

NORTH SHORE SCHOOLS

GLEN HEAD – GLENWOOD LANDING – SEA CLIFF  
Long Island, New York

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## *TABLE OF CONTENTS*

	<b>Page</b>
<b>Introduction</b>	<b>4</b>
<b>Arts:</b>	<b>7</b>
<b>Music</b>	<b>7</b>
<b>Theatre</b>	<b>9</b>
<b>Visual Arts</b>	<b>10</b>
<b>Computers</b>	<b>13</b>
<b>Driver Education</b>	<b>14</b>
<b>English</b>	<b>15</b>
<b>Languages other than English</b>	<b>19</b>
<b>English as a Second Language (ESL)</b>	<b>22</b>
<b>Family and Consumer Science</b>	<b>23</b>
<b>Mathematics</b>	<b>25</b>
<b>Physical Education</b>	<b>29</b>
<b>Health</b>	<b>31</b>
<b>Reading</b>	<b>31</b>
<b>Research:</b>	
<b>Investigations – See Page 18</b>	
<b>Math Research – See Page 27</b>	
<b>Science Research – See Page 35</b>	
<b>Social Science Research – See Page 42</b>	
<b>Science</b>	<b>32</b>
<b>Senior Experience</b>	<b>37</b>
<b>Senior Humanities Programs</b>	<b>37</b>
<b>Social Studies</b>	<b>41</b>
<b>Special Education</b>	<b>46</b>
<b>Technology</b>	<b>47</b>
<b>Vocational Education</b>	<b>51</b>
<b>Alternative School</b>	<b>52</b>

ALL COURSES DESCRIBED HEREIN ARE TENTATIVE OFFERINGS AS PART OF THE 2008-2009 PROGRAM OF STUDIES AT NORTH SHORE HIGH SCHOOL.

IMPLEMENTATION OF COURSES IN SEPTEMBER, 2008 WILL DEPEND UPON THE SATISFACTORY MEETING OF ENROLLMENT, STAFFING AND SPACE REQUIREMENTS. STUDENTS MUST ASSUME THE EXTRA COST OF TECHNOLOGY, ART, AND HOME ECONOMICS PROJECTS IF THEY DESIRE TO USE MORE EXTENSIVE MATERIALS.

THE COURSES, PROGRAMS, AND CONDITIONS DESCRIBED IN THIS CATALOG ARE ACCURATE AT THE TIME OF PUBLICATION BUT MAY BE CHANGED WITHOUT NOTICE AND DO NOT CONSTITUTE A CONTRACT, REAL OR IMPLIED.

*Dear Students:*

*The 2008-2009 High School Course Catalog is a special glimpse into your future. In order to be the best educated, most productive citizen that you can be, your parents and teachers have provided the highest quality educational opportunities available anywhere.*

*To paraphrase our school's Mission Statement, our goal is to nurture and augment your natural delight in learning and to expand the powers of mind and body. We aspire to foster in our students those qualities of character consistent with the ideals of a democratic society. We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.*

*As you consider all of the options included in our course catalog, think about the ways that electives and enrichment courses can enhance your learning and increase your enjoyment of your school career. Consider reaching a little further and trying a course that you first thought might be too difficult. Stretch...and dare to dream.*

*Project yourself into the future and imagine yourself as a young adult making your own way in the world. What do you want to have with you that you took from high school? What will you need? I am certain that you will find it in this catalog.*

*Sincerely,*

*Richard Rozakis  
Principal*

## ***INTRODUCTION***

The North Shore High School experience is intended to educate students so that they can:

- Think clearly, critically and creatively
- Express themselves lucidly
- Understand themselves, human cultures and the natural world so that they will:
  - Go on learning and growing
  - Demonstrate commitment to a more just and humane society

The program of study in the humanities (creative arts, English, languages other than English and social studies) as well as the sciences (math, biology, chemistry, physics) aims at exposing all students to the breadth of human knowledge, while also emphasizing learning in depth. North Shore also offers added elective courses which may extend or complement humanities and science offerings.

## ***THE COURSE OF STUDY***

### **FIRST AND SECOND YEAR**

Students in the first and second year study a core curriculum in both the humanities and sciences. A core course of study normally consists of:

English	Languages other than English
Social Studies	Mathematics
Science	Physical Education
Health (Grade 9)	Elective

English and social studies classes emphasize skills in writing, research and oral argument, as well as developing expertise in the respective content areas. Other teachers and the writing center regularly serve as resources to these classes.

Mathematics and science courses meet for approximately forty minutes each day; science classes hold labs. three times per cycle. In addition, all students must take physical education and most are enrolled in a language other than English. Students also have the option of taking an elective. Thus, a typical student day in the first or second year might consist of:

<b>PERIOD</b>	<b>COURSE</b>
<b>1</b>	<b>ENGLISH</b>
<b>2</b>	<b>SOCIAL STUDIES</b>
<b>3</b>	<b>PHYSICAL EDUCATION/ENGLISH OR SOCIAL STUDIES LAB.</b>
<b>4</b>	<b>LUNCH</b>
<b>5</b>	<b>ELECTIVE</b>
<b>6</b>	<b>LANGUAGE OTHER THAN ENGLISH</b>
<b>7</b>	<b>MATH</b>
<b>8</b>	<b>LAB/HEALTH (Grade 9)</b>
<b>9</b>	<b>SCIENCE</b>

For various reasons, a student may consider a course of study which does not conform exactly to this model. A student interested in a non-standard course of study should consult with his or her counselor.

## **THIRD YEAR**

In the third year, a student must take the core courses American Writers and U.S. History. Additionally, students typically continue the study of a language other than English, math and science in order to prepare for post secondary study. Students are strongly encouraged to take four years of math, science, and a language other than English.

Also, a student may take one or two elective courses. All students must take physical education each of the last two years.

A typical day in the third year might therefore include:

<b>PERIOD</b>	<b>COURSE</b>
<b>1</b>	<b>ENGLISH</b>
<b>2</b>	<b>SOCIAL STUDIES</b>
<b>3</b>	<b>ELECTIVE</b>
<b>4</b>	<b>LANGUAGE OTHER THAN ENGLISH</b>
<b>5</b>	<b>LUNCH</b>
<b>6</b>	<b>ELECTIVE</b>
<b>7</b>	<b>MATH</b>
<b>8</b>	<b>LAB/PHYSICAL EDUCATION</b>
<b>9</b>	<b>SCIENCE</b>

## **FOURTH YEAR**

In the fourth year, each student selects one of five interdisciplinary humanities offerings: **Long Island Studies** considers the Long Island environment from the perspectives of history, literature, economy, culture, geography and ecology; **American Culture Studies** considers how political discourse in its many forms – arts, literature, philosophy, media, government, law and social movements – affects the individual in mass culture; **Renaissance 2000** considers how the visual and performing arts, history, literature, and philosophy reflect the culture of the 20<sup>th</sup> century. **QUEST** provides students with the opportunity to reflect on their own identities, analyze the role of individuals in society, and recognize the need for responsible decision making. **Generation Next** explores the interdependence of the contemporary global community.

Additionally, all seniors must successfully complete a Senior Experience. This experience will provide them with the opportunity to extend their learning beyond the traditional walls of the classroom by doing an extended research paper, a project or an internship. Each senior will work with a faculty mentor throughout the year. Biweekly mentor/student meetings and weekly journal entries will provide evidence of the substantial work that the senior is doing each week. During the last quarter, the senior will be expected to write a culminating reflective paper, present a significant project or research paper and give a detailed oral presentation in the senior program class.

The Senior Experience will assess students by asking them to provide evidence of meeting graduation proficiencies in their journal entries, their biweekly mentor meetings, their reflective paper, their project or research paper and their final oral presentation. Each senior will earn one unit of elective credit for successful completion of this course work.

Therefore, a typical student day in the fourth year would look similar to a schedule in the third year, except that it includes an extended Humanities Program and the Senior Experience, in addition to three or more other courses and physical education.

<b>PERIOD</b>	<b>COURSE</b>
<b>1</b>	<b>MATH</b>
<b>2</b>	<b>LAB/PHYSICAL EDUCATION</b>
<b>3</b>	<b>SCIENCE</b>
<b>4</b>	<b>LANGUAGE OTHER THAN ENGLISH</b>
<b>5</b>	<b>LUNCH</b>
<b>6</b>	<b>ELECTIVE</b>
<b>7</b>	<b>ENGLISH (SENIOR HUMANITIES COURSE)</b>
<b>8</b>	<b>SOCIAL STUDIES (SENIOR HUMANITIES COURSE)</b>
<b>9</b>	<b>SENIOR EXPERIENCE</b>

### ***GRADUATION REQUIREMENTS***

Graduation requirements are detailed in Appendix A.

### ***RECOGNITION***

#### **DIPLOMA WITH DISTINCTION**

For the class of 2009, a diploma with distinction will be presented at graduation to those students who meet the following criteria:

- A. Four credits in Mathematics
- B. Four credits in Science
- C. Four credits in one language other than English (LOTE)
- D. Completion of a minimum total of 20 ½ credits plus Physical Education.
- E. Attainment of a cumulative Academic Rank in the top 10% of the class through the third quarter of senior year.

#### **HONOR ROLL**

To achieve recognition on the honor roll, which is published each marking period, a student must earn a grade point average of 85% or higher. To achieve recognition on the high honor roll, a student must earn a grade point average of 90% or higher.

## **ARTS**

### **(Music, Theatre, and Visual Arts)**

Experiencing the arts develops our imagination, our flexibility, and our capacity to think critically and feel emotionally. We discover creativity within ourselves, appreciate the talent and work of others, and make vital connections that help us make sense of our rapidly changing world. Every student must successfully complete one unit of study in the Arts to meet the North Shore graduation requirement.

Music and art courses marked with an asterisk (\*) may be counted toward the fulfillment of the Arts graduation requirement.

#### **ORCHESTRA\***

The Orchestra includes students from grades 9 through 12. Starting in November, String Orchestra rehearsals occur four days a week and Symphony Orchestra rehearsals occur once a week. All students in the Orchestra perform in the Symphony Orchestra. Weekly rotating lesson groups are scheduled to provide additional learning and performance opportunities, and are required. The Orchestra performs at formal concerts during the year as well as at special programs, including Moving Up Day and graduation.

One Credit                      Prerequisite: Proficiency on an orchestral instrument as recommended by the Middle School Orchestra teacher or demonstrated in an audition for the High School Orchestra teacher

#### **CONCERT BAND\***

The Concert Band is the heart of the band program, consisting of students in grades 9 through 12. Rehearsals occur daily during the school day. The Concert Band performs at formal concerts throughout the year, in addition to playing at home football games, the annual fall Pep Rally, the Memorial Day Parade, Moving Up Day, graduation, and at special programs and events. Band students are required to perform at these events. Weekly group lessons (brass, woodwind, and percussion) provide additional learning and performance opportunities, and are required.

One Credit                      Prerequisite: Proficiency on a band instrument as recommended by the Middle School Band teacher or demonstrated in an audition for the High School band teacher

#### **CONCERT CHORALE\***

Open to all students in Grades 10 through 12, as well as 9<sup>th</sup> grade boys on a select basis. The Concert Chorale involves all students working together in an artistic and creative environment. This group tours regionally and internationally, and performs in three concerts a year at North Shore. Weekly group lessons provide all the necessary training and skills.

One-half Credit

### **WOMEN'S ENSEMBLE\***

The women's ensemble is open to girls, grades 9 through 12. Students perform a wide variety of music composed for women's voices. This ensemble participates in Music Department trips and performs at least three times a year. Weekly group lessons provide all the necessary training and skills.

One-half Credit

### **MUSIC THEORY AND HISTORY**

This music course is open to all musicians who are interested in learning the science behind the art of music. Emphasis is on music reading, composition and arranging, as well as form and analysis. Individual projects cater to all levels of development, while class projects serve to broaden the scope of musical literacy.

One Credit

Prerequisite: Involvement in any North Shore High School or community performing ensemble. Serious rock/pop musicians are also welcome.

## ***THEATRE COURSES***

### **THEATRE I**

Designed for students with little or no theatre experience as well as for those with years of experience, this one-semester course provides an invigorating overview of theatre and theatre studies. Class work includes fundamentals of directing, basic theatre history, set design and playwriting. Students will also get a taste of the art of theatre criticism with a trip to a theatre performance in NYC. This is a course for anyone with an interest in theatre because it offers a rare look into the universal impact of theatre on the world in which we live.

One-half Credit

### **THEATRE II**

This one-semester course builds on the learning experiences of Theatre I. Students will have increased opportunities to direct, design sets and engage in playwriting that can culminate in performance before an audience. A number of plays will be studied, including pieces from ancient Greece, India, the Far East, France, and the United States. A trip to a theatre performance in NYC will be scheduled.

One-half Credit      Prerequisite: Theatre I or permission of instructor

### **ACTING I**

Useful to those interested in becoming better actors as well as those interested in improving public speaking skills, this course focuses on the physical, mental, and emotional fundamentals of theatrical performance. Class work will include monologue performance, auditioning, storytelling, and improvisation. Academic work will include a comprehensive study of the major schools of acting in American theatre (specifically the work of Stanislavski, Adler, and Strasberg). A trip to a theatre performance in NYC will be scheduled. This class is required for Acting II.

One-half Credit

### **ACTING II**

This one semester course directly follows the work of Acting I. Exercises in character development, affective memory, super objective, ensemble work, and script analysis will serve as the foundation of academic inquiry. Physical exercises will focus on flexibility, fluid movement, physical manifestations of character, viewpoints, and biomechanics. Because the work in this class reaches for sophisticated skill building, Acting I is strongly recommended as a prerequisite.

One-half Credit      Prerequisite: Acting I or permission of instructor

## *VISUAL ARTS COURSES*

### **STUDIO ART I\***

Studio Art I is an introductory level class devoted to the development of skills and knowledge of visual perception necessary to create original art. Students will hone their observation skills and work with composition, line quality and value. They will use pencil, charcoal, marker, pen and ink. They will also be introduced to color theory, color mixing, and painting techniques using acrylic paint. The curriculum is designed to ensure that all students learn to draw what they see. No innate artistic talent is necessary to be successful. Studio I and Studio II are prerequisites for all Visual Art Department electives.

One-half Credit

### **STUDIO ART II\***

Studio Art II is an introductory level class devoted to the study of printmaking, clay, and sculpture. Students apply the principles and elements of design with knowledge of these media to create original works of art. Studio II is a prerequisite for all art department electives.

One-half Credit:      Prerequisite: Studio Art I

### **ART AND INQUIRY**

In this course, students will engage in problem solving through the visual arts. After posing a question based on personal interest, art material, or artistic theme, students will begin to explore their questions through art research and inquiry-based experimentation. Students will journal throughout their process as they create written and visual solutions to their investigations.

This course is an excellent foundation for students interested in pursuing the Independent Projects in Art as their Senior Experience as well as students interested in entering into the art-making process through research.

One-half Credit      Prerequisite: Studio Art I & II

### **INTERMEDIATE DRAWING AND PAINTING**

Intermediate Drawing and Painting is a half-year course devoted to the development of drawing and painting skills as well as personal artistic expression. Students incorporate their personal perception into their artwork as they master drawing and painting techniques. Media include charcoal, ink wash, ink, watercolor and acrylic.

One-half Credit      Prerequisite: Studio Art I & II

### **ADVANCED DRAWING AND PAINTING**

Advanced Drawing and Painting is a half-year course in which students develop the concepts and skills they explored in Intermediate Drawing and Painting. Students engage in figurative drawing. Painting experiences include tempera, watercolor, acrylic, and mixed media on canvas.

One-half Credit      Prerequisite: Intermediate Drawing & Painting

## **ILLUSTRATION**

This course provides an opportunity for students to explore the idea of visual narrative: storytelling through a sequence of visual images. Students will learn the history of illustration and study the many different types of illustration being created today. They will investigate the relationship between image and text. Pen and ink, ink wash, watercolor, colored pencil, acrylic and mixed media may be used to create original illustrations.

One half credit      Prerequisite: Studio Art I and II

## **CERAMICS**

Ceramics is a half-year course in which students create hand-built clay pottery and sculpture. Glazing and finishing techniques are also studied.

One-half Credit      Prerequisite: Studio Art I & II

## **SCULPTURE**

Sculpture focuses on the creation of 3-dimensional forms. In this half-year course, students use a variety of materials including plaster, wood, clay, and mixed media. Students work on long term projects that involve carving, casting, and fabrication.

One-half Credit      Prerequisite: Studio Art I & II

## **ART PHOTO I – INTRODUCTION TO B&W PHOTOGRAPHY**

Using black and white film, and SLR cameras, this half-year course introduces students to the techniques of art photography. Students develop their own photographic vision while learning about film processing and darkroom technique.

One-half Credit      Prerequisite: Studio Art I & II

## **ART PHOTO II – INTERMEDIATE B&W PHOTOGRAPHY**

In this half-year course, students learn advanced and alternative methods of producing black and white photographs. Topics may include: photo transfer, solarization, double negatives, sepia toning, and hand coloring.

One-half Credit      Prerequisite: Art Photo I

## **ART PHOTO III – ADVANCED PHOTOGRAPHY**

This class allows students the opportunity to perfect the silver printing process of photography by building on concepts and procedures introduced in Art Photo I and II. Students build on studio lighting techniques and learn flash lighting procedures that allow for multiple exposures within one shot. Topics may include non-silver printing processes such as cyanotypes, VanDyke and platinum printing.

One-half Credit      Prerequisite: Art Photo II

## **DIGITAL PHOTOGRAPHY**

This class introduces students to all aspects of digital photography. Topics include: how to use a digital camera, scanning, proper resolution for printing, video and manipulation of digital images using various software including Adobe Photoshop and Simply VR (virtual reality).

One-half Credit      Prerequisite: Photo I or Multimedia I

## **INDEPENDENT PROJECTS IN ART** (Fulfills the Senior Experience requirement)

Students work a minimum of 160 hours during the school year to complete a self-developed visual art assignment. Weekly meetings are held with a mentor to evaluate efforts and progress. This is a self-guided experience in which the student works to create visual solutions using skills mastered in prior courses. This experience culminates in a solo exhibition including all aspects of exhibition such as signage, developing an artist's statement, and delivering an oral presentation of the work.

One Credit      Prerequisite: 3 visual arts credits or recommendation of the Visual Art Faculty  
Open to 12<sup>th</sup> grade students only

*Courses marked with an asterisk (\*) may be counted for credit toward fulfillment of the Arts graduation requirement.*

## **COMPUTERS**

The relationship between education and technology continues to evolve. High school students must be prepared to face a world in which communication, access of information, and the capacity to learn will be dramatically altered. The goal of the technology program at North Shore High School is to provide each student with the skills necessary to allow technology to help them become life-long learners in efficient and ethical ways. This training is being woven into most educational strands throughout the high school.

Please refer to the following department listings for specific courses that embrace this philosophy.

<b>Visual Arts</b>	-	Digital Photography Multimedia I – Introduction to Multimedia Multimedia II – Video Production
<b>Science</b>	-	Principles of Engineering
<b>Technology</b>	-	Multimedia I – Introduction to Multimedia Multimedia II – Video Production Web Page Design Introduction to Woodworking and Residential Home Construction
<b>Project Lead the Way-</b>		Digital Electronics Design and Drawing for Production Architectural Drawing Principles of Engineering

### **DRIVER EDUCATION** (Fall, Winter, Spring)

The N.Y. State approved driver education course is offered outside of the regular school day. All *lecture* classes will be held before school. Road classes will be scheduled after school or on Saturdays. The fee for the course is approximately \$440.00 for all students. Students needing financial aid should contact their guidance counselor or the Assistant Principal.

For scheduling purposes, twelfth graders (by birth date) will be given first preference, followed by eleventh graders (by birth date). If space permits, tenth graders (by birth date) who will be 16 by September 15, 2008 will also be eligible.

#### **PROCEDURES TO FILL VACANCIES IN DRIVER EDUCATION**

1. Students will be eligible to register for Driver Education providing they are 16 years of age when they begin the course.
2. A student must enroll in Driver Education no later than three weeks before class begins in order to be placed on the **QUALIFIED CLASS ENROLLMENT LIST** for the upcoming course. Students will be placed in the class from the **QUALIFIED LIST** according to age seniority by grade. For example, seniors will be given priority, by birth date; then juniors, by birth date; then sophomores. The Assistant Principal's secretary will have the registration form.
3. After the cut-off date noted on the registration form, no one will be "bumped" from a class in order to accommodate a student who did not sign up but has a high priority. **No exceptions will be made.**
4. Should additional openings occur in the Driver Education classes, these vacancies will be filled from the **SUPPLEMENTARY PRIORITY LIST** which is kept by the Assistant Principal. The order of placement on the **PRIORITY LIST** is:
  - Seniors first (according to birth date)
  - Juniors (according to birth date)
  - Sophomores (according to birth date)
5. No student will be added to Driver Education classes after the first two weeks of class.
6. If a student fails the Driver Education course, he/she may not be placed on either priority list until one semester has passed.
7. Students must pass both parts of the Driver Education course (theory and road) in order to receive a passing mark for the course.
8. Students will be dropped from the course if they exceed three absences from the laboratory and/or theory part of the course.
9. Students must take both the driving (lab.) and class (theory) parts of the course at North Shore High School.

**THIS COURSE DOES NOT OFFER HIGH SCHOOL CREDIT.**

## ***ENGLISH***

English is required of all students grades 9 through 12. All courses offer in-depth reading and writing experiences. The senior humanities programs are offered in an instructional block.

“Extended” classes in English (9, 10, & 11) provide additional support for students in need of a more intensive approach. Literacy skills are the primary focus. All students are prepared for the New York State Regents Exam in 11<sup>th</sup> grade.

Regents courses at all levels include a demanding writing curriculum and a study of both classical and modern literary works. Special attention is paid to the writing process: pre-writing, drafting, revising, and editing for technical proficiency. The Regents exam is administered in June of 11<sup>th</sup> grade. Seniors who failed the previous year or wish to retake the exam do so in January.

Honors sections in 9<sup>th</sup> and 10<sup>th</sup> grade are available to anyone willing to make the commitment to more demanding study, and an extra writing. A Level 4 score on the 8<sup>th</sup> grade ELA exam and a strong record of performance are recommended.

Advanced Placement Language and Composition is offered to 11<sup>th</sup> grade students only and satisfies English credit for that year. In addition to a senior humanities course, 12<sup>th</sup> grade students only may choose Advanced Placement Literature and Composition.

### **ENGLISH 9**

Students in 9<sup>th</sup> grade English analyze a wide variety of literature, including poetry, plays, novels, short stories, and non-fiction. An emphasis is placed on critical thinking, clear communication in speaking and writing, note-taking, and the fundamentals of research. Vocabulary study, grammar, mechanics, and correct usage are integrated with reading, writing, and speaking. This course begins the high school preparation for those skills required to pass the English Regents. Major works may include: *All My Sons*, *Animal Farm*, *To Kill a Mockingbird*, *Of Mice and Men*, *Night*, *Catcher in the Rye*, and *Romeo and Juliet*.

One Credit                      Required for all students

### **ENGLISH 10**

English 10 provides a rich foundation in literature and writing, engaging students with works of literature that reflect both ancient and modern cultures. Major works may include: *The Odyssey*, *The Epic of Gilgamesh*, *Oedipus Rex*, *The Canterbury Tales*, *Macbeth*, *Inherit the Wind*, *Lord of the Flies*, *The Bell Jar*, and *Frankenstein*, as well as selected short stories, poetry, and contemporary literature.

Writing instruction emphasizes exposition, narration, persuasion, and description. Vocabulary study, grammar, mechanics, and correct usage are integrated with reading, writing, and speaking. The course also includes the completion of a research paper.

One Credit                      Required for all students

### **AMERICAN WRITERS – Juniors**

This course offers students a study of American literature from its origins in Colonial times to the present. The course also examines how historical, political, cultural events and achievements are reflected in the literature. Writers may include Hawthorne, Melville, Thoreau, Poe, Whitman, Dickinson, Twain, Crane, Wharton, Hemingway, Chopin, Morrison, Williams, Frost, Miller and Fitzgerald. The course includes readings in fiction, poetry, drama and the essay. Various multimedia resource materials are used to develop thematic concerns and study the lives of the authors. Students write critical essays and give oral reports.

Students also prepare for the English Comprehensive Regents given in June and required of all students.

One Credit

### **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION – Juniors**

This course uses much of the 11<sup>th</sup> grade American Writers curriculum, but emphasizes the study of language. Students examine the formal features of writing: diction, rhetorical purpose, syntax, tone, structure, narrative perspective and more. In addition to imaginative literature, the course readings include non-fiction essays, articles, and memoirs. This writing intensive course seeks to challenge capable students with college level material. Students who apply should be confident in their writing and comfortable with frequent composition and revision. Authors include: Thoreau, Hawthorne, Kingston, Miller, Chopin, Douglass, Twain, Rodriguez, King, Morrison, Dillard, Fitzgerald, Welty and others.

Students who wish to take this course should have a proven record of achievement. All are required to take the A.P. exam in May.

One Credit

### **ADVANCED PLACEMENT ENGLISH LITERATURE – Seniors**

Advanced Placement English Literature is intended for seniors who are ready for college level work and who will benefit from intensive study of major literary works. Readings may include: *Jane Eyre*, *Beloved*, *Hamlet*, *Alias Grace*, *Doubt*, *Ghosts* and selected poems and plays. Emphasis will also be on the development of writing skills in exposition, argument, personal narrative, and the critical analysis of fictional, dramatic, and poetic forms.

Students consider how certain seminal ideas have developed in great literature throughout the centuries. Emphasis is placed on metaphoric and symbolic levels of language, so that students will incorporate this awareness in their own writing. Discussions focus on clarity, power, and grace of expression in the readings and in students' writing.

All students enrolled in this course are required to take the Advanced Placement English Literature Examination and are responsible for completing a major writing project.

One Credit

*This course is to be taken in addition to one of the five senior programs.*

### **REGENTS CHALLENGE – Juniors**

Regents Challenge provides additional writing-skills instruction for juniors who will take the New York English Regents in June. The class' emphasis is on diagnosing students' writing strengths and weaknesses. Follow-up activities target specific areas for improvement. Regents Challenge aims to make students more adept writers beyond the scope of the Regents exam.

## **JOURNALISM: THE PRINT MEDIA**

This course provides extensive practice in the techniques and process of creating a print publication. Throughout this course, students learn how to compose types of articles that make up highly esteemed print publications such as *Newsday*, *The Washington Post*, and *The New York Times*. Other areas of print publication to be explored include advertising, layout and copy-editing. In addition, the professional and ethical practices of the modern journalist as well as our societal fascination with the news are discussed. There are also a number of opportunities for students to publish their writing.

One-half Credit

## **JOURNALISM II: NON-PRINT MEDIA**

This course focuses on non-print media: television news shows, talk shows and radio news shows. We will examine the way in which each of these three types of broadcasts is put together. The differences and similarities between written news articles and commentaries will be explored as well. A few worthwhile films will also be shown and analyzed so that students may develop a better understanding of this highly competitive field.

One-half Credit

## **BOOKS ON THE BORDERLANDS: SCIENCE FICTION AND FANTASY LITERATURE**

This course gives students an opportunity to read some of the most important science fiction, “horror” and fantasy works. Students examine a variety of themes and make connections between contemporary science fiction and traditional classics. They also have an opportunity to explore ideas by creating their own stories in a variety of styles and genres. Readings will include works by Isaac Asimov, Neil Gaiman, Frank Herbert, William Gibson, Ray Bradbury, J. R. R. Tolkien, Octavia Butler, C. S. Lewis, Robert Heinlein and others.

One-half Credit      Prerequisite: Sophomore, Junior or Senior status

## **CREATIVE WRITING**

This course enables students to explore the possibilities of several genres of writing in a course that is free of strictures of a Regents-bound curriculum. Within a writing-workshop format, students have the freedom to experiment with new forms, develop a personal style, and learn to respect and respond to the work of classmates.

There is substantive daily writing time in class; nevertheless, homework, both reading and writing, is assigned once or twice a week and is collected regularly. Students are also responsible for maintaining a “Writer’s Notebook,” in which they experiment with and develop their growing literary output.

One-half Credit      Prerequisite: Completion of Grade 9

## **SHAKESPEARE FOR EVERYONE**

This course is a valuable learning experience for Shakespeare enthusiasts and, more particularly, for those students who tend to avoid Shakespeare’s plays. By exploring Elizabethan and Jacobean England as well as the rehearsal process and production of Shakespeare’s plays, students demystify the work of Shakespeare and acquire the skills necessary to decode his texts. In addition, students learn about the differences between current acting techniques and techniques

used by Elizabethan actors. Students are evaluated based upon presentations, script analysis, and performance.

One-half Credit      Prerequisite: Sophomore, Junior or Senior status

### **INVESTIGATIONS: RESEARCHING THE WORLD OF IDEAS**

In this elective course, students take a thematic approach to research and are introduced to a broad range of topics that cross disciplinary boundaries. Students investigate a variety of interesting, sometimes controversial issues and consider them from the perspectives of the scientist, mathematician, historian, and artist. Possible topics may include: genetics, sports, astronomy, warfare, and environment. The class meets on alternate days, and students are assigned teacher mentors with whom they design individual projects.

One-half Credit      Prerequisite: Freshmen status or not previously having taken either Introduction to Science Research or Introductory Problem Solving and Math Research

### **LITERATURE OF THE HOLOCAUST: AT WHAT COST?**

We know the names Anne Frank, Oscar Schindler, and Elie Wiesel, but who are the other voices of the Holocaust and what are the moral issues and obligations that the Holocaust continues to raise within all humans, regardless of race, religion, gender, or social status? This course is designed for students who are interested in developing analytical skills, intercultural awareness, and knowledge of the world through literature. By examining multiple dimensions and accounts of the Holocaust as well as analyzing literary techniques, students reflect on resounding questions of how writers and artists attach words and images to the reality of the Holocaust and its aftermath. Students are evaluated based upon discussions, reflections, essays, and projects.

One-half Credit      Prerequisite: Sophomore, Junior or Senior status

### **LONG ISLAND STUDIES**

See Senior Humanities Programs, Page 37.

### **AMERICAN CULTURE STUDIES**

See Senior Humanities Programs, Page 38.

### **RENAISSANCE 2000**

See Senior Humanities Programs, Page 39.

### **QUEST**

See Senior Humanities Programs, Page 39.

### **GENERATION NEXT**

See Senior Humanities Programs, Page 40.

## ***LANGUAGES OTHER THAN ENGLISH (LOTE)***

The program of Languages other than English study begins in grade six. Students of language should pursue this study for the longest possible time to achieve mastery in speaking, understanding, reading and writing. Students must successfully complete 2 years of study in languages other than English in the high school to graduate.

All Languages other than English classes are based on a communicative approach modeled after the New York State Syllabi Modern Language and Latin for Communication, The New York State Curriculum is divided into Checkpoint A (Level 1) and Checkpoint B (Levels 2 and 3).

### **INTRODUCTORY FRENCH 1, INTRODUCTORY SPANISH 1, INTRODUCTORY ITALIAN 1**

These elementary courses are designed to give students an introduction to spoken and written language. Included are practical vocabulary and structures needed for communication in everyday life. These courses are for incoming freshmen and upper-class students who wish to enroll in French, Spanish, or Italian at the beginning level.

One Credit

### **FRENCH 2, SPANISH 2, ITALIAN 2**

At the beginning of Checkpoint B, these courses continue to develop mastery of the fundamentals of structure reinforcing speaking, listening, and reading comprehension skills. Materials and activities focus on communicative situations and cultural experiences. Classes are conducted in French, Spanish and Italian.

One Credit                      Prerequisite: 8<sup>th</sup> Grade French or Spanish, Italian or Introductory French 1, Spanish 1, Italian 1, plus successful completion of the New York State Proficiency Examination

### **FRENCH 3, SPANISH 3, ITALIAN 3**

These courses provide the continuing French, Spanish, and Italian student with greater communicative skills in the target languages. Continued emphasis is placed on the four skills of speaking, listening, reading and writing as well as cultural understanding. All SED curriculum topics will be reviewed in preparation for the Comprehensive Regents Examination at the end of the school year.

One Credit                      Prerequisite: French 2 / Spanish 2 / Italian 2

### **EXTENDED SPANISH 3 & 4**

These courses are designed for the student interested in continuing a sequence of study at the high school. These courses are designed for those students who are more successful in language study when given more time to learn. The Regents language sequence will be completed in 4 years.

One Credit                      Prerequisite: Teacher or counselor recommendation

#### **FRENCH 4, SPANISH 4, ITALIAN 4**

These elective courses provide stronger communicative skills and experience with literature for intermediate students allowing them to expand their knowledge and to appreciate the language and culture. Reading and writing activities are offered in preparation for the SAT Subject Tests and the Advanced Placement Examination in Language.

One Credit                      Prerequisite: French 3 / Spanish 3 / Italian 3

#### **FRENCH 5, SPANISH 5, ITALIAN 5**

Students will speak in authentic settings understand extended discussions and presentations from songs, radio, TV, and movies. They will read expository texts on topics of special interest and be able to write short samples of an expository or creative nature.

These courses are designed for the student who wants to continue the study of language and culture but may not be working towards Advanced Placement.

One Credit                      Prerequisite: French 4 / Spanish 4 / Italian 4

#### **ADVANCED PLACEMENT FRENCH, ADVANCED PLACEMENT SPANISH, ADVANCED PLACEMENT ITALIAN**

These courses are designed for well-motivated students who have successfully completed Level 4. Students read and analyze selected literary works. Advanced communicative skills are emphasized in preparation for the Advanced Placement Examination. All students enrolled in the AP course are required to take the Advanced Placement Examination.

One Credit                      Prerequisite: French 4 / Spanish 4 / Italian 4

#### **LATIN 1**

This course develops mastery of the elementary principles of the language. Students learn basic vocabulary, important relationships between Latin and English, and develop an understanding of the Romans through readings about their customs and culture.

One Credit

#### **LATIN 2**

This course primarily focuses on improving the student's ability to read continuous Latin prose. A summary review of Latin 1 is followed by readings from a variety of sources. Selections are chosen to help the student understand the Romans as a people and to stimulate an awareness of their legacy to the western world. Special units on English word derivations form an important part of the course.

One Credit                      Prerequisite: Latin 1 or 8<sup>th</sup> Grade Latin

### **LATIN 3**

Through the writings of Cicero, Caesar, Sallust and others, the student becomes acquainted with the political and social turbulence which characterized the final period of the Roman Republic. The readings have a special relevance for citizens of today's world. As in preceding courses, attention is also given to word derivation and other contributions to our language. Time is also accorded to a review of the stylistic differences of the major authors.

The final examination in this course is the Comprehensive Regents Examination.

One Credit                      Prerequisite: Latin 2

### **LATIN 4**

The year is devoted to a study of the poetry of the Augustan Age, with major emphasis on Vergil's *Aeneid*. Books I, II, IV and VI are studied closely in the original Latin; the remaining books are read in English to provide continuity and understanding of the work as a whole. Attention is given to Latin prosody and the influence of Vergil's poetry on later literature. The contributions of Latin to English vocabulary will likewise be studied.

One Credit                      Prerequisite: Latin 3

### **LATIN 5**

The first half of the year is spent on Cicero's *De Senectute* and *De Amicitia*. Comparative studies then examine later treatments of "old age" and "friendship" by subsequent essayists in the western tradition. Readings for the spring semester will be chosen by the class from the Roman comedies of Plautus and Terrence and/or the lyric poetry of Horace and Catullus.

One Credit                      Prerequisite: Latin 4

### **ADVANCED PLACEMENT LATIN**

This course is designed to prepare students for the Advanced Placement Examination in Latin Literature. The syllabus includes extensive readings from the poems of the lyric poet Catullus as well as one other Latin author (either Ovid, Horace, or Cicero). Emphasis is placed on obtaining a critical understanding of the major themes that run throughout these authors as well as an awareness and appreciation of their diction, style, meter, and use of rhetoric. Additionally, students are expected to develop facility at sight-reading Latin literature while intensively reviewing the syntax and vocabulary of the language. Students must take the AP Latin examination in May.

One Credit                      Prerequisite: Latin 4

### **MANDARIN CHINESE I**

A foundation course for the student with little, or no background in Mandarin dialect and/or reading knowledge of Chinese characters. The basics of pronunciation, simple conversation, and character writing will be introduced. Students will study Chinese culture.

One Credit                      Prerequisite: Successful completion of NYS Comprehensive Regents Exam in LOTE.

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

English as a Second Language (ESL) is a course for students whose first language is not English. Students learn to understand, to speak, to read and to write English. In addition, students learn about American culture and customs, as well as the native cultures and customs of the members of the class. Students with a lower proficiency in English take three periods of ESL a day and receive one English credit. Students with a higher proficiency take either Advanced ESL or Advanced ESL plus Intermediate ESL, resulting in one or two periods of ESL instruction per day. These students will receive one credit.

One Credit                      Prerequisite: Teacher recommendation

## **ENGLISH AS A SECOND LANGUAGE (ESL) ELECTIVE**

This class is designed for those students who have previously taken ESL for English credit. It provides the opportunity for additional practice in understanding, speaking, reading and writing in English.

One Credit                      Prerequisite: Teacher recommendation and NYSESLAT results

## ***FAMILY AND CONSUMER SCIENCE***

The underlying philosophy of family and consumer science education is the preparation of each individual to make decisions, to adapt to a constantly changing world and to become responsible adults.

### **FASHION, SEWING AND TEXTILES I**

(May be counted as ½ credit towards the one credit art/music requirement)

Welcome to the world of fashion and sewing. Students will learn to use the sewing machine, small sewing equipment and patterns in order to create at least 3 projects. The elements and principles of design will be introduced.

One-half Credit

### **FASHION, SEWING AND TEXTILES II**

(May be counted as ½ credit towards the one credit art/music requirement)

This course continues to build on Fashion, Sewing and Textiles I. More advanced construction techniques will build on the earlier course and allow students to learn pattern making. Work in the sewing labs will include handling special fabrics, lining a garment and designing adaptations of a commercial pattern.

One-half Credit      Prerequisite: Fashion, Sewing and Textiles I

### **INTERIOR DESIGN I**

(May be counted as ½ credit towards the one credit art/music requirement)

This course provides students with an opportunity to apply the principles of design to interior planning of personal space. Projects are based on problem solving as it relates to each student's personal space.

One-half Credit

### **INTERIOR DESIGN II**

This course builds on Interior Design I. Students will apply the concepts of design to a space planning project for a client. Students will develop a trash to treasure project, and redesign and construct a space within the school setting.

One-half Credit      Prerequisite: Interior Design I

### **TEEN CUISINE**

Would you like to create chocolate masterpieces? Roll your own sushi? Create a beautiful veggie platter for your next family gathering? Then Teen Cuisine is for you. This hands-on course is designed for students to learn the basics of cooking and working in a kitchen. Students will also learn utensil skills, and kitchen safety skills.

One-half Credit

## **CAREER & FINANCIAL MANAGEMENT**

Ever picture yourself behind the wheel of your favorite car and wonder how you would be able to afford it? This course will show you how to manage your money efficiently so you can afford your daily living expenses as well as other items; for example – your favorite car or ipod. Financial management will cover issues such as: budgeting your money, getting the most for your dollar, savings and checking accounts, writing checks and balancing your checkbook, owning your own home versus renting an apartment, making the correct financial decisions for yourself, and studying the aspects of insurance: auto, home, health, disability, and life. In addition, students will have the opportunity to learn how to make our economy work for them, explore a variety of careers and understand the skills needed for success.

One-half Credit

## **INTERNATIONAL FOODS**

This course is designed for students who are interested in foods from different countries. Students will share cultural experiences while studying foods, traditions and celebrations of people around the world. Students will prepare delicious, easy-to-make dishes as they discover new flavors, tastes and customs. This class is devoted to labs. where skills and creativity are tested.

One-half Credit

## **BAKE SHOP**

Bakeshop is an introductory course designed with the baker in mind. Students will learn the art of baking, strengthen their math skills while precisely measuring ingredients, and hone in on their creative side when decorating cakes. Baking cook offs are a must in this class. If you love to bake and create baking masterpieces then Bake Shop is for you.

One-half Credit

## **MATHEMATICS**

New York State is implementing a new high school mathematics program, replacing the Math A and Math B Regents examinations. We are implementing this program with the class of 2011. There will be three (3) Regents examinations available in mathematics: Integrated Algebra, Geometry, and Algebra II and Trigonometry. These Regents exams will be phased in during the next three years. Students who began with the Math A program will continue with that program and complete Math B.

### **INTEGRATED ALGEBRA**

In this course, students will learn the usefulness and vitality of algebra through real-life applications, problem-solving and connections to geometry as well as probability and statistics. All students will take the new Integrated Algebra Regents in June.

One Credit                      Prerequisite: Math 8

### **ALGEBRA 9E**

This course is the first year of a two-year program to prepare students for the Integrated Algebra Regents. Algebra 9E is designed for those students who are more successful in mathematics when given more time to learn. Students will take a departmental final exam in June.

One Credit                      Prerequisite: Math 8 and teacher recommendation

### **GEOMETRY H**

This is the second course in the accelerated mathematics program. Students will study an enriched version of the Geometry course. The topics of study will include: two-and-three-dimensional geometry; the study of geometric relationships involving both formal and informal proofs; transformational and coordinate geometry. All students will take the Geometry regents examination in June.

One Credit                      Prerequisite: Math 8 Accelerated & teacher recommendation

### **GEOMETRY**

Geometry is the second course in the high school mathematics program. Topics of study will include two and three-dimensional geometry; the study of geometric relationships involving both formal and informal proofs; transformational and coordinate geometry. All students will take the Geometry regents examination in June.

One Credit                      Prerequisite: Algebra 9R

### **ALGEBRA 10E**

This course is the second year of the two-year program to prepare students for the Integrated Algebra Regents examination. Students continue their study of elementary algebra through problem solving and its connections to geometry as well as probability and statistics. All students will take the Integrated Algebra Regents in June

One Credit                      Prerequisite: Algebra 9 E

## **MATHEMATICS 10H**

This course is a continuation of the Honors Math Program. Students study the real number system, circles, trigonometry, synthetic division, conic sections, complex numbers in polar form, graphing functions, exponential functions, logarithms, and transformations. Students apply thinking skills on a daily basis. Students are required to take the Math B Regents examination at the end of the year.

One Credit                      Prerequisite: Math 9H or departmental recommendation

## **MATH 11R**

This is the third course in the high school mathematics program. Functions are used as models for a number of applied settings. Students explore a variety of functions: linear, exponential, quadratic, rational, polynomial, logarithmic, and trigonometric. Geometric and algebraic concepts are extended and connected to topics of probability and statistics, trigonometry, and discrete mathematics. Students are required to take the Math B Regents examination at the end of the year.

One Credit                      Prerequisite: Math 10R

## **GEOMETRY TOPICS**

This is the third course in the extended mathematics program. It will include a study of two and three-dimensional geometry; the study of geometric relationships; transformational and coordinate geometry. Students will take a departmental final exam in June.

One Credit                      Prerequisite: Algebra 10E

## **MATH 11H**

In Math 11H, students study topics in Pre-Calculus and begin their study of Advanced Placement Calculus. Topics include analytic geometry, functions, limits, derivatives (with applications), polynomials, complex numbers and coordinates and polar coordinates. There is a special emphasis on critical thinking. Students will be expected to understand as well as perform mechanics. Math 11H will employ many of the skills students acquired in their previous honors courses. Students will take a departmental examination in June.

One Credit                      Prerequisite: Math 10H or departmental recommendation

## **MATH 12R**

This course provides students with an applications-oriented, investigative mathematics curriculum in which technology is used to solve problems and to enhance mathematics understanding. Students study topics in pre-calculus the first semester. The second semester is an introduction to differential calculus. The topics presented lay a foundation to support future course work in mathematics including calculus. Whenever possible, material is presented in the context of real-world application. Students will take a departmental final examination in June.

One Credit                      Prerequisite: Math 11R

## **MATH 12E**

Math 12E is the continuation of the Math B curriculum from Math 11E. The topics in the course include trigonometry, functions, the theory of regression, as well as other topics in algebra and geometry. Students will take the math B Regents in June.

One Credit                      Prerequisite: Math 11E

## **ADVANCED PLACEMENT CALCULUS AB**

This is a college level calculus course, including the study of functions, derivatives, limits, maxima and minima, integration and differential equations. The curriculum is directed toward the Advanced Placement Examination (AB Level) in mathematics. All students enrolled in this course are required to take the Advanced Placement Examination.

One Credit                      Prerequisite: Math 11H or departmental recommendation

## **ADVANCED PLACEMENT CALCULUS BC**

This is a college level calculus course. The major emphasis is on the completion of the elementary calculus program begun in the 11<sup>th</sup> grade. This course continues the study of functions, derivatives, limits, and maxima and minima. It progresses into integration and the basic techniques of integral calculus. In the final stages of the course, differential equations and infinite series are studied, along with computer applications. The curriculum is directed toward the Advanced Placement Examination (BC Level) in mathematics. All students enrolled in this course are required to take the Advanced Placement Examination.

One Credit                      Prerequisite: Math 11H or departmental recommendation

## **INVESTIGATIONS: RESEARCHING THE WORLD OF IDEAS**

In this elective course, students take a thematic approach to research and are introduced to a broad range of topics that cross disciplinary boundaries. Students will investigate a variety of interesting, sometimes controversial issues and consider them from the perspective of the scientist, mathematician, historian, and artist. Possible topics may include: genetics, sports, astronomy, warfare and environment. The class meets on alternate days, and students will be assigned teacher mentors with whom they will study and design individual projects.

One-half Credit              Prerequisite: Freshmen status or not previously having taken either  
Introduction to Science Research or  
Introductory Problem Solving and Math Research

## **INVESTIGATIONS IN MATH RESEARCH**

In Investigations in Math Research students work on writing their research papers solely. Students meet with their teacher individually on a regular basis to address progress on their paper. Students enter the Long Island Math Fair and may enter other contests. Investigations in Math Research may be repeated for additional credit. Investigations in Math Research can be used to fulfill Senior Experience requirements for seniors.

One-quarter Credit        Prerequisite: Problem Solving and Math Research

## **ADVANCED PLACEMENT STATISTICS**

This is a college level, non-calculus based, statistics course. A statistics course is typically required for most college majors. The course will include four major areas: exploring data, planning a study, anticipating patterns, and statistical inference. The course is calculator-driven, and will culminate in the AP test in May. It is recommended that students have TI-84+ calculator.

One Credit                      Prerequisite: Math 11R, Math 10H, or departmental recommendation

## **ADELPHI UNIVERSITY CREDIT OPTION**

*Students enrolled in AP Statistics may opt to receive three Adelphi University credits\* (upon payment of a registration fee to Adelphi University).*

*\*Many other colleges have accepted these credits, as well. However, North Shore makes no guarantee about transfer credit and is not responsible for any college's policy on accepting credit.*

## **MATHEMATICS OF FINANCE, I & II**

*(Mathematics of Finance I is not required for Mathematics of Finance II)*

This course will cover the material necessary to make students knowledgeable about their daily financial encounters. Topics include auto insurance, income taxes, banking investments, health and homeowner's insurance, and the algebra and geometry that are required to make responsible consumer decisions.

One-half Credit each   Prerequisite or co-requisite Math 11E, Math 10R

## ***PHYSICAL EDUCATION***

### ***GRADES 9-12***

Physical Education is scheduled on alternate days throughout the year for all students. One quarter credit is awarded for each semester successfully completed. The Physical Education curriculum offers each student an orientation into the value of physical education with emphasis placed on a positive attitude toward lifetime fitness. In addition, a wide variety of team and lifetime sports is taught throughout the curriculum. It is the intent of the program to:

- develop the physical skill and coordination suitable to individual needs and desires
- develop an attitude of life-long participation in physical education
- promote physical, mental, social, and emotional growth
- develop physical fitness suitable to individual needs and desires

The personal fitness curriculum is taught to all 9<sup>th</sup> and 10<sup>th</sup> grade students. The goal of the program is to support and encourage each student to develop an improved personal fitness level, acquire knowledge of physical fitness concepts and understand the relationship of lifestyle to both health and fitness.

### **ADAPTIVE PHYSICAL EDUCATION**

This program is designed to meet the individual needs of students who have specific physical challenges.

### **PHYSICAL EDUCATION ELECTIVES**

#### **ADVANCED APPLIED PERSONAL FITNESS\*\***

This class meets every day for one semester. For those students who want to make significant changes in their fitness components by applying the concepts learned in personal fitness in their 9/10 year. Students will work on improving: speed, agility, quickness, body composition, aerobic, anaerobic capacity, strength and power.

One-quarter credit Physical Education and  
One-quarter elective credit

#### **STEP AEROBICS\*\***

Step aerobics is a forty-five minute class focused on achieving cardiovascular fitness, muscular strength and flexibility. Class will be a combination of time on the step, work with weights, and a variety of body sculpting and stretching exercises. This class is offered before school two to three mornings a week.

## **PILOGA\*\***

This course will focus on the strength and flexibility components of lifelong fitness. Units for the course include: Pilates, Yoga, stability exercises, flexibility and/or strength training activities. Students may only take this course once.

## **CARDIO CRUNCH\*\***

This one-semester course is available to juniors and seniors who are focused on improving and maintaining their cardio-muscular endurance, overall muscular endurance and body composition. This activity-based course will include a variety of aerobic activities (aerobic dance, step aerobics, kick-boxing, circuit training, boot camp, low resistance training, etc.) while reviewing and investigating the cardiovascular and musculoskeletal systems as they pertain to fitness. The course will culminate with a student-centered opportunity to create and lead a workout session, as well as a written final exam.

## **INTRODUCTION TO SPORTS MEDICINE AND RED CROSS CPR/FIRST AID CERTIFICATION**

This course is designed to give students the fundamental skills and knowledge in the areas of first aid, CPR, use of defibrillator, how to manage emergency situations, how to recognize, evaluate and rehabilitate certain injuries, and the basic concepts of the physiology of exercise. The student will earn a Red Cross certification in CPR/AED and first aid at the conclusion of this one semester course.

One-half Credit      Prerequisite: Sophomore, Junior or Senior status

## **SPORTS MEDICINE 2**

An in-depth treatment of Sports Medicine, that builds on introduction to Sports Medicine. In this course, students will explore and discuss current issues and practices in Sports Medicine, with an emphasis on rehabilitation and reconditioning. Students will have a culminating project in an area of Sports Medicine that is of interest to them.

One-half Credit      Prerequisite: Introduction to Sports Medicine

**\*\*These courses are available to juniors and seniors only, with the approval of the physical education department. A student may opt to take any two of these semester courses as one of the 8 required semesters for physical education.**

## ***HEALTH***

### **HEALTH**

Health is a State-mandated course required for graduation. This course enables students to become more aware and knowledgeable regarding the concepts of a healthy life style. Drug, alcohol, tobacco prevention units, AIDS education, problem solving, decision making, good nutrition, the importance of regular exercise, and other skills are taught to enable the student to strive for a more healthy life.

One-half Credit

### **HEALTH ELECTIVES**

#### **CRITICAL HEALTH ISSUES – WHAT DO YOU REALLY WANT TO TALK ABOUT?**

Critical Health Issues will be a course focusing on current health issues that the students want to discuss further. For example: in-depth discussions on such topics as alcohol and other drugs, HIV and other STDs, sex and drugs in the media, mental illnesses, and healthy relationships. Students will play an active role in selecting the topics for discussion.

One-half Credit      Prerequisite: Junior or Senior status

#### **MEN ARE FROM MARS; WOMEN ARE FROM VENUS**

This course will allow students to reflect on possible differences between the sexes including expectations in relationships, communication styles, and overall values. Males and females are encouraged to take this course.

One-half Credit      Prerequisite: Sophomore, Junior or Senior status

## ***READING***

The Reading Program at North Shore High School provides instruction in study skills, reading comprehension, decoding, vocabulary development, writing, and test-taking strategies. Students who have performed below the North Shore standards on State or local examinations will be assigned to the Reading Lab to help them to improve their performance.

## *SCIENCE*

North Shore Schools recommends a complete course of study in high school science for all students. This course of study includes Biology, Chemistry, and Physics. While we strongly urge all students to take Physics during the junior year, we recognize that some students may wish to take an AP science class during their junior year. Students who choose to do so may take AP Biology or AP Chemistry and may elect Physics in their senior year. While this increases students' opportunities to take AP Science courses, it is still of utmost importance that these AP courses do not substitute for the full high school science program that includes one year each of Biology, Chemistry and Physics.

Honors sections in Biology, Chemistry and Physics are available to anyone willing to make the commitment to more demanding study and additional independent work. A score of 85 or higher in the previous science Regents examination and a strong record of performance are recommended.

Extended courses in Biology and Chemistry offer additional support for students in need of a more intensive approach.

### **BIOLOGY R**

This course covers such topics as homeostasis, human physiology, reproduction and development, genetics, evolution, and ecology. All the topics in the New York State Core Curriculum for 'The Living Environment' are covered and this course prepares students for the Regents Examination in 'The Living Environment.' The New York State Regents Examination is given at the end of the school year.

One Credit

### **BIOLOGY H**

The Honors course covers the New York State Core Curriculum for 'The Living Environment' at a faster pace than the Regents course. This will enable students to study several areas in greater depth, namely biochemistry, physiology, genetics, cellular processes, bioethics, and exploration of current biological research. In addition, more independent work will be required of students in many of the laboratory experiments. The New York State Regents Examination is given at the end of the school year.

One Credit

### **BIOLOGY E**

This course covers all the topics in the New York State Core Curriculum for 'The Living Environment' and prepares students for the Regents Examination. As in all science courses, laboratory work is emphasized. The New York State Regents Examination is given at the end of the school year.

One Credit

## **INVESTIGATIONS: RESEARCHING THE WORLD OF IDEAS**

In this elective course, students take a thematic approach to research and are introduced to a broad range of topics that cross disciplinary boundaries. Students will investigate a variety of interesting, sometimes controversial issues and consider them from the perspectives of the scientist, mathematician, historian, and artist. Possible topics may include: genetics, sports, astronomy, warfare, and environment. The class meets on alternate days, and students will be assigned teacher mentors with whom they will study and design individual projects.

One-half Credit      Prerequisite: Freshmen status or not previously having taken either Introduction to Science Research or Introductory Problem Solving and Math Research

## **CHEMISTRY R**

This course covers such topics as matter and energy, atomic structure, chemical bonding, the periodic table, stoichiometry, kinetics and equilibrium, acid-base chemistry, electrochemistry, organic and nuclear chemistry. All the topics in the New York State Core Curriculum for Chemistry are covered and this course prepares students for the Regents Examination in Chemistry. The New York State Regents Examination is given at the end of the school year.

One Credit      Prerequisite: Algebra 9R or 9E

## **CHEMISTRY H**

The Honors course covers the New York State Core Curriculum for Chemistry at a faster pace than the Regents course. This will enable students to study several areas in greater depth, namely, quantum chemistry, chemical kinetics, thermodynamics, and chemical equilibrium. In addition, more independent work will be required of students in many of the laboratory experiments. The New York State Regents Examination is given at the end of the school year.

One Credit      Prerequisite: Algebra 9R or 9E

## **FOUNDATIONS OF CHEMISTRY E**

This course provides students with a strong foundation in the basic concepts in the New York State Core Curriculum for Chemistry. This course develops student understanding of concepts by investigating their application to important issues, such as clean water supply, conserving chemical resources, nuclear energy, and air quality. Students perform laboratory experiments and complete projects. Students who elect to take Chemistry R after this course take the New York State Regents Examination in Chemistry at the end of the second year.

One Credit      Prerequisite: Passing of Earth Science or Living Environment Regents exam

## **INTEGRATED SCIENCE E**

This course provides an integrated science experience for those students who have taken Foundations of Chemistry E and do not elect to take the New York State Regents Examination in Chemistry. This course will develop student understanding of scientific principles that reach beyond traditional subject boundaries through a global science survey including real world applications of the sciences. Potential topics for exploration include weather, natural disasters,

motion and mechanics, human anatomy, ecology and environmental study, measurement, food chemistry, and electricity.

One Credit                      Prerequisite: Chemistry E1 or Foundations of Chemistry E

### **ANATOMY AND PHYSIOLOGY I**

This one-semester elective course is designed for students who have an interest in the human body and want to develop in-depth understandings of the structures and functions of the body systems. In addition, students will investigate the diseases that cause breakdowns to these systems. The course provides an extension of the Biology curriculum and a strong foundation for AP Biology.

One-half Credit                      Prerequisite: Sophomore, Junior or Senior status

### **ANATOMY AND PHYSIOLOGY II**

This one-semester elective course provides an extension of the learning experiences from Anatomy and Physiology I. Students will delve more deeply into the structures and functions of the body systems.

One-half Credit                      Prerequisite: Anatomy and Physiology I

### **SCIENCE OF FOOD**

This one-semester elective course is cooperatively taught through the science department and family and consumer science department. The course provides students with practical applications of science in their everyday lives. It extends concepts of biology, chemistry, and nutrition by combining cooking, baking, food preparation, and food preservation with scientific inquiry. Students will learn about sensory perception with regard to taste and flavor, the structure and function of enzymes, microbiology (both helpful and harmful microorganisms), protein structure, the importance of temperature in cooking and baking, the chemistry of organic compounds and water, and nutrition.

One-half Credit

### **PHYSICS R**

This course covers such topics as mechanics, heat and kinetic theory, waves and optics, electricity and magnetism, and modern physics. All the topics in the New York State Core Curriculum for Physics are covered and this course prepares students for the Regents Examination in Physics.

One Credit                      Prerequisite: Algebra 9R or 9E and having passed at least one Science Regents examination

### **PHYSICS H**

The Honors course covers the New York State Core Curriculum for Physics at a faster pace than the Regents course. This will enable students to study several areas in greater depth, namely, Newtonian mechanics, matter and energy interactions, and electromagnetic theory and

applications. In addition, more independent work will be required of students in many of the laboratory experiments. This course prepares students for the Regents Examination in Physics.

One Credit                      Prerequisite: Algebra 9R or 9E

### **CONCEPTUAL PHYSICS**

In this laboratory/investigation course, based on the New York State Core Curriculum in Physics, students will study and apply the basic principles of physics to real world applications. Students will study mechanics, light, electricity, and magnetism through applications such as looking at the design of bridges and buildings, the construction of simple machines, the generations of energy from a variety of sources, etc. Computer simulations, field experiences and extended projects will enhance each unit and give students opportunities to extend their knowledge. Students will take a departmental final in June.

One Credit                      Prerequisite: Algebra 9R or departmental recommendation and having passed at least one science Regents examination

### **ENVIRONMENTAL SCIENCE R**

This course is designed for students at the Regents level who wish to gain a better understanding of the environment in relation to scientific principles that are established in the biological, chemical, and earth sciences. This course is investigative in nature and provides students with a hands-on approach to studying problems that affect the environment. Students will take a departmental final in June.

One Credit                      Prerequisite: Senior status

### **SCIENCE RESEARCH**

Students in this program will conduct independent and original scientific research under the mentorship of a research scientist. Students will learn research methodology and how to conduct on-line bibliographic searches of international data bases. Students will enter one or more scientific competitions each year, including the Intel Science Competition as seniors, and may obtain college credits for their work in the program.

One Credit                      Prerequisite: Sophomore status

### **ADVANCED PLACEMENT BIOLOGY**

This is a college level Biology course. Topics include molecular and cellular biology (enzymes, energy transformation, cell reproduction, heredity, and genetics), organismic biology (structure and function of higher plants and animals) and population biology (ecology, evolution, behavior).

This course includes class work, laboratory work and independent study. Students are required to take the Advanced Placement Examination in Biology.

One Credit                      Prerequisites: Biology and Chemistry

### **ADVANCED PLACEMENT CHEMISTRY**

This is a college level Chemistry course. The course will follow the syllabus established by the College Board; thus it will cover topics normally studied in a standard two semester introductory Chemistry sequence.

The course includes class work and laboratory experiments. The AP Examination in Chemistry is required.

One credit                      Prerequisites: Biology and Chemistry

### **ADVANCED PLACEMENT PHYSICS**

This is a college level introductory Physics course. The course will follow the syllabus established by the College Board; thus it will cover topics normally studied in a standard two semester introductory Physics sequence.

The course includes class work, laboratory, and many hours of independent study. The AP Examination in Physics is required.

One Credit                      Prerequisites: Biology, Chemistry, and Physics

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

This college level course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

This course includes class work, laboratory work and independent study. Students are required to take the Advanced Placement Examination in Environmental Science.

One Credit                      Prerequisite: Senior status

### **SOCIAL SCIENCE RESEARCH**

This elective will provide an upper-level social science extension of the ninth grade course, Investigations: Researching the World of Ideas. Each student will design and carry out an independent research project in the social sciences (e.g., psychology, sociology, anthropology). Students will work through the research process with a mentor, including generating a problem statement, performing a literature review, designing a methodology, collecting and analyzing data, and developing a discussion of the results, including recommendations for future research. It would be beneficial to a student to have previously taken or to be currently enrolled in AP Statistics.

One Credit                      Prerequisite: Sophomore Status

## ***THE SENIOR EXPERIENCE***

All seniors must successfully complete a Senior Experience. This experience provides them with the opportunity to extend their learning beyond the traditional walls of the classroom by doing an extended year-long research study, an in-depth project or an internship. Each senior works with a faculty mentor throughout the year. Biweekly mentor/student meetings and weekly journal entries provide evidence of the substantial work that the senior is doing each week. During the last quarter, the senior is expected to write a culminating reflective paper, present a significant project or research paper, and give a detailed oral presentation before a panel of faculty, invited guests and students.

The Senior Experience assesses how well students have met North Shore graduation proficiencies by asking them to provide evidence of this in their journal entries, their biweekly mentor meetings, their reflective paper, their project or research paper and their final oral presentation. Each senior will earn one unit of credit for successful completion of this course work.

One Credit                      Required for all seniors

## ***SENIOR HUMANITIES PROGRAMS***

A senior at North Shore High School elects one of five interdisciplinary humanities offerings intended to deepen understanding of the human experience through the arts and social sciences. The satisfactory completion of a senior program (the passing of the program) serves as the students' English and Social Studies requirement for graduation as per State Education guidelines. **Long Island Studies** considers the Island from the perspectives of history, literature, economy, culture, geography, and ecology. **American Culture Studies** considers how political discourse in its many forms – arts, literature, philosophy, media, government, law and social movements – affects the individual in mass culture. **Renaissance 2000** considers how the visual and performing arts, history, literature and philosophy reflect the culture of the 20<sup>th</sup> century. **QUEST** considers the roles of individuals in history and literature. **Generation Next** explores the interdependence of the contemporary global community. All courses are team taught in a schedule which allows for investigation beyond the customary single block of instructional time.

**Honors Credit in the Senior Program** – Seniors have the option to elect Honors in the five senior humanities programs. Honors distinction is awarded for more in-depth study of course topics. Students choosing this option are required to do additional reading and writing assignments and attend additional seminars.

### **LONG ISLAND STUDIES**

Long Island Studies investigates global issues with a local hook. Through readings, research, small group tutorials, lectures and discussions, the program aims to develop in students a sense of place and an appreciation of their local culture.

The focus of the course is *environment* – in every sense of that word: cultural, economic, physical, historical, literary, sociological, technological, and ecological. It is our hope that students taking this course emerge with a sense of place that is both deep and learned, as well as an idea of the inherent interconnectedness between matters in such a course of study.

The curriculum explores the many perspectives of the Island. Students undertake a study of both primary and secondary sources in order to develop an understanding of the uniqueness of and a context for Long Island. Among the writings covered are Tania Aebi's *Maiden Voyage*, *She Went A-Whaling*, by Martha Smith Brewer Brown, the works of Walt Whitman, Roger Stone's *Fair Trade*, *A Crime in the Neighborhood* by Suzanne Berne, John Hershey's *Blues*, Rachel

Carson's seminal *Silent Spring*, *In the Heart of the Sea*, by Nathaniel Philbrick and scholarly articles on topics such as aviation and the contributions and achievements of Long Island's women. Some units of study to be covered include the Gold Coast, whaling and fishing on the Island and the suburban experience.

As another component of the program, all teachers and students research and are involved in the construction of a structure of historical significance indigenous to Long Island. The first project was a 23' Sharpie Sailboat, similar to those used for oyster tonging in the 19<sup>th</sup> century. Our home is in a reproduction of the original Glenwood Landing 1840 School, the first schoolhouse used in the North Shore School District. Currently, students are involved in the planning and initial building stages of a Carpenter-type Victorian that will house a video production studio.

Long Island Studies is a demanding college preparatory program which seeks to engage and direct each student to work at the highest level of which he or she is capable. The varied and extensive required readings are designed to allow students of different abilities to study the same subject to the highest limit of their ability.

Two Credits: English, Social Studies

### **AMERICAN CULTURE STUDIES**

If the unexamined life is not worth living, where does that leave the unexamined society?

The course in American Culture Studies focuses the light of inquiry and discussion onto topics that are generally bypassed in high school classes. The canons of literature and history tend to neglect some expansive, pervasive and imperative aspects of American culture and experience. Our aim is to bring current trends and motifs in popular culture into the curriculum and, in the end, help students become more reflective and more critical consumers of American culture; in effect, to open the classroom to the world of pop culture, and in doing so, transform the world of pop culture into a kind of classroom. We value and promote enlightened skepticism.

In our ongoing efforts to decode the symbols of daily culture, we will turn an analytical eye onto topics from fast food restaurants to commercials, from Hollywood films to historical monuments, from comics to pop music, from television to the internet, from *The Simpsons* to Shakespeare. We unpack the impact of culture on consciousness and keep a collective eye on such crucial concepts as race, gender, individuality, and social class. At the same time, we pay particular attention to recent developments in the study of literature and history, structuralist and poststructuralist thought, and the problem of postmodernism. Units include:

**Semiotics:** *How do we read the Unconscious of a Culture?*

**The Culture of Monuments:** *How Does a Society Construct Memory?*

**The Culture Wars:** *Who's Fighting and Why?*

**America's Consumer Culture:** *Is 'Mass Culture' Culture?*

**Counterculture:** *How and Why do Some Americans Reject Mass Culture?*

The reading list is varied and adventurous: Bradford Wright's *Comic Book Nation*; George Orwell's *1984*; James Loewen's *Lies Across America*; Chuck Palahniuk's *Fight Club*; William Shakespeare's *Titus Andronicus*; Sonia Maasik's & Jack Solomon's *Signs of Life*; Roland Barthes's *Mythologies*; Eric Schlosser's *Fast Food Nation*, *The Dark Side of the all-American Meal*; troves of articles, web sites, comics, songs, television programs, and films.

Because popular culture surrounds us so entirely, it is, in a sense, "invisible," and therefore its analysis requires particular rigor. The willingness to look deeply, to "think too much about things" is a course requirement. We will assign frequent writing assignments, formal and informal, in print and online. We will require individualized research, cooperative group work, and class presentations. Seminar-style discussions are considered a course requirement and occur

nearly every day. American Culture Studies is a rigorous college preparatory course that demands authentic, vigorous, active commitment from all students.

Two Credits: English, Social Studies

### **RENAISSANCE 2000**

Renaissance 2000 is designed to provide students with an understanding of the history, literature, philosophical movements, visual arts, architecture and performing arts that comprise the twentieth century. This course is divided into six thematic units, all of which emanate from an introductory unity on reality and illusion. Subsequent units of study focus on alienation and loneliness, feminism, human rights, justice, war and peace and the future.

The course is conceived as an intellectual history study, taking its form from the ideas that parallel and inspire artistic creations. Students are asked to look at the ways in which events and different cultural perspectives alter both personal vision and societal development. The thread that connects the various units is the observation of art, society, and cultural myth. This course contains a strong art history focus and includes several museum visits. Classes include lecture, discussion, seminar, film and tutorial.

The major texts are: *The Humanities, Cultural Roots and Continuities*, Volume II, D.C. Heath and Company and *Rereading America, Cultural Contexts of Critical Thinking and Writing*, St. Martin's Press. Readings in the course include: August Wilson's *The Piano Lesson*; Jane Yolen's *Briar Rose*; Richard Wright's *Native Son*; Wendy Wasserstein's *The Heidi Chronicles*; Ernesto Quinonez's *Bodega Dreams*; Tim O'Brien's *In the Lake of the Woods*; James McBride's *The Color of Water*; Tennessee Williams' *A Streetcar Named Desire*; Barbara Ehrenreich's *Nickel and Dimed*; Simon Wiesenthal's *The Sunflower*.

Renaissance 2000 is a rigorous college preparatory course which seeks to challenge every student through varied and extensive readings and assignments. Each student is directed to work at the highest level of which he or she is capable. The varied and extensive readings attached to each of the central themes are designed to allow students of different abilities to study the same subject to the highest level of their ability.

Two Credits: English, Social Studies

### **QUEST**

QUEST is a course for **Questioning, Unique, and Engaged Students and Teachers**. It provides students with the opportunity to reflect on their own identities by analyzing the role of individuals in history and literature. Through examining the choices and motives of individual action, students make connections with themselves, find meaning in the past, and ultimately uncover possible solutions to historical struggles. One of the goals is to examine the multiple roles individuals play in society. The course also looks at the extent to which environmental forces play a role in an individual becoming a perpetrator, a bystander, a rescuer or a victim. Asking such questions encourages expanded thought and personal growth.

Essential questions for each of the four major units drive both curriculum and assessments. Assessment in the course is primarily through essays, oral presentations, and class discussions.

Readings include Julie Otsuka's *When the Emperor Was Divine*; George Orwell's *1984*; William Shakespeare's *Othello*; Margot Strom's *Facing History and Ourselves*; Chinua Achebe's *Things Fall Apart*; Khaled Hosseini's *A Thousand Splendid Suns*; Jhumpa Lahiri's *The Namesake*; and, Herman Hesse's *Siddhartha*.

Film is also employed throughout the year to reinforce the themes of the course. Films include: *Crash*, *O, Two Towns of Jasper*, *49 and Up*, *Raising Cain*, *Erin Brockovich*, *Othello*, *Hotel Rwanda*, *The Insider*, *Fateless*, *Thank You for Not Smoking*, *Two Days in October*, and *Munich*.

## **GENERATION NEXT**

- China will soon become the number one English speaking country in the world.
- New technology and the information it brings doubles every two years.
- It is predicted that by the year 2013 a supercomputer will exceed the computation abilities of the human brain.

*What does all of this mean?*

The world is shrinking. While America was the global leader and trendsetter of the 20<sup>th</sup> century, what will its role be in the 21<sup>st</sup> century? What will **your** role be? How can you prepare *now* to become a *Citizen of the World*?

**Generation Next** is about the young adults who watched the Twin Towers collapse, saw the world's response to new forms of terrorism, grew up on-line, and are better informed than any other generation in history.

**Generation Next** explores the inevitable interdependence of the contemporary global community. Students investigate gender, religious, economic, social and political issues of today with a special emphasis on the perspectives of African, Asian and the Middle Eastern cultures. All of this is done with an eye towards the future. We address the quandary of several questions: What can we do to ensure America's place as a responsible member of the evolving global community? How can we best prepare for competition in this quickly changing world? How can we help defeat the "monsters" of the world without becoming a monstrous nation ourselves?

The course may include such fiction and nonfiction titles as *No Longer at Ease*, *The Pickup*, *Terrorist*, *The Kite Runner*, *Reading Lolita in Tehran*, and *The Poetry of Arab Women*. Integral to our study will also be the use of film. Titles may include: *Sarafina*, *Hotel Rwanda*, *The Syrian Bride*, *National Geographic Series: Taboo*, and various documentaries.

## ***SOCIAL STUDIES***

Social Studies is required of all students in grades 9 through 12. Each of the senior programs previously described meet the requirement for the 12<sup>th</sup> grade. “Extended” classes are available in grades 9, 10, and 11 to offer additional support for students who need a more intensive approach to prepare for the Regents Examination in Global History and Geography and U.S. History and Government, which are required for graduation.

For students who wish to make the commitment to additional and more demanding reading, writing, and study, honors sections are available in the ninth grade Global History I course, and Advanced Placement courses in European History and U.S. History may be substituted for the Regents courses required in the tenth and eleventh grades. There are also honors seminars available in each of the senior programs.

In addition to the required offerings, there are also a number of electives available to sophomores, juniors and seniors.

### **SOCIAL STUDIES 9: GLOBAL HISTORY & GEOGRAPHY I**

This course is the first of the two-year sequence mandated by the New York State Board of Regents. Global History I covers the history of the world from ancient times to the seventeenth century. The study emphasizes the important role played by people, cultures, and institutions in Africa, the Middle East, India, China, Japan, Latin America, and Europe prior to the eighteenth century. Students will also analyze and assess the relationship between geography and culture.

One Credit

### **INVESTIGATIONS: RESEARCHING THE WORLD OF IDEAS**

In this elective course, students take a thematic approach to research and are introduced to a broad range of topics that cross disciplinary boundaries. Students will investigate a variety of interesting, sometimes controversial issues and consider them from the perspectives of the scientist, mathematician, historian, and artist. Possible topics may include: genetics, sports, astronomy, warfare, and environment. The class meets on alternate days, and students will be assigned teacher mentors with whom they will study and design individual projects.

One-half Credit      Prerequisite: Freshmen status or not previously having taken either Introduction to Science Research or Introductory Problem Solving and Math Research

### **SOCIAL STUDIES 10: GLOBAL HISTORY & GEOGRAPHY II**

The second half of the Global History sequence picks up in the mid-seventeenth century and covers the history of the western and non-western world, with the exception of the United States, from that point to the present. Emphasis continues to be placed on the roles played by individuals, cultures, and key institutions in determining the course of history. Increased use is made of documents, and students learn to use primary and secondary sources as evidence to answer important historical questions. All students are required to take the Global History and Geography Regents Exam.

One Credit      Prerequisite: Social Studies 9

## **ADVANCED PLACEMENT EUROPEAN HISTORY**

This college level course requires students to engage in utilizing resources similar to those they will experience during the freshman year of college. The course covers the history of Europe from the Renaissance to the present day, as well as the second half of the Global History sequence. A large quantity of reading and writing is required. Emphasis is placed on the history of ideas and their impact on the political, economic, social and cultural life of Europe. The course is problem centered and examines not only events but also interpretations of those events. Students work with primary documents, carry out individual research projects, develop a sophisticated understanding of historical process, and are actively involved in class discussions. Students must take the Advanced Placement Examination in May, as well as the Global History and Geography Regents Exam in June.

One Credit                      Prerequisite: Social Studies 9

## **THE BIBLE AS HISTORY AND LITERATURE**

**“In the beginning...”** With its assertive and authoritative tone, few introductions in history are as recognizable as the one that begins the almost 5,000 year-old text known as the Bible. However, with all of its age, there are still many questions that surround it. For example, have you ever wondered who wrote the Bible? Why did they write it? How did they use it? How have numerous translations affected the meaning of text (e.g. did Jesus actually say “Thee” and “Thou”)? These and other questions drive the direction of this class. Using literary analysis and discussion, this course examines the historical and cultural influences that shaped the writing of this text as well as establishing the differences between the *history of the text* and the *history in the text*. Lastly, the course looks at the role of the Bible in shaping current Judeo-Christian thought and its influences on other religions.

One-half Credit                Prerequisite: Social Studies 9

## **SOCIAL SCIENCE RESEARCH**

This elective will provide an upper-level social science extension of the ninth grade course, Investigations: Researching the World of Ideas. Each student will design and carry out an independent research project in the social sciences (e.g.; psychology, sociology, anthropology). Students will work through the research process with a mentor, including generating a problem statement, performing a literature review, designing a methodology, collecting and analyzing data, and developing a discussion of the results, including recommendations for future research.

One Credit                      Prerequisite: Social Studies 9

## **SOCIAL STUDIES 11: U.S. HISTORY AND GOVERNMENT**

This course is a study of the United States from the writing of the Constitution in 1789 to the present. Special attention is given to the nature and operation of our federal government. Other areas of particular focus are the idea of Manifest Destiny and its consequences, industrialization and its attendant problems, civil rights and the treatment of minorities, the rise of imperialism and the emergence and role of the nation as a global power, our struggles with the Great Depression and the Cold War, and post-industrial developments and their implications for the future. All students are required to take the U.S. History and Government Regents Exam in June.

One Credit                      Prerequisite: Social Studies 10 or A.P. European History

## **ADVANCED PLACEMENT U.S. HISTORY**

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials of United States history. It prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability and their importance and to weigh the evidence and interpretations presented in historical scholarship. They thereby develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students must take the Advanced Placement Examination in May, as well as the Regents exam in June

One Credit                      Prerequisite: Social Studies 10 or A.P. European History

## **CRIME AND JUSTICE**

The Constitution promises equal, fair and speedy justice. In fact, how does our criminal justice system work—or does it? Does the system properly protect society against the criminal? Is it the criminals' justice system? These questions and others are examined in a one semester course that leads the student through a study of the causes of crime, arrest, jury trial, sentencing and the prison system. Topics include domestic violence, crime on college campuses, rape, victimization, causes and effects of crime, rights of the accused, rights of students, and a variety of other relevant and often controversial subjects. Role playing is offered throughout the semester. Students also participate in Glen Head Teen Court and the Youth Court sponsored by the Glen Cove City Court. Visits may be made to the Nassau county Jail, Police Headquarters, Criminal (Felony) Court, and Glen Cove City Court.

One-half Credit              Prerequisite: Social Studies 9

## **ECONOMICS IN THOUGHT AND ACTION**

Do you want what you want because you want it or because other people want you to want it? Economics is possibly the single most important entity that you know nothing about. Economics is a compelling, controversial discipline that attempts the near-impossible: to explain, predict and recommend human behavior. Understanding yourself, society or history without understanding economics is essentially impossible. This course will look into some of the luminous economic thinkers; consider the dueling economic models of capitalism and Marxism; investigate major American and international economic institutions; and focus closely on the incendiary conflicts surrounding economic globalization.

One-half credit              Prerequisite: Social Studies 10

## **THE EXAMINED LIFE: AN INTRODUCTION TO PHILOSOPHY**

This course is intended to communicate the vitality and the spirit of philosophy. We will grapple with some of humanity's oldest and most essential questions: What does it mean to be human? What is truth? What is ethical? What is society? What is the good life? Asking and answering these questions is the essence of philosophy and the essence of the ancient Greek call to all people: "Know thyself." As we contemplate these questions, we will hear the great philosophers' answers to them. In all cases, students will be asked to read both primary and secondary materials about these thinkers, to engage in vigorous discussion of their ideas and ultimately, to articulate critical judgments about them.

One-half credit              Prerequisite: Social Studies 10

## **SOCIOLOGY**

An individual is constantly in the act of shaping and being shaped by society. This elective will focus on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, and the causes and consequences of social inequality. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings.

One-half credit      Prerequisite: Social Studies 9

## **INTRODUCTION TO PSYCHOLOGY**

This course provides students with an understanding of the fundamentals of psychology. Topics will include: approaches, methods, development, learning, sensation and perception, states of consciousness, personality, abnormal psychology, and social psychology.

One-half Credit      Prerequisite: Social Studies 9

## **ADVANCED PLACEMENT PSYCHOLOGY**

This course follows the Advanced Placement Curriculum established by the College Board. Topics include: approaches, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development, personality, abnormal psychology, and social psychology. All students are required to take the AP exam in May.

One Credit      Prerequisite: Social Studies 10

## **ADVANCED PLACEMENT ART HISTORY**

This is a challenging college level interdisciplinary course which opens the student's mind and eyes to a different world. It begins with the development of an arts vocabulary and expands to an examination of various techniques, different media, and the recognition and analysis of specific works of art. The connection with literature, music, patronage, economics, history, religion, and mythology makes for a comprehensive course of study. A background in studio art is clearly of value. The course, however, is primarily designed for enthusiastic, critically thinking, content oriented students with strong writing skills. All students are required to take the AP Examination in Art History.

One Credit      Prerequisite: Social Studies 10

## **ADVANCED PLACEMENT U.S. GOVERNMENT**

This course addresses institutions of American government as well as patterns and consequences involved with political processes and behaviors. Students have opportunities to discuss and apply current events and knowledge of various institutions, groups, beliefs, and ideas relevant to United States government and politics. All students are required to take the AP Examination in U.S. Government and Politics.

One Credit      Prerequisites: Social Studies 10

**LONG ISLAND STUDIES**

See Senior Humanities Programs, Page 37

**AMERICAN CULTURE STUDIES**

See Senior Humanities Programs, Page 38

**RENAISSANCE 2000**

See senior Humanities Programs, Page 39

**QUEST**

See senior Humanities Programs, Page 39

**GENERATION NEXT**

See senior Humanities Programs, Page 40

## ***SPECIAL EDUCATION***

North Shore Schools are committed to providing appropriate services for all students. A range of support services are available for students who are in regular education and for those found to have special needs. Special education students have individual education programs (IEPs) that are jointly developed by parents, staff and, where appropriate or required, the students themselves. The full continuum of services is available. Some students will have their needs met by consultant teacher services or support within a regular mainstream class. Other students will need support that will be scheduled as a separate period.

### **TRANSITIONAL SUPPORT SERVICES (TSS) – Grades 9, 10, 11, 12**

These services are available to students who are classified but require only minimal support in the mainstream environment. These consultation services are typically provided to a regular education teacher by a special education teacher or support service provider. The level of service is determined by the CSE.

### **CONSULTANT TEACHER – Grades 9, 10, 11, 12**

Consultant Teacher services are available as part of a student's individual education program (IEP). Consultant Teacher services may be delivered as a direct service, where the special educator is present in the regular education classroom, or as an indirect service. Indirect services support the student by providing modifications of materials and instructional consultation to the regular education teacher. The courses are based on Regents level curricula.

### **RESOURCE ROOM – Grades 9, 10, 11, 12**

This service is available to students as part of their individual education program (IEP). Resource room provides support in small groups not to exceed five students at a time. Students receive instruction to remediate skill deficiencies and to be successful in their mainstream academic classes.

## ***TECHNOLOGY***

These courses involve exploration of the resources, systems, and impact of technology. Students study the major technological systems of the world and society. Various components or processes (electricity/electronics, materials processing, computer graphics, technical drawing) which are fundamental to technological systems are studied in detail. Technology courses have been designed to meet the needs of all academic levels and are taught through laboratory-based “hands-on” learning activities.

### **MULTIMEDIA I – INTRODUCTION TO MULTIMEDIA**

This course is designed to introduce students to a wide variety of media production technologies and techniques. Over the course of the semester, students will create computer graphics and learn about desktop publishing, computer animations and image manipulation. The equipment utilized in this course will introduce students to digital cameras, video camcorders, and a variety of computer hardware. The course is designed to provide an interesting and stimulating introduction to media technology, and to enable students to gain new insights into the technical world that surrounds us. Projects will be created using: Adobe Illustrator, Pagemaker, Photoshop and Image Ready software.

One-half Credit

### **MULTIMEDIA II – VIDEO PRODUCTION**

This course teaches the fundamentals of video production. The course covers the use of video equipment, digital cameras, lighting and computer editing software. Students will learn composition, direction, editing, production of video, story boarding and post-production planning, through the stages of rough-cutting, special effects and graphics. Students will write, perform, and produce several short productions over the course of the term such as interview shows, news shows, comic sketches, weekly sports round ups, etc. Students will be encouraged to be creative, to challenge themselves and to bring ideas to the class. Projects will be created using iMovie, iPhoto, iDVD, and Adobe Photoshop software.

One-half Credit      Prerequisite: Introduction to Multimedia

### **INTRODUCTION TO WOODWORKING AND RESIDENTIAL HOME CONSTRUCTION**

In this course, students will learn how to use solid modeling software (Autodesk Inventor) to design furniture that they will eventually construct in the high school woodshop. Each student will be taught how to design and construct individual pieces of furniture such as computer desks, chairs, shelves and bookcases and also use computer numerically controlled machines to mass-produce items for the entire class. Each individual will learn how to safely use stationary and portable power tools and also develop the skills necessary to use hand tools properly. Students will also be exposed to the building concepts and techniques involved in residential home construction. They will design and build scale models of houses and assist in the construction of the latest Long Island Studies project. This long-term project will be the construction of a Victorian style house on the high school campus which will house a student run community television production studio.

One-half Credit

## **YEARBOOK PRODUCTION**

Students in this course will produce the school yearbook. This will include all planning, writing, photography, design, and editing, as well as supervising its distribution. Students should have a background in writing, photography and graphic design. This course may include some after school, evening and weekend work.

One-half Credit

## ***PROJECT LEAD THE WAY***

### **DIGITAL ELECTRONICS**

Digital Electronics is a course of study in applied digital logic. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. The rapidly increasing use of digital circuitry is present in virtually all aspects of our lives. The course is similar to a first semester college course and is an important course of study for a student exploring a career in engineering or engineering technology.

*This course is part of the Project Lead the Way engineering curriculum*

One Credit

### **DESIGN AND DRAWING FOR PRODUCTION**

DDP provides students with opportunities to apply creative thinking, decision-making and problem solving skills to develop solutions to design problems. It utilizes powerful computer hardware and software (Auto-Desk Inventor) to develop 3D models or solid renderings of objects. This computer-based process replaces traditional board drawing methods while incorporating all of the concepts and skills of previous courses, including hand sketching. Student will learn the product design process and how a model of that product is created, analyzed, rendered and produced. Various applications of the product design process will be discussed along with possible career opportunities. This course follows the New York State Syllabus for Design and Drawing for Production and meets the graduation requirement for one unit of art/music.

*This course is part of the Project Lead the Way engineering curriculum*

One Credit

### **ARCHITECTURAL DRAWING**

This course examines the world of architectural design. It includes the study and drawing of the systems that compose residential and commercial structures. Students will learn how to draw and design floor plans, elevations and perspective views of structures. They also learn how to construct three dimensional models of drawings and designs. This course may be used to satisfy part of the graduation requirement in Art and/or Music.

*This course is part of the Project Lead the Way engineering curriculum*

One-half Credit      No prerequisite, but it is suggested that Design and Drawing for Production be taken as a prerequisite to Architectural Drawing

### **PRINCIPLES OF ENGINEERING**

#### **A pre-engineering and engineering technology program**

Principles of Engineering (POE) is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and

manufacturing processes. This is accomplished through practical applications where students design, build and test plastic models, computer-controlled applications and feedback systems and do structure testing and analysis of common materials. The course also examines concerns about social and political consequences of technological change. This course may fulfill the science requirement for seniors. Exceptions can be made upon recommendation of the Principal on a case by case basis

*This course is part of the Project Lead the Way engineering curriculum*

One Credit

Requisite: Concurrent enrollment in college preparatory mathematics and science (except seniors)

## *VOCATIONAL EDUCATION*

### **TECHNICAL AND TRADE PROGRAMS – BOCES**

The technical and trade education courses listed below are a portion of those available through the Board of Cooperative Education Services (BOCES) training centers. Students in these courses attend North Shore High School for a half-day for their academic subjects and spend the other half of the day at the center for specialized training. The occupational education programs of BOCES aim to prepare high school youth for entry into the world of work or into continued post-secondary educational education. An interested student should obtain an application form from his or her guidance counselor.

- Animal Care Skills
- Auto Body
- Automotive Technology
- Aviation Operations
- Building Maintenance Skills
- Business Services
- Carpentry
- Child Development
- Computer Network Technology
- Computer Technology
- Computerized Business Technology
- Construction Electricity
- Construction Trades
- Cosmetology
- Culinary Arts
- Dental Assisting
- Fashion Design
- Graphic Design
- Habitation/Rehabilitation Assistant
- Health Skills
- Heating, Ventilation, and Air Conditioning
- Large Animal Care
- Medical Assisting
- Medical Lab Technician
- Nurse Assisting
- Physical Therapy Aide
- Plumbing/Heating
- Police Science and Law Enforcement Systems
- Small Animal Care
- Small Engine Repair
- Theater Technology
- Veterinary Science
- Video Production
- Welding

Four Credits

Prerequisite: Completion of Grade 10

**ALTERNATE SCHOOL PROGRAM**

**“Another Way”**

“Another Way” is a nontraditional program designed for students who have not been successful in the usual school setting. Students can obtain up to 4 credits each in English, Mathematics, Science and Social Studies. Additionally, students will be required to take regular classes for half a day or enroll in a BOCES program.

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**PROGRAM PLANNER**

- 1. ENGLISH \_\_\_\_\_
- 2. SOCIAL STUDIES \_\_\_\_\_
- 3. MATH \_\_\_\_\_
- 4. SCIENCE \_\_\_\_\_
- 5. PHYSICAL EDUCATION \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. LUNCH \_\_\_\_\_

Students Name \_\_\_\_\_ Grade \_\_\_\_\_

Counselor \_\_\_\_\_

PLEASE READ THE INTRODUCTION AND THE APPROPRIATE APPENDICES FOR INFORMATION ABOUT COURSE AND DIPLOMA REQUIREMENTS.

**APPENDIX A**  
**NORTH SHORE AND NEW YORK STATE**  
**HIGH SCHOOL DIPLOMA REQUIREMENTS**  
(Beginning with the Class of 2005 and Thereafter)

<b>REQUIRED COURSES</b>	<b>NO. OF CREDITS REQUIRED AT NORTH SHORE</b>	<b>NO. OF CREDITS/ STATE EXAMS REQUIRED FOR A REGENTS DIPLOMA</b>	<b>NO. OF CREDITS/ STATE EXAMS REQUIRED FOR AN ADVANCED REGENTS DIPLOMA</b>
<b>English</b>	4	4 Regents Exam – Gr.11	4 Regents Exam – Gr.11
<b>Social Studies</b>	4	<b>4</b> <b>Global History</b> Regents Exam – Gr. 10 <b>United States History</b> Regents Exam – Gr. 11	<b>4</b> <b>Global History</b> Regents Exam – Gr. 10 <b>United States History</b> Regents Exam – Gr. 11
<b>Mathematics</b>	3 <i>(while attending H.S.) (Gr. 8 Regents Math not included)</i>	3 <b>Math A Regents** Exam</b> <i>or</i> <b>Integrated Algebra Regents Exam</b>	3 <b>Math A Regents Exam &amp;** Math B Regents Exam</b> <i>or</i> <b>Math A Regents Exam &amp; Algebra 2 &amp; Trig. Regents Exam</b> <i>or</i> <b>Integrated Algebra Regents Exam &amp; Geometry Regents Exam &amp; Algebra 2 &amp; Trig. Regents Exam</b>
<b>Science</b> <i>(must include one life science and one physical science)</i>	3 <i>(while attending H.S.) (Gr. 8 Regents Earth Science not included)</i>	3 <i>(includes Gr. 8 Regents Earth Science)</i>  One Science Regents Exam - Gr. 8 Earth Science Regents Exam or any science Regents Exam satisfies requirement	3 <i>(includes Gr. 8 Regents Earth Science)</i> Two Science Regents Exams – one life science exam and one physical science exam - Gr. 8 Earth Science Regents Exam satisfies physical science exam requirement
<b>Health</b>	½	½	½
<b>Art and/or Music</b>	1	1	1
<b>LOTE*</b> <i>(Languages Other Than English)</i>	2 <i>(while attending H.S.) (Gr. 7-8 Middle School Regents Language not included)</i>	1 <i>(Gr. 7-8 Middle School Regents Language satisfy requirement)</i>	3 <i>(includes Gr. 7-8 Middle School Regents Language and two high school same language courses OR three high school same language courses OR one credit in LOTE – includes M.S. Regents Language – and five credits in art, music or technology)</i> <b>LOTE Regents Exam</b> Gr. 10 if language started in M.S. Gr. 11 if language started in H.S.
<b>Physical Education</b>	2 <i>(completed during the course of four years)</i>	2 <i>(completed during the course of four years)</i>	2 <i>(completed during the course of four years)</i>
<b>Electives</b>	3	4	2
<b>Total Required Credits</b>	22 ½	22 ½	22 ½
<b>Total Required Regents Exams</b>	-	5	8 or 9 **

Students who achieve a score of 90% or higher on ALL Regents Exams will receive a Regents Diploma with Honors or an Advanced Regents Diploma with Honors.

\*Special education students may be exempt from the language other than English if their IEP so states.

All students must carry five courses plus Physical Education each semester.

## APPENDIX A (cont'd)

**\*\*New York State is implementing a new high school mathematics program replacing the Math A and Math B Regents examinations. Students entering ninth grade in September of 2006, 2007 or September of 2008 can meet the mathematics requirement for a Regents diploma with Advanced Designation through one of the following combinations: Math A and Math B, or Math A and Algebra 2 and Trigonometry, or Integrated Algebra, Geometry and Algebra 2 and Trigonometry.**

### ***REGENTS EXAMINATION REQUIREMENTS FOR A LOCAL DIPLOMA***

The State Board of Regents has defined 65 as the passing score for Regents Exams. In accordance with an option authorized by the Board of Education, students can meet local diploma requirements by earning a score of at least 55 on some of the five required examinations: English, mathematics, U. S. History, global studies and one science. There is a transition period which will be phased in as follows:

- **For students entering 9<sup>th</sup> grade in 2006** (class of 2010): General education students must have at least three scores at 65 or above on the five required Regents exams and all scores at 55 or above.
- **For students entering 9<sup>th</sup> grade in 2007** (class of 2011): General education students must have at least four scores at 65 or above on the five required Regents exams and all scores at 55 or above.
- **For students entering 9<sup>th</sup> grade in 2008** (class of 2012): General education students must have at least five scores at 65 or above on the five required Regents exams and all scores at 55 or above.
- **For students entering 9<sup>th</sup> grade in 2009** (class of 2013): General education students must pass all five required Regents exams at a score of 65 or above.

Students with disabilities who fail a Regents exam may meet local diploma requirements by taking and passing the corresponding Regents Competency Test (RCT).

## APPENDIX B

### RANK IN CLASS (for classes 2008 through 2010)\*

Two Rank-in-Class lists are compiled for each grade at the end of the school year and accumulated through grade 11. The GENERAL RANK is computed on the basis of final marks in ALL subjects, calculated in proportion to the credit value of each subject, simply averaged and arranged in rank order.

The ACADEMIC RANK is computed on the basis of final marks and placements in English, Social Studies, Mathematics, Science and Foreign Language. Courses are weighted in accordance with subject difficulty. A cumulative Academic Rank-in-Class is computed after 3 years for the purposes of determining the Valedictorian, the Salutatorian and other recipients of graduation honors. The student with the highest grade point average on the academic rank will be selected as the Valedictorian. The Salutatorian will possess the second highest grade point average. These selections will be strictly defined by the numerical average after three years.

**Beginning with the Class of 2011 (9<sup>th</sup> grade)**, both an unweighted and a weighted rank in class will be calculated. However, only those students in the top 10% of the class will receive a reportable number rank. The rank of all other students will be reported by decile (i.e. top 10%, 20%, 30%, etc...) A grade distribution will be provided to colleges, enabling college admissions offices to understand where a child's average falls within the distribution for that particular group of students.

**The weighted average** will be obtained by including the GPA for all core academic courses that are required for graduation, taken in grades 9 – 11. This shall include:

English 9, 10, 11

Social Studies 9, 10, 11

Math 9, 10, 11

Science 9, 10, 11

LOTE 9, 10, 11 (provided all courses are in fulfillment of a single language sequence)

Should a child “double up” and take two core academic classes within the same discipline simultaneously in grade 9, 10 and 11, the course in which the child obtains the highest GPA will be included in the weighted average.

**The unweighted** average will be obtained by including the GPA for all courses the individual takes in grades 9 – 11.