

Roslyn High School



**Course Offerings
2019-2020**



Roslyn Public Schools

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Scott Andrews, Psy. D., Principal

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Carol Murphy, Asst. Principal

Christopher Roth, Dean of Students

January 2019

Dear Student:

As we begin the process of preparing for the 2019-2020 academic year, you are empowered with choice. Probably in no other time in your life will you be presented with such an opportunity. Yet, at the same time, you may not be fully aware of the implications of your decisions and things that should influence them.

A Roslyn High School graduate must successfully complete a minimum of twenty-two credits. Your record of achievement will determine the type of diploma you receive.

The Course Offerings book will provide a guide for you to follow. Your selection of courses will affect the future options available to you from one grade to the next. This process represents an opportunity for you to derive the maximum potential from our academic program.

Self-selection of your courses can be viewed in many ways. It provides an opportunity for you to challenge yourself with courses in which you feel you are capable. However, it also determines staffing for the upcoming year. The number of sections we offer in a subject or level is determined by your requests now. When you make your decision on which courses you wish to take, please seriously consider the recommendations of your teachers and your performance in your current courses. On the school section of the district webpage, you will find "Course Level" comparisons in the right column. These provide valuable information for you to make an informed selection on levels.

Please be aware that there is a risk in dropping a class that includes lack of availability of alternate courses and significant changes to your schedule because classes will have "closed out." In addition, when a student drops a course for whatever the reason, we try to place the student in a class which best fits his/her schedule and balances the class loads.

There are many electives available for students in all grade levels. Please take advantage of these opportunities to further your educational experience and explore areas of interest. Freshmen and sophomores are required to have full schedules (8 periods plus lunch).

I wish you luck and success as you pursue your academic career at Roslyn High School. I will be happy to assist you in any way I can.

Sincerely,

Scott Andrews
Principal

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TITLE IX AND SECT. 504 OF THE REHABILITATION ACT

No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or be so treated on the basis of sex under most educational programs, or activities receiving federal assistance.

The Rehabilitation Act prohibits any discrimination based on a person's handicapping condition.

For questions or issues concerning Title IX, contact Michael Goldspiel the District Title IX Coordinator, 801-5020.

For questions or issues concerning The Rehabilitation Act, contact Michael Goldspiel Assistant Superintendent for Secondary Education 801-5020.

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	ABBREVIATIONS
F	Fall semester only
S	Spring semester only
H	Honors
RR	Regents exam required
AP	Advanced Placement

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Cover by Ben Heyman

EDUCATIONAL PHILOSOPHY AND GOALS OF ROSLYN HIGH SCHOOL

The educational approach of Roslyn High School must be founded upon the realities of the present world, a world of increasingly rapid change and astounding complexity. Central to our philosophy is the belief that students in Roslyn High School must strive for academic excellence, humanistic values, and ethical behavior.

The essential goals of Roslyn High School are:

1. To stimulate intellectual curiosity and to develop critical thinking skills.
2. To support an atmosphere of academic freedom embracing students and faculty alike.
3. To promote a learning environment which offers curriculum choices, sensitive to the varied needs of our students, as they pursue their academic and vocational goals.
4. To introduce, implement, and evaluate new and viable educational concepts, materials, techniques, and technologies; to encourage students and teachers to become computer literate.
5. To recognize the relevance of health issues, physical education, and leisure-time activities.
6. To provide mechanisms through which students will become more sensitive to environmental issues.
7. To increase the sensitivity of the school community to gender equity issues.
8. To provide information about diverse cultures in order to foster an appreciation and understanding of all peoples, in classes and school activities.
9. To encourage widespread student participation in activities which aid others and improve the community.

HOW TO USE THIS BOOK

Beginning the week of January, students are asked to select courses for the following school year. A student's selection should be based upon graduation requirements, educational and career plans, and the student's own special needs and interests. The Course Planning Worksheet, found on the back page of this book, can be used to help plan a four year comprehensive program. Students are advised to consider the following guidelines:

1. Students should first review the requirements for graduation related to their expected year of graduation.
2. Students should check course descriptions by content area to be reviewed for course content, credit assigned, and any prerequisite for enrollment.
3. Using the Course Planning Worksheet, students should write their tentative courses for the year ahead, keeping in mind sequence requirement, special interests, and future educational and career plans.
4. A final tally of credits for each grade level should follow to insure a full schedule.

COUNSELING SERVICES

Course selection is a complex process which requires the careful integration of student's educational and career plans, personal interests, and abilities in decision making. The staff of the Counseling Center can serve as an important link between students, parents, and the total school program to insure that planning is based upon sound and current information.

Counseling is both a program of activities and a relationship between two individuals - the counselor and the student. During the school year, students are encouraged to keep in close contact with their counselor. This individual may be the only adult school professional with whom students will maintain continuous contact throughout their school career.

Counselors provide educational and career counseling and help students deal with problems they are having with teachers and other adults or friends. The counselor also acts as a liaison between the various components of a student's life – school and home, teacher and student, college and school, and student program. Specific counseling programs include orientation to the high school, schedule and course selection as well as college planning and career exploration. These activities are provided through a variety of individual and group counseling programs.

Throughout the school year, students and parents meet with the counseling staff to review matters of mutual concern. Counselors are available to answer questions and address concerns related to a student's individual program and goals.

PEER COUNSELING

The Peer Counseling Program is designed for senior leaders who are trained by the school psychologist and the school social worker in the various skills of human relations.

This training usually takes place in September of the senior year. Ninth grade students volunteer to join peer groups and the groups meet once a week for a period of twelve weeks.

The major focus of each group is to attain a smooth transition year for freshmen by giving them an opportunity to talk about school adjustment, social relationships, and other dimensions of adolescent growth. The leaders also meet once a week with the trainers for continued supervision.

GRADUATION REQUIREMENTS

Local Diploma Required Courses Special Education Students Only	
English	4
Social Studies	4
Mathematics	3
Science (Must include Living Environment credit)	3
Foreign Language *	1
Art/Music	1
Health	0.5
Physical Education	2
Electives	3.5
****Total	22

Regents Diploma Required Courses	
English	4
Social Studies	4
Mathematics	3
Science (Must include Living Environment credit)	3
Foreign Language	1
Art/Music	1
Health	0.5
Physical Education	2
Electives	3.5
****Total	22

Regents Diploma with Advanced Designation	
English	4
Social Studies	4
Mathematics	3
Science (Must include Living Environment credit)	3
Foreign Language**	3
Art/Music	1
Health	0.5
Physical Education	2
Electives	1.5
****Total	22

Required Regents Exams Special Education Only (Passing Score 55-64)***
English Language Arts Exam
One Mathematics Exam: Algebra or Geometry or Algebra 2
Social Studies: Global History or U.S. History
One Science Exam: Earth Science or Living Environment or Chemistry or Physics
One Pathway Assessment

Required Regents Exams (Passing Score of 65 and Above)
English Language Arts Exam
One Mathematics Exam: Algebra or Geometry or Algebra 2
Social Studies: Global History or U.S. History
One Science Exam: Earth Science or Living Environment or Chemistry or Physics
One Pathway Assessment

Required Regents Exams for Advanced Designation (Passing Score of 65 and Above)
English Language Arts Exam
Three Mathematics Exams: Algebra, Geometry and Algebra 2
Two Social Studies Exams: Global History and U.S. History
Two Science Exams: 1) Living Environment 2) Earth Science or Chemistry or Physics
Foreign Language Regional Assessment FLACS Checkpoint B Exam

* Students with an IEP may be exempt from the Foreign Language requirement.

** An alternate pathway is available by pursuing a 5-credit sequence in Art, Business or Technology

*** Special Education students have Regents Score compensatory options in order to earn a local Diploma.
Please consult your school counselor for available options.

**** Students must complete a minimum of 40 hours of Community Service.

Honors Distinction on High School Diploma

- Students can receive either a Regents Diploma with honors or Regents Diploma with Advanced Designation with honors if the overall average of required Regents Exams is 90% or higher.
- In addition, students can receive Honors Distinction in Mathematics and/or Science by meeting the following criteria:
 - 3 Mathematics Regents examinations with 85% or above on each exam
 - and/or
 - 3 Science Regents examinations with 85% or above on each exam

Alternate Pathways to Earn a Regents Diploma

Diploma	Pathways	Regents Exam Options
Diploma with Advanced Designation	Traditional Combination	8 Regents Exams/1 Checkpoint B Exam (9 Total): <ul style="list-style-type: none"> • 1 English • 2 Social Studies (Global History and US History) • 2 Science (Earth Science, Chemistry or Physics & Living Environment) • 3 Math (Algebra I CC, Geometry CC, Algebra II CC) • 1 World Language/Checkpoint B or CTE Alternative
Diploma with Advanced Designation	STEM Mathematics Pathway Combination	8 Regents Exams/1 Checkpoint B Exam (9 Total): <ul style="list-style-type: none"> • 1 English • 1 Social Studies (Global History OR US History) • 2 Science (Earth Science, Living Environment, Chemistry or Physics) • 4 Math (Algebra I CC, Geometry CC, Algebra II CC and one additional state approved alternative) • 1 World Language Checkpoint B Exam or the 5 credit alternative sequence in the Arts or CTE
Diploma with Advanced Designation	STEM Science Pathway Combination	8 Regents Exams/1 Checkpoint B Exam (9 Total): <ul style="list-style-type: none"> • 1 English • 1 Social Studies (Global History OR US History) • 3 Science (Earth Science, Living Environment, Chemistry or Physics) • 3 Math (Algebra I CC, Geometry CC and Algebra II CC) • 1 World Language Checkpoint B Exam or the 5 credit alternative sequence in the Arts or CTE
Diploma with Advanced Designation	Additional Pathway Combinations (Other Than STEM)	8 Regents Exams/1 Checkpoint B Exam (9 Total): <ul style="list-style-type: none"> • 1 English • 1 Social Studies (Global History OR US History) • 2 Science (Earth Science, Living Environment, Chemistry or Physics) • 3 Math (Algebra I CC, Geometry CC and Algebra II CC) • 1 World Language Checkpoint B Exam OR a 5 credit alternative sequence in the Arts or CTE • *1 Pathway other than Science or Math (STEM) -*SEE BELOW FOR ALTERNATES
Regents Diploma	Traditional Pathway	5 Regents Exams: <ul style="list-style-type: none"> • 1 English • 2 Social Studies (Global History and US History) • 1 Science • 1 Math
Regents Diploma	Alternate Pathway 4 + 1 Options	4 + 1 Regents/State Approved Assessments: <ul style="list-style-type: none"> • 1 English • 1 Social Studies (Global History OR US History) • 1 Science • 1 Math PLUS 1 ADDITIONAL OPTION LISTED BELOW: <ul style="list-style-type: none"> • 1 additional Math Regents (2 Total) OR • 1 additional Science Regents (2 Total) OR • 1 additional Social Studies Regents (2 Total) OR • *1 additional State Approved English Assessment (2 Total) OR • *1 State Approved Assessment in the Arts OR • *1 State Approved Assessment in LOTE (Language Other Than English) OR • *1 State Approved CTE Assessment with completion of an approved CTE Program

*** Denotes Pathways other than STEM**

ACADEMIC REQUIREMENTS

HOW MANY COURSES AM I REQUIRED TO TAKE EACH SEMESTER?

Ninth and tenth grade students must take a full schedule, eight classes daily, whenever possible. Eleventh grade students must take seven classes. Twelfth grade students must take six classes. It is highly recommended that every student be scheduled for a lunch period.

WHAT GUIDELINES SHOULD I FOLLOW WHEN SELECTING COURSES?

- Make sure you have selected the required courses for each grade level in order to earn a diploma.
- In selecting elective subjects, consider your specific interests and abilities.
- Also, consider those subjects which will help you to develop your strengths and overcome your deficiencies.

WILL I BE SCHEDULED FOR ALL THE COURSES I SELECT?

Not necessarily. Some courses may conflict with others you would like (or need) to take. Should this happen, you will have to revise your schedule prior to the reopening of school in September.

MAY I CHANGE MY SCHEDULE AFTER IT HAS BEEN MAILED HOME?

Counselors return to school each year the last week in August. If there is an error in your schedule, fill out the schedule change request form on the Guidance website. Changes will be considered only if space is available.

****There will be no changes or drops during the first five days of school.****

WHAT IS THE PROCEDURE I SHOULD FOLLOW WHEN I DO DECIDE TO CHANGE A CLASS?

Students must complete a "Change of Course Request Form" which is available from the department chair. **Students are required to remain in their scheduled class until the change has officially been made.** An appointment with the counselor will be scheduled if the requested change can be made. In the event the requested change cannot be made, the student will be notified.

MAY I DROP A COURSE WITHOUT PENALTY AT ANY TIME?

Course and level changes (Regents, Honors and Advanced Placement) are not simple and may require multiple course/teacher changes to a student's schedule.

Below are the Important Dates to Remember Regarding Course/Level Changes:

15th Day of Semester 1 Classes (Specific Date to be Announced)

Last Day to Add a New Semester 1 Course or a New Full Year Course

26th Day of Semester 1 Classes (Specific Date to be Announced)

Last Day to Drop a Semester 1 Course (**Grades Do Not Follow**)

Last Day to Make a Level Change for a Full Year Course (**Grades Do Not Follow**)

36th Day of Semester 1 Classes (Specific Date to be Announced)

Last Day to Drop a Full Year Course (**Grades Do Not Follow**)

Last Day to Make a Level Change for a Full Year Course (**Grades Follow**)

15th Day of Semester 2 Classes (Specific Date to be Announced)

Last Day to Add a New Semester 2 Course or a New Full Year Course

26th Day of Semester 2 Classes (Specific Date to be Announced)

Last Day to Drop a Semester 2 Course (**Grades Do Not Follow**)

Last Day to Make a Level Change for a Full Year Course (**Grades Do Not Follow**)

The later a course or level change is made to a schedule, the more likely that multiple changes to a student's schedule will be required.

Please consider the following implications/risks when changing a level and/or dropping a class including:

- **Students will be moved into class sections that balance class loads**
- **Students are not guaranteed the same teachers or course periods**
- **Lack of availability of alternate courses or electives**

In no case may the course withdrawal result in a drop of the student's course load below the requirements set by the Board of Education: 8 classes for 9th & 10th grade students, 7 classes for 11th grade students and 6 classes for 12th grade students.

After the deadline, the student will receive a **WF** on his/her report card and transcript. The Principal must review any reasonable requests for course withdrawal after the time limits have passed.

ADVANCED PLACEMENT EXAMS

Students in Grades 9, 10, and 11 may not take an Advanced Placement exam unless they are enrolled in the corresponding Roslyn High School Advanced Placement course.

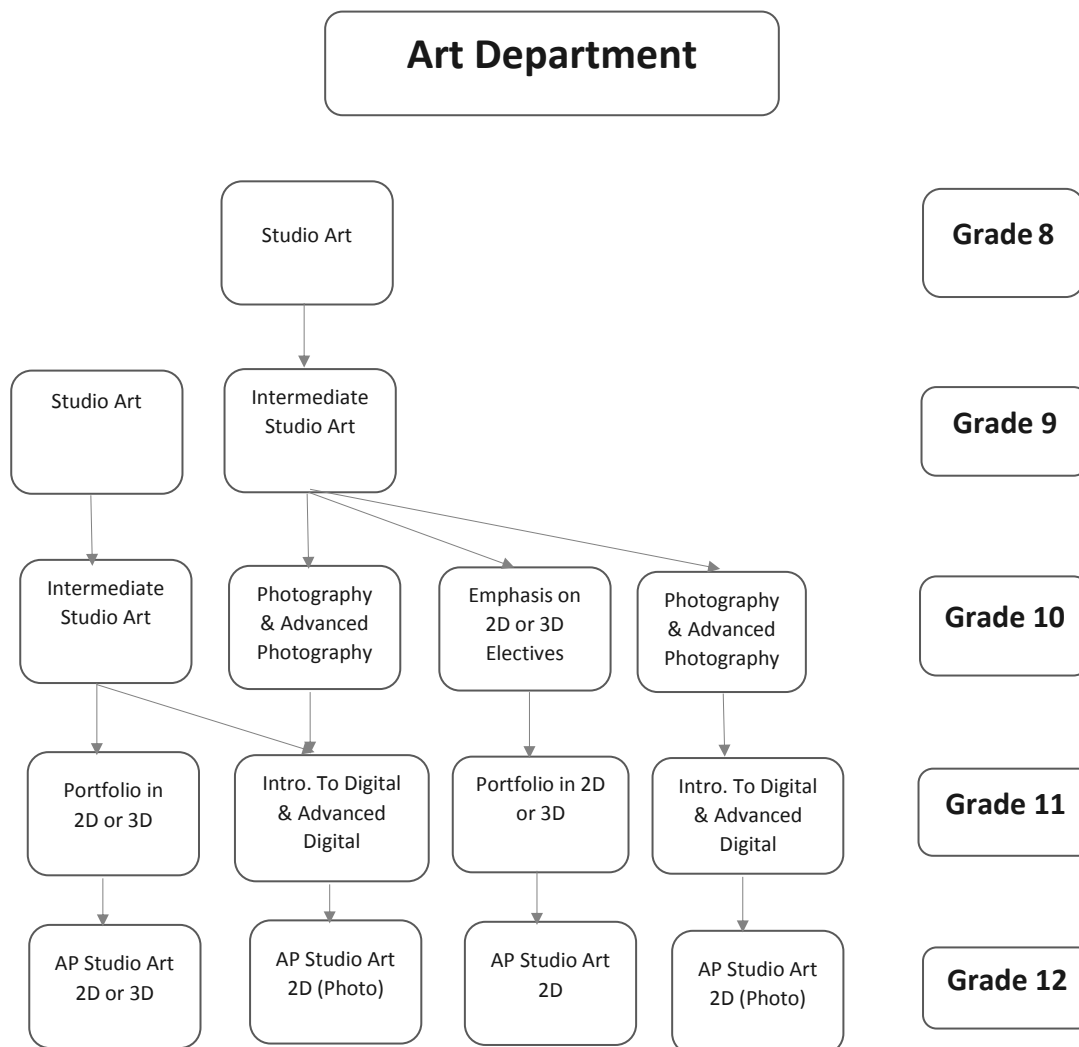
Students can take an Advanced Placement exam if Roslyn High School does not offer the specific corresponding course.

ART

The fine arts program is intended to enrich the lives of all students by providing an opportunity for them to grasp the feel of art through direct contact with the use of the various forms, dimensions, and media of the visual arts. The experiences, excitement, and satisfaction of individual creative expression will teach the student to appreciate the vision, skill, and achievement of the artist.

Students who wish to receive regents credit for a sequence must successfully complete the foundation course, Studio Art, and earn at least two additional units in advanced art. The following sequences are possible courses of study for regents credit:

Art Department Sequence Flow Chart



Electives

Basic Photography*
Introduction to Digital Photography*
Sculpture and Ceramics*
Fashion Design & Illustration*
Computer Graphics*
Mixed Media*
Advanced Photography
Advanced Digital Photography
Advanced Fashion Design & Illustration
Advanced Computer Graphics

**Available to Freshmen*

STUDIO ART

This hands-on art course is a prerequisite for advanced courses in art and a requirement for art majors. Creative expression in different media will provide a two and three dimensional experience. Emphasis will be on the elements and principles of design. This course meets the graduation requirements.

Grades 9, 10, 11, 12 1 credit

INTERMEDIATE STUDIO ART

(Prerequisite: Studio Art) This comprehensive studio course will build on the skills learned in Basic Studio Art. Through two and three dimensional projects, students will begin to develop their personal style and individual expression in a variety of media.

Grades 9, 10, 11, 12 1 credit

PORTFOLIO IN TWO-DIMENSIONAL DESIGN

(Prerequisite: Intermediate Studio Art) The gifted student will be given the opportunity to pursue advanced work in drawing, painting and design. Emphasis is placed on conceptual development and visual communication skills. The serious student will continue to develop his/her personal style with a variety of media and advanced techniques.

Grades 11,12 1 credit

PORTFOLIO IN THREE-DIMENSIONAL DESIGN

(Prerequisite: Intermediate Studio Art) This course is intended to address sculptural issues using the elements and principles of design. 3-D design projects will emphasize the articulation of mass, volume, light, and form. Students will work in a variety of media including clay, Styrofoam, wire, clay, and mixed media.

Grades 11,12 1 credit

ADVANCED PLACEMENT ART STUDIO: 2D DESIGN

(Prerequisite: Portfolio in Two-Dimensional Design) This course will address a broad interpretation of two-dimensional (2-D) design or drawing issues. The 2-D design students will develop a proficiency in a variety of art forms that might include graphic design, painting, printmaking, digital imaging, photography, collage, illustration and fashion design. The advanced students will explore the observational, abstract and inventive approach to drawing and experience a variety of techniques as well as media. The range of drawing and design issues might include perspective, line quality, rendering of form, light and shadow and composition. Each student will prepare a portfolio that will satisfy the requirements of the College Board for Advanced Placement credit.

Grade 12 1 credit

ADVANCED PLACEMENT ART STUDIO: 2D DESIGN (PHOTOGRAPHY)

(Prerequisite: Studio in Art, Photography 1, Advanced Photography, Intro to Digital Photography and Advanced Digital Photography, or have special permission from the Art Chairperson) The AP2D Design/Photography course is the culminating photographic class offered at Roslyn High School. Traditional and digital photography can be used to create a body of work that explores the principles of design, mastery of photography and the personal interests of the student. The serious photography student should have the photographic and artistic knowledge to prepare a portfolio of images that complies with the requirements set by the AP College Board. Those requirements being 12 images for their Breadth section, 12 images for their Concentration section and 5 images for their Quality section that should be photographed and worked on throughout their senior year. Students should meet with the instructor at the end of their junior year to have the different sections explained to them as well as the required summer assignment.

Grade 12 1 credit

ADVANCED PLACEMENT ART STUDIO: 3-D DESIGN

(Prerequisite: Portfolio in Three-Dimensional Design) This course will address a broad variety of sculptural issues. A variety of approaches to representation, abstraction, and expression will be a part of the student's hands on studio experience. The elements and concepts of mass, volume, and form will be explored through additive, subtractive, and constructive processes. Each student will prepare a portfolio that will satisfy the requirements of the College Board for Advanced Placement credit.

Grade 12 1 credit

SCULPTURE AND CERAMICS

This is an introductory course where students explore the 3-dimensional arts. Students will work with a variety of materials including clay, and wood. Clay techniques include hand-building, decoration, and glazing. Sculptural techniques include modeling and construction.

Grades 9, 10, 11, 12 1/2 credit

ADVANCED SCULPTURE AND CERAMICS

Students will continue exploring a variety of sculptural materials and methods. Clay, cardboard, wood, wire, and metal are some of the materials used. Development in the areas of technique and concept are stressed

Grades 9, 10, 11, 12 1/2 credit

BASIC PHOTOGRAPHY

The beginning student is provided with practical camera and darkroom experience through discussion, demonstration and laboratory work in black and white photography. Learning to see and compose a photographic expression will be addressed along with the mechanics of the camera and darkroom procedures. Students should have access to a 35 mm SLR Camera

Grades 9, 10, 11, 12 1/2 credit

ADVANCED PHOTOGRAPHY

(Prerequisite: Basic Photography) This course provides continued work in the aesthetic aspects of black and white photography through an exploration of studio lighting, metering, and composition. Fine printing techniques, Sabbatier effect, Kodalith film, and multiple printing are also treated.

Grades 9, 10, 11, 12 1/2 credit

INTRODUCTION TO DIGITAL PHOTOGRAPHY

(Prerequisite: Basic Photography or Permission from Chairperson) Digital photography is the future of photography. This course provides students with an introduction to current digital imaging technology. Through the use of digital cameras, as well as scanners, printers, computers and photo imaging software, students can explore the world of digital photography and the electronic darkroom. Students learn the basic principles of digital photography: white balance, resolution, image size, file formats (jpegs, tiff, raw, etc.), "shutter speed" when there is no film, and create photographic compositions. Prior computer experience is recommended but not required.

Grades 9, 10, 11, 12 1/2 credit

ADVANCED DIGITAL PHOTOGRAPHY

(Prerequisite: Introduction to Digital Photography) This advanced course examines in greater depth the special shooting and software techniques acquired in "Introduction to Digital Photography." Various procedures and experiences will enable the student to fully realize the potential of this medium. Basic expertise in managing digital images will be extended to include control of color qualities, methods of selecting images, combining and manipulating these selections, the use of digital repair and adjustment tools and the application of filters. The course also considers the implication of realistic alteration to photographic images, its purposes and intentions, and how this can best be used to enhance creative experience.

Grades 10,11,12 1/2 credit

FASHION DESIGN AND ILLUSTRATION

This semester course is for the beginner student. Emphasis is placed on drawing the fashion figure, and rendering it in a variety of color media. Students will also learn clothing construction details, and design original outfits for their fashion figures. All of this comes together in a color illustration.

Grades 9 1/2 credit

ADVANCED FASHION DESIGN AND ILLUSTRATION

(Prerequisite: Fashion Design and Illustration) This course will give students an opportunity to apply the concepts learned in Fashion Design. Advanced figure illustrations portraying the body in motion will be emphasized. Students will create multi-figure illustrations wearing original clothing designs. Construction details for the pattern maker will be implemented, and a focus on personal style will be stressed.

Grades 9, 10, 11, 12 1/2 credit

COMPUTER GRAPHICS

Using Adobe Photoshop software this course will incorporate using the PC as an art making tool. Students will create, manipulate, scan, and import digital images to create computer generated art work. Fundamentals of design layout, typography, illustration, psychology of color and graphics using the computer will be thoroughly investigated. Principles of design will be emphasized in the development of portfolio quality work.

Grades 9, 10, 11, 12 1/2 credit

ADVANCED COMPUTER GRAPHICS

(Prerequisite: Computer Graphics) This half year class is a continuation of the Computer Graphics course. Students will develop advanced computer graphics skills using various tools and functions of Photoshop CS5, Fireworks CS5, and Flash CS5. An in-depth understanding of advanced tools to digitally enhance images using artistic filters, color balance, saturation and gradients will be developed. In addition to creating multi-layered composite images, students will create multi-layer, multi-symbol animations, including video clips and audio integration. Students will work on character development, storyboarding, frame-by-frame as well as automated tweening of animations.

Grades 9, 10, 11, 12 1/2 credit

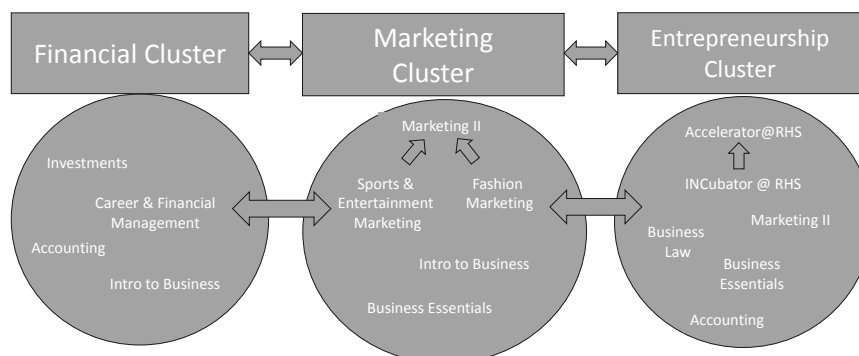
MIXED MEDIA

Need to build your portfolio for art school? This half year course is meant to increase your studio art experience in either 2D or 3D art. Students will work on individual projects geared toward portfolio development. Assignments will be based on the student's area of interest. Further development of skills in the areas of drawing, painting, printmaking, photography, digital arts, sculpture, ceramics and mixed-media will be available for students to explore. This class is intended for the serious art student, but will be open to other art lovers as well.

Grades 9, 10, 11, 12 1/2 credit

BUSINESS

Business Department Classes



INTRODUCTION TO BUSINESS

The perfect course for a first year business student, this class introduces the fundamentals of American Business and its contemporary environment. It provides an overview of organizational, national, and international trends and their impact on enterprises and entrepreneurs. Students will develop an understanding of important business concepts, principles, and practices that explain how businesses are formed, how they operate to accomplish their goals and how their success depends on effective management, production, marketing, distribution and finance/ accounting.

Grades 9, 10, 11, 12 1/2 credit

CAREER & FINANCIAL MANAGEMENT

This course will give students the tools they need for financial success. Students will use Excel to calculate a budget, discover how insurance works, manage different types of bank accounts, learn how to invest for retirement, apply for credit, set goals and engage in career planning. Students will take the W! SE Financial Literacy Exam to earn a certification credential.

Grades 9, 10, 11, 12 1/2 credit

ACCOUNTING

This course introduces students to the secret language that financial managers use to conduct business. Students will develop working skills using the goals and methods of Generally Accepted Accounting Principles including the accounting cycle, use of general and special journals, general ledgers, financial statements, banking transactions, payroll accounting, and adjusting and closing entries for merchandise inventory. Peachtree Professional Accounting Software is introduced.

Grades 9, 10, 11, 12 1/2 credit

INCubator@RHS

This full-year class offers a real entrepreneurship experience where students have the opportunity to create and fully develop their own product or service and learn how to build a business. The course also includes foundational business topics such as marketing, human resources, business law and finance. INCubator culminates with a “Shark Tank” pitch to investors by student teams looking to turn their business plans into reality!

Grades 10, 11, 12 1 credit

ACCEerator@RHS* (Prerequisite: INCubator@RHS)

ACCEerator@RHS fosters startup development for the business founded in INCubator@RHS. Throughout the program, students work through three major areas of content: customer acquisition, business process and product production. Students leave the course having gained traction in the marketplace to successfully launch their company as a sustainable business.

Grades 11, 12 1 Credit

***Pending BOE Approval**

SPORTS & ENTERTAINMENT MARKETING

This semester course will examine all aspects of business marketing, specifically those viewed through the lens of sports and entertainment. Students will work on product development, analyze the effectiveness of advertising and promotion, evaluate pricing strategies and conduct market research. Project development and other simulations will allow the students to apply their knowledge. If desired, juniors and seniors can take this course for college credit through SUNY Farmingdale for a cost payable to the university.

Grades 9, 10, 11, 12 1/2 credit

INVESTMENTS

This course will give students an introduction to basic investment principles that are essential to building wealth. In addition to learning about stocks, bonds, mutual funds, options and futures, this class will address methods of analysis (fundamental vs. technical) and how to assess risk. Students will calculate rates of return and yield, and will construct a portfolio with a given objective. Students will participate in the Stock Market Game. Juniors and seniors can take this course for college credit through SUNY Farmingdale for a cost payable to the University.

Grades 9, 10, 11, 12 1/2 credit

FASHION MARKETING

In this project oriented course, students will explore the relationships between design, merchandising and marketing in the Fashion industry. Students will develop skills in evaluating consumer behavior, performing market research, creating graphic communications, and analyzing fashion trends. Pricing considerations are assessed through field trips and lessons in store planning and operations. Juniors and Seniors can take this course for college credit through SUNY Farmingdale for a cost payable to the University.

Grades 9, 10, 11, 12 1/2 credit

MARKETING 2 – CONSUMER BEHAVIOR

This semester course focuses on the link between behavioral principles and consumer responses that help businesses understand how to develop multi-media marketing strategies to attract customers. Students will create brand advertising, pricing and distribution plans that harness the power of the web, such as Search Engine Optimization, Social Media, and Mobile Marketing. Juniors and seniors can take this course for college credit through SUNY Farmingdale for a cost payable to the university, if they have not already received college credit for Fashion Marketing or Sports and Entertainment Marketing.

Grades 10, 11, 12 1/2 credit

BUSINESS LAW

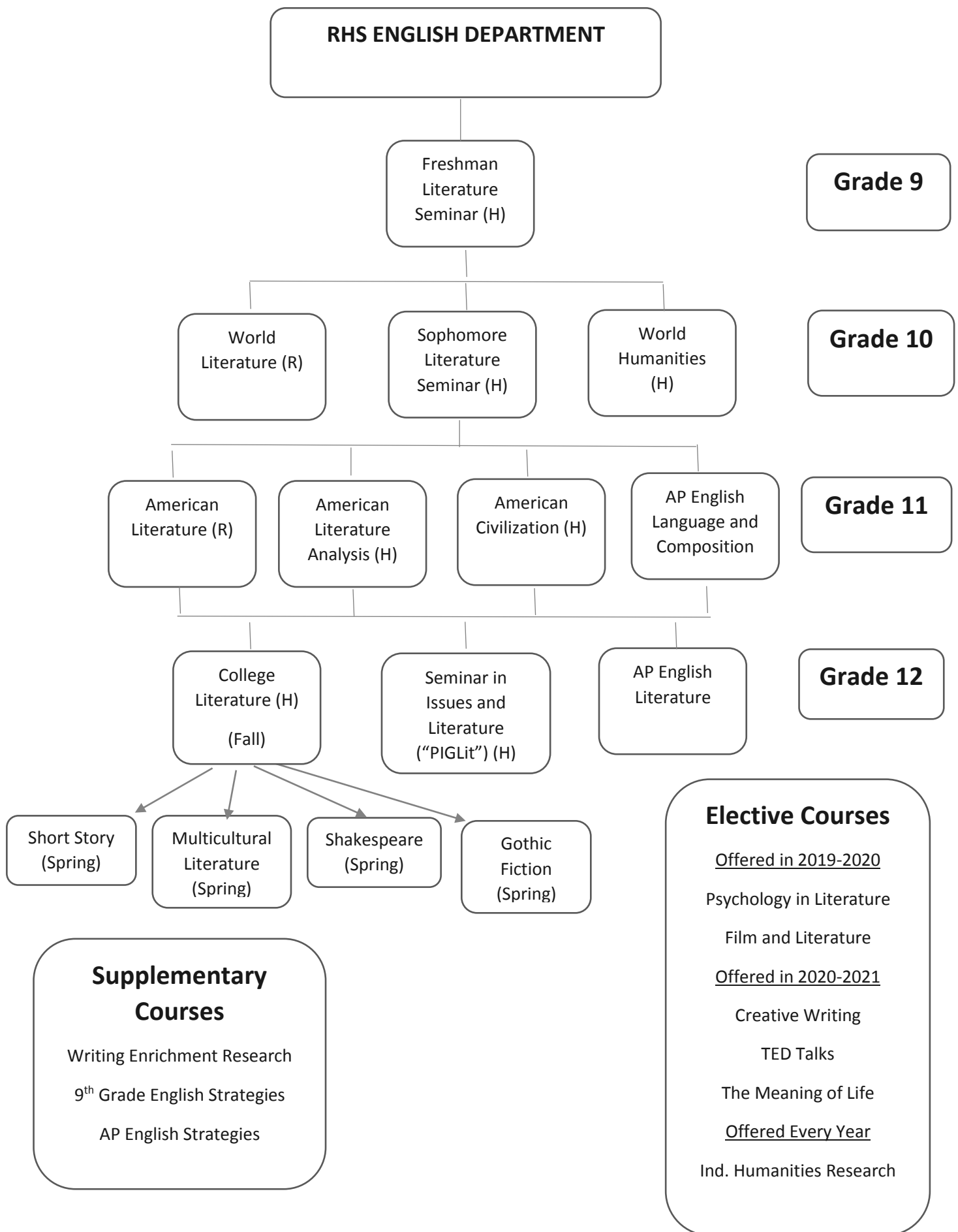
For the future attorney or business executive, knowledge of the law is essential. This class takes the student on a journey through the world of business from the boardroom to the courtroom. Students will study the legal principles that bind business transactions, experience a live case in a New York courtroom, and develop expertise in emerging topics such as Cyberlaw and Intellectual Property. A mainstay of business schools throughout the country, Business Law provides a hands-on way to practice legal strategies for the workplace.

Grades 10, 11, 12 1/2 credit

BUSINESS ESSENTIALS

Students will learn a wide variety of practical skills needed to land a job and succeed in today's work force. Students will gain an edge over other applicants by preparing them for college, internships and their first job. Working on a variety of individual and team projects, students will learn skills such as effective verbal communication (presentations, meetings, team work), effective written communication (email, letters, memos), resume writing, effective interviewing and more. Students will also become proficient in Business software programs, with special emphasis on Excel, as well as Word and PowerPoint.

Grades 9-12 1/2 credit



GRADE 9

FRESHMAN LITERATURE SEMINAR (HONORS)

Freshman Literature Seminars (H) will take an interdisciplinary, seminar-intensive approach to the first year of the study of English in the High School. The course will move chronologically and thematically through the history of world literature from its beginnings through the Enlightenment, and will feature a wide variety of assessments, offering students many different ways to demonstrate their understanding of the material. The class will feature a Humanities approach to learning, focusing on the connections between the literature we cover and history, music, art, film and philosophy. Class participation will be an important factor in the course, both in terms of speaking in class and participation via technology with the iPads.

Grade 9 1 credit

FRESHMAN LITERATURE STRATEGIES

Students who may find the Freshman Literature Seminars (H) course challenging will have the opportunity to receive direct, small-group support in this lab class, which will be taught by teachers participating in the Freshman Literature Seminars (H) program. In this lab, which will meet every other day, students will receive the individualized attention they need as teachers pre-teach and re-teach the materials covered in the class in preparation for the final exam and, ultimately, for the Common Core Regents which students will take at the end of 11th grade.

Grade 9 1/2 credit

WRITING ENRICHMENT RESEARCH

Writing Enrichment Research is a semester-long course. The aim of the Writing Enrichment Research program is to provide all of our students with the 21st century research skills and tools that they need to move beyond Google and Wikipedia to the databases that will become increasingly vital to their work throughout their high school careers and beyond. Teachers will frequently employ the workshop method, so that students will consistently be involved in the various phases of the writing process: prewriting, writing, and revising.

Grade 9 1/2 credit

GRADE 10

WORLD LITERATURE 12000

This course increases the student's ability to read a wide range of materials. The focus is on world literature; the aim is to acquaint students with traditions other than their own. The course emphasizes the further development of writing, usage and vocabulary skills, with special attention to exposition.

Grade 10 1 credit

SOPHOMORE LITERATURE SEMINAR (H)

Now that all RHS students have experienced the seminar approach in their 9th grade English classes, we are pleased to offer a chance to continue with this approach in 10th grade. As with the Freshman Literature Seminar, this course will be structured along chronological lines, and will pick up in time right where the 9th grade course left off. This means that those students who take this course will have covered the entire history of World Literature, from its beginnings right through today. Among the works that might be covered in this course would be a brief unit on the Enlightenment in Europe; Sophocles' *Antigone* (The struggle between individual and state), *Dickens' A Tale of Two Cities* (French Revolution and aftermath); a poetry unit focusing on early 19th century Romanticism; Shelley's *Frankenstein* (Industrial Revolution); Hesse's *Siddhartha* (Early Colonialism); Shakespeare's *The Tempest* (Imperialism); Remarque's *All Quiet on the Western Front* (20th century global conflicts); Golding's *Lord of the Flies* (Cold War) and a more contemporary work like Salinger's *The Catcher in the Rye*. Grades will be based on exams, papers, projects, seminar presentations and homework journals. Please note that for this course, there is no co-requirement with a Social Studies course.

Grade 10 1 credit

WORLD HUMANITIES SEMINAR (H) (12250 ENGLISH/22250 SOCIAL STUDIES)

World Humanities is a fully accredited option for sophomores. It is the equivalent of the full-year World Literature and Global History Honors requirement. World Humanities follows an interdisciplinary, humanities-style approach to the sophomore honors curriculum. The class is structured along thematic lines, with the literature following the lead of Social Studies. The major literary units would be as follows: A Tale of Two Cities (French Revolution and aftermath); a non-fiction unit, including such writers as Locke and Rousseau (the Enlightenment and its "backlash"); a poetry unit (Early 19th century Romanticism); Frankenstein (Industrial Revolution); Siddhartha (Early Colonialism, specifically British in India and the exposure of the West to Eastern ideas); The Tempest (Imperialism); Antigone (Nation building and nationalism, emphasizing the struggle between individual and state); All Quiet on the Western Front (20th century global conflicts); Lord of the Flies (Cold War) and Danticat's *The Dew Breaker* (Post-colonialism). For the final unit, while the class is reviewing and preparing for the Global History Regents exam, the students will read *The Catcher in the Rye* in the English section. These units will be supplemented with shorter readings, films, guest speakers and project-oriented trips to enhance the students' understanding of the core issues. Grades will be based on papers, projects, group seminar presentations and homework journals.

Grade 10 1 credit

AMERICAN LITERATURE 13000

This course gives the student an opportunity to correlate American literature and American history. The course also makes students aware of how our national culture is a product of the contributions of other cultures. A major aspect of the course is vocabulary development; emphasis is also given to organization and precision in written and oral expression.

Grade 11 1 credit

AMERICAN LITERATURE AND ANALYSIS (H) 13200

This rigorous honors level course is designed to prepare the student for the more advanced analyses of literature and language demanded by future courses, such as AP Literature or College Literature. Students study classic works from every genre and every period of American Literature in this demanding course. The literature is examined in its historical context, keeping in mind major trends and influences in American writing. The emphasis is on in-depth analysis that goes beyond plot. The course is NOT a prerequisite to AP Literature and Composition but is designed to develop fundamental, college-level critical thinking.

Grade 11 1 credit

AMERICAN CIVILIZATION (H)

American Civilization is a fully accredited option for juniors. It is the equivalent of the full-year American Literature Honors and the US History and Government Honors requirement. It prepares students for the New York State Regents Exam in US History and Government as well as English. The English part of the class moves chronologically and thematically through the American experience in tandem with the American history class. The major literary units will be as follows: *The Scarlet Letter*, Transcendentalism, *The Autobiography of Frederick Douglass*, *The Adventures of Huckleberry Finn*, *Ragtime*, *Our Town*, and *The Great Gatsby*. In addition, students will examine the works of famous American poets such as Emily Dickinson, Robert Frost, Langston Hughes, and others. The American Civilization class is based on seminar structure, with group presentations on ancillary readings. Students also view films, hear from guest speakers, and take project-oriented trips to enhance the understanding of the core issues. Students will create journals that reflect the themes central to the class. Thus grades will be based on papers, projects, group seminar presentations, and homework.

Grade 11 1 credit Social Studies & 1 credit English

ENGLISH LANGUAGE AND COMPOSITION AP

This course, designed for Advanced Placement, offers a college-level option which deals with language, rhetoric and written expression. Students are trained to become skilled readers of prose written in a variety of periods and disciplines, with an emphasis placed upon non-literary pieces. Through instruction in reading and writing, students gain awareness of the interaction between authorial purpose, audience needs, the subject itself, generic conventions, and the resources of language (syntax, word choice, tone). Students must take the AP examination in May.

Grade 11 1 credit

AP English Language Strategies

The AP English Language and Composition course is by far the fastest-growing of all the AP programs nationwide. In an effort to encourage more of our students to participate in this exciting course, we are offering this strategies class to those might find the course challenging. Students will have the opportunity to receive direct, small-group support in this class, which will be taught by teachers participating in the AP English Language program. In the Strategies class, which will meet every other day, students will receive the individualized attention they need as teachers pre-teach and re-teach the materials covered in the class in preparation for the Advanced Placement English Language and Composition exam in May.

Grade 11 1/2 credit

Grade 12

There are three different senior year programs from which students may choose.

Choice I. The first program is the **full year Advanced Placement** course, **English Literature and Composition**.

Choice II. The second program is the **full year Seminar in Issues and Literature (Honors)**.

Choice III. The third program, **College English (H)**, consists of the **College Literature** class in the Fall semester and four elective options for the Spring semester. Each semester class is worth ½ credit.

Students **must choose ONE** of the following courses for the **Spring** semester:

- **College Literature (H): Gothic Fiction**
- **College Literature (H): The Short Story**
- **College Literature (H): Shakespeare**
- **College Literature (H): Multicultural Studies**

NOTE: Seniors may also take electives **in addition** to one of the three senior year programs. These courses may be selected from the general offerings of English electives.

COLLEGE LITERATURE (H)

This Semester 1 elective course is designed for seniors who desire a college preparatory experience. Students study classic and contemporary fiction, non-fiction, drama and poetry so that they may grasp the nature and variety of great literary works, refine their comprehension, analytic and appreciation skills, and use literature to make sense of their lives. Considerable time will be devoted to the writing process, and assessments will be varied and challenging. Interested students may apply for college credit via the St. John's College Advantage Program.

Grade 12 1 credit

SEMINAR IN ISSUES AND LITERATURE (H)

This interdisciplinary course will integrate the study of issues in government and issues in economics with great works of literature. Students will read and write in areas of study meant to further their appreciation of contemporary debate and reflection about gender, class and race. The course offers 40 weeks of instruction organized around broad issues. Students will spend one period with a social studies teacher examining social and historical implications of an issue. During the next period, they would move to examining the manner in which contemporary and traditional authors of literature treat that same issue. The course is not unlike what students will find in Columbia's Contemporary Core Curriculum or in the Social Studies program at Harvard College. This course will satisfy the Economics (H), Participation in Government (H) and College Literature (H) requirements.

Grade 12 1 credit Social Studies & 1 credit English

AP ENGLISH LITERATURE COMPOSITION

This course, designed for Advanced Placement, presents literature of all the major types on the level of a freshman college English course. Readings are organized in a broadly thematic way. Complexities of structure and style are examined along with the implications of content. Considerable time is devoted in the class to close examination of texts, both in discussion and in short written analysis. Poetry is studied, as it reflects the styles and attitudes of the period in which it was written. Writing assignments range from impromptu stream of consciousness to analytical essays. Students must take the AP examination in May.

Grade 12 1 credit

COLLEGE LITERATURE (H): MULTICULTURAL LITERATURE

This course seeks to introduce students to the multicultural realm of literature. The class will explore works by authors who exist outside of the canonical sphere in order to gain a better sense of Western culture's diverse racial and ethnic sects. Class discussions will be focused on the following questions: How is culture defined? What are cultural studies? Are other smaller ethnic groups truly accepted by mainstream Western culture? How are cultures negatively stereotyped? This elective will challenge students to think about the impact of cultural definitions.

Grade 12 1/2 credit

COLLEGE LITERATURE (H): THE SHORT STORY

The short story as an art form is constantly evolving: what some writer is experimenting with today may be a standard form of study twenty years from now. The ability to introduce students to the future of literature is an exciting prospect. Some story selections for this course will come from top literary magazines across the country and the world of today. The course will also examine stories from anthologies and collections by select authors who are considered the masters of the form. The volume of literature that the student will be exposed to far exceeds what is typical in a traditional English class. Students who complete this course will have a richer literary background and a greater understanding about the world around them as they have discovered it through the short story.

Grade 12 1/2 credit

COLLEGE LITERATURE (H): SHAKESPEARE

This course provides an enriching literary experience through the study of Shakespearean plays and sonnets and the Elizabethan theater. Emphasis is placed upon developing a more comprehensive knowledge of Shakespeare's canon as well as a deeper understanding of his world and times.

Grade 12 1/2 credit

COLLEGE LITERATURE (H): GOTHIC FICTION

Have you seen *Batman*, *Twilight*, *Buffy the Vampire Slayer* or any other film about vampires, monsters, or dark, twisted heroes? Ever wonder who the real Count Dracula was, or what might have inspired the creation of the split personality character Two Face? This semester long course, offered in the spring semester for Grade 12 students, focuses on a variety of novels, short stories, and poems dealing with Gothic themes of suspense, horror, and the supernatural, and discusses how these works have influenced and inspired the literature and film of today. Works to be read may include *Dracula* by Bram Stoker, *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, and short stories and poetry by Edgar Allan Poe, Percy Bysshe Shelley, and other writers. Assessments will include writing, both creative and expository, as well as projects and presentations.

Grade 12 1/2 credit

ELECTIVES

FILM AND LITERATURE

Literature and films are examined with the aim of enabling students to add to their literary insight. The works read relate thematically to the films viewed. Themes, such as the hero and antihero, and the relationship to personal choice are analyzed. Students are challenged to confront ethical and moral issues in literature and to consider reasonable ways of approaching them. This course is offered in alternative year. It will be offered in the 2019-2020 school year.

Grades 9, 10, 11, 12 1/2 credit

CREATIVE WRITING

Creative Writing capitalizes upon and develops each student's sensitivities to the world around him or her. The course offers students an opportunity to observe, analyze, and increase their critical and creative powers. Short stories, poetry, essays, drama, and the novel are studied closely. This course is offered in alternate years. It will be offered in the 2019-2020 school year.

Grades 9, 10, 11, 12 1/2 credit

THE MEANING OF LIFE

This course provides a humanities-based interdisciplinary, thematic approach to the study of literature, philosophy, art, and science. The following questions will be examined: *Why are we on earth?*, *What does it mean to be human?*, and *How do we define reality?* A variety of texts and films will be used to explore historical and contemporary perspectives. This course is offered alternate years. It will be offered in the 2020-2021 school year.

Grades 10,11,121/2 credit

PSYCHOLOGY IN LITERATURE

This is a course for students who enjoy delving into the depth and meaning behind a text in order to gain a greater insight into psychology. Various works of literature including plays, novels, short stories and films, will be used, keeping in mind the basic tenets of psychology which will be taught at the beginning of the course. Students interested in psychology and/or English will be interested in this course because it will inspire them to read more critically to increase their knowledge of both subjects. Students who take this course in conjunction with, or after, AP Psychology, will be able to better use the techniques and methods taught in this course in order to analyze different works of literature. It is important to note, that such classes are not a prerequisite for this course. This course is offered alternate years. It will be offered in the 2019/2020 school year.

Grades 10,11,121/2 credit

TED TALKS (TED Lecture Tips to Effective Public Speaking)

This half-year course focuses on evaluating and producing TED Talks. Students will thoroughly analyze existing TED Talks for content, style, appeal, and technique. Subsequently, each student will construct and present his/her own TED Talk, implementing the strategies they have learned from their analyses. This course is offered in alternative year. It will be offered in the 2020-2021 school year.

Grades 10,11,121/2 credit

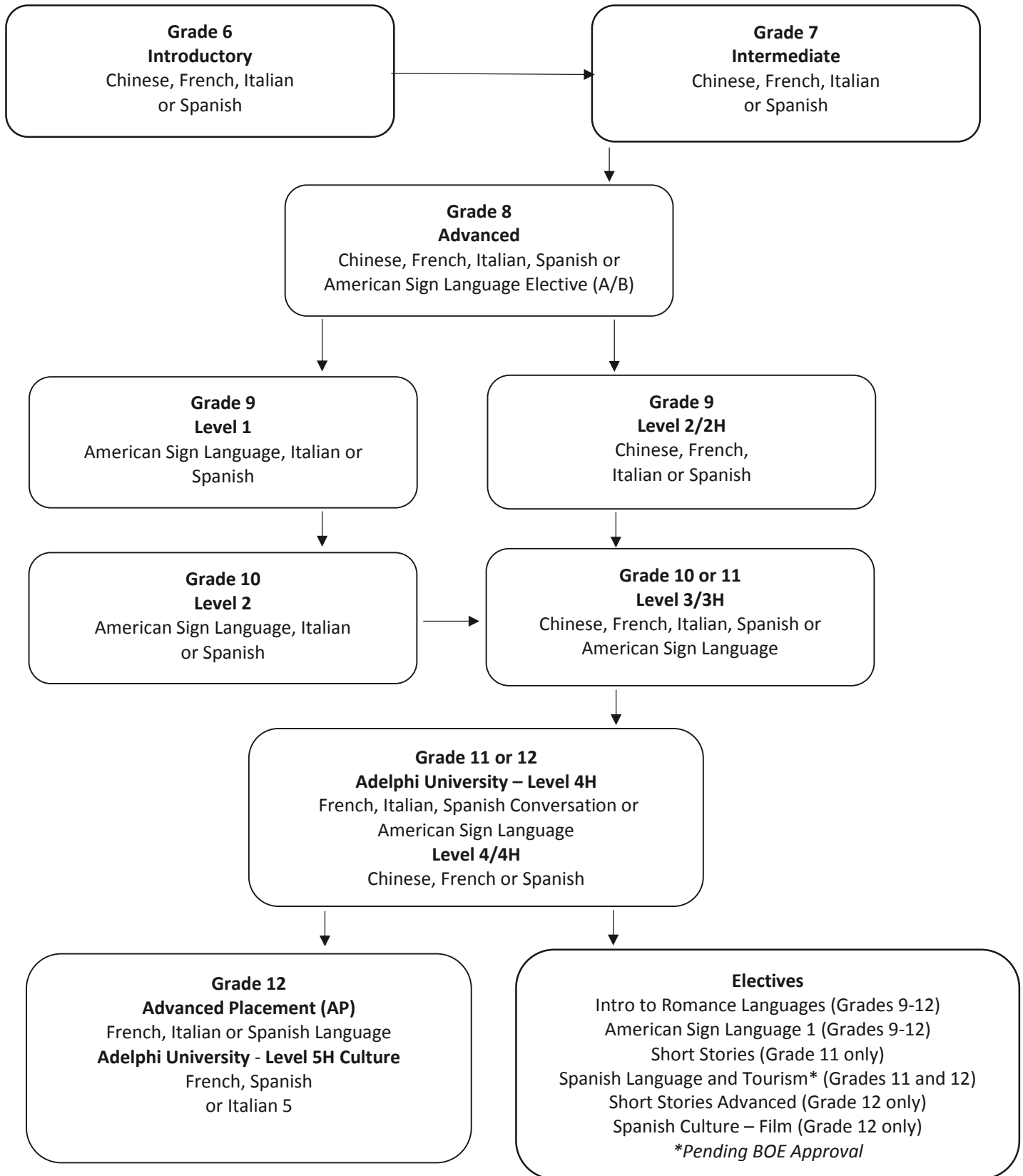
ENGLISH INDEPENDENT RESEARCH /WRITING

This semester-length elective offers students an opportunity to research topics of personal interest in literature and the humanities. With an advisor students are instructed to follow certain conventions of sophisticated scholarly inquiry and to produce an original investigative research paper. Students also have an opportunity to do creative writing which could include but is not limited to the short story, drama, poetry, screen play, song writing, a short novel or nonfiction. Some projects might be presented on CDs, DVDs or film. Students submit creative work to contests or for publication, and some research papers are submitted to contests and/or publications.

Grades 9, 10, 11, 121/2 credit per semester

World Languages Department

2019 - 2020



Note: The continuation of a language sequence will be contingent upon interest, enrollment and staffing. We will make every effort to provide students access to the Checkpoint A at the conclusion of Grade 8, however as mentioned above, we will not guarantee that all language selections will be available at the High School level.

FRENCH 2

(Prerequisite: Intermediate & Advanced French) There is continued emphasis on the development of the skills of listening, speaking, reading and writing within more complex syntactical patterns.

Grade 9 1 credit

FRENCH 3

(Prerequisite: French 2) There is continued development of the listening and speaking skills with increased emphasis on reading and writing. More complex structural patterns are developed. This course culminates in the Checkpoint B Examination.

Grade 10 1 credit

FRENCH 2H

(Prerequisite: Advanced French) The basic language skills of listening, speaking, reading, and writing are developed intensively. More complex syntactical patterns are presented with increased emphasis on reading and writing.

Grade 9 1 credit

FRENCH 3H

(Prerequisite: French 2H) The basic skills of language are developed intensively. More complex grammatical concepts are presented. Greater emphasis is placed on the reading and writing skills. This course culminates in the Checkpoint B Examination.

Grade 10 1 credit

FRENCH 4H

(Prerequisite: French 3H) Grammatical concepts are refined. Emphasis is placed on the skills of reading and writing. Selections from French literature and authentic materials are read. The listening-speaking skills continue to be developed and refined.

Grade 11 1 credit

FRENCH CONVERSATION HONORS

(Prerequisite: French 3 or 3H) There is continued development of listening and reading and writing skills with greater emphasis on speaking. Students may obtain Adelphi University credit for a cost payable to Adelphi University. All students, in this course are required to take a final exam.

Grades 11,12 1 credit

AP FRENCH LANGUAGE

(Prerequisite: French 4H) This course follows the outline provided by the College Board. It covers the equivalent of a third-year college course in advanced French composition and grammar. It stresses oral skills, composition, and grammar while emphasizing the use of French for active communication. Course content reflects the intellectual interests shared by the students and teacher and includes the arts, current events, literature, sports, etc. Students must take the Advanced Placement Examination through which they may earn college credit.

Grade 12 1 credit

FRENCH ELECTIVE

FRENCH FILM

(Prerequisite: French 4H) This full year course is a post French 4H course conceived for seniors. Students will apply the knowledge and skill gained throughout the previous years of language and literature study to view, analyze and discuss thematic content of selected French movies.

Grade 12.....1 credit

SPANISH 1

This beginning level course is for students who have not yet studied a foreign language in the middle school and/or who have not been successful at the middle school level. The basic language skills of listening, speaking, reading, and writing are developed. Emphasis is placed on the oral communication skills of listening and speaking. The basic patterns of the language are introduced. Students will be covering the 7th and 8th grade curriculum in one year in order to be able to take the Regents their junior or senior year.

Grade 9, 10.....1 credit

SPANISH 2

(Prerequisite: Intermediate & Advanced Spanish) There is continued emphasis on the development of the skills of listening, speaking, reading, and writing within more complex syntactical patterns.

Grade 9 1 credit

SPANISH 3

(Prerequisite: Spanish 2) There is continued development of listening and speaking skills with increased emphasis on reading and writing. More complex structural patterns are developed. The course culminates in the Checkpoint B Examination.

Grade 10 1 credit

SPANISH 2H

(Prerequisite: Intermediate & Advanced Spanish) The basic language skills of listening, speaking, reading, and writing are developed intensively. More complex syntactical patterns are presented with increased emphasis on reading and writing.

Grade 9 1 credit

SPANISH 3H

(Prerequisite: Spanish 2H) The basic skills of language are developed intensively. More complex grammatical concepts are presented. Greater emphasis is placed on the reading and writing skills. This course culminates in the Checkpoint B Examination.

Grade 10 1 credit

SPANISH 4H

(Prerequisite: Spanish 3H) Grammatical concepts are refined. Emphasis is placed on the skills of reading and writing. Selections from Hispanic literature and authentic materials are read. The listening-speaking skills continue to be developed and refined. This course starts to follow the outline provided by the College Board for the AP Language Exam.

Grade 11 1 credit

SPANISH CONVERSATION HONORS

(Prerequisite: Spanish 3H) There is continued development of listening and reading and writing skills with greater emphasis on speaking. Students may obtain Adelphi University credit for a cost payable to Adelphi University. All students, in this course are required to take a final exam.

Grades 11,12 1 credit

SPANISH LITERATURE 4H

(Prerequisite: Spanish 3H) This course is a program designed to prepare students to be successful in the AP setting. Students will practice the four skills of listening, reading, speaking and writing that are the basis of Spanish courses in college. In addition, the AP Spanish Literature Exam focuses on students ability to analyze literary text and their knowledge of required work.

Grades 11, 12 1 credit per year

AP SPANISH

(Prerequisite: Spanish 4H) This course follows the outline provided by the College Board. It covers the equivalent of a third-year college course in advanced Spanish composition and grammar. It stresses oral skills, composition, and grammar while emphasizing the use of Spanish for active communication. Course content reflects the intellectual interests shared by the students and teacher and includes the arts, current events, literature, sports, etc. Students must take the Advanced Placement Examination through which they may earn college credit.

Grade 121 credit

SPANISH 5H CULTURE

(Prerequisite: Spanish 4H/Spanish Conversation Honors) This course will explore in thematic units the culture of Latin America and Spain and current events of the Hispanic world. Basic and advanced elements of grammar will be covered. Upon completion of this course students may earn Adelphi University credit for a cost payable to the university. All students in this course are required to take a final examination if pursuing Adelphi credit.

Grades 12 1 credit

SPANISH LITERATURE AP

(Prerequisite: Spanish 4H) This course will explore the literature of the Spanish speaking world. Basic and advanced elements of grammar will be covered. Students must take the AP exam through which they may earn college credit.

Grades 12 1 credit

SPANISH LANGUAGE AND TOURISM: CONNECTIONS AND COMPARISONS IN THE SPANISH SPEAKING WORLD *

(Prerequisite: Spanish 3/3H) This advanced level course will present a framework for understanding the impact that geography, culture, and cuisine have in the tourism industry. This course examines the components of the tourism industry through the historical lens of economics, politics, history and the impact on indigenous cultures. Students will further develop their speaking, listening, reading and writing abilities in Spanish and significantly expand their Spanish vocabulary. Through the vehicles of literature, film, art, music, current events and pop culture students will be able to make connections and comparisons to their lives and those in the Spanish Speaking World as well a profound understanding of the countries to which they have or will travel to in the future.

Grade 11 and 12 1 credit

***Pending BOE Approval**

SPANISH ELECTIVES

SPANISH CULTURE THROUGH FILM

(Prerequisite: 4/4H) This course is designed to introduce our students to Latin America as well as Peninsular films. It will give them an opportunity to explore specific cultural aspects native to Spanish speaking countries as well as regionalisms introduced by the movie.

Grade 12 1 credit

SPANISH – SHORT STORIES

(Prerequisite: Spanish 3/3H) This full year course is an extension of the language program. Students will analyze, discuss and reinterpret fairy tales, fables and myths. They will compare themes discussed using real life experiences and/or current events. The goal of this course is to enrich vocabulary, improve comprehension skills and promote communication in the target language using familiar themes.

Grades 11 and 12 1 credit

SPANISH – SHORT STORIES ADVANCED

(Prerequisite: Spanish 3/3H & Spanish Short Stories) This full year course is an extension of the language program. (It can be taken as a continuation of or independently of Short Stories). Students will analyze, discuss and reinterpret fairy tales, myths and legends as well as selections of poetry. At this level, Latin American Literature will be introduced. The goal of this course is to further enrich vocabulary, improve comprehension skills and promote fluency in the target language.

Grades 11 and 12 1 credit

ITALIAN 1

This course is an introduction to the Italian language and culture. Emphasis is placed on the development of the listening and speaking skills. The reading and writing skills are introduced and developed through the material that has been mastered audiolingually. The Italian heritage and its contributions to our civilization are studied.

Grades 9, 10, 11, 12 1 credit

ITALIAN 2

(Prerequisite: Italian 1 or Advanced Italian) The listening and speaking skills continue to be developed within more complex structural patterns. Greater emphasis is placed on the skills of reading and writing.

Grades 10, 11, 12 1 credit

ITALIAN 3

(Prerequisite: Italian 2) There is a continued development of the listening and speaking skills with increased emphasis on reading and writing. More complex structural concepts are developed. The course culminates in the Checkpoint B Examination.

Grades 10, 11, 12 1 credit

ITALIAN 2H

(Prerequisite: Advanced Italian) The basic language skills of listening, speaking, reading, and writing are developed intensively. More complex syntactical patterns are presented with increased emphasis on reading and writing.

Grades 9, 10, 11, 12 1 credit

ITALIAN 3H

(Prerequisite: Italian 2H) The basic skills of language are developed intensively. More complex grammatical concepts are presented. Greater emphasis is placed on reading and writing skills. This course culminates in the Checkpoint B Examination.

Grades 10, 11, 12 1 credit

ITALIAN 4H

(Prerequisite: Italian 3H) Grammatical concepts are refined. Emphasis is placed on the skills of reading and writing. Selections from Italian literature and authentic materials are read. The listening-speaking skills continue to be developed and refined.

Grade 11 1 credit

ITALIAN LANGUAGE AP

(Prerequisite: Italian 4H) This course follows the outline provided by the College Board. It covers the equivalent of a third-year college course in advanced Italian composition and grammar. It stresses oral skills, composition, and grammar while emphasizing the use of Italian for active communication. Course content reflects the intellectual interests shared by the students and teacher and includes the arts, current events, literature, sports, etc. Students must take the Advanced Placement Examination through which they may earn college credit.

Grade 12 1 credit

CHINESE 2

(Prerequisite: Advanced Mandarin) There is continued emphasis on the development of the skills of listening, speaking, reading, and writing within more complex syntactical patterns. A final exam will be given.

Grade 9 1 credit

CHINESE 2H

(Prerequisite: Advanced Mandarin) The basic language skills of listening, speaking, reading, and writing are developed intensively. More complex syntactical patterns are presented with increased emphasis on reading and writing. A final exam will be given.

Grade 9 1 credit

CHINESE 3

(Prerequisite: Chinese 2) Continued development of language skills. Focus on daily conversation skills, pinyin, sounds and tones. Grammatical concepts are presented as well as vocabulary and sentence patterns. Reading and writing skills are reinforced. Exploration of Chinese culture through art, films and projects. This course culminates in the Checkpoint B Examination.

Grades 1 Credit

CHINESE 3H

(Prerequisite: Chinese 2H) The skills of language are developed intensively. Focus on daily conversation skills, pinyin, sounds and tones. More complex grammatical concepts are presented as well as vocabulary and sentence patterns. Greater emphasis is placed on the reading and writing skills. Exploration of the Chinese culture through art, films and projects. This course culminates in the Checkpoint B Examination.

Grades 1 Credit

CHINESE 4/4H*

(Prerequisite: Chinese 3/3H) Grammatical concepts are refined. Emphasis is placed on the skills of reading and writing. Selections from Chinese literature and authentic materials are explored. The listening-speaking skills continue to be developed and refined. This course follows the continuum in preparation for the College Board AP Language.

Grade 11 1 credit

***Pending BOE Approval**

AMERICAN SIGN LANGUAGE 1

This beginning level course is for students who have already fulfilled their world language requirement and want to begin the study of a second language. The basic language skills of the language are introduced and studied.

Grades 9, 10, 11, 12 1 credit

AMERICAN SIGN LANGUAGE 2

This mid- level course is for students who have already completed level one and fulfilled their world language requirement and want to continue the study of American Sign Language. The basic language skills of the language are continued and studied.

Grades 10, 11, 12 1 credit

AMERICAN SIGN LANGUAGE 3

This intermediate level course is for students who have already completed level one and two of American Sign Language and fulfilled their world language requirement and want to continue the study of American Sign Language. The basic language skills of the language are continued and studied.

Grades 11, 12 1 credit

INTRO TO ROMANCE LANGUAGES

(Prerequisite: None) This full year course has 2 parts. One semester and Latin and one semester of Italian for Travelers. Students will be introduced to the study of Latin language and Roman culture in a way that helps them to make the connection between Latin and the vast body of English academic language that derives from Latin. They will enrich their English vocabulary through their Latin language study and acquire a key to help in the study of other Romance languages. Students will learn about some elements of Roman history and culture. The Italian portion of the course is intended to be a fun, exciting and practical; designed to give travelers to Italy the ability to communicate with Italians about a variety of everyday situations likely to be encountered as a tourist in the countries. The course provides students with the vocabulary, grammar and phrases they need to make hotel and restaurant reservations, use public transportation, browse in shopping areas, and visit tourist attractions. It also provides them with important phrases in the event they encounter urgent situations and useful tips any traveler to Italy should know to make their visit more enjoyable.

Grade 9 – 12 1 credit

Mathematics Sequences

	<u>RESEARCH HONORS</u>	<u>HONORS/ ACCELERATED</u>	<u>REGENTS</u>				
7 th	Algebra 1 RSH	Pre-Algebra 7		Pre-Algebra 7			
8 th	Geometry RSH	Algebra 1 RSH	Algebra 1 H	Algebra 1 H	Math 8		
9 th	Algebra 2 RSH	Geometry RSH	Geometry H	Geometry	Algebra 1		
10 th	Pre –Calculus RSH	Algebra 2 RSH	Algebra 2 H	Algebra 2	Geometry		
11 th	AP Calculus BC	Pre-Calculus RSH	Pre-Calculus H	Pre-Calculus	Algebra 2	Algebra 2 1	
12 th	Multi Variable Calculus / Differential Equations	AP Calculus BC	AP Calculus AB	Calculus	Pre-Calculus	College Math	Algebra 2 2 Math 12

- Electives: Linear Algebra, AP Statistics, AP Calculus BC, AP Calculus AB, Calculus, Computer Programming in Java, AP Computer Science, AP Computer Science Principles, App Inventor, Math of Finance, and SAT / ACT Prep
- Math labs are available to students enrolled in Algebra 1 , Geometry , or Algebra 2
- A two-year sequence in Algebra 1 is also available.

ALGEBRA 1

Common Core Algebra 1 is a one year course which introduces the student to the fundamentals of algebra. The algebra curriculum focuses largely on four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. Students will be introduced to the graphing calculator and will work with it in class during lessons appropriate to its use. Among the topics covered during the year will be order of: The Real Number System; Quantities; Seeing Structure in Expressions; Arithmetic with Polynomials and Rational Expressions; Creating Equations; Reasoning with Equations and Inequalities; Interpreting & Building Functions; Linear, Quadratic, and Exponential Models; Interpreting categorical and quantitative data. In addition to the development of skills necessary for the students’ progression to higher level courses in this subject area, we seek to cultivate a sense of appreciation of mathematics for its aesthetic value. Students will develop skills in order to: Make sense of problems and persevere in solving the; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. This course concludes with a Common Core Regents Examination.

Grade 9 1 credit

Geometry, Algebra 2 Academic Strategies

Lab classes are offered as support for those students who have identifiable weakness in mathematics. It is a supplement to the Regents level classes and is designed to reinforce the subject matter taught in the course. This class will meet on alternate days throughout the year. In the lab, students will be provided with workbooks to supplement the text and help them to prepare for their Regents examinations.

Grades 9, 10, 11, 12 1/2 credit

Geometry

(Prerequisite: Algebra 1 or Equivalent) Geometry is a one year course which introduces the student to the fundamentals of Geometry. Among the units of study covered during the year will be: Congruence; Similarity, Right Triangles, and Trigonometry; Circles; Expressing Geometric Properties with Equations; Geometric Measurement and Dimensions; Modeling with Geometry. In addition to the development of skills necessary for the students’ progression to higher level courses in this subject area, we seek to cultivate a sense of appreciation of mathematics for its aesthetic value. Students will develop skills in order to: Make sense of problems and persevere in solving the; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. This course concludes with the Geometry Regents Examination.

Grades 9, 10 1 credit

GEOMETRY H

Geometry Honors is a one year course which introduces the student to the fundamentals of Geometry. Many topics will be embellished. Problem solving and development of critical thinking skills will be a major component of this course. Students will be challenged by SAT-type questions, as well as by problems that have appeared on previous mathematics competitions. Students are expected to actively participate in classroom discussion and demonstrate outstanding achievement on a consistent basis. Among the units of study covered during the year will be: Congruence; Similarity, Right Triangles, and Trigonometry; Circles; Expressing Geometric Properties with Equations; Geometric Measurement and Dimensions; Modeling with Geometry. In addition to the development of skills necessary for the students' progression to higher level courses in this subject area, we seek to cultivate a sense of appreciation of mathematics for its aesthetic value. Students will develop skills in order to: Make sense of problems and persevere in solving the; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. This course concludes with the Geometry Regents Examination.

Grade 9.....1 credit

GEOMETRY RSH

(Prerequisite: Algebra 1 RSH) Geometry Honors is a one year course which introduces the student to the fundamentals of geometry. This New York State curriculum integrates algebra and geometry. Many topics will be embellished. Problem solving and development of critical thinking skills will be a major component of this course. Students will be challenged by SAT-type questions, as well as by problems that have appeared on previous mathematics competitions. Students are expected to actively participate in classroom discussion and demonstrate outstanding achievement on a consistent basis. All students enrolled in this course will be required to write a research paper and make an oral presentation. Some students will be selected to enter the Long Island Math Fair. Among the units of study covered during the year will be congruent and similar triangles, formal and informal proofs, transformational geometry, solid geometry, circles, locus and coordinate geometry, and linear-quadratic systems of equations. In addition to the development of skills necessary for the students' progression to higher level courses in this subject area, we seek to cultivate a sense of appreciation of mathematics for its aesthetic value. This course concludes with the Geometry Regents Examination.

Grade 9 1 credit

ALGEBRA 2

(Prerequisite: Algebra 1 or Equivalent and Geometry) Algebra 2 is a one year course which introduces the student to the Advancement of Algebra in Algebra 2. Among the units of study covered during the year will be: Numbers & Quantity, Algebra, Functions, and Statistics and Probability. In addition to the development of skills necessary for the students' progression to higher level courses in this subject area, we seek to cultivate a sense of appreciation of mathematics for its aesthetic value. Students will develop skills in order to: Make sense of problems and persevere in solving the; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. This course concludes with the Algebra 2 Regents Examination.

Grades 10, 11 1 credit

ALGEBRA 2 I

(Prerequisite: Algebra 1 or Equivalent and Geometry) Algebra 2 I is the first year of a two year sequence, in which students will be introduced to the fundamentals of Algebra 2. Among the units of study covered during the year will be: Numbers & Quantity, Algebra, and Functions. In addition to the development of skills necessary for the students' progression to higher level courses in this subject area, we seek to cultivate a sense of appreciation of mathematics for its aesthetic value. Students will develop skills in order to: Make sense of problems and persevere in solving the; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. This course concludes with a Final exam.

Grades 10, 11 1 credit

ALGEBRA 2 II

(Prerequisite: Algebra 2 I or Algebra 2 R) Algebra 2 II is the second year of a two year sequence, in which students will be studying the fundamentals of Algebra 2, with a focus on completing the units of study for the New York State Common Core Algebra 2 Course. Among the units of study covered during the year will be Statistics and Probability, and a review of: Numbers & Quantity, Algebra, and Functions in order to help prepare for the New York State Regents Examination. Students will develop skills in order to: Make sense of problems and persevere in solving the; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. Students will be given the opportunity to take the Algebra 2 Regents Examination in January and June to ensure the best possible results.

Grades 10, 11 1 credit

ALGEBRA 2 H

(Prerequisite: Algebra 1 or Equivalent and Geometry H) Algebra 2 H is a one year course which introduces the student to the Advancement of Algebra in Algebra 2. Many topics will be embellished. Problem solving and development of critical thinking skills will be a major component of this course. Students will be challenged by SAT-type questions, as well as by problems that have appeared on previous mathematics competitions. Students are expected to actively participate in classroom discussion and demonstrate outstanding achievement on a consistent basis. Among the units of study covered during the year will be: Numbers & Quantity, Algebra, Functions, and Statistics and Probability. In addition to the development of skills necessary for the students' progression to higher level courses in this subject area, we seek to cultivate a sense of appreciation of mathematics for its aesthetic value. Students will develop skills in order to: Make sense of problems and persevere in solving the; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. This course concludes with the Algebra 2 Regents Examination.

Grades 10, 11 1 credit

ALGEBRA 2 RSH

(Prerequisite: Algebra 1 RSH or Equivalent and Geometry RSH) Algebra 2 RSH is a one year course which introduces the student to the Advancement of Algebra in Algebra 2. Many topics will be embellished. Problem solving and development of critical thinking skills will be a major component of this course. Students will be challenged by SAT-type questions, as well as by problems that have appeared on previous mathematics competitions. Students are expected to actively participate in classroom discussion and demonstrate outstanding achievement on a consistent basis. Among the units of study covered during the year will be: Numbers & Quantity, Algebra, Functions, and Statistics and Probability. In addition to the development of skills necessary for the students' progression to higher level courses in this subject area, we seek to cultivate a sense of appreciation of mathematics for its aesthetic value. Students will develop skills in order to: Make sense of problems and persevere in solving the; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. Four independent research projects will be assigned to the class, one per quarter. This course concludes with the Algebra 2 Regents Examination

Grades 9, 10 1 credit

PRE-CALCULUS

(Prerequisite: Algebra 2) This course is a continuation of the mathematics of the eleventh year with the specific goal of teaching prerequisites for calculus. The content will include the real number system with an extension to include complex numbers, function theory, limit of a function, analytic geometry of two and three dimensions, and formulas for mensuration of solids.

Grades 11, 12 1 credit

PRE-CALCULUS (H)

(Prerequisite: Algebra 2 RSH) This course is the Pre-Calculus course for juniors in the advanced math sequence. The specific goal is to teach the necessary prerequisites for studying Calculus in the senior year. The usual topics of the Pre-Calculus will be studied in greater depth, and additional enrichment topics will be added as time permits.

Grades 11,12 1 credit

PRE-CALCULUS RESEARCH (H)

(Prerequisite: Algebra 2 RSH) This course is the fourth year of the sequence. It is designed to allow our most gifted mathematics students to continue in this challenging program offered by the department. It is an embellishment of Pre-Calculus Honors with many areas of enrichment provided throughout the year. The research component will require students to complete several independent study projects addressing topics from both within and outside of the normal curriculum.

Grades 10, 11 1 credit

CALCULUS

(Prerequisite: Pre-Calculus) This course is designed for students who have completed the full high school mathematics program through pre-calculus mathematics prior to their senior year. It is a less rigorous course than either of the AP Calculus Courses. Students will be introduced to the fundamentals of differential and integral calculus. Students will take a final examination upon the conclusion of this course.

Grade 12 1 credit

MATH AND MONEY IN THE MARKETPLACE

(Prerequisite: Algebra or Algebra 2) This full year math course for seniors builds upon the skills that students have mastered in Algebra 1 and Algebra 2. Geared toward the student who desires additional math credit as well as an introduction to the world of Business, an emphasis is placed on the mathematical applications used to solve problems in Personal and Business Finance.

Grade 12 1 credit

MATH 12

(Prerequisite: Algebra 2) Math 12 is offered to only those students who have completed three years of math and want to enrich their mathematical background in topics included in an advanced Algebra and Trigonometry course. Topics to be included: Probability and Statistics, Trigonometry, Theory of Equations, Sequences and Series, and Exponential and Logarithmic Functions. (Students will be exposed to the power of the graphing calculator).

Grade 12 1 credit

AP CALCULUS BC

(Prerequisite: Pre-Calculus, Research Honors or recommendation of Pre-Calculus Honors teacher) This course is designed for the able and ambitious students who have completed the full high school mathematics program through Pre-Calculus mathematics prior to their senior year. The topics covered will follow the suggested outline of the BC Advanced Placement Program recommended by the College Entrance Examination Board. The curriculum will include units on: review and extension of analytic geometry, differential calculus of algebraic functions and their applications, the calculus of algebraic functions, sequences, series, elementary differential equations and their applications, the calculus of elementary transcendental functions and their applications. Content and applications will be comparable to the offerings of a college freshman course. The course meets for 7 1/2 periods per week. Students taking this course must take the AP Examination given in May.

Grades 11, 12 1 credit

AP CALCULUS AB

(Prerequisite: Pre-Calculus or Pre-Calculus Honors) This course is designed for the able and ambitious students who have completed the full high school mathematics program through Pre-Calculus mathematics prior to their senior year. It follows the suggested outline of the AB Advanced Placement Program recommended by the College Entrance Examination Board. The curriculum includes units on differential and integral calculus with applications to velocity and acceleration, maxima-minima theory, related rates, areas, and volumes. Students taking this course are must take the AP Examination given in May.

Grades 11, 12 1 credit

ELECTIVES

COLLEGE MATH

(Prerequisite or Co-requisite: Algebra 2) This course is an applied mathematics course that includes topics such as Matrix Algebra, Applications of Solving of Systems of Equations, Linear Programming, the Method of Least Squares, Game Theory, Set Theory, Logic, Probability, and Exponential Growth. Applications of these topics include business management strategies, social research, statistical analysis, and operations research. The course makes use of Excel and the TI graphing calculator or equivalent. If desired, this course can be taken for college credit through SUNY Farmingdale for a cost payable to the university.

Grades 11, 12 1 credit

AP STATISTICS

(Prerequisite: Completion of Algebra 2) This one-year course introduces students to the major concepts for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Observing patterns and departures from patterns.
2. Planning a Study: Deciding what and how to measure.
3. Anticipating Patterns in Advance: Producing models using probability and simulation.
4. Statistical Inference: Confirming models.

Computers and graphing calculators will be used regularly as an aid to analyzing data and solving problems. This course is an excellent option for anyone who has successfully completed Math 3H regardless of the student's intended college major. It may be taken in either the junior or senior year instead of pre-calculus, simultaneously with it, instead of AP calculus or concurrently with it. Students must take the AP examination in May.

Grades 10,11,12 1 credit

STATISTICS

(Prerequisite: Algebra 1) Applied Statistics is a full-year course in probability and statistics. This course is not an AP course, but it will cover many of the topics found in AP Statistics including Data Analysis, Sampling and Experimental Design, Probability Distributions, and Statistical Inference and Hypothesis Testing. Students will have the opportunity to apply the topics they are studying and to complete statistical studies. Students will also be introduced to statistical software and statistical functions on the TI graphing calculator. A student who has taken AP Statistics may not take this course.

Grades 10, 11, 12 1 credit

MULTI-VARIABLE CALCULUS

(Prerequisite: AP Calculus BC) This course is a semester course. Multivariable Calculus is a continuation of calculus. Its topics include: vectors in a plane and space, partial differentiation, multiple integration and vector calculus.

Grade 12 1/2 credit

DIFFERENTIAL EQUATIONS

(Prerequisite: AP Calculus BC) This is a semester course which provides an in-depth study of first-order differential equations, systems of differential equations, and higher-order equations. Students will learn to use numerical techniques, slope fields, phase planes, and nullclines to extract information about models. Students will learn techniques for solving equations, integrating factors, methods of undetermined coefficients, variation of parameters, eigenvalues, and Laplace transforms.

Grade 12 1/2 credit

MUSIC/THEATRE

The music department offers a variety of courses in both instrumental and vocal music. These courses are provided for personal enjoyment as well as for skill development. Students may use a music sequence as part of the requirements for a Regents diploma by participating for at least two years in a performing group or completing one year of music electives.

ROSLYN HIGH SCHOOL CHORALE (Full Year)

This choral group meets the needs of the vocal students willing to perform standard choral literature with concentration on the classic repertoire. Concepts of vocal music are presented that provide for maximum growth and understanding. Emphasis is on perfecting these skills while developing a higher standard of performance. Instruction consists of full ensemble, sectional rehearsals and vocal lesson groups which focus on more individual improvement of vocal technique and performance. Students will be evaluated on their part singing, rehearsal technique, lesson attendance and performance at both seasonal concerts. All students are eligible for participation. This course can be taken in multiple years.

Grades 9,10,11,12 1 credit

TREBLE CHORUS

In this full-year course designed for the serious vocal student, treble-voiced singers will grow as musicians through participation in daily choral rehearsals, weekly lessons, and scheduled performances. Through study and performance of choral repertoire composed for treble voices, students will cultivate healthy vocal production and performance skills, improve their music literacy, deepen their understanding of connections between music and other disciplines, and develop appreciation for music and its impact on their lives. This course can be taken in multiple years.

Grades 9,10,11,12 1 credit

THEATRE

Theatre is a semester-long course designed for all students regardless of their theatre background. This course will focus on developing acting skills through improvisation, theatre games, monologues, scene work, script analysis, and performance. This course can be taken in multiple years.

Grades 9,10,11,12 1/2 credit

ROSLYN HIGH SCHOOL CHAMBER SINGERS

(Prerequisite: Audition) . The Chamber Singers are a select small group of singers who have the capabilities to sing at the highest vocal level. Students are auditioned in early September for membership in the group. All members are required to be at all performances. The group sings at numerous events during the school year. The Chamber Singers meet Tuesdays and Fridays after school until 4pm and students receive a grade and credit. This course can be taken in multiple years.

Grades 9, 10, 11, 12 1 credit

SYMPHONIC BAND

(Prerequisite: Completed middle school band or audition by director) The High School Symphonic Band is a performance organization that explores literature appropriate for the development of rhythm, tone, pitch, balance and blend within the band. Enrollment is determined by audition and/or permission of the director. In general, a band student must have completed several years of successful study on a band instrument (brass, woodwind, percussion) and be playing at NYSSMA level 3 to be eligible for performance of intermediate band literature. Participation in the Symphonic Band involves the study, rehearsal, and performance of intermediate band literature. Students will be playing at NYSSMA level 3, 4, and 5. Enrolled band members are expected to attend daily scheduled rehearsals and weekly instrumental lessons which focus on the improvement of instrumental techniques. During the first six weeks of school, Symphonic Band members will work on marching band music as part of the curriculum. Students are expected to perform in all performances of the Symphonic Band before the public during the school year. This includes several evening concerts, and may include performance at the NYSSMA Major Organization Festival, Carnegie Hall, or Lincoln Center. Except for seniors, band members are expected to perform at graduation ceremonies. Select students may also participate in special county or state music festivals. Symphonic Band members are encouraged to participate in the competitive Marching Band.

Grades 9, 10, 11, 12 1 credit

WIND ENSEMBLE

(Prerequisite: Audition with band director or the attainment of a 91 on All-State solo or a 93 on a Grade 6 NYSSMA Solo or a 95 on a Grade 5 NYSSMA Solo) Enrollment is determined solely by audition or permission of the Wind Ensemble director. Participation includes the rehearsal and performance of the most advanced band literature. Therefore, students playing proficiently at the New York State School Music Association level 5 or 6 will be eligible for enrollment. The size of the group is based on a balanced instrumentation; so some students may not qualify. Wind Ensemble students are expected to perform at the highest level of musicianship and act in a professional manner. Enrolled members are expected to attend daily scheduled rehearsals and weekly instrumental lessons which focus on the improvement of instrumental techniques. Students are expected to perform in all performances of the Wind Ensemble before the public during the school year. This includes several evening concerts, graduation and may include performance at the NYSSMA Major Organization Festival, Carnegie Hall, or Lincoln Center. Select students may also participate in special county or state music festivals. Wind Ensemble members are encouraged to participate in the competitive Marching Band.

Grades 9, 10, 11, 12 1 credit

JAZZ PROJECT

(Prerequisite: Audition with band director) Enrollment is determined solely by audition or permission of the Jazz Band director. The Jazz Band studies and performs traditional and contemporary pop jazz styles. Performances are at two seasonal concerts. The Jazz Band rehearses one evening (schedule to be determined after Marching Band Season).

Grades 9, 10, 11, 12 1/4 credit

CHAMBER ORCHESTRA

(Prerequisite: Audition with orchestra instructor or the attainment of an A on All-State solo or an A on a Grade 6 NYSSMA Solo, or A+ on a Grade 5 NYSSMA Solo) Enrollment is determined solely by audition or permission of the director. Participation includes the rehearsal and performance of the most advanced orchestral literature. Therefore, students playing proficiently at the New York State School Music Association level 5 or 6 will be eligible for enrollment. The size of the group is based on a balanced instrumentation; so some students may not qualify. Chamber Orchestra students are expected to perform at the highest level of musicianship and act in a professional manner. Enrolled members are expected to attend daily scheduled rehearsals and weekly instrumental lessons which focus on the improvement of instrumental techniques. Students are expected to perform in all performances of the Chamber Orchestra before the public during the school year.

Grades 9, 10, 11, 12 1 credit

STRING ORCHESTRA

(Prerequisite: Completed middle school orchestra or audition by director) The High School String Orchestra is a performance organization that explores literature appropriate for the development of rhythm, tone, pitch, balance and blend within the orchestra. Enrollment is determined by audition and/or permission of the director. In general, a string orchestra student must have completed several years of successful study on a stringed instrument and be playing at NYSSMA level 3 to be eligible for enrollment. Participation in the String Orchestra involves the study, rehearsal, and performance of intermediate orchestral literature. Students will be playing at NYSSMA level 4. Enrolled orchestra members are expected to attend daily scheduled rehearsals and weekly instrumental lessons which focus on the improvement of instrumental techniques. Students are expected to perform in all performances of the String Orchestra before the public during the school year.

Grades 9, 10, 11, 12 1 credit

MUSIC THEORY I

This full-year course covers, but is not limited to, the following topics: notes, rhythms, clefs, time signatures, accidentals, whole & half-steps, intervals, scales, triads, seventh chords, inversions, counterpoint, voice-leading, chord progressions, cadences, non-harmonic tones, figured bass, secondary dominants, sight-singing, aural identification of intervals & chords and melodic, harmonic & rhythmic dictation. This course is intended to be the first in a two-course sequence, the second being Advanced Placement Music Theory. This courses is offered in alternate years. It will be offered in the 2019-2020 school year

Grades 9, 10, 11 and 12.....1 credit

ADVANCED PLACEMENT MUSIC THEORY

(Prerequisite: Music Theory I) This full-year course reinforces and expands, on a collegiate level, concepts covered in Music Theory I. This course is intended to be the second in a two-course sequence, the first being Music Theory I. This courses is offered in alternate years. It will be offered in the 2020-2021 school year.

Grades 9, 10, 11 and 12.....1 credit

HEALTH EDUCATION

The health education program is designed to develop an awareness of the physical, mental, and social aspects of a healthy lifestyle. Students will examine human behavior to achieve the skills, knowledge and attitudes that will allow them to obtain an optimal quality of life and well-being.

HEALTH

This course gives students the opportunity to study the factors involved with the development of good mental, physical and social wellness. Contemporary health units such as Communication, Stress Management, Substance Abuse, Human Sexuality, AIDS Education, Violence Prevention and Parenting are emphasized. Students are provided with factual information to heighten knowledge so that they may make well-informed and sound choices, develop skills and attitudes, and examine the benefits of a positive, healthy lifestyle.

Grade 10 1/2 credit

MINDFULNESS AND THE ADVANCED MINDSET

(Prerequisite: Health Education) This course is designed to assist students in learning the basic principles, theories, and relaxation techniques to effectively manage personal stress. Through personal exploration, students will learn how to identify stress, the impact of stress with regard to the physical, emotional, and chemical impact it has on the body, and the various methods that can be utilized to manage and reduce stress.

Grades 10,11, 12..... 1/2 Credit

PHYSICAL EDUCATION

Each student must select 1 physical education course from the selection below. Students can choose either Physical Education, Extreme Physical Education, CrossFit and Physical Education, Dance, Fitness and Physical Education, or Yoga and Physical Education. The objective of physical education is to provide all students with opportunities for mental, physical, and social growth and development through physical activities.

All courses are coeducational. Students must dress appropriately for class, participate actively, display sporting behaviors, and complete assessments and projects for each unit to earn credit each semester. Each high school student must complete eight semesters of physical education to meet the graduation requirement of this subject area. As an alternate-day semester course, the high school attendance policy in place allows only five absences per semester in physical education. Students will be scheduled for additional physical education class in a subsequent semester if they receive a grade of “No Credit.”

PHYSICAL EDUCATION

This class will expose students to a wide variety of team and individual sports, adventure education, lifetime and leisure experiences. The program is designed to provide all students with opportunities for mental, physical and social growth and development through physical activities.

Grades 9,10,11,12 1/2 credit

EXTREME PHYSICAL EDUCATION

This class will expose students to a wide variety of team and individual sports, adventure education, lifetime and leisure experiences at a more competitive level than traditional physical education. The program is designed to provide all students with opportunities for mental, physical and social growth and development through physical activities.

Grades 9, 10, 11, 12 1/2 credit

CROSSFIT AND PHYSICAL EDUCATION

This class will allow students to design their own personal fitness program based on Cross Fit’s 9 foundational movements and a healthy nutritional lifestyle. Students will learn to identify and implement the components of fitness and skill to assess their personal fitness and wellness levels. This course teaches physical fitness through a variety of activities that may typically include jogging, cycling, nutrition, cardio, gymnastics, and strength training. This course will also encompass the fundamentals of PE 60030.
Grades 9, 10, 11, 12 1/2 credit

DANCE, FITNESS AND PHYSICAL EDUCATION

This course provides the opportunity to experience and learn dance steps and movement patterns for such types of dance as ballet, modern/jazz, musical theater, hip hop, and partner dancing. Students will also explore the history of dance, dance on stage and in film, and different fitness dance concepts. This course will also encompass the fundamentals of PE 60030.
Grades 9,10,11,12 1/2 credit

YOGA AND PHYSICAL EDUCATION

This is an introductory yoga course designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. This course will also encompass the fundamentals of PE 60030.
Grades 9, 10, 11, 12 1/2 credit

ADAPTED PHYSICAL EDUCATION

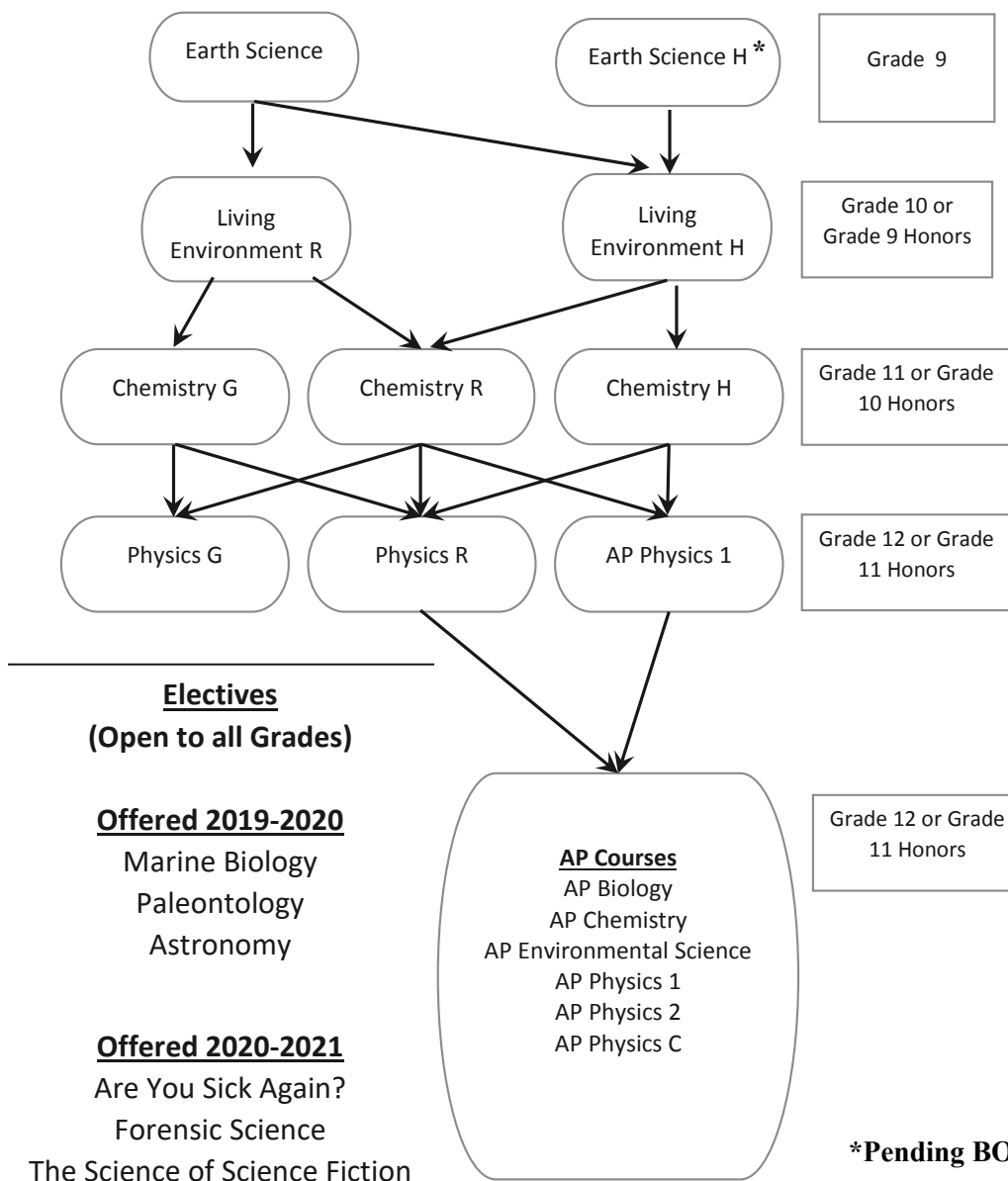
(Prerequisite: Recommendation of the school nurse, student’s physician, and physical education department chairperson) This individualized class is for students who require an individualized, adapted physical education program. The teacher provides self-paced activities geared to the individual’s varying abilities and interests.
Grades 9, 10, 11, 12 1/2 credit

SCIENCE

In order to be knowledgeable and successful in our increasingly technological world, a study of the four major disciplines of science is an integral part of a well-rounded high school educational experience. Completing the four year sequence in science is a challenge that all of our students should embrace and pursue at the appropriate level. It is important that each Roslyn student explore the fundamentals of earth science, biology, chemistry, and physics as they prepare for their post-high school endeavors. Each of these disciplines explores different aspects of the natural world and requires unique skill sets for students to master.

Elective courses are designed to expose students to new ways of thinking, stimulate curiosity, broaden and deepen understanding, and provide career guidance. These courses, taken concurrently with our core course offerings, ensure that our students will be well equipped to make intelligent decisions as members of the global community and be able to continue their education, both formally and informally, as life-long learners. The Living Environment (or Honors Biology) is required for graduation

Recommended Paths in Science



***Pending BOE Approval**

CORE COURSES:

PHYSICAL SETTING-EARTH SCIENCE

This course is based on the New York State Regents Syllabus in The Physical Setting: Earth Science. By means of numerous laboratory investigations, and classroom recitation, students study the basic processes producing changes in the Earth's crust, atmosphere, oceans, and surface. Theoretical aspects of the subject are covered through classwork, laboratory investigations, mathematical abstractions, visual materials, fieldwork and independent investigations. Classes meet in double and single periods on alternate days. Students are required to complete 1200 minutes of satisfactory laboratory time to sit for the Regents Exam in June.

Grade 9.....1 credit

PHYSICAL SETTING-EARTH SCIENCE: HONORS (H)

Earth Science Honors is an honors course offered to those students who demonstrate outstanding ability and achievement in Science 8. Students will be required to complete several projects during the school year. Students enrolled in this course must be prepared for enriched studies in celestial motion, plate tectonics, insolation, the rock cycle, the water cycle, meteorology, and the interpretation of geologic history. Student success will depend upon a high degree of ability, motivation, and effort. Classes meet in single and double periods on alternate days. Students are prepared for The New York State Regents Exam. Students are required to complete 1200 minutes of laboratory time to sit for the Regents Exam in June.

Grade 9.....1 credit

THE LIVING ENVIRONMENT

(Prerequisite: Earth Science) This course is based on the New York State Regents Syllabus in The Living Environment. Students are expected to master a body of biological concepts and skills through laboratory experiments and other forms of study. Classes meet in double and single periods on alternate days. Students are required to complete 1200 minutes of satisfactory laboratory time to sit for the Regents Exam in June.

Grade 9, 10.....1 credit

THE LIVING ENVIRONMENT: HONORS (H)

(Prerequisite: Department recommends that students have a grade of 90 or better in Honors Earth Science) This course is based on the New York State Regents Syllabus in The Living Environment and the SAT II Examination in Biology. This is an intensive, enriched program focusing on a molecular approach to biology as well as the comparative adaptations of selected organisms for adaptive survival. Students are also introduced to material that will prepare them for the SAT II Biology E/M Exam in June. Classes meet in double and single periods on alternate days. Students are required to complete 1200 minutes of satisfactory laboratory time to sit for the Regents Exam in June.

Grades 9, 10.....1 credit

PHYSICAL SETTING-CHEMISTRY

(Prerequisite: Earth Science, Living Environment, Geometry) This course is based on the New York State Regents Syllabus in The Physical Setting: Chemistry. The course develops the unifying principles of chemistry and includes the topics of: atomic structure, properties of matter, the periodic table, bonding, organic chemistry and nuclear chemistry. Classes meet in double and single periods on alternate days. Students are required to complete 1200 minutes of satisfactory laboratory time to sit for the Regents Exam in June.

Grades 10, 11.....1 credit

PHYSICAL SETTING - CHEMISTRY HONORS (H)

(Prerequisite: Earth Science, Living Environment, Geometry. The department recommends that students have a grade of 90 or above in Honors Biology. Co-requisite: Algebra 2 CC). This course explores the topics covered in Regents Chemistry but in greater depth. Students are also introduced to material that will help prepare them for the SAT II Chemistry Exam in June. This course prepares students for AP Chemistry. Classes meet in double and single periods on alternate days. Students are required to complete 1200 minutes of satisfactory laboratory time to sit for the Regents Exam in June.

Grades 10, 11.....1 credit

PHYSICAL SETTING-PHYSICS

(Recommended Prerequisite: Chemistry or Chemistry Honors, Algebra 2 and Trigonometry) This course is based on the New York State Regents Syllabus in The Physical Setting: Physics. The study of the fundamental laws of gravitation, conservation and field theory are key ideas throughout the course. Problem solving and interpretation of empirical data are stressed. Students use mathematical models and equations to solve physics problems. Classes meet in double and single periods on alternate days. Students are required to complete 1200 minutes of satisfactory laboratory time to sit for the Regents Exam in June.

Grades 11,12.....1 credit

ADVANCED PLACEMENT COURSES:

The AP Science Program is intended for students to further explore their understanding of the natural world. The pacing, content and assessments are all at the AP level and students are encouraged to choose a course that they are interested in. Students may earn college credit through Adelphi University at a reduced rate. Students are required to sit for the AP Exam in May.

AP BIOLOGY

(Prerequisite: Department recommends that students have a grade of 90 or above in three Honor sciences) This is a college level program in biology studying the various aspects of comparative adaptations of selected organisms for survival. This course is for talented and dedicated science students with a special interest in biology. The program is aligned with the new AP Biology curriculum (2012) which is based on inquiry learning. Classes meet in single and double periods on alternate days. Students who take this course are encouraged to take physics, either as a co-requisite, prerequisite or in a subsequent year. Students must take AP examination in May.

Grades 11,12.....1 credit

AP CHEMISTRY

(Prerequisite: Department recommends that students have a grade of 90 or above in three sciences, including Regents or Honors Chemistry) This is a college level program in chemistry studying the various aspects of matter and how it interacts. This course is for talented and dedicated science students with a special interest in chemistry. The program is aligned with the new AP Chemistry curriculum (2013) which is based on inquiry learning. Classes meet in double and single periods on alternate days. Students who take this course are encouraged to take physics, either as a co-requisite, prerequisite or in a subsequent year. Students must take AP examination in May.

Grades 11, 12.....1 credit

AP PHYSICS I

(Prerequisite: Department recommends that students have a grade of 90 or above in three sciences, Pre-Calculus)

This course is equivalent to a 1st semester college physics course for advanced students having an aptitude for science and math. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory to simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Emphasis is placed upon developing problem-solving skills. Facility in algebra and geometry is necessary. The curriculum is designed to prepare students for the nationwide AP Physics exam given in May. Classes meet in double and single periods on alternate days. Students must take AP examination in May.

Grades 11,12.....1 credit

AP PHYSICS 2

(Prerequisite: AP Physics 1 or Physics)

This course is equivalent to a 2nd semester college physics course. Students explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Classes meet in double and single periods on alternate days. Students must take AP examination in May.

Grades 11,12.....1 credit

AP PHYSICS C (Mechanics and Electricity and Magnetism)

(Prerequisite/Co-requisite: AP Calculus)

The AP Physics C: Mechanics course applies both differential and integral calculus and provides instruction in each of the following six content areas: Kinematics, Newton's laws of motion, Work, Energy, Power, Systems of particles, Circular motion and Oscillations. The AP Physics C: Electricity and Magnetism course applies both differential and integral calculus, and builds upon the AP Physics C: Mechanics course by providing instruction in each of the following five content areas: Electrostatics, Conductors, Electric circuits, Magnetic fields and Electromagnetism. Classes meet for double periods every day. Students must take **both** Physics C AP exams.

Grade 12.....1 credit

AP ENVIRONMENTAL SCIENCE

(Prerequisite: 90 or higher in Honors Level Earth Science, Living Environment and Chemistry)

This class is designed for strong, hard-working science students. This extremely challenging course follows the Advanced Placement Environmental Science curriculum. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. They will also identify and analyze environmental problems, both natural and human-made, and evaluate the relative risks associated with these problems. Students will also examine alternative solutions for resolving or preventing current issues in environmental science. Classes meet in double and single periods on alternate days. Students must take the AP examination in May.

Grades 11, 12.....1 credit

SCIENCE ELECTIVES:

“ARE YOU SICK AGAIN?” COMMON AILMENTS OF THE YOUNG & RESTLESS

This course will enable the students to develop a level of knowledge concerning modern day diseases that will help them to function within society and social circles. Symptoms, etiology, diagnosis, treatment and prognosis will be discussed with each of the “popular” ailments. Asthma, the common cold, strep-throat, mononucleosis, Epstein-Barr Syndrome, concussions, sports injuries, upper respiratory diseases, diabetes and heart murmurs are a few examples of the exciting “sicknesses” we will explore. This course is offered in alternative years. It will be offered in the 2020-2021 school year.

Grades 9-12.....1/2 credit

ASTRONOMY

Through reading, lectures, videos and optimal nighttime observations, and visits to local planetariums, students learn about the solar system and the galaxies. Special topics of interest such as space exploration and extraterrestrial life are discussed. Classes meet one period each day for a semester. This course is offered in alternative years. It will be offered in the 2019-2020 school year.

Grades 9-121/2 credit

FORENSIC SCIENCE

This course introduces students to the techniques of the modern scientific criminologist and the crime lab. The use of polygraphs, fingerprints, photography, DNA techniques, the computer, and other methods of the forensic scientist will be studied and then applied to specific case studies. Classes meet one period each day for one semester. This course is offered in alternative years. It will be offered in the 2020-2021 school year.

Grades 9-12 1/2 credit

GENERAL CHEMISTRY

(Prerequisite: Two years of Regents Sciences) This course will explore major concepts in Chemistry through exploratory laboratory activities, projects, videos and virtual experiences. Fundamental concepts include atomic structure, chemical reactions, nuclear chemistry, periodic table, behavior of matter, heat and energy. Connections will be made to real-world applications and experiences.

Grades 11 1 credit

MARINE BIOLOGY

(Prerequisite: Living Environment) Students will study the life of the ocean, both in local waters and in marine aquaria maintained by the class. Emphasis is on ecological problems. Students will work on long term projects, use the internet and maintain fish tanks during this semester long course. This course is offered in alternative years. It will be offered in the 2019-2020 school year.

Grades 9-12..... 1/2 credit

PALEONTOLOGY: STUDY OF DINOSAURS

This course is an elective for students who are curious about the fundamentals of paleontology and how it relates to dinosaurs. This course takes advantage of labs, field trips and illustrative videos to keep the dino-philas and dino-novices alike, up-to-date and excited! This course is offered in alternative years. It will be offered in the 2019-2020 school year.

Grades 9-12..... 1/2 credit

GENERAL PHYSICS

(Prerequisite: Two years of Regents Sciences) This course is designed for students to investigate fundamental physics as it is applied to real-world phenomena. Students will spend significant time completing hands-on activities, where concepts will be stressed over mathematics. Major topics include: motion, forces, electricity, magnetism, waves, optics and energy.

Grades 12 1 credit

THE SCIENCE OF SCIENCE FICTION

This course will take an analytical look at popular science fiction, myths and legends. We will separate fact from fiction using scientific principles and analysis. There will be laboratory-based lessons that will explore scientific concepts such as: the search for extraterrestrial intelligence, cloning, artificial intelligence, global warming, Big Foot, etc. This course is offered in alternative years. It will be offered in the 2020-2021 school year.

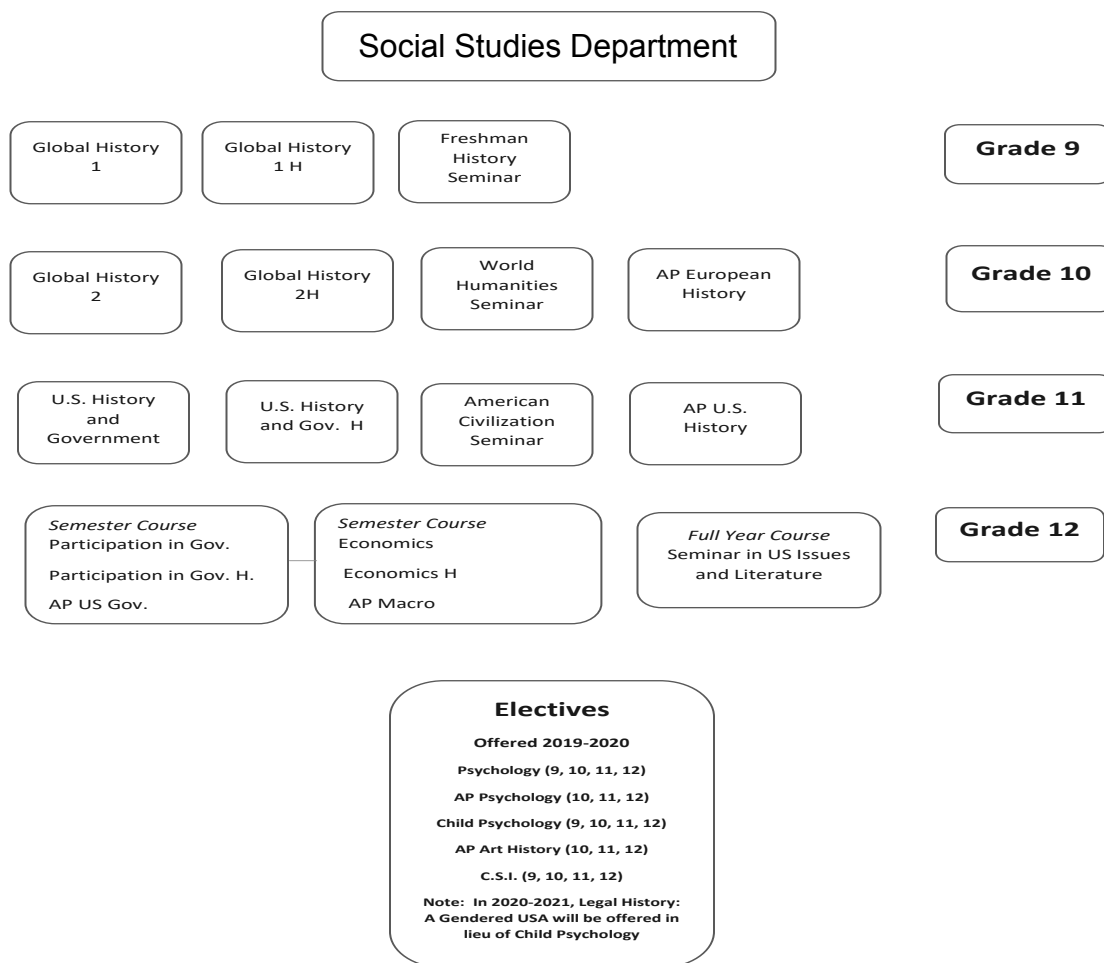
Grades 9-12..... 1/2 credit

SOCIAL STUDIES

The Social Studies program is a four-year sequential requirement. By studying the various social science disciplines - history, geography, economics, political science, anthropology, psychology and sociology- students gain an understanding of modern society as they acquire the skills needed to become active and effective citizens in a democratic society.

From the 9th through 12th grades, courses are based on and closely follow the State's recommended curriculum. At each of the four grade levels students are given certain options to choose courses that best meet their needs and interests.

It is understood that eleventh graders who enroll in electives will still have to complete Economics/Government in their senior year.



GRADE 9

GLOBAL HISTORY 1

This course is the first year of a two-year Global History curriculum. The Global I curriculum is designed to give students an overview of the events that have shaped the history of the world from the Paleolithic era through the late 1700s. The curriculum allows students to compare the development of civilizations in Europe, the Middle East, China, India, Japan, Africa, and Latin America and promotes an appreciation and understanding of the interdependence of societies. This is the first year of a two-year sequence in Global History.

Grade 9 1 credit

GLOBAL HISTORY 1 ANALYSIS (H)

This advanced elective for highly motivated students offers an enriched approach to the recommended New York State curriculum. The emphasis will be on the interaction of culture, economic development and politics. Emphasis will be on the development of higher, critical thinking and research skills. The content focus is similar to Global History 1. This is the first year of a two-year sequence in Global History and culminates in the Global History and Geography Regents Examination at the completion of Global History 2.

Grade 10 1 credit

FRESHMAN HISTORY AND PHILOSOPHY SEMINAR (H)

This course is a seminar style, discussion-intensive approach to the first year of World History. A humanities approach to learning offers an integrated and contemplative approach to history and literature. Classroom discussion is in large part devoted to historical, philosophical and artistic reflection. The history curriculum proceeds from primitive man and early civilizations to 18th century absolutism and the scientific revolution. Because the course relies heavily on discussion, the student must be prepared to actively engage in these classroom conversations on a regular basis. The course includes a Philosophy component in which students learn about philosophers and philosophies and discuss the Great Ideas.

Grade 9 1 credit

GRADE 10

GLOBAL HISTORY 2

This course is the second year of a two-year Global History curriculum. Global History 2 completes the sequence begun in freshman year, tracing world history from the 1700's to the present. Major events include the Scientific Revolution and Enlightenment, French Revolution, Industrial Revolution, Age of Imperialism, the two world wars, and postwar independence movements. This is the second year of a two-year sequence in Global History and culminates in the Global History and Geography Regents Examination at the completion of Global History 2.

Grade 10 1 credit

GLOBAL HISTORY 2 ANALYSIS (H)

This advanced elective for highly motivated students follows the curriculum design of Global History 2. An emphasis on research skills brings the student into contact with the political, social, and economic ideas out of which the modern world emerges. This course is the second year of a two year sequence in Global History and culminates in the Regents Examination in Global History.

Grade 10 1 credit

WORLD HUMANITIES SEMINAR (H)

World Humanities is a fully accredited option for sophomores. It is the equivalent of the full-year of Global History Honors. World Humanities follows an interdisciplinary, humanities-style approach to the sophomore honors curriculum. The class is structured along thematic lines, with the literature following the lead of Social Studies. The major literary units would be as follows: *A Tale of Two Cities* (French Revolution and aftermath); a non-fiction unit, including such writers as Locke and Rousseau (the Enlightenment and its "backlash"); a poetry unit (Early 19th century Romanticism); *Frankenstein* (Industrial Revolution); *Siddhartha* (Early Colonialism, specifically British in India and the exposure of the West to Eastern ideas); *Othello* (Imperialism); *Antigone* (Nation building and nationalism, emphasizing the struggle between individual and state); *Animal Farm* (20th century global conflicts); *Lord of the Flies* (Cold War) and *1984*. These units will be supplemented with shorter readings, films, guest speakers and project-oriented trips to enhance the students' understanding of the core issues. Grades will be based on papers, projects, group seminar presentations and homework journals. This course culminates in the NYS Regents in Global History & Geography Examination.

Grade 10 1 credit

AP EUROPEAN HISTORY

The aim of the Advanced Placement European History course is to build on the students' knowledge of the factual narrative of history and to develop: a) an understanding of some of the principal themes in modern European history; b) an awareness of the consequences of European contacts with other areas of the world; and c) an ability to analyze historical interpretations and primary sources. The chronological period begins with the high Renaissance and concludes with present day issues. After the Advanced Placement Exam in mid-May, the course will concentrate on preparing the students for the Global History and Geography Regents Examination. Students must take the AP examination in May.

Grade 10 1 credit

GRADE 11

UNITED STATES HISTORY AND GOVERNMENT

A review of enduring constitutional issues sets the stage for an analysis of America as an industrialized nation and as a world power. The emphasis is given to America in the 19th and 20th centuries, foreign policy, global interdependence, and issues of war and peace. The year-long course culminates in the Regents Examination in U.S. History and Government.

Grade 11 1 credit

UNITED STATES HISTORY AND GOVERNMENT (H)

(Prerequisite: 2 Social Studies Credits) This advanced elective for highly motivated students follows the curriculum for United States History and Government but in greater depth. In addition, there is an emphasis on research and alternative assessments which allows students to demonstrate knowledge in many ways. This year-long course culminates in The Regents Examination in U.S. History and Government.

Grade 11 1 credit

AMERICAN CIVILIZATION (H) (English / Social Studies)

American Civilization is a fully accredited option for juniors. It is the equivalent of the full-year American Literature Honors and the US History and Government Honors requirement. It prepares students for the New York State Regents Exam in US History and Government as well as English. The English part of the class moves chronologically and thematically through the American experience in tandem with the American history class. The American Civilization class is based on seminar structure, with group presentations on ancillary readings. Students also view films, hear from guest speakers, and take project-oriented trips to enhance the understanding of the core issues. Students will create journals that reflect the themes central to the class. Thus grades will be based on papers, projects, group seminar presentations, and homework. This course culminates in the United States History Regents Examination.

Grade 11 1 credit Social Studies & 1 credit English

AP US HISTORY

The American History AP course is designed to give the student a background in the chronology of US History and in major interpretive questions that derive from the study of selected themes. It is the equivalent of a one-year introductory college course in US History from 1607 to the present. The course will provide students with an understanding of primary sources including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students must take the AP examination in May.

Grades 11,12 1 credit

GRADE 12

ECONOMICS

This one-semester course focuses on economic decision-making. Specific areas to be studied include the problem of scarcity and economic choice, the importance of financial markets, the federal reserve system, government and fiscal policy, social welfare concerns, and international trade.

Grade 12 1/2 credits

ECONOMICS ANALYSIS (H)

(Prerequisite: 3 Social Studies credits) This course follows the curriculum design for Economics but with greater emphasis on readings in economic philosophy. It is offered as an advanced course for highly motivated students and includes an extensive research component.

Grade 12 1/2 credit

AP MACROECONOMICS (Spring), satisfies Eco requirement

AP Macroeconomics prepares students for the AP exam in the spring. Students explore the following areas of study: basic economic concepts (e.g., supply and demand, opportunity costs, comparative advantage); GNP, national income, inflation, price indexes, unemployment; national income and price determination (aggregate demand, money and banking, fiscal and monetary policy); economic growth; international trade). Students must take the AP examination in May.

Grade 12 1/2 credit

PARTICIPATION IN GOVERNMENT

This course combines two distinct approaches to the study of government: the theoretical and the practical. The structure, functions, and problems of government are studied. The role of political parties in the organization and implementation of the levels of power in government is stressed.

Grade 12 1/2 credit

PARTICIPATION IN GOVERNMENT ANALYSIS (H)

(Prerequisite: 3 Social Studies credits) This is an advanced course for highly motivated students and includes a series of research activities. The course content focuses on a range of domestic issues including race, gender, and current political events.

Grade 12 1/2 credit

AP GOVERNMENT AND POLITICS 1 semester (Fall), satisfies PIG requirement

AP Government and Politics prepares students for the AP exam in the spring. It provides in-depth study of the following areas: constitutional underpinnings of the US Government; political beliefs and behavior of citizens; political parties, interest groups and mass media; institutions of national government—the Congress, the Presidency, the Federal Courts and the bureaucracy; public policy; civil liberties and civil rights. Students must take the AP examination in May.

Grade 12 1/2 credit

SEMINAR IN ISSUES AND LITERATURE (H) (Social Studies) /(English)

This interdisciplinary course will integrate the study of issues in government and issues in economics with great works of literature. Students will read and write in areas of study meant to further their appreciation of contemporary debate and reflection about gender, class and race. Students will spend one period with a social studies teacher examining social and historical implications of an issue. During the next period, they examine the manner in which contemporary and traditional authors of literature treat the same issue. This course will satisfy the Economics (H), Participation in Government (H), and Great Literature (H) requirements.

Grade 12 1 credit English and 1 credit Social Studies

ELECTIVES

PSYCHOLOGY

This is an introduction to some of the traditional and contemporary schools of psychology and the study of human behavior. Topics to be considered include personality development, culture and personality, and interpersonal relationships. A student may not take this course if they have taken AP Psychology.

Grades 9, 10, 11, 12 1/2 credit

AP PSYCHOLOGY

This course follows the Advanced Placement curriculum which is largely focused on experimental Psychology including learning theory, development, and stages of personality formation. This is a full-year course. Students who have already taken psychology may also enroll in this course.

Students must take the AP examination in May.

Grades 10, 11, 12 1 credit

CHILD PSYCHOLOGY

The Child Psychology course is a half year elective designed to introduce students to the systematic study of the behavioral and mental development of human beings from infancy through childhood and adolescence into young adulthood. This course will acquaint students with the psychological, cultural and historical factors that interact to influence and shape this development. Students will learn the psychological theories associated with the foundations of child development with a focus on key developmental themes, including: pre-natal, neural and biological, learning and cognitive, social-emotional, personality, gender-role, and moral development among others. These concepts will be taught by means of case material, films, and student life experiences. Students will learn the various functions of a child's behaviors and be able to predict future behaviors by understanding behavioral patterns. Students will also develop skills in the scientific approach and critical thinking. This course is offered in alternative years. It will be offered in the 2019-2020 school year.

Grades 9, 10, 11, 12 1/2 credit

CSI ROSLYN: INVESTIGATIVE LAW

This hands-on course challenges students to become legal investigators and to use methods actually used by lawyers and detectives to solve case mysteries. Students will engage daily in role play and will be presented with real-life problem scenarios, which they will analyze with their investigative team. Investigative techniques such as wire taping, fingerprinting, documentary evidence, crime scene analysis, interrogation, and interviewing will be taught and used in class simulations. Evidentially rules of law will be explored with emphasis on legal ethics, reform, rights of victims and those accused of civil and criminal wrongs.

Grades 9, 10, 11, 12 1 credit

LEGAL HISTORY: A GENDERED USA

This half year course explores the legal history of the US as a gendered system. The course will examine how the legal system has shaped gender relations for BOTH women & men. Students will apply legal reasoning, and learn legal theory through the examination of US Supreme Courts cases, constitutional amendments, and federal legislation. This course is offered in alternative years. It will be offered in the 2019-2020 School Year

Grades 9, 10, 11, 12 1/2 credit

AP ART HISTORY

This is a college level survey course focusing on art and architectural trends and their relationship to the cultures that produced them. The course begins in prehistoric times and moves quickly through the art of ancient Egypt, Greece, Rome and the Middle Ages. The course then focuses on the works of the Renaissance and the art periods that follow including the Baroque, Neo-Classical, Romantic, and Realist movements. A significant portion of the course is devoted to modern and contemporary themes in art from the Impressionists to the Modern Masters as well as the art of other cultures. Architecture and Art are equally represented. Students must take AP examination in May.

Grades 10, 11, 12 1 credit

21st CENTURY LEARNING

VIDEO AND AUDIO PRODUCTION

This half-year course builds student's understanding and appreciation for film and of history and provides each student with the opportunity to write, direct and edit projects across a number of genres. That said the course requires no prior filmmaking experience. Students will be introduced to fundamental filmmaking skills and will develop a working knowledge of these skills. The curriculum encourages the exploration of new media based upon student interest. Students will be assessed on the process of filmmaking in addition to the final projects, which will be organized in an electronic film portfolio.

Grades 9, 10, 11, 12 1/2 credit

INTRODUCTION TO JAVA PROGRAMMING LANGUAGE

This course is designed specifically for students with no programming experience. This course provides first-time programmers an excellent choice for learning programming using the JAVA programming language. The course helps students understand the significance of the JAVA programming language. With this knowledge, students will develop programming skills in the areas of object oriented and JAVA technology. Topics include compiling JAVA applications, variables and data types, operators, control flow, classes and objects. While the course focuses on the development of JAVA applications, students will be exposed to rudimentary GUI design and event handling to be able to create simple JAVA Window-based application.

Grades 9, 10, 11, 12 1/2 credit

AP COMPUTER SCIENCE

(Prerequisite: Introduction to JAVA) This course is comparable to that of a first-year course offered in college and university computer science departments and is intended to serve both as an introductory course for computer science majors and as a substantial service course for students who will major in other disciplines that require significant involving with computing. A primary objective is to learn how to write logically structured, well-documented computer programs using JAVA as the programming language. The major emphasis is on programming methodology, algorithms, and data structures. This course is offered in alternate years. Students must take an AP examination in May.

Grade 11, 12 1 credit

AP COMPUTER SCIENCE PRINCIPLES

This full year course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. This AP course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field.

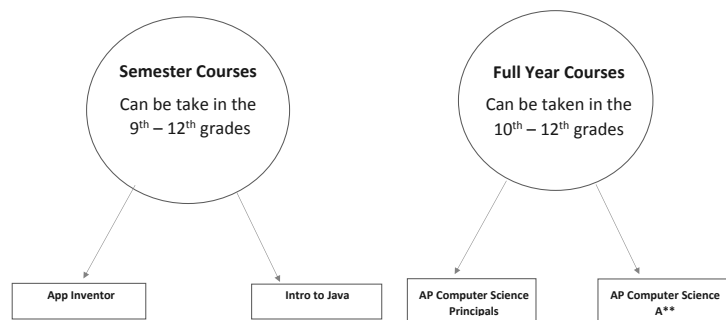
Grade 10, 11, 12 1 credit

APP INVENTOR

In this course students will to learn to create an app that will be usable on Apple products. This class will develop 21st century learning skills and combine creativity with critical thinking. These transferable skills will push students to become analytical thinkers and prepare them for college and beyond. Students will create a visually appealing and user friendly app that is relevant to each individual student.

Grade 9, 10, 11, 12 1/2 credit

Computer Science Offerings



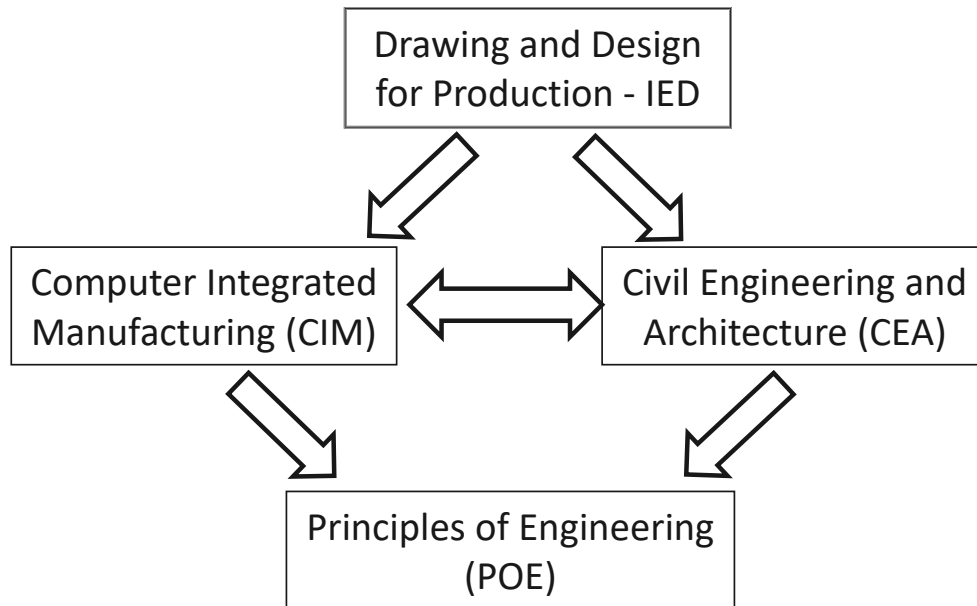
** In order to take AP Computer Science A – the prerequisite is Intro to Java.

21st CENTURY LEARNING

PROJECT LEAD THE WAY (PLTW) ENGINEERING PROGRAM

In PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as used in the world's top technology companies. Students are immersed in design as they investigate topics such as ethics, aesthetics, sustainability, forces, structures, digital electronics, circuit design, etc. Students are given an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers. Students have the opportunity to earn college credit from RIT for a reduced rate.

Project Lead the Way – Engineering Program



PLTW: DRAWING AND DESIGN FOR PRODUCTION (DDP/IED)

This full year course is the first in the sequence of engineering courses that will be offered through the science department. Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. This course fulfills a one year Art credit.

Grade 9, 10, 11 and 12 1 credit

PLTW: COMPUTER INTEGRATED MANUFACTURING (CIM)

(Prerequisite: DDP-IED) Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system. This course teaches the fundamentals of computerized manufacturing technology. Students use 3-D computer software to solve design problems. They assess their solutions through the relationship of design, function and materials, modify their designs, and use prototyping equipment to produce 3-D models.

Grade 10, 11 and 12 1 credit

PLTW: CIVIL ENGINEERING AND ARCHITECTURE (CEA)

(Prerequisite: DDP-IED) This is the third course in the PLTW Engineering curriculum. New building plans look impressive onscreen, but how would that cool structural design you developed stand up to a flood, earthquake, city inspector, or historical commission? Some of today's designs integrate housing, workspace, recreation, and the great outdoors into the same building or complex. Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Students use 3D modeling software to create and test residential and commercial designs, factoring in: Materials and systems, Structural design, Cost/efficiency analysis, Storm water management, Site design / considerations, Utilities and services, Building codes, Architectural style and guidelines

Grade 10, 11 and 12 1 credit

PLTW: PRINCIPLES OF ENGINEERING (POE)

(Prerequisite: Any two PLTW courses) Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Grade 11 and 12 1 credit

SPECIAL EDUCATION

Special education means specially designed individualized or group instruction or special services or programs and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

- Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.
- Such instruction includes specially designed instruction in physical education, including adapted physical education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

The **continuum of special education services** for school-age students with disabilities is an array of services to meet an individual student's needs that includes:

- related services;
- Consultant teacher services (direct and/or indirect);
- Resource room services.
- Integrated co-teaching services; and
- Special class.

RELATED SERVICES

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students.

CONSULTANT TEACHER SERVICES:

Consultant teacher services is for the purpose of providing direct and/or indirect services to students with disabilities who attend regular education classes, including career and technical education classes, and/or to such students' regular education teachers. Consultant teacher services shall be provided in accordance with the following provisions: Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum of two hours each week.

RESOURCE ROOM

A resource room program is for the purpose of supplementing the general education classroom instruction for students with disabilities who are in need of such supplemental programs. An instructional group which includes students with disabilities in a resource room program shall not exceed five students per teacher. The composition of instructional groups in a resource room program shall be based on the similarity of the individual needs of the students according to:

- (i) Levels of academic or educational achievement and learning characteristics;
- (ii) Levels of social development;
- (iii) Levels of physical development; and
- (iv) The management needs of the students in the classroom

INTEGRATED CO-TEACHING

Integrated co-teaching services, which are taught by both a content area specialist and a special educator, means the provision of specifically designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. The maximum number of students with disabilities receiving integrated co-teaching services in a class shall be determined in accordance with the students' individual needs as recommended on their IEPs, provided that the number of students with disabilities in such classes shall not exceed twelve students.

SELF-CONTAINED/SUBJECT SPECIFIC CLASSES

Special Class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. Specially-designed instruction means adapting, as appropriate to the needs of an eligible student the content, methodology, or delivery of instruction to address the unique needs that result from the students' disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students. Students in the subject specific/self-contained classes all work towards achieving a regents and or a local diploma.

LIFE SKILLS

This program is designed to meet the needs of students typically working towards a Skills/Achievement Commencement Credential (SACC) or a Career Development/Occupational Studies Commencement Credential (CDOS). Based on student needs outlined in the Individual Education Program (IEP), students receive their instruction in self-contained, electives and extracurricular school activities as appropriate. Preparation for transition for post high school is an integral part of each program. A transition plan is developed to meet the unique needs of each student as they prepare to exit high school and may include in-schoolwork experience, work opportunities in the community and work study as appropriate.

APPLIED BEHAVIORAL ANALYSIS (ABA) CLASS

The use of Applied Behavior Analysis (ABA) assists high school students in various academic and functional areas and in preparing for employment/vocational training, college, and/or independent living. Students in the ABA program typically work towards a Skills and Achievement Commencement Credential. ABA programming at this level incorporates the learner's skills, needs, interests, preferences, and circumstances. At the high school level, the focus on functional skills is pertinent. The following are how ABA supports high schoolers:

Interviewing

- Role plays for the interview process
- How to dress, what to bring, etc.

Work Assistance

- On the job coaching
- Navigating professional chain of command.

Healthy Relationships

- Expressing affection within healthy relationships
- Seeking assistance

Independent, Functional Skills

- Navigating transportation (bus, train, etc.)
- Maintaining household (cleaning, bill paying, etc.)

Social Skills

- Problem-solving skills
- Critical Thinking skills
- Dealing with peer pressure

RESEARCH PROGRAM

The Research Program gives students the rare opportunity to conceive of, design, and execute their own empirical projects in mathematics or the natural, behavioral, or social sciences, an experience similar to that which they will encounter once in college. The Research Program is an elective program that students may participate in throughout their four years in high school. While it is open to all students, it should be understood that the course work is demanding and time consuming. This program is a joint venture on the part of the math, science, and social studies departments and is staffed with teachers from those departments.

Students begin by taking the one-semester Introduction to Research class in the fall and the Research Essential class in the spring. Then students are eligible to move into Research Seminar, a year long class that meets on alternate dates. Students may remain in Research Seminar from 2-4 semesters, until they are recommended to move on to Independent Study Research.

In addition to providing students with a host of opportunities to take part in competitions including the INTEL Science Talent Search and Long Island Science and Engineering Fair, and Long Island Science Congress the program enables students to engage with a subject that interests them in a deep and meaningful way. Students often work on the same topic for multiple years and learn what it's like to sustain their interest and efforts over such an extended time.

More information about the Roslyn High School's Research Program can be found on the high school website at <https://www2.roslynschools.org/schools/rhs/pages/research.aspx>

INTRODUCTION TO RESEARCH

(Prerequisite: it is recommended that students who enroll should have completed Algebra Honors and Earth Science Honors of grades 90 or above.) This one-semester class is intended for students who are interested in a general overview of research in the natural, behavioral, and social sciences. Students will be introduced to common methods and concepts used by researchers in these disciplines. Topics will include the scientific method, survey design, and statistics. Students will work in small groups to complete a mini-project in which they apply their new skills.

Grades 9, 101/2 credit

RESEARCH ESSENTIALS

(Prerequisite: Introduction to Research taken in fall semester) This half year course is a continuation of Introduction to Research and fulfills the Writing Enrichment requirement. The class will focus on the reading, writing, and presentation skills necessary to succeed in our Research Program. Students will learn to decode and synthesize challenging texts and to present their work cogently and persuasively via written and oral presentations. Students will be given the opportunity to enter their final product into a research competition.

RESEARCH SEMINAR (Fall) 81100 (Spring)

(Prerequisite: Introduction to Research) In this small-group class, students will be guided through all aspects of the research process including the literature review, design of the method, data collection and analysis, and preparation for contests. While the class will meet formally every other day, students will be required to devote a significant amount of time to working independently outside of the regularly scheduled class. Students will take the seminar class for 2 to 4 semesters, depending upon the pace of their progress.

Grades 10, 111/2 credit

INDEPENDENT STUDY RESEARCH (Fall) (Spring)

(Prerequisite: Research Seminar and Research Coordinator's Approval) This course offers motivated students an authentic opportunity to conceive of, design, and carry out research projects in behavioral science, natural science, or mathematics. Students will meet with the Research Coordinator weekly at a mutually convenient time, and prepare projects for entry into research competitions. Students are required to work on their projects during the summer preceding their senior year and to enter the Regeneer Science Talent Search in the fall of their senior year.

Grades 11, 12.....1/2 credit

ENGLISH AS A NEW LANGUAGE (ENL)

English as a New Language is offered to students whose native language is not English. The goal of this program is to help students become proficient in the English language while familiarizing them with American culture.

Placement is done through a screening process which includes formal and informal assessment of the student's proficiency in English. Consistent with student progress and readiness, students move into regular education programs.

Courses may include:

ENL 1

This is a course designed for *beginning* English as a New Language students. The basic skills of listening, speaking, reading and writing are developed. These four skills will be integrated into a variety of activities to reinforce key vocabulary, grammatical structures and ideas. American culture and customs are discussed and contrasted with the students' native culture.

ENL 2

This is a course designed for *intermediate* English as a New Language students. The skills of listening, speaking, reading and writing are further developed. These four skills will be integrated into a variety of activities to reinforce key vocabulary, grammatical structures and ideas. Creative, active and varied exercises, as well as out-of-class research assignments will call for considered opinion and critical thinking. American culture and customs are discussed and contrasted with the students' native culture.

ENL 3

This is a course designed for *advanced* English as a New Language students. The focus is on the development of advanced listening, speaking, reading and writing skills. These four skills are explored through contemporary themes and are integrated into a variety of activities that encourage critical thinking, and reinforce key vocabulary, grammatical structures and ideas.

ENL READING/WRITING

The skills of reading and writing for comprehension, vocabulary development, information and understanding, and critical analysis and evaluation are introduced, as well as a step-by-step approach to composition.

ENL ENGLISH

This course is based on the New York State English Language Arts Standards. It is for English language learners who are in an advanced to transitional level. Students will be assigned authentic literature from a wide range of genres. They will study literary elements and techniques to analyze, interpret, and evaluate these works in order to prepare for the English Regents Exam.

ENL SOCIAL STUDIES WORKSHOP

This course is designed to help students with their social studies instruction. Attention is given reinforcing key concepts, homework and study skills, test taking strategies, and special class projects.

ENL SCIENCE WORKSHOP

This course is designed to help students with their science instruction. Attention is given reinforcing key concepts, homework and study skills, test taking strategies, and special class projects.

ENL MATH WORKSHOP

This course is designed to help students with their math instruction. Attention is given reinforcing key concepts, homework and study skills, test taking strategies, and special class projects.

BOCES - BARRY TECH

The Board of Cooperative Educational Services, otherwise known as BOCES, Barry Tech, offers a wide variety of occupational courses for high school students, grades 11 through 12, and for high school graduates up to age 21.

A student may begin a BOCES occupational course of study anytime after sophomore year. The recommendation of our guidance staff and administration is to start at the beginning of grade 11. The appropriateness of a BOCES half/day placement is discussed with the school counselor. A visit to the BOCES Center can be arranged to help the student make an informed decision.

Courses may be taken for one or two years in any combination. Four Roslyn High School credits are granted for the completion of each year-long BOCES occupational course.

Roslyn High School students who take a BOCES occupational course, attend Barry Tech. They attend Roslyn High School during periods, 1,2,3,4, and 5, for AM students and periods 6,7,8, and 9 for PM students.

There are many BOCES programs in Occupational Education. Some examples follow.

Courses below are subject to availability.

A complete listing is available in the Counseling Center. All programs are CTE Accredited.

Animal Care	Cosmetology Skills*	Police Science and Criminal Justice
Animal Care Skills*	Culinary Arts	
Audio Design & Production	Culinary Arts Skills*	Power Sports & Small Engine Repair
Auto Skills	Dental Assisting	Retail Sales
Automotive Technology**	Digital Design**	Veterinary Science
Aviation Operations	Early Childhood Education	Video Production and Digital Film Making
Barbering Technology	Fashion Design Technology	Welding
Business Service Skills	Health Skills	
Carpentry**	Horse Science and Management	
Computer Repair**	Medical Assisting	
Computer Technology	Network Cabling Technician/Home Integration**	
Computer Game Design & Programming	Nurse Assisting	
Computer Game Design & Programming Skills	Personal Trainer	
Construction Electricity	Pharmacy Technician	
Construction Trades	Physical Therapy Aide + Rehab Medicine	
Construction Trades Skills**	Plumbing**	

The BOCES Long Island Highschool for the Arts Program (LIHSA) is for serious students with outstanding potential in their chosen field. Administration reserves the right to deny the application should Roslyn High School provide a comparable program. Most of these programs require applicants to audition:

- | | |
|-------|--------------------|
| Art | Instrumental Music |
| Dance | Vocal Music |
1. For 11th and 12th grades only
 2. Half-day program
 3. Must be in good academic standing and have no attendance problems.

***CDOS Credential**

****May be used as a part of 4+1 Pathway**