and Practical Astronomy Honors**

**(1/2 credit)**

*(Prerequisite: Completion of Regents Chemistry, Math equivalent, and teacher recommendation)*

A two-semester college level course meets every other day and is designed for students interested in studying theoretical, practical and observational aspects of astronomy. The course will utilize a wide variety of instructional approaches, including audio-visuals, lab activities, and lectures, which will provide the students with a basic knowledge of astronomy. The most important component of this course is the use of the Internet for observing solar system phenomena and stellar and galactic life cycles as seen through telescopic and space probe observations. Students will keep a diary based on information supplied through the Astronomy Picture of the Day (APOD) and classroom simulations using state-of-the-art software. Upon successful completion and tuition payment, Suffolk Community College will award 4 credits.

### **College Geology**

**(1 credit)**

*(Prerequisite: Completion of Regents Chemistry, Math equivalent, and teacher recommendation)*

A two-semester college level course meets every day and is designed for students interested in studying the planet Earth, its origin, structure, composition and the forces which shape its surface. Plate tectonics provides framework for understanding processes of volcanism, mountain building and earthquakes. External forces such as glaciers, streams and ocean waves are examined in order to interpret the landscape. Laboratories include studies of minerals, rocks, maps, photographs and other materials used by geologists to study the earth. Students will develop simulations using state-of-the-art software. Upon successful completion and tuition payment, Suffolk Community College's Beacon program will award 4 credits.

### **Environmental Science**

**(1 credit)**

*(Prerequisite: Completion of all Science Regents course requirements for graduation or with Administrative approval)*

Environmental Science is an interdisciplinary field of study which relies on the principals of biology, chemistry, and geology, as well as the social sciences, to explain complex natural systems. Environmental Science discusses how natural systems function with an emphasis on how these systems have been affected by human activity. Recent advances in scientific research indicate that in addition to the well-known local and regional effects of human activity on the environment, humans are changing the world we live in on a global scale. Information is presented in an objective, scientific manner, allowing students to reach their own conclusions regarding the proper response to environmental threats and to develop a personal environmental ethic.

## **College Environmental Science** (1 credit)

(Prerequisite: Completion of Regents Chemistry, Math equivalent, and teacher recommendation)

A two-semester college level course meets every day and is designed for students interested in studying Environmental Science. This course is a college introductory level study of the Earth's environmental systems and the role of humans in those systems. Students will be introduced to key elements of ecology and ecosystem sciences, focusing on their function and importance for human societies, as well as the impact of human activity on these systems. The course stresses the roles of resource availability and use, biogeochemical cycling, and anthropogenic effects, both locally and globally. This course also addresses the importance of maintaining the natural functioning of environmental systems for the well-being of human society, culture, and survival. Upon successful completion and tuition payment, Suffolk Community College's Beacon program will award 4 credits.

## **Biology Advanced Placement** (1 credit)

(Prerequisite: *Living Environment, Chemistry and teacher recommendation. Students must pass the Chemistry Regents with an 85%*)

This course provides high-achieving students the opportunity to begin college-level studies in biology and to earn college credit by taking the Advanced Placement test in May. Topics covered will include: genetics, molecular biology, anatomy, physiology and environmental studies. Also, a lab component will be required in this course. Students are expected to maintain an 85% average throughout the year. Failure to maintain honors standing may result in removal from the course and placement in a more appropriate setting for student success. All decisions for removal will be made at the discretion of the principal and/or science chairperson.

The Advanced Placement exam offered in May is required of all students. Class meets two periods per day.

## **Forensics** (1 credit)

(Prerequisite: *Completion of the Science Regents requirement for graduation*)

Forensic science is the application of science to the law. Science offers the knowledge and technology needed for definition, enforcement, and clarification of the use of evidence in criminal and civil cases. The course focus will be on problem-solving. Students will be expected to work in teams, theorize, design experiments, research forensic methodologies, synthesize information, and make conclusions based on their own empirical evidence. This course will culminate in a final exam.

## **Marine Science** (1 credit)

(Prerequisite: *Completion of the Science Regents requirement for graduation*)

This course covers aspects of both the physical and biological environment of the sea and their interrelationships. It considers human impacts on the marine environments and how the principles and methods of science in general are used to predict and to solve the problems created by human activities. This course will culminate in a final exam.

## **Natural Disasters** (1/2 credit)

(Prerequisite: *Completion of the Science Regents requirement for graduation*)

This course examines Natural hazards such as hurricanes, earthquakes, tsunamis and volcanoes that threaten human lives and/or property. The human dimension is examined and its subsequent relationship within the dynamic earth. Geologic phenomena resulting in disaster, economic expense to society, excessive deaths and other destructive factors are considered. Studying, understanding and coping with natural hazards are explored. This course will culminate in a final exam. Enrollment is done through teacher recommendation only.

## **Exploration in STEM** (1/2 credit)

This course brings science, technology, engineering, and mathematics (STEM) together in an exhilarating way. Utilizing the Common Core shifts in both ELA and math, students apply knowledge of science through a variety of methodologies. Designing and constructing structures, machines, and vehicles in addition to

researching academic content areas, and completing lab activities are skills employed for the purpose of both application and development. Students develop both competitive and individual teamwork skills, while focusing on STEM related projects and investigations. STEM is designed to encourage students to explore cross cutting edge science and engineering concepts, while incorporating and building math/technology skills. The class effectively encourages problem solving as a scientific team in order to complete tasks efficiently and successfully.

### **Advanced Exploration in STEM**

**(1/2 credit)**

(Prerequisite: Explorations in STEM and Teacher Recommendation)

This advanced course offers development in science, technology, engineering, and mathematics (STEM). Building on prior skills students explore design, structures and research to complete activities. Students are required to complete project based and independent assignments throughout the school year. Computer familiarity and proficiency is recommended but not required.

### **Introduction to Independent Science Research**

**(1/2 credit)**

(Prerequisite: 85% average in Science)

This course has been designed to meet the needs of students who are interested in the scientific process, and who would like to participate in the Walter G. O'Connell Copiague High School Independent Science Research program. Students will be exposed to the research process, develop skills necessary for writing scientific research papers, and have an opportunity to explore the various science competitions on the national and local level. Independent Science Research provides students with an opportunity to conduct in-depth research into a specific area of science. Teachers/mentors will provide instruction and guidance to students to facilitate successful completion of one or more research projects. Students will complete authentic research projects at their developmental level and produce a "product" that is representative of their work. The product may be a written report, website, presentation, constructed model, device or entry into a science competition. In addition to the project work, students will participate in a regularly scheduled science seminar.

*Note: This course is an elective and does not count towards satisfying the requirement of completing core credits in the science area. This course may be taken for consecutive years due to the nature of the work*

### **Independent Science Research**

**(1/2 credit)**

(Prerequisite: Teacher Recommendation)

This course provides students with an opportunity to conduct in-depth research into a specific area of science. Teachers/mentors will provide instruction and guidance to students to facilitate successful completion of one or more research projects. Students will complete authentic research projects and produce a "product" that is representative of their work. The product may be a written report, website, presentation, constructed model, device or entry into a science competition. In addition to the project work, students will participate in a regularly scheduled science seminar.

*Note: This course is an elective and does not count towards satisfying the requirement of completing core credits in the science area. This course may be taken for consecutive years due to the nature of the work*

### **Advanced Independent Science Research**

**1/2 credit)**

(Prerequisite: Teacher Recommendation, Introduction to Science Research and Independent Science Research)

Students continue conducting in-depth research into a specific area of science. Teachers/mentors will provide instruction and guidance to students to facilitate successful completion of one or more research projects. Students will complete authentic research projects. Some outside and independent course work may be necessary. Participation in advanced upper level science competitions is mandatory.

*Note: This course is an elective and does not count towards satisfying the requirement of completing core credits in the science area. This course may be taken for consecutive years due to the nature of the work*

## **AP Seminar**

**(1 credit)**

*(Prerequisite: Introduction to Science Research and/or Teacher Recommendation)*

The AP Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple lenses and perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments, both written and orally. The skills practiced and refined in this class are required in the AP Research course which is the follow-up course for the Capstone Diploma. The course culminates in an AP exam based on a team project, an individual paper and presentation, and a final AP exam. The AP Seminar exam score is based on all three components and is reported on the standard 1–5 AP scoring scale.

## **AP Research**

**(1 credit)**

*(Prerequisite: (AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research and/or Teacher Recommendation)*

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

## **Robotics**

**(1/2 credit)**

This course allows students to explore the field of robotic design using a variety of hands on activities. Students are introduced to tools used in creating robotic devices with reinforcement in knowledge and applications. Project based learning and group collaboration are used to create simple drive trains capable of movement through tele-operated interaction. As an essential and vital curriculum element, technology enriched curriculum immerses students in the fundamentals of computer programming.

## **Advanced Robotics for College Credit**

**(1/2 credit)**

*(Prerequisite: Teacher Recommendation, Robotics, Junior or Senior Only)*

This advanced level course will allow students to explore upper level robotic design using a variety of hands on activities. Working both independently and project-based groups, students will work on creating advanced drive trains capable of movement through tele-operated interaction. Students will work on developing advanced computer programming skills relative to curricula. Some competition participation may be required. Students may elect to take this course for college credit. A tuition fee and commitment to Farmingdale State University will be required if this option was chosen. With successful completion of this course students will earn 3 college credits through Farmingdale State University.

# Social Studies

## **Department Objectives:**

The Social Studies Department offers a broad-based program designed to expose students to all the social sciences. While maintaining academic rigor, we strive to provide an interesting and unique program for all students. We offer several electives in addition to the New York State required courses in order to support the development of students.

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the school program, Social Studies provide coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. All course offerings in the Social Studies Department support the New York State Learning Standards for Social Studies, which are:

### Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.

### Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the earth's surface.

### Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

### Standard 5: Civics, Citizenship and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution, basic civic values of the American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

## **Course Offerings:**

### **Global History I**

**(1 credit)**

This course will study the history of man on earth from prehistoric times to the Rise of Absolutism in Europe. The course will concern the contributions of all civilizations to the development of humankind. The curriculum will stress historical thinking skills and problem-solving. It will be presented chronologically and will show how the development of civilization is similar throughout the different areas of the world. This course is designed to begin to prepare students for college, careers, and civic life with a rigorous curriculum which is aligned to the new Common Core Learning Standards in Social Studies. At its conclusion, students will take a uniform final examination.

### **Global History I Honors**

**(1 credit)**

*(Prerequisite: 85 average in Social Studies 8, teacher recommendation, completed and accepted entrance application)*

This course will study the same curriculum as Global History I with the exception that the major focus will be to prepare the students for the tenth grade Advanced Placement World History course. The material will be more in depth with primary documents and classroom discussions on cause and effect in history. At its conclusion, students will take a uniform final examination. The ninth grade honors program is an enriched pre-AP curriculum that emphasizes critical thinking, research, and interdisciplinary experiences, and ends in a final examination. This course prepares students for the Advanced Placement World History course that is taken in tenth grade.

### **Global History II**

**(1 credit)**

The second year of Global History will focus on the Age of Kings to Modern Times. This course will show how the histories of the different civilizations of the world are interconnected. It will concern our present interdependency and global problems. The students will deal with historic problem-solving and themes that run throughout history. This course is designed to continue to prepare students for college, careers, and civic life with a rigorous curriculum which is aligned to the new Common Core Learning Standards in Social Studies. At the end of the year, students will take the Global History and Geography Regents Exam.

### **Global History II Honors**

**(1 credit)**

*(Prerequisite: 85 average in Global I H and teacher recommendation)*

This course will study the same curriculum as Global History II. The material will be more in depth with primary documents and classroom discussions on cause and effect in history. This course is designed to continue to prepare students for college, careers, and civic life with a rigorous curriculum which is aligned to the new Common Core Learning Standards in Social Studies. At the end of the year, students will take the Global History and Geography Regents Exam.

### **Advanced Placement World History**

**(1 credit)**

*(Prerequisite: A grade of 90% or higher in Global History I Honors, a recommendation from the Global I Honors teacher and approval of the instructor)*

This elective is open to sophomores. This course spans from 1450 to the present in a rigorous academic format organized by chronological periods and viewed through fundamental concepts and course themes. Students analyze the causes and processes of continuity and change across historical periods. Themes include human-environment interaction, cultures, expansion and conflict, political and social structures, and economic systems. In addition to mastering historical content, students cultivate historical thinking skills that involve crafting arguments based on evidence, identifying causation, comparing and supplying context for events and phenomenon, and developing historical interpretation. World history can be used as a substitute for Global History and Geography II for sophomores. Students must maintain a GPA of 85 or higher to remain in the Advanced Placement course.

*Note: For Sophomores, the Advanced Placement in World History can replace the Global History & Geography course. Sophomores will take the Global History & Geography Regents Examination and the Advanced Placement Exam.*

### **United States History and Government (1 credit)**

This course includes the cultural, political, and economic study of the development of the United States using the topical method. The topics to be covered include both American social development and American economic life. This course is designed to continue to prepare students for college, careers, and civic life with a rigorous curriculum which is aligned to the new Common Core Learning Standards in Social Studies. The students will take the U.S. History and Government Regents examination in June.

### **United States History and Government Honors (1 credit)**

*(Prerequisite: 85 average in Global II Honors, at least an 80 on the Global Regents Exam, and teacher recommendation)*

This course will study the same curriculum as U.S. History and Government. The material will be more in depth with primary documents and classroom discussions on cause and effect in history. This course is designed to continue to prepare students for college, careers, and civic life with a rigorous curriculum which is aligned to the new Common Core Learning Standards in Social Studies. The students will take the U.S. History and Government Regents examination in June.

### **Advanced Placement United States History (1 credit)**

*(Prerequisite: A grade of 90% or higher in Global History II Honors and/or a grade of 85% or higher in World History Advanced Placement, at least a 90 on the Global History Regents, and teacher recommendation)*

The Advanced Placement Course in American History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in American History. The course prepares students for college by establishing high expectations and challenges equivalent to those of a full-year introductory college course. Students learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and the interpretations presented in historical scholarship.

*Note: For Juniors, the Advanced Placement in American History can replace the Regents course U.S. History and Government course. Juniors must take the Regents examination and the Advanced Placement examination.*

### **Participation in Government (1/2 credit)**

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities, is fundamental to the success of American democracy. The course will include a study of the foundations of American traditions as reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities.

### **Participation in Government Honors (1/2 credit)**

*(Prerequisite: 85 average in US History Honors, at least an 80 on both the global and United States Regents exams, and teacher recommendation)*

“If a Nation expects to be ignorant and free... it expects what never was and never will be.” – Thomas Jefferson. This course is needed to establish an educated electorate. The overall goal of this course is to investigate the ways in which the government is organized, controlled by the people, and how it functions. Students will describe, analyze, and explain our American system of government in depth with primary documents and classroom discussions.

## **Advanced Placement U.S. Government and Politics** (1 credit)

*(The course is open to Juniors and Seniors who have exhibited Honors level work with an average of 90% or better in Social Studies and have scored at least a 90 on both the Global History and United States History Regents exams)*

The AP Government and Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government & Politics: United States course must follow, certain topics are generally covered in college courses. This course may be substituted for Participation in Government and Economics. Students must maintain a GPA of 85 or higher to remain in the Advanced Placement course.

## **Economics** (1/2 credit)

“Economics, the Enterprise System, and Finance” examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

## **Economics Honors** (1/2 credit)

*(Prerequisite: 85 average in US History Honors, at least an 80 on both the global and United States Regents exams, and teacher recommendation)*

This course will better prepare the student to think rationally about economic issues. Students taking this course will participate in a more in depth examination of the technical jargon and mathematics of the economic world. A “stock market investment” simulation project where students can plot “Profit and /or loss” will help make Economics a lively hands-on experience.

## **Advanced Placement Economics** (1 credit)

*(The course is open to Juniors and Seniors who have exhibited Honors level work with an average of 90% or better in Social Studies and have passed the Algebra and Geometry Regents exams with at least a 75)*

This one year course of study will prepare students for both the macro and the micro economics exams administered by the College Board in May. The basic themes essential to all economics courses including scarcity, opportunity costs, the structure of the U.S. economy, supply and demand will be covered in the first half of the year. The second half of the year will focus on macroeconomic theory including measuring national output and income, unemployment, inflation and economic growth. This challenging course requires students to apply mathematical and analytical skills to understand the economy.

## **Leadership in History and Action** (1 credit)

*(This elective is open to students in 11th to 12th grade who have the recommendation of the program director after passing an administrative interview)*

Students will study different forms of leadership in politics, history, education and their communities. This course will examine leadership issues which include power, authority and influence, team building strategies, diversity and multiculturalism, and ethics and values of effective leadership. As a requirement of this course, students are required to create a vision for a leadership project, assess the needs of the community, develop a plan for implementation, implement the plan, and evaluate the effectiveness of their action plan. Areas for this project-based assessment may include academic achievement, health issues, community improvement programs, and political action. The course may be used as an elective credit.

## **Advanced Placement Psychology**

**(1 credit)**

*(The course is open to Juniors and Seniors who have exhibited Honors level work with an average of 90% or better in Social Studies and have scored at least a 90 on both the Global History and United States History Regents exams)*

The Advanced Placement Psychology Course is the equivalent of an introductory college-level psychology course. The course is designed to introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The course emphasizes the development of critical thinking skills and a clear, concise, writing style. Students must maintain a GPA of 85 or higher to remain in the Advanced Placement course.

## **Social Issues Through a Contemporary Medium**

**(1/2 credit)**

*(This elective is open to students in 9th to 12th grade)*

This half year course is designed to demonstrate the relationship between Hip Hop and the internal and external dynamics of the Afro-Latino community. The course will examine the origins of Hip Hop and how it is reflective of the current political climates in the world where movements and conflicts are occurring. It will describe the Hip Hop culture as a phenomenon that embodies economic, political and social aspects capable of promoting positive change throughout the world.

## **History Through Film**

**(1/2 credit)**

*(This elective is open to students in 9th to 12th grade)*

This course is open to sophomores, juniors and seniors. This course will use film to approach significant problems in history. Students will be asked to rethink the relationships between "reality" and "representation" and re-conceptualize the boundaries between history and film. The course will be arranged around the impact of the individual in history. We will examine the presentations and portrayals of individuals in history through the following, although not limited to, themes: slavery, genocide, the Cold War, waging secret war with an enemy, heroism in combat, organized crime in America, and sports in America. For each theme students will view at least two films and read corresponding articles. There will also be a research task on a topic of students' choice related to history through film at the end of the semester.

## **Facing History and Ourselves**

**(1/2 credit)**

*(This elective is open to students in 10th to 12th grade)*

Facing History and Ourselves is a yearlong course. It is a course focused on morality and ethics that examines the Holocaust and other human rights violations as a basis for the study of individual and group behavior, especially why people make the choices they make as well as the consequences of such choices. By studying the historical development of the Holocaust and other examples of collective violence, students make the essential connection between history and the moral choices they confront in their own lives. Students are expected to develop practical models for civic engagement that link history to the challenges of an increasingly interconnected world and the moral choices that young people make daily. In addition to a thorough examination of the Holocaust, students will learn about human rights violations in Central and Latin America, the role of race in the U.S., the genocide of Native Americans, and Twentieth Century genocides in Africa and Asia. The methodology of study includes readings, videos, primary sources, speakers, class discussion and writing.

## **Criminal Justice**

**(1/2 credit)**

*(This elective is open to students in 9th to 12th grade)*

The purpose of this course is to provide students with an understanding of the law and legal system. It is a very timely course as the role of the police in communities across the nation are at the forefront of the national news. Students will learn a historic overview of the law, American law through the Constitution, criminal behavior, causation of crime, types of crime, role of law enforcement agencies, and the role of the judiciary

# Special Education

Ms. Bethany Pokorny; Coordinator of Secondary Special Education (6-12)

A continuum of programs and services is available for students with disabilities. Students with disabilities have been designated as such through a comprehensive referral process that includes cognitive, psychological, and academic testing. Determinations for special education services are made through the Committee on Special Education (CSE). The CSE may decide to recommend that a student participate in related services or special education programs, based on their specific strengths, needs, and goals.

## **Related Services:**

Many students with disabilities receive related services. Common related services include but are not limited to: speech/language services, counseling, occupational therapy, physical therapy, assistive technology services, vision services, and hearing services. These services are provided at school to assist the student in accessing the general education curriculum.

## **Consultant Teacher Services:**

Direct and/or Indirect services for an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) within their general education classroom (direct) or assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class (indirect).

## **Resource Room:**

Resource Room provides specialized supplementary small group instruction. This supplementary instruction, delivered in a maximum of a 5:1 student to teacher ratio, is provided in addition to the general education or special education classroom instruction that the student receives. It is not provided in place of the student's regular instruction.

## **Integrated Co-Teaching Classes:**

Integrated Co-Teaching Services provide academic and specially designed instruction in the general education setting to an integrated group of students. These classes contain students with disabilities as well as general education students in an environment where collaborative teaching takes place between a general education teacher and a special education teacher.

## **Special Class:**

Special class is a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from general education setting with a small teacher-student ratio.

## **Clinician Support Services:**

Special Education School psychologists conduct evaluations as recommended by the CSE, provide support to staff who are working with students with disabilities, develop behavior plans, chair CSE sub-committee meetings and provide mandated counseling services. School social workers also provide support to staff, develop behavior plans, counsel students with disabilities and conduct social history reports with students' families as needed.

### **General Education Population:**

School psychologists and social workers also work with the general high school population. They provide crisis intervention services, counseling, parent/community outreach services and programs and general support services to the high school community

### **Course Offerings:**

#### **CDOS I – Universal Foundation Skills**

**(1/2 credit)**

Students will develop foundation skills and competencies essential for success in the workplace which, as per the CDOS learning standards includes: Basic Skills, Thinking Skills, Personal Qualities, Interpersonal Skills, Technology, Managing Information, Managing Resources, Systems. The development of Universal Foundation Skills is designed to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes personal values, goal setting and planning, making decisions and solving problems, evaluating information, communication and relationships, decision making, wellness and personal safety, and contributing to one's community. Students will take part in the following WBL experiences: WBL: Job Shadowing (one experience annually) WBL: Community Service Project (one annually)

#### **CDOS II – Career Development**

**(1/2 credit)**

Students will begin this course with a thorough examination of their own interests, aptitudes, achievements, and personality styles to determine career interest. Students will participate in resume writing, job application, interview techniques, training requirements, and educational paths to potential careers that suit their strengths and personal priorities. Successfully completing this course gives students the ability to identify and describe their personal interests, aptitudes, and lifestyle goals; locate and evaluate information about different careers; identify the skills and knowledge needed for careers of interest and how to obtain them. Students will take part in the following WBL experiences: WBL: Job Shadowing (one experience annually) WBL: Community Service Project (one annually) WBL: School-Based Enterprise (school-based jobs) WBL: Service Learning (school-based projects)

#### **CDOS III - Work Based Learning (WBL)**

**(1/2 credit)**

This course is designed to give students hands-on experience in a career field of their choice. It also includes classroom learning on important workplace topics, such as resume preparation and effective interviewing techniques, teamwork, projecting a professional image, and job motivation and benefits. Students are placed with an employer in a local company. This experience allows students the opportunity to work with people in their desired field which may lead to future job opportunities. Students will take part in the following WBL experiences: WBL: Job Shadowing (one experience annually) WBL: Community Service Project (one annually) WBL: Community Based Work Program

#### **Retail Math**

**(1/2 credit)**

While some things you learn in math class you may not use again, mathematics is a part of everyday life! Daily activities such as shopping, cooking, eating out, and banking, as well as most career, will require use of math. Whether a student plans to immediately enter the work force or to attend college, this course will provide students with an understanding of the mathematics in their everyday lives. Students will develop the ability to tackle real-world math with clear, concise, and logical steps. Students will see that mathematics is a powerful and necessary tool for living, as they develop mathematical confidence for life.

## **Literacy Support One – Beginner**

## **Literacy Support One – Advanced**

Literacy Support One directly and systematically teaches students the structure of the English language. Instruction focuses on the first four syllable types, multisyllabic words, and an introduction to morphology with the study of word elements, prefixes, Latin bases, and suffixes with unchanging base words. Students learn to fluently decode and encode words to a level of mastery.

## **Literacy Support Two – Beginner**

## **Literacy Support Two – Advanced**

Literacy Support Two provides instruction in advanced word structure concepts utilizing multisensory techniques to teach the rules of the English language. Students continue their work from Literacy Support One learning more complex concepts including advanced spelling rules, sound options, and all six syllable types and exceptions. The morphology instruction focuses on word elements, including Greek bases and suffixes with changing base words.

## **Literacy Skills - Beginner**

## **Literacy Skills – Advanced**

The Literacy Skills course provides an explicit and systematic approach to word study and spelling instruction at an accelerated pace. Students utilize multisensory strategies to read and spell words with varying syllable types and word elements. Common Latin roots are introduced and studied in correlation with their syllable patterns. All concepts taught are practiced continually for reading and writing accuracy and automaticity.

# Grading Regulations

The academic year is divided into four ten-week periods. The high school program includes course offerings of 40- and 20-week duration. The evaluation of students in their respective disciplines should carefully measure the progress achieved by students within a given time period of the specific course.

The evaluation practice should be continuous, consisting of many and varied means to measure the student's ability and performance in that area.

## **I. Criteria for determination of quarterly grades:**

All teachers are required to grade students by means of a reasonable number of evaluations during each marking period. These evaluations may include tests, projects, presentations, quizzes, homework, laboratories, reports, voluntary assignments, and the like. The uses and frequencies of these techniques are contingent upon the subject taught. A student illegally absent from a class at a time when he/she is being evaluated will receive zero (0) for that evaluation. A student should be made fully aware of all assigned grades and marks within educationally sound limitations.

## **II. Final Examination**

Teachers will administer final examinations in all subject areas. This final examination is worth one-fifth of the final grade. In areas where Regents examinations are offered, the Regents exam serves as the final examination. In the event that a student is legally absent for a school final examination, a make-up examination may be rescheduled by the subject teacher. If it is not possible (continued illness extending past marking period), the final grade is calculated by the average of the four quarterly marks. When a student is illegally absent from a final examination, the principal shall be immediately notified and the parent contacted. In this case, the final examination grade will be calculated as a zero (0).

## **III. Regents Examinations**

All Regents examinations of the New York State Department of Education and appropriate to the offerings in the Walter G. O'Connell Copiague High School will be administered. Regents Examinations are only offered in NYS in January, June and August.

## **IV. Transfer Student**

All previous data and records concerning the student's progress should be examined before a quarterly or final grade is assigned. Teachers will confer with the guidance counselor in order to receive interpretation of data received from previous schools.

### **Walter G. O'Connell Grade Conversion Table:**

<b>95 to 100</b>	<b>A+</b>	<b>4.0</b>
<b>90 to 94</b>	<b>A</b>	<b>4.0</b>
<b>85 to 89</b>	<b>B+</b>	<b>3.5</b>
<b>80 to 84</b>	<b>B</b>	<b>3.0</b>
<b>75 to 79</b>	<b>C+</b>	<b>2.5</b>
<b>70 to 74</b>	<b>C</b>	<b>2.0</b>
<b>65 to 69</b>	<b>D</b>	<b>1.5</b>

### **First Honor Roll**

90-100 Excluding Physical Education and Pass/Fail Courses

### **Second Honor Roll**

85-89.9 Excluding Physical Education and Pass/Fail Courses

### **Promotional Standards**

To 10<sup>th</sup> Grade- 5 credits

To 11<sup>th</sup> Grade- 10 credits

To 12<sup>th</sup> Grade- 15 credits