

DEER PARK HIGH SCHOOL

**COURSE
CATALOG**

Grade 9



2010 - 2011

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

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 2010-2011 program.

Sincerely,

Mr. James R. Cummings
Principal

Table of Contents

| | |
|-----------------------------------|-------|
| Guidance | 7-13 |
| Business | 14-15 |
| English Language Arts | 16-17 |
| Family & Consumer Science..... | 18 |
| Fine Arts..... | 19-20 |
| Mathematics | 21-23 |
| Performing Arts | 24 |
| Physical Education | 25 |
| Science | 26-27 |
| Social Studies | 28-29 |
| Technology | 30 |
| World Languages | 31-33 |
| English as a Second Language..... | 34 |
| Athletics | 35 |

Students entering grades 10-12 in the fall of 2010 should refer to the
Grade 10-12 Course Catalog.

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

| Entering Freshmen Class | Regents Diploma | Regents Diploma with Advanced Designation |
|-------------------------|--|---|
| 2005 | Score 65 or above on 5 required Regents exams | Score 65 or above on 8 required Regents exams |
| 2006 | Score 65 or above on 5 required Regents exams | Score 65 or above on 8 required Regents exams |
| 2007 | Score 65 or above on 5 required Regents exams | Score 65 or above on 8 required Regents exams |
| 2008 | Score 65 or above on 5 required Regents exams | Score 65 or above on 9 required Regents exams |
| 2009 | Score 65 or above on 5 required Regents exams | Score 65 or above on 9 required Regents exams |
| Required Exams | English Comprehensive Regents, Integrated Algebra Regents or Math A, Global History Regents, U.S. History Regents, Science Regents | English Comprehensive Regents, Global History Regents, U.S. History Regents, Physical Setting Science Regents, Living Environment Regents, LOTE Regents, Integrated Algebra Regents or Math A Regents, Geometry Regents or Math B Regents & Algebra II/Trigonometry Regents |

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 including: 3 combined credits: from English, Math, Science and Social Studies and a 1/2 credit in Physical Education. The student must pass at least 1 regents exam.

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 including: 2 English credits, 2 Social Studies credits 1 Physical Education credit, and at least 3 credits in Math and Science. The student must pass at least 2 regents exams.

Promotion to 12th grade:

For an 11th grade student to be promoted to 12th grade the student will be retained if they have 16.

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), having up to three class periods not assigned to a class or IPP and all senior class activities. In order for a student to be rewarded senior privileges a student have must 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 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

Around mid-year, students will meet with teachers and counselors to determine course selections for the following year. complete a Course Selection Sheet to indicate their choice of courses for the next school year. 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 encouraged contact their child's guidance counselor for scheduling questions. Final schedules will be mailed home in mid-to late August.

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

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 (AP) Advanced Placement courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work and independent study and research are an integral part of the program. The cost of taking AP Examinations 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.

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:

| <u>Course Type/Level</u> | <u>Weighting</u> |
|----------------------------|------------------|
| Advanced Placement | 1.1 |
| Honors/College Courses (H) | 1.05 |
| Regents Level Courses (R) | 1.0 |

*Students entering grades 10-12 in the fall of 2010 should refer to the Deer Park High School Grade 10-12 Course Catalog for weighting.

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 must have a 6800 scaled score on the ELA 6 and ELA 7 New York State Assessments. A student's performance on the 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 Honor/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 must have 6800 scaled score on the Math 6 and Math 7 New York State Assessments. A student's performance on the 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 i, 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 90.

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.

EARNING A DIPLOMA WITH HONORS

Students may earn a Regents Diploma with Honors or a Regents Diploma with Advanced Designation with Honors by achieving an average of 90 percent or higher on all Regent's Examinations, or their equivalent, required for the Diploma. Averages below 90.0 percent shall not be rounded upward to 90 percent.

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.

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 - two one semester courses |
| 2 | Global History 9 | Global History 10 | US History 11 | Economics & Participation in Government (each one semester) |
| 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 II & Trigonometry | Math |
| 6 | Lunch | Lunch | Lunch | Lunch |
| 7 | World Language | World Language | World Language | Elective or AIS |
| 8 | Elective or AIS | Health/Elective | Elective or AIS | Elective or AIS |
| 9 | Elective or AIS | 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)

| COURSE | 9 TH GRADE | 10 TH GRADE | 11 TH GRADE | 12 TH 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 Foreign Language needed for a Regents Diploma with Advanced Designation.

0651 CAREER & FINANCIAL MANAGEMENT I
(1/2 Year -1/2 Credit R) 5 per. Weekly

Offered to Grades: 9-10

This course will provide students with a foundation in business systems and economics. Students will be introduced to topics such as management finance, technology integration, and human resources. Career planning and lifelong goals will be emphasized. Personal financial literacy will be stressed so that students will learn how to prepare their income taxes, learn how to budget, and understand how to manage bank and investment accounts. ***This is a required course for students graduating with an occupational or career & technical education sequence.***

0664 BUSINESS COMPUTER APPLICATIONS (BCA)

(1/2 Year -1/2 Credit R) 5 per. weekly
Offered to Grades: 9-10

This course is designed to teach students how integrate business concept such as finance and marketing with computer applications such as Microsoft Word, Excel, and Access. Students will use Word to create Business Correspondence, newsletters, logos, etc. Excel will be used to learn how to balance a budget and a checkbook, and Access will be used to keep track of business data. BCA is especially useful for college-bound students who want to obtain marketable job skills.

0639 ESSENTIALS OF COMPUTER APPLICATIONS

(1 Year -1/2 Credit R) Alternating Days
Graduation Requirement for all Students

In this course, students will work on the development of the touch keyboarding skill with emphasis on proper keyboarding technique, keyboarding speed, and keyboarding accuracy. We will address the reinforcement of the keyboarding skill and development of basic computer applications skills with emphasis on proofreading/ editing,

0652 CAREER & FINANCIAL MANAGEMENT II
(1/2 Year -1/2 Credit R) 5 per. weekly

This course will expand upon Career & Financial Management I. Students will learn to work in and run a business. Business planning and entrepreneurship (starting your own business) will be focused on. Investing and retirement planning will be discussed.

This course can be used for students graduating with an occupational or career & technical education sequence. or career & technical education sequence.

0625 SPORTS MARKETING

(1/2 Year -1/2 Credit R) 5 per. weekly
Offered to Grades: 9-10

Would you like to be part of one of the most exciting and lucrative industries of the future? Would you like to join a fantasy sports team? Yes? Then this is the course for you. This course is designed for students with an interest in the sports field. Basic marketing principles will be studied and applied to this rapidly growing, dynamic industry. Topics that will be explored are: the sports industry, athletes making economic choices, professional sports trades, supply and demand, financial analysis of teams, the sports labor market, discrimination in sports, and sports promotion. Guest speakers, case studies, field trips, and on-line activities will broaden classroom learning. The students will actively use their skills to promote sporting events both on campus and within the community.

0629 FASHION MARKETING

(1/2 Year -1/2 Credit R)

5 per. Weekly

Offered to Grades: 9-10

This course is designed to introduce students to the fashion industry. Focusing on the current fashion trends, students will acquire an understanding of fashion terminology, the consumers of fashion, and the specific marketing strategies used to retail fashion in the new millennium.

0638 MULTI MEDIA BUSINESS APPLICATIONS

(1/2 Year -1/2 Credit R)

5 per. weekly

0634 MULTI MEDIA BUSINESS APPLICATIONS

(1 Year -1/2 Credit R)

Alternating Days

This course is designed to introduce students to the art of developing multimedia skills for the creation of PowerPoint presentations requiring the use of various graphics, music/sound effects, animation, hyperlinks, and video clips, ending with the production of an educational CD Rom. Students will use Studio 8 to make movies that include titles, scene transitions and effective business projects. Students will create music, narration, special effects and more, culminating in the production of a public service announcement. The multimedia hardware peripherals will include a state-of-the-art computer lab containing recordable/rewritable DVD drives, laser printers, scanners and digital video cameras!

0628 SCHOOL STORE

Earn Up To 1 Credit

The School Store Laboratory provides an opportunity to develop specific skills in advertising, display techniques, store management, pricing, inventory control, and handling the cash register. These skills are perfected through actual on-the-job experience in the School Store Lab. The lab is designed to give students the opportunity to practice the skills needed to manage a retail establishment.

SCHOOL STORE COURSE

(1 Year -1 Credit C)

5 per. Weekly

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 learn accounting, research, promotion, planning, managing, and selling. 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.

0618 SKILLS FOR SUCCESS I

(1/2 Year -1/2 Credit R)

5 per. weekly

Offered to: Grades 9-10-11-12

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? Is note taking a chore? If you answered "yes" to any of the above questions, this is the course for you. Your life is about to become easier! Learn the power of setting goals and positive thinking. To help you become a master student, you will learn an alphabetic note-hand, which will aid you tremendously in taking notes rapidly and accurately. Good note taking skills will enable you to succeed in college and is a skill valued highly by employers. Also, learn time management skills, test taking tips and strategies, master vocabulary and spelling "demons," outlining and paraphrasing, study techniques and fine tune your listening skills. The more you learn, the easier your survival skills will become in high school and beyond.

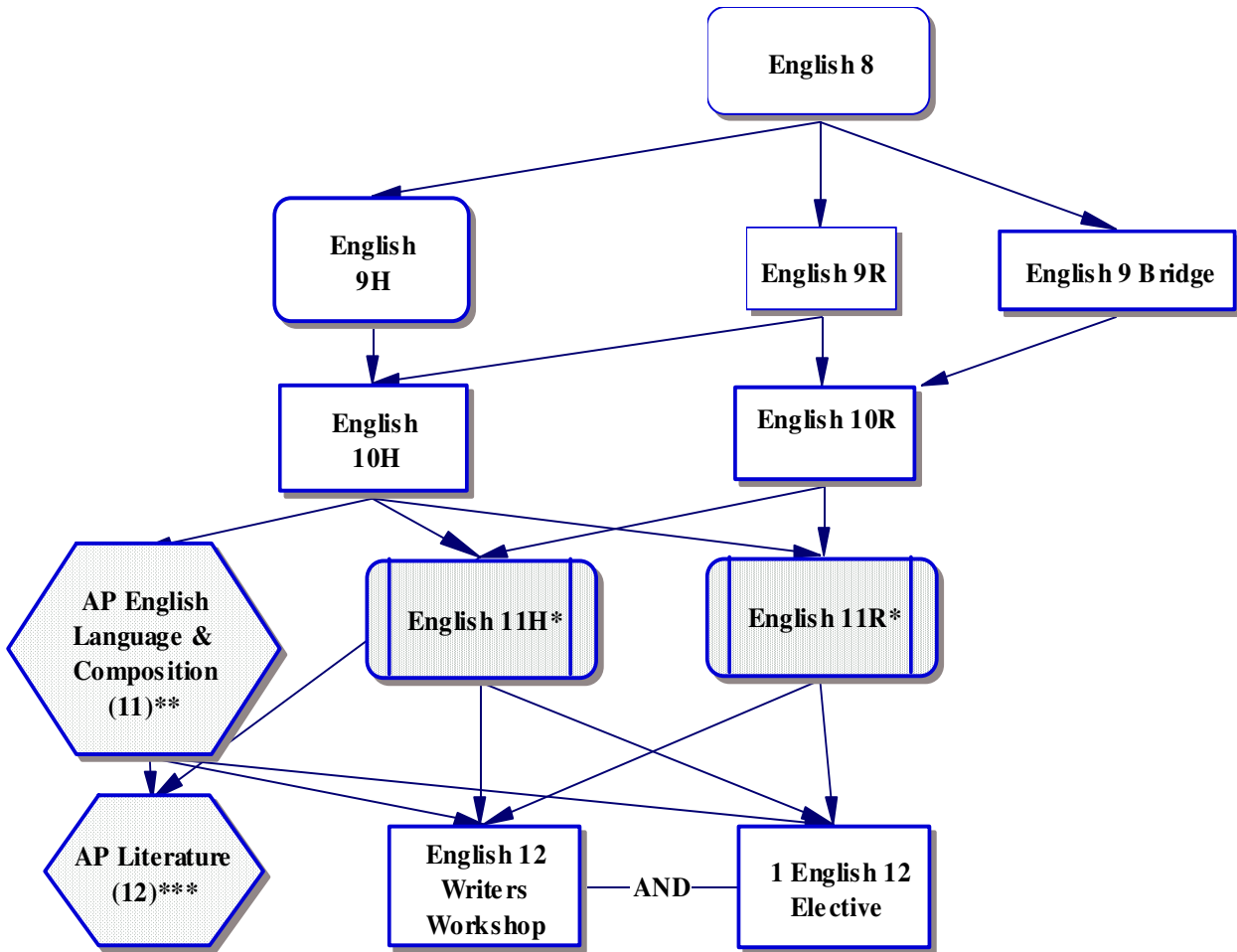
0637 SKILLS FOR SUCCESS II

(1/2 Year -1/2 Credit R)

5 per. weekly

Pre-requisite: Skills for Success I

A continuation of Course I—efficient note taking mastering alphabetic note hand will enable the students to achieve success whether in lecture courses or on the job. Self-esteem and self-confidence will be gained learning the secrets of giving speeches, preparing for debates and research techniques.



Electives
 For a full list of English Electives please refer to the course descriptions.
 Not all courses are offered every year

- * Course culminates with a Regents Exam
- ** Course culminates with a Regents and AP Exam
- *** Course culminates with an AP Exam

...

English Graduation Requirements
 4 Course Credits
 &
1 Regents Exam
 ELA Regents Exam - January of 11th Grade

ENGLISH LANGUAGE ARTS

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 work with students on various levels. We urge students and their parents to read course descriptions carefully, taking particular note of prerequisites and objectives.

New York State has identified four standards in English for students to achieve. Students will read, write, listen, and speak for 1) information and understanding; 2) literary response and expression; 3) critical analysis and evaluation; and 4) social interaction. Every English course offered addresses all of these standards.

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

0131 FOUNDATIONS OF READING AND WRITING

(1/2 Year - 1/2 Credit R)

Foundations in Reading and Writing will give selected students an opportunity to examine all skills necessary to become effective readers and writers. Instruction will focus on the reading and writing process. The course will require students to read literature in all genres and write for many audiences. Ultimately, this course will help students gain skills they will use in their full year English courses.

CORE COURSES

NINTH YEAR COURSES

0148 ENGLISH 9 REGENTS

(1 Year -1 Credit R)

5 per. weekly

Prerequisites: Successful completion of English 8.

This is the first year in a 4 year program in English Language Arts (ELA). Students will study non-fiction and literary works including *Lord of The Flies*, *Romeo and Juliet*, *The Hobbit*, *Fahrenheit 451*, *Anthem*, and *Speak*. An emphasis will be placed on the development of students' reading and writing skills with an eye toward preparation for the tasks that will appear on the ELA Regents assessment, which students take in January of their junior year.

0101 ENGLISH 9 HONORS

(1 Year -1 Credit H)

5 per. weekly

This is the first year in a 4 year program in English Language Arts (ELA). Students will study philosophical, non-fiction, and literary works including *The Princess Bride*, *The Hobbit*, *Tristan and Iseult*, *Antigone*, *Lord of The Flies*, and *Romeo and Juliet*. An emphasis will be placed on the development of students' critical analysis and writing skills with an eye toward preparation for tasks that will appear on the English Language Arts (ELA) Regents, which students will take in January of their junior year.

NOTE: Enrollees in the Honors program are chosen based on a review of student performance in ELA classes in grades 6,7 and 8 as well as student performance on New York State ELA 8 exam. Permission of the departmental supervisor is required. Students enrolled in the

Honors program must maintain a minimum average of 85 in **each** quarter, have a mid-year average of at least 85 based on their averages for the first two quarters as well as the midterm examination, 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.

0807 CULTURAL FOODS

(1 Year -1/2 Credit NR)

5 per. weekly

This course is designed to increase awareness of the importance of food in the study of various cultures. Students will develop food preparation skills relating to cooking styles and regional preferences.

0813 FOOD PREPARATION

(1/2 Year -1/2 Credit NR)

5 per. weekly

This course is designed to aid students in developing basic skills in food preparation and services. Emphasis will be placed on favorite American foods, breads, desserts, main dishes, and holiday specialties.

0805 INDEPENDENT LIVING I

(1/2 Year -1/2 Credit NR)

5 per. weekly

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.

0825 INDEPENDENT LIVING II

(1/2 Year -1/2 Credit NR)

5 per. weekly

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.

FINE ARTS

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 Year -1 Credit R) 5 per. weekly

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.*

0763 STUDIO IN COMPUTER ART I (1/2 Year -1/2 Credit R) 5 per. weekly

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 Year -1/2 Credit R) 5 per. weekly

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.

0705 STUDIO IN DRAWING & PAINTING (1 Year -1 Credit R) 5 per. weekly

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 Year -1 Credit R) 5 per. weekly

Prerequisite: Studio in Fine Art

Do you love watching Project Runway and reading all of the fashion magazines? Learn how to draw like a Fashion Designer and Fashion Illustrator. Students will be introduced to the exciting field of Fashion Design. The class focuses on illustrating the figure and correctly drawing and designing beautiful and creative fashions. Start building your portfolio for college and a career in the Fashion Industry with more than 750 vocational choices. Field trips to colleges, museums and design centers are an integral part of this course.

0765 STUDIO IN MURAL PAINTING (1 Year -1 Credit R) 5 per. weekly

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.

FINE ARTS

0712 STUDIO IN PHOTOGRAPHY

(1/2 Year - 1/2 Credit R) 5 per. weekly

Prerequisite: Studio in Fine Art

Students will learn how to use a camera and how to develop and print black and white photographs. They will also learn about the composition of good photographs and the history of photography. Photography is an exciting course where students learn all about black and white photography. If you choose this course, get ready to learn a skill which will last you the rest of your life and bring you enormous pleasure and self satisfaction. You will learn how to shoot and create well-balanced, well-composed photographs. You will learn about photographic equipment, develop your own black and white negatives and prints, and analyze your own work as well as the work of others. During the second semester, more time is spent in the darkroom. As your skills develop you will have the opportunity to make larger prints, to use contrast filters, and to refine your printing techniques.

You will learn about portraiture, photojournalism, and produce portfolio-level matted prints. Students are responsible for the purchase of the film they use during the semester.

0706 STUDIO IN SCULPTURE & CERAMICS

**(1 Year -1 Credit R) 5 per.
weekly**

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.

0745 CARTOONING I

(1/2 Year -1/2 Credit R) 5 per. weekly

Prerequisite: Studio in Fine Art

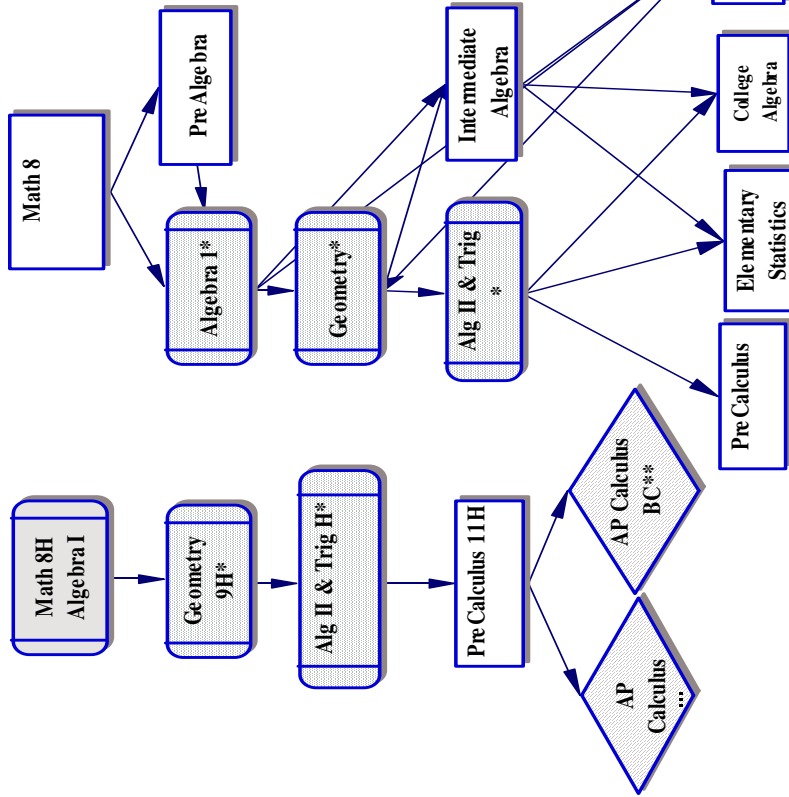
Do you like cartoons, comic books, comic strips, or anime? Discover the way professionals do it! Learn the entire process of creating a comic, from concept to finished product. See your ideas develop from thumbnail sketches and breakdowns, to finished penciling, inking. Learn character design and development. 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.

REGENTS DIPLOMA REQUIREMENTS FOR MATHEMATICS

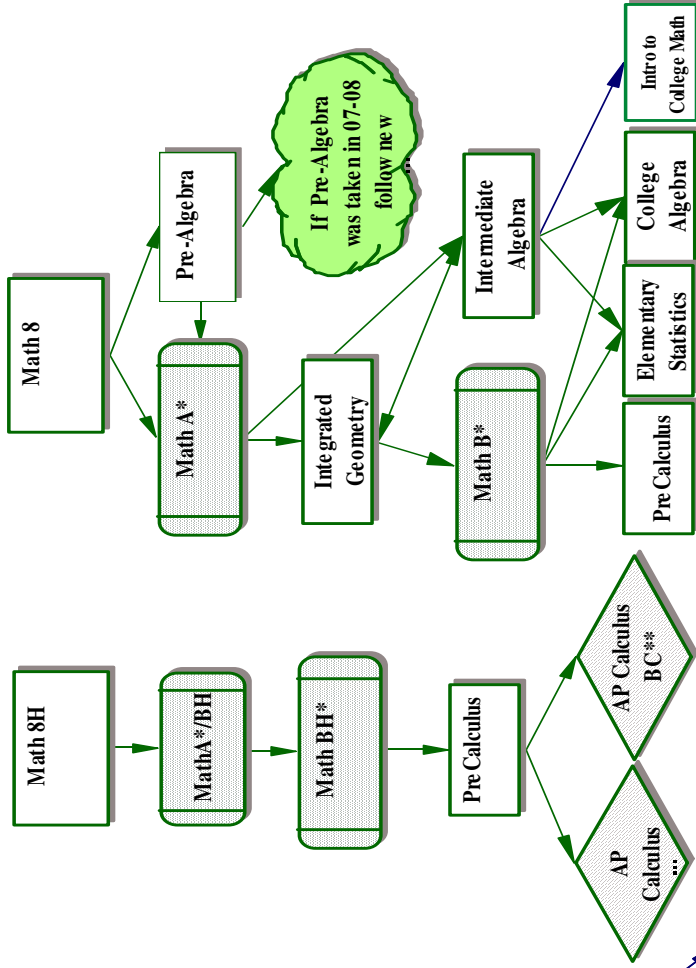
| REGENTS DIPLOMA REQUIREMENTS | | | |
|--|------------------------------------|--|---|
| Students First Entering Grade 9 in: | Mathematics Units of Credit | Course/Regents Examination Options | Mathematics Regents Examinations |
| 2006 | 3 | Mathematics A, Mathematics B | 1 |
| 2007 | 3 | Mathematics A, Mathematics B ----- Integrated Algebra, Geometry, Algebra 2/Trigonometry | 1 |
| 2008 | 3 | Integrated Algebra, Geometry, Algebra 2/Trigonometry ----- Mathematics A** Mathematics B** | 1 |
| 2009 and Thereafter | 3 | Integrated Algebra, Geometry, Algebra 2/Trigonometry | 1 |

| REGENTS DIPLOMA WITH ADVANCED DESIGNATION | | | | |
|--|-----------------------------|---|--|--|
| Students First Entering Grade 9 in: | Math Units of Credit | Course/Regents Examination Options | Mathematics Regents Examination | Regents Examination Options |
| 2006 | 3 | Mathematics A, Mathematics B | 2 | Mathematics A and Mathematics B |
| 2007 | 3 | Mathematics A, Mathematics B ----- Integrated Algebra, Geometry, Algebra 2/Trigonometry | 2 or 3 | Mathematics A and Mathematics B or Algebra 2/Trigonometry ----- Integrated Algebra or Mathematics A and Geometry, and Algebra 2/Trigonometry |
| 2008 | 3 | Integrated Algebra, Geometry, Algebra 2/Trigonometry ----- Mathematics A** Mathematics B** | 3 or 2 | Integrated Algebra or Mathematics A and Geometry, and Algebra 2/Trigonometry ----- Mathematics A** and Mathematics B** or Algebra 2/Trigonometry |
| 2009 and Thereafter | 3 | Integrated Algebra, Geometry, Algebra 2/ Trigonometry | 3 | Integrated Algebra and Geometry and Algebra 2/Trigonometry |

Math Sequence for students entering 9th grade in 2008



Math Sequence for students entering 9th grade prior to 2008



Electives
 Math SAT Prep offered 11th grade ONLY
Academic Support Classes
 Math Lab
 ...

* Course culminates with a Regents Exam
 ** Course culminates with an AP Exam

MATHEMATICS

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 MATH

(1 Year - 0 Credit G)

Alternating days

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. This course is mandated for all students who have scored at levels 1 or 2 on the Grade 8 Intermediate Level Mathematics State Assessment. Students who are registered in Algebra I and having difficulty with the course are also eligible for this course.

0346 PRE ALGEBRA

(1 Year- 1 Credit R)

5 per. weekly

Prerequisite: Score below 75% in Mathematics

This course is the first year of a two year program to prepare students for the Integrated Algebra 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

(1 Year-1 Credit R)

5 per. weekly

Prerequisite: Successful completion of Mathematics 8

This course prepares students for the Integrated Algebra Regents exam. 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 polynomials, factoring, techniques of graphing, solving linear and quadratic equations, operations with radicals, patterns relations and functions, coordinate geometry, statistics and probability. The Algebra 1 Regents Examination will be given at the end of this course.

0355 GEOMETRY HONORS

(1 Year -1 Credit H)

5 per. weekly

Prerequisite: Successful completion of Algebra I

Honors

This accelerated course for ninth grade students prepares them for the Geometry Regents which will be administered in June. Enrichment activities will also be integrated into the curriculum. Students will continue using a graphing calculator to enhance their study of mathematics. The topics covered will include functions, informal and formal proofs, constructions, locus, transformational geometry, and coordinate geometry.

0364 GEOMETRY

(1 Year -1 Credit R)

5 per. weekly

Prerequisite: Successful completion of Algebra I and a grade of 65 or better on the Algebra Regents.

Students will be required to use the graphing calculator throughout this course. This course culminates in a regents exam. The topics covered will include functions, informal and formal proofs, constructions, locus, transformational geometry, and coordinate geometry.

PERFORMING ARTS

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 Year -1 Credit R) 5 per. weekly

Prerequisite: Teacher recommendation

The Symphonic Band is a culmination 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 of performance. The skills required for such performances are taught in the rotating instrumental class.

0903 CHORUS

(1 Year -1 Credit R) 5 per. weekly

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 SYMPHONY ORCHESTRA

(1 Year -1 Credit R) 5 per. weekly

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.

0908 BEGINNING GUITAR

(1 Year -1 Credit R) 5 per. weekly

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.

0907 GUITAR ENSEMBLE

(1 Year -1 Credit R) 5 per. weekly

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.

PHYSICAL EDUCATION

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 1/4 credit is granted each successful semester for a total of 2 credits for graduation.

COURSE OFFERINGS

1103 PHYSICAL EDUCATION 9-10 FALL (1/2 Year -1/4 Credit R) Alternating Days

1104 PHYSICAL EDUCATION 11-12 SPRING (1/2 Year -1/4 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.

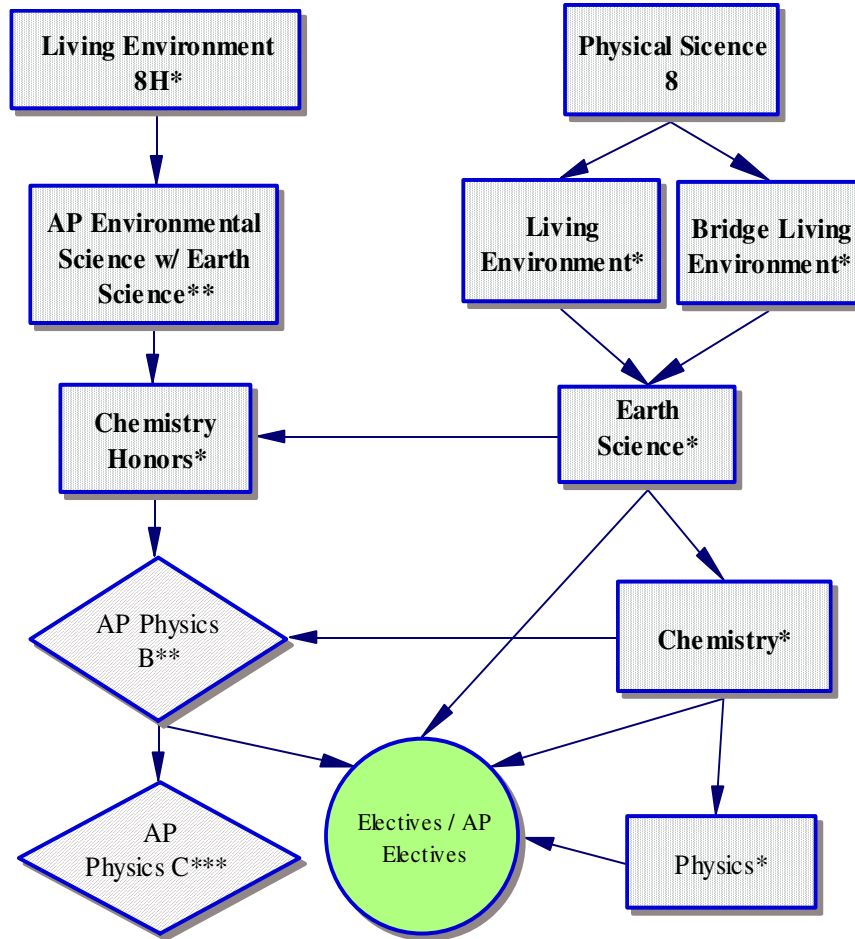
1119 COMPETITIVE PHYSICAL EDUCATION (1/2 Year -1/4 Credit R) Alternating Days

1121 YOGA (1/2 Year -1/4 Credit R) Alternating Days

1113 ADAPTED/ADAPTIVE PHYSICAL EDUCATION FALL (1/2 Year -1/4 Credit R) Alternating Days

1114 ADAPTED/ADAPTIVE PHYSICAL EDUCATION SPRING (1/2 Year -1/4 Credit R) Alternating Days
Prerequisite: Inclusion only through referral process and departmental approval.

The Adapted/Adaptive program is a comprehensive service delivery system designed to identify and ameliorate problems within the psychomotor domain. Services include psychomotor assessment, individualized educational programming, developmental and/or prescriptive teaching, counseling and coordination of related resources. Services provide optimal physical educational experiences for students who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.



Electives
 For a full list of Science Electives please refer to the course descriptions.
 Not all courses are offered every year

- * Course culminates with a Regents Exam
- ** Course culminates with an AP Exam & Regents Exam
- *** Course culminates with an AP Exam

Science Graduation Requirements
 3 Course Credits (2 courses that culminate in a Regents)
 &
 1 Regents Exam - Regents Diploma
 2 Regents Exams - Regents Diploma with Advanced Designation

SCIENCE

DEPARTMENT OBJECTIVES: Science is part of our everyday lives. If you have ever wondered why a morning is foggy, or observed a spider weaving its web, or positioned your beach blanket according to the tides, you have experienced science. Through science classes, we attempt to provide understanding to the science 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 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 year - 1 Credit R) 7 1/2 per. weekly

This laboratory course is based upon the activities and content as specified in the New York State Living Environment Core Curriculum guide. This curriculum emphasizes the latest advances in scientific knowledge in the biochemical and evolutionary basis for life, the natural and human impacts on the global ecology and the unity and diversity of all living creatures. This course culminates in a Regents examination in June.

0409 FOUNDATIONS OF BIOLOGICAL SCIENCES

(1 year - 1/2 Credit) Alternating Days

This course is designed to enhance student understanding of biological science with a focus on graphing and lab skills. Students will further develop laboratory skills that will enhance their understanding of Biology, develop proper techniques used when constructing graphs, and the ability to decipher graphs, charts, and diagrams. An emphasis will be placed on student's ability to analyze and comprehend charts and diagrams through the use of visual aids and demonstrations.

0402 THE PHYSICAL SETTING: EARTH SCIENCE (1 year - 1 Credit R) 7 1/2 per. weekly

Prerequisite: Successful completion of Living Environment This laboratory course is based upon the activities and content as 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 investigation, along with a laboratory skills practicum. This course culminates in a Regents examination in June.

FOUNDATIONS OF EARTH AND SPACE SCIENCES

(Full year, alt day, .5 credit)

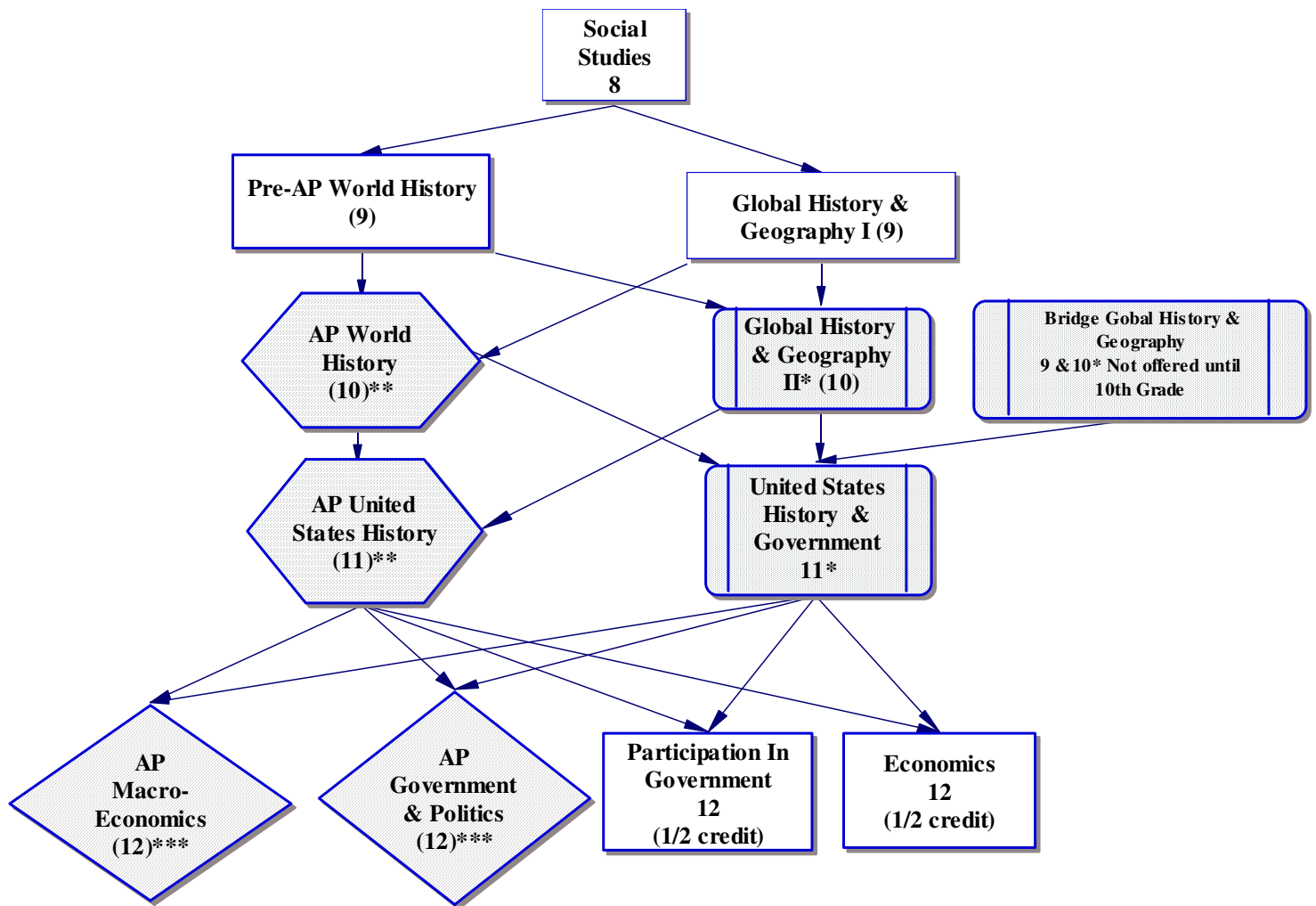
This course is designed to enhance student's understanding of Earth and space sciences with a focus on graphing and mathematical skills. Students will further develop laboratory skills that will enhance their understanding of interactions in the Earth and space sciences. Emphasis will be placed on the student's ability to read and analyze scientific data, charts, graphs and diagrams.

0453 AP ENVIRONMENTAL SCIENCE

(1 year - 2 Credits C) 10 per. weekly

Prerequisite: Successful completion of the Living Environment course and regents exam in the 8th grade. 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 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.

SOCIAL STUDIES



Electives
 For a full list of Social Studies Electives please refer to the course descriptions
 Not all courses are offered every year

- * Course culminates with a Regents Exam
- ** Course culminates with a Regents and AP Exam
- *** Course culminates with an AP Exam

GRADUATION REQUIREMENTS FOR SOCIAL STUDIES
 4 Course Credits
 &
 2 Regents Exams
 Global History and Geography Regents Exam (June 10th Grade)
 US History and Government Regents Exam (June of 11th Grade)

SOCIAL STUDIES

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 Year -1 Credit R)

5 per. weekly

Students will study Global history from pre-history to the Commercial Revolution. Students will complete thematic essays and Document based Questions (DBQs), as part of their preparation for the Regents exam in Global History and Geography, which students take at the end of their sophomore year.

0203 WORLD HISTORY PRE-AP

(1 Year -1 Credit H)

5 per. weekly

This course is the first half of the World History AP Course. Students will take World History AP in their sophomore year. At the conclusion of the World History AP Course, in their sophomore year, students will be required to take the World History AP Exam. Students will study World History from prehistory to the Commercial Revolution. 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.

TECHNOLOGY

DEPARTMENT OBJECTIVES: The Technology courses offer a wide range of experiences to prepare students to deal with our technological society. The courses introduce the basic skills develop an understanding of how technology is used in industry and business. All courses are offered to grades 9-12 except where noted.

1036 WORLD OF TECHNOLOGY

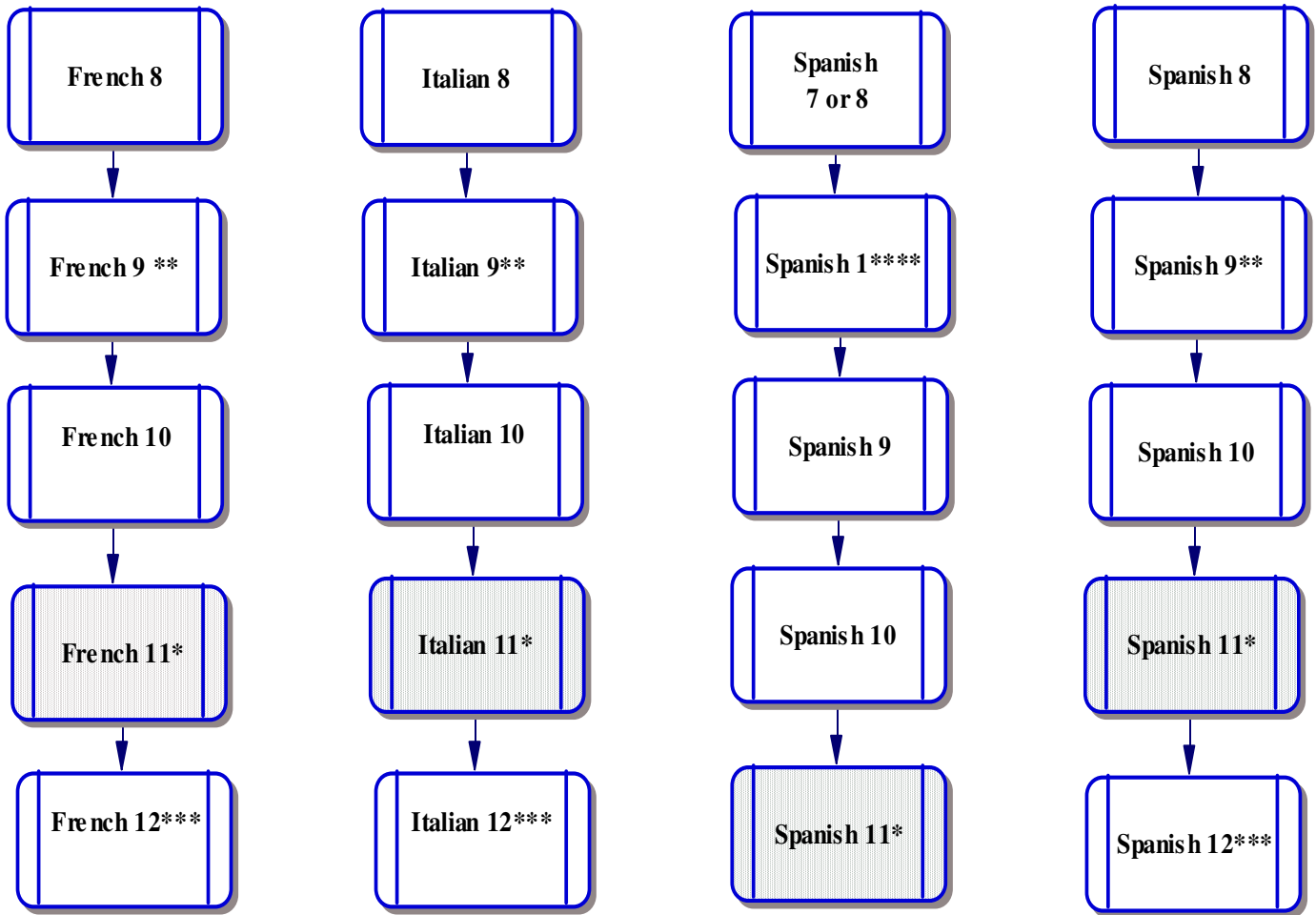
(1 Year -1 Credit NR)

5 per. weekly

Offered to Grades 9,10, 11 & 12

This course is designed to help students learn how math, science, and technology are related, and important in our daily lives. It covers four basic areas: Technology in Society, Information Systems, Physical Systems and Biological and Chemical Systems. **This course can be used as the third year (credit) for Math or Science toward graduation.**

This course is a prerequisite for all Technology courses.



* Course culminates with a Regents Exam

**Track for students entering with prior seat time in the language. Prerequisite for this track is Grade 8 language and the passing of the NYS Proficiency Exam in Language.

*** Students enrolled in this course must have passed the regents exam with a minimum score of 65.

**** Track for new students, students who have not taken the NYS Proficiency Exam in Language or have had less than 2 years of language study. Special situations will be reviewed by the Director of World Languages.

...

LOTE Graduation Requirements

1 Course Credit - Regents Diploma

3 Course Credits - Regents Diploma with Advanced Distinction

1 Regents Exam - Regents Diploma with Advanced Distinction

WORLD LANGUAGES

Path I: New Language

Enrollment Criteria:

Enter Grade 9 with less than two (2) years prior language study.

OR

A new entrant to the district with no previous language study.

Sequence: Spanish I, Spanish 9, Spanish 10, and Spanish 11.

Special Options:

Take Comprehensive Spanish Regents in Grade 12.

Path II: Spanish

Enrollment Criteria:

Enter Grade 9 with two (2) years prior Spanish Language study and a passing grade on the NYS Proficiency Exam in Spanish;

Sequence: Spanish 9, Spanish 10, Spanish 11*, College Level Spanish Grade 12.

***Comprehensive Spanish Regents required in June.**

Special Options:

1. A student may “test out” in January of their junior year by taking the Comprehensive Spanish Regents five months early. Students must have a minimum overall average of 90 over 2½ years of study in Spanish, complete a required project, and score at least an 85 or higher on the Regents.

Spanish for College Credit in Grade 12 is offered as part of an extension program through St. John’s University.

Path III: Italian

Enrollment Criteria:

Enter Grade 9 with two (2) years prior Italian Language study and the passing of the NYS Proficiency Examination in Italian;

Sequence: Italian 9, Italian 10, Italian 11*, College Level Italian Grade 12.

*Comprehensive Italian Regents required in June

Special Options:

1. Italian for College Credit in Grade 12 is offered as part of an extension program through St. John’s University.

Path IV: French

Enrollment Criteria:

Enter Grade 9 with two (2) years prior French Language study and the passing of the NYS Proficiency Examination in French;

Sequence: French 9, French 10, French 11*, College Level French Grade 12.

*Comprehensive French Regents required in June

Special Options:

1. French for College Credit in Grade is offered as part of an extension program through St. John’s University. World Languages are increasingly important in our shrinking world. Not only are they useful in a variety of career fields, but also help to 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.

*Path for new students, students with insufficient seat time, students who have been unsuccessful on the New York State Proficiency Examination and Grade 8 language class. The Director of World Languages will review special situations.

**Path for students entering with prior seat time in the language.

DEPARTMENT OBJECTIVES: World Languages are increasingly important in our shrinking world. Not only are they useful in a variety of career fields, but also help to 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 languages other than English promotes a better understanding of ourselves and the world in which we live.

The Foreign Language study starts in grade seven in French, Italian and Spanish. Students receive one unit of credit upon successful completion of Checkpoint A in grade eight, after taking and passing the New York State Proficiency Examination. At the high school level, the Foreign Language Department offers programs in French, Italian and Spanish. Students who wish to obtain a Regents Diploma with an Advanced Designation must complete a three-year Foreign Language sequence (Checkpoint B) and pass the Regents Exam. Students may enroll in Foreign Language courses at the Checkpoint C level in French, Italian and Spanish. In these advanced courses, eligible seniors can obtain college credit by taking the Foreign Language College course and by paying a fee to St. Johns University. Each year high-performing students are inducted in the National French, Italian and Spanish Honor Societies. Through the National Honor Societies, students are exposed to the cultural aspects of the languages they study and have the opportunity to participate in service activities.

0505 ITALIAN 9

(1 Year -1 Credit-R)

Grade 9

Pre-requisite: Italian 8 and the passing of the NYS Proficiency Exam

This course advances the student from Checkpoint A to Checkpoint B of the required New York State level of proficiency. Less emphasis is placed on imitation of sound patterns as students become more involved with spontaneous speaking patterns. Writing patterns are more advanced. Reading selections serve as an aid to the students as they become more aware of contrasting customs and patterns. Listening and speaking skills are also stressed.

0511 SPANISH I

(1 Year - 1 Credit-R)

All Grade Levels

This is a beginning course in Spanish with emphasis on speaking, listening, reading and writing skills. This is the first course of a Regents credit sequence culminating in the Regents examination in Grade 12 for those students who are seeking languages other than English credit toward a Regents diploma. Students **with no prior study** of a language other than English or those who **failed a Level 1 language course and or NYS Proficiency** are eligible for this class.

0509 SPANISH 9

(1 Year-1 Credit-R)

Grade 9

Pre-requisite: Spanish 8 the passing of the NYS Proficiency Exam.

This course advances the student from checkpoint A to Checkpoint B of the required New York State level of proficiency. Less emphasis is placed on imitation of sound patterns as students become more involved with spontaneous speaking patterns. Writing patterns are more advanced. Reading selections serve as an aid to the students as they become more aware of contrasting customs and patterns. Listening and speaking skills are also stressed.

501 FRENCH 9

(1 Year-1Credit-R)

Grade 9

Pre-requisite: French 8 the passing of the NYS Proficiency Exam.

This course advances the student in French from Checkpoint A to Checkpoint B of the required New York State level of proficiency. Less emphasis is placed on the imitation of sound patterns as students become more involved with spontaneous speaking patterns. Writing patterns are more advanced and listening skills are stressed. Reading selections serve as an aid to students as they become more aware of contrasting cultural customs and patterns.

ENGLISH AS A SECOND LANGUAGE

This state and federally mandated program, provides intensive English language skills to non-English speaking students, using ESL methodologies and learning strategies. The ESL teachers incorporate all of the language arts modalities which consist of: listening, speaking, reading and writing. These classes not only teach English Language Arts, but also teach English through the content area. Students in this program must take the NYSESLAT, which is administered in April and May of each year. This examination is used to test a student’s English language learning progress and also provides information concerning the students English language proficiency level. The only method in which a child may exit from the ESL program, is by testing at the proficient level on the NYSESLAT. The number of ESL classes a student receives, is determined by his/her placement level as provided by either the LAB-R or NYSESLAT. Students may receive one, two or up to three ESL courses at the high school level. Students will receive one high school credit in English for this course.

Initial Identification and Placement

Newly-registered students, who have indicated that a language other than English is spoken at home on their Home Language Questionnaire (HLQ), shall be screened by an ESL teacher. The initial screening consists of an informal interview and the administration of the New York State LAB-R examination. The test is used only once, at the time of registration in any school district in New York State. After this, the ELLs will be tested for English language development using the NYSESLAT.

**The different levels of English language development as per the NYSESLAT are:
Beginning, Intermediate, Advanced and Proficient.**

In order to be placed at a level, ELLs must score the same on the L&S (Listening and Speaking) and R&W (Reading and Writing) sections of the NYSESLAT. If the student scores differently at these two levels, they will be placed at the level where they scored the lowest. The NYSESLAT must be taken each year until the student tests proficient.

Units of Credit Awarded to LEP/ELLs Entering High School in Grades 9 and

| Proficiency Levels 9-12 | Required Units of Study for Grades 9-12(CR Part 154) Units of Credit Awarded in ESL, ELA, Core & Electives | | | |
|----------------------------|---|-----|--------------|---|
| | ESL Elective Credits | ELA | Core Credits | |
| Beginning | 3 | - | 1 | 2 |
| Intermediate | 2 | - | 1 | 1 |
| Advanced | 1 | 1 | 2 | - |
| Proficient | - | 1 | 1 | - |

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. **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

APPROVED WORLD LANGUAGE COURSES

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

APPROVED MATHEMATICS COURSES

Algebra II & Trigonometry Honors
Integrated Geometry
Math A/B Regents
Algebra I

APPROVED SCIENCE COURSES

AP Environmental Science
Chemistry Regents& Honors
Forensic Science
Marine Biology

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

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

Advanced Spanish 11
Advanced Italian 11
Advanced French 11

AP Calculus AB
Intermediate Algebra
Math B Regents
Geometry 9 & 10

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

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

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

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

AP Calculus BC
Math A Regents
Pre-Calculus Honors
Elementary Statistics

AP Physics C
Earth Science Regents
Wilson Tech Applied Physical Science

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

CENTRAL ADMINISTRATION

Eva J. Demyen, Superintendent

Frank Caliguiri, Assistant Superintendent, Pupil Personnel Services
Marguerite Jimenez, Assistant Superintendent, Business & Operations

BOARD OF EDUCATION

Dennis P. Ryan, President
John Gouskos, Vice-President
Donna Marie Elliott, Trustee
Robert Marino, Trustee
Keith Rooney, Trustee
Ron Wayne, Trustee
Frank Wilkinson, Trustee
Lisa Brennan, District Clerk

HIGH SCHOOL ADMINISTRATION

James Cummings, Principal
Craig Evans, Associate Principal, Building Operations & Pupil Personnel Services
Edward Kemnitzer, Associate Principal, Curriculum, Instruction, & Assessment

DISTRICT ADMINISTRATORS & CURRICULUM ASSOCIATES

Anthony Amesti, District Administrator for Athletics, Health & Physical Education
Jared Bloom, District Administrator for Instructional Technology
Kimberly Johnston, District Administrator for Secondary Curriculum & Instruction
Randi Medeiros, District Administrator for Special Education
Mary Reynolds, District Administrator for Human Resources
Danielle Sheridan, District Administrator for Elementary Curriculum & Instruction

Deja Berry, Curriculum Associate, Business & Mathematics
Samir Biswas, Curriculum Associate, Science & Technology
Jeff Dailey, District Wide Curriculum Associate, Fine & Performing Arts
Daniel McKeon, Curriculum Associate, Family Consumer Science & Social Studies
Gina Palasciano, District Wide Curriculum Associate, World Languages & ESL