

AMITYVILLE MEMORIAL HIGH SCHOOL



Course Description Guide
2011-2012

AMITYVILLE MEMORIAL HIGH SCHOOL

250 Merrick Road
Amityville, NY 11701

COURSE DESCRIPTION GUIDE 2011 - 2012

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MISSION STATEMENT

“SUCCESS FOR ALL”

The mission of Amityville Memorial High School, in partnership with the family, as well as the community, is to provide a secure, safe, and clean environment, which encourages each student to achieve his/her highest potential by providing a variety of academic and vocational forms of instruction through delivery systems that accommodate various learning styles.

DISTRICT POLICY ON NONDISCRIMINATION

The Amityville Union Free School District hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to age, sex, race, color, national origin, or handicap.

Inquiries regarding this Nondiscrimination Policy may be directed to:

Title IX Coordinator:
Dr. Kathleen Gulbin
Amityville UFSD
150 Park Avenue
Amityville, NY 11701

Section 504 Coordinator:
Peter Paternostro
Amityville UFSD
150 Park Avenue
Amityville, NY 11701

NOTE: The information printed in the Amityville Memorial High School Course Guide is accurate as of the date of printing.



Amityville Memorial High School
250 Merrick Road
Amityville, NY 11701

December 2010

Dear Students and Parents/Guardians:

I am delighted to provide you with this course selection guide. This guide has been prepared by the faculty of Amityville Memorial High School to assist students and parents in their present and future educational planning. Both students and parents are urged to read it carefully. We are aware that no course description can answer all questions. Each student in grades 10-12 is exposed to career and postsecondary planning. The counselor meets with small groups each year and is available to meet individually with each student and/or parents/guardians. You are encouraged to contact the guidance counselor to discuss any questions which arise pertinent to scheduling, graduation, and future plans.

Planning a course of study is one of the most important steps you will take, since your decisions will affect your future. The entire faculty and staff of Amityville Memorial High School will assist you in any way to ensure you are offered a sound educational program.

Within this curriculum guide, you will find a vast array of courses from which to choose. While the New York State Education Department mandates many of the courses that you take, there remain a number of elective courses that you will find to your liking. Utilize the expertise of your teachers and guidance counselors as you select your 2011-2012 courses. Understand that Amityville Memorial High School is preparing you for a lifetime of success. So plan ahead! Take advantage of the opportunities that present themselves to you.

Best wishes for a highly successful school year!

Sincerely,

Scott Andrews
Principal



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GUIDANCE & COUNSELING SERVICES

Upon entry into Amityville Memorial High School, a student will be assigned a Guidance Counselor who will assist him/her throughout high school.

Counselors are here to answer your questions and to ease your concerns about your life and studies at AMHS and to assist you in making plans for the future. The Guidance Office is a rich source of information on every aspect of career opportunities, visitations of colleges and vocational school admission officers, news of scholarships, test dates, applications for financial aid, etc.

Students and parents/guardians are encouraged to get to know their guidance counselor. The partnership you establish with your counselor will help insure open lines of communication and success throughout high school.

GUIDANCE & COUNSELING STAFF

Mrs. Patricia Hausfeld, Director of Guidance

	<u>Grades 11-12</u>	<u>Grade 10</u>
Ms. Stacy Murphy	A - F	A - G
Ms. Jacqueline Noon	G - M	H - M
Mr. Andrew Akapnitis	N - Z	N - Z

DEFINITIONS OF TERMS USED IN THIS GUIDE

MANDATED are those courses ALL students must pass in order to be eligible to graduate.

PREREQUISITES are those course requirements which must be met before a student may be scheduled for a given subject. Example: In Spanish, a student must have successfully completed Spanish 1 before he or she can register for Spanish 2.

ELECTIVES are courses which are not required, but are chosen by a student.

A **SEMESTER** is one-half of the school year.

As a rule, A **UNIT OF CREDIT** is granted for successful completion of a subject studied one period a day, five days a week, for one school year.

As a rule, A **ONE-HALF UNIT OF CREDIT** is granted for successful completion of a subject studied one period a day, five days a week, for one semester or less than five days a week for the entire year, i.e., three times per week for the full year.

PROGRAM LEVELS

REGENTS (R)

Designed to meet the needs of those students who can follow the regular New York State Education Department Syllabus, the Regents Program requires a Regents examination at the completion of specific courses.

HONORS (H)

Honors programs are open to selected students. The courses cover the normal programs for the respective grades with in-depth exploration for enrichment. Students will study additional areas of personal interest or areas suggested by their teachers, evolving from expansion of the existing curriculum.

ADVANCED PLACEMENT (AP)

Advanced Placement courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study and research are an integral part of the program. The cost of taking the AP Examination is absorbed by the school district. The examination is administered by the College Entrance Examination Board and a five-point college-level scale is used. According to the College Entrance Examination Board publication, over 1,000 colleges and universities will grant advanced placement credit to candidates who have composite grades of 4 or 5. AP Examinations must be taken to receive the weighting for class ranking purposes and to receive AP credit.

COLLEGE CREDIT THROUGH SENIOR YEAR PROGRAMS IN HIGH SCHOOL

AMHS affords qualified students an opportunity to take college courses and earn college credits while learning in the high school environment. Students enrolled in these courses carry dual enrollment in the college program and in our high school. All courses carry credit that may be applicable toward a degree at other colleges and universities. To be eligible for college credit, students must complete the required registration forms and pay a reduced tuition fee.

CLASS RANK

Students are ranked on a weighted system based on the student's weighted grade point average (GPA). The weighted GPA is calculated by multiplying the final grade for each course by the appropriate course credit and weighting factor, and then averaging the resulting grades. All credit-bearing courses are included, except courses graded on a Pass/Fail basis. Course levels and weighting factors appear below:

LEVEL	WEIGHTING
AP Course	1.25
Honors	1.2
Regents	1.1
All Others	1.0

Unofficial Class Rank will be computed for graduating seniors based upon the completion of the eleventh-grade year and six semesters of coursework. Transfer students who transferred into AMHS before January of their tenth-grade year and are continuously enrolled will be *included* in the ranking for their graduating class. Visiting students/Foreign Exchange students attending AMHS will be *excluded* from class rank computations.

Official Class Rank will be computed for graduating seniors based upon the completion of their seventh semester of coursework. Transfer students who transferred into AMHS before January of their tenth-grade year and are continuously enrolled will be *included* in the ranking for their graduating class. Visiting students/Foreign Exchange students attending AMHS will be *excluded* from class rank computations. The Official Class Rank will be used to determine the Valedictorian and Salutatorian of the graduating class.

GRADUATION REQUIREMENTS

REQUIRED SUBJECTS	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
English	4	4
Social Studies	4	4
Science	3	3
Mathematics	3	3
Languages Other Than English (LOTE)	1*	3**
Health	.5	.5
Art and/or Music	1	1
Physical Education	2	2
Electives	3.5	1.5

Total Required Credits (Minimum) 22 22

* *Students must complete two units of study of Checkpoint A in Languages Other Than English (LOTE) and earn one high school credit by the end of grade 9. One unit of credit is earned either by passing the State LOTE Proficiency Exam or passing the course itself.*

** *The 3 units of credit required in LOTE may also be met by completing 1 credit in LOTE* and 5 units of credit in one of the following: Art, Music, or Career and Technical Education.*

ENTERING FRESHMAN CLASS	LOCAL DIPLOMA	REGENTS DIPLOMA <small>(All exams require a score of 65 or higher)</small>	REGENTS DIPLOMA WITH ADVANCED DESIGNATION <small>(All exams require a score of 65 or higher)</small>
2006	Score 65 or above on 3 required Regents exams and score 55 or above on 2 required Regents exams.	English Comprehensive Regents Exam Math A Regents Exam Global History Regents Exam U.S. History Regents Exam Science Regents Exam	English Comprehensive Regents Exam Math A Regents Exam Math B Regents Exam Global History Regents Exam U.S. History Regents Exam Physical Setting Science Regents Exam Living Environment Science Regents Exam LOTE» Regents Exam» »
2007	Score 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exam.	English Comprehensive Regents Exam Math A Regents Exam Global History Regents Exam U.S. History Regents Exam Science Regents Exam	English Comprehensive Regents Exam Math A Regents Exam Math B Regents Exam Global History Regents Exam U.S. History Regents Exam Physical Setting Science Regents Exam Living Environment Science Regents Exam LOTE» Regents Exam» »
2008		English Comprehensive Regents Exam Math A Regents Exam Global History Regents Exam U.S. History Regents Exam Science Regents Exam	English Comprehensive Regents Exam Math A Regents Exam Math B Regents Exam Global History Regents Exam U.S. History Regents Exam Physical Setting Science Regents Exam Living Environment Science Regents Exam LOTE» Regents Exam» »
2009 and thereafter		English Comprehensive Regents Exam Int. Algebra, Geometry, or Algebra2/ Trigonometry Regents Exam Global History Regents Exam U.S. History Regents Exam Science Regents Exam	English Comprehensive Regents Exam Int. Algebra Regents Exam Geometry Regents Exam Algebra 2/Trigonometry Regents Exam Global History Regents Exam U.S. History Regents Exam Physical Setting Science Regents Exam Living Environment Science Regents Exam LOTE» Regents Exam» »

» *Students acquiring 5 units of credit in one of the following may be exempt from the Languages Other Than English Requirement: Art, Music, or Career and Technical Education.*

»» *The Committee on Special Education may exempt a student from this requirement if it is not appropriate to the student's special education needs.*

SCHEDULING & COURSE SELECTION

STUDENT SCHEDULES & SCHEDULING POLICIES

The Master Schedule of the school is developed from student course requests and is designed to meet the requests and needs of all students within the time defined as the school day. Changing schedules to accommodate early dismissal from school causes unbalanced class loads and loss of instructional time. Therefore, the policy of Amityville Memorial High School regarding student programs is as follows:

A. Course Selection/Preregistration

Students make course selections each winter to indicate their choice of courses for the next school year. Every effort will be made to acquaint students and parents/guardians with the requirements for graduation, subjects and courses offered, and special education programs and assistance. During the second semester, Guidance Counselors will be meeting with students to review graduation requirements and course selections. Parents/Guardians may contact the counselor if they have specific questions about their student's academic progress.

Parents/guardians should engage in a conversation with regard to course selections with your children and sign the course selection sheet. Students **MUST** return the signed sheet to the AMHS Guidance Office.

In May, students and/or parents/guardians will receive a copy of their course requests. This is provided as a reminder to students and parents that all changes in course requests for the upcoming school year must be made before the last day of school in the current school year. Requests for schedule changes at the beginning of the school year will be considered on an individual basis. Changes will only be made for the following reasons:

- Student is misscheduled because of inadequate or erroneous information
- Course failure/failure to attend summer school
- Course failure is made up in summer school
- An additional course is needed to meet graduation requirements
- Prerequisite course not taken
- Administrative action becomes necessary because of imbalance of class loads, loss of a teaching unit, unique or unforeseen constraints
- A schedule adjustment is required because a student already received credit in a scheduled class

Final schedules will be mailed home in August. Guidance Counselors will be available prior to the start of the school year to answer questions. Students who have received a schedule that they feel contains an error should meet with their counselor on their assigned day.

AMHS will try to schedule all the courses selected by a student; however, the following may affect a student's final schedule:

- If a course is not requested by a sufficient number of students, that course will not be offered. If this occurs, every attempt will be made to select a course from the student's alternate selections.
- If two courses are selected that are offered at the same time, the student can only be scheduled for one of them. Every attempt will be made to use the student's alternate selections to enroll the student in a preferred course.
- If a student chooses a course that has a prerequisite and the student's final grade in the prerequisite course is not adequate, the student's schedule will be adjusted accordingly.

For these reasons, it is crucial for students to make alternative course selections during the preregistration process.

It is recommended that each student complete his/her course selection sheet and meet with his or her guidance counselor during the preregistration process. Students who do not return their course selection sheets signed by their parent/guardian will have their course selections completed by their guidance counselor.

B. Course Load

The Amityville Union Free School District stands committed to providing the most comprehensive education possible for our students. In order to accomplish this, we maintain a philosophy that allows students to obtain the maximum benefit from their four years of high school by maintaining fully scheduled programs. All students will be scheduled with the following number of credits as a minimum requirement:

Grades 9, 10 and 11: 7 1/2 credits plus PE and lunch

Grade 12: 6 credits plus PE and lunch

Students whose schedules do not meet these minimum requirements will have available courses added to their schedules.

C. Adding Courses

1. A student may only add a course(s) to his/her program after receiving a schedule if the course enrollment allows, and if the student is unassigned during the time the course is offered.

2. Course additions for first-semester and full-year courses can only be made during the first five (5) school days or by permission of the appropriate teacher and building administrator. Students who wish to add a course the second semester may do so after conferring with their counselor, but no later than the first five (5) school days of that semester or by permission of the appropriate teacher and building administrator.

D. Dropping Courses

Dropping courses will only be permitted under extraordinary circumstances after the school year has begun. Students who wish to drop a course(s) must have parental approval as well as the permission of the classroom teacher, guidance counselor, department coordinator, and the proper building administrator.

If a student drops a class after the first quarter, the report card and transcript will show either a "WP" (withdrawn/passing) or a "WF" (withdrawn/failing) for the quarter and final grade.

REPEATING REGENTS EXAMS

By State regulation, a student is entitled to repeat any Regents exam in order to raise his/her examination grade.

If a student retakes a Regents exam, only the higher score will be reported on the transcript. The new Regents Exam grade WILL NOT affect the course grade.

Students may choose to repeat a Regents Exam for the following reasons:

- Previous failure
- To meet graduation requirements for a Regents or Regents Diploma with Advanced Designation
- The personal pursuit of a higher grade
- To work toward earning a Regents Diploma with Honors or Regents Diploma with Advanced Designation with Honors

EARNING A DIPLOMA WITH HONORS

Students may earn a Regents Diploma with Honors or a Regents Diploma with Advanced Designation with Honors by achieving an average of 90 percent or higher in all Regents Examinations, or their equivalent, required for the diploma. Averages below 90 percent shall not be rounded upward to 90 percent.

PROMOTION POLICY

Promotion to the next grade level is based upon successful completion of credits/courses at the student's current grade level. Please review the specific criteria below:

To Grade 10:

5.0 credits - Including English 9, Global Studies 9, 1 unit of Math or Science, and 2 additional credits.

To Grade 11:

10.0 credits - Including English 9 and 10, Global Studies 9 and 10, 1 credit of Science, 1 credit of Math, 1 additional credit in Math or Science, 1 Physical Education credit.

To Grade 12:

15.0 credits - Including English 11, U.S. History, 1.5 Physical Education credits, and be eligible for June graduation.

Please Note: Promotion policy is currently pending Board of Education Approval

ATTENDANCE/GRADE POLICY

The Board of Education and AMHS recognize the important relationship between class attendance and student performance. Consequently, for each marking period a student's grade includes factors such as classroom participation, as well as a student's performance on homework, tests, papers, projects, etc. We expect students to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEDS (absences, tardiness, and early departures) affect a student's class participation grade for the marking period.



ART DEPARTMENT

The Visual Arts program reflects the New York State Learning Standards and exposes the student to a variety of artistic experiences. It allows the student to focus on skills necessary to expand his/her interests, pursue advanced study and/or acquire the skills for entry-level art-related careers.

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

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

Standard 2: Knowing and Using Art Materials and Resources.

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

Standard 3: Responding to and Analyzing Works of Art.

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

Standard 4: Understanding the Cultural Contributions of the Arts.

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

Art Department Course Offerings by Grade Level

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Art Appreciation Studio in Art	Animation Art Appreciation Ceramics - 3D Computer Graphics Drawing & Painting I Fashion Illustration Printmaking Studio in Art	Animation AP Studio Art Art Appreciation Ceramics - 3D Computer Graphics Drawing & Painting I/II Drawing and Painting III Fashion Illustration Independent Study Portfolio Development Printmaking Studio in Art	Animation AP Studio Art Art Appreciation Ceramics - 3D Computer Graphics Drawing & Painting I/II Drawing and Painting III Fashion Illustration Independent Study Portfolio Development Printmaking Studio in Art

Recommended 3-Unit Sequence	Recommended 5-Unit Sequence
<p>Required: Studio in Art</p> <p>Select two (2): Animation AP Studio in Art Art Appreciation Ceramics - 3D Design I, II, III Computer Graphics I Drawing and Painting I & II Fashion Illustration</p>	<p>Required: Studio in Art</p> <p>Select four (4): Animation AP Studio in Art Art Appreciation Ceramics - 3D Design I, II, III Drawing and Painting I & II Drawing and Painting III Fashion Illustration</p>

ANIMATION

Grades 10-12

Full Year

1 Credit

This course will allow the computer savvy student to extend his/her computer art making skills with the goal of creating animation. In this course, we will focus on commonly used graphics software programs such as: Illustrator, Flash animation, iMovie, and iDVD. Students will utilize these programs to transform 2-D and 3-D art into the illusion of movement.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Successful completion of Studio in Art.

AP STUDIO IN ART - 2 DIMENSIONAL DESIGN

Grades 11-12

Full Year

1 Credit

This course does NOT satisfy the Art requirement for graduation.

Advanced Placement Art Studio is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and the execution of their ideas. It is the culminating class in the art department. Student portfolios are judged by the AP College Board in the areas of quality, concentration, and breadth. Therefore, individuality is stressed in the development of student portfolios. Digital art work is also accepted in the area of 2 Dimensional Design. Advanced Placement Art Studio is designed to promote and develop original concepts and ideas in the visual arts. Students are encouraged to become independent thinkers who will contribute inventively and critically to their culture through the creation of art. Students will be actively involved in the preparation of their portfolios for submission to the College Board. Additional attention will be given to student awareness of colleges and career opportunities in the arts. Museum and gallery tours will be organized so that students will have the opportunity and advantage of the direct visual experience.

Homework: As in any college-level course, it is expected that students will spend a considerable amount of time outside of the classroom working on completion of assignments. Sketchbooks are checked frequently for progress. Additional weekend and evening studio time will be made available in the spring prior to the submission of portfolios for the College Board.

Summer Assignment: Your sketchbook should become your “new best friend” over the summer. Students will be encouraged to carry it with them every day, everywhere. At the end of the summer it should reflect YOU and your experiences throughout the summer.

Assessments: Advanced Placement Art Studio is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development. Students will maintain a portfolio of all project work which will become the property of the student upon completion of the course.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Successful completion of Studio in Art and one art elective class.

ART APPRECIATION (A913)**Grades 9-12****Alt. Day****1/2 Credit**

This course explores art and artifacts of world civilizations and tribal societies from the Stone Age to the Renaissance. Students will engage in hands-on studio projects utilizing the elements and principles of design and a variety of techniques and materials to develop an appreciation of culture as expressed in art.

Requirements: Successful completion of all assignments. *Prerequisite:* None

CERAMICS - 3D DESIGN I, II and III (A901)**Grades 10-12****Full year****1 Credit**

This course focuses on the properties of clay and all aspects of hand-built ceramics. Students are instructed in several basic pottery techniques including pinch, coil, and slab, as well as various glazing and decorating techniques. Clay sculpture and other 3D media are introduced including plaster relief, wire sculpture and decoupage masks. Ceramics II and III emphasizes glazing. Students will explore a variety of glazes and experiment with different glazing techniques to develop advanced decorating techniques. Advanced hand building and sculptural techniques will also be explored.

Requirements: Successful completion of all assigned projects. *Prerequisite:* None

COMPUTER GRAPHICS I, II (A917)**Grades 10-12****Full year****1 Credit**

Students will learn several commonly used graphics programs such as PhotoShop and Illustrator in this beginning Media Arts course. Students will utilize these programs to explore the elements and principles of design through electronic media. The course will cover the basics of painting and drawing programs, photographic enhancements, and photographic manipulations. Emphasis will be placed upon integrating art with computers and exposure to potential careers in the computer art field. Computer Graphics II focuses on advanced design techniques and other projects.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Successful completion of Studio in Art.

DRAWING & PAINTING I, II (A902)(A903)**Grades 10-12****Full year****1 Credit**

An elective focused on the concentrated development of drawing and painting skills. The course emphasizes studio experiences to improve the student's ability to see, interpret and render visual experience by graphic means. Students are instructed in the use of pencil, charcoal, and pen & ink as drawing media, as well as watercolor and oil or acrylic for painting. Students are encouraged to explore various forms of creative and personal expression. Course II continues the development of these skills as students complete various projects.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Successful completion of Studio in Art (A900).

ADVANCED DRAWING & PAINTING (A918)**Grades 11-12****Full year****1 Credit**

Building on the fundamentals learned in Drawing & Painting I & II students work in-depth on various projects and design their own series of explorations in both drawing and painting media. Emphasis is placed on topic and personal investigation. This course is designed for the serious art student. At the completion of the course, students will have successfully prepared a portfolio for college presentation.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Successful completion of Drawing & Painting I (A902) or II (A903) and teacher recommendation.

FASHION ILLUSTRATION/COSTUME DESIGN (A905)**Grades 10-12****Full year****1 Credit**

This course gives the student an opportunity to analyze current fashion trends, develop an artistic sense for design and color, and use that knowledge to create their own fashion designs. Students will be instructed in the proper techniques of fashion illustration. Fashion history and costume design will be incorporated. Various media are used including pastels, pen & ink, Conté crayon, charcoal, and pencil. Computer applications will be introduced,

demonstrating how the industry has advanced technologically. All phases of fashion design are studied, exposing the student to various aspects of the fashion industry.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Successful completion of Studio in Art (A900).

INDEPENDENT STUDY (A907)

Grades 11-12

Full year

1 Credit

This course is designed for the advanced art student, who plans on continuing their art education beyond high school, to work one-on-one with a teacher on selected works. Emphasis is placed on portfolio production.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Approval of art teacher.

PORTFOLIO DEVELOPMENT I, II (A920) (A921)

Grades 11-12

Full year

1 Credit

This course focuses on developing an art portfolio. Students will have the opportunity to develop a body of work that conveys both technical and mental growth. Quality rather than quantity will be stressed. Students' visual thinking skills will expand while they create and compile their portfolio and learn appropriate presentation for admittance to art schools. The course will encourage students to create independently while exploring different media and developing their own vision and direction.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Successful completion of Drawing & Painting I or II, and/or recommendation from the Art Department.

PRINTMAKING (A924)

Grades 10-12

Semester

1/2 Credit

Painting & Printmaking is a semester course in which students will explore diverse techniques and approaches to art through paints, monoprints, collographs, linoleum block prints, dry point and many other methods. Students will work in both two-dimensional and low-relief design, learning how paintings and prints can have both textural and sculptural qualities that extend beyond the flat page or canvas. The development of technical skills and artistic vocabulary is emphasized as students create artwork which begins in the sketching and drawing stages, then progresses into final paintings and prints, presentation of prints and bookmaking. *This course is pending Board of Education approval.*

Requirements: Successful completion of all assigned projects. *Prerequisite:* None

STUDIO IN ART (A900)

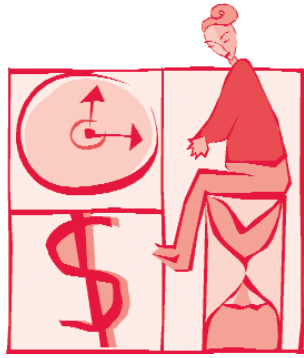
Grades 9-12

Full year

1 Credit

This foundation course meets the state art requirement for graduation. It exposes the student to all aspects of the visual arts; basic drawing and painting theories and techniques, preliminary crafts, and two- and three-dimensional design and graphic arts. It prepares the student for serious study in any of the advanced-level electives. This course satisfies the one unit of Fine Art credit required for graduation.

Requirements: Successful completion of all assigned projects. *Prerequisite:* None



BUSINESS & MARKETING EDUCATION

Business & Marketing Education develops skills that enable students to enter the world of work or college with competence and knowledge in accordance with the NYS Learning Standards.

Business Department Course Offerings by Grade Level

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Career & Financial Management	Career & Financial Management	Accounting	Accounting
Computer Applications I & II	Computer Applications I & II	Business Law	Business Law
Desktop Publishing	Desktop Publishing	Career & Financial Management	Career & Financial Management
Word Processing	Fashion Marketing and Merchandising	CO-OP	CO-OP
	Hospitality, Travel, Tourism Marketing	College Accounting	College Accounting
	Networking Basics	Computer Applications I & II	Computer Applications I & II
	Sports & Entertainment Marketing	E-Commerce	E-Commerce
	Web Design	Entrepreneurship/SUPA	Entrepreneurship/SUPA
	Word Processing	Fashion Marketing and Merchandising	Fashion Marketing and Merchandising
		Hospitality, Travel, Tourism Marketing	Hospitality, Travel, Tourism Marketing
		Introduction to Investments	Introduction to Investments
		Networking Basics	Networking Basics
		Sports & Entertainment Marketing	Sports & Entertainment Marketing
		Web Page Design	Web Page Design
		Word Processing	Word Processing
		Work Study (DOE)	Work Study (DOE)

ACCOUNTING (B603)**Grades 11-12****Full year****1 Credit**

In this course, students will learn the “language of business”. Upon completion, students will be able to use the basic accounting principles and procedures for maintaining accurate financial records for a profit-motivated business. The students will be introduced to automated accounting and will use the computer to process business transactions. This course provides an excellent opportunity to develop career skills in a rapidly expanding and prestigious field.

Requirements: Demonstrate mastery of basic accounting principles and demonstrate proficiency of course content as measured by quizzes, unit tests, projects, midterm exam, and final exam. *Prerequisite:* Basic Mathematics.

BUSINESS LAW (B605)**Grades 11-12****Full year****1 Credit**

This course introduces students to the legal environment in which they live. Students examine the sources of law, its processes and procedures, and its role in our society. Business Law serves as an introduction to legal relationships, contracts, and the employment rights of consumers and business firms, while emphasizing the development of wholesome attitudes towards the law and legal counsel.

Requirements: Demonstrate basic understanding of the law as it relates to the course content through tests, analytical thinking projects, a midterm, and a final exam to receive college credit. *Prerequisite:* Successful completion of Global History & Geography 10 and the Regents exam is required.

CAREER/FINANCIAL MANAGEMENT/WORD PROCESSING (B600A)**Grades 9-12****Semester****1/2 Credit**

Career/Financial Management/Word Processing is required for the student who wishes to fulfill a Business/Marketing sequence. The course content includes “Personal Resource Management” and “The Working Citizen.” In Career/Financial Management/Word Processing the student explores what jobs are available in today’s labor market and what job might be his/her “ticket” to a successful career choice. What “special skills” are employers looking for? This course will prepare the student to enter the work force, as well as to make sound decisions that will lead to career goal success. Lifetime skills, such as time management, budget preparation, managing a checking account, income tax preparation, credit installment buying, job interview skills, insurance, and filling out required employment forms are covered.

Requirements: Demonstrate proficiency in answering State Competency-type questions and proficiency of course content as measured by quizzes, unit tests, homework, departmental midterm and final exam. *Prerequisite:* None

COLLEGE ACCOUNTING (B606)**Grades 11-12****Full year****1 Credit**

This course is designed for the student who is planning to major in Business Administration or Accounting in college or as a career. Together, through a partnership with Long Island University, students will complete the requirements in Principles of Accounting I to obtain three (3) college credits for an introductory college course. In this course, students will learn the rules and procedures of accounting. Learning the “how” and “why” of accounting will not only enable students to keep accurate business records, but will give them the capacity to make wise business decisions.

Requirements: Payment of \$285 to Long Island University in order to receive 3 college credits. Must show proficiency of course content as measured by quizzes, unit tests, projects, midterm exam and final exam in order to receive college credit. *Prerequisite:* Completion of a minimum of ten (10) credits.

COMPUTER APPLICATIONS I (B625)**Grades 9-12****Semester****1/2 Credit**

This hands-on course will use computers and state-of-the-art software to develop computer literacy. Using Microsoft Word and Excel, students will be able to develop keyboarding computer skills, ultimately enabling them to be prepared for postsecondary school or work. Documents such as letters, memorandums, résumés, and MLA research papers will be covered. Students will use the Excel spreadsheet program to create, track and update all types of data. Excel’s calculating functions will allow for the creation of such products as inventories, check registers, sales invoices, payrolls, and grade books.

Requirements: Students will be required to complete a portfolio that will include computer-related products, as well as various business and educational documents. *Prerequisite:* None.

COMPUTER APPLICATIONS II (B626)**Grades 9-12****Semester****1/2 Credit**

This hands-on course uses Microsoft PowerPoint, Publisher and Internet Explorer to develop computer literacy. Using Microsoft PowerPoint as a presentation tool to supplement a speech or lecture, students will be able to show an audience the main topics to be discussed, plus illustrate items with charts or tables. Microsoft Publisher will give students an introduction to Desktop Publishing and Web Design. Microsoft Explorer will enable students to properly use the World Wide Web for educational research and exploration.

Requirements: Students will be required to complete a portfolio that will include computer-related products, as well as various business and educational documents. *Prerequisite:* None.

CO-OP (College Opportunities & Occupational Preparation) (B611/616)**Grades 11-12****Semester****1/2 Credit**

Students will learn how to ease the transition from high school to college by jump-starting the process. Students will research colleges and careers, download applications, master essay writing, obtain recommendations, meet with representatives from various colleges, gather information about scholarships and grants and learn about financial aid. This course will also help the student get the most out of his/her college experience by gaining early insight into such areas as independent living and budgeting. Have fun touring college campuses and investigate dorm life using the Internet. Additionally, if the student is employed, he/she may earn 1/2 credit for every 300 hours that he/she works.

Requirements: Demonstrate basic understanding of the college process through project-based assignments. If the student is obtaining work credit, he/she must submit monthly record of hours worked. *Prerequisite:* Must have completed fall semester of 11th grade. This course is for spring semester of eleventh grade or fall semester of 12th grade.

DESKTOP PUBLISHING (B602)**Grades 10-12****Semester****1/2 Credit**

Desktop Publishing is a method of electronically combining text and graphics to produce professional-looking documents. Using desktop publishing software, the student creates impressive documents such as letters, memos, reports, résumés, invitations, announcements, flyers, news releases, brochures, menus, and newsletters. You don't have to possess artistic talent to produce sophisticated layouts. The student learns "PageMaker," a desktop publishing software package, and develops competency in graphic design principles and publishing techniques, and Adobe Illustrator. These skills provide a foundation for a career that will be in high demand in the workplace of the 21st century.

Requirements: Demonstrate mastery of various project-based assignments. *Prerequisite:* Word Processing and Computer Applications is suggested but is not mandatory.

E-COMMERCE (B620)**Grade 11-12****Semester****1/2 Credit**

This half-year course will allow students to explore opportunities for business success in the second wave of electronic commerce. Students will use personal applications including online banking and consumer education; business applications such as Internet marketing, advertising and security; and doing business on the Web, both domestically and globally.

Requirements: Students will be evaluated on the successful development of a business. They will also build and maintain a commercial Web site. *Prerequisite:* Successful completion of Math A, English 10 and Global History Regents.

ENTREPRENEURSHIP/INTERNATIONAL BUSINESS/SUPA (B607)**Grades 11-12****Full year****1 Credit**

Do you want to run your own business or to be your own boss? While entrepreneurs (small business owners) have a rich history of contributions to economic growth, today we stand in the midst of an entrepreneurial revolution. Entrepreneurship will continue to become the driving force in the global economy. Entrepreneurs, by providing innovative goods and services, will create most of the new job growth in the 21st Century.

Requirements: Demonstrate basic understanding of business principles and successful completion of projects and readings. *Prerequisite:* None.

FASHION MARKETING AND MERCHANDISING (B617)**Grades 10-12****Full year****1 Credit**

Want to become a part of the exciting world of fashion? Taking this course will allow students to learn the principles of marketing and merchandising and apply them to the fashion/apparel and accessories industry. Students will explore the psychology of pricing, promoting and selling in the fashion industry and learn how the major organizations such as DKNY, Ralph Lauren, Sean John and Calvin Klein develop marketing and merchandising strategies. Students will conduct research and use all forms of media to develop original marketing campaigns including window displays and fashion magazines. Students will also analyze retail establishments for color, lighting, theme, organization and display. This course is designed to provide an insight into the high level decision-making and critical-thinking skills pervasive in the fashion industry. Case studies, news media and field trips will often be used to explore current trends and marketing topics. *This course is pending Board of Education approval.*

Requirements: Demonstrate master of various project-based assignments. *Prerequisite:* None.

HOSPITALITY/TRAVEL/ TOURISM MARKETING (B618)**Grades 10-12****Full Year****1 Credit**

Do you like to travel and meet new people? Choosing a career in the hospitality field means becoming involved in one of the nation's largest industries. The opportunities for employment are wide open and available with hotels, motels, restaurants, travel and tourism organizations, resorts, theme parks and corporations. The course will introduce students to the workings of the hotel, food and beverage, and hospitality industries and the tourism industry. Students will be introduced to all aspects of the tourism industry including human resources, customer service, operations, marketing and planning. *This course is pending Board of Education approval.*

Requirements: Demonstrate mastery of various project-based assignments. *Prerequisite:* None.

NETWORKING BASICS (B619)**Grades 10-12****Full Year****1 Credit**

This course introduces students to the field of computer networking. Students will learn the history of networking, including the Internet, how networks are structured, how they operate, and hardware and software requirements and troubleshooting. In addition, the course provides instruction and training in proper care, maintenance, and use of networking software, tools and equipment. The course focuses on the following: network terminology; network protocols; local-area networks (LANs); wide-area networks (WANs); open system interconnection (OSI) model; cabling; cabling tools; routers; router programming; ethernet; Internet protocol (IP) addressing; and networking standards. *This course is pending Board of Education approval.*

Requirements: Demonstrate mastery of various project-based assignments. *Prerequisite:* None.

SPORTS/ENTERTAINMENT**MARKETING (B604)****Grades 10-12****Full year****1 Credit**

Would you like to be part of one of the fastest growing college majors and one of the most exciting and lucrative industries of the future? Sports/Entertainment Marketing is designed for students with an interest in the sports and entertainment industry and its related careers. Basic marketing principles will be studied and applied through projects and simulations. Interactive team projects, guest speakers, and field trips will enhance student learning. The students will actively use their knowledge and skills to promote sporting/entertainment events both on campus and within the community.

Requirements: Demonstrate basic understanding of business principles and successful completion of projects and readings. *Prerequisite:* None.

WALL STREET: INTRODUCTION**TO INVESTMENTS (B627)****Grade 11-12****Semester****1/2 Credit**

This half-year course will allow students to explore and analyze the basic business areas of management, economics, and finance in today's business world. Students will develop an introductory knowledge of the ABC's of investing in the stock market. Stocks, mutual funds and 401(k) plans as investment and retirement options will be discussed. The use of current events will be stressed and applied to the challenges of investing. Students will relate how economic and business principles affect investments through guest speakers, stock market contests on the Internet and classroom lectures and activities.

Requirements: Students will be required to complete a portfolio containing a series of computer-related projects on business and the Internet. *Prerequisite:* Successful completion of grade 10.

WEB DESIGN (B621)**Grades 10-12****Semester****1/2 Credit**

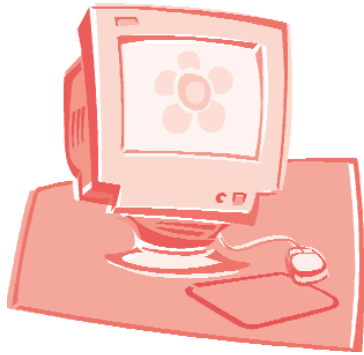
Students will learn to create Web pages and sites for small business and personal use through the use of HTML (Hypertext Mark Up Language) programming and Macromedia Dreamweaver, the most dynamic web developmental tools in the industry today. Students will produce websites containing hyperlinks, graphics, multimedia, etc. Importing and exporting files, editing and designing the content of their sites will also be explored.

Requirements: Demonstrate an understanding through creation of numerous websites with specific criteria ad determined by instructor. *Prerequisite:* None

WORD PROCESSING (B600B)**Grades 11-12****Semester****1/2 Credit**

This is a comprehensive course in the use and operation of word processing software on a microcomputer. Topics include keyboarding skill building and entering, editing, formatting, saving and retrieving data. Students participate in the printing of various business and school documents. Specialized topics include the creation of tables, footnotes/endnotes, headers/footers, page numbers, and graphics.

Requirements: The completion of several projects including a research paper. *Prerequisite:* None.



CAREER & TECHNICAL EDUCATION (CTE)

Based upon the New York State standards, the AMHS Career and Technical Education Program provides an opportunity for our students to integrate learning with career decision-making and skills enhancement.

Standard 1: Career Development

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

Standard 2: Integrated Learning

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

Standard 3: Universal Foundation Skills

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

Standard 4: Career Majors

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

There are three (3) tracks available under the CTE umbrella: Business & Marketing, Wilson Tech/BOCES, and Technology Education. Career & Financial Management is **required** for ALL CTE students.

1.	2.	3.
Business & Marketing Sequences (BOCES)	Wilson Technology Sequences	Technology Education Sequences

**DIVERSIFIED OCCUPATIONAL
EDUCATION/ Work Study (B608)**

Grades 11-12

Full year

1-3 Credits

“Work Study” - students may earn up to a maximum of three (3) credits; (1 credit = 300 hours of work; two (2) credits = 600 hours of work; one credit for class)

Work Study is designed for the student who wants to learn work and life skills for the 21st Century. It provides on-the-job training for both college and work-bound students. The purpose of the program is to allow a student to practice the skills mastered in high school by working in a field of their choice. It will assist in the understanding of how to develop their talents in college or through further on-the-job training. Students learn résumé writing, proper interview techniques, how to find a job and keep it, life skills, college survival and much more.

Requirements: Students must provide their own transportation, a work permit, and a Social Security card. All jobs must be “on the books.” No hours will be permitted for “off the books” positions. *Prerequisite:* None

Sequence for Diversified Occupation Education

Minimum five (5) units should include:

Career & Financial Management	1 unit
Related D.O.E. Class	1 unit
Supervised Work Hours	2 units
Related Occupational Instruction	1 unit (Selected from 1 of the 4 tracks)

Business Education	Wilson Technology	Technology Education
Word Processing	Choice of 36	Media Production
Computer Applications I & II	See Guidance Counselor for Details	Photography
CAD		
Desktop Publishing		
Accounting		
Sports/Entertainment		
Marketing		
Business Law		
College Accounting		
Entrepreneurship/ International Business		



ENGLISH LANGUAGE ARTS (ELA)

New York State Common Core Standards

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable, and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that students are prepared to succeed in our global economy and society; and
- Are evidence-based.

Key Points of English Language Arts

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college – and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more of whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for a second school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining documents about what and how to teach states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing – a basic form of argument – extending down into the earliest grades.
- Research – both short, focused projects (such as those commonly required in the workplace) and longer term in-depth research – is emphasized throughout the standards, but most prominently in the writing strand, since a written analysis and presentation of findings is often critical.
- Annotated samples of student writing accompany these standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking, as well as through media.
- An important focus of the speaking and listening standards is academic discussion in on-on-one, small group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking and must be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conversations are treated in their own strand, not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school life in the 21st century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

English Department Course Offerings by Grade Level

Grade 9	Grade 10	Grade 11	Grade 12
9 Honors 9 Regents	10 Honors 10 Regents Elective: Creative Writing	11 Regents AP Language & Composition Electives: Creative Writing Public Speaking	12 Regents AP Literature & Composition College Writing Narratives of Culture Black History & Literature Genocide in the 20th Century Electives: Creative Writing Public Speaking Genocide in the 20th Century

ENGLISH 9H (E100)

Grade 9

Full year

1 Credit

This is the freshman course in the Honors Program in English. The student with outstanding ability, work habits and motivation is eligible for this course. The course will be offered to students on the basis of superior scores on standardized tests and high grades in English. Writing samples will also be reviewed. This is an enriched program that presents material in depth, includes a Shakespearean play, emphasizes the writing process, and includes a research paper.

Requirements: Successful completion of the course work through tests, quizzes, projects, and midterm and final examinations.

Prerequisite: Successful completion of Grade 8 English with a grade of 85% or higher and teacher recommendation.

ENGLISH 9R (E101)

Grade 9

Full year

1 Credit

Study is directed toward a variety of literary works, including a Shakespearean play, and develops the student's ability to express him/herself through his/her writing. Vocabulary building and speaking skills are also included in this Regents-level course.

Requirements: Successful completion of the coursework through tests, quizzes, projects, and midterm and final examinations.

A research paper is required. *Prerequisite:* Successful completion of Grade 8 English.

ENGLISH 10H (E102)

Grade 10

Full year

1 Credit

This course is open to students who have demonstrated exceptional ability in a previous English class, and who have received superior scores on standardized tests. This is a more intensive course than the 10R program. Summer reading assignments will be given. A Shakespearean play is included in the curriculum and a research paper is required.

Requirements: Successful completion of the coursework through tests, quizzes, projects, and midterm and final examinations.

Prerequisite: Successful completion of English 9 (E100 or E101) with a grade of 85% or higher and teacher recommendation.

ENGLISH 10R (E103)

Grade 10

Full year

1 Credit

The tenth-grade curriculum is directed towards the continuing development of the ELA Standards and the honing of the student's skills in reading comprehension, listening, writing, and speaking. The student studies literary works and demonstrates critical thinking in his/her ability to communicate both orally and in writing. This provides the student with awareness that learned reading and writing skills are applicable to any subject area and in everyday use.

Requirements: Successful completion of the coursework through tests, quizzes, projects, and midterm and final examinations.

Prerequisite: Successful completion of English 9 (E100 or E101).

ADVANCED PLACEMENT LANGUAGE & COMPOSITION (E135)

Grade 11

Full year

1 Credit

This course engages students in analysis of prose from a variety of periods, disciplines and rhetorical contexts. The course is designed to make students aware of how writers use meaning and structure language to communicate their purposes. Moreover, it is geared toward transforming students into skilled writers who compose for a variety of purposes. The major objective of the course is to prepare for the Advanced Placement Examination in May. A summer reading and writing assignment is required for all students. Any student who enters the course in September must complete the summer assignment. *This course is pending Board of Education approval.*

Requirements: Successful completion of all coursework through tests, quizzes, projects and midterms and final examinations.

The AP Examination is administered in May and is a course requirement by Board of Education mandate. Students must also take the English Regents exam in order to meet graduation requirements. *Prerequisite:* Successful completion of English 10, GPA of at least 85, English teacher recommendation.

ENGLISH 11R (E105)**Grade 11****Full year****1 Credit**

This course continues to expose the student to various literary themes and genres emphasizing American Literature and the development of our American literary heritage. Emphasis is placed on the continued development of skills and writing abilities. A major Shakespearean play is presented to provide the student with a wider experience in literature. A research paper will be required.

Requirements: Successful completion of the course work through tests, quizzes, projects, mid-term, and final examination. A research paper is required. The student takes the New York State Comprehensive Regents Examination in English in January and/or June. *Prerequisite:* Successful completion of English 10 (E102 or E103).

ENGLISH 12R (E106)**Grade 12****Full year****1 Credit**

This course is designed to offer the student exposure to several different types of literature in various genres. The list of themes studied includes the following: Gothic Literature; Shakespearean Drama; Women's Roles; and World Literature. A research paper will be required.

Requirements: Successful completion of the coursework through tests, quizzes, projects, and midterm and final examinations. A research paper is required. Students will take the New York State Comprehensive Regents Examination in English at the completion of the course. *Prerequisite:* Successful completion of English 11R (E104 or E105) and passing of the New York State Comprehensive Regents Examination in English.

ADVANCED PLACEMENT LITERATURE & COMPOSITION (E107)**Grade 12****Full year****1 Credit**

This course is designed for the student who demonstrates an exceptional ability in the language arts areas of listening, speaking, reading, and writing. The student will examine representative works from several genres and periods to develop literary appreciation and knowledge of literary concepts and the resources of language. Writing assignments may include essays, poetry, drama, and short fiction. The major objective of the course is to prepare for the Advanced Placement Examination. A summer reading and writing assignment is required of all students. The student who enters the course in September must complete the summer assignment.

Requirements: Successful completion of the coursework through tests, quizzes, projects, and midterm and final examinations. A research paper is required. The AP examination is administered in early May and is a course requirement by Board of Education mandate. *Prerequisite:* Successful completion of English 11 (E104 or E105) and passing of the New York State Comprehensive Regents Examination in English, GPA of at least 85 and English teacher recommendation.

BLACK HISTORY & LITERATURE (E132/H216)**Grade 12****Full year****1 Credit**

This interdisciplinary course allows students to gain advanced understanding of how and why Africans were enslaved through the study of history and literature. The course will examine the struggles and strife of slavery through emancipation, and the modern day problems of African-Americans to establish an identity in the new millennium.

Requirements: Demonstrate proficiency of the course as measured by the student's ability to complete required assignments. *Prerequisite:* Successful completion of English 9, 10, and 11 and Global 9, 10, and U.S. History.

COLLEGE WRITING/SUPA (PRACTICES IN ACADEMIC WRITING) (E128)**Grade 12****Full Year****1 Credit**

Students will learn strategies of critical academic writing in various genres, including analysis, argument, and researched writing. Students learn to develop ideas through the choices they make as writers - from invention to making and supporting claims, to sentence-level editing to designing finished print and digital texts. The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context, including issues of power, history, difference, and community. Students explore the history and knowledge that shape the positions from which they write and that inform the perspectives of various audiences, and they learn to recognize that writing as a true communicative act may potentially change the perspectives of both the writer and audience. Developing this understanding helps students perceive ways in which their work as writers extends beyond the immediate requirements of the classroom and prepares them for effective engagement with issues in the workplace, local community, and global society. This course is organized into three units during which students engage in various activities that culminate in a formal paper for each unit. Additionally, students may choose the option of receiving three college credits through Syracuse University for a cost of \$110 per credit.

Requirements: Critical analysis and evaluation are emphasized through activities and papers. A research paper is required. *Prerequisite:* Successful completion of 11R.

CREATIVE WRITING (E132)**Grades 10-12****Semester****1/2 Credit**

This course is designed to encourage students to continue writing by tapping into their creativity and imaginations. Students will explore various forms of writing by tapping into their creativity and imaginations. Students will explore various forms of writing, including stories, plays, horror and Sci-fi. This course also aims to increase students' understanding of sentence



ENGLISH AS A SECOND LANGUAGE

Our AMHS ESL program and courses are driven and guided by the New York State Learning Standards for Languages Other Than English (LOTE).

Standard 1: Communications Skills

English Language Learners will be able to learn and speak the English Language with proficiency.

Standard 2: Cultural Understanding

English Language Learners will develop an understanding of the American culture.

ESL/LOTE Department Course Offerings by Grade Level

Grade 9 - 12
Beginning ESL Intermediate ESL Advanced ESL

LIMITED ENGLISH PROFICIENCY

(E110, E111, E112)

Grades 9-12

Full year

1 Credit

Beginner, Intermediate, and Advanced ESL courses are offered in an integrated setting. Individualized speaking, listening, reading, and writing are emphasized to help the student assimilate and meet state requirements. This course is mandatory for the student whose native language is not English and whose proficiency in English does not meet the standards as set forth by the New York State Education Department as determined by the LAB-R and/or the NYSESLAT.

Requirement: Student must successfully have a passing score on the NYSESLAT in order to exit the program.

Prerequisite: Qualifying LAB-R and/or NYSESLAT score.



HEALTH & PHYSICAL EDUCATION

Health and Physical Education reflects the New York State Learning Standards, the list of which includes the following:

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage his/her personal and community resources.

Health & Physical Education Department Courses/Activities by Grade Level

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<p><i>COURSES:</i> PE</p> <p><i>PE ACTIVITIES:</i> Soccer Fitness/Wellness Step Aerobics Touch Football Track/Field Volleyball/Badminton Softball European Handball Basketball Tennis Ultimate Frisbee Weight Training Fitness Assessment</p>	<p><i>COURSES:</i> PE</p> <p><i>PE ACTIVITIES:</i> Soccer Fitness/Wellness Step Aerobics Touch Football Track/Field Volleyball/Badminton Softball European Handball Basketball Tennis Ultimate Frisbee Weight Training Fitness Assessment</p>	<p><i>COURSES:</i> PE Health</p> <p><i>PE ACTIVITIES:</i> Soccer Fitness/Wellness Step Aerobics Touch Football Track/Field Volleyball/Badminton Softball European Handball Basketball Tennis Ultimate Frisbee Weight Training Fitness Assessment</p>	<p><i>COURSES:</i> PE Health</p> <p><i>PE ACTIVITIES:</i> Soccer Fitness/Wellness Step Aerobics Touch Football Track/Field Volleyball/Badminton Softball European Handball Basketball Tennis Ultimate Frisbee Weight Training Fitness Assessment</p>

HEALTH (Y1700)**Grades 10-12****Semester****1/2 Credit**

Mental, physical, and social health are studied to help the student understand him/herself and to respect others. The goal is to develop responsible and mature stress management, communication, planning and goal setting, advocacy and decision-making skills. Topics include the New York State mandated units on drugs, alcohol, tobacco, and survival in emergency situations. Other topics include mental health, family living, human sexuality and consumer health, including AIDS education. The development of self-direction and responsibilities provide the primary focus.

Requirements: Successful completion of all units, projects, midterm, and final examinations. NOTE: Required for graduation. *Prerequisite:* Completion of a minimum of seven (7) credits.

PHYSICAL EDUCATION**[(P1100, P1101, P1102, P1103)]****Grades 9-12****Alt. Days****1/2 Credit**

The student learns to participate in a variety of physical activities in a way that provides him/her with the basis for a lifetime of wellness. Students will also learn the health consequences of living a sedentary lifestyle.

Requirements: Successful attendance and participation in units of instruction. Under New York State mandates the student must change into proper attire for participation in physical education class, the list of which includes the following: sneakers, sweats, shorts, and t-shirt. The student must utilize school locks on gym lockers for security purposes. *Prerequisite:* None.

MEDICAL EXEMPTIONS

Only students presenting a doctor-approved note to the school nurse are excused from physical education. Students officially excused from classes are required to continue to report to the class on time for attendance purposes. Students will then be given a pass to the library where they must sign in and carry out their assignments.



LANGUAGES OTHER THAN ENGLISH (LOTE)/WORLD LANGUAGES

Our AMHS LOTE program and courses are driven and guided by the New York State Learning Standards for Languages Other Than English.

Standard 1: Communications Skills

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

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings.

LOTE Department Course Offerings by Grade Level

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Spanish 1 Spanish 2	Spanish 1 2 3R 3H	Spanish 1 2 3R 3H 4/5	Spanish 1 2 3R 3H 4/5
French 1 French 2	French 1 2 3R	Advanced Placement Spanish/SUPA French 1 2 3R 4/5	Advanced Placement Spanish/SUPA French 1 2 3R 4/5
		Spanish for Native Speakers	Spanish for Native Speakers

SPANISH 1 (L510)**Grades 9-12****Full year****1 Credit**

This course develops communicative proficiency at the beginning level in the four basic language skills of listening, speaking, reading, and writing. Topics that form the basis for meaningful communication in Spanish culture are introduced through relevant situations. Related functional expressions, vocabulary and structures are presented and practiced by means of drill, analysis, synthesis, application, and personalization. The unique sights, sounds, and tastes of the target culture are integrated into the program through the use of authentic material, audio-visual aids, and projects.

Requirements: The student must demonstrate basic proficiency in listening, speaking, reading, and writing through the use of coursework assignments. *Prerequisite:* None.

SPANISH 2 (L511)**Grades 9-12****Full year****1 Credit**

This course develops communicative proficiency at the intermediate level. The four skills of listening, speaking, reading, and writing are expanded by means of intermediate-level topics, situations, functional expressions, and structures. Topics include: Personal Identification, House and Home, Public and Private Services, Family Life, Community and Neighborhood, Physical Environment, Meal Taking, Health and Welfare, Education, Earning a Living, Leisure, Shopping, Travel, and Current Events. Cultural understanding is developed by means of authentic materials and experiences that reflect both daily customs and values, and the art, music, literature, and cuisine that are enjoyed and valued by the target culture.

Requirements: The student must demonstrate proficiency in the four basic language skills (i.e., listening, speaking, reading, and writing). *Prerequisite:* Successful completion of Spanish 1 (L510).

SPANISH 3R (L512)**Grades 10-12****Full year****1 Credit**

This course develops communicative proficiency at the intermediate level. The four skills of listening, speaking, reading, and writing are expanded by means of intermediate-level topics, situations, functional expressions, and structures. Topics include: Personal Identification, House and Home, Public and Private Services, Family Life, Community and Neighborhood, Physical Environment, Meal Taking, Health and Welfare, Education, Earning a Living, Leisure, Shopping, Travel, and Current Events. Cultural understanding is developed by means of authentic materials and experiences that reflect both daily customs and values, and the art, music, literature, and cuisine that are enjoyed and valued by the target culture. The student prepares for the Regents examination, which is a test of intermediate-level proficiency.

Requirement: The student must demonstrate proficiency in the four basic language skills (i.e., listening, speaking, reading, and writing). The student takes the New York State Comprehensive Regents Examination in Spanish upon completion of the course. *Prerequisite:* Successful completion of Spanish 2 (L511).

SPANISH 3 HONORS (L512H)**Grades 10-12****Full year****1 Credit**

This course provides a more rigorous and in-depth study of the second half of Checkpoint B as described in the New York State Syllabus. It emphasizes the four skills of listening, speaking, reading and writing. Cultural understanding is developed by means of authentic materials and experiences that reflect both daily customs and values, and the art, music, literature and cuisine that are enjoyed and valued by the target culture. The student prepares for the Regents exam in June. This course is designed for students who plan to continue in Spanish 4 and 5. *Requirements:* The student must successfully complete all coursework, tests, quizzes, and projects. Students will take the Spanish Regents exam in June. *Prerequisite:* Successful completion of Spanish 2 with an average of 85 or above and/or teacher recommendation.

SPANISH 4/5 (L520)**Grades 10-12****Full year****1 Credit**

The student studies everyday life and regional customs of the Hispanic countries. Activities will include literature chosen to compare and contrast Hispanic and American cultures and the sampling of regional cooking. The student increases his/her use of the language by creating projects, commercials, skits, show-and-tell, and discussion of current events using *Las Noticias*, a weekly Long Island Spanish-language newspaper. In addition, the course includes a unit on the history of Spain, giving the student some background of the culture that he/she studies.

Requirements: The student must demonstrate knowledge of the Hispanic culture and language measured by a variety of projects. *Prerequisites:* Successful completion of Spanish 3R (L512) and passing the Comprehensive Spanish Regents Exam.

SPANISH FOR NATIVE SPANISH SPEAKERS**(L527)****Grades 11-12****Full year****1 Credit**

In this course, students will be introduced to Hispanic and Latino history and culture. Students will be exposed to the great literary works of authors of Spain, Latin America, and the United States, as well as to contemporary theatre and film. The primary goal is to increase the students' vocabulary, listening skills, reading and writing skills, and verbal ability in Spanish. Students will come to understand and appreciate the regionalism that exists in a language that is spoken officially in many countries of the world.

Requirements: Successful completion of coursework through tests, quizzes, projects, a midterm and final exam.

Prerequisite: Successful completion of Spanish 3R and a 90% or higher on the Comprehensive Spanish Regents Exam.

FRENCH 1 (L500)**Grades 9-12****Full year****1 Credit**

This course develops communicative proficiency at the beginning level in the four basic language skills of listening, speaking, reading, and writing. Topics that form the basis for meaningful communication in any culture are introduced through relevant situations. Related functional expressions, vocabulary and structures are presented and practiced by means of drill, analysis, synthesis, and personalization. The unique sights, sounds and tastes of the target culture are integrated into the program through the use of authentic materials, audio-visual aids, and projects.

Requirements: Successful completion of the coursework through tests, quizzes, projects, and midterm and final examinations. The student must demonstrate basic proficiency in the four language skills: listening, speaking, reading, and writing. *Prerequisite:* None

FRENCH 2 (L501)**Grades 9-12****Full year****1 Credit**

This course develops communicative proficiency at the intermediate level. The four skills of listening, speaking, reading, and writing are expanded by means of intermediate-level topics, situations, functional expressions and structures. Topics include: Personal Identification, House and Home, Public and Private Services, Family Life, Community and Neighborhood, Physical Environment, Meal Taking, Health and Welfare, Education, Earning a Living, Leisure, Shopping, Travel, and Current Events. Cultural understanding is developed by means of authentic materials and experiences that reflect both daily customs and values, and the art, music, literature, and cuisine that are enjoyed and valued by the target culture.

Requirements: Demonstrate proficiency in the four basic language skills. *Prerequisite:* Successful completion of French 1 (L500) or equivalent middle school courses.

FRENCH 3R (L502)**Grades 10-12****Full year****1 Credit**

This course develops communicative proficiency at the intermediate level. The four skills of listening, speaking, reading, and writing are expanded by means of intermediate-level topics, situations, functional expressions and structures. Topics include: Personal Identification, House and Home, Public and Private Services, Family Life, Community and Neighborhood, Physical Environment, Meal Taking, Health and Welfare, Education, Earning a Living, Leisure, Shopping, Travel, and Current Events. Cultural understanding is developed by means of authentic materials and experiences that reflect both daily customs and values, and the art, music, literature, and cuisine that are enjoyed and valued by the target culture. The student prepares for the Regents examination which is a test of intermediate-level preparation.

Requirements: Successful completion of the coursework through tests, quizzes, projects, midterm, and a passing grade on the Comprehensive French Regents Examination. *Prerequisite:* Successful completion of French 2 (L501).

FRENCH 4/5 (L521)**Grades 11-12****Full year****1 Credit**

The student discusses everyday life and regional customs of francophone countries. Reading, writing, listening, and speaking activities include short stories, fables, fairy tales, and plays chosen to demonstrate the French culture.

Requirements: The students must demonstrate knowledge of the francophone world through written, cultural, and speaking projects. *Prerequisite:* Successful completion of French 3R (L502) and passing the Comprehensive French Regents Examination.



MATHEMATICS DEPARTMENT

New York State Common Core Standards

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable, and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that students are prepared to succeed in our global economy and society; and
- Are evidence-based.

Key Points of Math Standards

- The high school standards call on students to *practice applying mathematical ways of thinking to real world issues and challenges*; they prepare students to think and reason mathematically.
- The high school standards set a *rigorous definition of college and career readiness*, by helping students develop a depth to understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- The high school standards *emphasize mathematical modeling*, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. For example, the draft standards state: “Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. It is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods. When making the mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predications with data.”

Math Department Course Offerings by Grade Level

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Integrated Algebra	Integrated Algebra	Concepts in Geometry	Pre-Calculus	Pre-Calculus
	Geometry IH	Geometry I	Investigations in Math	AP Calculus AB & BC
	Computer Programming 1R/2R	Computer Programming 1R/2R	Intro to Probability & Stats	AP Statistics
		AP Statistics	Algebra II/Trigonometry	Computer Programming IR/2R
		Algebra II/Trigonometry H	Computer Programming IR/2R	AP Computer Science
		Intermediate Algebra	AP Computer Science	Algebra II/Trigonometry
			AP Statistics	College Algebra
			Intermediate Algebra	Investigations in Math
			Finite Math	Intro to Probability & Stats
			Geometry	Intermediate Algebra
			Finite Math	

INTEGRATED ALGEBRA (M330)

Grade 9

Full year

1 Credit

This course is the first year sequence in mathematics. This is not the algebra of 30 years ago. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Students will study solving linear equations in one variable, quadratic functions, absolute value and exponential functions, systems of equations, coordinate geometry, data analysis, and elementary probability theory. The course culminates with the Integrated Algebra Regents exam.

Requirements: Successful completion of all units, tests, quizzes, and exams. *Prerequisite:* None

ALGEBRA LAB (M330L)

Grade 9

Alt. Days/Full year

1/2 Credit

This course will reinforce the concepts taught in the Algebra course.

GRAPHING

CALCULATOR LAB (M332L)

Grade 9

Alt. Days/Full Year

1/2 Credit

This course will focus on the uses of the Ti-graphing calculator to solve mathematical problems. The goal is to enhance a student's problem solving skills and expose them to real world mathematical applications. The Ti-graphing calculator is used in all high school math courses as well as in college. A graphing calculator is used in this course. *Pending Board of Education approval.*

GEOMETRY I HONORS (M331H)

Grade 9

Full year

1 Credit

This course is an enriched honors Geometry curriculum, going into depth with many of the topics of Geometry 1 and is a one-year course.

Requirements: A graphing calculator is used in this course. Students will take the Geometry Regents exam.

Prerequisite: Students must have attained a minimum of 85% as a final grade in the Integrated Algebra course and Regents exam and have the teacher's recommendation.

CONCEPTS IN GEOMETRY (M314) **Grade 10** **Full year** **1 Credit**
This course builds on the algebra and geometry skills and content taught in Integrated Algebra. Concepts in Geometry is aligned with the New York State Standards in Math and includes the connections and applications of geometry in algebra, measurement, number systems, statistics and probability. Additional topics include geometric relationships construction, locus, informal and formal proofs, transformational geometry and coordinate geometry.

GEOMETRY I (M331) **Grade 10-11** **Full year** **1 Credit**
This course builds on the algebra and geometry skills and content taught in Integrated Algebra. Geometry I is taught through the five content strands and five process strands of the New York State Core Mathematics Curriculum. This course includes the connections and applications of geometry in algebra, measurement, number systems, statistics and probability. Topics include geometric relationships construction, locus, informal and formal proofs, transformational geometry and coordinate geometry.

Requirements: A graphing calculator is used in this course, which culminates with the Geometry Regents exam in June. If students pass this exam, this satisfies, in part, the requirement of passing three math Regents exams for an Advanced Regents Diploma. *Prerequisite:* Students must have attained a minimum of 85% as a final grade in the Integrated Algebra course and Regents exam.

GEOMETRY I LAB (M331L) **Grade 10-11** **Alt. Days/Full year** **1/2 Credit**
This will reinforce the concepts taught in the Geometry class.

ALGEBRA II/TRIGONOMETRY HONORS (M334H) **Grades 10-12** **Full year** **1 Credit**
This is the third course in the New York State Mathematics Regents Program. This course will cover topics including intermediate algebra, advanced algebra, exponential and logarithmic functions, trigonometry, the complex system, sequences and series, probability, permutations, combinations and statistics. In addition to completing the topics in Algebra II/Trigonometry, this course covers pre-calculus topics. A graphing calculator will be utilized in this course. *Requirements:* Students will take the Algebra II/Trigonometry Regents Exam in June. *Prerequisite:* Students must have attained a minimum of 85% as a final grade in Geometry or equivalent and have a teacher recommendation.

ALGEBRA II/TRIGONOMETRY (M334) **Grades 10-12** **Full year** **1 Credit**
This is the third course in the New York State Mathematics Regents Program. This course will cover topics including intermediate algebra, advanced algebra, exponential and logarithmic functions, trigonometry, the complex system, sequences and series, probability, permutations, combinations and statistics. A graphing calculator will be utilized in this course. *Requirements:* Students will take the Algebra II/Trigonometry Regents Exam in June. *Prerequisite:* Geometry or equivalent.

ALGEBRA II/TRIGONOMETRY LAB (M334L) **Grades 10-12** **Alt. Days/Full year** **1/2 Credit**
This course will reinforce the concepts taught in Algebra II/Trigonometry.

PRE-CALCULUS (M308) **Grades 11-12** **Full year** **1 Credit**
In this course, functions provide the unifying focus. In particular, the students explore polynomial, rational, exponential, logarithmic, and circular functions. Analytic geometry is integrated throughout and special emphasis is given to the conic sections.
Requirements: Successful completion of all units, quizzes, tests, midterm, final examination, and Algebra II/Trigonometry examination. *Prerequisite:* Successful completion of Algebra II/Trigonometry.

INTERMEDIATE ALGEBRA (M318)**Grades 10-12****Full year****1 Credit**

This course includes applications of algebraic, geometric, and trigonometric skills in real-life and career-oriented situations. Appropriate uses of technology, including graphing calculators, computers, and computer-based laboratories will be the major thrust toward integrating these skills.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Passing the Integrated Algebra Regents examination.

INVESTIGATIONS IN MATH (M333)**Grades 11-12****Full year****1 Credit**

This course is an extension of mathematics beyond the Regents sequence. Students will be exposed to the real world applications of mathematics. Topics will include, but are not limited to: logic, matrices, statistics, graphical analysis, math for consumers and geometry. As a result of this course, students will gain valuable insight into the college placement exam. A quarterly exam should be given at the end of each marking period. Graphing calculators will be used in this course. The Ti-83 or the Ti-84 graphing calculator is recommended. Projects will incorporate the skills the students will be taught for each topic. Students will work in both cooperative groups and individually. This course culminates in a departmental final exam.

Requirements: Successful completion of all projects tests, quizzes, and final exams. *Prerequisite:* Successful completion of two math courses.

FINITE MATH (M310)**Grades 11-12****Full year****1 Credit**

This full-year course includes the study of set theory, sequences and series, matrices, polynomial functions, and statistics. Real-world mathematical modeling provides a major focus.

Requirements: Successful completion of all units, quizzes, tests, midterm, and final examination. *Prerequisite:* Successful completion of Pre-Calculus (M308) or Algebra II/Trigonometry.

**INTRODUCTION TO PROBABILITY
AND STATISTICS (M324)****Grades 11-12****Full year****1 Credit**

Students are introduced to major concepts and tools for collecting, exploring and analyzing data and for making conclusions from their analysis. Areas of exploration include: measures of central tendency, standardized scores (z-scores), box plots, stem plots, histograms, scatter plots, correlation and linearity, linear, exponential, logarithmic and power regressions, residual plots, outliers, frequency tables, normal distributions, probability as relative frequency, sampling distributions, confidence intervals, tests of significance and chisquare tests.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Passing grade on Integrated Algebra Regents examination.

COLLEGE ALGEBRA (M319)**Grades 11-12****Full year****1 Credit**

This course is appropriate for college-bound students who need to enhance their Algebra skills before entering college. The topics covered in this course include: exponential and logarithmic functions, graphs, equations, and analytical geometry.

Requirements: Successful completion of all assigned projects. *Prerequisite:* Passing of Algebra II/Trigonometry course and Regents examination.

**ADVANCED PLACEMENT
STATISTICS (M339)****Grades 10-12****Full year****1 Credit**

This course is designed to be comparable to a typical noncalculus-based technology introductory statistics course taught in a college/university. The course emphasizes (1) exploring data (2) planning a study, (3) anticipating patterns and (4) statistical inference. The graphing calculator will be the chief tool for data analysis. Students are required to take the AP Exam in May.

Requirements: Successful completion of all units, quizzes, tests, and exams. *Prerequisite:* Algebra II/Trigonometry.

ADVANCED PLACEMENT**CALCULUS AB/SUPA (M309)****Grade 12****Full year****1 Credit**

This is a standard introductory college-level course covering analytic geometry, elementary differential calculus and elements of integral calculus. Understanding of the theoretical underpinnings of calculus provides a major focus. This course is recommended for the student whose achievement and interest level demonstrate an ability to comprehend a rigorous approach to mathematics. The student is exposed to the AP Calculus AB curriculum and will be prepared to take the AP Calculus AB Examination. The intent is that the student, on the basis of his/her Advanced Placement Examination score, may receive college credit for one or two semesters of college mathematics. The AP examination is given in early May and is a course requirement by Board of Education mandate. Additionally, students may choose the option of receiving four college credits through Syracuse University for a cost of \$110 per credit. *Requirements:* Successful completion of all units, quizzes, tests, midterm, and final examination. *Prerequisite:* Successful completion of Pre-Calculus (M308).

ADVANCED PLACEMENT**CALCULUS BC (M338)****Grade 12****Full year****1 Credit**

This course consists of a full academic year of work in calculus. In addition to the topics covered in Calculus AB, the BC course includes other topics such as infinite series, differential equations, logistic growth and vector functions. Students are required to take the AP Exam in May. The AP Exam will have both a BC score and an AB subscore.

Requirements: Successful completion of all units, quizzes, tests, and exams. *Prerequisite:* Pre-Calculus.

COMPUTER**PROGRAMMING 1R (M311)****Grades 9-12****Semester****1/2 Credit**

This is a one-semester course consisting of an introduction to programming in the Visual BASIC language. Computer Visual Basic Language 6 statements and commands such as PRINT, FOR-NEXT, nested loops, random numbers, and string manipulations are included. The student is expected to write original programs to solve problems in mathematics, business, and science.

Requirements: Successful completion of all units, projects, quizzes, tests, and final examination. *Prerequisite:* None

COMPUTER**PROGRAMMING 2R (M312)****Grades 9-12****Semester****1/2 Credit**

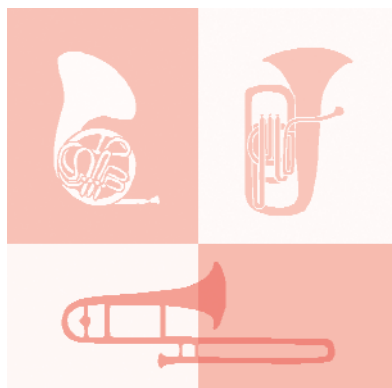
This is a one-semester course covering intermediate concepts of programming in Visual BASIC 6. It requires techniques of structured programming and introduces sorting and searching, algorithms, data file programming and multidimensional arrays. The student uses Visual Basic 6 to design a user interface, write codes in Visual Basic and use controls in Visual Basic. The student writes original programs of varying degrees of complexity.

Requirements: Successful completion of all units, projects, quizzes, tests, and final examination. *Prerequisite:* Successful completion of Computer Programming 1R (M311).

ADVANCED PLACEMENT**COMPUTER SCIENCE (M317)****Grades 11-12****Full year****1 Credit**

This course focuses on topics that typically would be included in six (6) semester hours of college-level computer science work for a computer science major. By Board of Education mandate, the student must take the Advanced Placement Computer Science examination, administered in May.

Requirements: Successful completion of all units, projects, quizzes, tests, and final examination. *Prerequisite:* Successful completion of Computer Programming 2R (M312) and permission of administration.



MUSIC DEPARTMENT

In accordance with the New York State Learning Standards, the music program offers the student a hands-on study of music by participating in performing groups. We provide students with an opportunity to advance their knowledge of music and its history by offering music theory studies.

Standard 1: Creating Performing and Participating in the Arts.

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

Standard 2: Knowing and Using Art Material and Resources.

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

Standard 3: Responding to and Analyzing Works of Art.

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

Standard 4: Understanding the Cultural Contributions of the Arts.

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

Music Department Course Offerings by Grade Level

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Concert Band	Jazz Band	Jazz Band	Jazz Band
Jazz Band	Symphonic Band	Symphonic Band	Symphonic Band
Symphonic Band	Mixed Chorus	Mixed Chorus	Mixed Chorus
Mixed Chorus	Music in Our Lives	Music in Our Lives	Music in Our Lives
Music in Our Lives	Music Theory I & II	Music Theory I & II	Music Theory I & II
Music Theory I	Orchestra	Orchestra	Orchestra
Orchestra	Guitar Ensemble	Guitar Ensemble	Guitar Ensemble
Percussion Ensemble	Percussion Ensemble	Percussion Ensemble	Percussion Ensemble
Select Choir	Select Choir	Select Choir	Select Choir
	Piano Lab	Piano Lab	Piano Lab
		AP Music Theory	AP Music Theory

CONCERT BAND (C998)**Grade 9****Full year****1 Credit**

Students in this course will become acquainted with Concert Band literature of the standard repertoire and acquire the skills, habits, and techniques necessary for effective musical expression. Performances at the Winter Concert and Spring Concert are required. Additionally, participation in weekly lessons is required.

Requirements: Participation in all practice sessions and performances. *Prerequisite:* Recommendation of the eighth-grade Band Director for incoming ninth-grade students, and permission of Band Director.

SYMPHONIC BAND (C1000)**Grades 9-12****Full year****1 Credit**

Participation in this award-winning organization requires previous band experience and training. Exceptions are made only at the discretion of the Band Director and/or Director of Music on the basis of an audition. The student is required to participate in all aspects of the program, including both Marching Band and Symphonic Band. Major performances include winter and spring concerts, Homecoming, Newsday Marching Band Festival, Veterans Day Parade and Memorial Day Parade. Additional performances may include New York State and Suffolk County Competition Festivals. Attendance is mandatory at all functions. At times, the band will travel to competition festivals both in and out of New York State. Participation in weekly lessons is required.

Requirements: Participation in all practice sessions and performances. *Prerequisite:* Recommendation of the eighth-grade Band Director for incoming ninth grade students, and permission of Band Director.

GUITAR ENSEMBLE (C1010)**Grades 10-12****Half year****1/2 Credit**

This is an introductory course for students who wish to develop their guitar skills. Music literacy, theory and performance will be major components of this course.

Requirements: Participation in all practice sessions and performances. *Prerequisite:* None.

JAZZ BAND (C1030)**Grades 9-12****Full year****1 Credit**

Students in this course will become acquainted with America's true art form, Jazz, and acquire the skills, habits, and techniques necessary for effective musical expression, including improvisation. Performances at winter and spring concerts, NYSSMA Major Organization Festival, and performances within the community during the year are required. Participation in NYSSMA Jazz Solo Festival is encouraged.

Requirements: Participation in all practice sessions and performances. *Prerequisite:* Audition and permission of instructor. *Co-requisite:* Students must also be registered for symphonic band if they play a symphonic band instrument.

MIXED CHORUS (C1002)**Grades 9-12****Full year****1 Credit**

The Chorus is designed to acquaint the student with a wide variety of musical styles and periods that embraces various composers and arrangers. Students are required to perform at in-school concerts, community, and invitational events. Select students may participate in the annual NYSSMA Solo and Ensemble Festival. Additional smaller ensembles are possible and may include participation in a Trio, Quartet, Male/Female Ensemble, Gospel Ensemble, etc. Participation in weekly lessons is required.

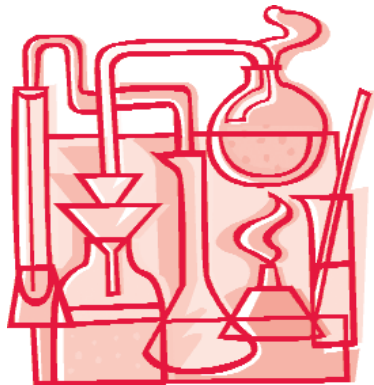
Requirements: Participation in all practice sessions and performances. *Prerequisite:* Recommendation of the eighth-grade Chorus Director for incoming ninth-grade students and permission of Chorus Director.

MUSIC IN OUR LIVES (C1003)**Grades 9-12****Full year****1 Credit**

A course designed for the student who is not enrolled in a performing music course. The student's past, present, and future experiences with, and through, music are the focus of the course. The classroom becomes a laboratory for exploring, experiencing, sharing, performing independently, listening, and dealing with all other forms of musical expression. This course satisfies the one unit of Fine Art credit required for graduation.

Requirements: Successful completion of all units, quizzes, tests, midterm, and final examination. *Prerequisite:* None.

MUSIC THEORY I (C1004)	Grades 10-12	Full year	1 Credit
<p>This course includes notation skills, scales, chords, inversions, cadences, four-part choral writing, and harmonization based on figured bass. Introductory keyboard harmony, melody writing, ear training, and rhythmic dictation are also studied, as is the history of music. Students who successfully complete Music Theory I with a grade of 85 or better and/or teacher recommendation may enter Music Theory II.</p> <p><i>Requirements:</i> Successful completion of all units, quizzes, tests, midterm, and final examination. <i>Prerequisite:</i> None.</p>			
AP MUSIC THEORY II (C1004)	Grades 11-12	Full year	1 Credit
<p>The curricular offering will be parallel to the content areas of the Advanced Placement Exam in Music Theory. Content includes musical terminology, notation, compositional skills, score analysis, and aural skills (sight singing, melodic & rhythmic dictation). Students are required to take the Regents examination in May.</p> <p><i>Requirements:</i> Successful completion of all units, quizzes, tests, midterm, and final examination. <i>Prerequisite:</i> Music Theory I.</p>			
ORCHESTRA (C1001)	Grades 9-12	Full year	1 Credit
<p>Students in this course will become acquainted with string and symphonic orchestra literature of the standard repertoire and acquire skills, habits, and techniques necessary for effective musical expression. Performances at winter and spring concerts, NYSSMA Major Organization Festival, and any additional performances that are scheduled throughout the year are required. Participation in weekly lessons is also required.</p> <p><i>Requirements:</i> Participation in all practice sessions and performances. <i>Prerequisite:</i> Recommendation of the eighth-grade Orchestra Director for incoming ninth-grade students, and permission of Orchestra Director.</p>			
PERCUSSION ENSEMBLE (C1011)	Grades 9-12	Full year	1 Credit
<p>This is an advanced course for students who wish to develop their percussion skills in an ensemble setting. Traditional, contemporary and multicultural music will be studied and performed. Students may participate as soloists at the annual NYSSMA Solo and Ensemble Festival. Music literacy and theory will also be major components of this course.</p> <p><i>Requirements:</i> Students are required to perform at in-school concerts, community and invitational events and will be required to participate in the annual NYSSMA Major Organization assessment as a member of the percussion ensemble. <i>Prerequisite:</i> Audition, recommendation of the eighth-grade band and percussion ensemble directors for incoming ninth graders, and permission of instructor.</p>			
PIANO LAB	Grades 10-12	Full year	1 Credit
<p>This is an introductory course for students who wish to develop their piano/keyboard skills. Music literacy, theory, and performance will be major components of this course. <i>Prerequisite:</i> None.</p>			
SELECT CHOIR (C995)	Grades 9-12	Full year	1 Credit
<p>The Amityville Memorial High School Select Choir is designed to acquaint the student with a wide variety of musical styles and periods that embrace various composers and arrangers. Advanced repertoire will be emphasized. Students may participate as soloists at the annual NYSSMA Solo and Ensemble Festival. Participation in additional smaller ensembles, such as trios, quartets and gospel choir is also encouraged. The student demonstrating strong solo abilities will have opportunities to demonstrate his/her skills at events during the year. Participation in weekly lessons is required.</p> <p><i>Requirements:</i> Students are required to perform at in-school concerts, community and invitational events, and will be required to participate in the annual NYSSMA Major Organization assessment as a member of the select choir. <i>Prerequisite:</i> Recommendation of the eighth grade Choral Director for incoming ninth grade students, audition, and permission of Choral Director.</p>			



SCIENCE DEPARTMENT

In accordance with the New York State Common Core Learning Standards, students should have the following:

Knowledge and Skills:

English Language Arts Standards for Science: Grades 9-10

Key Ideas and Details:

- 1) Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- 2) Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 3) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases and exceptions defined by the text.

Craft and Structure:

- 4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.
- 5) Analyze the structure of the relationships among the concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
- 6) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas:

- 7) Translate qualitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually and mathematically (e.g., in an equation) into words.
- 8) Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- 9) Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting which findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

- 10) By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

English Language Arts Standards for Science: Grades 11-12

Key Ideas and Details:

- 1) Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 2) Determine the central ideas or conclusions of a text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler, but still accurate terms.
- 3) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze specific results based on explanations in the text.

Craft and Structure:

- 4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- 5) Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- 6) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the important issues that remain unresolved.

Integration of Knowledge and Ideas:

- 7) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.
- 8) Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 9) Synthesize information from a range of sources (e.g. texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:

- 10) By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Science Department Course Offerings by Grade Level

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Living Environment Regents Science Research	Earth Science Regents Living Environment Regents Chemistry Regents Chemistry Honors Forensic Science AP Biology/SUPA Science Research Anatomy & Physiology Marine Biology	AP Biology/SUPA AP Chemistry Chemistry Regents Comprehensive Chemistry Physics Regents Forensic Science Environmental Science Science Research Anatomy & Physiology Marine Biology AP Environmental Science AP Physics	Physics Regents AP Chemistry AP Biology/SUPA Environmental Science Forensic Science Comprehensive Chemistry Chemistry Regents Forensic Science Science Research Anatomy & Physiology Marine Biology AP Environmental Science AP Physics

LIVING ENVIRONMENT R (S404)

Grades 9-11

Full year w/lab

1 Credit

This course provides a core of broad general understandings of the fundamental principles of biology and an extension of these understandings in several specific areas. Students learn proper laboratory techniques in the use of the microscope and other laboratory equipment. Topics covered include: the study of life, maintenance of plants and animals, reproduction and development, genetics, evolution and ecology.

Requirements: Students must complete 1,200 minutes of lab experience and pass the New York State Living Environment Regents Examination with a grade of 65% or better. *Prerequisite:* Successful completion of grade 8 science.

SCIENCE RESEARCH/ GENETIC RESEARCH (S420)

Grades 9-12

Alt. Day/Full year

1/2 Credit

This course provides an introduction to science research. It will provide students with the skills necessary to conduct relevant and original scientific research, including time management, organization, public speaking, document research and lab experimentation.

Requirements: Students must demonstrate proficiency as measured by a student portfolio which contains all documentation of the research process. This will include stages of research and inquiry, annotations, time lines, checklists, rubrics, drafts, and a reflection journal. The culminating experience will be a science project related to the research.

Prerequisite: Science teacher recommendation.

EARTH SCIENCE R (S400)

Grades 10-12

Full year w/lab

1 Credit

This course follows the state curriculum and covers the topics of geology, meteorology and astronomy. The curriculum investigates how man's life is conditioned by the structure and the composition of the earth. It studies the earth's processes of change and energy.

Requirements: The student must complete 1,200 minutes of lab experience and demonstrate proficiency as measured by passing quizzes, tests, quarterly exams, a midterm, and the New York State Regents Earth Science Examination. *Prerequisite:* Successful completion of Living Environment and passing the Regents examination.

CHEMISTRY H (S406)

Grades 10-12

Full year w/lab

1 Credit

The honors program in Chemistry is designed for the college-bound student with a serious interest in science and mathematics. Laboratory experiments are designed to develop the skill of the student in handling chemicals and equipment. The principle topics are: matter and energy, atomic structure, nuclear energy, chemical bonding, the periodic table, stoichiometry, kinetics and equilibrium, acid-base theories, redox, and organic chemistry.

Requirements: Students must complete 1,200 minutes of lab experience and show proficiency in passing tests, quarterly exams, a midterm, and the New York State Chemistry Regents examination. Additionally, a research paper is a course requirement. *Prerequisite:* Successful completion of Math A or Algebra, a minimum average of 85% in Living Environment, and teacher recommendation.

CHEMISTRY R (S408)**Grades 10-12****Full year w/lab****1 Credit**

Chemistry R is an elective towards a Regents diploma and is designed for college-bound, science-oriented students. The course provides modern concepts for students who have developed a reasonable degree of skill in inductive reasoning and inferred understanding from models. Stress will be placed upon the theoretical and quantitative aspects of Chemistry. Rigorous mathematical treatment of topics will be required. Laboratory experiments are designed to develop the skill of the student in handling chemicals and equipment. The principle topics are: matter and energy, atomic structure, nuclear energy, chemical bonding, the periodic table, stoichiometry, kinetics and equilibrium, acid-base theories, redox, and organic chemistry. Students must complete 1,800 minutes of lab experience and take the New York State Chemistry Regents examination.

Requirements: Students must complete 30 hours of lab experience and show proficiency in passing tests, quarterly exams, midterm, and the New York State Chemistry Regents examination. *Prerequisite:* Successful completion of Math A, or Algebra and passing the Living Environment Regents examination.

**COMPREHENSIVE
CHEMISTRY (S410)****Grades 11-12****Full year****1 Credit**

This course is designed to enhance the student's understanding of chemistry in relation to everyday life. Topics covered in the course include "kitchen chemistry," chemical compounds, kinetic energy of matter, the chemistry of life, and nuclear chemistry. Hands-on labs are integrated throughout the course.

Requirements: Students must demonstrate proficiency as measured by tests, quarterlies, midterms, final exam, and laboratory requirements. *Prerequisite:* Successful completion of Math A or Algebra Regents Exam and the Living Environment course and Regents Exam.

PHYSICS R (S412)**Grades 11-12****Full year w/lab****1 Credit**

Physics R is designed for college-bound, science-oriented students. The course develops modern concepts in physics for the student who is capable of utilizing mathematics in the solution of problems. The student is expected to manipulate both tangible and abstract concepts. The course will help prepare the student for the challenge of college-level science. The principal units are: mechanics, wave phenomena, electricity, and atomic and modern physics. The laboratory program in physics is an integral part of the course, in which the student models the topics discussed in lectures.

Requirements: The student must complete 1,200 minutes of lab experience and take the New York State Physics Regents Examination. *Prerequisite:* Successful completion of Math A or Algebra, and passing any two (2) science Regents exams and courses.

ANATOMY & PHYSIOLOGY (S421)**Grades 10-12****Full year****1 Credit**

This course is designed to provide students with the opportunity to study the components and systems associated with the human body. Studying the structures and functions of the human body will help students relate to their own personal wellness, and provide them with a base for any health related field.

Requirements: Students must demonstrate proficiency as measured by tests, quarterly exams, a midterm, and final exam. *Prerequisite:* Successful completion of Living Environment and the Living Environment Regents Exam.

ENVIRONMENTAL SCIENCE (S414)**Grades 10-12****Full year****1 Credit**

This course is designed to enhance the student's understanding of the interconnected relationships of organisms and their environment. It encompasses an in-depth view of ecological concepts and issues with emphasis on the local environment. The student researches current issues and developments. Projects involving references and hands-on research are part of the program. The use of current technology is emphasized.

Requirements: The student must demonstrate proficiency as measured by tests, quarterly exams, a midterm, and final exam. Research papers and hands-on laboratories are also required and will be an integral part of the final grade. *Prerequisite:* Successful completion of Math A or Algebra Regents examination and the Living Environment course and Regents examination.

FORENSIC SCIENCE/SUPA (S415)**Grades 10-12****Full year****1 Credit**

With today's explosion of television programs and media coverage of the latest advancements in forensic science, students have developed an interest in issues relating to firearms, tool-mark identification, document examination, criminal law, forensic photography, and crime scene processing. This course is designed specifically for the student who is interested in pursuing a career in law and/or police science, but will be of interest to all students wishing to fulfill a third year of science to meet graduation requirements. Additionally, students may choose the option of receiving four college credits through Syracuse University for a cost of \$110 per credit.

Requirements: Successful completion of quizzes, quarterly exams, midterm, and final examination. A research paper will be required. *Prerequisite:* Students must be in grades 10-12 and have earned a passing grade in two science courses and corresponding Regents Exams.

MARINE BIOLOGY (S422)**Grades 10-12****Full year****1 Credit**

This course is designed to provide students with the opportunity to study life in the oceans and marine environment. It will include the identification and study of various animals that live in our local waters. Discussion of current topics on environmental concerns and conversation will be included. Field trips and laboratory activities will be an extensive part of the course.

Requirements: Students must demonstrate proficiency as measured by tests, quarterly exams, midterm, and final exam. *Prerequisite:* Successful completion of Living Environment and Living Environment Regents exam.

ADVANCED PLACEMENT**BIOLOGY/SUPA (S418)****Grades 10-12****Full year w/lab****1 Credit**

The list of topics that the student will encounter includes the following: classification and a brief overview of the five kingdoms; the chemistry of biology, cell structure, and function; energetics; genetics; reproduction and development; plant physiology; vertebrate and invertebrate biology; animal behavior; evolution and ecology.

Requirements: The student must demonstrate proficiency as measured by tests, quarterly exams, and a midterm. By Board of Education mandate, the student must sit for the Advanced Placement Examination, which is administered in May. Additionally, students may choose the option of receiving four college credits through Syracuse University for a cost of \$110 per credit. *Prerequisite:* Successful completion of Biology, Chemistry, and Mathematics A courses and corresponding Regents examinations.

ADVANCED PLACEMENT**CHEMISTRY (S406A)****Grades 11-12****Full year w/lab****1 Credit**

The student attains a depth of understanding of college-level chemistry and a mastery level in dealing with chemical problems. This course will contribute to the development of the student's abilities to think clearly and to express ideas orally and in writing, with clarity and logic.

Requirements: The student must demonstrate proficiency as measured by tests, quarterly exams, and a midterm. By Board of Education mandate, the student must sit for the Advanced Placement Examination, which is administered in May. *Prerequisite:* Successful completion of Biology, Chemistry and Mathematics A courses and corresponding Regents examinations.

ADVANCED PLACEMENT**ENVIRONMENTAL SCIENCE (S423)****Grades 11-12****Full year****1 Credit**

This course provides students with a foundation in college-level environmental science. The topics include earth systems and resources, the living world and its interactions with the environment, population energy resources, pollution, and global changes.

Requirements: Students must demonstrate proficiency as measured by tests, quarterly exams and a midterm. By Board of Education mandate, students must sit for the AP Exam, which is administered in May. *Prerequisite:* Successful completion of Living Environment, Chemistry, and corresponding Regents Exams.

ADVANCED PLACEMENT PHYSICS (S424)**Grades 11-12****Full year w/lab****1 Credit**

This course provides an introduction to both classical and modern physics. It will provide students with a foundation in physics and additional problem solving skills. It is recommended for students in the life sciences, pre-medicine, and some applied sciences as well as other fields not directly related to the sciences.

Requirements: Students must demonstrate proficiency as measured by tests, quarterly exams and a midterm. By Board of Education mandate, students must sit for the AP Exam, which is administered in May. *Prerequisite:* Successful completion of Living Environment, Chemistry, Algebra, Trigonometry, and the corresponding Regents Exams.



SOCIAL STUDIES DEPARTMENT

In accordance with the New York State Common Core Standards. Students should have the following skills and knowledge:

English Language Arts Standards for History/Social Studies: Grades 9-10

Key Ideas and Details:

- 1) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 3) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

- 4) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 5) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 6) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

- 7) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 8) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9) Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

- 10) By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

English Language Arts Standards for History/Social Studies: Grades 11-12

Key Ideas and Details:

- 1) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

- 4) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and reinforces the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No.10).
- 5) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

- 7) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9) Integrate information from diverse sources, both primary and secondary, into coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

- 10) By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Social Studies Department Course Offerings by Grade Level

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Global History & Geography 9H Global History & Geography 9R	Global History & Geography 10R AP World History	AP United States History U.S. History & Government R Electives: Intro to Psychology Intro to Sociology U.S. History Through Film Sports and American Culture	Economics/Personal Financial Literacy and Participation in Government/Criminal Justice OR AP Government and Politics/Economics Electives: Genocide in the 20th Century Intro to Psychology Intro to Sociology/SUPA Sports & American Culture U.S. History Through Film

GLOBAL HISTORY & GEOGRAPHY 9H (H200)

Grade 9

Full year

1 Credit

The difference between 9R and 9H is in the approach; greater enrichment plus a greater emphasis is placed on critical thinking, long-term projects, more historical detail, and the analysis/understanding of primary source materials. Honors students are expected to adhere to a more rigorous schedule in terms of their work effort and product, and are required to complete a significant amount of at-home study as well. Departmental midterm and final examinations will reflect the Global History Regents and Advanced Placement Examinations.

Prerequisite: Social Studies 8 with a grade of 85% or higher and teacher recommendation.

GLOBAL HISTORY & GEOGRAPHY 9R (H201)

Grade 9

Full year

1 Credit

After developing working definitions for the basic tools of the social sciences, we begin our journey through time with the early river civilizations of the Middle East, India and China. The classical civilizations of Ancient Greece, Rome and the Han Dynasty of China lead us into a detailed study of the world's belief systems. Our study will include the period of history from 500-1200 called the Middle Ages, and students will not only look at medieval Europe, but also the Gupta Empire of India, the Tang Dynasty of China, the Byzantine Empire, and the Golden Age of Islam. The next unit, 1200-1650, begins with the impact of trade between cultures/civilizations. This flows into the European Renaissance, Japanese Feudalism, and the Mongol Dynasty and its conquests. The concluding 9th grade unit deals with the Age of Exploration and the civilizations with which the Europeans came into contact in Latin America, Africa and Asia. The era of kings and emperors and the Age of Absolutism ends the school year. Instruction will emphasize thematic and document-based essay writing. A departmental midterm and final, similar in format to the Regents exam, will be given. Students are expected to complete a quarterly research project as well.

Prerequisite: Social Studies 8.

AP WORLD HISTORY (H202)**Grade 10****Full year****1 Credit**

This full-year College Board-certified course stresses academic writing and uses an Advanced Placement writing rubric. It provides an in-depth survey of World History taught at the college level. The intent of the course is to prepare students for such college skills as research writing, critical analysis of historical data and the development of interpretive skills. The course will prepare students for the College Board Advanced Placement World History Examination given in May. Successful completion of the course and exam could result in college credits.

Requirements: 10th grade students must take the Regents exam for Regents/graduation credit and must take the AP World History College Exam. This course may be substituted for Global History and Geography 10R. Juniors and seniors may take the course as an elective, but are still required to take the AP World History Exam. *Prerequisite:* 90 or above average in prior social studies coursework with teacher recommendation. Students may be asked to submit a writing sample.

**GLOBAL HISTORY AND
GEOGRAPHY 10R (H203)****Grade 10****Full year****1 Credit**

This Regents course is a continuation of the chronological study of Global History and Geography 9. The first unit begins with a study of the “Age of Revolutions” from 1750-1914 and includes the American, French, Latin American, Napoleonic, and Industrial, political, economic and social revolutions. The 19th Century eras of nationalism and imperialism as products and outgrowths of these revolutions are studied in detail. The second unit, the “Half Century of Crisis 1900-1945,” includes World War I, the Russian Revolution, the rise of dictators and World War II. The third unit focuses on a study of the “World from 1945 to the Present Millennium.” Areas of focus include the Cold War, Mao Zedong to Tiananmen Square, apartheid to Mandela, Saddam to the Ayatollah, Peron to Castro, and Gorbachev to Boris Yeltsin. The final unit, “Global Connections and Interactions,” ties it all together by focusing on connections, trends, patterns and problems. The course is a look at the 21st Century by studying the past. Instruction will emphasize thematic and document-based essay writing. All students will be required to take the Global History and Geography Regents exam. In-depth instruction will be given so that students are prepared for the exams which include: multiple-choice questions, a document based question (short responses and essay), and a thematic essay.

Requirements: Students will complete a quarterly research project in addition to successfully meeting all course requirements for quizzes, exams and homework assignments. *Prerequisite:* Global History & Geography 9R.

**UNITED STATES HISTORY AND
GOVERNMENT 11R (H205)****Grade 11****Full year****1 Credit**

The emphasis in this course is on the structure and function of the United States Constitution and the economic, social and cultural institutions derived from our political experiences. Providing background and knowledge of the American political system, students are prepared to become responsible and active citizens. This course culminates with the United States History Regents exam.

Requirements: The student must demonstrate proficiency as measured by tests, quarterly exams, and a midterm. Students will take the United States History and Government Regents exam upon completion of the course.

Prerequisite: Successful completion of Global History & Geography 9 & 10, and passing the Global History & Geography Regents examination.

ADVANCED PLACEMENT AMERICAN HISTORY AND POLITICS (H204)

Grades 11-12

Full year

1 Credit

This full-year College Board-certified course stresses academic writing and uses an Advanced Placement writing rubric. This is an in-depth survey of American History taught at the college level. The intent of the course is to prepare students for such college skills as research writing, critical analysis of historical data and the development of interpretive skills. The course will prepare students for the College Board Advanced Placement American History Examination given at the conclusion of the course. Successful completion of the course and the examination could result in college credits.

Requirements: 11th grade students must take the Regents exam for Regents credit and must take the AP American History College Board Examination. This course may be substituted for American Studies 11R. Seniors may take this as an elective.

Prerequisite: High achievement in prior coursework with teacher recommendation. Recommended student qualifications for enrollment include: a 90 average or better in Social Studies, teacher recommendation and possible writing sample.

Social Studies Senior Cycle

All students are required by New York State to take courses that fulfill one semester of Civics education and one semester of Economics education. These courses are meant to be capstone courses for the K-12 Social Studies program. Students can elect to take Regents or AP level coursework.

REGENTS LEVEL	ADVANCED PLACEMENT
Students must complete and pass: Intro to Economics (10 weeks) + Personal Finance Literacy (10 weeks) = Economics Credit AND Participation in Government (10 weeks) + Criminal Justice (10 weeks) = Civics Credit	Advanced Placement U.S. Government and Politics/Regents Economics

INTRODUCTION**TO ECONOMICS (H206)****Grade 12****1 Quarter****1/4 Credit**

This course will introduce the basic concepts of economic theory to students who are preparing for college. Areas of study include: Introduction to Economics and Economic Systems; Elements of the Economy (Microeconomics); Bringing the Economic System Together (Macroeconomics); and the U.S. and World Economies.

Requirements: Demonstrate proficiency of course content as measured by the student's ability to complete required assignments. *Prerequisite:* Successful completion of U.S. History and U.S. History Regents.

CRIMINAL JUSTICE (H207)**Grade 12****1 Quarter****1/4 Credit**

The aim of the Criminal Justice course is to give students a thorough understanding of the Criminal Justice system as it operates on the local level. This is accomplished by having expert speakers, discussions, field trips, films and videotapes which explain the nature of felonies and misdemeanors, the principles of criminal law, the role of the police and District Attorney, the role of the judge, the role of the defense attorney and the nature of the criminal court procedure. Participation in the culminating activity, the mock trial, is required.

Requirements: Demonstrate proficiency of course content as measured by the student's ability to complete required assignments. *Prerequisite:* Successful completion of U.S. History and U.S. History Regents.

PARTICIPATION IN**GOVERNMENT (H208)****Grade 12****1 Quarter****1/4 Credit**

This course focuses on the formation of effective public policy. Students are taught skills of decision-making and problem-solving in the context of evaluating real issues. The manner in which decisions are arrived at through involvement of individuals and how citizens' influence can be used in policymaking are central to this course.

Emphasis will be on real-world issues and documents that are in line with Content Standards and Course Assessments.

Requirements: Demonstrate proficiency of course content as measured by the student's ability to complete required assignments. *Prerequisite:* Successful completion of U.S. History and U.S. History Regents.

**PERSONAL FINANCIAL
LITERACY (H219)****Grade 12****1 Quarter****1/4 Credit**

This course focuses on economic decision making and Personal Finance Literacy. Students are taught decision-making and problem-solving skills in the context of evaluating real economic problems. Students will learn strategies for long-term and short-term financial decisions and will be involved in extensive simulations. *This course is pending Board of Education approval.*

Requirements: Demonstrate proficiency of course content as measured by the student's ability to complete required assignments. *Prerequisite:* Successful completion of U.S. History and U.S. History Regents.

OR**ADVANCED PLACEMENT U.S. GOVERNMENT AND
POLITICS/REGENTS ECONOMICS (H216)****Grade 12****Full Year****1 Credit**

This full-year College Board-certified course stresses academic writing, uses an Advanced Placement writing rubric, and covers basic concepts of economic theory. This college-level course will explore the political theory and everyday practice that direct the daily operations of our government and shape our public policies. Requirements include college-level readings, quarterly research papers and weekly newspaper article critiques. Students will: (1) develop a thorough understanding of strengths and weaknesses of the American political system, (2) comprehend what rights and responsibilities they have as citizens, and (3) examine economic theories that prepare students for college. Students must take the AP Government and Politics examination in May.

Prerequisite: Advanced Placement U.S. History or 85% or higher on U.S. History Regents and a teacher recommendation.

GENOCIDE

IN THE 20th CENTURY (E131/H217)

Grade 12

Semester

1/2 Credit

This interdisciplinary course will examine genocide and hate crimes in the world from both a historical and literary perspective. Students will explore the Holocaust of WWII, the killing fields of Cambodia, and the Rwanda Genocide in the 1990's. *This course is pending Board of Education approval.*

Requirements: Students will complete a research project. *Prerequisite:* Successful completion of English 9, 10, Global 9, 10, and the Global History Regents Exam.

INTRODUCTION

TO PSYCHOLOGY (H233)

Grade 11-12

Quarter

1/4 Credit

This ten-week course is an introduction to the scientific study of human behavior and mental processes. In this course the students will be introduced to the major theories, methods, and findings of modern psychology. Throughout the course the students will learn about a wide variety of topics within the field including: psychological perspectives, research methods, the impact of states of consciousness on behavior, learning principles, common psychological disorders, and the relationship between social influences and individual behavior. NOTE: This ten-week course will be paired with either Sports and American Culture or United States History Through Film.

Requirements: Demonstrate proficiency of course content as measured by the student's ability to complete assignments.

Prerequisite: Junior or Senior status; must have a GPA of 3.0 or higher.

INTRODUCTION

TO SOCIOLOGY/SUPA (H215)

Grades 11-12

Half year

1/2 Credit

This course is designed to introduce students to the sociological study of society. It will focus on the understanding of social interaction, social organization, social institutions, and social change. A major theme of the course will be how individuals "fit in" to society. This is an analytical, skills-based course that helps develop critical-thinking skills by revealing the social structures and process that shape our lives.

Additionally, students may choose the option of receiving four college credits through Syracuse University for a cost of approximately \$110 per credit.

Requirements: Demonstrate proficiency of course content as measured by the student's ability to complete required projects, including field observations, literature reviews, essays, and a research paper. *Prerequisite:* Successful completion of Global 9.

SPORTS AND AMERICAN CULTURE (H212)

Grade 11-12

Quarter

1/4 Credit

Investigate aspects of sports in the United States and its effects on American citizens. Themes may include the following topics: Integrating Baseball, Jackie Robinson, Negro Leagues; Sports and National Values; Mohammed Ali; Drug Use; Violence (on and off the field); Gambling (1919 World Series, Pete Rose, etc.); Sports and Oral History; Not Just Athletes; The President and Sports; World Wars and Sports; Sports and Corporate America; Fashion and Sports; and Gangs and Sports. NOTE: This ten-week course will be paired with either Introduction to Psychology or United States History Through Film. *Requirements:* Demonstrate proficiency of course content as measured by the student's ability to complete a related project. *Prerequisite:* Senior status.

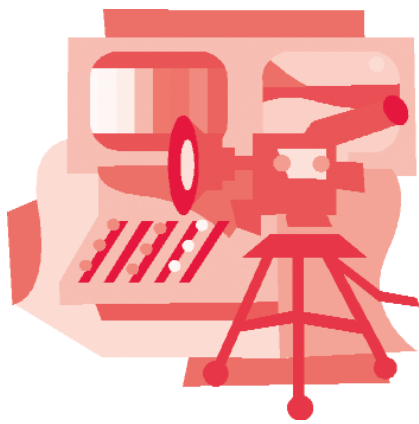
UNITED STATES HISTORY THROUGH FILM (H213)

Grades 11-12

Quarter

1/4 Credit

Using films as a primary source, students will begin to comprehend and analyze American society at various points in history. Students will study historical background and analyze films as a primary source, interpret the historical perspective and discuss the impact on films on American culture, past and present. NOTE: This ten-week course will be paired with either Sports and American Culture or Introduction to Psychology. *Requirements:* Demonstrate proficiency of course content as measured by the student's ability to complete required assignments. *Prerequisite:* Successful completion of Global Studies.



TECHNOLOGY/ INDUSTRIAL ARTS

In accordance with the New York State Common Core Standards, students should have the following knowledge and skills:

English Language Arts Standards for Technology: Grades 9-10

Key Ideas and Details:

- 1) Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations of descriptions.
- 2) Determine the central ideas or conclusions of a text; trace the text's explanation of depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 3) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exception defined in the text.

Craft and Structure:

- 4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context relevant to *grades 9-10 texts and topics*.
- 5) Analyze the structure of the relationships among the concepts in a text, including the relationships among key terms (e.g., *force, friction, reaction force, energy*).
- 6) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas:

- 7) Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- 8) Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem.
- 9) Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

- 10) By the end of grade 10, read and comprehend technicals texts in the grades 9-10 text complexity band independently and proficiently.

English Language Arts Standards for Technology: Grades 11-12

Key Ideas and Details:

- 1) Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 2) Determine the central ideas or conclusions of a text; summarize the complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate forms.
- 3) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure:

- 4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context relevant to *grades 11-12 texts and topics*.
- 5) Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information and ideas.
- 6) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining important issues that remain unsolved.

Integration of Knowledge and Ideas:

- 7) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 8) Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 9) Synthesize information from a range of sources (e.g., texts, experiments, simulations) into coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:

- 10) By the end of grade 12, read and comprehend technicals texts in the grades 11-12 text complexity band independently and proficiently.

Technology Department Course Offerings by Grade Level

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Career & Financial Management	Career & Financial Management Photography	Career & Financial Management Photography Media Production	Career & Financial Management Photography Media Production

RECOMMENDED THREE-UNIT SEQUENCE

Required: Career/Financial Management/Word Processing (see page 16 for course description)

Select Two (2):
 Drawing & Design for Production
 Photography
 Media Production

PHOTOGRAPHY/COMMUNICATION SYSTEMS (T803)

Grades 9-12

Full year/Semester

1/2 or 1 Credit

This course will cover an introduction to the basics of black-and-white photography. The student learns how to use an adjustable 35mm camera through specific assessments. Film development and darkroom procedures provide the major focus of the course. AMHS will provide cameras and all supplies. In the second half of this course, the student explores the visual graphic world of the computer and experiences basic video and audio editing techniques.

Requirements: Demonstrate proficiency in the basic use of 35mm cameras, film development and darkroom procedures through various projects. *Prerequisite:* None.

MEDIA PRODUCTION TECHNOLOGY (T804)

Grades 11-12

Full year

1 Credit

This course introduces the student to the skills necessary to enter the field of television, radio broadcasting and multimedia communications. Through coursework and hands-on experience the student enhances his/her computer skills and learns video and audio communications technology. A project-oriented course guides the student through the business and creative aspects of multimedia programming, capturing and manipulating digital images, animation, and digital sound video and audio.

Requirements: By completing various projects, students are guided through the business and creative aspects of multimedia programming, capturing and manipulating digital images, animation, and digital sound video and audio. *Prerequisite:* Completion of a minimum ten (10) credits.

VOCATIONAL EDUCATION

DESCRIPTION OF PROGRAM

The Amityville Public Schools, in cooperation with the Lewis A. Wilson Technological Center of the Board of Cooperative Educational Services (BOCES), offers Career and Technical Education programs designed to prepare students for gainful employment as semiskilled workers, skilled workers and technicians in recognized occupational areas. These program areas include graphics and media, construction, health, service, technical, and transportation.

Students begin the two-year program in their junior year at AMHS.

A student enrolled in the occupational education program can receive 4 credits for each year of attendance in the program. Thus, a student enrolled in the two-year program could receive a total of 8 credits for participating therein.

Enrollment in a vocational program is based upon a student's satisfactory progression toward meeting graduation requirements and counselor recommendation. Once a student has enrolled in a vocational program, he/she must maintain "good attendance." Any student who is absent from his/her vocational program more than eighteen (18) times in any given school year will be dropped for poor attendance.

The courses listed below are offered at various locations in the township: Dix Hills, Deer Park, Farmingdale, Northport and Manor Plains. Transportation is provided and students report to one of these centers for a half day, either in the A.M. or P.M. session, and attend AMHS for the remaining part of the day for their other subjects.

GRAPHICS AND MEDIA

Advertising Art
Printing
Photography
Video Production

CONSTRUCTION

Carpentry
Construction Electricity
Drafting, Computer-Aided (CAD)
Heating/Ventilation/Air Conditioning
Welding

HEALTH

Dental Assisting
Medical Assisting (1 yr. course)
Medical Laboratory
Nurse Assisting (1 yr. course)
Professional Health Careers

SERVICE

Administrative Assistant/Office Tech
Certified Personal Trainer
Computer Information Technology
Cosmetology
Culinary Arts
Early Childhood Education and Care
Equestrian Studies
Fashion Merchandising and Design
Floriculture
Floral Arts
Horticulture/Landscaping
Police Science & Law
Travel and Tourism
Veterinary Assistant

TECHNICAL

Computer Networking & Repair
Web & Internet Technology
Technical Electronics

TRANSPORTATION

Aircraft Maintenance Technology
Auto Body Repair
Automotive Technology
Outdoor Power Equipment Technology
Aviation Science Flight

SMALLER CLASS-SIZE PROGRAMS

Career Exploration
Auto Maintenance
Building and Grounds/Maintenance
Building Trades
Cosmetology
Electronic Manufacturing
Food Services
Health Aide
Life Skills
Manufacturing Technology
Office Skills
Printing
Retailing

TRANSPORTATION: All students must travel from the high school to the Wilson Tech/BOCES Centers via the bus transportation provided. Those students in the A.M. session will be bussed to the center at approximately 7:25 a.m. and return at 11:15 a.m. The P.M. session students will leave our school at 11:25 a.m. and return at 3:00 p.m. Students ARE NOT permitted to drive cars to the center without special permission from parents, our high school and the Wilson Tech/BOCES Administration. Permission will only be granted for special reasons and only with prior approval.

JOB PLACEMENT: A counselor at Wilson Tech/BOCES specializes in job placement and development. He/she works closely with industry and trade unions to assist Wilson Tech/BOCES graduates in locating jobs and entering apprentice programs.

COLLEGE PLACEMENT: Wilson Tech/BOCES students will receive assistance in applying to two- and four-year colleges and receive information about continuing in their occupational specialty on a post-high school level. The Guidance Counselors here at Amityville High School, in cooperation with the guidance staff at Wilson Tech/BOCES, work to facilitate finding the best college to meet your individual needs.

CAREER CLUB: VICA (Vocational Industrial Clubs of America) has a chapter at Wilson Tech/BOCES. Amityville High School BOCES students are eligible for membership. It is the only national organization in America for trade, industrial and health occupation students. Members of this club compete on state and national levels. There are some 30,000 vocational students who compete in New York State each year.

COLLEGE-LEVEL POSSIBILITIES AT AMHS

AMHS provides students with the opportunity to earn college credits while in high school. The list of ways this can be accomplished includes the following:

ADVANCED PLACEMENT COURSES

AMHS offers Advanced Placement courses for college credit in English Literature, English Language and Composition, World History and Geography, American History, Biology, Chemistry, Calculus AB/BC, and Computer Science, Environmental Science, Physics, Statistics, Music Theory and Studio Art.

COLLEGE-LEVEL COURSES

AMHS offers students with an interest in Business or English the opportunity to earn college-level credits in Accounting, Business Law and English Composition by participating in high school courses offered through a partnership with Long Island University. Please refer to the Business Department or English Department course descriptions for further information.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College Entrance Examination Board offers college-level examinations in many subject areas. Students passing these exams may receive three to eight college credits, depending on the college or university. There are no specific courses that a student must pass in order to qualify for CLEP tests.

SYRACUSE UNIVERSITY PROJECT ADVANCE

Project Advance is a program run through our partnership with Syracuse University which enables students to earn college-level credits by participating in high school courses. Project Advance courses are offered for Biology, Entrepreneurship, Forensic Science, Introduction to Sociology, College Writing, Public Speaking, Narratives of Culture, Spanish, and Calculus. Please refer to specific departments for course description.

THE EARLY COLLEGE PROGRAM

The Early College Program is an opportunity for AMHS students to accelerate their education with the supportive environment of Suffolk Community College. Juniors have an opportunity to participate in a dual-enrollment program during their last two years of high school. Program participants pursue their high school diploma while attending classes and being enrolled at both institutions, and are able to fully participate in all high school activities while earning college credits that are fully applicable to a degree at Suffolk or can be transferred to a four-year college.

SPECIAL PROGRAMS

ALTERNATIVE HIGH SCHOOL PROGRAM

Students who have experienced academic difficulty in the traditional high school setting have an opportunity to take classes they need to make up in the Alternative High School Program. The Alternative High School Program is designed to help students work toward fulfilling graduation requirements in a small, more individualized setting. The program meets Monday - Friday, from 10:00 a.m. to 1:00 p.m. Entrance into the program is based upon parent, guidance counselor and administrator recommendations.

SPECIAL EDUCATION PROGRAMS

Prerequisite: Placement in any special education program is determined by the Committee on Special Education (CSE) based on a student's academic, social, management, and physical needs, and determination of a disability. The CSE recommendation must also be reviewed by the Board of Education of our school district. Each student's program is outlined in his or her Individual Educational Program (IEP).

The Special Education program at AMHS provides a full continuum of services for students with special needs. The main goal is offering each student the instruction they require in the least-restrictive environment. The varying levels of support include, but are not limited to: collaborative or co-teaching, consultant teaching, resource room, transitional support services, 504 plans, and educationally related support services.

Related special education services may include: speech services, audiologist services, psychological counseling, physical therapy, occupational therapy, rehabilitation counseling, and health services.

Additionally, students are introduced to real-life skills and experiences through our new career and financial management skills program.

RESOURCE PROGRAM INSTRUCTION

A resource program provides specialized supplementary instruction in a small-group setting for a minimum of 180 minutes per week. The resource program teacher, in cooperation with classroom teachers, provides instruction to maintain or improve academic performance in other areas. The amount of time, the frequency and the type of instruction is indicated on the IEP. Since a resource program is supplemental to the student's regular or special education program, such instruction is non-credit bearing. Credit is earned only in the classes that offer instruction supplemented by the resource program.

TRANSITION CLASS & VOCATIONAL INTEREST PROGRAM (VIP)

Transition and VIP classes that parallel mainstream instruction and are available in English, Social Studies, Science, and Math. The curriculum parallels mainstream classes but is adapted to meet the individual needs of the students. Special class instruction can either be in a 12:1:1 or 8:1:1 class.

INCLUSION CLASSES

For a number of Regents-level academic classes, a content area teacher and special education teacher team to provide education to a classroom of both mainstream and special education students. The curriculum and expectations of inclusion classes are the same as any Regents-level course.

SCHOOL PSYCHOLOGIST

The school psychologist is available to meet with students who are experiencing difficulties with social and family issues. Often, the guidance counselor refers the student to the psychologist; however, at times the student may wish to initiate contact directly with the psychologist. The psychologist counsels students individually and in groups, and also in meetings with parents/guardians.

SOCIAL WORKER

The school social worker invites students to join in discussion groups on a regular basis to express concerns about problems they might be experiencing. Individual meetings are utilized when appropriate. Often a guidance counselor may refer a student to the social worker; however, at times the student may wish to initiate contact directly. Additional services include substance abuse information and referral to outside agencies.



AMITYVILLE MEMORIAL HIGH SCHOOL
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