

DEER PARK HIGH SCHOOL

# COURSE CATALOG



2017 - 2018

DEER PARK HIGH SCHOOL  
1 FALCON PLACE  
DEER PARK, NEW YORK 11729



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## Principal's Message

Dear Students, Parents, and Guardians:

This course catalog is designed to provide you with information about courses and their availability, recommended sequences, and graduation requirements. As you will read, there is a wide selection of rigorous courses to consider. You must plan carefully to meet your individual needs. Taking the required courses and electives in varied academic disciplines will prepare you to graduate from Deer Park High School with a comprehensive education in preparation for your future endeavors.

You should carefully review your graduation requirements and the necessary courses and examinations for the Local, Regents and Advanced Regents Diplomas. Please see the assessment requirements in order to understand exactly what you will need in order to earn each diploma. Make sure you discuss all of your choices with your teachers and guidance counselor. Collaborating with them will ensure appropriate course selections. Remember to consider graduation requirements as well as your future aspirations.

Choose courses that will challenge you and broaden your horizons. I am confident that you will make informed and wise decisions for your 2017-2018 program.

Sincerely,

Mr. Charles Cobb  
Principal

**College Fees**  
**for 2016-2017 School Year**

*\*\*Fees subject to change as per college.\*\**

- ◆ St. John's University– \$325 for 3 credits
- ◆ Suffolk Community College- \$212 for 3 credits
  - ◆ SUNY Farmingdale- \$140 for 3 credits
  - ◆ SUNY Stony Brook- \$250 for 3 credits

*Students enrolled in free/reduced lunch may be eligible for discounted rates  
and/or scholarships where available as per subject curriculum associate.*

*For information, please see your school counselor.*

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## GRADUATION CREDIT REQUIREMENTS & REQUIRED STATE ASSESSMENTS

*In order to earn a diploma, every student must earn a **minimum of 22 credits** in addition to meeting specific testing competencies. Only those students who successfully complete the diploma requirements will take part in the graduation exercises. Students Entering 9th grade as of September 2005 and beyond.*

### GRADUATION CREDIT REQUIREMENTS

Required Subjects	Regents Diploma	Regents Diploma with Advanced Designation
English	4	4
Social Studies	4	4
Science	3*	3*
Mathematics	3	3
Language Other Than English (LOTE)	1**	3***
Health	.5	.5
Art/or Music	1	1
Physical Education	2	2
Electives	3.5	1.5
Total Requirements Credits Minimum	22	22

\* Courses must include one from the physical sciences, one from the life sciences and a third may be from either life or physical sciences.

\*\* Students must complete two units of study of Checkpoint A in a Language 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 in Grade 8 or by passing a foreign language course in Grade 9.

\*\*\* 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.

### REQUIRED STATE ASSESSMENTS

	Regents Diploma	Regents Diploma with Advanced Designation
<b>Required exams with a score of 65 or better</b>	<ol style="list-style-type: none"> <li>1. English Comprehensive Regents</li> <li>2. Algebra 1 Regents</li> <li>3. Global History Regents</li> <li>4. U.S. History Regents</li> <li>5. Science Regents</li> </ol>	<ol style="list-style-type: none"> <li>1. English Comprehensive Regents</li> <li>2. Global History Regents</li> <li>3. U.S. History Regents</li> <li>4. Physical Setting Science Regents</li> <li>5. Living Environment Regents</li> <li>6. Algebra 1 Regents,</li> <li>7. Geometry Regents</li> <li>8. Algebra II/Trigonometry OR Algebra 2 Regents</li> <li>9. LOTE exam**</li> </ol> <p>**LOTE is a local exam</p>



## Diploma/Credential Requirements

Revised June 2016

The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Diploma Type	Available to	Requirements
Regents	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li>○ 5 required Regents exams<sup>(1)</sup> with a score of <b>65 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and 1 <b>Pathway Assessment</b><sup>(2)</sup>; or</li> <li>○ 4 required Regents exams<sup>(1)</sup> with a score of <b>65 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regents_diploma">http://www.p12.nysed.gov/part100/pages/1005.html#regents_diploma</a></li> </ul> </li> </ul>
Regents (through appeal)	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li>○ <b>4 required Regents exams</b><sup>(1)</sup> with a score of <b>65 or better</b> and <b>1 Regents exam</b> with a score of <b>60-64</b> for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 <b>Pathway Assessment</b><sup>(2)</sup>; or</li> <li>○ <b>3 required Regents exams</b><sup>(1)</sup> with a score of <b>65 or better</b> and <b>1 Regents exam</b> with a score of <b>60-64</b> for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential</li> </ul> </li> </ul> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal Process  <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore">http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</a></p>

<p>Regents with <b>Honors</b></p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</li> <li>• <b>Assessment:</b> 5 required Regents exams<sup>(1)</sup> with a computed average score of <b>90 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and either 1 <b>Pathway Assessment</b><sup>(2)</sup> or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</li> </ul> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors">http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</a></p>
<p>Regents with <b>Advanced Designation</b></p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> </ul> <p><b>Assessment:</b> Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing <u>any one</u> of the following combinations of Regents examinations and/or Department approved alternatives if applicable:</p> <ol style="list-style-type: none"> <li><b>Traditional Combination:</b> ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessments</li> <li><b>Pathway<sup>(2)</sup> Combination</b> (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), <u>and</u> either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments</li> <li><b>STEM (Mathematics) Pathway<sup>(2)</sup> Combination:</b> ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments</li> <li><b>STEM (Science) Pathway<sup>(2)</sup> Combination:</b> ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments</li> </ol> <p>In addition a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE.</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>
<p>Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Math</b></p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics</li> </ul> <p>See 100.5(b)(7)(x)</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>



<p>Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Science</b></p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in science See 100.5(b)(7)(x) <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></li> </ul>
<p>Regents with <b>Advanced Designation with Honors</b></p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of <b>90 or better</b> (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</li> </ul> <p><b>Note:</b> The locally developed Checkpoint B LOTE* examination is not included in the computed average.. <a href="http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors">http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</a></p>
<p>Local Diploma (through Appeal)</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives.</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li>○ 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, <u>and</u> 1 <b>Pathway Assessment</b><sup>(2)</sup> ; or</li> <li>○ 2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, <u>and</u> meet all the requirements for the CDOS Commencement Credential</li> </ul> </li> </ul> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal process. <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore">http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</a> <a href="http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf">http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf</a></p>

Local <sup>(3)</sup>	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives.</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li>a. <b>Low Pass Safety Net Option:</b> 5 required Regents exams with a score of <b>55 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA <u>and</u> either 1 <b>Pathway Assessment<sup>(2)</sup></b>, or meet all the requirements of the CDOS Commencement Credential <a href="http://www.p12.nysed.gov/part100/pages/1005.html#assessment">http://www.p12.nysed.gov/part100/pages/1005.html#assessment</a>; or</li> <li>b. <b>Low Pass Safety Net and Appeal:</b> <ul style="list-style-type: none"> <li>I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 <b>Pathway Assessment<sup>(2)</sup></b>; or</li> <li>II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential</li> </ul> </li> </ul> </li> </ul> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal process.</p> <ul style="list-style-type: none"> <li>c. <b>Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011:</b> passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination <a href="http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm">http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm</a>; or</li> <li>d. <b>Compensatory Safety Net Option:</b> scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</li> </ul> <ul style="list-style-type: none"> <li>• <a href="http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html">http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html</a></li> </ul>
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Local Diploma (through Superintendent's Determination)	<p>Students with disabilities with an IEP</p> <p>Does <b>NOT INCLUDE</b> students with a Section 504 Accommodation Plan</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)* 2 physical education, 3 ½ electives.</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li>• A score of <b>55 or better</b> on both the ELA and 1 math Regents exams, or a successful appeal of a score between 52 and 54; <u>and</u></li> <li>• Participation in at least 1 social studies Regents exam, 1 science Regents exam, and either 1 Pathway exam (or meet the requirements for the CDOS commencement credential), for which no passing score was obtained utilizing the low pass, safety net, the compensatory safety net or the 52-54 appeal; <u>and</u></li> <li>• A superintendent's determination, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation. More information can be found at: <a href="http://www.p12.nysed.gov/specialed/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm">http://www.p12.nysed.gov/specialed/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm</a></li> </ul> </li> </ul>
Local Diploma	English Language Learners Only	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives.</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li>○ 4 required Regents exams<sup>(1)</sup> with a score of 65 or better and the ELA Regents exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7); or</li> <li>○ 3 required Regents exams with a score of 65 or better, 1 Regents exam with a score of 60-64, and the ELA Regents exam with a score of 55-59. For both the 60-64 and the 55-59 scores, an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and either <b>1 Pathway Assessment</b><sup>(2)</sup> or meet the requirements of the CDOS Commencement Credential</li> </ul> </li> </ul> <p><b>Note:</b> Students who choose the CDOS pathway may still appeal an ELA score of 55-59 and on other Regents exam score of 60-64</p> <p><a href="http://www.regents.nysed.gov/meetings/2015Meetings/February/215p12a1.pdf">http://www.regents.nysed.gov/meetings/2015Meetings/February/215p12a1.pdf</a></p> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal process</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Career and Technical Education Endorsement</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program.</li> <li>• <b>Assessment:</b> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed. <a href="http://www.p12.nysed.gov/part100/pages/1005.html#carteched">http://www.p12.nysed.gov/part100/pages/1005.html#carteched</a></li> </ul>

## Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students <b>other than those</b> who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> <li>• Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; <b>OR</b></li> <li>• Student meets criteria for a national work readiness credential</li> </ul> <p><b>Note:</b> Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p><a href="http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm">http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm</a></p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p><a href="http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm">http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm</a>  <a href="http://www.p12.nysed.gov/part100/pages/1006.html">http://www.p12.nysed.gov/part100/pages/1006.html</a></p>

### Footnotes:

\* Students with a disability may be excused from the LOTE requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.

\*\* Students with a disability who are excused from the LOTE requirement per their IEP need not complete a 5-unit sequence in the Arts or CTE in order to meet the requirements for the Regents Diploma with Advanced Designation.

<sup>1</sup> In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

<sup>2</sup>**Pathway Assessment Options:** All students must pass the following 4 required Regents exams or the corresponding Department approved alternative examination found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>: 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam, and the English language arts Regents exam. In **addition** all students must choose 1 of the following options:

- Complete all the requirements for the CDOS Commencement Credential found here <http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm> ; or
- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or

- Pass an additional social studies Regents exam in a different course or Department Approved Alternative ; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass an approved CTE Assessment after successfully completing an approved CTE program
- Pass a Department approved pathway assessment in the Arts<sup>4</sup>
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

The Department is working to identify Pathway assessments in LOTE. When those examinations are identified they will be posted at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

<sup>3</sup>The low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There may still be students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

Upon entry into the high school, a student will be assigned to a guidance counselor who will assist him/her throughout high school. Counselors are here to answer student questions and to ease their concerns about their life and studies at Deer Park High School and to assist you in making plans for the future. The guidance counselors are a rich source of information on every aspect of career opportunities, visitations of colleges and vocational schools, admissions, news of scholarships, test dates, applications for financial aid, etc. Students and parents are encouraged to get to know their guidance counselor. The partnership you establish with your counselor will help ensure open lines of communication and success throughout high school.

## **HIGH SCHOOL ATTENDANCE**

The Board of Education desires to work closely with parents and guardians to ensure regular attendance of all students. The school staff will discuss the importance of school attendance and offer assistance to parents and guardians of students who are excessively absent. Please consult the Deer Park High School Student Handbook to review the District Attendance Policy. The handbook will explain: procedures, class participation as it relates to the attendance policy, and disciplinary consequences. There will be an annual review of this policy to make updates and revisions, as needed.

## **GRADE LEVEL PROMOTION**

### **Promotion to 10th grade:**

For a 9th grade student to be promoted to 10th grade the student must have earned a total of 5 credits.

### **Promotion to 11th grade:**

For a 10th grade student to be promoted to 11th grade the student must have earned a total of 11 credits.

### **Promotion to 12th grade:**

For an 11th grade student to be promoted to 12th grade they must have earned a total of 17. If a student has 16 or less credits they will be retained and will not have senior privileges.

## **SENIOR PRIVILEGES:**

Seniors who are in good standing may enjoy the following senior privileges: the ability to leave campus for lunch, parking on campus (if you are successful in obtaining a parking pass through the school's lottery), and all senior class activities. In order for a student to be rewarded senior privileges a student must have earned the following credits: 3 English, 3 Social Studies, 1 1/2 Physical Education, 5 of the 6 credits needed in Math and Science and 1 1/2 credits combined from the following group; Fine or Performing Arts, Health, and World Languages. The student must pass at least 5 regents exams.

Seniors must take at least 5 1/2 periods of classes.

Seniors who become ineligible as per the district's attendance, discipline and academic policies, at any point throughout the year for any reason WILL LOSE THEIR SENIOR PRIVILEGES. Seniors who are failing multiple classes may lose their senior privileges.

## **COURSE SELECTION & SCHEDULING POLICIES**

During the second semester of the school year, guidance counselors will be meeting with students in small groups to review their course selections and graduation progress. Parents are encouraged contact their child's guidance counselor for scheduling questions. Final schedules will be mailed home in mid-to late August.

# GUIDANCE

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## SCHEDULE CHANGE POLICY

### *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 ten(10) school days or by permission of the appropriate teacher and building administrator.
3. 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.

### *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, and the proper building administrator. **If a student drops a class after the first quarter, the report card and transcript will show a "WF" (withdrawn fail) for the quarter and final grade.**

Please be aware of the Schedule Change Policy when course selections and their alternates are made. Careful choices during the course selection process should eliminate the need for schedule changes. Schedule changes will **NOT** be made for such reasons as:

- **Change of Teacher**
- **To arrive to school later**
- **To leave school earlier**
- **Preference to take a different course**
- **Change of lunch period**

## REQUEST TO CHANGE COURSE LEVEL

After the schedule change deadline, students may request to change the level (Regents, Honors, AP) of a course, if they feel that they are inappropriately placed in a course. To change a course level, a consensus must be reached by the student, parent/guardian, counselor, teacher, and building administrator.

In order to request a change of course level, a student must complete the following steps:

1. The student must meet with counselor to discuss his/her request.
2. The student and parent complete section I of the

"Request to Change Course Level" form.

3. The student must meet with his/her teacher and department director to discuss his/her request and obtain the necessary signatures.
4. Once sections 1, 2, and 3 are completed, the student should return the "Request to Change Course Level" form to his/her guidance counselor.
5. Final approval must be received by the building principal.

## ACADEMIC INTERVENTION SERVICES (AIS)

Academic Intervention Services are intended to assist students who are at risk of not achieving the State Learning Standards in English Language Arts, Mathematics, Social Studies and/or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. Academic Intervention Services are mandated, and will be provided when students, in grades nine to twelve, score below the state designated performance level on one or more of the state intermediate assessments. No credit is granted for AIS courses.

## PROGRAM LEVELS

**GUIDED LEARNING (G)** These courses are designed to provide support to students. Students will earn a grade in these courses however the grade is not a part of their cumulative average.

**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. These courses cover the required content for the respective grades with in-depth exploration and enrichment. Students will study additional areas of personal interest or areas suggested by their teachers, evolving from expansion of the existing curricula.

**ADVANCED PLACEMENT (C)** 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 and independent study and research are an integral part of the program. The cost of taking AP Examinations

# GUIDANCE

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is absorbed by the student. 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. Students enrolled in an Advanced Placement course must sit for the A.P. exam. A.P. examinations **must** be taken to receive the weighting for student grade point average purposes and to receive A.P. credit from their college/university.

**College (C)** College level courses offer students an opportunity to take a course taught on a college level. Students enrolled in these courses have the opportunity to receive credit from the specific university that sponsors that course.

## GRADING

The grade point average is the average of all final grades, including summer school, earned by a student by September of senior year. A half-year course has half the value of a one-credit course. All credit bearing courses are counted. Grades of P or F are not counted. Students who repeat a failed course have the higher grade entered once, but do not earn an additional unit of credit.

## WEIGHTING

The final grade in all courses as they appear on the transcript are un-weighted. At the completion of the eleventh grade year, a weighted grade point average (GPA) is determined for each student. 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. The weighting system is as follows:

Courses are weighted as follows:

<u>Course Type/Level</u>	<u>Weighting</u>
Advanced Placement/College (C)	1.2
Honors Courses (H)	1.1
Regents Level Courses (R)	1.0

## REQUIREMENTS TO ENROLL IN AN ENGLISH OR SOCIAL STUDIES HONORS OR AP COURSE:

Enrollees in the Honor/AP program in Social Studies or ELA are chosen based on a review of student performance in ELA and Social Studies classes in middle school as well as high school. A student must maintain a final average of 90 in both subject areas in order to be considered for enrollment in either the Social Studies or ELA honors/AP program. In addition a student's performance on New York State ELA 8 exam and Social Studies 8 exam will be taken into consideration. Permission of the departmental supervisor is required.

Students enrolled in the Honors program must maintain a minimum average of 85 and have a final average of no less than 85 at the end of the year. Students who fail to maintain these grade standards will be removed from the program at mid-year or at the end of the year.

## REQUIREMENTS TO ENROLL IN A MATH OR SCIENCE HONORS OR AP COURSE:

Enrollees in the Honors/AP program in Math or Science are chosen based on a review of student performance in Math and Science classes in middle school as well as high school. A student must maintain a final average of 90 in both subject areas in order to be considered for enrollment in either the Math or Science honors/AP program. In addition a student's performance on New York State Science exam and Math exam will be taken into consideration. Permission of the departmental supervisor is required.

Students enrolled in the Honors program must maintain a minimum average of 85, have a mid-year average of at least 85 and have a final average of no less than 85 at the end of the year. Students who fail to maintain these grade standards will be removed from the program at mid-year or at the end of the year.



## HONOR ROLL/HIGH HONOR ROLL

**SILVER HONOR ROLL** - A student will be eligible for the Honor Roll if the student achieves a minimum un-weighted average of 85.

**GOLD HONOR ROLL** - A student will be eligible for the High Honor Roll if the student achieves a minimum un-weighted average of 95.

## CLASS RANK

Class rank is a number assigned to seniors in the fall semester reflecting their academic standing in the class. This number (1 for the highest, etc.) is based on their weighted (see weighting) average of all high school credited courses taken through the summer of the junior year (**excluding** independent study and pass/fail courses). The weighted average is based upon the quality point average of the courses taken by the student. To arrive at this average, the final grade is multiplied by an arithmetic factor that is based on the academic difficulty of the course. All seniors (students with > 15 credits) who have been at DPHS **two full years** prior to the start of twelfth grade are included in the ranking.

## REPEAT REGENTS EXAM GRADES

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 Regent's Exam, only the higher score will be reported on the transcript. The new Regents exam grade WILL NOT affect the course grade. In order to change a failing course grade, the course, itself, must be repeated.

## COLLEGE & CAREER CENTER

The Deer Park High School College & Career Center is open to all students all year. Juniors and Seniors are highly encouraged to visit the center for assistance in college searches and applications. Colleges and Universities regularly visit the high school and meet with students in the center. Students need to schedule appointments to meet with visiting colleges. In addition to this, the College & Career Center e-board holds a wealth of information and scholarship opportunities.

## JUNIOR CONFERENCES

Parents of students in their junior year are invited to attend a Junior Conference with their child's counselor. The conference will provide valuable insights and information into the college search and application process. Mailings will be sent home in the spring of the junior year inviting families to attend conferences.

## PARENT PORTAL

Report cards and progress reports are available to families through the Parent Portal and Campus Backpack on-line systems and are no longer mailed home. Important information regarding testing schedules, upcoming events and registrations is regularly posted to the Backpack. Up to date information regarding student progress and grading is available through this on-line portal. Parents must register for portal accounts. Registration forms are available on the Deer Park Schools webpage.

## NEW YORK STATE SERIES SCHOLARSHIP FOR ACADEMIC EXCELLENCE QUALIFICATIONS

Pending the appropriation of State funds during the current academic year, scholarships for top achieving seniors may be available. The number of distributed scholarships as well as scholarship amounts vary each year.

Students are eligible for the scholarship based on their Regents score performance. Winners are selected by computing a weighted Regents exam average. Eligible seniors will be notified by their counselor of status and additional requirements.

The score weighting is as follows:

Comprehensive English	weight of three
Algebra 2	weight of three
Global Studies	weight of one
US History	weight of one
Living Environment	weight of one
Earth Science	weight of one
Chemistry-or-Physics	weight of one

# FOUR YEAR COURSE-EXAM REQUIREMENT PLAN

## Four Year High School Plan with Minimum Requirements

Period	Grade 9	Grade 10	Grade 11	Grade 12
1	English 9	English 10	English 11	English (2 semester courses)
2	Global History 9	Global History 10	US History 11	Economics & Participation in Government (2 semester courses)
3	Living Environment	Earth Science	Chemistry	Science
4	Science Lab/ Physical Education	Science Lab/ Physical Education	Science Lab/ Physical Education	Science Lab/ Physical Education
5	Algebra	Geometry	Algebra 2 (&Trigonometry)	Math
6	Lunch	Lunch	Math Lab	Lunch
7	World Language	World Language	Lunch	Elective or AIS
8	Music or Art	Health/Elective	World Language	Elective or AIS
9	Freshman Comp/Elec/ AIS	Music, Elective or AIS	Elective or AIS	Elective or AIS

**Students on an honors and/or advanced placement track should refer to department specific flow charts included in the course catalog.**

### REGENTS EXAMS

(X indicates when the student should take exam to be considered on track for Regents)

COURSE	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
ELA			X	
GLOBAL		X		
MATH	X			
SCIENCE	X			
US HISTORY			X	

# BUSINESS

## DEPARTMENT OBJECTIVES:

The world of business is waiting for you! All careers, professions, and jobs involve some area of business. The skills you learn at Deer Park High School will prepare you to enter the work force.

### The goals of the business department are:

1. To prepare our students to be responsible, thinking individuals who can make intelligent decisions about themselves and their careers, and who can apply the business knowledge and skills to their personal lives.
2. To provide a strong foundation in business-related courses for the college-bound students planning on majoring in business administration.
3. To give all students the opportunity to learn to use the computer for data base, spreadsheets, and word processing.

A 5-unit sequence in Career and Technical Education may be used as a substitute for the additional two units of World Language needed for a Regents Diploma with Advanced Designation.

## Taking a business course makes a student eligible for participation in DECA.

DECA is a national youth organization dedicated to developing marketing and management skills in our students.

DECA helps students develop career skills and competence, build self-esteem, experience leadership, and practice community service.

DECA members can begin their experience as early as the ninth grade by enrolling in a marketing, finance, hospitality, business management or entrepreneurship course. They can retain their membership in DECA as long as they are actively pursuing courses in one of the content areas.

### By leveraging their DECA membership, members can become:

1. **academically prepared** for college and careers in marketing, finance, hospitality or management
2. **community oriented** by gaining an appreciation for the benefits of service and their potential impact on the community and world
3. **professionally responsible** with ethics, integrity and high standards
4. **experienced leaders** by practicing key leadership skills such as goal setting, consensus building and project management.

## SUGGESTED SEQUENCES FOR BUSINESS COURSES

Grade	Finance Cluster	Marketing Cluster	Technology Cluster	Skills Cluster
8	Essentials of Computer Applications (Graduation Requirement)			
9	Career & Financial Management	Advertising	Business Computer Apps	School Store
10	Stock Market	Sports Marketing Sports Management	Multimedia I Multimedia II	Skills for Success
11	Personal Finance College Business Law	Fashion Marketing	College Web Design	Career Planning
12	College Accounting	College Marketing	College Software Apps	

## **0615/0617 ADVERTISING**

**(1/2 Credit R)**

**Suggested for Grades: 9-10**

This course is designed to show how advertising influences a consumer's tastes and purchasing decisions. Students will create advertisements in various media and develop advertising campaigns. The psychology of consumer buying habits will also be covered. The skills acquired in this class are what businesses need to sell their products and what you need to be as a wise consumer.

Key topics covered by this class include:

- History of Advertising
- Forms of Advertising
- Product Development
- Advertising Budgets
- Advertising Campaigns

## **0612/0667 BUSINESS COMPUTER APPLICATIONS (BCA)**

**(1/2 Credit R)**

**Suggested for Grades: 9-10**

Learn how spreadsheets, databases, graphics, and word processing can be used for both business and personal applications. This course provides hands on instruction on computers, using using Microsoft's Word, Excel, Access and Power Point software. This course is essential for all college-bound and career oriented business students.

Key topics covered by this class include:

- Intermediate Word Processing Applications  
(ex: letters and memos)
- Intermediate Spreadsheet Applications  
(ex: budgets and checkbooks)
- Intermediate Presentations in PowerPoint
- Intermediate Database Applications

## **0648 CAREER PLANNING**

**(1/2 Credit R)**

**Offered to Grades: 9-12**

What will you do with the rest of your life? Begin to plan your career through research and exploration activities. Create a career plan to lay the foundation for sound career decision-making. Explore "who you are" and what careers are best suited for you. All students in this class will participate in a shadowing experience to explore careers close up in a field of your choice.

Key topics covered by this class include:

- Developing a Career Plan
- Exploring Career Options
- Identifying HS Courses & College Majors
- Interviewing

## **0651 CAREER & FINANCIAL MANAGEMENT**

**(1/2 Credit R)**

*This is a required course for students graduating with an occupational or career & technical education sequence.*

**Suggested for Grades: 9-11**

This course provides students with the opportunity to explore a variety of careers and learn the skills and competencies needed for success in the workplace. Students will be encouraged to begin to developing a career plan, apply academic skills to solve real-world problems and become familiar with the foundation skills (SCANS) that are needed to become successful citizens, employers, and employees. Personal financial literacy will be stressed so that students will learn how to perform important tasks like preparing their income taxes, putting together a budget, and managing bank/investment accounts. Virtual Business Personal Finance simulation software will be used to further the student's understanding of key concepts.

Key topics covered by this class include:

- Setting Financial Goals
- Education & Advancement
- Job Hunting Strategies
- Types of Bank Accounts
- Exploring Housing Options

## **0629 FASHION MARKETING**

**(1/2 Credit R)**

**Offered to Grades: 9-12**

Students will learn the principles of marketing 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, and Calvin Klein develop marketing 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.

Key topics covered by this class include:

- Marketing Basics
- The Fashion Cycle
- Fashion Marketing Trends
- Marketing Effectiveness
- Careers in Fashion Marketing

## **0638 MULTI MEDIA BUSINESS**

**APPLICATIONS I**

**(1/2 Credit R)**

**Offered to Grades: 9-12**

Today's high school students live in a world where media is all around them. Not only are they consumers of media, but they also are the creators. Our partnership with Cablevision's MSG Varsity Station allows our students to create content for MSG Varsity's website, television channel, and magazine. Student's film, photograph, and write about school events. They learn to edit video, photos, and news articles, and their work is published on MSG Varsity's platforms.

Key topics covered by this class include:

- Camera Operation
- Filming Techniques
- Video Editing using Final Cut
- Creating DVDs

## **0647/0634 MULTI MEDIA BUSINESS**

**APPLICATIONS II**

**(1/2 Credit R)**

**Offered to Grades: 9-12**

*Pre-requisite: Multimedia Business Applications I*  
Our partnership with Cablevision's MSG Varsity Station allows our students to create content for MSG Varsity's website, television channel, and magazine. Student's film, photograph, and write about school events. They learn advanced editing of video, photos, and news articles, and their work is published on MSG Varsity's platforms.

Key topics covered by this class include:

- Camera Operation
- Filming Techniques
- Video Editing using Final Cut
- Creating DVDs

## **0656 SCHOOL STORE COURSE**

**(1/2 Credit R)**

**Offered to Grades: 9-12**

The School Store Course will teach students how to operate and manage a retail store, through both theoretical and practical methods of education. The students will learn the business functions involved in running a successful school -based enterprise, as well as the skill-sets and attitudes required in any job. Students will be required to attend class and participate in the School Store Lab, where they will manage Deer Park High School's store, The Falcon's Nest during assigned periods.

Key topics covered by this class include:

- Cash Drawer Reconciliation
- Inventory Control
- Product Pricing
- Picking/Displaying Merchandise
- Customer Service/Relations

## **0618 SKILLS FOR SUCCESS**

**(1/2 Credit R)**

**Offered to Grades: 9-12**

Do you get test anxiety? Does time just seem to "slip through your fingers?" Are you floundering around with no clear-cut goals for your future? If you answered "yes" to any of the above questions, this is the course for you. To help you become a master student, you will learn survival skills that will help you in high school and beyond.

Key topics covered by this class include:

- Time Management
- Study Skills
- Test-taking Strategies
- College & Job Applications
- Presentations & Public Speaking

## **0650 INTRO TO SPORTS MANAGEMENT**

**(1/2 Credit R)**

**Offered for Grades: 9-12**

Sports Management is an introductory course designed to teach high school students basic business management principles within the sports industry. Students will look at sports as a business and as entertainment, as well as from various perspectives, such as agent, fan, athlete, and more. Students will be involved with the management of their own fantasy sports franchises and will use Virtual Business Sports simulation software to aid in their understanding of key management concepts.

Key topics covered by this class include:

- Managing College & Amateur Sports
- Managing Professional Sports
- Decision-Making vs Problem Solving
- Management Strategies

## **0625 INTRO TO SPORTS MARKETING**

**(1/2 Credit R)**

**Offered for Grades: 9-12**

Sports Marketing is an introductory course designed to teach high school students basic business marketing principles within the sports industry. This course covers three basic components of sports marketing: (1) the use of sports as a marketing tool for other products; (2) the marketing of sports products; and (3) the emerging considerations relevant for both marketing through and the marketing of sports.

Key topics covered by this class include:

- Marketing College & Amateur Sports
- Marketing Professional Sports
- Advancing the Cause
- Importance of Public Image

These courses may be taken for three (3) college credits through SUNY Farmingdale's University in the High School Program (an average of 75 or better is necessary to earn college credit. See page 4 College fee)

## **0660 COLLEGE ACCOUNTING (1 Credit C)**

**Offered to Grades: 11-12**

This course stresses the principles and procedures needed to build a solid foundation in accounting fundamentals so that students will become thinkers, decision-makers, and problem-solvers, not merely recorders of information. This course will prepare students for introductory college business courses and can lead to entry-level positions in the fields of banking, bookkeeping, insurance and manufacturing.

Key topics covered by this class include:

- Journalizing Transactions
- Posting Transactions
- Cash Control
- Preparing Financial Statements

## **0668/0655 COLLEGE WEB SITE DESIGN (1/2 Credit C)**

**Offered to Grades: 11-12**

This course will introduce students to the basics of Web page design. Students will learn to use HTML and Web authoring software to produce Web pages/sites. Students will also examine the impact of the World Wide Web on the growth of electronic commerce.

Key programs covered by this class include:

- Notepad++
- Dreamweaver
- Photoshop & Flash
- Wikispaces and Tumblr

## **0666– COLLEGE BUSINESS LAW (1/2 Credit C)**

**Suggested to Grades 11-12**

This course will show you how business law can help you in your personal life as well as on the job. It is especially helpful for those who plan a career in law (either law school or in the paralegal field, i.e. court reporter, legal secretary ) or for those who plan to major in business administration or accounting. This course is usually expected of any business major in college.

## **0611 COLLEGE SOFTWARE APPLICATIONS (1 Credit C)**

**Offered to Grades: 11-12**

This advanced computer course for juniors and seniors prepares students to be well rounded in all aspects of computer literacy. Students work on real world projects in order to learn the advanced functions of current software applications. Students will become proficient in the use of every major software application that is used in college and business.

Key topics covered by this class include:

- Advanced Word Processing Applications  
(ex: resumes, mail merge, mailing labels, etc.)
- Advanced Spreadsheet Applications  
(ex: If Statements, V-Lookups, Abs. Formulas)
- Advanced Presentations  
(ex: PowerPoint Hyperlinks and Timings)
- Advanced Database Applications  
(ex: Tables and Forms in Access)
- Advanced Desktop Publishing Applications  
(ex: Publisher and Photoshop)

## **0669 COLLEGE SPORTS MARKETING (1/2Credit C)**

**Offered to Grades: 11-12**

This course will be an investigation into the decisions necessary to plan, develop, implement and control integrated sports marketing programs. Attention will be directed towards each major element of the marketing industry-advertising, promotion, public relations and sponsorships. The emphasis will be on the marketing of professional and collegiate athletics. Include will be the use of marketing for teams, leagues and special events. The course will also focus on negotiations, contracts and the role of the media.

## **0607 COLLEGE PERSONAL FINANCE (1/2 Credit C)**

**Suggested for Grades: 11-12**

This course is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics will include income, money management, spending and credit, as well as savings and investing. Students will be required to develop personal and household budgets; simulate the use of checking and savings accounts; demonstrate the knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundation for making informed personal financial decisions.

Key topics covered by this class include:

- Using Credit Responsibly
- Budgeting Your Money
- Investing Your Money
- Using Financial Services
- Need for Insurance

## **0608 COLLEGE MARKETING (1/2 Credit C)**

**Offered to Grades: 11-12**

This course will introduce students to the marketing mix and through current events, cover the concepts of product, promotion, pricing, and placement. Students will also learn about advertising, demographics, target markets, and all the dynamic concepts and techniques of marketing in our economy.

Key topics covered by this class include:

- Developing Marketing Plans
- Exploring Media Options
- Creating Advertisements
- Promotional Strategies
- Sponsorships & Endorsements

## **0630 COLLEGE STOCK MARKET (1/2 Credit C)**

**Suggested for Grades: 11-12**

This course will provide students with the opportunity to learn about financial literature and facilities that are available as guides to proper selection of securities. The course is covered from the perspective of the individual investor. As such, a logical portfolio commensurate with the financial goals of the individual is stressed. Financial information available both in published and on-line format is covered. In addition, students will participate in the Newsday Stock Market Challenge, which is available during each semester.

Key topics covered by this class include:

- History of Financial Markets
- Financial Instruments
- Investment Strategies
- Time Value of Money
- Building Portfolios

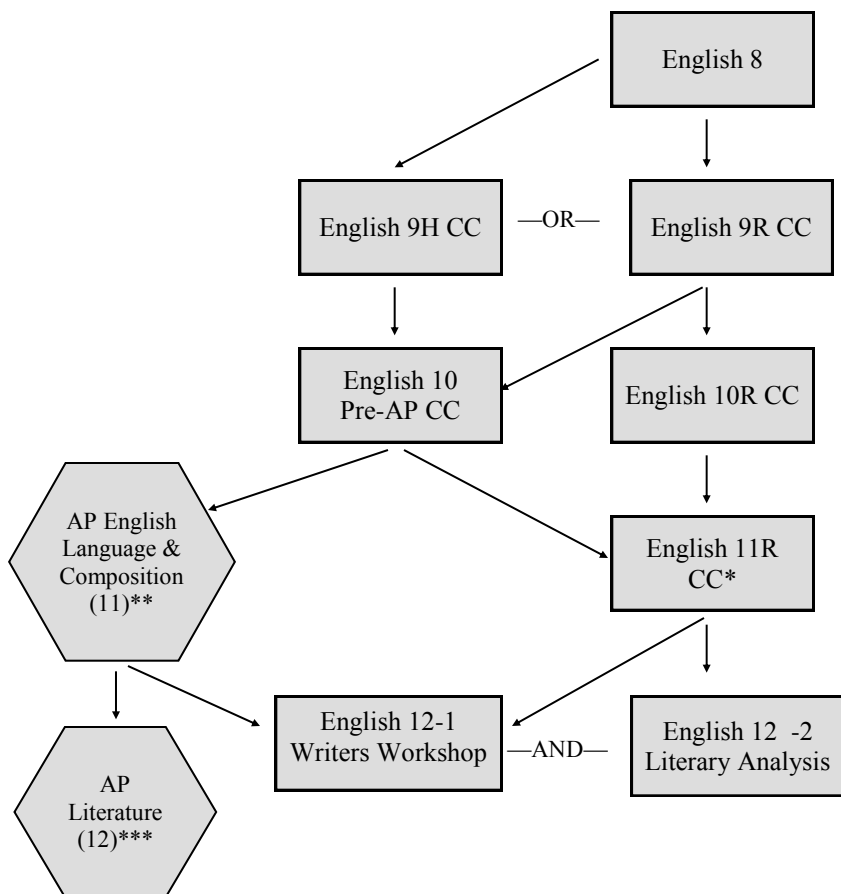
## **0613 COOPERATIVE WORK EXPERIENCE PROGRAM**

**Earn Up To 2 Credits**

**Offered to Grades: 11-12**

The Cooperative Work Experience program provides on-the-job training for both college-bound and work-bound students. This is not a class. The Co-op Program can help you to find an “on-the-books” job and earn credit for it or earn credit for a job that you already have— as long as you are enrolled in a related business course. The purpose of the program is to allow you to practice in the work world the skills you have mastered in high school. This experience will give you a much greater understanding of your talents and how to develop them in college or through further on-the-job training. To enroll in the program, you should be at least 16 years of age, have your working papers, and be able to provide your own transportation to jobs in Deer Park and surrounding towns.





**Electives**  
 Please review the English section for full list of electives.  
 \*\*Not all courses are offered every year.\*\*

- \* **Course culminates in a Regents exam.**
- \*\* **Course culminates in an AP exam and Regents exam.**
- \*\*\* **Course culminates in an AP exam only.**

**English Graduation Requirements**

**4 Course Credits  
&  
1 Regents Exam Passed**

ELA Regents Exam– June of 11th Grade

**DEPARTMENT OBJECTIVES:** The English Department offers a wide variety of courses designed not only to meet the students' needs but also to encourage them to explore their fields of interest. The program in grades nine, ten, eleven, and twelve consists of courses designed to accommodate students on various levels. We urge students and their parents to read course descriptions carefully, taking particular note of prerequisites and objectives.

**The New York State Common Core Learning Standards establish an instructional focus and approach for English Language Arts that is based upon reading literature and informational texts and developing students' writing, listening and speaking, and language skills.**

**Every English course offered addresses all of these standards.**

**NOTE:** Please read the honors/AP requirements in the Guidance section of this book.

## CORE COURSES

### NINTH YEAR COURSES

#### **0101 ENGLISH 9 HONORS CC (1 Credit H)**

*Prerequisites: Completion of English 8 with an average of 90 or better and recommendation by his/her ELA 8 teacher.*

This is the first in a four-year program in English Language Arts. Students will study literary works that reflect various lengths and genres, including *Lord of the Flies*, *Of Mice and Men*, *Oedipus Rex*, and *Romeo and Juliet*. Informational texts will balance the literary selections. Students will labor to decipher contextual vocabulary and grammar, and they will successfully complete a Research Paper Project. Emphases will be placed upon the development of students' reading and writing skills, as per the New York State Common Core Learning Standards for English Language Arts. English 9 Honors is vertically aligned with a Pre-Advanced Placement course of study.

**NOTE:** Enrollees in the Honors program are chosen based upon a review of student performance in ELA classes in 8th grade in conjunction with the student's SS class. Permission of the departmental supervisor is required.

Students enrolled in the Honors Program must maintain a minimum of a 92 average. Students who fail to maintain these grade standards may be removed from the program at mid-year or at the end of the year.

#### **0148 ENGLISH 9 CC REGENTS (1 Credit R)**

*Prerequisites: Successful completion of English 8.*

This is the first in a four-year program in English Language Arts. Students will study literary works that reflect various lengths and genres, including *Lord of the Flies*, *Of Mice and Men*, *Romeo and Juliet*, and *To Kill a Mockingbird*. Informational texts will balance the literary selections. Students will labor to decipher contextual vocabulary and grammar, and they will successfully complete a Research Paper Project. Emphases will be placed upon the development of students' reading and writing skills, as per the New York State Common Core Learning Standards for English Language Arts.

## TENTH YEAR COURSES

### **0106 ENGLISH 10 Pre-AP CC (1 Credit H)**

*Prerequisites: Successful completion of English 9R or English 9H and therein, maintenance of an overall average of 92 or 90 writing average, respectively, each quarter.*

This is the second in a four-year program in English Language Arts. Students will study literary works that reflect various lengths and genres, including *The Catcher in the Rye*, *Frankenstein*, *Macbeth*, and *The Kite Runner*. Informational texts will balance the literary selections. Students will labor to decipher contextual vocabulary and grammar, and they will successfully complete a research paper project. Emphases will be placed upon the development of students' reading and writing skills, as per the New York State Common Core Learning Standards for English Language Arts. English 10 Pre-AP is vertically aligned with an Advanced Placement course of study.

### **0149 ENGLISH 10 CC REGENTS (1 Credit R)**

*Prerequisites: Successful completion of English 9R or English 9H.*

English 10 is the second in a four-year program in English Language Arts. Students will study literary works that reflect various lengths and genres, including *The Catcher in the Rye*, *The Curious Incident of the Dog in the Night-Time*, *Maus*, and *Macbeth*. Informational texts will balance the literary selections. Students will labor to decipher contextual vocabulary and grammar, and they will successfully complete a research paper. Emphases will be placed upon the development of students' reading and writing skills, as per the New York State Common Core Learning Standards for English Language Arts.

## ELEVENTH YEAR COURSES

### **0114 ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (1 Credit C)**

*Prerequisites: Completion of English 10 Pre-AP with an average of 90 or better OR completion of English 10 Regents with overall grade of 92 or better.*

This college level course features advanced composition and research skills. Students will study a variety of prose pieces to notice variations in style and purpose, ultimately understanding both the implicit and explicit relationships among diction, syntax, tone and content. Through a variety of writing activities, they will apply such conventions and language resources to their own expository, analytical and argumentative writing. Multiple impromptu and formal essays are required. *A research paper is required. Students must take the ELA Regents Exam (Common Core) and the Advanced Placement English Language and Composition Examination.*

### **0150 ENGLISH 11 CC REGENTS (1 Credit R)**

*Prerequisites: Successful completion of English 10R or 10H.*

English 11 is the third in a four-year program in English Language Arts. Students will study literary works that reflect various lengths and genres, including *The Crucible*, *Othello*, and *The Great Gatsby*. Informational texts will balance the literary selections. Students will labor to decipher contextual vocabulary and grammar, and they will successfully complete a research paper. Emphases will be placed upon the development of students' reading and writing skills, as per the New York State Common Core Learning Standards for English Language Arts. During their eleventh-grade year, students will take the New York State ELA Regents Exam (Common Core).

## TWELFTH YEAR COURSES

Seniors must choose one senior elective in conjunction with English 12 Writers Workshop to satisfy their 4th English credit. Only classes with the title ENGLISH 12 will satisfy the credit.

### **0113 ADVANCED PLACEMENT LITERATURE & COMPOSITION (1 Credit C)**

*Prerequisite: Completion of Advanced Placement English Language & Composition with an average of 90 or better OR completion of English 11 CC with an overall grade of 92 or better.*

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. It is important to distinguish among the different kinds of writing produced in an AP English Literature and Composition course. Any college-level course in which serious literature is read and studied should include numerous opportunities for students to write. Some of this writing should be informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the course writing should involve research, perhaps negotiating differing critical perspectives. Much writing should involve extended discourse in which students can develop an argument or present an analysis at length. In addition, some writing assignments should encourage students to write effectively under the time constraints they encounter on essay examinations in college courses in many disciplines, including English.

### **0159 ENGLISH 12R 1: WRITERS' WORKSHOP (1/2 Credit R– Fall)**

*Prerequisites: Successful completion of English 11 CC or AP English Language & Composition.*

This course offers all seniors (except students enrolled in AP English Literature) a full semester of college writing. Students will examine and learn writing techniques that will help them succeed on college papers, in college writing courses, and prepare them for the demands of college and career readiness. The course will include exploring personal narrative, designing an appropriate college application essay, creative writing strategies and practice editing and revision. The writing assignments and strategies will mirror courses taught on college campus. Students will participate in group discussion, peer review, presentations and various revision processes required of college writers. A writing portfolio will be developed and presented as a final project for the course.

### **0152 ENGLISH 12R 2: LITERARY ANALYSIS (1/2 Credit R)**

*Prerequisites: Successful completion of English 11 CC or AP English Language & Composition.*

This course includes a survey of classic and contemporary literature. It is designed to develop an analytical approach to reading by furnishing seniors with knowledge of the language of literary criticism. English 12 will promote competence in composition and speech so that students are adequately prepared for academic writing and college career readiness.

## ELECTIVE COURSES

### **0125 SOCIAL ISSUES IN LITERATURE (1/2 Credit R)**

**Offered to Grades 10-12**

Literature is packed with the social issues we face in society on a daily basis. Students will study literature, film, media, and presentations that address issues such as drug/alcohol abuse, prejudice, racism, and violence. Students will be able to develop a critical perspective in which they will question and discuss the relationship between the work and the social issue presented. Finally, using this analysis, students will be able to assess their position in society.

# ENGLISH LANGUAGE ARTS

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## ELECTIVE COURSES

### **0120 CREATIVE WRITING**

**(1/2 CREDIT R)**

**Offered to Grades 9-12**

This course is for those who wish to weave words cleverly into short stories, sketches, poetry, skits and essays. By producing their own works and examining the literary works of other authors, students will be encouraged to delve deeply into themselves and the world around them for original insights. Both literature and writing will be blended. The focus will be extensive self-expression.

### **0168 PHILOSOPHY 1**

**(1/2 Credit R)**

**Offered to Grades 10-12**

Students will be introduced to the history of thought, as well as the mechanics of deductive and inductive reasoning. An emphasis will be placed on the refinement of critical thinking skills. Reading for the course will include: *The Republic*, *Walden*, and assorted writings of *Descartes*, *Emerson*, and *Nietzsche*. Reaction papers and a research paper will be required.

### **0147 PHILOSOPHY 2**

**(1/2 Credit R)**

**Offered to Grades 10-12**

*Pre-requisite: Philosophy 1*

Philosophy 2 will follow the arguments of Plato and Descartes, covered in *Philosophy 1*, with the idea of philosophical skepticism put forth by Hume and Kant. Using this epistemological framework, students will explore language philosophy and analytical philosophy. A number of Eastern and Western philosophical works will be incorporated into class discussion and projects. Grades will be based on written assignments and tests, as well as group work.

### **0126 PUBLIC SPEAKING**

**(1/2 Credit R– Spring)**

**Offered to Grades 11 & 12**

Students who opt for this class will be exposed to many aspects of speech making, including debate, panel discussion, and oral interpretation of literature. These areas will foster a wide range of speaking experiences and will serve to improve and reinforce students' skills in reading, writing, listening and thinking, as well as oral delivery.

### **0154 INTRO TO DRAMATIC ARTS**

**(1/2 Credit R)**

**Offered to Grades 9-12**

This course is an introduction to acting, including diction, movement, script analysis, and performance practice. Students learn about theories of acting and how to put them into practice. They work on monologues and dialogues and perform them, along with short plays.

### **0119 COLLEGE DRAMATIC ARTS ADVANCED**

**(1/2 Credit C)**

**Offered to Grades 9-12**

*Prerequisite: Intro to Dramatic Arts*

This course will be open to students who wish to continue their study of speaking and participating in drama projects. Emphasis will be placed on reviewing and building the skills of character creation, diction, acting, and speaking. Students will learn and practice acting exercises and speaking techniques, and will be required to show their knowledge by preparing and presenting speeches, dramatic readings, and scenes.

### **0124 Intro to Entrance Exams- ELA**

**(1/2 Credit R)**

**Offered to Grade 11 only**

This course is geared to preparing eleventh-year students for the SAT and ACT examinations. Students will be taught effective and efficient study skills as well as strategies to successfully master analyzing vocabulary in context, command of evidence, constructing logical arguments and scientific reasoning. This course may not be in lieu of English 11. Juniors who register for this class are expected to take this course in conjunction with its math component.

### **0164 FRESHMAN COMPOSITION**

**(1/2 Credit R)**

**Offered to Grade 9 only**

The Freshman Composition course content focuses upon foundational reading and writing processes. Through their targeted study of and practice with vocabulary, grammar, reading strategies and writing techniques, students will acquire skills that will support their multidisciplinary academic success in English 9 CC Regents classes. The goal of instruction is to support ninth grade regents level students as they develop into independent, effective readers, writers and communicators.

## **ELECTIVE COURSES**

### **0160 FILM AS LITERATURE**

**(1/2 Year—1/2 Credit R)**

**5 per. Weekly**

**Offered to Grades 10-12**

This course will prompt students to develop analytical and compositional skills through the study of films and directors. Students will view full feature films as well as short clips from other film of various genres ranging from narratives to musicals to dramas to westerns. Students will develop visual literacy by offering a range of tools to study both film and literature. Students will write essays, create daily film journals, write critical reviews of recent films, and complete a final film project in which students will script, direct, and create their own mini-film.

### **0136 MYTHOLOGY**

**(1/2 Year—1/2 Credit R)**

**5 per. Weekly**

**Offered to Grades 9-12**

This course will begin with a general overview of the creation of earth and man based on Hesiod's Mythology. Students will use note taking skills to interpret the reading and gain an understanding of the language that is commonly used in mythology. As the course progresses from the Greek and Roman through the Arthurian Legend, into the more modern mythology of J.R.R. Tolkien, students will compare the subtle similarities as well as the obvious differences. The following writing tasks may be incorporated to assess students' understanding of the reading: creative writing projects, reflective writing, writing response, and a comparative essay using two different works discussed throughout the course.

## **DEPARTMENT OBJECTIVE:**

The Family and Consumer Science Department offers a wide variety of courses designed not only to meet the student's needs, but also to encourage them to explore their fields of interest. The program in grades nine, ten, eleven and twelve consist of courses designed to work with students on various levels. We urge students and their parents to read course descriptions carefully, taking particular note of objectives.

### **0803 CHILD PSYCHOLOGY & DEVELOPMENT I**

**Offered to: Grades 9-12**

**(1/2 Credit R)**

Early childhood education will launch students on a career pathway. Content will provide a foundation in child development theory and provide students the opportunity to integrate knowledge, skills, and practices of careers in childhood education and child-related professions. A project-based approach that utilizes higher order thinking, communication, leadership, and authentic application through service learning is applied. The focus is on exploring researched-based parenting, nurturing practices and skills, including brain development that supports the positive development of children. Topics include parenting challenges, sexuality, adolescent pregnancy, prenatal development and birth, child nurturing, accessing parental resources and career awareness.

### **0804 CHILD PSYCHOLOGY & DEVELOPMENT II**

**Offered to: Grades 9-12**

**(1/2 Credit R)**

*Pre-requisite: Child Psychology and Development I*

This course is designed to focus on identifying concepts of responsible child rearing. The potential parent will become aware of the need to begin caring for personal health, practicing informed decision making about personal lifestyles, forming positive ways to meet physical, psychological, and emotional needs, and developing an awareness of the kind of parent he or she wants to be.

### **0805 INDEPENDENT LIVING I**

**Offered to: Grades 9-12**

**(1/2 Credit R)**

This course identifies challenges facing all adolescents as they prepare for their future. Areas of study include the home environment, food preparation, money management and insurances, and general skills necessary for an independent lifestyle.

### **0807 FOOD SCIENCE & NUTRITION**

**Offered to: Grades 9-12**

**(1/2 Credit R)**

This course focuses on a hands-on learning approach to the vast world of food. It is designed to take students on a journey beginning with food influences and departs with an opportunity for students to discover career paths in culinary arts, food science, nutrition, and beyond. Students will also examine food availability, production, and consumption and the impact this has socially and economically on society.

### **0809 INTERIOR DESIGN**

**Offered to: Grades 9-12**

**(1/2 Credit R)**

Students will study the principles and elements of design to gain a better understanding of interior design and their own personal style. Students will learn how to create rooms with different styles and moods, draw room layouts, design a color board, select furniture for a room, and how to personalize with accessories and details.

### **0813 INTRO-CULINARY ARTS**

**Offered to: Grades 9-12**

**(1/2 Credit R)**

An exploratory course for students considering career pathways related to culinary arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes that will be integrated into the course. Topics include safety, sanitation, storage and recycling process in the industry, basic food preparation skills, and culinary arts career pathways. Laboratory experiences that emphasize industry practices and develop basic industry skills are required components of this course.

### **0825 INDEPENDENT LIVING II**

**Offered to: Grades 9-12**

**(1/2 Credit R)**

*Pre-requisite: Independent Living I*

This course is designed to advance the basic skills developed in Independent Living I. Money management, advanced cooking skills, and clothing construction will be emphasized. Career options in these areas are discussed.

**Department Objectives:** Deer Park High School strives to provide an expansive array of Art course offerings. High school students have the opportunity to take advanced studies in the fine arts of drawing and painting, ceramics and sculpture, and fashion design, as well as technology based programs such as computer graphics, advertising and design, photography and cartooning.

Our faculty members are all professional artists with specific areas of specialization. Skills learned in the visual arts courses are applicable to hundreds of careers in our highly visual world.

To fulfill the graduation requirement of one credit of Art or Music, students may take AP Art History or Studio in Fine Art.

## **0701 STUDIO IN FINE ART (1 Credit R)**

Studio in Fine Art is a course in the fundamentals of the fine arts which will allow you to experience a whole world of creative self expression. A student taking Studio in Fine Art will learn about and experiment with the basic design elements such as line, shape, color, texture, and value. Students develop or sharpen their art skills while handling such media as watercolor and acrylic paint, pencil, India ink, block print ink, charcoal, pastel, and ceramics. *This full-year course is a **prerequisite** for all other art courses, and satisfies the one credit of Art or Music required for graduation.*

## **0705 STUDIO IN DRAWING & PAINTING (1 Credit R)**

*Prerequisite: Studio in Fine Art*

This is a full year course in which students learn different techniques of drawing and different styles of painting. Students work on drawings in pencil, pastels and charcoal that can be used as part of their college admission portfolios and also learn how to paint in tempera, acrylic and other media.

## **0726 STUDIO IN FASHION DESIGN & ILLUSTRATION (1 Credit R)**

*Prerequisite: Studio in Fine Art*

This is a beginning course in learning how to design all types of garments. Students learn how to draw the human figure and then design clothing for it. They also learn about types of fabric, as well as career opportunities in the fashion industry. Students begin to create a professional portfolio for college admissions.

## **0763 STUDIO IN COMPUTER ART I (1/2 Credit R)**

*Prerequisite: Studio in Fine Art*

This course introduces students to ways to use computers to create and design. The class focuses on how to use the computer and peripherals to create art and logos. This course meets in the art computer lab. Careers in graphic art are also explored. Students may take either semester independently, but it is recommended to take both semesters in sequence.

## **0764 STUDIO IN COMPUTER ART II (1/2 Credit R)**

*Prerequisite: Studio in Fine Art*

This course continues to explore ways to use computers to create and design. This class focuses on using digital cameras and integrating fine art, computer art and digital images. This course meets in the art computer lab. Students may take either semester independently, but it is recommended to take both semesters in sequence.

## **0765 STUDIO IN MURAL PAINTING (1 Credit R)**

*Pre-requisite: Studio in Fine Art*

Students will learn about the history of painting and how to design and execute large-scale works, applying composition skills and the use of light and dark to create depth. Students will then transfer their designs to designated high school walls and paint them. Students are expected to complete two large-scale murals over the course of the school year.



## **0706 STUDIO IN SCULPTURE & CERAMICS (1 Credit R)**

*Prerequisite: Studio in Fine Art*

Students in this course will explore both modern sculpture and great works of the past. Modeling in clay and wax, carving in stone, working with wire, and making constructions using foam board and wood will be explored. Ceramics will play a key role in this course, including the use of the potter's wheel.

## **0707 FASHION PORTFOLIO (1 Credit R)**

*Prerequisite: Studio in Fashion Design & Illustration*

This course is designed for the serious fashion design and illustration student. All students will create and complete a professionally designed portfolio required by fashion programs at colleges, universities and the world of work. Develop your own advanced style in drawing designs. Students will learn how to design, construct, deconstruct and sew garments, hats, shoes and accessories. Field trips to colleges, museums and design centers are an integral part of this course.

## **0716 PHOTOGRAPHY (1 Credit R)**

*Prerequisite: Studio in Fine Art*

This is a full year course in black and white photography. Students learn how to take pictures using manual cameras as well as the process involved in developing the images using chemicals in the darkroom. They will also learn about the physics and chemistry of the photographic process, as well as the elements of design and composition. The second semester is devoted to more advanced projects, and students create portfolios of their work and participate in the district wide art show. **Students will need their own SLR 35mm cameras and will need to purchase film for it.**

## **0745 CARTOONING I (1/2 Credit R)**

*Prerequisite: Studio in Fine Art*

Do you like cartoons, comic books, comic strips, or anime? Discover the way professionals do it! Learn the entire process of creating a comic, from concept to finished product. See your ideas develop from thumbnail sketches and breakdowns, to finished penciling, inking. Learn character design and development. Explore different methods of storytelling as you create your own comic book or comic strip series. We will also have drawing lessons that will cover such topics as bodies, faces, backgrounds, movement, etc. Learn how to put your book together and design covers for your creations.

## **0746 CARTOONING II (1/2 Credit R)**

*Prerequisite: Cartooning I*

Learn advanced storytelling techniques. Study great cartoonists from the past. Refine your cartooning skills with advanced lessons in anatomy, realistic backgrounds, etc. Experiment with coloring your creations. Design posters for your comic. Learn how to get published.

## **0732 ADVANCED PLACEMENT ART HISTORY**

*Recommended for: Students interested in applying to a liberal arts college or art school*

*Prerequisite: None*

Learn about the visual arts from its inception to today. Through lectures, class discussions, and museum visits, students will learn about all types of art from around the world and its place in the human experience. This course is open to all students, regardless of artistic talent, who are interested in the fine arts, history, and the humanities. It will help students who are planning on applying to a liberal arts college and will also help students prepare for the AP History test. Students who take the Advanced Placement exam may earn six college credits. This course may also be used for the fine arts graduation requirement.

## **0762 ADVANCED PLACEMENT STUDIO IN ART (1 credit C)**

*Prerequisite: Studio in Fine Art, Studio in Drawing & Painting plus one additional high school art class.*

Students in this class will work in the artistic medium of their choice to prepare a portfolio to be submitted to the College Testing Service, where experts will grade it. Students planning to study art in college or applying for art scholarships should take this course.

# HEALTH

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## **HEALTH DEPARTMENT OBJECTIVES:**

*The New York State Department of Education requires all students to complete one semester of Health Education at the senior high school level in order to meet NYS graduation requirements and receive a diploma.*

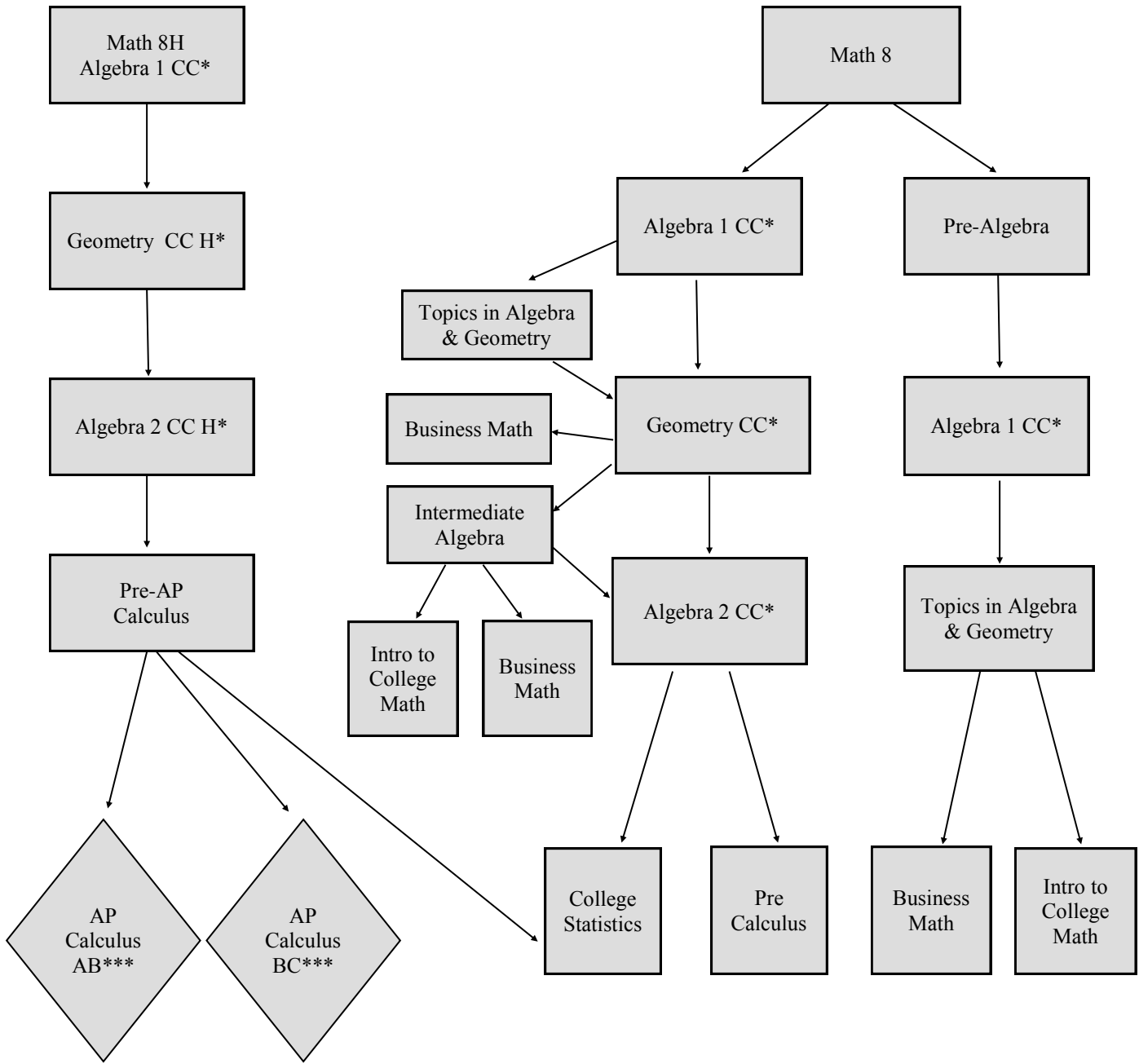
***Health is required for graduation.***

## **1208.1209 HEALTH (1/2 Credit R)**

This course is required for all sophomores. It includes units in improving healthy behavior, nutrition & activity, emotional & mental health, violence and injury prevention, abstinence & sexuality, tobacco, drugs, and alcohol.

**All students are required to pass this course in order to graduate.**

# MATHEMATICS



\* Course culminates in a Regents exam.  
 \*\*\* Course culminates in an AP exam only.

**Math Graduation Requirements**

**3 Course Credits** (with 1 credit in Algebra 1)  
 &  
**Regents Diploma**– Algebra 1 Regents Exam  
**Regents Diploma with Advanced Designation**– Algebra 1, Geometry & Algebra 2 Regents Exams

Mathematics is for everyone! The Mathematics Department believes that there is a level of mathematics study available to every student. The mathematics program emphasizes computational skills, problem-solving techniques, and mathematical structure. Students learn skills and concepts and practice analytical and critical thinking. They study the uses of the computer, statistics and measurement. In addition, algebraic and geometric structure, logic, and analysis provide a sequential program for the college-bound. The decisions made about the courses taken in high school affect each student for the rest of their lives. All students are required to complete successfully three credits of mathematics and demonstrate a minimum level of proficiency on a New York State exam. We expect all students to take four years of mathematics.

**NOTE:** Please read the honors requirements in the Guidance section of this book.

### **0356 AIS ALGEBRA 1 CC ( 0 Credit G)**

Academic Intervention Services are designed to support your child's academic development and to assist your child in gaining the knowledge and skills necessary to meet the Regents requirement in Mathematics. Students who are registered in Algebra I CC and having difficulty with the course are also eligible for this course.

### **0346 PRE ALGEBRA (1 Credit NR)**

*Prerequisite: Score below 75 in 8th Grade Mathematics*

This course is the first year of a two year program to prepare students for the Algebra 1 CC Regents. Students will demonstrate mathematical reasoning in a variety of ways when solving problems. They will utilize the graphing calculator to enhance their study of mathematics. The topics covered through problem solving will be operations of monomials and polynomials, factoring, techniques of graphing, solving linear and quadratic equations, and coordinate geometry.

### **0347 ALGEBRA 1 CC REGENTS (1 Credit R)**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students will take the Algebra 1 CC Regents at the completion of this course. The class meets daily with a double period on alternating days.

### **0320 TOPICS IN ALGEBRA & GEOMETRY (1 Credit H)**

*Prerequisite: Score below a 75 in Algebra 1 CC overall.*

This new course is designed for students who need additional development of basic algebra skills in order to be successful in the future study of Regents level Geometry. The first half of the course will focus on the reinforcement of algebraic concept and the second half will focus on the introduction of geometric concepts through algebraic applications. This course is mandatory for any student who has not passed the Algebra 1 CC Regents Exam, and any student whose final average in the Algebra 1 CC course is less than 75. A final exam will be given at the end of the course.

### **0355 GEOMETRY CC HONORS (1 Credit H)**

*Prerequisite: Successful completion of Algebra 1 CC Honors and meet requirements in the Guidance section of this catalog.*

This is an accelerated Geometry course, primarily for ninth grade students, with enrichment topics. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will take the Geometry CC Regents at the completion of this course.

## **0364 GEOMETRY CC REGENTS**

**(1 Credit R)**

*Prerequisite: Score above a 75 in Algebra 1 CC overall and a grade of 65 or better on the Algebra 1 CC Regents and teacher recommendation.*

The fundamental purpose of the course in Geometry is to formalize and extend student's geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards mathematical arguments. The class meets daily with a double period on alternating days. Students will take the Geometry CC Regents at the completion of this course.

## **0374 BUSINESS MATH**

**(1 Credit NR)**

*Prerequisite: Successful completion of Algebra 1 CC.*

This course is designed for students who have completed the Topics in Algebra & Geometry and/or Geometry CC, and do not intend to advance to Algebra 2 CC, but need the required third year of math. This course blends math with business as it deals with mathematics that students encounter in both personal and business situations. Students are prepared with the necessary skills they encounter when they venture into the real world.

## **0330 INTERMEDIATE ALGEBRA**

**(1 Credit NR)**

*Prerequisite: Successful completion of Geometry CC and a grade below an 80 on the Algebra 1 CC Regents and teacher recommendation.*

This course is designed for students who have passed both the Algebra 1 CC and Geometry CC Regents and intend to advance onto Algebra 2 CC. The course will introduce topics from the Algebra 2 CC curriculum with the intent to strengthen algebra skills. This course may be used as the first year of a two year program to prepare students for the Algebra 2 CC Regents.

## **0371 ALGEBRA 2 CC REGENTS**

**(1 Credit R)**

*Prerequisite: Successful completion of Geometry CC and a grade above an 80 on the Algebra 1 CC Regents or successful completion of Intermediate Algebra and teacher recommendation.*

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The class meets daily with a double period on alternating days. Students will take the Algebra 2 CC Regents at the completion of this course.

## **0372 ALGEBRA 2 CC HONORS**

**(1 Credit H)**

*Prerequisite: Successful completion of Geometry CC Honors and meet requirements in the Guidance section of this catalog.*

This is an accelerated Algebra 2 CC course, primarily for tenth grade students, with enrichment topics. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will take the Algebra 2 CC Regents at the completion of this course.

## **0316 COLLEGE STATISTICS**

**(1 Credit C)**

*Prerequisites: Successful completion of Algebra 2 CC or teacher recommendation.*

This course may be taken for (3) college credits through SUNY Farmingdale University in the High School Program (an average of 75 or better is necessary to earn college credit).

This mathematics course will explore the different ways statistical and probability as well as explore real world applications. The use of technology and the graphing calculator will be utilized extensively throughout the course.

# MATHEMATICS

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## **0360 INTRO TO COLLEGE MATH**

**(1 Credit NR)**

*Prerequisite: Successful completion of Algebra 1 CC.*

This is a senior math class designated to prepare students for introductory level college math courses as well as success on college placement exams. The course will highlight the basics of all major areas of mathematics. The course uses an online program called ALEKS. ALEKS used adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of all ALEKS course will be successful in the actual course he/she is taking.

## **0315 INTRO TO ENTRANCE EXAM- MATH**

**(1/2 Credit R)**

*Offered to: Grade 11 only.*

This course is geared to preparing eleventh-year students for any standardized college or career entrance exam or placement exam, and is not limited to the SAT. Through Common Core aligned instruction, students will focus on application, procedural skill and fluency, and conceptual understanding. This is an elective course taken by most college-bound juniors and is recommended to be taken in conjunction with the ELA component.

## **0354 PRE-CALCULUS 12**

**(1 Credit C)**

*Prerequisite: Successful completion of Algebra 2 CC and a grade of 75 or better on Algebra 2 CC Regents and teacher recommendation.*

This course may be taken for (4) college credits through Suffolk Community College in the High School Program pending successful course completion. This course stresses conceptual understanding of realistic problems and multiple approaches to various types of problems. Functions that model change are the central theme. Students are expected to explain their approaches to problems and their solutions. The graphic calculator will be used extensively throughout this course. Students will be expected to represent functions symbolically, numerically, graphically, and verbally. Wide applications of mathematics will be explored as students study linear, exponential, logarithmic, polynomial, and trigonometric and rational functions.

## **0358 PRE-AP CALCULUS**

**(1 Year -1 Credit C)**

*Prerequisite: Successful completion of Algebra 2 CC Honors and meet requirements in the Guidance section of this catalog.*

This course may be taken for (4) college credits through Suffolk Community College in the High School Program pending successful course completion. This course stresses conceptual understanding of realistic problems and multiple approaches to various types of problems. Functions that model change are the central theme. Students are expected to explain their approaches to problems and their solutions. The graphing calculator will be used extensively throughout this course. Students will be expected to represent functions symbolically, numerically, graphically, and verbally. Wide applications of mathematics will be explored as students study linear, exponential, logarithmic, polynomial, trigonometric and rational functions, sequences and series, limits and an introduction to calculus. Students will be prepared to take the AP/College Calculus course.

## **0349 ADVANCED PLACEMENT CALCULUS AB (1 Credit C)**

*Prerequisite: 85 or better in Pre-AP Calculus and teacher recommendation*

This college level course is designed to acquaint the student with the foundations and applications of calculus, and to develop the concept of the limit as applied to the definition of a derivative and definite integral. Emphasis will be placed upon applications involving analytic geometry, and the student's ability to handle complex algebraic manipulations in order to problem solve. This Advanced Placement Course in Calculus AB will prepare students to take the AP exam in May for which **up to 4 college credits may be awarded based on exam scores**. Students will be required to use the graphing calculator throughout this course.

## **0351 ADVANCED PLACEMENT CALCULUS BC (1 Credit C)**

*Prerequisite: 95 or better in Pre-AP Calculus and teacher recommendation*

This college level course is an intensive course designed for the advanced mathematics student. The topics covered on the BC exam are extremely challenging and require students to be able to analyze, discuss, graph, solve and write conclusions for problems in all fields of Science and Economics. Most colleges and universities grant advanced placement credit to students that are successful on the Advanced Placement BC exam. This Advanced Placement Course in Calculus BC consists of a full year of work comparable to two semesters of calculus courses in colleges and universities. All of AB Calculus topics will be covered along with parametric equations, polar graphing, series and other additional topics. Students will be prepared to take the AP exam in May for which **up to 8 college credits may be awarded based on exam scores**. Students will be required to use the graphing calculator throughout this course.



# PERFORMING ARTS

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**DEPARTMENT OBJECTIVES:** The courses and performing groups of the Music Department are designed to meet the needs, interests and talents of all senior high school students. The courses present the students with opportunities to study music from a technical aspect, to learn to understand and appreciate music through listening, and to develop self-expression through participation in the various instrumental and choral performing Groups. Students who plan to specialize in music or music education as a career are urged to begin theory studies as early as possible during their high school years. It is also recommended that students specializing in music should engage in maximum participation in one or more of the music performing organizations.

**Students may fulfill the one credit graduation requirement in music or art by taking a performing course.**

## **0901 SYMPHONIC BAND (1 Credit R)**

*Prerequisite: Teacher recommendation*

The Symphonic Band is a continuation of the Instrumental band program that begins in the fourth grade. It is the goal of this ensemble to develop a sensitivity and understanding of the great works of the masters and contemporary music through the medium performance. Symphonic Band students must attend weekly lessons and perform with the DPHS Marching Band. The Marching Falcons is the high school marching band. All band students are required to participate in marching band. The band performs at home football games and performs in several parades throughout the year.

## **0903 CHORUS (1 Credit R)**

*Prerequisite: Teacher recommendation*

This chorus will study and perform great choral literature of all types. Vocal technique is also taught in rotating group lessons.

## **0904 ORCHESTRA (1 Credit R)**

*Prerequisite: Recommendation of present orchestra teacher or audition*

Orchestra is the culmination of our string program that started in the fourth grade. String and full orchestra selections will be performed at concerts and festivals providing an opportunity for students to apply their skills taught in rotating lessons. Increased proficiency and exposure to a variety of contemporary and classical music will result in a greater appreciation and understanding of the aesthetic quality of great art. Technique is taught in rotating group lessons.

## **0907 GUITAR ENSEMBLE (1 Credit R)**

*Prerequisite: Beginning guitar or audition demonstrating NYSSMA performance Level III.* This ensemble studies and performs music for multiple guitars and guitars with other instruments. Repertory includes classical, jazz and contemporary selections. Technique is taught in rotating lessons.

## **0908 BEGINNING GUITAR (1 Credit R)**

Students will be introduced to the fundamentals of reading music, technique, basic chords and scales. These concepts will be applied through the study of songs in an ensemble setting. This course satisfies the graduation requirement for art or music.

## **0909 MUSIC PRODUCTION & ENGINEERING (1 Credit R)**

In this class, students will obtain and demonstrate hands on-skills in the production and engineering of music. Topic will include: 1) Acoustics, 2) Microphones and microphone placement, 3) Mixing consoles and the signal path, 4) Multi-track tape recorders, 5) Signal processing, 6) Recording techniques, 7) Stereo imaging, 8) synthesizers and computers, 9) copyrighting and 10) career opportunities.

# PERFORMING ARTS

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## **0921 MUSICAL THEATRE**

**(1 Credit R)**

**Open to Grades 9-12**

This class is for students who like to sing, dance, and act, and who want to learn how to do it better. Students will learn songs and scenes from great musicals and perform them on a regular basis. They will also learn about the history of musical theatre and attend performances in New York City and on Long Island. Students will also learn audition techniques to help prepare them for college admissions.

## **0925 ADVANCED PLACEMENT MUSIC THEORY**

**(1 Credit C)**

**Open to Grades 10-12**

This class teaches how to compose, arrange, and analyze music. It also includes instruction in sight singing and ear training, to prepare students for music classes in college. Students who need a major sequence in music and/or are planning on studying music in college must take this course. Students will also take the Advanced Placement exam in Music Theory and earn college credit. Students who are not currently enrolled in a performing ensemble should see Mr. Abrams before registering for this class.

*\*\*Course required for students pursuing 5 year sequence in music for Advanced Regents Diploma.*

## **0916 WIND ENSEMBLE**

**(1 Credit R)**

*Prerequisite: Teacher recommendation*

The Wind Ensemble is a select group of the most advanced band students in grades 10 through 12. Students in Wind Ensemble will explore standard band literature as well contemporary compositions of various styles and genres through rehearsal and performance. Wind Ensemble students must attend weekly lessons and perform with the DPHS Marching Falcon Band.

# PHYSICAL EDUCATION

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## **DEPARTMENT OBJECTIVES:**

The Physical Education program provides opportunities for learning, enjoyment, challenge, self expression and social interaction through sport and physical fitness activities. Traditional sport activities as well as life time activities are emphasized. Additionally, cooperative activities offer the student the chance to challenge oneself and to work with others to obtain a desired outcome.

*Requirement: The passing of eight (8) semesters of Physical Education (4 years) is required for graduation. The Physical Education grade is included in the GPA and 1/2 credit is granted each successful year for a total of 2 credits for graduation.*

## **COURSE OFFERINGS**

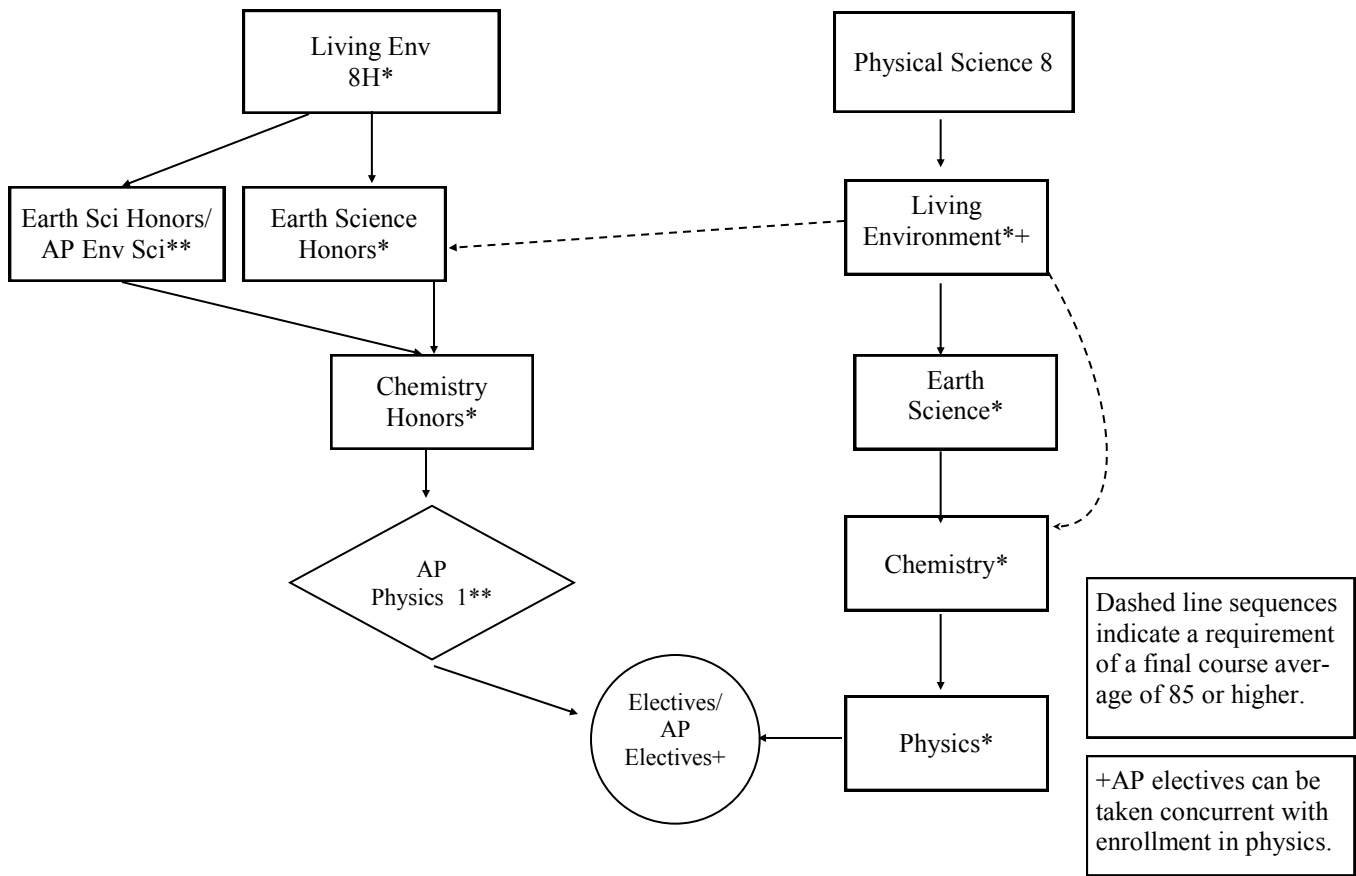
### **1103 PHYSICAL EDUCATION 9-10**

**(Full Year -1/2 Credit R)                      Alternating Days**

### **1104 PHYSICAL EDUCATION 11-12**

**(Full Year -1/2 Credit R)                      Alternating Days**

Students will participate in individual and team activities developed through the Sport Education Model. This approach is designed to gradually shift decision making from teachers to students. When students are empowered to take responsibility for their actions, they have the opportunity to practice the element of the following standards: Choosing appropriate personal health and fitness practices, leading in creating and maintaining safe and positive experiences for all and utilizing available personal and community resources. There are many objectives of the Sports Education season to help students. Some include: Developing skills and fitness that are sport specific, sharing in the planning and administration of their sport experience and working efficiently with a group toward a common goal. The overall purpose of this program is to provide a "take-off point" for creative approaches to the teaching of the affective curriculum in both traditional sport units and non-traditional adventure type units.



**Electives**  
 Please review the science section for full list of electives.  
 \*\*Not all courses are offered every year.\*\*

- \* **Course culminates in a Regents exam.**
- \*\* **Course culminates in an AP exam and Regents exam.**
- \*\*\* **Course culminates in an AP exam only.**

**Science Graduation Requirements**

**3 Course Credits**  
 (1 Life Science & 1 Physical Science Required with at least 1 culminating in a Regents)  
 &  
**Regents Diploma– 1 Regents Exam Passed**  
 -or-  
**Regents Diploma with Advanced Designation– 2 Regents Exams Passed**

**DEPARTMENT OBJECTIVES:** Science is part of our everyday lives. If you have ever wondered why a morning is foggy, observed a spider weaving its web, or positioned your beach blanket according to the tides, you know what science is. Through science classes, we attempt to provide understanding to the world around us. Our courses are aligned with the NYS Standards in the Core areas of Living Environment and the Physical Settings. Freshmen and Sophomores usually take Regents courses in Living Environment and Earth Science. Juniors and Seniors usually take Chemistry and Physics. We encourage talented students to undertake the challenges of our Honors and AP courses. Science electives are also available for qualified students. Laboratory work is an integral part of all Science courses. Students taking Regents Science courses must meet the NYS requirement of 1200 laboratory minutes followed by satisfactorily submitted lab reports. This is a mandate that must be completed for entrance into each Regents exam.

**NOTE:** *Please read the honors/AP requirements in the Guidance section of this book.*

## **CORE COURSES**

### **0404 LIVING ENVIRONMENT**

**(1 Credit R)**

*Prerequisite: None*

**Offered to Grade 9**

This laboratory course is based upon the activities and content specified in the New York State Living Environment Core Curriculum guide. This curriculum emphasizes the latest advances in scientific knowledge in biochemistry, the evolutionary basis for life, the natural and human impacts on global ecology, and the unity and diversity of all living creatures. This course culminates in a Regents examination in June. Students must meet a 1200 minute laboratory requirement to qualify to take the NYS Living Environment Regents Exam.

### **0416 INTRODUCTION TO BIOLOGICAL SCIENCES 1**

**(1 Credit)**

**Offered to: All Grade Levels**

This course is designed to enhance student understanding of biological sciences with a focus on scientific process, graphing, and lab skills. Students will further develop academic skills that will enhance their understanding of Biology, develop proper techniques used when conducting experiments, analyze and interpret graphs, charts, and diagrams, and examine the theoretical and experimental data.

### **0402 EARTH SCIENCE**

**(1 Credit R)**

*Pre-requisite: Final course average of 65 or higher in Living Environment.*

**Offered to: Grade 10**

This laboratory course is based upon the activities and content specified in the New York State Physical Setting: Earth Science Core Curriculum guide. It is an interdisciplinary program in which students apply many of the topics of physics, chemistry, and mathematics studied in earlier grades. This course culminates in a Regents examination in June that includes a laboratory practicum. Students must meet a 1200 minute laboratory requirement to qualify to take the NYS Earth Science Regents Exam.

### **0430 EARTH SCIENCE HONORS**

**(1 Credit R)**

*Prerequisite: Final course average of 85 or higher in Living Environment*

**Offered to: Grade 9 & 10**

This laboratory course is based upon the activities and content specified in the New York State Physical Setting: Earth Science Core Curriculum guide. It is an interdisciplinary program in which students apply many of the topics of physics, chemistry, and mathematics studied in earlier grades. Students are required to complete a long-term research investigation that is presented at the district STEM night science fair. This course culminates in a Regents examination in June that includes a laboratory practicum. Students must meet a 1200 minute laboratory requirement to qualify to take the NYS Earth Science Regents Exam.

# SCIENCE

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## **0453 EARTH SCIENCE HONORS/ AP ENVIRONMENTAL SCIENCE**

**(1 Credit C)**

*Prerequisite: Offered to the top achieving students in 8th grade Accelerated Living Environment as limited by seat availability for the section.*

**Offered to: Grade 9**

Students will undertake the curriculum inherent in the New York State Core Curriculum guide for the Physical Setting: Earth Science as well as explore the more in-depth curriculum normally found within the freshman courses of Environmental Science at leading colleges and universities. The topics included in the AP Environmental Sciences course mesh and extend the topics found in Earth Science to a very large extent. Students are required to complete a long-term research investigation that is presented at the district STEM night science fair. Students will be prepared and expected to take, the Advanced Placement examination in Environmental Sciences in May as well as the Regents examination in Earth Science in June. Students must meet a 1200 minute laboratory requirement to qualify to take the NYS Earth Science Regents Exam.

## **0406 CHEMISTRY HONORS**

**(1 Credit H)**

*Prerequisite:*

*Final course average in Earth Science of 85 or higher*

**Offered to: Grade 10 & 11**

The content of this course follows guidelines provided in the NYS Core Curriculum Guide of The Physical Setting: Chemistry. Students will investigate content at an in-depth level, and should be able to maintain the pace necessary to provide comprehensive study of core topics. This content will provide the groundwork for the more rigorous Advanced Placement work in the field of Chemistry. Inquiry-based laboratory work is an integral part of the course. Students are required to complete a long-term research investigation that is presented at the district STEM night science fair. Students will be prepared for, and take the Chemistry Regents as the final exam of the course. Students must meet a 1200 minute laboratory requirement to qualify to take the NYS Earth Science Regents Exam. It is additionally recommended that students sit for the SAT2 Subject Test in Chemistry at the conclusion of this course.

## **0407 CHEMISTRY**

**(1 Credit R)**

**Offered to: Grade 10 & 11**

*Prerequisite: Final course average of 65 or higher in Earth Science OR Final course average of 85 or higher in Living Environment if a student would like to advance to Chemis-*

*try without taking Earth Science.*

This course is offered to students who have completed both Living Environment and Earth Science courses. The content of this course follows guidelines provided in the NYS Core Curriculum Guide for The Physical Setting Chemistry. Students will investigate basic chemical principles and the applications of chemical processes. Inquiry-based laboratory work is an integral part of the course. Students will be prepared for, and take the Physical Setting: Chemistry Regents as the final exam of the course. Students must meet a 1200 minute laboratory requirement to qualify to take the NYS Chemistry Regents Exam.

## **0444 PHYSICS**

**(1 Credit R)**

*Prerequisites: Final course average of 65 or higher in Chemistry.*

**Offered to: Grade 11 & 12**

The content of this course follows guidelines provided in the NYS Core Curriculum Guide of The Physical Setting: Physics. Students will investigate basic principles of physics and the applications of physical processes. Inquiry-based laboratory work is an integral part of the course. Students will be prepared for, and take the Physics Regents as the final exam of the course. Students must meet a 1200 minute laboratory requirement to qualify to take the NYS Physics Regents Exam.

## **0459 ADVANCED PLACEMENT PHYSICS 1**

**(1 Credit C)**

**Offered to: Grade 11 & 12**

*Prerequisites: Final course average in Honors Chemistry of 85 or higher.*

This laboratory course provides a systematic introduction to both classical and modern physics with emphasis on their development for conceptual understanding and problem-solving ability. This course is designed for eleventh and twelfth graders who have demonstrated achievement and interest at a level well above average in both mathematics and science. All content as specified in the New York State Physical Setting: Physics Core Curriculum guide is also covered. Students will also take the Physics Regents examination in June. Instruction is on the college level and students are prepared for and expected to take the Advanced Placement examination in Physics 1. Students must meet a 1200 minute laboratory requirement to qualify to take the NYS Earth Science Regents Exam.

## **0463 ADVANCED PLACEMENT BIOLOGY (1 Credit C)**

**Offered to: Grade 12 Only**

*Prerequisites: Successful completion of physics (Regents or AP Physics 1, with a final course average of 65 or higher) OR completion of Chemistry (Regents or Honors), with a final course average of 85 or higher if Physics is being taken concurrent with the course.*

This course is designed to be the equivalent of a college introductory biology course offered to biology majors during the first academic year. Students are expected to have a comprehensive understanding of biological principles, cellular dynamics, chemical structures and chemical processes prior to entry into this course. Students are also expected to be self-motivated and capable of independent study and thus be able to meet rigorous academic demands. The course moves at a challenging pace and includes extensive in-depth study of cells and cell chemistry, animal and plant physiology, genetic applications evolutionary theory and processes, and ecological principles and dynamics. Under College Board AP guidelines, laboratory investigations are an integral part of this course. Instruction is on the college level. Students are expected to take the AP Biology examination.

## **0464 ADVANCED PLACEMENT CHEMISTRY (1 Credit C)**

*Prerequisites: Successful completion of physics (Regents or AP Physics 1), with a final course average of 65 or higher OR mastery-level completion of Chemistry (Regents or Honors), with a final course average of 85 or higher if Physics is being taken concurrent with the course.*

**Offered to: Grade 12 Only**

Continued:

This course is designed to be the equivalent of a college introductory chemistry course offered to chemistry majors during the first academic year. Students are expected to have a comprehensive understanding of chemical structures and processes prior to entry into this course. Students are also expected to be self-motivated and capable of independent study, and thus be able to meet rigorous academic demands. The course moves at a challenging pace and includes extensive in-depth study of reaction chemistry, thermodynamics, stoichiometry, nuclear chemistry, and kinetics. Students develop skills in mathematical interpretations of these processes. Under College Board AP guidelines, laboratory investigations are an integral part of this course. Instruction is on the college level. Students are expected to take the AP Chemistry examination.

## **0451 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (1 Credit C)**

*Prerequisites: Successful completion of physics (Regents or AP Physics 1), with a final course average of 65 or higher) OR completion of Chemistry (Regents or Honors), with a final course average of 85 or higher if Physics is being taken concurrent with the course.*

**Offered to: Grade 12 Only**

Students will apply scientific principles to identification and analysis of natural and man-made processes. This is an interdisciplinary course that embraces a variety of topics of Biology, Earth Science, Chemistry and Physics. These principles will be applied to identification and analysis of environmental processes both natural and man-made, evaluating the relative risks associated with these problems, and examining alternative solutions for resolving and/or preventing them. The understanding of environmental problems and issues will include a scientific base needed to understand them, analysis of the problems, and evaluation of possible solutions. Instruction is on the college level and students are prepared for and will take the Advanced Placement Environmental Science exam.

## **ELECTIVES**

**Please note that some elective classes are not run every semester. Please see your guidance counselor to review elective availability for a particular term.**

\*\*The following prerequisite applies to all elective courses: Completion of Regents examination for graduation requirement in Science.

### **0413 UNIFIED SCIENCE 1**

**(1/2 Credit R)**

**Offered to Grades 10-12**

This course will give students a foundation of basic science skills needed to be successful in the pursuit in the sciences. This course is an activities-based science program that incorporates physical and life sciences. There is a special emphasis on problem solving, scientific method, and topics in Forensics, and the Earth Sciences.

### **0473 UNIFIED SCIENCE 2**

**(1/2 Credit R)**

**Offered to Grades 10-12**

*Note: Unified 2 may be taken before or without having taken Unified 1.*

This course will give students a foundation of basic science skills needed to be successful in the pursuit in the sciences. This course is an activities-based science program that incorporates earth science, physics, and chemistry. There is a special emphasis on problem solving, scientific method, mathematics and writing.

### **0439 FORENSIC SCIENCE I**

**(1/2 Credit R)**

**Offered to Grades 11-12**

Recent advancements in scientific fields have had an enormous impact upon law enforcement and the entire criminal justice system. In this course, scientific methods specifically relevant to crime detection and analysis will be explored. Emphasis is placed upon understanding the science behind the techniques used in evaluating physical evidence. This course will focus on observation skills, characteristics of a crime scene, information that can be retrieved from hair and fiber samples, and toxicology.

### **0405 FORENSIC SCIENCE II**

**(1/2 Credit R)**

**Offered to Grades 11-12**

*Prerequisite: Forensic Science I*

Recent advancements in scientific fields have had an enormous impact upon law enforcement and the entire criminal justice system. In this course, scientific methods specifically relevant to crime detection and analysis will be explored. Emphasis is placed upon understanding the science behind the techniques used in evaluating physical evidence. This course will focus on fingerprint analysis, formation of casts impressions, blood evidence analysis, forgeries and counterfeiting, and ballistics.

### **0419 MARINE BIOLOGY I**

**(1/2 Credit R)**

**Offered to Grades 11-12**

This laboratory-based course is designed to provide students with real-world laboratory experience via classroom and field-based activities. The focus of this course is the variety of marine communities and the complex inter-relationships of marine life. Case studies will be utilized to assist students in developing an awareness of the economic, political, ecological and moral issues involved in decisions affecting our marine environment. This course will focus on the formation of the oceans, ocean topography, ocean tides and currents, marine plants, and invertebrates.

### **0440 MARINE BIOLOGY II**

**(1/2 Credit R)**

**Offered to Grades 11-12**

*Prerequisite: Marine Biology I*

This laboratory-based course is designed to provide students with real-world laboratory experience via classroom and field-based activities. The focus of this course is the variety of marine communities and the complex inter-relationships of marine life. Case studies will be utilized to assist students in developing an awareness of the economic, political, ecological and moral issues involved in decisions affecting our marine environment. This course will focus on the vertebrate wildlife found in and near the oceans and the adaptations they have that aid them in survival.



## **0438 ANATOMY I**

**(1/2 Credit R)**

**Offered to Grades 11 & 12**

This course is to provide students with a firm understanding of the fundamental anatomical terms and structures. The class will study how the different systems of body function together, as well as the effects of malfunctioning body systems. This course will focus on cells, integumentary systems, skeletal and muscular systems, nervous and endocrine systems, and digestive system.

## **0466 ANATOMY II**

**(1/2 Credit R)**

**Offered to Grades 11 & 12**

*Prerequisite- Successful completion of Anatomy I, with a final course average of 65 or higher*

This course is to provide students with a firm understanding of the fundamental anatomical terms and structures. The class will study how the different systems of body function together, as well as the effects of malfunctioning body systems. This course will focus on the circulatory system, respiratory system, excretory system, human immunity, and human reproduction and development.

## **0443 INTRODUCTION TO METEOROLOGY**

**(1/2 Credit R)**

**Offered to Grade 11 & 12**

*Prerequisite: Successful completion of Earth Science*

This course would provide in depth investigations of topics relating to the weather systems and climate of Earth. Topics include aspects of atmospheric phenomena, cloud types and formation, storm types and formation, atmospheric variables such as temperature, pressure, humidity, creation of station models, weather monitoring, research in global warming, and psychological and physiological effects of weather and climate on flora and fauna.

## **0449 INTRODUCTION TO ASTRONOMY**

**(1/2 Credit R)**

**Offered to Grade 11 & 12**

*Prerequisite: Successful completion of Earth Science*

This course would provide in depth investigations of topics relating to the study of the planets and stars. Topics include but are not limited to theoretical astronomy (theories of universe, star, planet, formation, etc.), analysis of Hubble telescope data, current topics such as Mars and Lunar colonization/exploration, life in the universe, celestial objects such as black holes, dwarf stars, asteroids, meteorites, comets, etc. The course will include a section on star and sun observations.

## **0417 COLLEGE LEVEL OCEANOGRAPHY**

**(1 Credit C)**

*Prerequisite: Successful completion of Chemistry or Chemistry Honors with a grade of 65 or higher on the Chemistry Regents exam*

**Offered to: Grade 11 & 12**

This course may be taken for (3) college credits through SUNY Stony Brook University in the High School Program pending successful course completion. The course will provide hands on experience via lab and field work. The topics addressed include the characteristics of the abiotic marine environment, the interdependence of the abiotic factors (geological, physical, and chemical) to the biological processes, and marine diversity.

## **AIS Courses (Teacher Recommendation)**

Please note that AIS courses are not credit bearing, but serve to provide support to students as needed to meet course and/or graduation requirements.

### **APPLIED LIVING ENVIRONMENT (0 Credits)**

*Prerequisite: Successful completion of the Living Environment course with a score of 64 or lower on the Living Environment Regents exam.*

This course is designed to support students in their effort to meet the science Regents exam graduation requirement. This course can be taken multiple times.

### **APPLIED EARTH SCIENCE (0 Credits)**

*Prerequisite: Successful completion of the Earth Science course with a score of 64 or lower on the Earth Science Regents exam.*

This course is designed to support students in their effort to meet the science Regents exam graduation requirement. This course can be taken multiple times.

***\*\*Please note:*** *The following courses will NOT be running in the 2017-2018 school year, but may be offered for the 2018-2019 school year pending student interest and enrollment:*

### **0452 ADVANCED PLACEMENT PHYSICS 2 (1 Credit C)**

**Offered to: Grade 12 only**

*Prerequisite: Successful completion of AP Physics 1.*

This laboratory course extends the introduction to physics completed during the first year of physics and is designed for twelfth graders who intend to pursue careers in engineering, physics and/or higher mathematics. The course focuses on three content areas: Mechanics, Electricity, and Magnetism. Instruction is on the college level and students are prepared for and expected to take the Advanced Placement Physics 2 examination.

### **0442 INTRODUCTION TO GEOLOGY (1/2 Credit R)**

**Offered to Grade 11 & 12**

*Prerequisite: Successful completion of Earth Science*

This course would provide in depth investigations of topics relating to the geology of Earth. Topics include the processes that form the earth, rock and mineral formations, geologic provinces in the United States and their formation and characteristics, geologic features/structures and their formation, economic aspects of geology. Students will research and present specific topics throughout the semester. In addition the course would offer field trips focusing on marine and glacial geology.

### **0441 INTRODUCTION TO GENETICS (1/2 Credit R)**

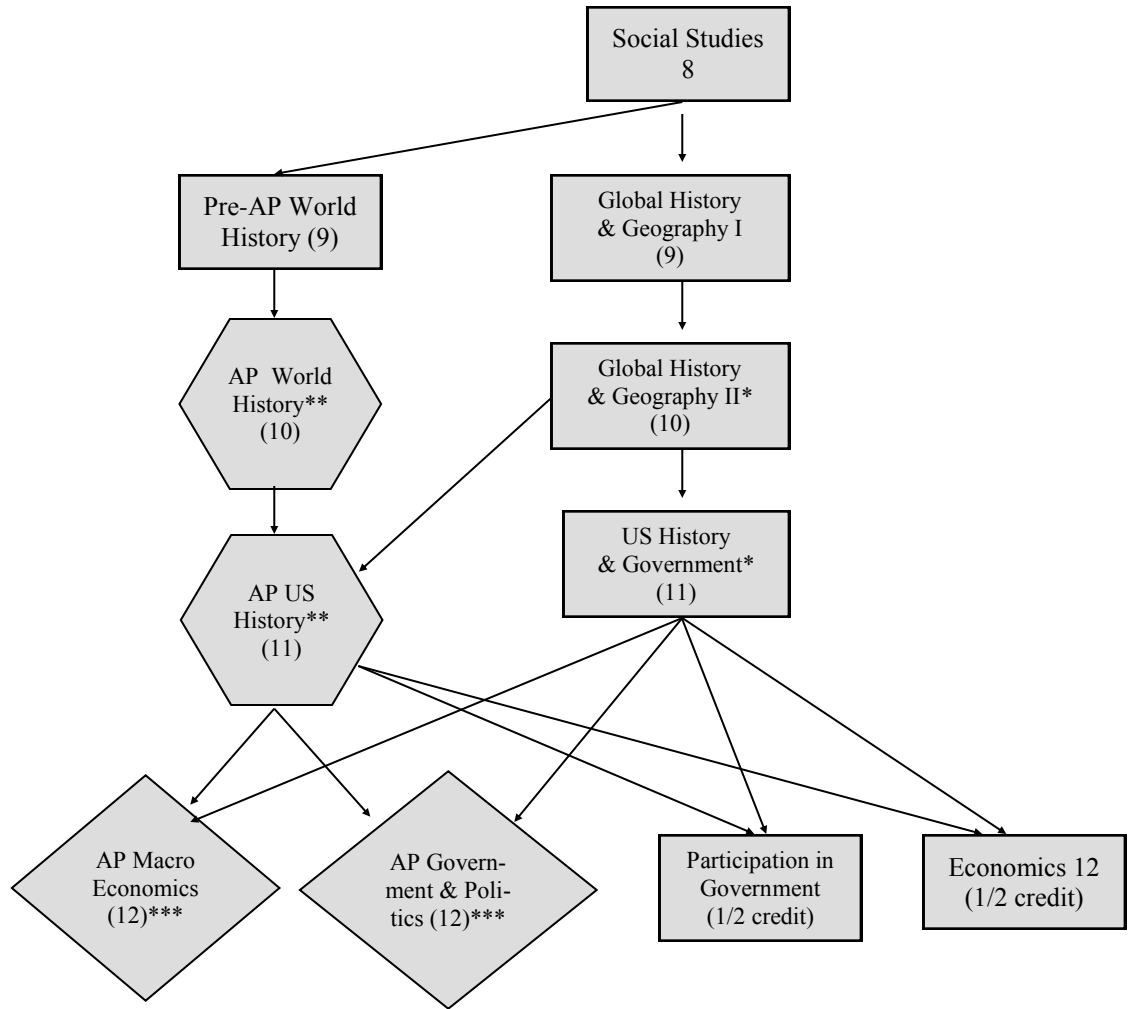
**Offered to Grades 11 & 12**

The main focus of this class will be to communicate and generate excitement about the field of genetics. An emphasis will be put on exploring current topics and advances in genetics. Field trips to Cold Spring Harbor lab will be planned for students to carry out lab activities. Many of the topics can stimulate great class discussion where students can debate the risks and benefits of DNA technology.

### **0418 MICROBIOLOGY (1/2 Credit R)**

**Offered to Grades 11 & 12**

Microbiology will be primarily a laboratory oriented course. The course will include the study of mold, yeasts, algae and protozoans, but the major emphasis will be on the study of bacteria. This will include bacteria from different sources. Emphasis will be placed on microbial morphology, physiology, microbial genetics, virology and basic immunology. The relationship between disease and disease-producing organisms in our world will be discussed. Direct application of microbiology will be studied. This course will be valuable for those planning to enter health services and other related fields of study.



**Electives**  
 Please review the social studies section for full list of electives.  
 \*\*Not all courses are offered every year.\*\*

\* **Course culminates in a Regents exam.**  
 \*\* **Course culminates in an AP exam and Regents exam.**  
 \*\*\* **Course culminates in an AP exam only.**

**Social Studies Graduation Requirements**

**4 Course Credits**  
 &  
**2 Regents Exams (see page 6)**  
 Global History & Geography II Regents Exam (June of 10th Grade\*)  
**US History & Government Regents Exam (June of 11th Grade\*)**

**DEPARTMENT OBJECTIVES:** As members of an ever-changing world, nation and community, our students have witnessed the hopes and fears of the modern age. As such, students at Deer Park High School need to cultivate deeper understandings of our nation's role in this world and appreciate their responsibilities in our community.

The primary objective of social studies instruction is to sensitize students to the multiple viewpoints and historical antecedents which explain the events of our day. It is also understood that history is the school of democracy. Therefore, learning the past will help inform our students of their responsibility to preserve what is great about our nation and world.

In our core courses and electives, students are constantly exposed to essential questions that permeate time and place. The issues, centering on the human experience, are grounded in a thorough study of the facts by means of analysis and interpretation. Research is also a central component to the four years of social studies courses that all students are required to satisfactorily complete for graduation.

**NOTE:** Please read the honors/AP requirements in the Guidance section of this book.

## CORE COURSES

### **0239 GLOBAL HISTORY I (1 Credit R)**

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of the interactions over time, shifts in political power, and their role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

### **0203 WORLD HISTORY PRE-AP (1 Credit H)**

This course is the first half of the World History AP Course. Students will study World History from prehistory to the Enlightenment. An emphasis will be placed on the development of students' critical analysis and writing skills. Students will complete

thematic essays and document-based questions as part of their preparation for the World History AP Exam and Global History and Geography Regents, which they will take at the end of their sophomore year.

### **0240 GLOBAL HISTORY II (1 Credit R)**

*Requirement: Successful completion of Global History I.*

Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key ideas focus on global issues, applying more thematic approach. While the course emphasized the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. The Global History and Geography Regents is required at the end of the course will be used as a final for the course.

### **0265 ADVANCED PLACEMENT WORLD HISTORY (1 Credit C)**

*Requirement: Successful completion of Pre-AP World History.*

This year long advanced placement history course is intended to provide the student with an understanding of the base upon which the modern world was built. The course is designed to begin with an introduction from the ancient world and includes major emphases upon the religious, cultural, and political aspects of European, African, and Asian history. A balanced approach will be taught covering the continents of Europe, Asia, Africa and the Americans. The time frame of the course will span from 8000 B.C..E. to the present using the six themes outlined in the APR World History Course Description. In addition, the class emphasizes analytical and writing skills necessary for success on the AP World History exam with substantial time dedicated to the assessment of primary source documents, Socratic seminars, written assignments and research.

## **0241 UNITED STATES HISTORY & GOVERNMENT**

**(1 Credit R)**

*Requirement: Successful completion of Global History 10.*

This is a survey course in the history of the United States. The emphasis will be on the government of the U.S. and the Constitutional foundations. Constitutional and legal issues will be explored in depth, as will be the problems of our industrial society in an increasingly complex and technology-oriented world. The essential question: "What is the American Dream and have we fulfilled it as a nation?" is central to the course and allows for interdisciplinary connections with the curriculum in English 11. The United States History and Government Regents will be the final exam in the course.

## **0220 ADVANCED PLACEMENT US HISTORY**

**(1 Credit C)**

*Requirement : Successful completion of AP World History or demonstrated excellence in Global 10 with approval/recommendation of the Social Studies Curriculum Associate.*

The Advance Placement course in the American History is designed to give interested and able students the opportunity to study American history in depth. A college textbook is used to provide the background necessary for the student . In addition, the student is required to examine primary and secondary documents, as well as conflicting interpretations of history. A full length , AP –style midterm is administered in January. Students must sit for the Advanced Placement United States History and Government examination which affords the opportunity to receive college credit with qualifying mark. Students will also be required to take the United States History and Government Regents as their final exam in the course.

## **0214 ECONOMICS**

**(1/2 Credit R)**

*Requirement: Successful completion of US History.*

This course will introduce the basic concepts of economic theory to all students. Areas of study include: introduction to economics and economic systems; elements of the economy (micro-economics); understanding the natural economy (macroeconomics); and issues in the US and world economies. A final exam and several "real-world" projects are part of this course. This course satisfies the 1/2 credit senior mandated requirement in economics.

## **0238 ADVANCED PLACEMENT MACROECONOMICS**

**(1/2 Credit C)**

**Offered to: Grade 12 only**

*Requirement: Successful completion of AP U.S. History or demonstrated excellence in United States History & Government with approval/recommendation of the Social Studies Curriculum Associate.*

This course includes an introduction to economic theory, and the course studies business structure and economics at the individual and societal level. It is for all college-bound seniors with special interest in business, accounting, finance, banking and prelaw. Students who enroll in this course must also meet one semester requirement in Participation in Government and must also take the Advanced Placement Exam in macroeconomics in the Spring of that school year. It is highly recommended that a student be proficient in mathematical computations to understand the underlying economic principles that are inherit in this course. This course satisfies the 1/2 credit senior mandated requirement in economics.

## **0212 PARTICIPATION IN GOVERNMENT**

**(1/2 Credit R)**

*Requirement: Successful completion of US History.*

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 confronting the communities in which the students live. Central to this course is the manner in which decisions are arrived through involvement of individuals as participating citizens. Another area studied is how citizen influence can be used in policy making at various levels of government. Emphasis will be on real-world issues that are in line with content standards and course assessments. Students are required to participate in government on the local level by attending and summarizing local government meetings. This course satisfies the 1/2 credit senior mandated requirement in Participation in Government

## **0215 ADVANCED PLACEMENT GOVERNMENT & POLITICS**

**(1/2 Credit C)**

**Offered to: Grade 12 Only**

*Requirement: Successful completion of AP U.S.*

*History or demonstrated excellence in United States History & Government with approval/recommendation of the Social Studies Curriculum Associate.*

AP Government and Politics examines the following six major areas of study: Constitutional influences on the U.S. Government, political beliefs and behavior; the functioning of political parties, the rules of the three branches of the U.S. Government, public policy, and civil liberties and civil rights. This course offers students an opportunity to achieve college credit and study politics on a more challenging level. Students must sit for the AP Exam on Government and Politics. This course does not exempt a student from taking the N.Y.S. mandated course in Economics.

## **0244 THEMES IN GLOBAL HISTORY**

**(1/2 Credit R)**

**Offered to: Grade 10**

*Co-Requisite: Global II*

This course will focus on the study of various historical events, eras, issues, and personalities in World History as depicted through the film, literature, music, and art of the twentieth and twenty-first centuries. Students will be required to give critical reviews of the medium presented, based on their knowledge of the historical period involved.

## **0245 THEMES IN US HISTORY**

**(1/2 Credit R)**

**Offered to: Grades 11-12**

*Co-Requisite: US History*

This course will focus on the study of various historical events, eras, issues, and personalities in United States History as depicted through the film and literature of the twentieth and twenty-first centuries. Students will be required to give critical reviews of the medium presented, based on their knowledge of the historical period involved.

## **ELECTIVES**

*The elective courses offered through the social studies department have a twofold mission. They are available for student to be able to take courses that match their interests in the social sciences. Additionally, the elective courses are meant to supplement and work in conjunction with our core courses while allowing students to achieve a deeper understanding of social studies issues according to their interests during their normal school day.*

## **0229 ABNORMAL PSYCHOLOGY I**

**(1/2 Credit R)**

**Offered to: Grades 11-12**

This course will focus on specific abnormal and psychotic behaviors, such as: schizophrenia, depression, multiple personalities, eating, anxiety and childhood disorders.

## **0230 ABNORMAL PSYCHOLOGY II**

**(1/2 Credit R)**

**Offered to: Grades 11-12**

*Requirement: Abnormal Psychology I*

This course will focus on anxiety, mood, social, psychotic and developmental disorders: as well as mental health and the law. Topics will include: phobias, depression, dementia, alcoholism, sexual and gender identity, and criminal responsibility.

## **0223 ADVANCED PLACEMENT HUMAN GEOGRAPHY**

**(1 Credit C)**

**Offered to: Grades 11-12**

*Requirement : Successful completion of AP World History or demonstrated excellence in Global 10 with approval/recommendation of the Social Studies Curriculum Associate.*

This is a yearlong course that focuses on the distribution, process, and effects of human population on the planet. Emphasis is placed on geographic models and their applications. Case Studies from around the globe are compared to the situations at local, regional and national scales. Internet activities, field excursions, and videos are used to explore certain topics.

## **0213 ADVANCED PLACEMENT PSYCHOLOGY**

**(1 Credit C)**

**Offered to: Grades 10-12**

*Requirement : Successful completion of Pre-AP World History or demonstrated excellence in Global I with approval/recommendation of the Social Studies Curriculum Associate.*

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

## **0228 CONSTITUTIONAL LAW**

**(1/2 Credit R)**

**Offered to: Grades 10-12**

This course will focus on contemporary criminal and civil legal issues related to the Constitution. Case studies relevant to the student's lives as well as mock trials will highlight this course.

## **0263 COLLEGE HISTORY OF GENOCIDE**

**(1/2 Credit C)**

**Offered to: Grades 11-12**

This course may be taken for (3) college credits through SUNY Farmingdale in the High School Program pending successful course completion.

This course will look at the sociopolitical, economic, and nationalistic causes of genocide from a worldwide perspective. The course will begin with the formation of the European nation-state and the subsequent development of a heterogeneous society in which minority groups formed. A look at European Jewry will begin with the Crusades and Middle Ages into the 20<sup>th</sup> century Holocaust. Mass murder that occurred during Imperialism in 19<sup>th</sup> century Africa and Asia will include European as well as indigenous perspectives. The culmination of the course will be a focus on the 20<sup>th</sup> century. Topics covered are as follows: The Armenian Massacre, Stalin's Forced Famine, The Holocaust, Cambodian Genocide, Yugoslavia, Rwanda and contemporary genocide in Darfur.

## **0250 IMPACT OF SPORTS IN HISTORY**

**(1/2 Credit R)**

**Offered to: Grades 9-12**

This course will provide students with an overall view of the impact of sports throughout history, beginning with the emergence of the Olympics in Greece and continuing through the 21st century. Focus topics will include discrimination in sports, Title IX cases, and the economics of sports among others. Various source materials would include documentaries, Internet research, and print materials. Students will engage in research projects, discussion and debate on the focus topics.

## **0246 INTRO TO CRIMINAL JUSTICE**

**(1/2 Credit R)**

**Offered to: Grades 10-12**

This course introduces the law and criminal justice system in the United States. It analyzes the impact of our legal system on our lives and how the courts deal with crime and punishment and how the system has evolved historically. The students will be exposed to the role of police, prosecution, courts and corrections in the criminal justice system.

## **0260 INTRO TO HISTORY OF GENOCIDE**

**(1/2 Credit R)**

**Offered to: Grade 10**

*Co-Requisite is AP World History*

This course is designed to explore human rights violations across history. The students will explore documents that detail the social, political, and economic factors that cause crimes against humanity. The lasting impact of these events will be determined through critical thinking and analysis.

## **0218 PSYCHOLOGY**

**(1/2 Credit R)**

**Offered to: Grades 10-12**

This course is a basic introduction to psychology, covering such areas as personality, learning, deviance, and various psychological theories. Research into current trends and theories in psychological applications are also an expectation of each student.

## **0261 SENIOR INTERNSHIP**

**(Up to 3 Credits)**

**Offered to: Grade 12 only**

The Senior Internship Program allows high school students to complete an internship in a career of interest to them. The Internship Program can be helpful to students as it allows them to sample a career before making a college choice. Senior Internship is unique and requires students to complete 80 unpaid hours throughout the course of the school year.



**DEPARTMENT OBJECTIVES:** The following technology courses offer a wide range of experiences to prepare students for our fast paced and ever changing technological society. These courses allow students to explore the broad field of engineering from design to construction. Students will also have the opportunity develop their math, science, and problem solving skills in using both hands-on and project based approaches to learning outcomes that have real world applications. All courses are offered to grades 9-12 except where noted.

### **1036 WORLD OF TECHNOLOGY (1 Credit R) Offered to Grades 9-12**

This course is designed to explore how math, science, and technology are inter-related and are a vital part of our daily lives. This hands-on, project-based course utilizes Computer Aided Design (CAD) to create and build individual projects such as race cars to team designed and built Trebuchet/Catapults. Further, students will use 3-D solid modeling design software AUTODESK Inventor to help them create solutions to proposed problems.

- Design Process
- Research and Analysis
- Teamwork
- Methods of Communications
- Global and Human Impact
- Engineering Standards
- Technical Documentation

\*\*This course can be used as the third year (credit) for Math or Science toward graduation.

### **1013 ARCHITECTURE/CIVIL ENGINEERING (1 Credit R) Offered to Grades 9-12**

Would you like to learn how to design and draw buildings and houses? This course emphasizes the relationship between the disciplines of Civil Engineering and Architecture. Students will develop their design skills using AUTODESK REVIT, the most advanced architectural design program used today.

### **1064 COMPUTER ANIMATION (MAYA) (1/2 Credit R) Offered to Grades 9-12**

What do Avatar, Shrek and Despicable Me all have in common? These movies all integrated Autodesk MAYA programming in their production. MAYA is the industry standard for 3-D computer animation. This course is a series of project-based lessons designed to guide students through the process of creating and generating animation. Students learn character modeling, texture mapping, visual effects and rendering using the MAYA software.

### **1011 COMPUTER AIDED DESIGN I (CAD I) (1/2 Credit R) Offered to Grades 9-12**

Did you ever wonder how to draw and design things that you use everyday from cell phones to hair dryers? In this course students will learn how to use Autodesk Inventors to design and create computer generated drawings. This course focuses on the foundations needed to create and design a variety of objects on the computer. The skills learned in this class are applicable to a variety of professions including engineering, architecture, landscape, and product design. There is no limit to the possibilities when using Autodesk INVENTOR as a design tool.

### **1009 HOME IMPROVEMENTS 1 (1/2 Credit R) Offered to Grades 9-12**

This course introduces students to the production of materials for residential and commercial construction. During the course students will be introduced to site development, carpentry, and electrical wiring. The students will also engage in engineering by designing and building scale model home.

### **1010 HOME IMPROVEMENTS 2 (1/2 Credit R) Offered to Grades 9-12**

Pre-requisite: Home Improvement1, Wood Production, or Electricity/Electronics

This course furthers students understanding of the production of materials for residential and commercial construction. During the course students will learn site development, carpentry, sheathing, interior and exterior finishing, and electrical wiring. The students will also be introduced to basic heating and plumbing principles. This is a must take course for anyone who is interested in construction or home ownership.

### **1008 ELECTRICITY/ELECTRONICS I (1/2 Credit R) Offered to Grades 9-12**

This course is designed to introduce students to electronics and electricity. Students will study electricity, through building a table lamp, and engaging in house wiring assignments on a free standing house wall. Students will also study electronics using E.I. "Mr. Circuit I" Electronic Discovery Lab. Students learn soldering skills and electronic components identification while assembling a number of electronic kits.

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# TECHNOLOGY

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## **1026 WOOD PRODUCTION**

**(1/2 Credit R) Offered to Grades 9-12**

Students will learn how to use woodworking power equipment, i.e., Radial Arm Saw, Table Saw, Jointer, Drill Press, Planer, and the Lathe to build an Adirondack chair. In addition, students will be learning various woodworking and woodturning skills and techniques by designing and building individual items.

## **1004 METAL PROCESSING**

**(1/2 Credit R) Offered to Grades 9-12**

Students will learn how to shape metal using various power equipment and hand tools. They will engage in assignments in sheet metal, wrought iron (scroll), spot welding, brazing, welding and machine processes.

## **1030 ROBOTICS**

**(1/2 Credit R) Offered to Grades 9-12**

Students will be introduced to robotics through hands on activities. They will explore pneumatics, hydraulics and computer programming with Lego kits. The students will learn electronic component identification and soldering skills with the assembly of various robotic kits.

***\*\*Please note:*** *The following courses will NOT be running in the 2017-2018 school year, but may be offered for the 2018-2019 school year pending student interest and enrollment:*

## **.1038 COMPUTER AIDED DESIGN II (CAD II)**

**(1/2 Credit R)**

*Prerequisite: CAD I*

Have you ever wondered how they come up with constant changes in your I-pods, cell phones, and even automotive designs? This course builds on the knowledge formed from CAD 1 and introduces a more advanced use of Autodesk INVENTOR, a 3-D modeling program that assists students in designing real world objects. This course is designed to enhance student knowledge of engineering and design skills that can be applied in a real world setting. The students will also learn to use the 3-D printer to model their designs.

## **1015 MECHATRONIC**

**(1 Credit R)**

**Offered to grades 10-12**

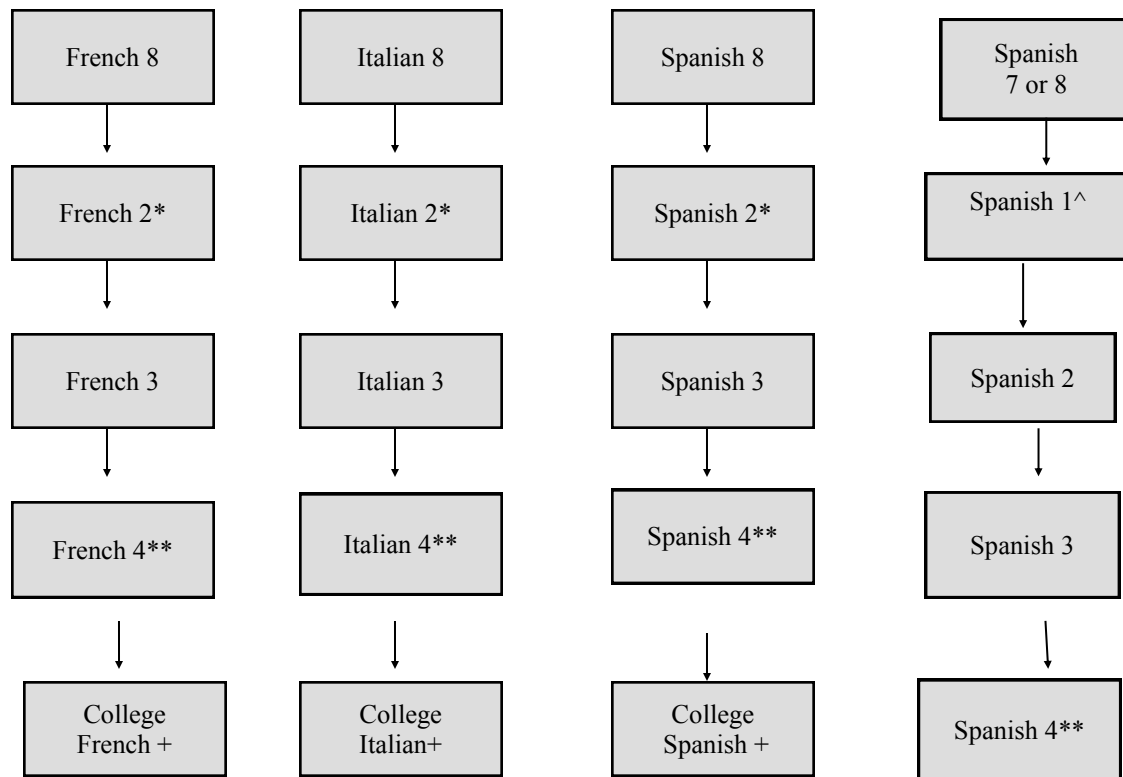
This course will take you through three modules. Students will learn basic math skills and shop math that a person should have before entering the work force or any engineering program. Hands-on activities to promote group problem solving and communications skills. Students will learn Milling and Lathe skills as well as work on-line with the virtual CNC milling machine. Students will have access to the Suffolk Community College Mechatronic machinery. Student may complete the Mechatronic program in their senior year by participating in the Suffolk Community College Collegiate Institute.

## **COMPUTER SCIENCE I: INTRODUCTION TO PROGRAMING AND GAME DESIGN**

**(1 Credit R)**

The process of computer programming and program design will be the major focus of this course. Students will learn how a computer processes information and apply this knowledge to construct functional computer programs that accomplish a variety of tasks. The course will focus on programming using, Scheme, an introductory computer language designed for ease of learning and teaching and provides an excellent grounding for any student interested in pursuing an interest in computer science and allows an easy transition to the more advanced and syntactically more rigorous computer languages. In addition, students will also learn to use the Gamemaker graphical programming environment to create and design computer games.

# WORLD LANGUAGES



\*Prerequisite: Passing grade in Language 7 & 8 and the FLACS A assessment.

\*\*Course culminates in the FLACS B assessment for Advanced Regents credit.

+Students enrolled in this course must have taken and passed the FLACS B assessment with a minimum score of 75 or higher.

^Required for students with no middle school language experience or those who have not passed Language 7 & 8 and/or the FLACS A exam.

## **World Language Graduation Requirements**

**Regents Diploma-**  
1 Course Credit at High School Level

**Regents Diploma with Advanced Designation-**  
3 Course Credits with passing grade on FLACS B assessment

**DEPARTMENT OBJECTIVES:** World Languages are increasingly important in our shrinking world. Not only is language study useful in a variety of career fields, but possessing a Language Other Than English skill, helps break down barriers in communication. In today's multi-ethnic society, it is more important than ever to be able to converse with those who do not speak our own language. The study of a Language other than English promotes a better understanding of the world in which we live.

Language study begins in grade 6 with an exposure to French, Italian and Spanish. At the end of grade 6, students select a language of study to explore for their grade 7 language learning experience. Once students enter grade 7, Checkpoint A coursework begins in French, Italian and Spanish. Students receive one unit of credit upon successful completion of Checkpoint A for grades 7 and 8 and the passing of the FLACS A assessment. At the high school level, continued language instruction is offered in French, Italian and Spanish.

Students who wish to obtain a Regents Diploma with Advanced Designation must complete a three-year language sequence (Checkpoint B) and pass the FLACS B assessment. Students may enroll in language courses at the Checkpoint C level in French, Italian and Spanish. In these advanced level courses eligible students may obtain college credit, in addition to school credit, by paying a non-refundable fee to St. John's University.

Each year high-performing students are inducted into the National French, Italian and Spanish Honor Societies. Through the World Language National Honor Societies, students are exposed to cultural aspects of the languages they study and have the opportunity to participate in service activities, which require them to use their learned language skills in both our school and community.

## **0505 ITALIAN 2**

**(1 Credit-R)**

*Pre-requisite: Successful completion of Italian 7, Italian 8 and the passing of the FLACS A assessment.*

This course advances the student from Checkpoint A to Checkpoint B, which is the required New York State level of proficiency at this level. Emphasis is placed on communication and spontaneous speaking patterns. Writing patterns are more advanced. Reading selections are more challenging and require students to expand their use of vocabulary and complex grammatical concepts.

## **0506 ITALIAN 3**

**(1 Credit-R)**

*Pre-requisite: Italian 2*

This is a sequential course in Italian leading to Regents Credit. Emphasis is placed on listening, speaking, reading and writing skills in Italian involving everyday communicative situations.

## **0507 ITALIAN 4**

**(1 Credit-R)**

*Pre-requisite: Italian 3*

Emphasis is placed on communication skills in Italian. Intensive instruction is provided in advanced listening, speaking, reading and writing skills.

**Students are required to take the FLACS B assessment in Italian in June.**

## **0508 College Italian**

**(1 Credit-C)**

**Offered to: Grade 11 & 12 students**

*Pre-requisite: Italian 4 and a grade of 75 or higher on the FLACS B Italian assessment.*

This course may be taken for (6) college credits through St. John's, pending successful completion of the level 4 course and meeting St. John's University, College Advantage program requirements.

Emphasis is placed on practical conversation, culture and literature. A minimum score of 1000 on the PSAT/SAT, as well as, a minimum final average of 80 across five academic subjects, (85 for juniors enrolled), is required for those students who wish to earn college credit in this course.

## **0501 FRENCH 2**

**(1Credit-R)**

*Pre-requisite: Successful completion of French 7, French 8 and the passing of the FLACS A French assessment. This course advances students from Checkpoint A to Checkpoint B, which is the required New York State level of proficiency at this level. Emphasis is placed on communication and spontaneous speaking patterns. Writing patterns are more advanced. Reading selections are more challenging and require students to expand their use of vocabulary and complex grammatical concepts.*

## **0519 FRENCH 3**

**(1Credit-R)**

*Pre-requisite: French 2*

This is a sequential course in French leading to Regents credit. Emphasis is placed on listening, speaking, reading and writing skills in French involving everyday communicative situations.

## **0525 FRENCH 4**

**(1 Credit-R)**

Pre-requisite: French 3

Emphasis is placed on communication skills in French. Intensive instruction is provided in advanced listening, speaking, reading and writing skills. **Students are required to take the FLACS B assessment in French in June.**

## **0560 COLLEGE FRENCH**

**(1Credit-C)**

**Offered to: Grade 11 & 12 students**

*Pre-requisite: French 4 and a passing grade of 75 or higher on the FLACS B French assessment.*

This course may be taken for (6) college credits through St. John's University, pending successful completion of the level 4 language course and meeting St. John's University, College Advantage program requirements.

Emphasis is placed on practical conversation, culture and literature. A minimum score of 1000 on the PSAT/SAT, as well as, a minimum final average of 80 across five academic subjects, (85 for juniors enrolled), is required for those students who wish to earn college credit in this course.

## **0511 SPANISH I**

**(1 Credit-R)**

**Offered to: All Grade Levels**

This is a beginning course in Spanish with emphasis on speaking, listening, reading and writing skills. This is the first course for those seeking to earn their required high school graduation credit in language. Students in this course will complete Checkpoint A by June, as the course culminates with the FLACS A assessment. Students *with no prior language study* or those who *failed a language other than English middle school course and the FLACS A assessment* are eligible for this class.

## **0509 SPANISH 2**

**(1 Credit-R)**

*Pre-requisite: Successful completion of Spanish 7, Spanish 8 the passing of the FLACS A assessment. This course advances students from Checkpoint A to Checkpoint B, which is the required New York State level of proficiency at this level. Emphasis is placed on communication and spontaneous speaking patterns. Writing patterns are more advanced. Reading selections are more challenging and require students to expand their use of vocabulary and complex grammatical concepts.*

## **0515 SPANISH 3**

**(1 Credit-R)**

*Pre-requisite: Spanish 2*

This is a sequential course in Spanish leading to Regents credit. Emphasis is placed on listening, speaking, reading and writing skills in Spanish, involving everyday communicative situations.

## **0516 SPANISH 4**

**(Credit-R)**

*Pre-requisite: Spanish 3*

Emphasis is placed on communication skills in Spanish. Intensive instruction is provided in advanced listening, speaking, reading and writing skills. Students are required to take the FLACS B assessment in Spanish in June.

## **0517 COLLEGE SPANISH**

**(1 Credit-C)**

**Offered to: Grade 11 & 12 students**

Pre-requisite: Spanish 4 and a passing grade of 75 or higher on the FLACS B Spanish assessment.

**This course may be taken for (6) college credits through St. John's University, pending successful completion of the level 4 language course and meeting St. John's University, College Advantage program requirements.**

Emphasis is placed on practical conversation, culture and literature. A minimum score of 1000 on the PSAT/SAT, as well as, a minimum final average of 80 across five academic subjects, (85 for juniors enrolled), is required for those students who wish to earn college credit in this course.

# ENGLISH AS A NEW LANGUAGE (ENL)

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## Current Service Time for ENL Students:

As per SED , ENL services are state mandated. Students must receive their appropriate amount of ENL service time. Time is determined by the student's placement level as indicated on the NYSESLAT or NYSITELL, in the case of a recent entrant.

Public school districts are required to provide the amount of English language instruction specified in CR 154.2. As specified, the English Language Arts standards Bilingual Progressions are the basis for the English as a New Language and English Language Arts curricula. The chart that follows identifies the newly implemented units of study for each of these disciplines. Please note that a unit of study is equivalent to 180 minutes per week.

## Previous ESL requirements: (prior to 2015-2106 school year)

English Language Requirements						
English Proficiency Level	Grades K-8			Grades 9-12		
	Number of Units			Number of Units		
	ESL	NLA*	ELA	ESL	NLA*	ELA
Beginning	2	1	-	3	1	-
Intermediate	2	1	-	2	1	-
Advanced	1	1	1	1	1	1

\*If in bilingual program.

## 2016-2017 ENL Service Time:

English Language Requirements						
English Proficiency Level	Grades K-8			Grades 9-12		
	Number of Units			Number of Units		
	Stand Alone ENL	Int. ELA	Either	Stand Alone ENL	Int. ELA	Either
Beginning/Entering	1	1	-	1	1	1
Low Intermediate/ Emerging	½	1	½	½	1	½
Intermediate/ Transitioning	-	½	½	-	½	½
Advanced/Expanding	-	1	-	-	1^	-
Proficient/ Commanding*	-	½^	-	-	½^	-

^ Integrated Content

\*Service and Monitor for Two Years After Exit

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# ENL: AWARDING CREDITS

<b>STAND– ALONE ENL: Grades 9-12</b>	<b>INTEGRATED ENL: Grades 9-12</b>
Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit study:	Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies.
Courses such as ENL1, ENL2, ENL3, by grade level.	Courses such as: ELA 9R ENL, ENG 9R ENL Int., ENG 10R ENL, ENL Int., ELA 11R ENL Int., ENG 12R WW ENL Int., or 12R Creative Writing ENL Int., Pre-Algebra ENL Int.

<b>DPHS ENL COURSES</b>		
<b>Grades 9-12</b>	<b>Stand Alone ENL</b>	<b>Integrated ENL/Content</b>
ENL 1, ENL 2, ENL 3 (all grades)	1 ELA elective credit	
ELA 9R ENL	–	1 ELA credit
ENG 9R ENL Int.	–	1 ELA credit
ENG 10R ENL	–	1 ELA credit
ENG 10R ENL Int.	–	1 ELA credit
ELA 11R ENL	–	1 ELA credit
ENG 11 R ENL Int.	–	1 ELA credit
ENG 12 WW ENL Int. or Creative Writing	–	1/2 ELA credit per semester
Pre– Algebra ENL Int.	–	1 Math credit



**DEER PARK COLLEGIATE INSTITUTE  
AT  
SUFFOLK COUNTY COMMUNITY COLLEGE**

Since 2005, Deer Park High School has been sending some of our stronger students to nearby Grant Campus of Suffolk County Community College (SCCC). They have been able to enroll in real college classes with other college students. This allows them not only to earn college credits, but also to experience being in a college classroom while receiving instruction from a regular college professor. Participation in the program enhances their academic resume and has allowed our graduates entry into some of the most selective colleges.

This year, we are enhancing this program from one day each week to a five-day program and are adding a career track for those seeking immediate employment after high school graduation. Qualified juniors and seniors are invited to take classes **five mornings per week at the college**. Students will be bused to and from campus from the high school. This program offers students the college experience in addition to the college credit. Students will take courses that are suited to their individual ability and post-high school objectives. For the college bound student, there are two options:

- \* Students with at least a 90 average, who are seeking admission to the more competitive colleges, can take honors classes at the college.
- \* Students with at least an 85 average, who are seeking admission to most two/four-year colleges, can take regular college classes.

Upon graduation from high school, most students from either program qualify for admission directly into the SCCC Honors Program. When ready for four-year college applications, graduates of the program may request that a college professor send a letter of recommendation that is sent on college letterhead. Graduates of this program have been admitted into some of the best colleges in the nation and have earned significant merit scholarships.

Students who have at least a 75 average, may be interested in one of the career programs at the college. Those offered at the Grant Campus include Manufacturing Technology and Heating Refrigeration and Air Conditioning (HVAC). These programs lead to a certificate that qualifies them for immediate employment and provides college credit that may be applied to a college degree at Suffolk or elsewhere.

The guidance department of the high school will invite eligible students and their parents to informational meetings that are held in the high school during the spring. Applicants will take the college's placement test and tour the campus as part of the acceptance and placement process. There also will be a special orientation program at the college for all admitted students and their families.

# ATHLETICS

## DEPARTMENT OBJECTIVES:

Through the years, the Interscholastic Athletics Program has played an important role in the lives of students and community members. Each school year the sports season offers the current generation of student-athletes the same opportunity that presented itself to all who have ventured into the arena. Those students who choose to participate will learn invaluable lessons in the value of hard work, teamwork, personal sacrifice and commitment, time management, respect for authority and rules, as well as how to lead and follow. All students are encouraged to participate in athletic programs. Athletics offer students an educational experience that cannot be duplicated in a classroom. Lifelong friendships often develop between teammates and memories are forged through the seasons that are often recalled vividly years later. Coaches are available to discuss any aspect of their specific program with prospective athletes and/or parents. For further information, including tryout and Pre-Season Parent and Athlete Mandatory Code of Conduct Night dates and any additional sport season information, call the Athletic Office.

### FALL

FOOTBALL (B) Varsity,  
SWIMMING (G) Varsity  
SOCCER, (B,G) Varsity, JV  
CROSS COUNTRY (B,G)  
VOLLEYBALL (G) Varsity, JV  
TENNIS (G) Varsity, JV  
CHEERLEADING (G) Varsity, JV

### WINTER

JV BASKETBALL (B,G) Varsity, JV  
SWIMMING (B) Varsity  
WRESTLING (B) Varsity, JV  
TRACK (B,G)  
BOWLING (Co-ed)  
CHEERLEADING (G) Varsity, JV  
KICKLINE (G)

### SPRING

BASEBALL (B) Varsity, JV  
LACROSSE (B,G) Varsity, JV  
SOFTBALL (G) Varsity, JV  
TENNIS (B) Varsity, JV  
TRACK (B,G)  
GOLF (B,G) Varsity, JV

## NCAA APPROVED CORE COURSES

The National Collegiate Athletic Association (NCAA) Eligibility Center certifies the academic and amateur credentials of all college bound student-athletes who wish to compete in NCAA Division I or II athletics. To be eligible to play Division I athletics, students must have successfully completed 16 approved core courses. These 16 courses must be completed as follows: 4 years of English, 3 years of math (algebra 1 or higher), 2 years of natural or physical science (including one year of lab science), 1 extra year of English, math or natural or physical science, 2 years of social science, and 4 years of extra core courses. Division II athletes must complete 14 courses as follows: 3 years of English, 2 years of math (algebra 1 or higher), 2 years of natural or physical science (including one year of lab science), 2 extra years of English, math or natural or physical science, 2 years of social science, and 3 years of extra core courses. A listing of Deer Park High School's List of Approved Core Courses is below. In addition, Division I athletes must have an acceptable GPA and SAT or ACT score based on the Division I Core GPA and Test Score Sliding Scale. Division II athletes only need a 2.0 GPA and either an 820 SAT (Critical Reading and Math) or 68 sum of score on the ACT. For more information or to register with the Eligibility Center in your junior or senior year, please visit [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). **In addition, all students interested in participating in Division I or II athletics must notify their counselor.**

### APPROVED ENGLISH DEPARTMENT COURSES

English 9, 10, 11, 12 Regents, Honors, AP  
Creative Writing  
Introduction Medieval Literature  
Journalism  
Writers Workshop

College Writing Prep  
Dramatic Arts Advanced  
Philosophy Introduction and II  
The Science of Fiction  
Literature

Literature of the Macabre  
Speech and Dramatic Arts  
Public Speaking  
Women's Studies

### APPROVED WORLD LANGUAGE COURSES

Spanish 1, 9, 10  
Italian 9, 10  
French 9, 10

Advanced Spanish 11  
Advanced Italian 11  
Advanced French 11

College Level Spanish 12  
College Level Italian 12  
College Level French 12

### APPROVED MATHEMATICS COURSES

Algebra I  
College Algebra  
Intro to College Math

Algebra II & Trig Regents, Honors  
Elementary Statistics  
Pre-Calculus Regular, Honors

AP Calculus AB and BC  
Integrated Geometry Regents, Honors

### APPROVED SCIENCE COURSES

AP Environmental Science  
Chemistry Regents& Honors  
Forensic Science  
Marine Biology

AP Physics B  
AP Biology  
Living Environment Regents& Honors  
Physics Regents

AP Physics C  
Earth Science Regents  
Wilson Tech Applied Physical Science

### APPROVED SOCIAL STUDIES COURSES

Abnormal Psychology I and II  
Constitutional Law  
Economics  
Government  
Sociology  
US History & Government Regents, Honors AP  
Wilson Tech Economics  
Criminal Justice

AP Economics Micro & Macro  
Echoes of the Past WWI  
Geo-Political Issues  
Impact of Sports through History  
Psychology  
US History Through Media  
World History Through Media  
AP World History

AP Psychology  
Echoes of the Past WW II  
Global History 9, 10 Regents  
Learning Culture Through Literature  
AP European History  
Wilson Tech Participation in Gov't  
Global History 9, 10 Honors

# VOCATIONAL EDUCATION

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<b>301 Wilson Tech General Occupational Education</b>	<b>A.M.</b>	<b>GRADES 11 &amp; 12</b>
<b>1302 Wilson Tech General Occupational Education</b>	<b>P.M.</b>	<b>GRADES 11 &amp; 12</b>
<b>1303 Wilson Tech General Occupational Education</b>	<b>A.M.</b>	<b>GRADES 11 &amp; 12 4 Credits</b>
<b>1304 Wilson Tech General Occupational Education</b>	<b>P.M.</b>	<b>GRADES 11 &amp; 12 4 Credits</b>

Deer Park High School offers to its students an opportunity to attend the Lewis A. Wilson Technological Center for occupational training in specific areas of interest. The purpose of occupational education is to provide learning experiences in which all students become aware of a broad spectrum of occupations, and develop skills that are adaptable to personal and career roles and for entry into employment and/or postsecondary studies.

This training could cost a student many thousands of dollars at a private school. Deer Park pays supplemental tuition to Western Suffolk BOCES over and above the normal costs of educating a student in the high school. **Once a student graduates high school with a diploma, she/he may continue at the family's expense.**

Those students approved for such training must meet the criteria of career goal choice, aptitude and attendance record. They must be committed to a longer school day in order to be able to fulfill all graduation requirements and must accept either A.M. or P.M. session at Wilson Tech. Session selection is made by Wilson Tech. and is based solely upon scheduling priorities and course availability at Wilson Tech.

The choice of a Wilson Tech. commitment can be most influential upon the youngster's life and should not be made without deep thought and consideration of the alternatives. Student may earn either a Regents or local diploma. It is the responsibility of both students and their parents to investigate their options carefully before making this decision.

To assist you in this decision making process, the High School Guidance & Counseling Center will sponsor a special assembly to acquaint all sophomores with opportunities at Wilson Tech. A parent information night is also scheduled early in the Spring at Wilson Tech. The areas of study offered at Wilson Tech. are listed below. Generally, the two year courses are four credits each year. One year programs are designated (\*).

**NOTE: Seniors continuing in 2 year programs after graduation will be responsible for all tuition charges.**

## **TRANSPORTATION OCCUPATIONS**

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

## **SERVICE OCCUPATIONS**

Cosmetology  
Culinary Arts  
Computer Information/Technology Design  
Early Childhood Education & Care  
Fashion Merchandising/Floral Arts  
Equestrian Studies/Horse Care  
Horticulture & Landscaping  
Police Science & Law  
Veterinary Assisting

## **CONSTRUCTION OCCUPATIONS**

Carpentry  
Construction Electricity  
Drafting/Computer  
Aided Design (CAD)  
Heating A/C & Ventilation  
Welding

## **HEALTH OCCUPATIONS**

Professional Health Careers\*  
Nurse Assisting\*  
Medical Laboratory Assisting  
Medical Assisting

## **TECHNICAL OCCUPATIONS**

Technical Electronics  
Computer Science  
Computer Networking

## **GRAPHICS AND MEDIA**

Advertising Art  
Printing  
Photography/  
Video Production

## **CENTRAL ADMINISTRATION**

Eva J. Demyen, Superintendent

James Cummings Assistant Superintendent, Pupil Personnel Services  
Marguerite Jimenez, Assistant Superintendent, Business & Operations

## **BOARD OF EDUCATION**

John Gouskos, President  
Donna Marie Elliott, Vice-President  
Al Centamore, Trustee  
Donna Gulli Grunseich, Trustee  
Robert Marino, Trustee  
Kristine Rosales, Trustee

Lisa Brennan, District Clerk

## **HIGH SCHOOL ADMINISTRATION**

Charles Cobb, Principal  
Craig Evans, Associate Principal,  
Jeanne Kozlowsky, Associate Principal  
Brian Norton, Associate Principal

## **DISTRICT ADMINISTRATORS & CURRICULUM ASSOCIATES**

Christopher Kauter, District Administrator for Instructional Technology  
Wendy Kraus, Curriculum Associate District Data Coordinator  
Dominick Fontana, District Administrator for Athletics, Health & Physical Education  
Stephen Moran, District Administrator for Special Education  
Mary Reynolds, District Administrator for Human Resources  
Danielle Sheridan, Ed. D., District Administrator for Elementary Curriculum & Instruction  
Christine Criscione, ED. D., District Administrator for Secondary Curriculum & Instruction

David Knuffke, Curriculum Associate, Science & Technology (6-12)  
Bradley Murphy District Wide Curriculum Associate, Fine & Performing Arts  
Michelle Kwon, Curriculum Associate, ELA, Library & Reading (6-12)  
James Henry, Curriculum Associate, Business & Mathematics (6-12)  
Gina Palasciano, District Wide Curriculum Associate, World Languages & ESL (K-12)  
Heather Stewart, Curriculum Associate, Family Consumer Science & Social Studies (6-12)