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FREEPORT PUBLIC SCHOOLS

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Assistant Principal.....Wendy Haise.....516-867-5310
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Assistant Principal.....Maribel Maia.....516-867-5348
Assistant Principal.....Christian Paulino.....516-867-5354
Assistant Principal.....Gleni Pena.....516-867-5308

HIGH SCHOOL COUNSELORS

Emma Perdomo Director of Guidance
Rosemarie Alario
Nick Angelo
Kim Freeman
Rosemary Garcia
Jennifer Jimenez
Melissa McCormack
Natalie Ramos
Sherry Ryan
Blanca Tapia
516-867-5320

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FREEPORT HIGH SCHOOL

Mission, Philosophy, Values

MISSION.....The primary purpose of our school system is to teach all children how to learn and to foster in each child the desire for lifelong learning. We are committed to providing the means for intellectual, emotional, ethical, social and physical growth for cultural and ethnic diversity, which will assist every individual in becoming an informed and productive participant in our democratic society.

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 course work 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 percent 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:

1. Conferences with students regarding assignments and classwork.
2. Additional after-school help provided.
3. Parent conference arranged.

Overview of the Programs of Study

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 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 Farmingdale

This is a six-year program offered to students through a partnership between Freeport High School and Farmingdale State 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 engineering from Farmingdale State 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 11-12
P-Tech Math grades 11-12
P-Tech Science grades 11-12
P-Tech English grades 11-12
P-Tech Technology grades 11-12.

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

Overview of the Programs of Study

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 who never attended college and are currently on the free or reduced 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, Film, Gender Studies, Genocide, Global 9, Global 10, History Through Participation in Government, Photo and Computer Design, 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, Computer Design and Business Law, Digital Photography, Gender Studies, Global 9 H, Global 10 H, History through Film, Participation

in Genocide, Photo I, United States History 11 H, 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.

Overview of the Programs of Study

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 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 in academic 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

Jonathan Bloom
50 S. Brookside Avenue
Freeport, NY 11520
(516) 867-5330

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
Total Units	22	22
<p>TESTING Local Diploma 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>TESTING *Regents Diploma 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>TESTING *Regents Diploma with Advanced Designation</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 5 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.



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

Capstone Seminar

Capstone Research

Government

Comparative Government

Human Geography

European History

Psychology

Biology

Chemistry

Physics 1

Physics 2

Physics C Electricity

Physics C Mechanics

Environmental Science

Calculus AB

Calculus BC

Statistics

Computer Science Principles

Spanish Language

Spanish Literature

French Language

Art History

Music Theory

Art

ART

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.

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 class is designed as a beginning course for the art major, with the objective of educating students with a general knowledge of basic art concepts, art history and art making techniques. Students will learn the elements and principles of design along with multicultural art and art history, exploring techniques and media in both two- and three-dimensional areas.

Prerequisite: None
Full Year – 1 Unit

STUDIO DRAWING AND PAINTING

This is a full-year course designed for serious art students. The course provides the interested student with studio experience to develop necessary drawing and painting skills while using a wide variety of materials. The emphasis throughout the course will be on understanding form, the elements and principles of design and their relationship to composition.

Prerequisite: Studio in Art
Full Year – 1 Unit

ADVANCED STUDIO DRAWING AND PAINTING

In this course students will learn a variety of drawing and painting techniques, including acrylics, charcoal, mixed media oil, pencil and watercolor. The young artist will also gain a background of painting styles and knowledge of the artists who developed them. This will help the student develop his own artistic style through self-expression.

Prerequisite: Drawing and Painting
Full Year – 1 Unit

PORTFOLIO PREPARATION (HONORS)

This course will prepare students for college by assembling a professional-looking portfolio. It is designed to allow students to develop their creative expression and technical skill beyond the ability achieved in the prerequisite classes. Both two- and three-dimensional work will be included with drawing, painting and design as targeted areas of development. Students will learn to critique the work that they create.

Prerequisite: Advanced Drawing and Painting
Full Year – 1 Unit

CREATIVE CRAFTS

Creative Crafts is a full-year foundation course in art. The course introduces 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 a number of projects utilizing craft materials. Student projects may explore but are not limited to the following materials and techniques: book binding, 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 1 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

INTERMEDIATE FASHION

This intermediate-level fashion course continues the study of fashion design from the beginner-level course, while also progressing students towards the next level of the fashion scope and sequence. Students will utilize their foundation from Beginner Fashion when exploring more abstract themes for their fashion design projects. While building upon their creativity and personal style, students will reinforce their knowledge of fashion construction and concepts through research and development of student-directed projects. Students will also be introduced to, and be expected to design, technical flats for all projects, which are an essential requirement of a college-level fashion design project. Marker techniques will also be an

Art

area of emphasis during this course as this would be the main medium for students who are interested in portfolio development.

Prerequisite: Beginner Fashion
Full Year – 1 Unit

ADVANCED FASHION AND ILLUSTRATION

This course provides advanced study in fashion design by building upon what has been learned in Beginner and Intermediate Fashion. Students will continue developing their illustration and design techniques, while also learning fashion construction methods such as hand sewing and draping. Projects will directly reflect the expectations and requirements for college-level portfolios, and students will approach such projects in an independent, research-based format. Students who are pursuing a future in the fashion industry will have the opportunity to design and edit portfolio pieces with the one-on-one guidance of their teacher mentor.

Prerequisite: Beginner Fashion for Intermediate Fashion and Intermediate Fashion for Advanced Fashion
Full Year – 1 Unit

AP ART HISTORY

Advanced Placement Art History is a one-year course open to students in grades 10, 11 and 12. AP Art History is comparable to a two-semester introductory college course in art history. Students taking this course prepare for the AP Art History examination in May, in order to obtain college or university credit. As a survey course, the material is approached as an introduction to the discipline. AP Art History is designed to provide each student an opportunity for in-depth exploration of the history of art across the world, from ancient times to the present day, and from a wide variety of cultures.

The curriculum is aligned with the College Board AP Art History Course Description and with information covered in most college survey texts. To be successful in this course and on the AP Art History exam, students will need to demonstrate a high degree of commitment to academic work and possess academic skills that meet college standards. To chronologically cover art from prehistoric times to the present day, the course is paced very quickly.

Prerequisite:
Minimum 85 in English 10H or 90 in English 10R
Or
Minimum 85 in Global History 10H or 90 in Global History 10R

No prior experience in Studio in Art or Art History is assumed. All students will be required to take the AP Art History exam in May and if a qualifying score is earned, college placement and/or credit may be awarded.

Full Year – 1 Unit
AP Exam

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

ADVERTISING AND MEDIA II

Advertising Design II students will go beyond the introductory stage of graphic and advertising design. Advertising Design II students are expected to have a working knowledge of Adobe Photoshop and Adobe Illustrator. Advertising Design II students will apply advanced design concepts and display learned strategies through the exploration of advanced software techniques and new technology. Advertising Design II students will experience real world design problem solving scenarios and are expected to contribute to the graphic and advertising design needs of Freeport Public Schools.

Prerequisite: Advertising and Media I
Full Year – 1 Unit

PRINCIPLES OF CARTOONING AND GRAPHIC NOVELS

“Illustrators and cartoonists are communicators. Illustrators often use image to interpret texts or ideas, and cartoonists use image and text together to tell a story.” –Victor Koen
The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. Students learn about the history and techniques of illustration, cartooning and animation in conjunction with learning about their aesthetic properties. The course includes freehand drawing and rendering, layout design and the use of basic drawing tools and multimedia for the reproduction of images. Students study uses for thematic elements, character development and visual effects incorporated in historical and contemporary times. Students will convert hand-drawn images into digital pictures using Adobe Illustrator and Photoshop, Procreate, Comic Digital Program and Sketchbook.

Prerequisite: Studio in Art
Full Year – 1 Unit

Students who wish to receive Regents credit for an art sequence must successfully complete the foundation course, Studio Art, and earn at least four additional units in advanced art.

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.

The Business/Marketing Department offers a Career & Technical Education (CTE) program in Business Office Automation Technology. This program is available to all students at Freeport High School and is designed to provide a structured sequence of courses that will allow for college credit options, work-based learning experiences and employment opportunities.

FULL-YEAR COURSES

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 provides one out 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. You will learn about food and beverage, lodging, recreation, travel and tourism. Explore careers in this exciting field through field trips to restaurants, hotels and colleges.

Prerequisite: None
Full Year – 1 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.

This course 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.

Learn how to apply the fundamental principles of law that involve your personal and occupational life. Criminal law, civil law, employment law, contract law, marriage, and family law are covered. Know your rights in the legal system.

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

Prerequisite: None
Full Year – 1 Unit
Local Exam

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

ACCOUNTING II

Building on what was learned in Accounting I, this course focuses on the complete accounting cycle for a corporation. Manual records are converted to an automated accounting system. Corporate financial record systems using generally accepted accounting principles will be introduced. Purchasing, sales, depreciation, stock, dividend distribution and end of the fiscal period financial statements are among the types of records created.

Prerequisite: Accounting I
Full Year – 1 Unit
Local Exam

VIRTUAL ENTERPRISES

In this course, students will create and manage a simulated business. Students take on the role of employees and are involved in actual "on-the-job" work experiences, including sales, marketing, accounting, personnel management, etc. The virtual company conducts business with other virtual firms nationally and internationally.

Guided by a teacher/facilitator and business mentors, the VE program empowers and motivates students to develop a range of academic business

Business Education

skills that prepares them for success in employment, education and the community.

Students work in one or more departments within the VE organization and are expected to work individually and as a member of a team to fulfill the responsibilities and tasks associated with each department. Students develop initiative, creativity, responsibility and enhanced oral and written communication skills.

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

Prerequisite: Grades 11-12 or Teacher Recommendation
Full Year – 1 Unit
Local Exam

COMPUTER APPLICATIONS FOR COLLEGE/RESEARCH AND THE WORKPLACE

Are your computer skills up to the demands of 21st-century research, college and workplace requirements? Become proficient in Microsoft Word, Excel. Design and produce newsletters, brochures and business cards in Microsoft Publisher. Create exciting and professional projects and presentations using PowerPoint. Colleges as well as the workplace are increasingly dependent upon technology. Students will become proficient in these MS Office programs in preparation for the MS Office Specialist Certification (MOS). In addition, students will collaborate with Google apps like Docs, Sheets, Slides and Forms.

Prerequisite: None
Full Year – 1 Unit
Local Exam

P-TECH COURSES: MET 109 COMPUTER PROGRAMMING AND APPLICATIONS

MET 109 is a P-Tech/Farmingdale State College course focusing on computer programming and applications. Programs are specifically written to be used in the engineering areas of statics, strength of materials, machine design, heat transfer and fluid mechanics. Students will gain an in-depth knowledge of Microsoft Excel as a tool for use in data analysis and application of theoretical concepts. This course involves chemistry, physics, trigonometry and calculus.

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

Prerequisite: Grades 11-12,
Full Year - 1 Unit
Local Exam

All P-Tech courses allow students to obtain college credit through Farmingdale State College.

HALF-YEAR COURSES

CAREER AND FINANCIAL MANAGEMENT

In today's challenging and constantly changing economy you must be able to make fiscally sound decisions! This half-year course helps students on their way to becoming financially responsible adults. They will learn skills which will help them to take charge of their own finances and make intelligent and responsible decisions in regards to their current and future income. Topics include making wise spending decisions, budgeting, savings, checking, the use and abuse of credit, understanding of and filing personal income taxes, planning a career and resume preparation. 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.

Prerequisite: None
Half Year – 0.5 Unit
Local Exam
CTE Business Program Requirement

WEB PAGE DESIGN

Create dynamic Web Sites using Google Sites and other software. You will learn how to use headings, themes, insert graphics, hyperlinks, sound, video, forms, buttons, and dynamic effects. Projects include creating your own personal website and incorporating the use of social media.

Prerequisite: None
Half Year – 0.5 Unit
Local Exam

ENTREPRENEURSHIP

How would you like to start your own business? Entrepreneurship focuses on developing a business plan that will get you started on the road to success. Students will be exposed to all the sides

of owning, operating, and advertising a business. Business strategies for both online and storefront businesses will be explored. Students will have the opportunity to create businesses of their own and learn how to be their own boss.

Prerequisite: None
Half Year – 0.5 Unit
Local Exam

SOCIAL MEDIA MARKETING

This course lays the foundation of social media marketing. You will explore social media marketing, including the history and the different social media channels that exist. You will learn how to select a social media channel that fits your needs, set goals for success, and determine who your target audience is. You will also learn to understand the major social media platforms, how they function, and what role they play in marketing to consumers.

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. This course is designed to teach keyboard mastery by touch, and improve speed and accuracy. Students will further develop and enhance skills using Microsoft Word for producing personal, educational, and professional documents.

Prerequisite: None
Half Year – 0.5 Unit
Local Exam

FASHION MARKETING

Fashion Marketing will provide you with the opportunity to research the reasons for major changes in the fashion industry over the last 150 years as a background to understanding today's industry. The fiber, fabric, leather and fur industries are the primary suppliers of fashion. They are the foundation upon which the merchandisers and marketers of fashion build their ideas and designs that will answer the needs and wants of the customer. The accessories industry finishes our look on a daily basis. With the newest technology, these manufacturers are expanding fashion market segments and opportunities for careers within the fashion industry.

Prerequisite: None
Half Year – 0.5 Unit
Local Exam

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 postsecondary 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 postsecondary choices while learning

how to write a resume 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

ENGLISH 10 REGENTS

This course stresses comprehensive instruction in functional syntax and usage skills, spelling and vocabulary and emphasizes complex sentence structure and paragraph development. Composition work focuses on reports and expository, persuasive and literature essays. Major works read will be selected from among such titles as "Animal Farm," "Antigone," "The Tempest," "Julius Caesar," "The Sunflower," "1984," "The Catcher in the Rye," "Siddhartha," "Fahrenheit 451" and "To Kill a Mockingbird."

Prerequisite: English 9
Full Year – 1 Unit
Local Exam

ENGLISH 10 HONORS

In addition to thorough coverage of grade 10 English skills, this course offers expanded opportunity for the exceptional student. The study of different genres of literature, literary terminology/devices and techniques provides the student with a sense of the craft of writing. The student is also given the opportunity to develop critical thinking and listening skills. Application of these skills is demonstrated in writing based on material studied in class and from outside reading assignments.

English

The literature essay with detailed analysis is emphasized. Creative writing such as original poetry and short stories will be encouraged. Preparation for the English Regents and PSAT is emphasized throughout the year. The emotional intelligence theme of diversity, to include prejudice, stereotyping, tolerance and understanding will be woven in throughout the course. The course has been designed to integrate with the 10th-grade social studies curriculum.

Prerequisite: 85 in English 9H or 90 in English 9

Full Year – 1 Unit

Local Exam

ENGLISH 11

This course provides intensive practice in expository writing in addition to the reading and appreciation of literary works by various American authors as well as William Shakespeare. A comprehensive review of the reading, writing, speaking and listening skills emphasized during the first three years prepares students for the English Regents examination.

Finally, throughout the year, there is extensive preparation for the College Board examinations. This course will further the emotional intelligence themes of self-awareness and diversity while introducing the theme of citizenship.

Prerequisite: English 10

Full Year – 1 Unit

NYS Common Core Regents Examination in English

ENGLISH 11 ENL

This course provides concentrated practice in argumentative writing and literary analysis of high-level texts.

Source-based informational writing is the overarching theme of this course and students will gain knowledge and understanding of supporting a claim. An ample review of the reading and writing skills emphasized during the first three years of high school prepares students for the English Regents examination. Students will read literary masterpieces such as “Fences” and “A Streetcar Named Desire.” This course will further the emotional intelligence themes of self-awareness and diversity while introducing the theme of citizenship.

Prerequisite: English 10

Full Year – 1 Unit

NYS Common Core Regents Examination in English

ENGLISH 11 HONORS

English 11 Honors is a one-year course designed for students who exhibit exceptional reading and writing abilities. Dedicated primarily to the study of American literature (with the exception of Shakespeare’s “Macbeth”), English 11 Honors will analyze the writing styles of American authors from colonial to contemporary times. Students will be required to write both expository and Regents-style essays, study the literary techniques and characteristics of the literature, critically analyze each piece of literature and trace the commonality between the genres and writers. SAT vocabulary, rules of proper usage, mechanics and creativity will be emphasized throughout the year. Students will be expected to read between six and eight major works of literature.

Prerequisite: 85 in English 10H or 90 in English 10

Full Year – 1 Unit
NYS Common Core Regents Examination in English

ADVANCED PLACEMENT ENGLISH 11 LANGUAGE AND COMPOSITION

This college-level course engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of their interactions among a writer’s purposes, audience expectations and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Style and the art of argument are the focus of student writing. A modified fiction reading list includes Burgess, Fitzgerald, Hawthorne, Ibsen, Kesey, Poe, Shakespeare, Stevenson, Wharton, Wilson and Wright.

Prerequisite: 85 in English 10H or 90 in English 10 and teacher recommendation.

Full Year – 1 Unit

AP Exam

NYS Common Core Regents Examination in English

ENGLISH 12

The coursework in the first quarter places heavy emphasis on preparation for SAT I, on the college essay, on the college application and on preparation for the college interview. In addition, “Hamlet” and/or “Othello” will be read. The second quarter will be devoted to major literary work such as “Song of Solomon” and “Their Eyes Were Watching God.” Coursework in the first and second quarter is essential

English

in guiding the student to a worthwhile topic area for his/her upcoming research work. During the third quarter, students will be introduced to the research process. Each student will be responsible for producing a research paper. He or she will receive a comprehensive background in research skills. A literary work will be covered as well. The fourth quarter will be devoted to a mini-course such as Comedy, Film Classics, Great Sleuths, Minority Women Writers and Mythology.

Prerequisite: English 11
Full Year – 1 Unit

ENGLISH 12 ENL

This course is designed for the unique needs of former ELLs who are seniors. The coursework in the first quarter places heavy emphasis on résumé and cover letter writing, the college essay and the college application. In addition, “Hamlet” and/or “Othello” will be read. The second quarter will be devoted to major literary work such as “Down These Mean Streets” or “Enrique’s Journey.” Coursework in the first and second quarter is essential in guiding the student to a worthwhile topic area for his/her upcoming research work. During the third quarter, students will begin the research process. Each student will be responsible for producing a research paper. He or she will receive a wide-ranging background in research skills. A literary work will be covered as well. The fourth quarter will be devoted to a mini-course with a focus on mental health issues, dysfunctional situations, societal values or issues, attitudes towards women or minorities, marriage, education, leadership, policies or any other controversial, debatable concept.

Prerequisite: English 11
Full Year – 1 Unit

ADVANCED PLACEMENT ENGLISH 12 LITERATURE AND COMPOSITION

This college-level course helps students to read with more insight and precision. The curriculum includes 19th-century and modern novels, an epic poem, a play by Shakespeare, and poetry and short stories from 1600 to the present day. Since students are prepared to take the rigorous AP Literature and Composition exam, they are also required to hone their essay-writing skills.

Prerequisite: 85 in English 11AP
or 90 in English 11 and teacher
recommendation.
Full Year – 1 Unit
AP Exam

SURVEY OF WESTERN WORLD LITERATURE HONORS

This college-level course, offered through Farmingdale State College, affords the student an opportunity to earn six college credits. This course covers classic works by many of the world’s greatest writers. During the first semester, students study works from ancient Greece and Rome. This is followed by an exploration of medieval literature. During the second semester, works by authors such as Chaucer, Hesse, Ibsen, Shakespeare, Swift, Turgenev, and Voltaire are studied in detail. Students are required to write extensively on the literary material covered in class.

Prerequisite: Satisfactory completion
of English 11 or 11AP and teacher
recommendation.

Full Year – 1 Unit
Local Exam

ENGLISH 12X/ENGLISH ENL12X

This course is designed to provide maximum in-depth review and reinforcement of all skill levels in the English Language Arts. Primary consideration is given to students who have satisfactorily completed English 11, but who have not yet passed the English Regents. From spelling and paragraph development, to organizational and revision skills for quality argument essay-writing, the course is intended to help students reach and/or exceed required performance levels.

Full Year – 1 Unit

AMERICAN LITERATURE/ MODERN FICTION

The American Literature course will familiarize students with the ways in which events in American history affect literature and culture in the United States. Emphasis is placed on an understanding of major American works and their authors, continued development of vocabulary, writing and oral communication skills, appreciation of multicultural literature. Students will continue to hone the skills necessary for the interpretation, analysis, and construction of fiction.

Prerequisite: None
Full Year – 1 Unit of Elective Credit

English

JOURNALISM I and II

This course includes the theory and practice of print journalism. Students will be expected to participate in the publication of the school newspaper. The course provides units on moral and legal issues facing journalists.

Open to students in grades 10, 11 and 12

Half Year – 0.5 Unit of Elective Credit
Final Project or Portfolio

CREATIVE WRITING I

The storyteller enjoys a special role in the history of the human race. Creative writing is designed to encourage the development of the storyteller in each soul. Students in this course will create a variety of works such as poems, sketches and stories, as they study many aspects of the writers' craft. The development of individual writing projects is encouraged. Students will also read and respond to various pieces of literature, selected to demonstrate particular aspects of the element under study.

Prerequisite: English 10 (R or H) or 11 (R or AP)

Half Year – 0.5 Unit of Elective Credit
Final Project or Portfolio

CREATIVE WRITING II

The development of the storyteller continues. This course focuses on the integration of poetic voice and artistic perspectives with thorough grounding in poetic craft. Students will learn to analyze their work with a view toward making clear, deliberate, and informed artistic and editorial choices. Students will have the opportunity to think in depth about the distinctive qualities of their own writing and to explore

how persistent poetic concerns and strategies can serve as the basis for creating extended works. The art of revision, both individual and peer, will be explored.

Prerequisite: Creative Writing I
Half Year – 0.5 Unit of Elective Credit
Final Project or Portfolio

INTRODUCTION TO THEATER ARTS

This is a one-year course open to 10th, 11th and 12th grade Regents and Honors students. This course will include the study of duets, ensemble scenes, improvisation, monologues, theater vocabulary and other forms of theater. Students will participate in character analysis, focusing on motion, movement and sound. There will be in-class performances, as well as performances for invited audiences. This course may be used as an elective credit.

Prerequisite: English 9
Full Year – 1 Unit

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

WRITING WORKSHOP

This course is designed to allow students to develop the skills needed 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 as a New Language (ENL) and Bilingual Education

English as a New Language is the instructional program for English Language/Multilingual Learners (ELL/MLLs) identified as in need of linguistic support 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 9/10 I & II

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

EMERGING ENL 9/10 I & II

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

ENL Transitioning/Expanding 9

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 individual students' 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 Transitioning/Expanding 10/11

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 10 and 11. Instruction is differentiated based on 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

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). 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 beginning (ENTERING) level 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.

English as a New Language (ENL) and Bilingual Education

Full Year – 1 Unit elective credit

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

ENL Writing Workshop 11/12

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

This course is designed for emerging level students who have successfully completed ESL English 1 in Freeport High School. Greater emphasis is placed on reading and writing skills. Students who enter Freeport High School with some prior knowledge of English may be recommended for this course.

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.

Full Year – 1 Unit

ENGLISH 3/10

This course is designed for students entering 10th grade who have demonstrated transitioning and expanding level English skills. The emphasis will be on developing more in depth listening, speaking, reading, and writing skills. Students will be delving deeply into concepts such as central idea, argument writing and high level reading comprehension. Grammatical knowledge of English will be strengthened through direct instruction of grammar as well as through observation and discussion of grammatical patterns found in classroom literature.

Full Year – 1 Unit

ELA 3

This course is designed for the transitioning and expanding level students. The emphasis will be on strengthening the four main areas of language skills (listening, speaking, reading and writing). Students will be involved in developing their public speaking skills in English. They will be given practice in note-taking and listening to longer passages in English for oral comprehension development. Grammatical knowledge of English will be strengthened through direct instruction of grammar as well as through observation and discussion of grammatical patterns found in classroom literature. Students will also be expected to read independently on a regular basis. Students will write for many different purposes. Possible writing tasks will include argument essays, task analysis responses and central idea identification.

Full Year – 1 Unit
Regents Exam

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 COMMON CORE

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 COMMON CORE

This course is the first year of a two-year sequence of the NYS 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

ALGEBRA I B COMMON CORE

This course is the second year of a two-year sequence of the NYS Common Core Algebra I curriculum. Students continue to interpret expressions, create equations, rewrite equations and functions in different but equivalent forms, and graph and interpret functions including quadratic, exponential, square root and cube root functions. Students will write, rewrite, compare and graph functions and interpretation of the parameters of an equation. Students will model a context presented with data and/or tables of values and deepen their understanding of statistics and probability concepts. Students will work with data distributions of various shapes, centers and spreads.

Prerequisite: Successful completion of Algebra IA
Full Year – 1 Unit
Algebra I Regents Exam

ALGEBRA I SEMINAR

This course is designed for students who have taken the Algebra I Regents exam and were unsuccessful. The one-semester course provides intensive study on topics and processes needed to achieve a passing score on the Algebra I Regents exam.

Prerequisite: Successful completion of Algebra I
Half Year – 0.5 Unit
Algebra I Regents Exam

GEOMETRY COMMON CORE

In this course, students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward 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

Mathematics

ALGEBRA II – COMMON CORE

In this course, topics will include polynomials, absolute value, radical, 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. This course is also available as a double period for students who need additional support.

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

PRECALCULUS

This precalculus course is designed for those students who have completed the department's math Regents-level program. This survey course provides an excellent foundation for students planning to take calculus in college. Topics covered in this course include

functions, conic sections, mathematical induction and an introduction to differential and integral calculus.
Prerequisite: A grade of at least 75 in Algebra II and passing the Algebra II Regents exam
Full Year – 1 Unit
Local Exam

PRECALCULUS HONORS

This pre-Calculus course covers the same topics as covered in Precalculus, but in greater detail. A number of enrichment topics are covered. Upon submitting the Suffolk County Community College Excelsior Program application and a significantly reduced nonrefundable tuition payment, students may earn four college credits.

Prerequisite: A passing grade on the Algebra II Regents exam and an 85 in Algebra II Honors or a 90 in Algebra II and a teacher recommendation.
Full Year – 1 Unit
Local Exam

PRECALCULUS WITH APPLICATIONS

This is a precalculus course with applications from various disciplines, including technology, science and business. Topics include families of functions, mechanics of functions, exponential and logarithmic functions, trigonometric functions and complex numbers. The emphasis is on applications and problem-solving. This course is only for students in the P-Tech program. Upon successful completion of the course, students may earn four college credits at Farmingdale State College.

Prerequisite: Algebra II P-Tech
Full Year – 1 Unit
Local Exam

CALCULUS

This introductory calculus course is designed for students interested in learning the concepts and techniques of calculus. Topics include limits, derivatives, integrals and differential calculus of algebraic, trigonometric, exponential and logarithmic functions, along with appropriate geometric and physical applications.

Prerequisite: Precalculus or teacher recommendation
(Upon teacher recommendation a senior may concurrently take precalculus Honors and Calculus or Precalculus and Calculus)
Algebra II Regents
Full Year – 1 Unit
Local Exam

ADVANCED PLACEMENT CALCULUS (AB LEVEL)

This is an advanced-level course and parallels the freshman Calculus course now administered in most colleges. This class meets daily for two periods. The primary objective is to give the student substantial training in differential and integral calculus with sufficient applications to make the subject meaningful. The subject matter is aimed at preparing students to qualify for advanced placement in mathematics. Topics deal with limits, derivatives, integrals and differential calculus of algebraic, trigonometric, exponential and logarithmic functions along with appropriate geometric and physical applications.

Prerequisite: Precalculus and teacher recommendation or Precalculus H or at least an 85 on the Algebra II Regents and teacher recommendation (Note: Upon teacher recommendation, a senior may concurrently take Precalculus Honors and AP Calculus AB.)

Mathematics

Full Year – 1 Unit
Local Exam
Advanced Placement Exam

ADVANCED PLACEMENT CALCULUS (BC LEVEL)

This course is designed for the two-year accelerated student who has completed AP Calculus as a junior. Calculus topics include integration by trigonometric substitution, improper integrals, differential equations, infinite series and polar coordinates. Discrete math topics include Boolean algebra, digital electronics, recursion, topology, linear programming, probability and statistics.

Prerequisite: AP Calculus AB or a final average of 90 or better in Precalculus
Full Year – 1 Unit
Local Exam
Advanced Placement Exam

ADVANCED PLACEMENT STATISTICS

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include: Explore data by describing patterns and departures from patterns; sample and experimentation by planning and conducting a study; anticipate patterns by exploring random phenomena using probability and simulation; statistical Inference by estimating population parameters and testing hypotheses.

Prerequisite: Algebra II
Full Year – 1 Unit
Advanced Placement Exam

CONTEMPORARY MATH

This course is designed to introduce students to a variety of mathematics

topics, which include: set theory, logic, statistics, probability, matrices, linear programming, trigonometry, graphing calculator applications, and advanced algebra.

Prerequisite: Successful completion of Algebra I
Full Year – 1 Unit
Local Exam

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

This course introduces students to the concepts of computer science and challenges them to explore how computing and technology can impact the world. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cyber-security concerns and computing impacts. Students are encouraged to think creatively while using computer software and other technology to explore questions that interest them.

Prerequisite: Successful completion of Algebra I
Full Year – 1 Unit
Local Exam
Advanced Placement Exam

MATH SAT

This course will review the math topics that are tested on the SAT such as: numbers and operations, algebra and functions, statistics, probability and data analysis. Emphasis will be placed on the new topics that will be tested such as exponential growth, absolute value, function notation, linear functions, manipulations with exponents and the properties of tangent lines.

Prerequisite: Successful completion of Algebra I
Half Year – 0.5 Unit

FINANCIAL MATH with TRIGONOMETRIC FUNCTIONS and APPLICATIONS

This course is designed to connect algebra to a student's real life using application-based problems and real-life scenarios. Students will review and strengthen their algebra and problem-solving skills while studying investments, banking, automobile expenses, credit, insurance and household budgeting. Selected advanced mathematical topics may include piecewise functions, regression, limits, exponential functions, linear/quadratic systems and trigonometric functions. Students will solve problems using the Pythagorean Theorem and trigonometric functions and their inverses in context such as roof pitch, wheelchair ramps and landscaping. Numerous applications, lessons, examples and exercises establish the importance of mathematics to everyday life and a variety of scientific and technical fields.

Prerequisite: Two years of math and successful completion of Algebra I Regents
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

WIND ENSEMBLE (HONORS)

This course is designed for the advanced band student. It will explore more challenging musical literature and offer exposure to higher levels of instrumental performance. Students are required to perform a solo of NYSSMA level 4, 5 or 6. Membership in wind ensemble is based on instrumentation vacancies and 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, Newsday Marching Band Festival and various parades. The wind ensemble performs at the winter and spring festivals and for community performances, meeting five days each week, plus one small group instruction period per week. All performances are mandatory.

Prerequisite: One year H.S. concert band as well as available instrumentation vacancy (Instrumentation is at the discretion of the director), teacher recommendation, audition and performance at a level of 4, 5 or 6 on NYSSMA solo adjudications.
Full Year – 1 Unit

ORCHESTRA

This course develops techniques on all orchestral string instruments. This course provides experience in studying, reading and performing orchestral literature of all periods from classical to the present. 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: Audition and teacher recommendation
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

Music

SINFONIETTA (HONORS)

This course offers the experience of the world's finest string and symphonic music to the most advanced orchestral musician. 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: One year High School Orchestra as well as available instrumentation vacancy (instrumentation is at the discretion of the director), teacher recommendation, audition and performance at a level of 4, 5 or 6 on NYSSMA solo adjudications.

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

MIXED CHORUS

This course concentrates on developing vocal technique as it applies to group singing and performance, learning to read music, general

understanding and interpretation of the music being studied and stressing excellence in performance. Music literature from pop to the classics will be explored and performed. The mixed chorus performs at the winter and spring concerts, for special programs and for civic groups. Members will have the opportunity to participate in the annual spring Broadway musical. The students, preferably from grades 10 and 11, are prepared for Select Chorale. This class meets five times a week, plus one small-group instruction period per week.

Prerequisite: One year in concert choir or ninth grade select chorale, audition and teacher recommendation, Level 4, NYSSMA solo festival.

Full Year – 1 Unit

SELECT CHORALE (HONORS)

This course is designed to introduce students to varied selections from the world's finest choral music. The Select Chorale is a group of advanced singers who perform difficult repertory and concert works. Students are required to perform two solos per year of NYSSMA level 5 or above. Participation in this course will require members to attend all school and community performances. This class meets five times a week, plus one small-group instruction period per week.

Prerequisite: At least one year in concert choir or mixed chorus. Performance at a level 5 in NYSSMA solo festival. Audition and teacher recommendation.

Full Year – 1 Unit

AP MUSIC THEORY

Will develop a student's ability to recognize, understand and describe the materials and processes of music that are heard or presented in a score. The achievement of this will be promoted by integrated approaches to the development of sight singing, written, compositional, analytical, listening and performance skills.

Prerequisite: Theory I or teacher recommendation.

Full Year – 1 Unit

FHS Naval Junior Reserve Officer Training Corps (NJROTC)

NAVAL SCIENCE COURSE CURRICULUM

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 Navy, Marine Corps and Coast Guard 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.

CURRICULUM DESCRIPTION

NAVAL SCIENCE 1

PURPOSE: To introduce students to the meaning of citizenship, the

FHS Naval Junior Reserve Officer Training Corps (NJROTC)

NAVAL SCIENCE COURSE CURRICULUM

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; seapower 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.

NAVAL SCIENCE 2

PURPOSE: Build on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership in cadets, introduce cadets to technical areas of naval science and engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States.

COURSE CONTENT: Includes ongoing instruction in leadership theory; naval orientation and career planning; citizenship in the U.S. and other countries; naval history: 1815 through 1930; naval ships and shipboard evolutions; naval weapons: gunnery, guided missiles and mines; navigation fundamentals and rules of the road; small boat seamanship; meteorology and weather; and survival training and orienteering.

Prerequisite: Grade of 80% or above in Naval Science 1

NAVAL SCIENCE 3

PURPOSE: Broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, the fundamentals of American democracy, and to expand understanding of naval academic subjects.

COURSE CONTENT: Includes ongoing instruction in leadership and discipline; military justice; astronomy; international law and the sea; national strategy; sea power and naval operations; naval history: 1930 through the Nuclear Age; naval intelligence and national security; maneuvering board; challenges of future navy research; and electricity and naval electronics.

Prerequisite: Grade of 85% or above in Naval Science 2

NAVAL SCIENCE 4

PURPOSE: This course is focused solely on practical leadership. The intent is to assist the senior in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success through the year. Classroom activities include seminars, reading assignments, classroom presentations and practical work with younger cadets.

COURSE CONTENT: Includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Cadets will also apply these principles when dealing with younger cadets in the areas of military drill and inspections, athletic events and in other school activities.

Prerequisite: 90% or above in Naval Science 3 and written recommendation from the Senior Naval Science Instructor.

FOR MORE INFORMATION: Visit <https://sites.google.com/a/navyjrotc.us/freeport-hs-njrotc/> or call the FHS NJROTC Office at (516) 867-5344.

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 an integral part 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 .25 credits each semester or .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.

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.

INDIVIDUAL FITNESS

Offered fall and spring semesters
Grades 9-12

This co-ed course will provide students with activities composed primarily of 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).

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 warm-up, 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.

Physical Education

TEAM SPORTS GRADES 9-12

Fall

Football	Boys/Girls
Cheerleading	Volleyball
Boys/Girls Soccer	Girls Swimming
Boys/Girls Cross-Country	Girls Tennis
	Weight Training

Winter

Wrestling	Co-Ed Rifle
Boys/Girls	Cheerleading
Basketball	Boys/Girls
Boys/Girls Indoor Track	Bowling
Boys Swimming	Weight Training

Spring

Softball	Boys/Girls Track
Baseball	Girls Badminton
Boys/Girls	Boys Tennis
Lacrosse	Weight Training

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, 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.

ADAPTED PHYSICAL EDUCATION (GRADES 9, 10, 11, 12)

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.

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.

HEALTH EDUCATION

All high school-aged students continue with their health education by taking a one-half-year course, which fulfills part

of their graduation requirements.

The health curriculum includes a wide variety of interrelated conceptual areas. There are two general instruction areas: functional knowledge content includes such areas as nutrition, physical activity, tobacco, HIV/AIDS/STD, family/sexual health, alcohol and other drugs, unintentional injury and violence prevention. Life skills content includes such areas as self management, relationship management, stress management, communication, planning and goal setting, decision-making and advocacy.

Half Year – 0.5 Unit
Local Exam

EMPOWERMENT THROUGH MINDFULNESS

Offered fall and spring semesters
Grades 9-12

This co-ed course, YES to Mindfulness, 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, pro-social 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.

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 TRANSITION

This course is designed for new English learners and follows the NYS core curriculum as outlined above.

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, and 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

BILINGUAL LIVING ENVIRONMENT

This course is designed for new English learners and follows the NYS core curriculum for Living Environment as outlined above. The course is taught in both English and Spanish.

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

ENL EARTH SCIENCE

This course is designed for new English learners and follows the NYS core curriculum for Earth Science as outlined above. The class is taught in English.

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

ESL SCIENCE

Written in an accessible and user-friendly manner, Bilingual Natural Science is for students who are new to this country and want to know how the world works without getting mired in technical or scientific jargon. This course is taught in both English and Spanish. Accompanied by colorful illustrations and diagrams, it emphasizes hands-on projects and practical applications of scientific principles. Emphasis will be placed on classification of organisms; structure and function of cells; systems in living things; reproduction and heredity; evolution and biodiversity; living things and their environment; energy and living things; and changes in ecosystems over time. Students begin to study biology at the microscopic level, without delving into the biochemistry of cells. They learn that organisms are composed of cells and that some organisms are unicellular and must therefore carry out all of the necessary processes for life within that single cell.

Science

Students also examine the hierarchical organization of multicellular organisms and the roles and relationships that organisms occupy in an ecosystem. At the macroscopic level, students focus on the interactions that occur within ecosystems. They explore the interdependence of living things, specifically the dependence of life on photosynthetic organisms such as plants, which in turn depend upon the sun as their source of energy. All lab experiments are performed using easy-to-obtain materials and Internet research. Students emerge from the class with an education in the life sciences. After successful completion, they will be placed in a transitional Living Environment Regents class.

Full Year – 1 Unit

LIVING ENVIRONMENT SEMINAR

This course is designed for those students who have passed the Living Environment course but failed the Living Environment Regents. Review of the Living Environment curriculum in preparation for the Regent's exam in January and/or June.

Prerequisite: Living Environment Lab Science
Half Year – 0.5 Unit
Regents Exam

ENL EARTH SCIENCE SEMINAR

This course is designed for new English learners who have passed the Earth Science course, but failed the Earth Science Regents. Review of the Earth Science curriculum in

preparation for the Regents exam in January and/or June. The class is taught in English.

Prerequisite: Earth Science, Lab Science
Half Year – 0.5 Unit
Regents Exam

EARTH SCIENCE SEMINAR

This course is designed for those students who have passed the Earth Science course but failed the Earth Science Regents. Review of the Earth Science curriculum in preparation for the Regents exam in January and/or June.

Prerequisite: Earth Science, Lab Science
Half Year – 0.5 Unit
Regents Exam

PHYSICAL SETTING/EARTH SCIENCE

This course and its laboratory component, based on the New York State Science core curriculum, are designed to provide an investigative survey of the scientific principles associated with the earth sciences. Laboratory work includes directed study that continues to build upon the investigatory skills developed in middle school, as well as those developed in Living Environment. Topics include observation and measurement, parts of the Earth, mineralogy, position and direction finding, mapping weather and climate, the water cycle, weathering and erosion, rivers, glaciers, earthquakes, volcanoes, mountain building, plate

tectonics and continental drift, geologic history and fossils, landscape formation and environmental change. The Earth Science Laboratory must be taken concurrently and successfully completed for admission to the New York State Regents exam.

Prerequisite: None
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 exam.

Prerequisite: Successful completion of Integrated Algebra and Regents Exam. Successful completion of Living Environment and Earth Science course and Regents exam.
Lab Science
Full Year – 1 Unit
Regents Exam

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 exam; minimum final grade of 85 percent in Honors Living Environment or a minimum final grade of 90 in Earth Science.

Lab Science

Full Year – 1 Unit

Regents Exam

PHYSICAL SETTING/PHYSICS

This physics course and laboratory component cover a broad range of topics and laboratory experiences without using calculus. Most of the assignments, tests and class work deal with problem-solving using mathematical relationships. The Physics Laboratory must be taken concurrently and successfully completed for admission to the New York State Regents exam.

Prerequisite: Successful completion of Physical Setting/Chemistry, Living Environment and Earth Science courses and Regents exam and successful completion of Geometry course and Regents exam.

Lab Science

Full Year – 1 Unit

Regents Exam

ADVANCED PLACEMENT PHYSICS 1

AP Physics 1 is a algebra-based, introductory college-level course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six big ideas, which encompass core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Big Idea 1: Objects and systems have properties such as mass and charge. Systems may have internal structure. This big idea collects the properties of matter into one area so that they can be employed in other big ideas. The universe contains fundamental particles with no internal structure such as electrons, and systems built from fundamental particles, such as protons and neutrons.

Big Idea 2: Fields existing in space can be used to explain interactions. All of the fundamental forces, including the gravitational force and the electric and magnetic forces, are exerted at a distance; the two objects involved in the interaction do not physically touch each other.

Big Idea 3: The interactions of an object with other objects can be described by forces. An object either has no internal structure or can be analyzed without reference to its

internal structure. An interaction between two objects causes changes in the translational and/or rotational motion of each object.

Big Idea 4: Interactions between systems can result in changes in those systems. A system is a collection of objects, and the interactions of such systems are an important aspect of understanding the physical world.

Big Idea 5: Changes that occur as a result of interactions are constrained by conservation law. Conservation laws constrain the possible behaviors of the objects in a system of any size, or the outcome of an interaction or a process.

Big Idea 6: Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena. Classically, waves are a disturbance that propagates through space. This course requires that 25% of the instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply all seven science practices defined in the course framework. May be taken simultaneously with Physics 2. Students have the opportunity to take the Advanced Placement exam in May, followed by the Physics Regents in June.

Prerequisite: 80% average in Chemistry Honors or 90% average in Chemistry Regents with a Teacher recommendation, 85% in Algebra 1

Science

Regents Exam and 80% in Geometry Regents exam.

Full Year – 0.5 Unit

Regents Exam

Advanced Placement Exam

ADVANCED PLACEMENT PHYSICS 2

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic and nuclear physics.

Students explore principles of fluids, thermodynamics, electricity, magnetism, optics and topics in modern physics. The course is based on seven big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Big Idea 1: Objects and systems have properties such as mass and charge. Systems may have internal structure. This big idea collects the properties of matter into one area so that they can be employed in other big ideas. The universe contains fundamental particles with no internal structure such as electrons, and systems built from fundamental particles, such as protons and neutrons.

Big Idea 2: Fields existing in space can be used to explain interactions. All of the fundamental forces, including

the gravitational force and the electric and magnetic forces, are exerted at a distance; the two objects involved in the interaction do not physically touch each other.

Big Idea 3: The interactions of an object with other objects can be described by forces. An object either has no internal structure or can be analyzed without reference to its internal structure. An interaction between two objects causes changes in the translational and/or rotational motion of each object.

Big Idea 4: Interactions between systems can result in changes in those systems. A system is a collection of objects, and the interactions of such systems are an important aspect of understanding the physical world.

Big Idea 5: Changes that occur as a result of interactions are constrained by conservation laws. Conservation laws contain the possible behaviors of the objects in a system of any size, or the outcome of an interaction or a process.

Big Idea 6: Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena. Classically, waves are a disturbance that propagates through space.

Big Idea 7: The mathematics of probability can be used to describe the behavior of complex systems and to interpret the behavior of quantum mechanical systems. As developed by Newton, classical mechanics uses mathematics to deterministically calculate the motions of objects as a result of their interactions.

This course requires that 25% of the instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply all seven science practices defined in the course framework. May be taken simultaneously with Physics 1. Students have the opportunity to take the Advanced Placement exam in May, followed by the Physics Regents in June.

Prerequisite: 80% average in Chemistry Honors or 90% average in Chemistry Regents with a Teacher recommendation, 85% in Algebra 1 Regents Exam and 80% in Geometry Regents exam.

ADVANCED PLACEMENT PHYSICS: MECHANICS

The Physics C: Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. This physics course and laboratory component is designed at a mathematically advanced level in selected topics of physics. This is a calculus college course emphasizing mechanics, electricity and magnetism.

Science

The course serves as a foundation for students entering life sciences, premedicine, geology, engineering and other applied sciences or to satisfy a college science requirement. Laboratory activities and written reports are required. Students will take an Advanced Placement exam in May. Must be taken in conjunction with AP Physics C Electricity and Magnetism.

Prerequisite: Successful completion of Physical Setting/Chemistry, AP Physics 1 and 2, Trigonometry and teacher Recommendation.

Lab Science

Full Year – 0.5 Unit

Advanced Placement exam –
Mechanics

ADVANCED PLACEMENT PHYSICS C: ELECTRICITY AND MAGNETISM

The AP Physics C: Electricity and Magnetism course is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

This physics course and laboratory component is designed at a mathematically advanced level in selected topics of physics. This is a calculus college course emphasizing mechanics, electricity and magnetism.

The course serves as a foundation for students entering life sciences, premedicine, geology, engineering and other applied sciences or to satisfy

a college science requirement. Pure physics and science majors will find it an excellent preparation for more advanced studies. Laboratory activities and written reports are required. Students will take one Advanced Placement exam in May. Must be taken in conjunction with Advanced Placement Physics C: Mechanics.

Prerequisite: Successful completion of Physical Setting/Chemistry, Advanced Placement Physics 1 and 2, Trigonometry and teacher recommendation.

Lab Science

Full Year – 0.5 Unit

Advanced Placement exam –
Electricity and Magnetism

ADVANCED PLACEMENT BIOLOGY

This course and laboratory component provide for study at the most advanced conceptual level. This course includes topics such as cellular biology, molecular biology, genetics, ecology, evolution and other modern biological concepts. Students will develop the skills required for college work leading to the AP Exam in May. Laboratory must be taken concurrently. In addition to the regular class work, students will design and execute an original research investigation independent of class time.

Prerequisite: Successful completion of Physical Setting/Chemistry, Trigonometry and English, each with a minimum final grade of 85

Lab Science

Full Year – 1 Unit

Advanced Placement Exam

ADVANCED PLACEMENT CHEMISTRY

This course and laboratory component

provide for study at an advanced conceptual level. This course allows students to attain a depth of understanding of Chemistry fundamentals as well as a reasonable competence in solving basic chemical problems. Topics include stoichiometry, atomic theory and structure, chemical bonding, molecular geometry, nuclear chemistry, states of matter, types of reactions, chemical equilibrium, kinetics and thermodynamics. Students will develop skills required for college work leading to the opportunity to take the Advanced Placement Exam in May. Laboratory must be taken concurrently. Each student will design and execute an original research investigation independent of class time.

Prerequisite: A minimum final grade of 85 percent in Physical Setting/Chemistry Honors or Regents Chemistry and Geometry.

Lab Science

Full Year – 1 Unit

Advanced Placement Exam

MARINE BIOLOGY

This course is designed for students interested in the marine environment of the Long Island area. It will encompass a detailed examination of the biology of the marine organisms found in the local waters and allow students to develop an awareness of the interrelationships which exist between humans and marine life. This is a laboratory-centered course with field trips to supplement the classroom studies.

Prerequisite: Successful completion of Living Environment, and/or Physical Setting/Earth Science

Full Year (Alternate Days) – 0.5 Unit
Local Exam

Science

OCEANOGRAPHY

This course is designed for students interested in the marine environment of the Long Island area. It will encompass such topics as ocean geography, marine geology, tides, currents, waves and the physical properties of the sea. The course will allow students to develop an awareness of the nature of the oceans. It is a laboratory centered course with field trips to supplement the classroom studies.

Prerequisite: Successful completion of Living Environment and Physical Setting/Earth Science or teacher recommendation

Full Year (Alternate Days) – 0.5 Unit
Local Exam

FORENSICS

Forensics is an introductory forensic science course that focuses on practices and analysis of physical evidence found at crime scenes. The fundamental objective is to teach the basic processes and principles of scientific thinking and apply them to solve problems that are not only science-related, but cross the curriculum with critical thinking skills.

Students analyze case studies by gathering background information, carrying out exploratory activities and lab investigations, and drawing conclusions based on data collected. In addition, students learn how crime laboratories in the United States are organized and what services they provide; federal rules of evidence, including the Frye standard and the Daubert ruling; and learn how the scientific method is used to solve forensic problems.

Prerequisite: Successful completion of Living Environment, Physical Setting/Earth Science, a third-year science

and/or teacher recommendation
Lab Science
Full Year – 1 Unit
Local 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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry and geography.

Although there are no specific AP Environmental Science labs or field investigations required for the course, it is expected that students perform as many labs/field investigations as possible.

Prerequisite: 85 in Algebra 1 Regents, passed Geometry Regents, and currently in Algebra 2.
Lab Science
Full Year – 1 Unit
Advanced Placement Exam

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 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

students' needs to achieve the final goal of meeting the New York State graduation requirements.

NINTH AND 10th GRADE GLOBAL HISTORY

This is a two-year course of study that concludes with a mandated Regents exam. 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.

GLOBAL HISTORY NINTH GRADE REGENTS

Global History 9 courses will implement notetaking skills, following directions, productive use of technology and human relations.

Prerequisite: Successful completion of eighth grade social studies classes

Full Year – 1 Unit

Local Exam

GLOBAL HISTORY TENTH-GRADE REGENTS

Prerequisite: 9R or H

Full Year – 1 Unit

Regents Exam

NINTH GRADE GLOBAL HISTORY HONORS

This is an intensified course for the motivated student who is looking for an enhanced course of study. Research papers, book reports and projects will be required for successful course completion. Global History 9 courses will implement note taking skills, following directions, productive use of technology, and human relations.

Prerequisite: Teacher recommendation 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

NINTH GRADE 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 time frames 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

Social Studies

10th GRADE GLOBAL HISTORY HONORS

This is an intensified course for the motivated student who is looking for an enhanced course of study. Research papers, projects and book reports will be required for successful course completion.

Prerequisite: Teacher recommendation and minimum ninth grade Global History Honors or ninth grade World History Honors grade of 85%. If applying from a Regents class, teacher recommendation and minimum grade of 90 or better is required.

Full Year – 1 Unit

Regents Exam

ADVANCED PLACEMENT WORLD HISTORY

This college-credit-bearing course will build upon the skills and information learned in the ninth grade honors section to prepare students for both the mandated Global History Regents and Advanced Placement examination. The course was developed by the College Board for the highly motivated student.

Prerequisite: Teacher recommendation and minimum ninth grade honors class grade of 85. If applying from a Regents-level Global History class, teacher recommendation and minimum grade of 90 or better is required.

Full Year – 1 Unit

Regents Exam – Global History
Advanced Placement Exam – World History

11th GRADE – UNITED STATES HISTORY and GOVERNMENT REGENTS LEVEL

This is a one-year course that concludes with a mandated Regents exam. The scope of this course includes:

- A study of why societies and governments are formed and the development of the United States Constitution.
- Our system of government as well as other government systems and the political relationships of the United States within the international arena.
- The history of our country as it developed and was affected by major ideas, events and turning points of domestic or international events.
- The exploration of civic responsibility and citizenship and their importance in a democratic society.
- Opportunities for students to explore and participate in school, local and national governmental and civic organizations will be provided.

Prerequisite: Global History 10 or Advanced Placement World History
Full Year – 1 Unit

Regents Exam

11th GRADE UNITED STATES HISTORY and GOVERNMENT HONORS

This is an intensified course for the motivated student who is looking for an enhanced course of study. Research papers, projects and book reports

will be required for successful course completion.

Prerequisite: Teacher recommendation and minimum 10th grade World History AP grade of 80% or 10th grade Global History Honors grade of 85%. If applying from a Regents class, teacher recommendation and minimum grade of 90 percent or better is required.

Full Year – 1 Unit

Regents Exam

11th GRADE ADVANCED PLACEMENT UNITED STATES HISTORY

Advanced Placement United States History is a course for the student who is interested in the study of U.S. history on a college level. All students who take this course must be highly motivated and intellectually capable. Reading and writing must be on an advanced level. The AP exam, paid for by the student, is challenging but can be academically and intellectually rewarding. College credit is determined by satisfactory achievement on the examination.

Prerequisite: Satisfactory completion of Advanced Placement World History or Global History Honors, having a class grade of 85 or better and teacher recommendation. If applying from a 10th grade Global History Regents class, a final class grade of 90 or better and teacher recommendation is needed.

Full Year – 1 Unit

Social Studies

Regents Exam

Advanced Placement Exam

12th GRADE PARTICIPATION IN GOVERNMENT

This half-year, 12th grade Regents-level course focuses on the essence of our constitutional democracy:

- The roles, rights, and responsibilities of citizenship.
- The avenues by which the individual participates and influences the political process.
- The role of volunteerism and service learning in a democratic society.

Half Year – 0.5 Unit

Final Project

ECONOMICS

This half-year, half-unit, Regents-level course focuses on the development and purpose of economic systems:

- How the United States and other societies allocate scarce resources.
- Identifying the decision-makers for the United States and other national economies.
- How economies solve the issues of scarcity.
- Understanding the role of market and nonmarket mechanisms.

Half Year – 0.5 Unit

Local Exam

ECONOMICS HONORS

This half-year, half-unit, Regents-level course focuses on the development and purpose of economic systems:

- How the United States and other

societies allocate scarce resources.

- Identifying the decision-makers for the United States and other national economies.
- How economies solve the issues of scarcity.
- Understanding the role of market and nonmarket mechanisms.

Prerequisite: Teacher recommendation and minimum 11th grade Honors, or Advanced Placement class grade of 85%. If applying from a Regents-level U.S. History class, teacher recommendation and minimum grade of 90% or better is required.

Half Year – 0.5 Unit

Local Exam

12th GRADE ADVANCED PLACEMENT AMERICAN GOVERNMENT AND POLITICS

This course combines the former Honors level of Economics with Advanced Placement American Government and Politics. Throughout the term, economic concepts will be infused with American government and political theory. However, singular emphasis on economics will be given during the first half of the year. The course meets the New York State fourth-year Social Studies graduation requirements.

The Advanced Placement exam paid for by the student, is challenging but can be academically and intellectually rewarding. College credit is determined by satisfactory achievement on the examination.

Prerequisite: Teacher recommendation, minimum Advanced Placement

United States History or U.S. History Honors class grade of 85% and satisfactory completion of United States History and Government Regents and Advanced Placement exams. If applying from a Regents-level section, a final class grade of 90% or better, teacher recommendation and satisfactory completion of the United States History and Government Regents exams.

Full Year – 1 Unit

Research Paper and Advanced Placement Exam

ELECTIVES

CULTURAL STUDIES

Common themes of United States history focus on the relationships between migration and settlement, politics and power, and the racial/ethnic inclusion in society. This course will focus on these themes in order to research the connection between African American, Asian American, Hispanic/Latinx and Native American struggles and achievements throughout the 20th century. Students will study the decades following Reconstruction with emphasis on the positive and negative experiences of the various groups that fought for equality.

Prerequisite: Grades 10-12

Half Year – 0.5 Unit

HISTORY THROUGH FILM

The cinema presents fascinating accounts of historical phenomena. This class will study various periods

Social Studies

of history through motion pictures. Films such as “The Pawnbroker” and “Schindler’s List” may be used to study the Holocaust; “Invasion of the Body Snatchers” and “The Front” to study McCarthyism; “Mississippi Burning”, “Tuskegee Airmen” and “To Kill A Mocking Bird” to study racism; “All the President’s Men”, “Star Chamber”, “Inherit the Wind” and “Natural Born Killers” to study the media.

Prerequisite: None
Half Year – 0.5 Unit
Dual Enrollment

HISTORY THROUGH COMIC HEROES AND VILLAINS

This is a sophomore-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. The course will be 0.5 High School Credit. 3 Credit Dual Enrollment.

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

HUMAN RELATIONS

This course will endeavor to provide students with 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

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

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
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

Social Studies

relationships form and dissolve. The ideas of Freud, Jung and Erikson, among others in the field of psychology, will be introduced to students.

Prerequisite: None
Half Year – 0.5 Unit
Local Exam

ADVANCED PLACEMENT EUROPEAN HISTORY

The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. This knowledge will help them understand the development of contemporary institutions, the role of continuity and change in present-day society and politics, as well as the evolution of current forms of artistic expression and intellectual discourse.

Students taking this elective course must be highly motivated and intellectually capable. Reading and writing must be on an advanced level. The AP exam in European History, paid for by the student, is challenging but can be academically and intellectually rewarding. College credit is determined by satisfactory achievement on the examination.

Students must have a 90 average in a Regents class or an 85 in an AP class to be eligible.

Prerequisite: 10th, 11th or 12th grade students.
Full Year – 1 Unit
AP Exam in May

ADVANCED PLACEMENT PSYCHOLOGY

The college psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles and phenomena associated with each of the major subfields with practice.

Prerequisite: 10th, 11th or 12th grade students.
Full Year – 1 Unit
AP Exam in May

ADVANCED PLACEMENT CAPSTONE SEMINAR

Examine materials like news stories, research studies, and literary works so you can craft arguments to support your point of view and communicate them effectively through the use of various media. You will be assessed through a combination of individual and team projects and presentations as well as through a written exam. AP Seminar is the first of two courses in the AP Capstone™ program. AP Research is the second course. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of your choosing, you will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the AP Seminar and Research Certificate.

Prerequisite: 10th or 11th graders who are enrolled in AP Social Studies courses
Full Year – 1 Unit
AP Exam in May

ADVANCED PLACEMENT CAPSTONE RESEARCH

The AP Research course operates as year two of the AP Capstone program. After teaching students how to enter the academic conversation in AP Seminar, the AP Research year is designed to instruct students how to begin that conversation. AP Research is an inquiry-based course that encourages students to locate a gap in their preferred discipline of study and to explore a topic of personal interest. Students are empowered to collect and analyze information with accuracy and precision in order to craft, communicate, and eventually defend their argument or their position.

Prerequisite: Received an 85% or above in AP Capstone Seminar
Full Year – 1 Unit

ADVANCED PLACEMENT HUMAN GEOGRAPHY

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools

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geographers use in their science and practice.

The particular topics studied in an AP Human Geography course should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994 and reissued in 2012. On successful completion of the course, the student should be able to:

1. Interpret maps and analyze geospatial data.
2. Understand and explain the implications of associations and networks among phenomena in places.
3. Recognize and interpret the relationships among patterns and processes at different scales of analysis.
4. Define regions and evaluate the regionalization process.
5. Characterize and analyze changing interconnections among places.

Prerequisite: Offered to grades 10-12, 85 percent average in social studies and teacher recommendation required
Full Year – 1 Unit

AP COMPARATIVE GOVERNMENT

AP Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Six countries form the core of the AP Comparative Government and Politics course, China, Great Britain, Mexico, Nigeria, Iran and Russia. By using these six core countries, the course can move the discussion of concepts from abstract definition to concrete example.

Prerequisite: Offered to grades 10-12, 85% average in social studies and teacher recommendation.
Full-Year – 1 Unit

SOCIAL STUDIES PROGRAM

<p>9 Global History 9R; 9H</p>
<p>10 Global History 10R; AP World History</p>
<p>11 US History and Gov't 11R; AP U.S. History and Government</p>
<p>12 Required: <ul style="list-style-type: none"> • Participation in Government R/H. • PIG Internship may be substituted for PIG R.* <ul style="list-style-type: none"> • Economics R/H. <p>* AP American Gov't and Politics may be substituted for PIG R.</p> </p>

Electives

Advanced Placement European History
 Advanced Placement Psychology
 Advanced Psychology
 AP Capstone Research
 AP Capstone Seminar
 Criminal and Civil Justice
 Gender Relations in America
 Genocide
 History Through Film
 Psychology
 Sociology

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:

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.

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
Business Math
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:

Art, Business, Music, Technology

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.

PRODUCTION SYSTEMS

This course focuses on woodworking topics and 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

ELECTRICAL ENGINEERING

This course provides students with in-depth knowledge of electrical systems that power our world. Students study topics such as basic circuit fundamentals, semiconductors, AC/DC circuits and digital electronics. The focus is on working with real-world projects, and students will design and build a working circuit.

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

HORTICULTURAL STUDIES & DESIGN/DRAFTING

In this course students are introduced to the process of growing various plant life. In addition, students will learn to identify plant health and utilize proper maintenance to encourage growth

and harvest. Students will use the greenhouse within the school to grow their plants regardless of the weather or season. Students are introduced to landscape design, including the use of drafting equipment, drawing of landscape symbols and perspective drawings.

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

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 designed drawings are printed on poster-sized plotter machines.

Prerequisite: None
Full Year – 0.5 Unit
Local Exam

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.

Technology

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

INDUSTRIAL DRAFTING 2

In this course students continue to develop the drafting skills studied in Industrial Drafting 1 using a modern computerized environment. AutoCAD software along with professional computer workstations are used to create professional multiview and three-dimensional drawings. Traditional drafting techniques are compared with the procedures necessary for producing technical drawings on a computer. The processes necessary for developing a drawing from product concept to a finished working drawing are explored in detail.

Prerequisite: Industrial Drafting 1
Full Year – 1 Unit
Local Exam

INDUSTRIAL DRAFTING 3

This course introduces students to the world of architecture through scale-model building. Scale models of houses and buildings are designed and constructed by each student. Traditional and CAD drawings include detailed floor plans and elevation views for each constructed model. Through hands-on activities students acquire a thorough understanding of architecture as it relates to drafting, design and engineering. Building codes and

material specifications are studied and incorporated into each required activity.

Prerequisite: Industrial Drafting 1 and 2
Full Year – 1 Unit
Local Exam

DIGITAL PHOTOGRAPHY

This course gives students an opportunity to enhance the photographic skills and techniques practiced in Photography I. 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: None
Half Year – 0.5 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

AUTO MECHANICS 1 (2 periods) (VOC/OCC)

This two-period course is designed to provide students with job opportunities and careers in the automotive industry. The primary focus of all course work includes general automotive repair, following the criteria from the ASE “G1” testing area. Students will explore and practice all necessary safety procedures, including the machinery and tooling required to perform general repair work on a broad variety of vehicles. Heavy focus is placed on the areas of brakes, tires and wheels, engine maintenance and DMV safety requirements. Upon successful completion of this course, students will be prepared for employment as junior technicians or apprentices.

Prerequisite: Student must be 16 years of age or older and a valid driver’s license is highly beneficial.
Full Year – 2 Units
Local Exam

College credit may be obtained through Farmingdale State College upon completion of this course.

AUTO MECHANICS 2 (3 periods) (VOC/OCC)

This second-year course is a continuation of Auto Mechanics 1 and involves all areas of the ASE test series “A.” Students will delve further into the detailed areas of each section of vehicle repair and maintenance and will learn various troubleshooting techniques. Auto Mechanics 2 includes a heavy focus on steering and suspension,

Technology

electrical and engine performance. In addition to the advanced repairs performed in this section, segments of welding, machining and NYS vehicle inspections are integrated into the curriculum. This course provides students with a CTE Technical Endorsement for graduation.

Prerequisite: Auto Mechanics 1
Full Year – 3 Units
Performance Exam – NOCTI Skill-Based Automotive Technician-Core
Written Exam – ASE Auto Maintenance and Light Repair Certification Test (G1)

College credit may be obtained through Farmingdale State College upon completion of this course.

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 career opportunities 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

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

COMPUTER GRAPHICS

This course introduces students to computer systems and programs designed to create graphic products with digital images. Students have the opportunity to 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

VIDEO MEDIA PRODUCTION

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

Prerequisite: None
Half-Year – 0.5 Unit
Local Exam

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

GPH 103 – TECHNICAL DRAFTING

This is a traditional manual drafting course, including orthographic projection, dimensioning, auxiliary projection and pictorial representation. Emphasis will be placed on drafting techniques, including lettering, line quality, accuracy and appearance. This course is required for students enrolled in the Drafting and Design CTE program and offers dual enrollment college credit options through Farmingdale State College.

Technology

Prerequisite: Grades 10, 11 and 12
Half Year – 0.5 Unit
Local Exam, Final Project

GPH 104 – INTRODUCTION TO COMPUTER GRAPHICS

This is a laboratory course to provide basic understanding and skills in the college's computer graphics CAD software. Students will learn how to run Computer Aided Drafting (CAD) software on PCs to produce mechanical drawings. They will be taught commands and concepts and develop the skills required to create professional drawings. Some of the topics covered include setup, drawing, erasing, saving, printing, lines, geometric construction, object snap, text, editing and basic dimensioning. This course offers dual enrollment college credit options through Farmingdale State College.

Prerequisite: Grades 10, 11 and 12
Half-Year – 0.5 Unit
Local Exam, Final Project

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.

TECHNOLOGICAL DESIGN

In Technological Design, engineering scope, content and professional practices are presented through practical applications. Students in engineering teams apply technology, science and mathematics concepts and skills to solve engineering design problems and innovate designs. Students research, develop, test and analyze engineering designs using criteria such as design effectiveness, public safety, human factors and ethics.

Prerequisite: Fundamentals of Technology (FOT)
Full Year – 1 Unit
Local Exam, Final Project

P-TECH COURSES:

MET 117 MANUFACTURING PROCESSES

The main purpose of this course is to introduce students to the principles and operation of mechanical equipment such as lathes, drill presses, and other manufacturing machines. Course activities include measuring requirements using measuring instruments. Several manufacturing processes are also covered throughout the course. Individual laboratory projects will be assigned to each student to reinforce the topics covered in the theory.

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

MET 215 – ROBOTICS

The content for this course is divided into 12 primary units. Students will explore engineering and engineering problem-solving, and be introduced to VEX EDR robots and Autodesk® Inventor®. Students are presented with an engineering challenge that requires them to build a robot that plays a sport-like game. This course guides students through the robot design process while presenting them with relevant STEM and robotics principles. At the end of the course, students compete head-to-head with their robots.

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

MET 211 – ADVANCED COMPUTER GRAPHICS

This is a laboratory course to provide basic understanding and skills using Inventor Professional 3D CAD software. The Inventor software package offers an easy-to-use set of tools for 3D mechanical design, documentation and product simulation. Digital prototyping with Inventor helps you design and validate your products before they are built to deliver better products faster.

Prerequisite: GPH 103 and GPH 104
Half Year – 0.5 Unit
Local Exam, Final Project

All P-Tech courses allow students to obtain college credit through Farmingdale State College.

World Language

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 – in order 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, Spanish and Italian 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 4/4 HONORS

This course involves the refinement of linguistic structures in the language with a deeper knowledge of advanced

grammar and syntax. Students will acquire the necessary skills for the reading and comprehension of Spanish literature. Communicative goals are emphasized and encouraged, as well as cultural appreciation and assimilation. Honors students scheduled in these classes will have differentiated and more rigorous assignments.

Prerequisite: Spanish 3 or 3 Honors
Full Year – 1 Unit
Local Assessment

FRENCH 4/4 HONORS

This level continues the pursuit of appropriate fluency in the four language skills. Communicative goals are emphasized, as well as the development of greater appreciation for the French-speaking people throughout the world. Readings include various selections from French and Francophone literature. Honors students scheduled in these classes will have differentiated and more rigorous assignments.

Prerequisite: French 3 or 3 Honors
Full Year – 1 Unit
Local Assessment

SPANISH 5/5 Honors

This is a pre-AP Spanish course that has been designed for students who wish to continue the formal study of the language into the AP course but still need to improve their skills. Students will continue to develop the four basic language skills of reading, speaking, listening and writing. A special emphasis will be placed on speaking and writing based on authentic materials. Students will be exposed to Spanish literature and critical analysis. The goal of this course is to cultivate within the students

World Language

the necessary skills for AP success in Spanish by working with specific AP types of tasks. Honors students scheduled in these classes will have differentiated and more rigorous assignments.

Prerequisite: Spanish 4 or 4 Honors
Full Year – 1 Unit
Local Assessment

ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT SPANISH LANGUAGE

AP Spanish Language is intended for students who wish to develop their proficiency in all four language skills: listening, reading, speaking and writing. Students enrolled should have basic knowledge of the language and culture of Spanish-speaking people and should have attained a reasonable proficiency in listening comprehension, reading, speaking and writing. The AP Spanish Language course is designed to be comparable to advanced level (fifth and sixth semester or the equivalent) college/university Spanish language courses. It encompasses aural/oral skills, composition, grammar and reading comprehension.

Students taking such a course emphasizing the use of Spanish for active communications have the following objectives:

1. The ability to comprehend formal and informal spoken Spanish.
2. The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles as well as modern literature in Spanish.
3. The ability to compose expository passages.

4. The ability to express ideas orally with accuracy and fluency.

Course content might best reflect intellectual interests shared by the students and teacher (current events, culture, history, literature, sports, the arts, etc.). Materials will include film, recordings, newspapers and magazines. This course seeks to develop language skills that are useful for themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions are an integral part of the AP Spanish Language course.

Prerequisite: Spanish 4 Honors or Native Spanish 3 Honors and/or Spanish 4R or Native Spanish 3R with teacher recommendation and an average of 85 or better.

Full Year – 1 Unit
Local Assessment
Advanced Placement Exam

ADVANCED PLACEMENT SPANISH LITERATURE

The AP Spanish Literature course is designed to be comparable to a third-year college/university introduction to a Hispanic literature course. The readings are designed to expose the students to a wide variety of genres and types of discourse and will enable students to trace the history of Spanish prose from Don Juan Manuel to modern times through some of its most brilliant practitioners. The reading list is also intended to acquaint students with significant works that have become sources for literature and art worldwide. The literary works presented in class will be reflected on the AP Spanish Literature Exam.

Prerequisite: AP Spanish Language or teacher recommendation and average of 85 or better
Full Year – 1 Unit
Local Assessment
Advanced Placement Exam

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Students enrolled in this course are usually in their fourth or fifth year of French. They have already demonstrated ample proficiency skills in the language by scoring high on the Regents exam or by being highly recommended by a teacher. Their willingness to continue their study of French is indicative of their love, devotion and willingness to succeed in their post-secondary studies.

Course Overview

This course is specifically designed to advance students' interests and skills in the French language. The four critical areas of speaking, listening, reading and writing will be emphasized through activities and topics that are relevant to students' life and interest. Its main purpose is to promote and develop fluency, accuracy and confidence in the use of the target language. To achieve this goal, the teacher will use French almost exclusively in the teaching of the course and will also encourage students to do likewise. We will also make use of our large inventory of resources to develop grammar, reading and writing skills.

Objectives:

- To maximize students' proficiency in the area of listening, speaking, reading and writing in preparation for the AP French exam.
- To broaden students' cultural horizons for a better understanding

World Language

and appreciation of the cultural heritage of France and the French-speaking world.

- To demonstrate adequate fluency in the target language through reading and discussion, roleplaying, skits and presentations on a variety of topics and issues of special interest.
- To instill in students the skills necessary to express themselves coherently and creatively with reasonable fluency and accuracy in both written and spoken French.
- To use the language for a lifetime of personal enjoyment and enrichment.

Prerequisite: Teacher recommendation and an average of 85 or better
Full Year – 1 Unit
Local Assessment
Advanced Placement Exam

SPANISH FOR THE NATIVE SPEAKER

NATIVE SPANISH LEVEL

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 with a grade of 85% or more.

Full Year – 1 Unit
Regional Exam

NATIVE SPANISH LEVEL 4/4 HONORS

This course is designed to refine reading comprehension and writing abilities for Spanish language learners who are at a high-intermediate proficiency level. Instruction includes readings from a variety of texts from the Spanish-speaking world, as well as weekly individualized writing assignments. Class time covers discussion of readings, with an emphasis on vocabulary development, as well as brief reviews of grammar and mechanics as needed. The goal of this course is to cultivate within the students the necessary skills for AP success in Spanish by working with specific AP types of tasks.

Prerequisite: Spanish for the Native Speaker Level 3
Full Year – 1 Unit
Local Assessment

Career and Technical Education

The aim of the Career and Technical Education Program is to prepare high school youth for entry into the world of work or into continued postsecondary occupational education.

The Joseph M. Barry Career and Technical Center (BOCES) offers technical or vocational training in various occupations at several centers in Nassau County. Students selecting this program can earn four school credits per year. Each student spends a half-

day (a.m. or p.m.) at a Nassau Tech Center. The remaining day is spent at Freeport High School earning elective or required credits for graduation.

Most students seeking an Occupational Education sequence will spend two years training at a BOCES center. Additional Occupational courses are available at Freeport High School (see Technology section).

Before enrolling in a CTE program, students should consult with their

guidance counselor to explore post high school employment opportunities and requirements in the vocational area under consideration.

Transportation to and from Barry Tech Centers is provided by the Freeport School District. BOCES centers are located in Syosset and Westbury.

POSSIBLE BOCES COURSE OFFERINGS*

SUBJECT/AREA ELIGIBLE	LENGTH OF COURSE	GRADES	SUBJECT/AREA ELIGIBLE	LENGTH OF COURSE	GRADES
<u>ARTS and HUMANITIES</u>			<u>Physical Therapy Aide and Rehabilitation Medicine</u>		
Animation and Digital Media Design	2 years	11 & 12		2 years	11 & 12
Animation and Digital Media Skills	2 years	11 & 12	<u>HUMAN & PUBLIC SERVICES</u>		
Audio Production	1 or 2 years	11 & 12	Barbering Technician	1 year	11 & 12
Computer Game Design and Digital Media Skills	2 years	11 & 12	Child Care Skills	1 or 2 years	11 & 12
Programming	1 or 2 years	11 & 12	Cosmetology	1 or 2 years	11 & 12
Computer Game Design and Programming Skills	1 or 2 years	11 & 12	Culinary Arts	1 or 2 years	11 & 12
Video Production and Digital Film Making	2 years	11 & 12	Culinary Arts Skills	1 or 2 years	11 & 12
<u>BUSINESS/INFORMATION SYSTEMS</u>			Early Childhood Education	2 years	11 & 12
Office Assistant Skills	1 or 2 years	11 & 12	Police Science & Criminal Justice	1 or 2 years	11 & 12
Retail Skills	1 or 2 years	11 & 12	<u>NATURAL & AGRICULTURAL</u>		
<u>ENGINEERING TECHNOLOGIES</u>			Animal Care Skills	1 or 2 years	11 & 12
Aviation Operations	2 years	11 & 12	Animal Care	1 or 2 years	11 & 12
Carpentry	1 or 2 years	11 & 12	Horse Science and Management Skills	1 or 2 years	11 & 12
Computer Technology	1 year	11 & 12	Horticultural Technology	2 years	11 & 12
Construction Electricity	1 or 2 years	11 & 12	Veterinary Science	1 or 2 years	11 & 12
Construction Trades	1 year	11 & 12	<p><i>* Students should check with their counselors to investigate the most current BOCES course offerings.</i></p> <p><i>NOTE: Some programs require nominal charges for items such as shoes and uniforms that must be paid by the student.</i></p>		
Construction Trades Skills	1 year	11 & 12			
HVAC/Plumbing	2 years	11 & 12			
Power Sports and Small Engine Repair	2 years	11 & 12			
Welding	1 or 2 years	11 & 12			
<u>ELECTRONIC & EMERGING TECHNOLOGIES</u>					
Aviation Operations	2 years	11 & 12			
Computer Technology	1 year	11 & 12			
Network Cabling Technician/Home Technology Integration (HT)	1 year	11 & 12			
<u>HEALTH SERVICES</u>					
Dental Assisting	1 or 2 years	11 & 12			
Health Care Skills	1 or 2 years	11 & 12			
Medical Assisting	1 or 2 years	11 & 12			
Nurse Assisting	1 or 2 years	11 & 12			
Personal Trainer and Exercise Medicine	2 years	11 & 12			
Pharmacy Technician	1 or 2 years	11 & 12			



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