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Assistant Principal..... Maribel Maia . . . . . (516) 867-5348  
Assistant Principal.....Christian Paulino . . . . . (516) 867-5354  
Assistant Principal..... Gleni Peña . . . . . (516) 867-5308

**HIGH SCHOOL COUNSELORS**

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Rosemarie Alario  
Nick Angelo  
Kim Freeman  
Rosemary Garcia  
Jennifer Jimenez  
Melissa McCormack  
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(516) 867-5320

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# **FREEPORT HIGH SCHOOL**

## **Mission, Philosophy, Values**

MISSION ..... Freeport High School is a learning community with high expectations for all in an atmosphere of respect. We are committed to providing all students with:

- A safe environment conducive to learning.
- An academic program committed to excellence that will enable individual success in an ever-changing technological society.

MOTTO ..... **Freeport High School – Tomorrow’s Leaders Learning Today**

### PHILOSOPHY

It is our belief that the education of our student body is the shared responsibility of both school and community. One is dependent upon the other; one serves to enrich the other. We recognize the need for total education and a curriculum that provides realistic, in-depth preparation for the complex world our students are about to enter. In an atmosphere of mutual respect, understanding and sensitivity, we encourage the emergence of student responsibility, independence, self-direction, critical thinking and creativity.

### VALUES

#### **1. HONESTY/INTEGRITY:**

- To be truthful, to distinguish between right and wrong, and to choose to do what is right.

#### **2. RESPECT:**

- To show regard for self, others, the environment, property and government laws.

#### **3. COURTESY:**

- To display appropriate behavior that shows consideration for others.

#### **4. SELF-DISCIPLINE:**

- To display effective and appropriate control of oneself and one’s conduct and persevere in the pursuit of self-improvement.

#### **5. COMPASSION:**

- To be sympathetic and understanding of the needs and feelings of others – the ability and desire to care.

#### **6. TOLERANCE:**

- To have a fair and objective attitude toward those whose ideas, race or creed is different from our own.

#### **7. LOVE OF LEARNING:**

- To have intellectual curiosity.

#### **8. RESPECT FOR EDUCATION:**

- To have regard for the worth of the learning environment and the resources needed to develop each human being to his/her potential.

#### **9. RESPONSIBILITY:**

- To demonstrate personal accountability and work to the best of one’s ability; to respond to the needs of others.

#### **10. SERVICE:**

- To provide service to the community.

# Overview of the Programs of Study

This catalog has been developed to acquaint parents and students with the wide variety of courses offered at Freeport High School and to provide them with sufficient background information to make sound judgments regarding the courses to be selected.

The New York State Board of Regents is changing requirements for a Regents Diploma and Regents Diploma with Distinction. These changes, which affect high school students, are always reflected in the curriculum. Included in this catalog is a table of these requirements. Students and parents are urged to review this document and present any questions they may have to the guidance counselor.

Occupational education courses may be taken at Freeport High School or at a number of BOCES centers in Nassau County. Bus transportation to these centers is provided. A complete list and description of occupational education courses offered at BOCES and at Freeport High School may be obtained from the guidance counselors.

## **Course Selection**

Each student selects his/her courses at a conference with the guidance counselor, during which diploma requirements, vocational interests, educational plans and scholastic ability are taken into consideration. A letter will be mailed home in mid-March to every student verifying the courses he/she has selected. Students will have until the end of the last week in March to make any changes in these courses for the following September. Parental involvement and consent are essential, and written approval of the courses selected from the parent is requested.

Students are urged to keep college plans in mind when selecting courses. Students seeking admission into highly competitive college programs should note that meeting the minimum requirements for high school graduation will not ensure admission. Students should take full advantage of the wide variety of courses available at Freeport High School. Competitive colleges tell students that they expect:

- Four years of English, including intensive work in composition.
- Four years of mathematics, through calculus.
- Three years of laboratory science.
- Four years of social studies.
- Three years of at least one foreign language.
- One year of coursework in the fine arts.
- Computer literacy.

Elective courses in any subject area may not be scheduled in a given year because of low enrollment. Normally, a minimum of 15 students is required for a course to be scheduled.

A student may not be able to take a requested course because it conflicts with the time another requested course is offered. If the conflict cannot be resolved, a choice will have to be made between the two selections.

## **Grading Policy**

When evaluating a student's progress, all teachers consider a variety of factors: homework, quizzes, tests, reports, special projects, as well as attendance and class participation. Weight for each of these factors will vary from department to department. More specific information regarding grading policy can be obtained from the instructors in the different subject

disciplines. The Regents or final exam will count as 20% of the final course average.

## **Honors-Level Courses**

Honors courses are designed to enrich the student by offering an enhanced curriculum in each subject area, with particular attention to developing higher-order thinking skills and sophisticated understanding of course material. Honors courses challenge the learner to absorb, integrate and articulate the material of each subject. They invite not only knowledge, but also insight and expertise for students accepting the challenge of the Honors curriculum.

Honors courses are weighted 1.10.

## **Honors Maintenance**

Students in Honors classes must maintain an average of 85 or more to remain on that level. Failure to maintain that minimum grade at the end of the school year will result in placement in a Regents-level course.

Honors students are responsible for maintaining high-quality work through:

1. Completion of all assigned work in the established timetable.
2. Readiness to participate in class discussions.
3. Regular attendance and promptness to class.
4. Meeting deadlines for long-range assignments.
5. Demonstration of the ability to express ideas in a logical order in written work.

If, for any reason, grades fall below the minimum standard of 85, the following procedures will be implemented and documented:

# Overview of the Programs of Study

1. Conferences with students regarding assignments and classwork.
2. Additional after-school help provided.
3. Parent conference arranged.
4. Conference with the appropriate administrator and guidance counselor regarding student's grades compared to the whole class, evidence of incomplete assignments and time requirements.
5. Interim warning sent; follow-up by guidance counselor. If, after these procedures have been implemented, the average remains below 85 at the end of the second semester, the student will be dropped from Honors and placed in a Regents section the following September.

Criteria for entrance into an Honors class (from a Regents-level class): Students in a Regents-level course wishing to enroll in an Honors-level course must have an average of 90 or above to enroll in the course.

1. The period during which this grade would have to be earned is the time the student is actually in the Regents-level course.
2. Teacher recommendation based on:
  - a. Completion of assigned work.
  - b. Quality of class participation.

## **Advanced Placement Courses**

Advanced Placement courses are designed with a specific focus on a college-level approach to content, culminating in the Advanced Placement exam. AP courses specifically challenge high school students to become college students; mastery of curriculum and development of critical thinking skills enable learners to become truly

articulate in a specific subject and to successfully take the Advanced Placement exam and ultimately receive college credit. Students in AP courses must be prepared to work diligently in a mature, sophisticated and highly rewarding college-level course. Students who do not sit through the entire AP exam will receive Regents-level weighting for that course. Advanced Placement courses are weighted 1.15.

If, for any reason, grades fall below the minimum standard of 85, the following procedures will be implemented and documented:

1. Conferences with students regarding assignments and class work.
2. Additional after-school help provided.
3. Parent conference arranged.
4. Conference with the appropriate administrator and guidance counselor regarding student's grades compared to the whole class, evidence of incomplete assignments and time requirements.
5. Interim warning sent; follow-up by guidance counselor. If, after these procedures have been implemented, the average remains below 85 at the end of the second semester, the student will be dropped from Advanced Placement and placed in a Regents section the following September.

Criteria for remaining in Advanced Placement courses: Students enrolled in an Advanced Placement course must maintain an average of 85 or better to remain in that level.

If for any reason the student does not maintain an average of 85, the following will be implemented:

1. Those students obtaining a final average between 80-84 may enroll in an Honors-level course.
2. Those students who receive an average below 80 must enroll in a Regents-level course.

## **P-Tech Vaughn College**

This is a six-year program offered to students through a partnership between Freeport High School and Vaughn College. This is a very intensive program where students will ultimately finish the six-year program with both a high school degree and an associate's degree in Aeronautical Engineering from Vaughn College. The students in this program will have the opportunity to take high-level college courses in math and science throughout the four years at Freeport High School. The students will also take part in summer programs that will reinforce the academic achievements the students reached during the course of a school year. Students must apply while attending middle school to be considered for this program. The courses that are being offered are: P-TECH Social Studies grades 9-10, P-TECH Math grades 9-10, P-TECH Science grades 9-10, P-TECH English grades 9-10

## **Smart Scholars**

Smart Scholars is offered to students through a partnership between Freeport High School and Farmingdale State College. This program gives students the opportunity to gain college credits while attending high school. The Smart Scholars Grant Program allows students with parents

# Overview of the Programs of Study

who never attended college and are currently on the free or reduced-price lunch program to receive free college credit. The students must maintain an average of 80 to receive college credit. Teachers have been vetted by Farmingdale State College to teach the course. Currently, the Smart Scholars Program is offering courses in Economics, Gender Studies, Genocide, Global 9, Global 10, History Through Film, Participation in Government, and Photo and Computer Design, and United States History 11.

## **Dual Enrollment**

Dual Enrollment is offered to students through a partnership between Freeport High School and Farmingdale State College. This program gives students the opportunity to gain college credit while attending high school. The students must maintain an average of 80 to receive college credit. Teachers have been vetted by Farmingdale State College to teach the course. Currently, the Dual Enrollment Program is offering courses in Accounting, Business Law, Computer Design, Digital Photography, Genocide, Global 9 H, Global 10 H, History through Film, Participation in Gender Studies, Photo I, United States History 11 H and Virtual Enterprise.

## **Class Rank and Average**

Students' rank in class is established on a quality point system rather than one that is determined strictly by a numerical average. It is felt that this is a more equitable system as it recognizes that degrees of difficulty exist among Advanced Placement, Honors and Regents courses. Each course is assigned a weighting factor as follows:  
Advanced Placement: 1.15 (If the

Advanced Placement exam is taken)  
Honors: 1.10  
Regents: 1.00

Ranks and averages are based on six semesters, grades 9 through 11. However, high school-level courses taken with Regents exams passed in eighth grade will be included in the high school ranking with Honors-level weight. Rank in class is determined by weighted average. Physical education courses are excluded from the averaging and ranking process. A student who has transferred into Freeport High School after the 11th grade will receive a class ranking on an alternative listing.

## **Honor Roll**

High Honors

1. An academic average of 90 or better.
2. No grade below 80.
3. Passing grades in physical education.

Honors

1. An academic average of 85-89.
2. No grade below 75.
3. Passing grades in physical education.

## **Grading Guidelines for Honors and Regents Classes**

**Advanced Placement and Honors Level**

Superlative work: 97-100

Excellent work: 92-96

Average work: 88-91

Minimally acceptable work: 85-87

Below minimally acceptable work: 84 and below

**Regents Level**

Superlative Regents-level work: 90-100

Above-average Regents-level work: 80-90

Average Regents-level work: 70-79

Minimally acceptable Regents-level work: 65-69

Failing: 64 and below

## **Student Progress**

Report cards are issued four times during the school year. Each marking period is approximately 10 weeks in duration. Marks below 65 indicate a failing grade. Parents should take notice of the "behavior" and "remarks" columns on the grade report. Students receive report cards and they are also mailed to the student's residence. A parent who does not receive a report card or has a question concerning a child's grades is urged to contact the guidance counselor, who will be happy to provide a verbal report and send a copy in the mail.

Interim progress reports are mailed home midway through each marking period to mark exceptional progress or warn of declining grades or possible failure.

The School District Activity Guide and Calendar mailed over the summer to the home of every child in the Freeport Schools indicates the dates that interim and report cards are due to be distributed. It should be referred to for grade reporting dates as well as other vital school district information.

Student transcripts will be given to 10th, 11th, and 12th grade students yearly.

## **Grade Placement**

The Grade Placement policy of Freeport High School, which determines the proper grade level of a student, is as follows:  
Sophomore (grade 10) with successful completion of English 9; Global

# Overview of the Programs of Study

History 9; minimum of 5.5 units of credit.

Junior (grade 11) with successful completion of English 9 and 10; Global History 9 and 10; one year of physical education (1/2 unit); one unit of science; one unit of math; minimum of 11 units of credit.  
Senior (grade 12) with successful completion of English 9, 10 and 11; two years of physical education (1 unit); Global History 9 and 10; U.S. History and Government; two units of science; two units of math; two years of any two sequences or four years of any one sequence; minimum of 16.5 units of credit.

## **Senior Information**

All seniors are encouraged to attend the College Fair held at Freeport High School and one at a local college. Throughout the year seniors are urged to finalize post-high school plans and bring their college applications to their guidance counselor early. Guidance bulletins and daily announcements inform students and parents of scholarships, grants and loan programs for postsecondary education. A financial aid meeting is held in September sponsored by the guidance department, at which time an expert in the field explains the financial options and application procedures open to college-bound seniors and their parents.

## **Late Arrival**

This privilege is for full seniors only, who are academically in good standing. Students will be scheduled for periods four through nine and should not be on school premises until their first class. Transportation will be provided for eligible students.

## **Early Dismissal**

This option is for full seniors only, who are academically in good standing. Students will be scheduled for periods one through six and must leave the school premises immediately following their last class. Transportation will be provided for eligible students.

## **Early Graduation**

A student wishing to graduate in fewer than four years may accelerate if, in the judgment of the parent, student and counselor, that acceleration is in the student's best interest. Since graduation requirements have been increased recently, this is not always possible. Students may be required to attend summer school and to double up in some subject areas. This is not always as easy as it appears. In any case, a parent conference is required to make this determination. Early graduation is contingent upon a number of factors, including the successful completion of grade 10.

Note: Early graduation has been made more complicated by the new diploma requirements of the new Regents Plan. Decisions on early graduation may have to be made as early as grade 8 to meet all the requirements!

## **Handbook**

For additional school district policies pertaining to student responsibilities, parents and students are referred to the student planner and the District Code of Conduct, distributed to every student. Copies are available from the guidance department, principal or assistant principals.

It is the policy of the Freeport Union Free School District to comply to

the fullest extent of its knowledge and to the best of its ability with the rules and requirements of state and federal agencies. The Freeport Union Free School District, in the course of operating and administering its personnel functions, will maintain its policy of nondiscrimination.

The Freeport Public School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including career and technical education opportunities, without regard to sex, race, color, national origin or handicap. Grievance procedures are available to interested persons by contacting the person(s) listed below:

Inquiries regarding this nondiscrimination policy may be directed to:

Title IX Coordinators (sex discrimination) and Section 504/ADA Coordinators (handicap discrimination)

Dr. Alice Kane  
235 North Ocean Avenue  
Freeport, NY 11520  
(516) 867-5201



# The Guidance Program

## **EXPECTATIONS OF GUIDANCE**

The counselors at Freeport High School believe:

- All students have dignity and worth.
- All students' ethnic, cultural, racial, language and special needs are considered in planning and implementing the school counseling program.
- Students should be afforded every opportunity to move with their class by providing them with academic resources to succeed (i.e., extra help, peer tutoring, Academic Intervention Services).
- Parents are an integral part of the educational career of their child.
- Parents are partners who are involved in decision-making for their child.

They also believe that the school counseling program should:

- Provide all students access to post-secondary planning throughout their four years.
- Inform all students of the graduation requirements on a yearly basis and provide them with a four-year academic plan.
- Utilize many combined resources of the community to deliver the program.
- Work to ensure that students and parents understand the requirements for graduation within four years.

## **NAVIANCE**

Naviance is a web-based program that has become an integral part of Freeport High School's college initiative. It provides accurate, up-to-date information about all aspects of the college admission process. The program highlights deadlines, mailing addresses and other information critical to the admissions process. Students will have the opportunity to access this program both individually and with their counselor.

## **ACADEMIC INTERVENTION SERVICES (AIS)**

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English language arts, mathematics, social studies and science. These services include two components:

- Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS.
- Support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family-related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies.

## Graduation Requirements Overview

Class of 2013 and Beyond Course Requirements  
for Graduation

Course	Local Units	Regents Units
English	4	4
Social Studies	4	4
Math	3	3
Science	3	3
Health	0.5	0.5
Art/Music	1	1
Sequence/Electives	3.5	1.5
Physical Education	2	2
Foreign Language	1	3
<b>Total Units</b>	<b>22</b>	<b>22</b>
<p><b>TESTING</b> <b>Local Diploma</b> Score of 55-64 on the required Regents examinations. (for students with disabilities only) *Regents Diploma</p> <p>English 11 Regents Integrated Algebra Global Regents U.S. History Regents Science Regents</p>	<p><b>TESTING</b> <b>*Regents Diploma</b> Passing grade of 65 on all Regents Exams</p> <p>English 11 Regents Math Regents (1) Global Regents U.S. History Regents Science Regents</p> <p style="text-align: center;">** Comp. Language</p>	<p><b>TESTING</b> <b>*Regents Diploma with Advanced Designation</b></p> <p>English 11 Regents Math Regents (3) Global Regents U.S. History Regents Science Regents (2) (one must be Living Environment)</p> <p style="text-align: center;">**Comp. Language</p>
<p>~ Special Education Safety Net ~</p> <p>**May Substitute five Units of Art, Music or Occupational Education Sequence</p>		

## Summer School Regulations

Students who are eligible to attend summer school will automatically be enrolled by the counselor as follows:

1. Courses taken to repeat a failed one-semester course will be given for a single, 108-minute period Monday through Thursday.
2. Students who fail a course, but pass the Regents in that course with a grade of 65 or higher, will take the 108-minute course in summer school.
3. Students wishing to attend summer school as a means of accelerating toward early graduation are required to obtain special permission from their guidance counselor. Semester courses will be for a single, 108-minute period Monday through Thursday. Full-year courses will be given in double periods of 3.6 hours.

# The Arts

The art program at Freeport is designed to meet the needs of all students. For some, the program may be the gateway to a future career, while for others art may be primarily a means of self-expression or a tool for the productive use of leisure time. With these needs in mind, the art curriculum is designed to provide constructive activities for growth in basic art skills and appreciation, as well as for the enjoyment of creative experiences.

## **ADVERTISING AND MEDIA I**

This course will utilize the latest computer programs within the Adobe Creative Suite; (including Photoshop and Illustrator), students will learn the techniques used for the communication of ideas in the commercial and graphic art fields. Students will develop a working knowledge of the elements of art and design principles used to commercially advertise products and services through a variety of standard formats. Students will use industry-standard software and hardware to create exciting marketing products. Students may use a combination of desktop publishing, graphic design, animation, and digital cinematography to complete the projects in this course. This course meets the criteria set forth in the Regents Action Plan for the art requirements.

Full year- 1 Unit

## **STUDIO IN ART**

This is a comprehensive foundation course that meets the criteria set forth in the Regents Action Plan for the art requirement. The course is a prerequisite for most art electives, with the exception of Media Arts and Fashion Design. This is a class that is designed as a beginning course for the art major, and the objective is to give the student a general knowledge of the art studio experience. Students will learn basic concepts while exploring techniques and media in both two- and three-dimensional areas. The elements and principles of design will be taught along with the background and history of artists.

Full Year – 1 Unit

## **CREATIVE CRAFTS**

Creative Crafts is a full-year foundation course in art. The course involves the student in a wide range of two- and three-dimensional media. The study of the elements of art and the principles of design form the basis of the course through their application in projects utilizing craft materials. Students will explore the following materials and techniques: bookbinding, ceramics, fabric, installation design concepts, mask making, plaster, printmaking, sculpture, stained glass and wood. Students will develop an understanding and appreciation of the aesthetic quality of art forms using historical references. This course fulfills the Regents requirement for one unit of art and/or music for graduation.

Prerequisite: None

Full Year – 1 Unit

## **BEGINNER FASHION AND ILLUSTRATION**

This is an introductory art course for the beginner student interested in learning the technical skills necessary to design creative fashion illustrations. Students will explore current and past trends and use them as a reference for original designs. They will develop a visual vocabulary and recognition of clothing styles and details, as well as an understanding of the customer that they are designing for. The elements and principles of design will be explored while working with a variety of media, such as watercolors and markers. This course is recommended for students who have a strong interest in fashion as an art form and are interested in learning to draw and paint fashion figures, faces and garments. There is a three-year sequence for those interested in developing a portfolio.

Prerequisite: None

Full Year – 1 Unit

# Business Education

The business education department offers courses and programs to meet a wide variety of students' interests and needs. Accounting, computer applications, financial management, sports and entertainment marketing, hospitality and law courses are all available for students to choose from. These courses provide students with the opportunity to explore career decisions before graduating high school. Research shows that students pursuing two-year or four-year college degrees will major in some aspect of business or communications.

Therefore, many of the jobs for the 21st century require a business and computer background. Successful completion of business education courses will provide access to higher-paying employment as well as a sound foundation for college education.

## **ACCOUNTING I**

Due to the severe shortage of employees in this field, accounting is rapidly becoming one of the most popular college majors. This course focuses on the complete bookkeeping and accounting cycle from the opening of a business to the closing at the end of the fiscal period. Most of the work is for sole proprietorship and partnership. Students will have hands-on experience using the computer to convert from a manual to an automated accounting system. You will be introduced to the double-entry method of debit and credit entries. Journals, ledgers, accounts payable, accounts receivable, payroll and financial statements are among the bookkeeping records and functions which will be learned.

Three college credits may be obtained through Farmingdale State College upon completion of this course.

Prerequisite: None  
Full Year – 1 Unit  
Local Exam

## **CAREER AND FINANCIAL MANAGEMENT**

In today's challenging and constantly changing economy, individuals **MUST** be able to make fiscally sound decisions. This half-year course will help you on your way to becoming financially responsible adults. You will learn skills that will help you to take charge of your own finances and make intelligent and responsible decisions in regards to your current and future income. This course will introduce you to the realities of life as they pertain to spending and saving and provide you with opportunities for self-awareness and the acquisition of the tools necessary to become financially independent working citizens. Topics include planning a career, getting/keeping

a job, pay/benefits/working conditions, income tax preparation, making wise spending decisions, budgeting, saving, checking, buying/leasing an automobile, buying/renting a home, insurance and using credit wisely.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **COMPUTERIZED KEYBOARDING**

Keyboarding is the **KEY** to success at all future jobs and makes life easier for college students. Using Microsoft Word, skills learned in this half-year course are used throughout a student's lifetime. Students will learn on state-of-the-art-computers how to touch type. Important formats taught include letters, memos, envelopes, reports and tabulations. No student should graduate from Freeport High School without this course.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **FASHION MARKETING**

Fashion is a part of our everyday lives. Styles change from year to year and from season to season, creating new trends and demand for certain fashions. It is important to recognize the impact the fashion industry has on our lives. Fashion marketing will introduce the marketing strategies used to develop, distribute and showcase today's fashion. By studying these factors, students will discover how consumer tastes and designer influences create fashion trends around the world. So let's go **SHOPPING!**

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **BUSINESS AND PERSONAL LAW**

This is a challenging course that is designed to have students learn and apply the fundamental principles behind law that involve their everyday lives. Legal issues such as criminal law, civil law, marriage, contracts and employment law are explored. Current events and debates are used to actively engage students when discussing real-world situations. Students are provided with an understanding of the law as it affects them, both as individuals and as members of society. It is beneficial to those who will be attending college and pursuing a career in law, business administration or accounting, or those planning on owning their own business. It also benefits those who wish to know their legal and civil rights when dealing with their own personal transactions. Three college credits may be obtained

through Farmingdale State College upon completion of this course.

Prerequisite: None  
Full Year – 1 Unit  
Local Exam

## **SPORTS AND ENTERTAINMENT MARKETING**

Would you like to become part of one of the fastest-growing college majors and one of the most exciting industries? Sports and Entertainment Marketing is a specialized course which provides students with the opportunity to learn marketing principles in the fields of sports and entertainment. Emphasis is placed upon the functions of marketing – information management, pricing, product/service management, promotion and selling. A significant portion of this program includes hands-on learning through activities to meet course goals. Instructional strategies may include computer/technology applications, real and/or simulated experiences and field trips.

Prerequisite: None  
Full Year – 1 Unit  
Local Exam

## **HOTEL AND RESTAURANT MANAGEMENT**

Hospitality is one of the world's largest and fastest-growing industries, generating \$2 trillion each year and comprising one of every eight jobs today. Learn about the four segments: food and beverage, lodging, recreation, and travel and tourism. Imagine yourself owning your own restaurant, managing a resort hotel or owning your own travel agency. This class offers you the opportunity to explore a career in this exciting field. Students will visit an assortment of restaurants, meet with business owners and managers, and sample various types of cuisine.

Prerequisite: None  
Full Year – 1 Unit  
Local Exam

## **WEB PAGE DESIGN**

Create dynamic websites using Dreamweaver software! Students will recognize and use simple HTML tags and create websites using graphics, sounds, themes, hyperlinks, marquee, forms, buttons and dynamic effects. Various projects include creating a personal website, a travel website and a business website.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

# EARN COLLEGE CREDIT



*While Attending  
Freeport High School*



## Freeport High School and Farmingdale State College **Dual Enrollment Program**

Dual Enrollment is offered to students through a partnership between Freeport High School and SUNY Farmingdale. This program gives students the opportunity to gain college credit while attending Freeport High School. The students must maintain an average of 80% to receive college credit. Teachers have been vetted by Farmingdale State College to teach the courses.

### DUAL ENROLLMENT COURSE OFFERINGS

Global History 9  
Global History 9 Honors  
World History Honors 9  
Global History 10  
Global History 10 Honors  
AP World History  
AP U.S. History  
Participation in Government  
Participation in Government Honors  
AP Government  
Genocide  
Photo 1

Business Law  
Accounting 1  
Virtual Enterprise  
Auto Mechanics 1  
Auto Mechanics 2  
Pre-Calculus Honors  
History Through Film  
Animation  
Sociology  
Gender Relations  
History through Graphic Novel and Comic Books

### SUMMER COURSE OFFERINGS

Sociology  
Public Policy  
Comparative Religions  
The Renaissance

*\*Course offered to students at Farmingdale State College*

# English

The English department at Freeport High School provides an enriched and varied curriculum structured to meet the needs of its student population. The infusion of the Common Core Learning Standards into English courses sharpens the focus on the close connection between comprehension of text and acquisition of knowledge so that our students are prepared for college and career. In English classrooms, students are taught to express themselves clearly and correctly. Special emphasis is placed on developing listening and speaking skills, correct and effective writing skills, formulation of arguments and critical reading and thinking skills in accordance with the new Common Core Learning Standards initiative. As prescribed by the New York State Board of Regents, each student must successfully complete four years of English and pass the Common Core Regents Examination in English to graduate.

## **ENGLISH 9 REGENTS**

This course lays the foundation for the four-year Regents sequence culminating in the Regents examination at the end of the junior year. In line with Common Core Learning Standards for ELA, the course provides instruction in College Board skills, composition, functional usage, interpretation of modern and classic literature, public speaking and vocabulary. Students will utilize the Cornell notetaking technique of recording, reducing, reciting, reflecting and reviewing high-level course material. Students will read excerpts from Sean Covey's book, "7 Habits of Highly Effective Teens" and develop a working career plan. Classes will research and consider possible post-secondary choices while learning how to write a résumé and cover letter. The emotional intelligence theme of self-awareness will be infused throughout the curriculum

to include strands of self-awareness, anger management, negotiation skills and problem-solving resources. There is a strong emphasis on the integration of historical and social science skills. Some of the full-length works read include "St. Lucy's Home for Girls Raised by Wolves," by Karen Russell; "Romeo and Juliet," by William Shakespeare; "The Tell-Tale Heart," by Edgar Allan Poe and "Oedipus the King," by Sophocles.

Full Year – 1 Unit  
Local Exam

## **ENGLISH 9 HONORS**

This course provides in-depth coverage of grade 9 English skills as well as enrichment activities based on students' interests and needs. These works serve to introduce students to literary terminology, devices and techniques. In composition, expository writing is further developed through the forms of literary essay and critical review. Honors students are expected to develop a proficiency in composition and College Board skills as well as to exhibit a willingness to read widely and work individually. Students will utilize the Cornell notetaking technique of recording, reducing, reciting, reflecting and reviewing high-level course material. Students will read excerpts from Sean Covey's book, "7 Habits of Highly Effective Teens" and develop a working career plan. Classes will research and consider possible post-secondary choices while learning how to write a résumé and cover letter. There is a strong emphasis on the integration of historical and social science skills.

Prerequisite: 85 in English 8H or 90 in 8R  
Full Year – 1 Unit  
Local Exam

## **WRITING WORKSHOP**

This course is designed to allow students to develop the skills they need to properly introduce a topic and organize information to make important connections within a piece of writing. Students will utilize Achieve 3000 software to read informational and nonfiction texts, introduce precise, knowledgeable claims, establish the significance of their claims, distinguish their claim from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons and evidence. Students will utilize high-level vocabulary within their writing and use valid reasoning and relevant evidence to prove their point of view.

## **READING WORKSHOP**

This course is designed to allow for a whole-group lesson focused on one skill, strategy or reading behavior and tailored to fit the needs of the class. Small-group instruction and conferencing takes place during work time when students are working on their own or in partnership. In this small-group setting, students receive targeted, data-driven instruction unique to their individual needs, while building relationships with their teachers.

## **ENGLISH/SAT PREPARATION**

This course is designed for students who plan to take the PSAT or the SAT I. The course objectives are to strengthen students' vocabulary skills, reading comprehension skills and test taking skills.

Half Year – 0.5 Unit of Elective Credit

# English as a New Language (ENL)

**English as a New Language** is the instructional program for English Language/Multilingual Learners (ELL/MLLs) identified as in need of linguistic supports based upon performance on a New York state assessment of English language (the NYSITELL or NYSESLAT). This program aims to provide students with the skills and tools necessary to effectively communicate in English and to access the challenging content area topics and concepts needed for graduation and college and career readiness.

## **ENTERING ENL**

This course is for beginning ninth and 10th grade ENL students who have been identified as English language learners through a score of ENTERING on either the NYSITELL or NYSESLAT exams. Emphasis is placed on helping each student acquire the progressive ability to understand, speak, read and write basic foundational English while also appreciating and navigating cultural similarities and differences. Culture and reading/writing skills, grammar, pronunciation and vocabulary are developed through authentic social and academic contexts.

ENTERING-level students require extensive support and structures to advance academic language skills and have not yet met the linguistic demands necessary to demonstrate

English language proficiency. Instruction is differentiated based on individual students' backgrounds and educational experience. ILiT ELL is the adaptive blended learning online curriculum used as the foundation for this class.

Full Year – 1 Unit

## **ENTERING ENL LITERACY 9**

This course is designed for the student who has scored Entering in the NYSESLAT and the NYSETELL exams. A student at this level will complete a reading comprehension class where the English language will be further reinforced with the proper resources and support necessary to extend practice and have further success. With the use of the ILiT curriculum, students are developing skills in reading, writing, speaking and listening through the use of technology.

Full Year – 1 Unit

## **EMERGING ENL**

This course is for English language learners who have scored EMERGING on either the NYSITELL or NYSESLAT exam. A student at the EMERGING level has developed Basic Interpersonal Communication Skills (BICS) yet is only beginning to acquire academic vocabulary and strategies to meet the linguistic demands necessary for success in a variety of academic

contexts. The emphasis of this class is on developing students' skills through integrated listening, speaking, reading and writing activities. The basic oral language skills acquired through ENTERING ENL are extended through practice with structured guided academic conversations that incorporate new vocabulary and linguistic structures and functions. Speaking activities are linked to extended reading, writing and listening tasks in the content areas and are differentiated as needed. ILiT ELL is the adaptive blended-learning online curriculum used as the foundation for this class.

Full Year – 1 Unit

## **ENTERING ENL Foundations**

This course is for beginner English language learners who have been identified as SIFE (Students with Interrupted or Inconsistent Formal Education). Emphasis is placed upon building foundational English language and literacy skills through four rotating learning stations targeted to students' levels using the BRIDGES to Academic Success SIFE curriculum.

## **ENTERING ENL Foundations Math**

This course is for beginner ENTERING English language learners who have been identified as SIFE (Students with Interrupted or Inconsistent Formal Education).

# English as a New Language (ENL) and Bilingual Education

Instruction is tailored to individual needs, with an emphasis on developing the key knowledge, skills and practices that have been identified as building blocks to success in secondary math classes.

## **ENL BEGINNER LITERACY WORKSHOP**

This course is designed to guide ENTERING-level beginning students only in the development of the skills needed to properly introduce a topic and organize information to make important connections within a piece of writing. Students will utilize the evidence-based instructional routines and relevant text sets found in English 3D.

This dynamic platform for daily speaking and writing enables students to become confident and competent participants in content-area classes to prepare for college and beyond. This program will aid students as they read informational and nonfiction texts, introduce precise, knowledgeable claims, establish the significance of their claims and distinguish their claim from alternate or opposing claims.

Full Year – 1 Unit Elective credit

## **ENL Transitioning/Expanding**

This course is for students who have scored TRANSITIONING or EXPANDING on either the NYSITELL or NYSESLAT exams.

Students are provided with the linguistic support necessary to meet the rigorous English Language Arts standards for grade 9. Instruction is differentiated based on an individual student's background and educational experience. ILiT ELL is the adaptive blended learning online curriculum used as the foundation of this class.

Full Year – 1 Unit

## **ENL Writing Workshop 9/10**

This course is designed to guide EMERGING, TRANSITIONING and EXPANDING students in the development of the skills needed to properly introduce a topic and organize information to make important connections within a piece of writing. Students will utilize the evidence-based instructional routines and relevant text sets found in English 3D.

This dynamic platform for daily speaking and writing enables students to become confident and competent participants in content-area classes to prepare for college and beyond. This program will aid students as they read informational and nonfiction texts, introduce precise, knowledgeable claims, establish the significance of their claims and distinguish their claim from alternate or opposing claims.

Full Year – 1 Unit Elective credit

## **ENTERING ELA 9**

This course is designed for English language learners who have scored Entering on either the NYSESLAT or NYSITELL exam. The English Language Arts grade 9 curriculum provides the foundation for this course, which is modified for students using effective ELL scaffolds to ensure comprehension. Extensive support with vocabulary development along with reading and writing strategies are provided as students read and analyze both fiction and nonfiction texts.

Full Year – 1 unit

## **ENGLISH 2/9**

This course is designed for 9th grade EMERGING-level students who have successfully completed ESL English 1 in Dodd Middle School. Greater emphasis is placed on continued development of reading and writing skills. Students who enter Freeport High School with prior English 1 knowledge of English will be recommended for this course.

## **Bilingual and Transitional Classes**

Bilingual and Transitional classes are offered in English, mathematics, social studies and science.





# FREEPORT HIGH SCHOOL ADVANCED PLACEMENT COURSES

*The Opportunities to Achieve  
Are **ENDLESS!***

## AP COURSES OFFERED AT FREEPORT HIGH SCHOOL

English Language  
English Literature  
World History  
U.S. History  
African American Studies  
Capstone Seminar  
Capstone Research  
Government  
Human Geography  
European History  
Psychology  
Biology  
Chemistry  
Physics 1  
Physics 2

Physics C Electricity  
Physics C Mechanics  
Environmental Science  
Pre-Calculus  
Calculus AB  
Calculus BC  
Statistics  
Computer Science  
Principles  
Spanish Language  
Spanish Literature  
French Language  
Art History  
Music Theory

# Mathematics

As an understanding and appreciation of both practical and theoretical mathematics becomes an integral part of the general education of our society, mathematics courses are designed to develop, to the fullest, the mathematical competence of all students. They achieve these competencies at a level of instruction that is appropriate to their ability. In addition, highly motivated students are encouraged to take optional courses in mathematical analysis, calculus and computer programming. A solid foundation in high school mathematics will benefit students in their daily lives, while at the same time serving as a prerequisite for success in science and college mathematics courses. The mathematics department offers courses on both the Regents and honors levels. Honors-level courses will have a required project that may be presented at the Long Island Math Fair.

## **ALGEBRA I**

The fundamental purpose of this course is to deepen and extend understanding of linear, quadratic and exponential relationships. Students will analyze and explain the process of solving equations and inequalities; analyze, solve and use quadratic functions to solve problems; learn function notation and develop the concepts of domain and range; and use regression techniques to describe linear and exponential relationships between quantities. Students expand upon functions such as absolute value, step and those that are piecewise-defined. They will select from among these functions to model phenomena using the modeling cycle. This course is also available as a double period for students who need additional support.

Full Year – 1 Unit  
Algebra I Regents Exam

## **ALGEBRA I A**

This course is the first year of a two-year sequence of the New York State Common Core Algebra I curriculum designed for students to build a stronger mathematical foundation before taking the Algebra I Regents exam. Topics include polynomials, linear equations and inequalities, graphing and modeling

absolute value, piecewise and step functions. The pacing of this course is such that students will be given the time to develop a deep understanding of the course material.

Full Year – 1 Unit  
Local Exam

## **GEOMETRY COMMON CORE**

In this course students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. They will establish triangle congruence criteria based on analyses of rigid motion and formal constructions, prove theorems and solve problems about triangles, quadrilaterals and other polygons. Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Students will also prove basic theorems about circles, and use a rectangular coordinate system to verify geometric relationships. This course is also available as a double period for students who need additional support.

Prerequisite: Successful completion of Algebra I with a class average of 70 or higher or 75 on Algebra I Regents Exam.

Full Year – 1 Unit  
Common Core Geometry Regents Exam

## **GEOMETRY HONORS**

This Geometry course covers the same topics as covered in Geometry, but in greater detail.

Prerequisite: A passing grade on the Algebra I Regents and an 85 in Algebra I Honors or a 90 in Algebra I and a teacher recommendation.

Full Year – 1 Unit  
Regents Exam

## **ALGEBRA II – COMMON CORE**

In this course, topics will include polynomials, absolute value, radicals, and trigonometric, exponential and logarithmic functions. Other topics will include but are not limited to advanced algebraic techniques, data analysis extended to include measures of

dispersion and the analysis of regression and associated correlation coefficients, arithmetic and geometric sequences, probability theory and the normal probability distribution, right triangle trigonometry expanded to include the investigation of circular functions, trigonometric equations and trigonometric identities.

Prerequisite: Successful completion of Geometry Common Core and a passing grade on both Algebra I and Common Core Geometry Regents.

Full Year – 1 Unit  
Algebra II Common Core Regents Exam

## **ALGEBRA II HONORS**

This Algebra II course covers the same topics as covered in Algebra II, but in greater detail.

Prerequisite: A passing grade on both Algebra I and Geometry Regents Exam and an 85 in Geometry Honors or a 90 in Geometry and a teacher recommendation.

Full Year – 1 Unit  
Regents Exam

## **BILINGUAL MATH**

This course in basic mathematics is designed for students with little or no English proficiency and focuses on the language of mathematics. The course surveys the mathematical operations and concepts required by New York State. Students will acquire the vocabulary and terminology associated with mathematics so that they may continue in an appropriate math course at the individual student's ability level. The native language may be utilized as needed to permit greater understanding of course content.

Full Year – 1 Unit  
Local Exam

# Music

## **MUSIC IN OUR LIVES**

This course meets the Regents graduation requirement for one unit of music and/or art. It is designed especially for those students not enrolled in performing groups who wish to broaden their musical knowledge as well as listening and performing skills. This course is a survey of music with an emphasis on the development of listening skills and the opportunity to interact directly with music. The curriculum will focus on musical styles (including pop and jazz), musical theater, basic theory/composition, dance, electronic keyboards (including synthesizers), instrumental and performance. Some class participation and performance will be required in all areas of the course.

Prerequisite: None  
Full Year – 1 Unit

## **CONCERT BAND**

This course concentrates on developing instrumental technique as it applies to group playing and performance, strengthening music reading skills, general understanding and interpretation of the music being studied, and stressing excellence in performance. Membership in concert band includes membership in the marching band. The marching band rehearses two days per week after school in the fall and requires one week of marching band camp in August. The marching band performs

at all home football games, the Newsday Marching Band Festival and various parades. The concert band performs at the winter and spring festivals, as well as for community performances. It meets five days a week, plus one small-group instruction period per week. All performances are mandatory.

Prerequisite: Teacher recommendation and audition in the eighth grade.  
Full Year – 1 Unit

## **CONCERT CHOIR**

This course is presented to prepare students for choral work at the high school. Students will perform for school audiences to develop musicianship, stage presence and a spirit of cooperation under musical leadership. This class meets five times a week, plus one small-group instruction period per week. Participation in this course will require members to attend all school and community performances.

Prerequisite: None  
Full Year – 1 Unit

## **FRESHMAN ORCHESTRA**

The freshman concert orchestra is a class for ninth grade students as a continuation in the program. Students with intermediate to proficient skills will build the foundations for enhanced playing techniques and perform a variety of string orchestra music and styles with the concert

orchestra. This class meets five times a week plus one small-group instruction period per week. Grades will be given for lesson, concert attendance, preparation of music studied and written assessments. Students are required to attend all school and community performances. Completion of a full year of concert orchestra is a requirement for eligibility in the accomplished/advanced honors level.

Prerequisite: Audition and teacher recommendation  
Full Year – 1 Unit



**STUDENTS AND PARENTS  
ARE INVITED TO ATTEND**

# **COLLEGE AND CAREER SCHOOL NIGHT**

**HELD ANNUALLY  
IN THE FALL**

Freeport High School  
50 South Brookside Avenue, Freeport  
Long Island, New York

## **ATTEND WORKSHOPS ON:**

*Preparing for the College Process*

*El Proceso de Admisión de la Universidad*

*NCAA and Athletic Scholarships*

*Saving for College*

*Colleges for Students with Learning Disabilities*

**Meet with more than 100 college representatives. This is a unique opportunity for students to meet with the admissions counselors from various colleges and universities, make inquiries about the programs and majors offered, obtain literature about the schools for future reference and make inquiries about admissions deadlines and campus visits.**

# FHS Naval Junior Reserve Officer Training Corps (NJROTC)

## **WHAT IS NJROTC?**

The NJROTC program was established by public law in 1964 and may be found in Title 10, U.S. Code, Chapter 102. The program is conducted by instructors who are retired Coast Guard, Marine Corps and Navy officers, and enlisted personnel. The NJROTC curriculum emphasizes citizenship and leadership development, as well as the United States of America's maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by community service activities, drill competition, field meets, flights, visits to naval activities, marksmanship training and other military training. Uniforms, textbooks and training aids are provided by the Navy.

What does the NJROTC program do?

- Promotes patriotism.
- Develops informed and responsible citizens.
- Develops respect for constituted authority.
- Develops a high degree of personal honor, self-reliance, individual discipline and leadership.
- Promotes an understanding of the basic elements and need for national security.
- Provides information on the military services as a possible career.
- Promotes community service.
- Develops leadership potential.
- Provides an alternative to gangs.
- Promotes high school completion.
- Provides incentive to live healthy and drug free.

## **WHAT SUBJECTS ARE INCLUDED IN THE CURRICULUM?**

- **NAVAL ORIENTATION:** A basic introduction to the Navy – its customs, traditions and way of life.
- **NAVAL OPERATIONS ORGANIZATION:** Familiarizes the student with national strategy and

naval forces, daily military operations, training, exercises, drills and shipboard organization.

- **NAVAL HISTORY:** History of the United States Navy from the colonial period to the present.
- **NAVIGATION:** An introduction to piloting and celestial navigation.
- **SEAMANSHIP:** An introduction to the general subjects of seamanship that include anchoring and mooring, ship handling, small boats, weather, ship construction, and steering and propulsion systems.
- **LEADERSHIP:** An ongoing study of the principles and practical application of leadership with emphasis on providing opportunities for students to exercise and develop their own leadership abilities.
- **NAUTICAL ASTRONOMY:** A study of astronomy and its application to celestial navigation.
- **ELECTRONICS:** An introduction to electronics as the basis for shipboard radar, sonar, communications and guidance systems.
- **OCEANOGRAPHY:** Provides information on the collection and dissemination of hydrographic and navigational data of the world's ocean systems.
- **DRILLS, COMMANDS AND CEREMONIES:** Includes individual, squad, platoon and company close order drill; rotation of command; physical fitness; personnel inspections and parade in company review.

## **PARTICIPATION IN GOVERNMENT (PIG) CREDIT EARNED THROUGH NJROTC CLASSES.**

Cadets may earn Participation in Government credit through the NJROTC program.

Prerequisite: Cadets must have successfully completed at least one year of Naval Science class PRIOR to their senior year.

**AWARDING CREDIT.** Participation in Government credit will be earned upon successful completion of the second, third or fourth year of Naval Science class that is completed during their 12th-grade (senior) year.

## **NAVAL SCIENCE 1**

**PURPOSE:** To introduce students to the meaning of citizenship, the elements of leadership and the value of scholarship in attaining life goals; engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future; develop in each cadet a growing sense of pride in his/her organization, associates and self. These elements are pursued at the fundamental level.

**COURSE CONTENT:** Includes introduction to the NJROTC program; introduction to leadership; naval ships; mission and organization; the nation; Navy and the people in American democracy; maritime geography; sea power and challenge; naval history through 1815; introduction to navigation and time; basic seamanship; oceanography; health education, first aid, and drugs, alcohol and tobacco abuse prevention.

Prerequisite: Naval Science 1  
Agree to conform to Navy grooming standards, and agree to properly maintain and wear the Navy-issued uniform once a week, usually Wednesday. Uniform issued to cadet at no cost.

# Physical Education

The goal of the high school health and physical education experience is to prepare students to live a healthy and physically active lifestyle. Health and physical education are integral parts of the total school curriculum. Physical education includes a wide range of activities that promote socialization, develop interest in participation, facilitate daily life and enrich leisure time. Those activities include physical fitness, weight training, aerobics, team and individual sports, cooperative games, initiative competitions, dance and lifetime leisure sports. The physical education program promotes a healthy lifestyle, critical thinking and personal responsibility in activity settings. By instructional design, each pupil's progress is measured through individualized and cooperative learning experiences.

## **PHYSICAL EDUCATION**

As required by the Commissioner's Regulation, all pupils shall attend and participate in physical education instruction. Students must obtain 2.0 graduation credits, receiving 0.25 credits each semester or 0.5 credits during each school year. Physical education is offered on a semester basis. Each course runs on alternate days of instruction. If a student fails Physical Education class, he/she will enroll in an additional class to attempt to make up the failed instruction. The physical education curriculum includes a wide range of activities that promote socialization, develop interest in participation, facilitate daily life and enrich leisure time. Those activities include physical fitness, weight training, aerobics, team and individual sports, cooperative games, initiative competitions, dance and lifetime leisure sports. The physical education program promotes a

healthy lifestyle, critical thinking and personal responsibility in activity settings. By instructional design, each pupil's progress is measured through individualized and cooperative learning experiences.

## **MEDICAL EXCUSES**

Any student who is medically excused must have written documentation from a physician that specifies the area of activity in which the student may safely participate. Furthermore, a physician may not excuse a student from participating in physical education by writing "until further notice" on the document submitted.

1. The following procedure will be utilized regarding medical excuses from physical education. Students shall be responsible for reporting to class.

An attempt shall be made to place the students in an alternate activity with doctor's approval. If this placement is not possible, the student shall be given alternative assignments in the form of written reports by his/her physical education teacher and shall be given a "medical" grade based on completion of written assignments. The notation on the report card, for example, will read "MX – P" or "MX – F."

2. A student, if medically excused, is required to:

- a) Obtain/submit initially a parental note indicating the problem, and
- b) Obtain/submit a doctor's note within two weeks with the understanding that:
  - The note must indicate a termination date ("until further notice" is not acceptable).
  - A note must be submitted no later than two weeks after the affected quarter begins.
  - If written doctor's notification is not received, the student will not receive a "medical grade" and will be given

a failing grade for the quarter.

- The school doctor will have the final word on the approval of all medical excuses from physical education.

- A student may not be excused in June for the entire year or part thereof, ex post facto.

3. Students who have failed a physical education class prior to being granted a medical excuse are still required to make up the failed physical education class. For example, a student who fails one semester of physical education and is then scheduled for daily physical education the following semester and receives a medical excuse for this new semester will receive credit for the new physical education course only. An elective arranged by the assistant principal will be required. All physical education courses are offered on a semester basis. Each course runs on alternate days and one-quarter of a unit is issued for the successful completion of each course.

## **TEAM SPORTS**

This co-ed course is designed to provide students with the opportunity to improve fitness levels through activities composed primarily of team sports. Instruction will be based on skill-related and sport-related concepts and techniques found in badminton, basketball, European handball, floor hockey, softball, soccer and volleyball. This class will help improve students' understanding of game rules, and sport-specific skills and strategies. This course will also prepare students to utilize interpersonal skills (cooperation, respect, communication and self-discipline) for the rest of their lives.

## **INDIVIDUAL FITNESS**

Offered fall and spring semesters. This co-ed course will provide students with activities composed primarily of

# Physical Education

individualized, health-related fitness. Instruction will be based on concepts and techniques such as aerobic fitness (including walking/jogging, step aerobics/dance, cardio kickboxing), resistance training (including free weights/body bar training, stretch bands, stability/medicine balls), floor exercise (including yoga, pilates, dynamic/static flexibility training, plyometric and jump-rope training).

## **ADAPTED PHYSICAL EDUCATION**

Adapted physical education is available for those students who may not safely or successfully engage in unrestricted participation in the activities of the physical education program. Adapted physical education is designed as a program of developmental activities, sports, games and rhythms suited to the interests, capabilities and limitations of pupils with special needs.

## **EMPOWERMENT THROUGH MINDFULNESS**

Offered fall and spring semesters. This co-ed course teaches powerful breathing techniques and interactive awareness processes that help students reduce and manage stress, with a particular focus on responsibility, commitment, compassion, service and cooperation. The curriculum is aligned with the five nationally recognized social-emotional learning constructs: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Students will be instructed on how to improve and maintain a healthy body (physical activity and nutrition), a healthy mind (targeted breathing, relaxation

exercises and understanding stress), and a healthy lifestyle (increasing self-confidence, goal setting, prosocial behavior and problem-solving). At the end of the program students will have their own practice and gain tools to effectively maintain a stress-free lifestyle.

## **ATHLETICS**

The Freeport Athletic Program encourages as many pupils as possible to participate in individual and/or team sports. We maintain a broad and varied program, giving students the opportunity for competition in three different seasons. At the high school, students may try out for the following sports:

Student-athletes who choose to participate on a sports team must meet and maintain certain eligibility requirements. Prior to joining a team, pupils must be approved to participate in sports:

- By taking an annual sport physical given by the school physician.
- By completing a health history form with parental permission.
- By completing an emergency medical information card. Student-athletes maintain their eligibility to participate by working up to their capacity in the classroom and meeting the standards of academic performance as set forth by the policy. Student-athletes also maintain good standing on their sports team by embracing and adhering to training rules and guidelines designed for good health.

Student-athletes who perform to the highest levels of athletic competition have gone on to represent Freeport High School at the county, state and

national levels.

The Freeport Athletic Program works in concert with the academic program, providing safe, healthy and challenging opportunities for all students.

## **WEIGHT TRAINING**

Offered fall and spring semesters grades 11-12

This co-ed course is designed to give students a basic understanding of and appreciation for strength training as well as for cardiovascular fitness. Students will learn a variety of training methods, training principles and current training issues. Students will also be taught proper warmups, training and spotting techniques.

This class will help improve students' muscular strength and endurance and is designed to help develop a positive mental and physical self.

# Science

The science department offers a comprehensive program designed to satisfy a variety of student interests and needs. In every course, students are encouraged to think for themselves and apply scientific methods in the solution of problems. Learning is accomplished through the use of a wide variety of laboratory and classroom experiences. For all courses which end in a Regents examination, satisfactory completion of reports for 1,200 minutes of laboratory experiences is required for entrance into the examination and to earn Regents credit.

## THE LIVING ENVIRONMENT

This course and its laboratory components are designed to provide a survey of biological principles for students who are interested in the subject. Students will consider career opportunities that are emerging as a result of accelerating technological advances. They will develop an increased awareness of the consequences that can result from interaction with the environment. Included in the core are such topics as biochemistry, human physiology, reproduction and development, modern genetics and ecology. Students meet seven or eight periods a week. The biology laboratory component must be taken concurrently and successfully completed for admission to the New York State Regents assessment.

Prerequisite: None  
Lab Science Full Year – 1 Unit  
Regents Exam

## THE LIVING ENVIRONMENT HONORS

This honors-level course will cover in greater depth all areas of the New York State Regents core curriculum for Living Environment. The extended areas that will be covered are biochemistry, biotechnology, human physiology, reproduction and development, evolution and genetics. Students will be given the opportunity to develop scientific writing techniques, research and experimentation skills. Students are required to submit a weekly typed lab as well as an oral presentation in the fourth quarter that will review a specific topic covered during the year.

Prerequisite: A minimum final grade of 85 in Physical Setting/Earth Science at the

middle school.  
Lab Science  
Full Year – 1 Unit  
Regents Exam

## PHYSICAL SETTING/CHEMISTRY

The objectives of this course are to help the student develop knowledge of the broad concept and models of modern chemistry. Students will learn such laboratory skills as careful observation, recording and analyzing data to note regularities from which concepts are developed, and to understand the role of chemistry in our complex society. The content of the course includes energy and matter, atomic structure, bonding, periodic table, redox and electrochemistry, kinetics and equilibrium, stoichiometry and organic chemistry. Chemistry Lab must be taken concurrently and successfully completed for admission to the New York State Regents examination. This course and its laboratory components are designed to provide a survey of biological principles for students who are interested in the subject. Students will consider career opportunities that are emerging as a result of accelerating technological advances. They will develop an increased awareness of the consequences that can result from interaction with the environment. Included in the core are such topics as biochemistry, human physiology, reproduction and development, modern genetics and ecology. Students meet seven or eight periods a week. The biology laboratory component must be taken concurrently and successfully completed for admission to the New York State Regents assessment.

Prerequisite: None  
Lab Science

## PHYSICAL SETTING/CHEMISTRY HONORS

This honors-level course will cover in greater depth all areas of the New York State Physical Setting/Chemistry core curriculum. It will also cover topics beyond the core curriculum. The aim of this course is to prepare students for an Advanced Placement science class. Students will be given the opportunity to develop scientific writing techniques, research and experimental skills, and will write formal lab reports.

Prerequisite: Successful completion of Integrated Algebra course and Regents examination; minimum final grade of 85 in honors Living Environment or a minimum final grade of 90 in Earth Science.

Lab Science  
Full Year – 1 Unit  
Regents Exam

## SCIENCE RESEARCH HONORS I, II, III and IV

(A four-year course – grades 9, 10, 11 and 12)

The Authentic Science Research course enables students to practice authentic and original scientific research in an independent manner. This four-year program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. Students are encouraged to work in conjunction with research scientists and professionals within their field of research. The students are required to use telecommunications to obtain the services of DIALOG, e-mail and maintain a portfolio of their research. Assessment is accomplished by alternative means. All students are required to enter local or regional scientific competitions, and if they advance, participate in national and international science competitions. In addition to the possibility of the students' research being published, this program allows the researchers to obtain as many as 12 college credits.

Although there are no fixed criteria such as specific grades or test scores, the following considerations will be used in determining student participation:

- Students should be on or above level in reading and mathematics.
- Students should have a record of successful completion of math and science.
- Teacher recommendation.
- A strong interest, commitment and serious desire to participate in the program. This determination will be made during an interview with the student, the district science coordinator and science research coordinator.

Prerequisite: None  
Teacher recommendation  
Full Year – 1 Unit



# Social Studies

The goals of the social studies department are to help students:

- Understand their heritage and gain insights into the past so that they may contribute to the future.
- Respect the dignity and humanity of others.
- Contribute to a society that is open and respects the rights of all individuals.
- Understand those civic ideals and practices required of a citizen in a participatory democracy.
- Develop the knowledge and skills necessary to analyze, solve problems and make thoughtful decisions.
- Develop a sense of civic responsibility.
- Deal with the tensions of modern society.

## **REQUIREMENTS**

Students must sit for and pass a variety of courses in global history, American history, participation in government and economics. The four-year social studies mandates, including the Global History Regents and United States History and Government Regents, are prescribed by the Regents Action Plan. All required subjects are offered on two levels: Regents and college-oriented Honors/Advanced Placement. Course-level placement or selection, with the exception of all electives, is based on ability, performance and teacher recommendation. The depth of study, material used and methods of instruction are geared to the student's needs to achieve the final goal of meeting the New York State graduation requirements.

## **HISTORY THROUGH GRAPHIC NOVELS AND COMIC BOOKS**

This is a sophomore to senior-level course. The course will look at different pop culture heroes through graphic novels, comic books, and films. Students will draw conclusions from the parallels between the heroes, villains and modern history. This course will dive into the rise of heroes, villains and mythological figures while relating to dynamic changes in global and United States history.

0.5 High School Credit.  
3 Credit Dual-Enrollment.

## **GENDER RELATIONS**

In what ways is the history of America a gendered history? Emphasizing the diversity of American women and men, the course situates the ways women and men have both shaped and been shaped differently by American society within the broader context of U.S. history since 1865. Topics for investigation include the way different groups of men and women have experienced American sectionalism, the industrial revolution, urbanization, immigration, war, economic depression, cultural transformations and political change. We

will be looking at both unity and diversity in American society, including the conflicts between women and men in a society based on patriarchy. Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **HISTORY THROUGH MUSIC**

Half Year Elective – Music has always played an important part in the religious, social and cultural practices of all people. This course is designed to enhance the student's understanding of history through music from the early 1900's to the present. Students will investigate the impact that music has had on culture as well as its effects on politics, economics and society.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **GLOBAL HISTORY 9**

This is a two-year course of study that concludes with a mandated Regents examination. The scope of the course includes the study of major ideas, themes, eras, developments and turning points in world history, viewed from multiple perspectives. The emotional intelligence themes of self-awareness and diversity are woven into the curriculum with an emphasis on cultural awareness. The relationship, location and interdependence of individual societies to the global environment and geography will be integrated throughout this course.

Full Year – 1 Unit  
Local Exam

## **WORLD HISTORY HONORS**

This is a preparatory course for AP World History. AP testing techniques and essay-writing skills will be emphasized as students complete the first two timeframes of the AP curriculum.

Prerequisite: Teacher recommendation, above average writing skills and minimum eighth-grade honors class grade of 85. If applying from a Regents class, teacher recommendation and minimum grade of 90 or better is required.

Full Year – 1 Unit  
Local Exam

## **HUMAN RELATIONS**

This course will endeavor to provide students the skills necessary to reject prejudicial beliefs and attitudes. It will explore ethnic, religious and racial differences. Students will be involved in activities designed to improve intergroup relations and reduce prejudice in young people. Encouraging students to appreciate

their own ethnic identity will in turn enable them to appreciate the cultural diversity in our pluralistic society. A major goal will be to reduce prejudice and racial, ethnic and religious friction within the Freeport community. Included in the course is a training program in conflict resolution/peer mediation.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam or Project

## **CRIMINAL AND CIVIL JUSTICE**

This course will focus on aspects of the legal system that affect young adults today. The topics covered will include rights and responsibilities of citizens, the decision-making process, the criminal justice system and civil law units on matrimony, consumer and contract law. Field trips and guest speakers will be included to the extent possible.

Prerequisite: None  
Half Year – 0.5 Unit

## **SOCIOLOGY**

Sociology deals with facts and issues that are crucial to the lives of all of us. It is essentially an investigation of society and how people living in society interact with each other on a daily basis. It allows students to draw on their own experiences in attempting to understand the features of human life and modern society. For example, such issues as the social consequences of the increase in divorce, the success or failure of students in the educational system and the effect of the mass media on people's attitudes and values will be discussed.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **PSYCHOLOGY**

This course will help students develop an understanding of the basic principles of psychology, including how people think, how decisions are made, how various stimuli can affect human behavior, how mental disorders affect individuals and how relationships form and dissolve. The ideas of Erikson, Freud and Jung, among others in the field of psychology, will be introduced to students.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

# Special Education

The Freeport High School special education department offers an array of services for students classified as a student with disabilities or considered at risk. They include Educationally Related Support Services (ERSS), counseling, speech and language, declassification support, resource room, transitional services, related services, inclusion and self-contained academic courses.

In keeping with mandates from the New York State Education Department, students with disabilities are afforded the opportunity to earn a high school Regents or Local diploma through access to classes in the least restrictive environment within the general population. Students requiring special support services are provided academic instruction in special education courses which parallel the general education curriculum of math, science, social studies and English. Additionally, courses are available for students in need of intensive support through basic and functional skill-building in the subject areas of English, math, social studies and science. The ultimate goal of the special education program is to prepare students for successful entrance into the working world or college. As students approach graduation or exit from our school system, transition services planning is provided. The following courses and services are provided to meet the diverse needs of our special education students:

## **SPECIAL CLASSES**

These classes are designed to parallel mainstream courses. Students in these classes are responsible for meeting the same Common Core Standards as the students in the corresponding mainstream course. Students enrolled

in these classes may, upon successful completion of state and local requirements, qualify for a Regents Diploma.

## **CLASSES INCLUDED IN THIS CATEGORY ARE:**

Algebra I Common Core  
Geometry Common Core  
Geometry  
Global History 9, 10  
U.S. History and Government  
English 9-12  
Living Environment  
Earth Science  
Economics  
Participation in Government

## **INTEGRATED CO-TEACHING CLASSES**

Integrated Co-Teaching (ICT) classes are designed to provide special education students with instruction in the general education environment with the support of both a regular education and special education teacher.

## **INTEGRATED CO-TEACHING CLASSES ARE OFFERED IN:**

English 9-12  
Global History 9, 10  
U.S. History and Government  
Economics  
Participation in Government  
Earth Science  
Living Environment  
Business Math  
Algebra I  
Geometry

## **ELECTIVE COURSES**

Students are encouraged to enroll in elective classes in the following general education courses:  
Technology, Art, Music, Business

## **RESOURCE ROOM SERVICES**

Resource room services are offered to those students identified by the Committee on Special Education. The program is designed to supplement the general education classes by focusing on basic skill development in the various academic areas. Special education teachers collaborate with teachers in the general education program to provide the student with the assistance necessary to ensure the student's academic success.

## **SPEECH, OCCUPATIONAL THERAPY, PHYSICAL THERAPY**

Speech, O.T. and P.T. services are available for those students who qualify.

## **TRANSITIONAL SUPPORT**

These services are available to special education students who have been recently declassified and are in need of minimal support during the transition period. Special education teachers assist mainstream teachers so that student adjustment in the mainstream is assured.

## **TRANSITIONAL SERVICES**

A set of activities coordinated to help students, grades 9-12, move smoothly from school to post-high school activities.

Process includes instruction via workshops, field trips, speakers, work-related activities and development of job skills. Further, students will acquire the necessary employment skills, participate in community activities and receive assistance from various supporting services that address postsecondary education, living, learning and working needs.

# Technology

Technology advancements in computers, robotics and communications have had a profound influence on society and industry. As a result, a more highly educated population knowledgeable in new technologies is needed. Courses in the technology education department are organized to meet those needs. In grades 9-12, the technology education courses are grouped into six broad technology clusters: automotive science, computer applications, electronics, engineering, production and technical drawing. All courses in the technology education department welcome both male and female students.

## **INTRODUCTION TO PROGRAMMING & CODING**

This half year course will introduce students to the basic principles of Python programming and coding. Topics such as creating flow charts, working with variables/operators, data types, oriented programming, conditions and loops are explored in detail. Students will apply real-world applications to generate written programs that interface with Raspberry Pi computers.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **PRODUCTION SYSTEMS**

This half-year course includes two units of study. The first unit requires students to create projects using the manufacturing process. Students will investigate how the manufacturing process is used to mass produce many products that are used today. The second unit requires students to use hand tools, power tools and machines to design and create specialized projects constructed out of raw materials such as wood, metal and plastic.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **DESIGN AND DRAWING FOR PRODUCTION**

Through individual and group interaction, students will investigate the way ideas evolve from a simple sketch to a finished product. Student activities include sketching, drafting and computer aided design (CAD). This course can be taken to satisfy the one-credit art/music graduation requirement.

Prerequisite: None  
Full Year – 1 Unit  
Local Exam

## **BASIC ELECTRONICS**

This course requires students to investigate the fundamentals of electricity and electronics. Students will develop the knowledge, attitudes and skills that are required to work with simple electrical circuits and devices. Students will explore the fundamentals of electricity/electronics by assembling small electronic kits and performing experiments. Activities include PC board construction, wire splicing, component identification and soldering techniques.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **VIDEO GAME DESIGN**

This course includes a new focus for introducing students to the video game industry. The video game industry generates \$60 billion a year in sales and is growing annually. Students become familiar with careers such as designers, software engineers, marketing specialists and game testers. In addition, students explore gaming topics such as basic programming, collision theory, scene design, game culture and marketing strategies. GameSalad software is used to design, create and test student-produced video games.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **COMPUTER GRAPHICS**

This course introduces students to computer systems and programs designed to create graphic products with digital images. Students can design numerous projects utilizing programs such as Adobe CS6, Photoshop, PowerPoint and Publisher. Digital cameras and camcorders are used to import content into class projects. Project examples include ad campaigns, business plans, expressive typography and business cards. College credit may be obtained through Farmingdale State College upon completion of this course.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **COMPUTER AIDED DESIGN**

This course, also known as CAD, examines how common products are designed and created. Students investigate the process of developing ideas into products that make our lives easier, more enjoyable and safer. AutoCAD software and professional computer workstations are used to create many technical drawings and special projects. Students work with the hardware and software necessary for CAD systems to operate, as well as develop the basic skills required to produce two- and three-dimensional drawings of professional quality. Completed CAD drawings are printed on poster-sized plotter machines.

Prerequisite: None  
Full Year – 0.5 Unit  
Local Exam

## **VIDEO MEDIA PRODUCTIONS**

This course is designed for students who are interested in careers in the television and film industry. Through hands-on project work, students explore topics such as production planning, lighting techniques, video recording, editing techniques, special effects and camera operations. Students work in teams and utilize

# Technology

the latest cameras and Adobe Premier to upload and broadcast content to YouTube, phones and websites for creating professional-looking video projects.

Prerequisite: None  
Full Year – 1 Unit  
Local Exam

## **ENGINEERING BY DESIGN PROGRAM OF STUDY: FUNDAMENTALS OF TECHNOLOGY (FOT)**

This is the first course in a four-year sequence for students interested in engineering technology. Students use computers, robotics and other electronic devices to explore communications, manufacturing, power/energy/transportation and construction systems. Using an engineering focus for problem-solving, students define problems, conduct appropriate research, develop solutions to the problem, construct prototypes and evaluate their work. This course is designed to introduce students to those principles and skills used in subsequent engineering courses. Students learn to sketch solutions to problems, create technical drawings and presentations, build models and apply creative problem-solving methods.

## **HORTICULTURAL STUDIES AND DESIGN/DRAFTING**

In this course students are introduced to landscape drafting, including the use of drafting equipment, drawing of landscape symbols, lettering techniques and perspective drawing.

Prerequisite: None  
Half-Year, Alternate Day – 0.5 Unit  
Local Exam, Final Project

## **INDUSTRIAL DRAFTING 1**

This is the first course in a three-year sequence that prepares students for careers in architecture, engineering and design, as well as for advanced study at the college level in many technical fields. Through technical drawing, students explore the basic concepts

of drafting, such as sketching, single and multiview drawings, pictorial drawings, sections and perspectives. This course allows students to explore many applications of drafting utilized in college and careers. Instructional topics include drafting conventions, lettering, geometric construction, isometric, pictorial and working drawings.

Prerequisite: None  
Full Year – 1 Unit  
Local Exam

## **PHOTOGRAPHY 1**

This course allows students to explore the technical and aesthetic aspects of traditional and modern photography. Various hands-on skills are incorporated, requiring students to develop film and print photographs in the darkroom. Darkroom practices include the use of texture screens, toning vignettes, cropping, spot printing, dodging and burning of photographs. Students will practice shooting techniques using the 35mm camera and be introduced to digital photography using Photoshop to create many class projects. College credit may be obtained through Farmingdale State College upon completion of this course.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam

## **DIGITAL PHOTOGRAPHY**

This course gives students an opportunity to enhance the photographic skills and techniques practiced in Photography 1. Camera handling techniques will expand with the use of macro lenses and a variety of lens filters and lighting techniques. Students will practice advanced digital techniques utilizing software such as Photoshop and Adobe CS6 to design and create enhanced digital photography projects.

Prerequisite: Photography 1  
Half Year – 0.5 Unit  
Local Exam

## **ANIMATION**

This half-year course will introduce students to the basics of Flash animation using Adobe applications. Students are lead step-by-step through the main components in the animation process to design and create professional animation projects. Each activity integrates the student's skill and comfort level using the programs to eventually execute animations of their own design. Students explore the following related elements which are essential in the animation process:

- Design: Storyboarding, creative thinking.
- Adobe CC: Combining Photoshop, Animate and Premiere.
- Creating motion.
- Mimicking real-world physics through drawing activities.

Prerequisite: None  
Half Year – 0.5 Unit  
Local Exam, Final Project

## **ELECTRICAL ENGINEERING**

This course is a study of the electrical systems used in residential buildings today. Topics include basic electrical components used in construction and their relationship to residential and light commercial buildings. Students will identify and describe the major components of electrical systems as well as the methods used in the design, planning and installation of these residential systems.

Prerequisite: None  
Full Year – 1 Unit  
Local Exam, Final Project

# World Languages

The increasing economic, political and cultural interdependence of all nations requires a much greater understanding of the world in which we live. The ability to communicate in languages other than English is an important component of a global perspective, for language is the connection between our community and those of other people. The primary goal of the foreign language curriculum is to foster functional communication in a language other than English. Therefore, the courses outlined here will emphasize the four language skills – listening, reading, speaking and writing – needed to achieve functional communication. The understanding and appreciation of another culture, integrating diversity, tolerance and understanding throughout the curriculum, is an integral part of foreign language instruction and forms. Therefore, it is the basic context for all these courses. Freeport Schools offer students the opportunity to follow a five-year sequence in French or Spanish. Students will take the Regional exam at the conclusion of their third year of foreign language study.

## **SPANISH 1 and FRENCH 1**

This level introduces the student to the study of foreign language by means of a proficiency-based approach designed to develop the four basic skills of communication: listening, reading, speaking and writing. Through the integration of the emotional intelligence themes of self-awareness and diversity, students will explore the civilization and culture of the respective countries in which the target language is spoken.

Prerequisite: None  
Full Year – 1 Unit  
Local Exam

## **SPANISH 2/2 HONORS and FRENCH 2/2 HONORS**

This level continues to integrate and further develop the four communication skills of listening, reading, speaking and writing. Students will expand their appreciation of the civilization and culture of the respective countries in which the target language is spoken, integrating the themes of emotional intelligence throughout the curriculum. Honors students scheduled in these classes will have differentiated and more rigorous

assignments.

Prerequisite: Spanish, French or 1 Honors Full Year – 1 Unit  
Local Assessment

## **SPANISH 3/3 HONORS and FRENCH 3/3 HONORS**

This level stresses communicative proficiency. The four basic language skills are expanded and refined, with an emphasis on comprehension and oral and written expression. All French, Italian and Spanish students will take the Regional exam at the end of level 3. Honors students scheduled in these classes will have differentiated and more rigorous assignments.

Prerequisite: Spanish, French or 2 Honors Full Year – 1 Unit  
Regional Exam

## **SPANISH FOR THE NATIVE SPEAKER NATIVE SPANISH LEVEL 1/1 HONORS**

This course is based on the grade 9 ELA curriculum. The students will be introduced to literary terms and will read authentic works that focus on autobiographies, dramas, legends, memoirs and myths. The students will write in journals and learn how to develop essays and practice exercises paralleling the Comprehensive ELA Regents. The skills essential to improving their native language abilities will be incorporated through the reading, writing, listening and speaking activities embedded in the authentic readings, dialogues and projects.

Prerequisite: Teacher or guidance counselor recommendation.  
Full Year – 1 Unit  
Local Assessment

## **NATIVE SPANISH LEVEL 2/2 HONORS**

This course is based on the grade 10 ELA curriculum. The students will review and improve upon all of the literary terms and skills learned in level 1. The students will be introduced to the critical lens essay and the necessary criteria as outlined in the ELA curriculum. The native speakers will continue to develop their reading, writing, speaking and listening skills through the use of more advanced authentic works of literature, expository essays and the

analysis and interpretation of poems.

Prerequisite: Spanish for the Native Speaker Level 1 or teacher recommendation.  
Full Year – 1 Unit  
Local Assessment

## **NATIVE SPANISH LEVEL 3/3 HONORS**

This course is based on the grade 11 ELA curriculum. The students will review and improve upon all of the literary terms and skills learned in levels 1 and 2. At this level, native speakers will exhibit proficiency and greater understanding of the purpose, criteria, tasks, guidelines and components in all exercises and in all four skills needed for the Comprehensive ELA Regents exam and for the Regional Spanish exam. The students will read advanced works of literature covering many genres, themes, problems and issues. The writing will focus on the mixed genre and critical lens essay formats. The students will take a local assessment in January and the regional exam in June.

Prerequisite: Spanish for the Native Speaker 2; or teacher recommendation; 3 units if placed in course without taking Native 1 or 2 and passing Regional exam grade of 85 is attained.

Full Year – 1 Unit  
Regional Exam

## **AMERICAN SIGN LANGUAGE (ASL) I**

In this course students will develop receptive, expressive and interactive skills in American Sign Language and will deepen their understanding and appreciation of Deaf culture. Content includes expressive skills, fingerspelling exercises, sentence formation, vocabulary, verbs and readings on Deaf culture.

Full Year – 1 Unit





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