North Shore High School

Course Selection Guide 2022-2023

North Shore Schools

Discovering Your Dreams

NORTH SHORE SCHOOLS
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Denotes courses approved by the NCAA Initial-Eligibility Clearinghouse for use as core courses. All potential athletes, for participation in Division I and II athletics, must complete 16 core courses.

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Introduction

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

- Think clearly, critically, and creatively
- Understand themselves, human cultures and the natural world
- Continue to learn and grow
- Demonstrate commitment to a more just and humane society

The program of study aims at exposing all students to the breadth of human knowledge, while also emphasizing in-depth learning. Further, the instructional approach encourages students to be reflective and cognizant of their own learning and development over time.

THE COURSE OF STUDY

FIRST AND SECOND YEARS

Students in the first and second year of high school study a core curriculum in both the humanities and sciences. A core course of study normally consists of English, social studies, science, health (grade 9), world languages, mathematics, physical education, and an elective.

English and social studies classes emphasize skills in writing, research and oral argument. Mathematics and science courses meet for approximately forty minutes each day; science classes hold labs three times per cycle. In addition, all students must take physical education and most are enrolled in a language other than English. Students may also have the option of taking an elective.

THIRD AND FOURTH YEARS

In the third and fourth years, a student must take the core courses in English and social studies. Additionally, students typically continue the study of a language other than English, math, and science in order to prepare for post-secondary study. Students are strongly encouraged to take four years of math, science, and a world language. The junior year is the first year during which students may enroll in International Baccalaureate (IB) courses.

RECOGNITION

A diploma with distinction will be presented at graduation to those students who meet the following criteria:

- Four credits in mathematics at the high school
- Four credits in science at the high school
- Four credits in one language other than English at the high school
- Completion of a minimum total of 22 ½ credits
- Attainment of a weighted grade point average in the top 10% of the class through the third quarter of the senior year.

HONOR ROLL

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

Quarterly grades, in credit bearing courses, of incomplete, no grade, or failing will prevent students from inclusion in the honor roll or high honor roll.

FINAL AVERAGE AND CLASS RANK

Other than identification of Valedictorian and Salutatorian, students will not be ranked by cumulative average relative to their classmates. At the end of six semesters both an unweighted and a weighted average will be calculated.

The weighted average includes all courses the student takes in grades 9-11. Upper level courses will be weighted as follows:

- AP and IB: +9
- Honors: +6
- Regents: +3

The unweighted average includes all courses the student takes in grades 9-11, but does not factor in course level.

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GRADUATION REQUIREMENTS

Required Courses	# OF CREDITS REQUIRED AT NORTH SHORE	STATE EXAMS REQUIRED FOR A REGENTS DIPLOMA	# of CREDITS REQUIRED FOR ADVANCED REGENTS DIPLOMA	STATE EXAMS REQUIRED FOR AN ADVANCED REGENTS DIPLOMA
English	4	Regents in English - 11	4	English
Social Studies	4	Regents in Global History* - 10 Regents in US History* - 11	4	Global History* US History*
Math	3 (in high school - grade 8 not included)	Any 1 Regents exam in Math: Algebra Geometry Algebra 2	3	Algebra Geometry Algebra 2
Science	3 (in high school - grade 8 not included)	Any 1 Regents exam in Science: Living Environment Earth Science Chemistry Physics	3	Two Science Regents Exams – one Life Science exam (Living Environment) and one Physical Science exam (Earth Science, Chemistry or Physics)
World Language	2** (while attending high school - grade 8 not included)	FLACS B*** for Modern Languages CAWNY B for Latin	3	FLACS B*** CAWNY B for Latin
Health	.5		.5	
Art/Music	1		1	
Physical Education	2 (over 4 years)		2	
Electives	3		3	
Total Credits	22.5		22.5	
Total Regents		5		8*** or 9

* New York State permits students to replace 1 Social Studies Regents exam with 1 of 5 other approved assessments in the 4 plus 1 pathways option. Please see your counselor for more information.

** North Shore requires one additional credit beyond the NYS requirement of one World Language credit.

*** Special education students may be exempt from foreign language as per the IEP.

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SCHEDULING WORKSHEET

The counselors will assist the student in selecting an appropriate course schedule. Listed below is a sample schedule for each grade. While North Shore permits open enrollment, it is important to remember quality over quantity and to select an appropriate course load that does not overwhelm the student.

Grade 9

1. English
2. Social Studies
3. Math
4. Science
5. #Language or Elective
6. Physical Education/Lab
7. Lunch
8. Health or Elective
9. Art or Music or Elective

Grade 10

1. English
2. Social Studies
3. Math
4. Science
5. #Language or Elective
6. Physical Education/Lab
7. Lunch
8. *Health or Elective
9. *Art or *Music or Elective

*If not completed in 9th grade

Grade 11

1. English
2. Social Studies
3. Math
4. Science
5. #Language or Elective
6. Physical Education/Lab
7. Lunch
8. Elective
9. Elective

Grade 12

1. English
2. Social Studies
3. *Math or Elective
4. *Science or Elective
5. *#Language or Elective
6. Physical Education/Lab
7. Lunch
8. Elective
9. Elective

#Special education students may be exempt from foreign language as per the IEP.

*The counseling department recommends students continue with math, science and language for all four years, but it is not required by New York State.

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INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) Diploma Program and courses are designed to engage students in an experience that hones their skills as learners, fosters interdisciplinary learning, and prepares them for global citizenship in the 21st century. These courses are available to students in 11th and/or 12th grade. Students will spend their junior and senior years immersed in studies and experiences that will prepare them for college and beyond. Juniors and seniors that engage in the IB Diploma Program or IB courses are open-minded and motivated students of varying educational backgrounds, abilities, and interests.

The IB Learner Profile serves as the mission statement for teaching and learning. The profile details ten essential traits that are explicitly developed in an IB school.

As learners we strive to be:

Balanced: We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

INTERNATIONAL BACCALAUREATE COURSE DESCRIPTIONS

Standard and Higher Level: IB courses are offered at either the Standard and Higher Levels.
Standard Level (SL) courses may be one or two years in length, requiring 150 hours of study.
Higher Level (HL) courses are two years in length, requiring 240 hours of study. The breadth, depth, and level of understanding expected at the higher level are greater, as reflected in the course requirements and assessments.When a course is two years in duration, the IB assessment will be completed in year two.

EVALUATION

IB courses are evaluated through a combination of internal and external assessments. The internal assessment is administered and scored by the classroom teacher and takes place throughout the duration of the course. The external assessment is administered and scored by the IB and takes place in May of the final year of the course, as scheduled by the IB. Both the internal and external assessments are part of the student's final score. This score may earn a student college credit depending upon the policy of the college or university.

IB OPTIONS AT NORTH SHORE HIGH SCHOOL

Students can choose from two paths of study within IB, they may choose to be a **full Diploma Candidate** or they may choose to be a **Course Candidate**. While the Diploma Candidate will engage in a comprehensive program of study, Course Candidates will be exposed to individual courses of study with core aspects of the full program woven throughout any given course. There is no specific admission

policy for IB courses. Students opt into the courses of their choice, provided they have fulfilled the prerequisites.

DIPLOMA CANDIDATE

The Diploma Program, or DP, is built upon a philosophy of interdisciplinary, college level coursework, at the heart of which is the "core": (1) Theory of Knowledge (2) Extended Essay and (3) CAS (Creativity – Action – Service)

(1) Theory of Knowledge (TOK): this course centers around critical thinking. Students inquire into the "nature of knowing" – How do you know what you know? What affects what you know and how you know it? This is a course unto itself, as well as an integral part of all IB courses.

(2) Extended Essay (EE): students engage in mentored independent research through an in-depth study of a self- generated question relating to one of the subjects they are studying. This culminates in a 4,000-word essay that is assessed by the IB.

(3) Creativity, Action, Service (CAS): involves students in a range of activities alongside their academic schedule. To complete this requirement, students must exhibit creative thinking, action through a healthy lifestyle and physical activity, and service within the community. This can all be done through a well thought out community service project, or in smaller parts.

All diploma candidates will complete these requirements over the course of junior and senior years. While Theory of Knowledge will be part of their class schedule, CAS and the Extended Essay are completed independently under the guidance of the CAS Coordinator, and the Extended Essay Coordinator and supervisors.

THEORY OF KNOWLEDGE (TOK)

Credit: 1
Prerequisite: Junior status

The theory of knowledge (TOK) course provides an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. The main focus of TOK is not on students acquiring new knowledge, but on helping students to reflect on, and put into perspective, what they already know. Students will reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.

How do we know what we know? Where does knowledge come from? Is truth absolute or relative? Fixed or in flux? Eternal or momentary? Total or fragmentary? Universal or personal? Singular or plural? Individual or cultural?

Do our senses tell the truth? What about our brains? Our emotions? Our intuitions? Our words? Our memories? Our imaginations? To what extent is truth framed by race, ethnicity, sex, gender identity, gender expression, sexual orientation, nationality, social class? What is truth in each subject area?

Theory of Knowledge (TOK) is open and recommended to EVERY student (regardless of the IB Diploma) interested in these sorts of questions. Students should be prepared to think deeply, to grapple with exciting ideas, to discuss texts every day, to write responses to open-ended and complex questions. The course begins in the spring semester of junior year and continues in the fall semester of senior year. Is the truth really out there? Let's find out!

In addition to the core, IB Diploma candidates will choose one course from each of the six groups. The groups are as follows:

Group 1: Studies in Language and Literature
* Language and Literature HL

Group 2: Language Acquisition
* Ab Initio French SL
* Ab Initio Mandarin SL
* French SL/HL
* Italian SL/HL
* Latin SL/HL
* Mandarin SL
* Spanish SL/HL

Group 3: Individuals and Societies
* Business and Management SL
* History HL
- Year 1: History of the America
- Year 2: Wars Across 20th Century History
* Social and Cultural Anthropology SL
* Environmental Systems & Societies SL

Group 4: Experimental Sciences
* Biology HL

* Chemistry SL
* Computer Science SL
* Environmental Systems & Societies SL
* Physics HL
* Sports Physiology (Sports, Exercise, and Health Science) SL

Group 5: Mathematics
* Mathematics Applications & Interpretations SL
* Mathematics Analysis & Approaches SL

Group 6: The Arts
* Music SL
* Theatre SL
* Visual Arts SL/HL

IB Diploma students must take a minimum of 3 courses (but no more than 4) at the Higher Level (HL) and 3 courses (but no less than 2) at the Standard Level (SL). These courses culminate in an exam that may qualify the student to receive college credit, depending upon the results and the college or university policy.

Elements and philosophy from Theory of Knowledge, as well as a sense of global-mindedness, will be incorporated into each of the six groups' coursework.

COURSE CANDIDATE

Any student may choose to take any singular course or courses, for an individual certificate in each. This does not include the core as explained above. These courses culminate in an exam that may qualify the student to receive college credit, depending on the policy of the college or university.

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FINE and PERFORMING ARTS

Music, Theatre, Dance, and Visual Arts

Experience and learning in the arts is essential to achieve the well---rounded, comprehensive education that adequately prepares students to succeed in college and/or career. Arts learning develops habits of mind necessary for the 21st century: imagination, flexibility, perseverance, discipline, empathy, problem solving, risk taking, and critical thinking. Arts experiences allow students to explore their personal strengths and creativity, appreciate and work together with others to achieve goals, and discover the connections that make sense of our rapidly changing world. To ensure that every student has an opportunity to develop the right side of their brain, all students must successfully complete one unit of study in the arts at the high school level.

MUSIC

CONCERT BAND

Credit: 1

Prerequisites: Proficiency on a band instrument as recommended by the middle school teacher or demonstrated in an audition for the high school band director

Notes: Fulfills the one credit art/music requirement

Concert Band is the heart of the band program and consists of students in grades 9 through 12. Rehearsal classes take place daily throughout the school year. Mandatory weekly rotating group lessons take place during the school day to provide support and additional learning. The Concert Band performs at formal concerts throughout the year, in addition to playing at home football games, the annual fall Pep Rally, the Memorial Day Parade, NYSSMA Majors, graduation, and at special programs and events. Band students are required to perform at these events.

Regional, national and/or international performance tours are optional when offered.

FRESHMAN ORCHESTRA

Credit: 1

Prerequisites: Proficiency on an orchestral string instrument as recommended by the middle school orchestra teacher or demonstrated by audition with the high school orchestra director

Notes: Fulfills the one credit art/music requirement

Freshman Orchestra is exclusive for 9th grade students. Daily rehearsals are held during the school day. Mandatory sectional lessons meet on a weekly, rotating schedule to provide support and additional

learning. Musicians of the Freshman Orchestra hone their instrumental skills in preparation for the String Orchestra (grades 10-12).

The Freshman Orchestra performs programs made up of repertoire from a wide variety of musical styles. In addition to concerts held in the high school theatre, the group performs at special programs such as NYSSMA Majors and the annual High School Moving Up Day.

ORCHESTRA

Credit: 1
Prerequisites: Proficiency on an orchestral string instrument as demonstrated by successful completion of the Freshman Orchestra or by audition with the Orchestra director
Notes: Fulfills the one credit art/music requirement

The string Orchestra includes students from grades 10 through
12. String Orchestra rehearsal classes are held daily. Mandatory sectional weekly rotating lessons take place during the school day to provide support and additional learning. Orchestra performs at formal concerts during the year as well as at special programs such as NYSSMA Majors and Moving- Up Day at the end of the year. Regional, national, and/or international tours are optional when offered.

CONCERT CHORALE

Credit: 1
Prerequisites: None
Notes: **Fulfills the one credit art/music requirement**

Concert Chorale is open to all students in Grades 9 through 12. The Concert Chorale is the flagship ensemble of the Choral Department, and involves students working together in an artistic and creative environment. This group performs in concerts and at NYSSMA Majors, regional, national and /or international tours are optional when offered. Mandatory weekly rotating group lessons take place during the school day to provide support and additional learning.

MUSIC PRODUCTION AND ENGINEERING LEVEL I

Credit: 1
Prerequisites: None
Notes: **Fulfills the one credit art/music requirement**

In Music Production students will use multitrack recording software, iPads, MIDI keyboards, as well as, live sound equipment like mixing boards, microphones, amps and speakers to complete projects that

inspire students' own creativity while learning about the hardware and software of music composition and sound production. Students will also learn about career paths in the music technology industry like video game music, film scoring, production and sound engineering. No prior music experience is necessary.

MUSIC PRODUCTION AND ENGINEERING LEVEL II

Credit: 1
Prerequisites: Music Production & Engineering level I
Notes: Fulfills the one credit art/music requirement
Building on the work from previous year, this course is for students who have experience in music production and engineering and want to continue to develop new techniques, methods and approaches. Students will gain a thorough understanding of complex technical systems and use a variety of digital media to create music.

IB MUSIC SL
YEAR 1 AND 2

Credit: 1 per year
Prerequisites: Enrollment in Band, Orchestra, or Chorus

This course has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers an approach to creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course ensures a holistic approach to learning, as the student takes on the role of a musician as a performer, creator and researcher, both personally and collaboratively. Music that is familiar and unfamiliar from a variety of time, places, and cultures is also part of the course. Students will learn to hear the relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. The IB Music assessment is project based, as students explore music in context, experiment with music, and present music.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

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THEATRE COURSES

SPOTLIGHT ON ACTING: LEVEL 1 ACTING

Credit: 1

Prerequisites: None

Notes: **Fulfills the one credit art/music requirement**

This class seeks to give students the tools that they need to be successful actors on stage and in the rehearsal room, as well as a sharp historical lens through which they can contextualize their practical work. As a result of taking this course, students will learn how to analyze a script, make strong physical and vocal choices, and be healthy and consistent in their performances. At the same time, students will actively explore historical theater works from both the western and non-western canons by reading, watching, and performing pieces from a variety of time periods, cultures, and styles in order to create connections to modern performance and their own work.

THE ACTOR'S ROLE IN CONTEMPORARY AMERICAN THEATRE: ACTING LEVEL II

Credit: 1

(Pre-Req: HS Level 1)

Notes: **Fulfills the one credit art/music requirement**

This class seeks to not only teach essential acting skills that can be applied in any theatrical situation, but to also immerse students in the world of contemporary theater and the process through which plays are created and produced. As a result of taking this course, students will be able to actively participate as actors in the creation of contemporary theatrical works, having developed a clear sense of themselves as theater artists through a deep exploration of dramatic material, rigorous acting training, and intensive participation in scene work. To get there, students will first engage in a historical and practical study of modern improvisation through reading, research, videos, and participation in a variety of theater games, exercises and the performance of longform improvisation. They will also engage in an exploration of contemporary theater through readings, videos, and live performances.

MASQUERADE: ACTING LEVEL III

Credit: 1

(Pre-Req: HS Level I & 1I)

Notes: **Fulfills the one credit art/music requirement**

Building on the work of the previous year, this course seeks to arm students with the tools necessary to create and produce their own work. At the beginning of the year, students will form their own theatre company and devise a new piece that they will produce in the spring–this may take the form of a full play, a one-act festival, a film, or any othe type of show tht the company agrees on. With a focus on playwriting performance, directing, design and producing, students will develop the necessary skills to embody all the roles needed to create and share their own thetre performance.

IB THEATRE SL
YEAR 1 AND 2
Credit: 1 per year
Prerequisites: None

In the study of this course in theatre making, students will create theatre from the perspective of creator, designer, director, spectator, and performer. This will be done as individuals and as a member of an ensemble. Students will experience contrasting art perspectives and learn to apply research and theory. The course is built upon three core areas, including (1) presenting theatre, (2) theatre in context (3) and theatre processes. Students will be expected to understand the relationship between the three core areas and how their work is impacted by them. The three core areas will be explored through activities such as working with play texts, examining world theatre traditions, and collaboratively creating original theatre. The IB assessment for this course is project-based, including a Director's Notebook, Collaborative Project, and Research Presentation.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

DANCE COURSES

CONDITIONING FOR DANCE
Credit: 1
Prerequisites: None
Notes: This is a full year course that meets everyday.
It meets the .5 credit requirement for physical education, and .5 of an art credit.

The Conditioning for Dance course is for students who are interested in learning foundational dance techniques and designed to improve a dancer's range of motion and enhance muscle flexibility and strength. North Shore students will use a variety of stretching and strengthening exercises, incorporating Pilates and yoga. Additionally, students will be exposed to a variety of approaches and methodology in the world of Classical and Contemporary Ballet, Modern and Jazz dance. This class is open to all grade levels and abilities.

STUDIO IN DANCE

Credit: 1

Prerequisites: Conditioning for Dance

Notes: Fulfills the one credit art/music requirement

The Studio in Dance course is for students who are looking to further develop their competency in dance techniques and focuses on supporting dancer's growth by allowing them to use dance as a form of expression. Students will learn proper alignment, anatomy and musicality while exploring a variety of dance styles and crafting their artistic voice through movement, expression and creation of their own choreography. Additionally, students will be exposed to a variety of cultures and dance methodologies. This class is recommended for students who have some dance experience and open to all grade levels. This course meets everyday.

ADVANCED DANCE

Credit: 1

Prerequisites: Recommended for students who have previously taken Studio in Dance or by instructor's recommendation.

Notes: Fulfills the one credit art/music requirement

The Advanced Dance course is for students who are interested in expanding their knowledge of technique and analytical skills while continuing exploration of choreography development and performance. Students will explore a variety of dance genres and world dances and investigate career pathways in dance. There will also be a focus on reflective practices in designing choreography.

BROADWAY DANCE

Credit: 1

Prerequisites: None

Notes: Fulfills the one credit art/music requirement

The Broadway Dance class is for students who like the spotlight, drama, singing and telling a story through movement. Exercises will focus on increasing strength, flexibility, coordination, performance technique and confidence. The focus is on musical theatre, stage combat, and audition techniques. This class is open to students at all levels and abilities.

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VISUAL ARTS COURSES

STUDIO ART

Credit: 1
Prerequisites: None
Notes: Fulfills the one credit art/music requirement

Studio Art is an introductory level class devoted to the development of skills and knowledge of the elements of art and principles of design. Students hone their observation skills and work with composition, line quality and value. They are introduced to color theory, color mixing and painting techniques. There are units of study in printmaking, ceramics and sculpture. Students will work with materials such as: pencil, charcoal, pen and ink, linoleum, clay and various sculpture media. The curriculum ensures that all students look at the world around them in new ways and become creative problem solvers in order to create original works of art. Studio Art is a prerequisite for all Visual Art electives.

DRAWING & PAINTING

Credit: 1
Prerequisites: Studio Art

Drawing & Painting is devoted to the exploration of drawing and painting techniques and concepts as well as the expression and visual communication of personal artistic vision. Students will have the opportunity to work with media such as charcoal, pastel, ink, watercolor, colored pencil and acrylic paint.

ADVANCED DRAWING & PAINTING

Credit: 1
Prerequisites: Drawing and Painting

This course builds upon the techniques and concepts explored in Drawing & Painting. Students will work on creating a portfolio of pieces that explore a variety of media and ways of working. Students will have the opportunity to further their understanding of drawing and painting concepts, hone their techniques, explore new media and alternative surfaces, and investigate new ideas through their art. Students will work to challenge themselves as artists in order to create work that visually communicates their unique perspective and personal vision.

AP DRAWING & PAINTING

Credit: 1
Prerequisites: Advanced Drawing and Painting

Take your drawing and painting to the next level! This advanced course is designed for serious and highly motivated students who would like to prepare a portfolio for submission to AP Drawing, in which a strong understanding of drawing issues such as composition, illusion of depth, and mark- making, is emphasized. Students will build upon pieces already created in their previous drawing and painting classes in order to complete the 24 pieces required by the AP Drawing exam. Students will spend a large part of the year developing a series of work related to a student-selected theme or idea. In addition to time in class each day, students are expected to work independently outside of class in order to meet the high standards, work requirements, and frequent deadlines of the course. This challenging experience will help students push themselves as visual problem-solvers and communicators, create art that is important to them, and help them to create an incredible and accomplished portfolio. Students will also have the opportunity to participate in local shows and art competitions.

The AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

SCULPTURE

Credit: 1
Prerequisites: Studio Art

Sculpture focuses on the creation of 3-dimensional forms through a creative problem solving approach. During this full- year course, students will work with a variety of materials including ceramic clay, plaster, wire and other mixed media, as well as a full day in the High School Sandbox. Students will become comfortable with hand building techniques in ceramics as well as the potter's wheel. Long-term projects involve casting the human form, modeling ceramic busts, recycled assemblages and much more.

ADVANCED SCULPTURE

Credit: 1
Prerequisites: Sculpture

Advanced Sculpture provides an opportunity for students interested in building on the skills learned in Sculpture. Students will use the elements of art and principles of design to solve 3-dimensional problems both in the round and in relief, and explore highly experimental techniques in a wide range of sculpture media.

PHOTOGRAPHY

Credit: 1

Prerequisites: Studio Art

In this year-long study of photography, students learn both film and digital processes. They begin with a thorough investigation of black and white film by shooting with 35mm cameras and printing in our darkroom. This introduction to film creates a solid foundation for students to then apply their knowledge to digital shooting and editing. Students become comfortable with the technical components of photography; they also learn to appreciate the visual and aesthetic qualities of the medium. This combination of technical know-how and creative appreciation enables students to speak confidently with their own unique voice through the magical medium of photography. This development of a personal photographic vision is encouraged through a variety of projects.

ADVANCED PHOTOGRAPHY

Credit: 1
Prerequisites: Photography

This year-long course is designed for students eager to further their knowledge of film and digital photography. Among other advanced topics, students will work with infrared and medium format film, create Cyanotypes and learn to photograph at night. They will also work with digital SLR cameras and learn advanced Photoshop editing techniques. As students are further challenged with advanced photographic processes, they will gain more confidence in speaking with their own creative voice, to express their unique observations and ideas through the exciting medium of photography. In deepening their knowledge of both film and digital photography, students will be well prepared for what comes next – be that AP 2D Design, IPA, college art studies, job applications or personal pursuits in photography.

AP 2D DESIGN THROUGH THE LENS OF PHOTOGRAPHY

Credit: 1
Prerequisites: Advanced Photography

This course is designed for the serious and highly motivated photography student. Students use photography to prepare an AP portfolio suitable for submission to AP 2D Design, in which 2D compositional design is emphasized. Students are expected to work independently, including time outside of class, to meet detailed AP requirements and frequent work deadlines. They must design a personal response to a variety of visual art challenges while preparing pieces for the Selected Works and Sustained Investigation required by the College Board.

The AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

INDEPENDENT PROJECTS IN ART (IPA)

Credit: 1

Prerequisites: 3 visual art credits AND approval of the visual art faculty. Acceptance is based on a formal application process that takes place in the spring of Junior year.

This advanced art experience provides students the opportunity to pursue a year-long focus in visual art. Students are expected to complete a self-directed, individual crafted thesis. They work in a studio environment with their peers and meet in small mentor groups to discuss their progress and receive feedback that ultimately results in a body of work for the final thesis exhibition. Additionally, IPA students exhibit in local public venues throughout the year. Public speaking and written artist statements about their art and the creative process are a requirement for all participants.

IB VISUAL ARTS SL/HL
YEAR 1 AND 2

Credit: 1 per year

Prerequisites: Studio Art plus one additional art class (Drawing and Painting, Sculpture or Photography)

The course enables students to enjoy lifelong engagement with the arts, as they will create with a variety of art media, including but not limited to photography, painting, and sculpture. Students also explore art history, how to analyze art, and how to curate art exhibits. As part of their final assessment, students exhibit their art in a gallery setting, develop visual art journals to document their creative process, and engage in verbal and written critiques that analyze and compare art from various cultures and time periods. This course will enable students to: make artwork that is influenced by personal and cultural contexts; be informed and critical observers and makers of visual culture and media; develop skills to communicate ideas. IB Visual Arts requires a variety of internal and external assessments throughout the two years, including a Comparative Study, Process Portfolio, and Exhibit.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

North Shore Schools
Discovering Your Dreams

BUSINESS

Area of Interest	Paired Courses in each Area of Interest	
Starting & running a business	**Entrepreneurship** **One-half credit**	**Marketing** **One-half credit**
Law	**Criminal Justice** **One-half credit**	**Business Law** **One-half credit**
Finance & Banking	**Investments** **One-half credit**	**Introduction to Accounting** **One-half credit**
Business Management	**IB Business Management** **1 credit** **IB Exam** **(11th or 12 grade status)**	

MARKETING

Credit: .5
Prerequisites: None
Note: Semester 1 class is paired with Entrepreneurship semester 2

This course introduces students to the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how marketing trends, issues, global economic changes, and information technology influence consumer buying habits and business decisions. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. Core topics will include the social marketing phenomenon, advertising

effectiveness and business ethics. Business competitions, current event analysis, and project based assignments will be utilized in the course.

ENTREPRENEURSHIP

Credit: .5
Prerequisites: None
Notes: Semester 2 class paired with Marketing semester 1

What does it take to start your own business? We will answer this question as students explore the definition, risks, and rewards of entrepreneurship through case studies of successful teenage and famous entrepreneurs. Then students will work as part of a development team to create their own new businesses. This process will include brainstorming new business ideas, conducting market research and competitive analyses, and executing many of the creative aspects of a new business launch (including an advertising campaign to promote their product or service). Business development teams will present their business concepts to a panel of potential investors who must decide which projects to fund with their limited dollars.

INVESTMENTS

Credit: .5
Prerequisites: None
Notes: Semester 1 class is paired with Introduction To Accounting

This course is designed to build practical knowledge of personal finance, investing and money management skills. To enhance their knowledge, students will use computers, the internet, and financial publications (newspapers and magazines) to perform group and individual projects. Students will be given $100,000 (in virtual dollars) to participate in a stock market simulation competition where they will build and trade virtual stock portfolios. Topics include consumer credit and debt, the stock and bond markets, mutual funds, real estate, and alternative investments. Projects and business competitions will be incorporated into the curriculum to provide authentic learning experiences.

INTRODUCTION TO ACCOUNTING

Credit: .5
Prerequisites: Algebra I
Notes: This class will be paired with Investments

This introductory course in accounting is a must for any student thinking about pursuing business in college or as a career. Students will learn the basics of generally accepted accounting principles including the accounting equation, analyzing and journalizing financial transactions, porting to ledgers, trial report

analysis, adjusting and reversing entries, and the compilations of financial statements (balance sheets, income statements, cash flow analysis). Through the course, students will become familiar with the terms and concepts that managers and investors use to conduct and evaluate business success. Guest speakers, projects and business games will be incorporated into the curriculum.

CRIMINAL JUSTICE

Credit: .5
Prerequisites: None
Notes: This class will be paired with Business Law

This course will investigate the different aspects of the criminal justice system and its impact on young adults. Students will study the role of law in society, ethics, crime, legal rights, administration of criminal justice procedures, reform, rights of victims and those accused of criminal wrongdoings. Students will gain practical experience in preparing "cases", arguing for "clients" and sitting on "juries" as well as learning investigative techniques such as fingerprinting, crime scene analysis and interviewing through class simulations. Further exploration will be done through a trip to the Nassau County Courthouse and Correctional Facility.

BUSINESS LAW

Credit: .5
Prerequisites: None
Notes: This class will be paired with Criminal Justice

In this course students will gain a practical knowledge of the law and how it relates to them both at home and work. Emphasis is placed on civil law with topics covered such as court procedures, business and personal contracts, credit and debt, corporate law, car insurance, real and personal property, employee rights, wills and family law. Emerging topics such as cyber law and intellectual property will also be covered. Students will examine court cases and the legal activity behind daily news stories to develop an awareness of how the law affects them and their surroundings. Mock trials will be performed, and various legal professionals will serve as guest speakers.

IB BUSINESS MANAGEMENT SL (1 YEAR)

Credit: 1
Prerequisites: None

The IB Business and Management course is designed for students to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities and the cultural and

economic context in which they operate. Emphasis is placed on strategies, decision-making and day-to-day business functions of marketing, production, human resource management and finance. Understanding the interdependence of all business functions is central to the course and promotes a holistic overview of business management.

Students will develop an understanding of business activities in the global marketplace and their effects on stakeholders. Case studies are interwoven throughout the course in order to demonstrate real world business issues that drive change in an interconnected and multicultural world. The role of a business in profit making, risk taking and the competitive environment are examined in theory, alongside current world affairs and events.
IB Business Management requires a variety of internal and external written assessments throughout the year. Students will be required to take the IB exam at the end of the course.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

North Shore Schools

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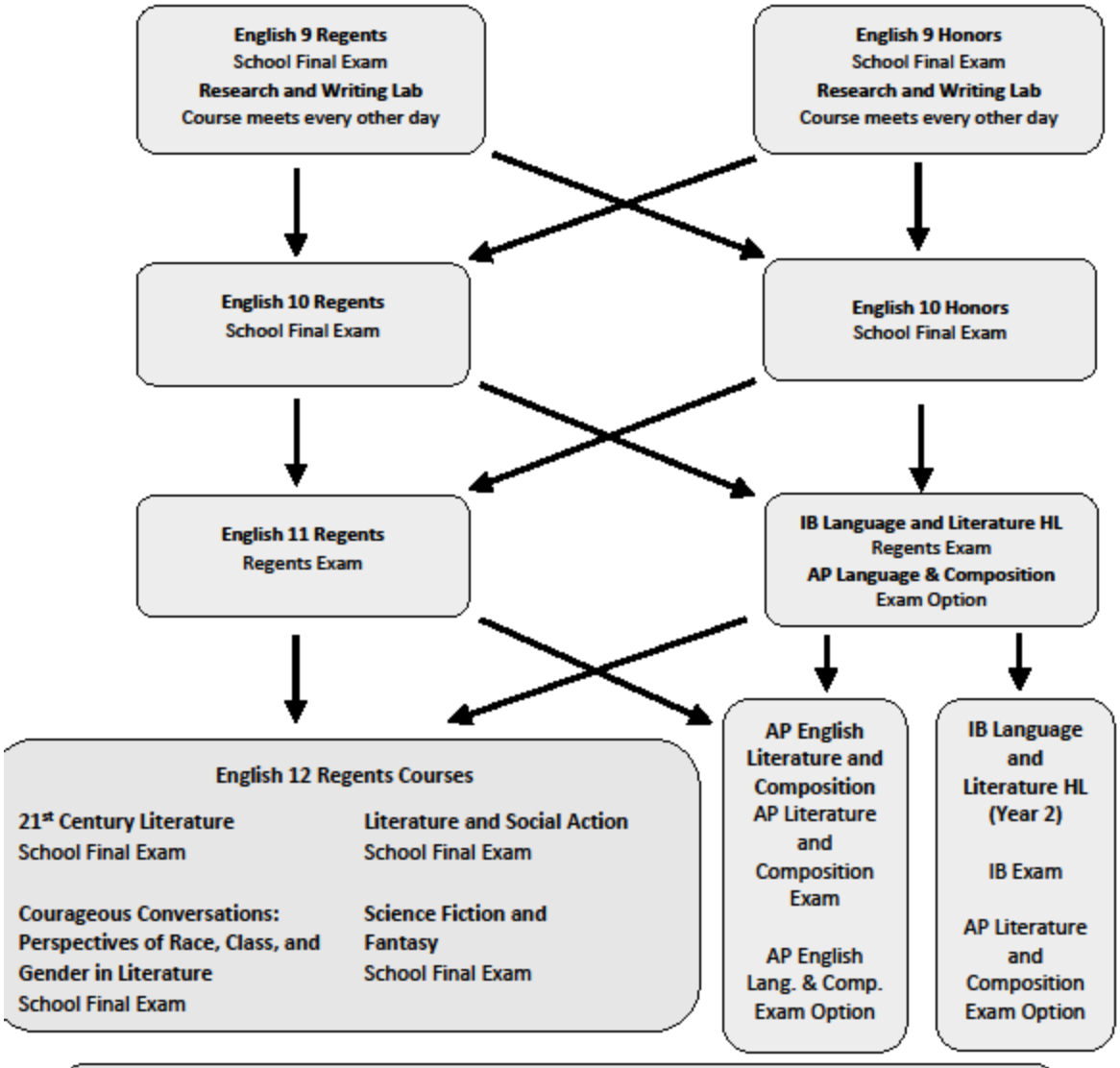
English 2022-2023



English Electives

Grades 9-12	Grades 10-12	Grade 12
Journalism	Creative Writing	Introduction to Film
Presentational Speaking		(EGL 194 Stony Brook credit option)

North Shore Schools
Discovering Your Dreams

English

English Language Arts serves people's fundamental need to share the human experience by exchanging ideas and emotions. It is the gateway to our hearts and minds – a means of comprehending, constructing, and communicating meaning. Respectful of the might of critical reading, writing, speaking, and listening skills, the North Shore High School English Department endeavors to empower our students by harnessing their skills as thoughtful purveyors and receivers of text in its broadest definition. By leveraging the talents and interests of our students in pursuit of our District's Shared Values, we inspire their commitment to enriching community, advancing global citizenship, and realizing human potential. We celebrate English Language Arts as a vital instrument in achieving these lofty goals.

English is required of all students in grades 9 through 12, with options that include Honors in grades 9 and 10, International Baccalaureate in grade 11, and Advanced Placement, International Baccalaureate, and full-year senior English courses in grade 12. Furthermore, seniors may take an additional elective course, Introduction to Film, that provides an opportunity to earn Stony Brook University credit. This sequence is designed with increasing rigor to facilitate students' evolution as sophisticated readers, writers, and thinkers. Augmented by several other enriching and engaging electives, the North Shore High School English program fosters an appreciation of English Language Arts as a tool for self- expression, information, and social action.

ENGLISH 9R

Credit: 1

Prerequisites: None

Students in 9th grade English analyze and respond to a wide variety of texts, including poetry, plays, novels, short stories, and informational pieces. An emphasis is placed on critical thinking, clear communication in speaking and writing, note- taking, literary analysis, and the fundamentals of argument. Vocabulary study, grammar, mechanics, and correct usage are integrated with reading, writing, listening and speaking. This course prepares students for the skills assessed in the Common Core Regents in English Language Arts in 11th grade. Major works may include *Animal Farm*, *To Kill a Mockingbird*, *Of Mice and Men, Night*, *Catcher in the Rye*, and *Romeo and Juliet*. In addition, all English 9R students are required to take a separate ½ credit course, English 9R Research and Writing Lab, to bolster their scholarly writing skills and fortify their knowledge of foundational grammar and composition with increasing agency and autonomy.

ENGLISH 9R RESEARCH AND WRITING LAB:

Credit: .5

Prerequisites: None

The English 9R Research and Writing Lab employs a supportive approach to bridging the academic and behavioral demands of middle school and high school. This course, which is required for all English 9R students, empowers freshmen with confidence in their ability to navigate the increasingly rigorous tasks they may encounter across all disciplines during their high school career. All of the assignments, including a formal MLA research paper, are completed in school. The students use the research process as a tool to practice study and organizational skills, English Language Arts skills, and Habits of Mind from the IB Learner Profile and the North Shore School District's Shared Valued Outcomes. This course uses an innovative approach to grading that incorporates both a process grade (derived collectively with student input) and a product grade. This structure capitalizes on the potency of conferencing and student reflection to merge the scaffolding of foundational skills with a self-regulated application of those skills in in-class and out-of-class contexts.

ENGLISH 9H

Credit: 1

Prerequisites: None

Students in 9th grade English Honors analyze and respond to the same variety of literature found in the English 9R course, but students in the honors course are expected to read additional, increasingly complex works with more independence. This course begins the high school preparation for the skills assessed on the Common Core Regents in English Language Arts administered in 11th grade and the IB Language and Literature courses in 11th and 12th grades. In addition, all English 9H students are required to take a separate ½ credit course, English 9H Research and Writing Lab, to intensify their scholarly writing skills and augment their use of grammar and composition strategies with increasing agency and autonomy.

ENGLISH 9H RESEARCH AND WRITING LAB

Credit: .5

Prerequisites: None

The English 9H Research and Writing Lab employs the same supportive approach to bridging the academic demands of middle school and high school as the English 9R Research and Writing Lab, while challenging the students with a more nuanced application and sophisticated analysis of the essential questions, understandings, content and skills surrounding research and scholarship. This course, which is required for all English 9H students, empowers freshmen to navigate the increasingly rigorous tasks they

may encounter in upcoming honors, AP and IB courses across all academic disciplines. Using the research process and the examination of historical and biographical context as tools, students practice study and organizational strategies, English Language Arts skills, and Habits of Mind from the IB Learner Profile and the North Shore School District's Shared Valued Outcomes to facilitate their ability to leverage these traits as both requisites for and results of successful scholarship. This course's innovative approach to grading incorporates both a process grade (derived collectively with student input) and a product grade. This structure capitalizes on the potency of conferencing and student reflection to facilitate the students' ability to apply what they have learned in in-class and out-of-class contexts. Students in the 9H Research and Writing Lab are required to complete an Honors Project that involves reading and analyzing complex supplementary texts outside of class, completing additional written assignments, and utilizing a primary resource in a formal MLA research paper.

ENGLISH 10R

Credit: 1

Prerequisites: English 9

English 10R provides a rich foundation in literature and writing, engaging students through interactions with texts reflecting both ancient and modern cultures. Works may include *Oedipus Rex, Macbeth*, *Inherit the Wind,* and *Lord of the Flies*, as well as selected short stories, poetry, contemporary literature, and informational texts. Of particular interest is the inclusion of a Horror Genre Book Club, in which students select their own horror novel to read and analyze with a peer-group. The writing instruction emphasizes exposition, narration, argumentation, and description. Vocabulary study, grammar, mechanics, and correct usage are integrated with reading, writing, listening and speaking. English 10R also includes the completion of an MLA research paper. This course continues the high school preparation for the skills assessed on the Common Core Regents in English Language Arts administered in 11th grade.

ENGLISH 10H

Credit: 1

Prerequisites: English 9

Students in 10th grade English Honors analyze and respond to the same variety of texts found in the English 10R course, but students in the honors course are expected to read additional, increasingly complex works with more independence. In addition to foundational author's craft investigation, students will engage in rhetorical and critical analysis, and an exploration of the effects of the social, historical and cultural context on how the works were produced and received. Honors students are also required to

complete a year-long independent honors project that involves reading and analyzing texts outside of class, literary criticism, a variety of written assignments, and a culminating MLA research paper. This course continues the high school preparation for the skills assessed on the Common Core Regents in English Language Arts administered in 11th grade and the IB Language and Literature courses scheduled in 11th and 12th grades.

ENGLISH 11R

Credit: 1

Prerequisites: English 10

This course offers students a well-rounded study of literature from a wide range of multicultural, and diverse texts, examining how the historical, political, and cultural contexts in which texts are written and received are reflected in the literature. Students read and write for multiple purposes, including for learning and for pleasure, with the goal of enriching personal language, background knowledge, and vocabulary acquisition and retention. Critical interpretations of fiction, poetry, drama, visual text, and the essay are used to develop themes and apply those concepts to interdisciplinary study and personal growth. In addition to presenting oral presentations, students write formal MLA research papers in which they pose and respond to self-generated questions that probe reasoning and evaluate the strengths and limitations of sources and evidence. Such an approach facilitates students' ability to clarify, verify, or challenge ideas, and to wrestle with divergent perspectives in order to create original conclusions. In addition, all students will write a personal narrative in response to a Common Application college essay prompt. All 11th grade students are required to take the Common Core Regents in English Language Arts examination in June.

IB ENGLISH LANGUAGE AND LITERATURE HL
YEAR 1

Credit: 1

Prerequisites: English 10

The aim of this course is to explore the complex and dynamic nature of language - its practical and aesthetic dimensions. Students will explore the various ways in which language choices and text types, literary forms, and contextual elements affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped.

Students will engage with a range of texts in a variety of media and forms, from different periods, styles, and cultures. Themes covered in this course include: Readers, writers, and texts; Time and space; Intertextuality: connecting texts. Students will be required to know, understand, and interpret a range of texts, works, their meanings and implications, analyze and evaluate ways in which language use creates meaning, and communicate ideas in clear, logical, and persuasive ways. A wide range of texts to be examined may include advertising, news reporting, blogs, visual texts, and works of literature such as Euripides' *Medea,* Toni Morrison's *The Bluest Eye*, Chinua Achebe's *Things Fall Apart*, and F. Scott Fitzgerald's *The Great Gatsby.* The Internal Assessment in the junior year is the Individual Oral and a research essay on a topic chosen by the student.

Students will be required to take the New York State English Regents at the end of junior year. A student may opt to take the AP Language & Composition exam at the end of junior year. This course will continue into year two, when students will take the IB exam.

LITERATURE AND SOCIAL ACTION

Credit: 1

Prerequisites: Senior Status

Stand up for change! Throughout history, activists have been born, battles have been fought, and policies have been transformed. Whether confronting issues related to gender, race, or sexual orientation, literature is often at the forefront of these struggles, empowering the voiceless and advancing their causes. This full-year course examines literature's role in both exposing local and global injustices, and inspiring the human rights movements related to them. Students are encouraged to share their insights through lively discussions and debates about issues raised in the many provocative texts including *A Streetcar Named Desire, The Laramie Project,* and *Passing.* Written assignments include a college essay and an MLA research paper. Be an advocate! Speak out!

21ST CENTURY LITERATURE

Credit: 1

Prerequisites: Senior Status

The first decades of the new millennium have been marked by radical political, social, and technological changes in the world. September 11th, the wars in Iraq and Afghanistan, Hurricane Katrina, and a world-wide pandemic have shaped global relations, while the rise of YouTube, Twitter, TikTok, and other social media have forever changed the way we communicate and access information. This full-year

course will examine both contemporary issues of the 21st Century and the modern methods of expressing them that have evolved as a response to the Technological Revolution. Literary works may include *Extremely Loud & Incredibly Close, The Brief Wondrous Life of Oscar Wao,* the screen-play *Hamilton*, and the graphic novel *Fun Home*; written assignments include a college essay and a MLA research paper.

LITERATURE OF SCIENCE FICTION AND FANTASY

Credit: 1

Prerequisites: Senior Status

Who are we? What are our oldest longings, our darkest fears, our most dangerous dreams? These are the questions that animate two mind-bending genres: Science fiction, which ponders what might be, and fantasy, which imagines what never was. In this course, students will go to the Borderlands, where Atticus Finch and Daisy Buchanan never dared: into the Woods to explore Fantasy's mythic roots and tales of Faerie, and into the Future to see how the choices of today shape the world of tomorrow. In this full-year course, we'll read widely, both short and full-length fiction, as well as criticism and philosophy, and we'll create our own short stories, essays and research projects (including an MLA research paper). We will also write a college essay.

COURAGEOUS CONVERSATIONS: PERSPECTIVES OF RACE, CLASS AND GENDER IN LITERATURE

Credit: 1

Prerequisites: Senior Status

What does it mean to "stay engaged" in conversations about race, class, and gender? Is cancel-culture silencing certain groups? Is race a social construct? Do political-correctness and trigger-warnings stifle honest conversation? Productive discourse is a craft that has its own set of tools and skills, and in this discussion-focused class, students will practice the art of engaging in meaningful conversations about current events, social norms and political policy. Rather than carving out a safe space, we will carve out a brave space, where the goal is not closure, but rather truthful and respectful dialogue. Using fiction, informational texts, and visual media, students will hone their verbal, written, and analytical skills to craft informed positions based on evidence. Honoring the validity of varying perspectives, this class will leverage reflection and metacognition to invite students to examine their own belief-systems and to find common ground with those who might disagree. Regardless of your experience, identity and political affiliation, you will be heard. Written assignments include a college essay and a MLA research paper, and texts may include *Friday Black.* Discomfort is a requisite of both honesty and progress. Use your voice!

IB LANGUAGE AND LITERATURE HL
YEAR 2

Credit: 1

Prerequisites: IB Language and Literature Year 1

The aim of this course is to continue to explore the complex and dynamic nature of language and its practical and aesthetic dimensions, through the study of language choices and text types, literary forms, and contextual elements.. Students will develop skills in interpretation, analysis, and evaluation. They will evolve in their understanding of relationships between texts and a variety of perspectives, cultural contexts, local and global issues. Students will develop an appreciation of how language and literature contribute to diverse responses and multiple meanings. This course continues to focus on the three themes covered in year 1: Readers, writers, and texts; Time and space; Intertextuality: connecting texts. Literary works may include Ibsen's *A Doll's House*, Adichie's *The Thing Around Your Neck,* Atwood's *The Handmaid's Tale*, and Shakespeare's *Othello*, which offer varied cultural attitudes and values for students to consider, explore, and ultimately apply to their own cultural contexts.

IB English Language and Literature course requires a variety of internal and external written and oral assessments throughout the two year sequence. In addition, all students will compose a college essay. The IB exam in English Language and Literature will take place at the end of Year 2. A student may opt to take the AP Language and Composition exam at the end of junior or senior year, and/or the AP Literature and Composition Exam at the end of senior year.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Credit: 1

Prerequisites: Senior Status

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

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

All students enrolled in this course are required to take the Advanced Placement English Literature and Composition Examination and are responsible for completing a college essay and an MLA research paper.

The AP assessment may earn a student college credit depending upon their score and the policy of the college and university.

ELECTIVES

INTRODUCTION TO FILM (Stony Brook University EGL 194)

Credit: .5
Prerequisites: Senior Status

This course has a dual enrollment option, in which students follow the curricular requirements of Stony Brook's EGL 194, and may apply for college credit through Stony Brook University's ACE program. It offers an introduction to film, including a basic familiarity with the terminology of film production and with techniques of film analysis. It emphasizes critical viewing and writing, with attention to cinematography, editing, sound, narrative, authorship, genre and ideology. In order to demonstrate how film is inseparable from historical contexts, attention will be focused on social, political, and cultural backgrounds. The films are selected to draw attention to critical and theoretical discussions of race, class, and gender which will unfold systematically in class discussions. The course also offers an introduction to multiple cinematic traditions from across the globe. Reading and written analyses are required integral parts of this course. This is an elective course and cannot be used to meet the graduation requirement in English.

Students can dual enroll to receive high school and college credit. For students wishing to dual enroll there is a non-refundable $300 cost to Stony Brook University. Successful completion of the course must meet Stony Brook University's standards. Credit may be transferable to other schools depending upon the policy of the college or University.

JOURNALISM

Credit: .5 or 1
Prerequisites: None

Notes: Students may take this course for a half year or for a full year.

This course provides extensive practice in the techniques and process of creating a print publication. Throughout this course, students learn how to compose types of articles that make up print publications such as Newsday, The Washington Post, and The New York Times. Other areas of print publication to be explored include advertising, layout and copy-editing. In addition, the professional and ethical practices of the modern journalist, as well as our societal fascination with the news are discussed. This is an elective course and cannot be used to meet the graduation requirement in English.

PRESENTATIONAL SPEAKING

Credit: .5
Prerequisites: None

Public speaking is a vital skill required by colleges and corporations alike. The ability to communicate ideas clearly by leveraging powerful language and images through technology helps us engage with audiences and move them toward action. Presentation Speaking aims to develop in students those skills necessary to thrive in that medium. The course will focus on speech and presentation development for various purposes, such as informative, persuasive, and motivational. Designed to take students beyond the simple Google Slides presentations, students will explore how to research and create high-interest, high quality media-and application-based presentations. This is an elective course and cannot be used to meet the graduation requirement in English.

CREATIVE WRITING

Credit: .5
Prerequisites: English 9

So you've practiced writing for your midterms, finals and Regents exams: what more writing could there possibly be? Not much really – unless you count fiction, poetry, drama, creative nonfiction, songwriting, comics, and wherever your interests lead you. In this full-year course, students will explore a variety of genres in a workshop environment, working in small groups to create tight-knit communities of writers. We'll focus on becoming not only better craftspeople, but insightful and supportive workshop participants

as well—and all without a standardized test in sight. This is an elective course and cannot be used to meet the graduation requirement in English.

Once upon a time, you used to love writing– it's time to love it again.

FAMILY AND CONSUMER SCIENCES

FASHION, SEWING AND TEXTILES

Credit: 1
Prerequisites: None
Notes: This course fulfills the one credit art/music requirement

Welcome to the world of fashion, sewing and textiles. Students will learn to construct clothing using a sewing machine, various equipment and patterns to create at least four clothing projects. Students will acquire skills that enable them to construct an advanced final project. Students will design and sketch clothing using various art materials, while being introduced to the elements and principles of design. They will learn to become better consumers when purchasing clothing by recognizing quality, construction and fabrication.

ADVANCED FASHION, SEWING AND TEXTILES

Credit:1
Prerequisites: None

This course will build on skills acquired in Fashion, Sewing and Textiles. Advanced clothing continues with fitting patterns, lining garments, setting sleeves, tailoring techniques and producing accessories. Specialty fabrics such as knits, stretch fabrics and one -way fabrics will be utilized. Fashion sketching will be used to draw the clothing. Projects include lined dresses, vests, lined skirts, pants, shirts, blouses, jackets, costumes and prom dresses.

THE FASHION INDUSTRY

Credit: .5
Prerequisites: None

Notes: This course is paired with Buying and Merchandising

Explore the Fashion Industry by studying how designers create new trends and looks. Students will learn to design a fashion line to experience the job of a designer and experience the job of a product developer and produce an accessory project. Stylist and retail operations careers will also be explored with hands-on projects. Projects will include creating visual displays, creating color and mood boards and a portfolio.

BUYING AND MERCHANDISING

Credit:.5
Prerequisites: None

Notes: This course is paired with The Fashion Industry

Would you like to learn the role of a buyer and merchandiser in the Fashion Industry? This course will help you understand the crucial function the buyer and merchandiser play in the world of fashion. Essential career skills and units of study include: forecasting what your customer wants, planning buying assortments and visual displays, recognizing quality garments, fabrics, and cultivation professional relationships with vendors.

CULINARY ARTS I

Credit:.5
Prerequisites: None

Students who take Culinary Arts I will experience the Science and art of food preparation by evaluation their food production and developing a palate for delicious, healthy foods. Safety and sanitation are practiced in every lab as students plan and prepare recipes for breakfast, appetizers, light meals, dinner and desserts. Emphasis will be placed on the nutritional value and the nutritional needs of the body. Skills are acquired through hands-on experience.

CULINARY ARTS II

Credit: .5
Prerequisites: Culinary Arts I or departmental approval

Culinary Arts II will focus on producing international foods. Students will choose and prepare advanced recipes from various cultures around the world and broaden their knowledge of tastes, techniques, ingredients and traditions. Students will find it an enjoyable way to learn about other cultures and expand their culinary skills.

BAKE SHOP

Credit: .5
Prerequisites: None

This course is designed to introduce students to the Science of baking. Students will explore the functions of basic ingredients, methods of combining them and distinguish the properties of properly baked goods. Accuracy is practiced in each recipe. Students will enjoy creating various types of baked goods.

BAKE SHOP II

Credit:.5
Prerequisites: Bake Shop I or departmental approval

This course builds on the skills learned in Bake Shop I, with an emphasis on advanced baking techniques and recipes. Students will prepare various types of breads, cookies, pastries, cakes and will learn cake decoration.

HUMAN DEVELOPMENT

Credit: 1.0

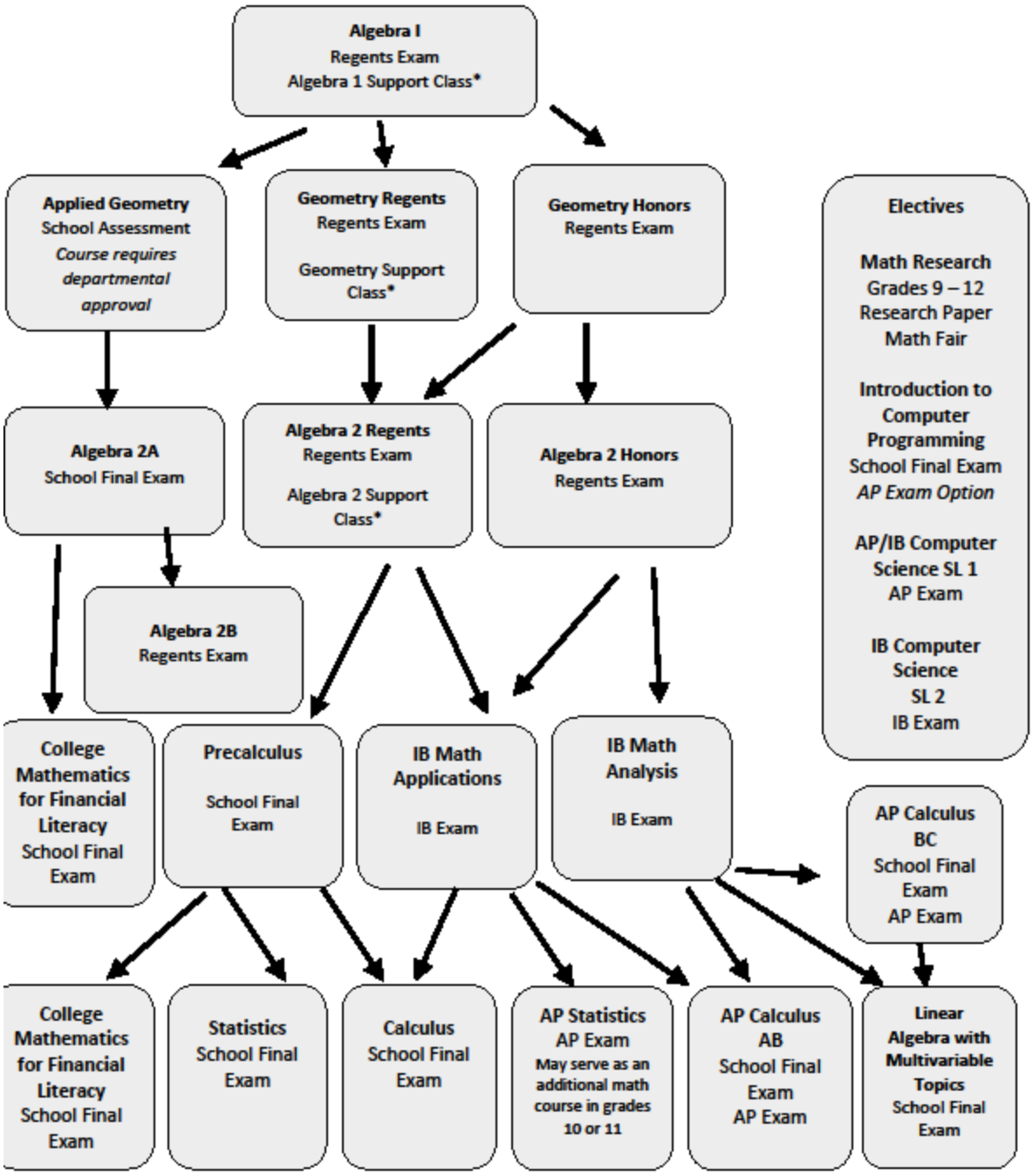
Prerequisites: None

Interested in a career with children? Plan to have a family one day? Students will learn about the social, intellectual, physical, and emotional developmental of children. Learning will be focused on student-centered activities including projects, film study, and group discussion. Current issues in pregnancy, childcare, and parenting and education will be included through class activities and guest speakers. High school students will have the opportunity to engage in real life, practical work with children at the elementary school observing, working with small groups, planning and delivering lessons. This course provides a foundation to explore careers in Human Services, Education, Pediatrics, Counseling, and more.

North Shore Schools

Discovering Your Dreams

Mathematics 2022-2023



North Shore Schools
Discovering Your Dreams

Mathematics

North Shore Schools recommends four years of Math courses in the high school. For an Advanced Regents Diploma students must successfully pass the Algebra 1, Geometry, and Algebra 2 Regents exams.

The Mathematics department also offers a variety of courses for students to take during their high school career. They include: IB courses, AP courses and electives such as, Statistics, Calculus, Financial Algebra.

North Shore's High School Mathematics Department strives to advance our students' skills in problem solving, thinking, communication, and collaboration. Development of this vital skill set makes our students better prepared for college and the real world.

MATHEMATICS SUPPORT CLASSES: ALGEBRA 1, GEOMETRY, ALGEBRA 2

Prerequisite: None

Support classes are offered for students who would benefit from additional support in order to be successful in their mathematics course. They are supplements to the Regents level classes and designed to reinforce the subject matter taught in the course. Support classes meet on alternate days. Students may select support classes or may be recommended or assigned by the department based on prior performance in math courses and/or Regents exams.

ALGEBRA 1R

Credit: 1

Prerequisite: None

Students will gain a thorough background in Algebra through problem solving and real-life applications. Students will deepen their number sense and algebraic thinking. They will develop an understanding of functions, and investigate linear, quadratic, and exponential relationships. Students will take the Algebra 1 Regents Exam in June.

APPLIED GEOMETRY

Credit: 1

Prerequisite: Algebra 1R with approval of department director.

Students will explore the use of geometry in art, architecture, and engineering. Topics include: unknown angles, parallelograms, transformations, similarity, trigonometry, area/volume, and coordinate geometry. A department final assessment is given in June.

GEOMETRY R

Credit: 1

Prerequisite: Algebra 1

Topics of study will include two and three-dimensional geometry; the study of geometric relationships involving both formal and informal proofs; transformational and coordinate geometry; similarity with trigonometry; and congruence with constructions. All students will take the Geometry Regents exam in June.

GEOMETRY H

Credit: 1

Prerequisite: Algebra 1

Students will study an enriched version of the Geometry course. Topics of study will include two and three-dimensional geometry; the study of geometric relationships involving both formal and informal proofs; transformational and coordinate geometry; similarity with trigonometry; and congruence with constructions. All students will take the Geometry Regents examination in June.

ALGEBRA 2A

Credit: 1

Prerequisite: Applied Geometry and/or approval of director.

(approved for .5 credit for NCAA eligibility)

Algebra 2A is the first part of a two-year Algebra 2 course. Topics include: discovering polynomial, rational, and radical relationships; modeling with trigonometric functions; and exploring functions. Projects connecting the content to the real- world will be incorporated into this course and some assessments will be project-based. Students can choose to enroll in Algebra 2B upon successful completion where they will take the Algebra 2 Regents exam.

ALGEBRA 2B

Credit: 1

Prerequisite: Algebra 2A

(approved for .5 credit for NCAA eligibility)

Algebra 2B is the second year of the two-year Algebra 2 course. The topics of study include: exponential and logarithmic functions; geometric series and finance; probability; modeling data distributions; and drawing conclusions using data. Students will take the Algebra 2 Regents examination in June.

ALGEBRA 2R

Credit: 1

Prerequisite: Geometry

Students will expand their knowledge of algebra and functions. Topics include: discovering polynomial, rational, and radical relationships; modeling with trigonometric functions; exploring families and transformations of junctions; and examining exponential equations with logarithms. In addition, students will make inferences and draw conclusions from data using probability and statistics. All students will take the Algebra 2 Regents examination in June.

ALGEBRA 2H

Credit: 1

Prerequisite: Geometry H

Students will study an enriched version of the Algebra 2 course. The topics of study will include: the complex number system; conic sections; functions of various types, including trigonometric, exponential and rational; probability and statistics. All students will take the Algebra 2 Regents examination in June.

IB MATHEMATICS APPLICATIONS AND INTERPRETATION SL (1 YEAR)

Credit: 1

Prerequisite: Algebra 2H or Algebra 2R and departmental recommendation.

In this course, students recognize the increasing role that mathematics plays in a data-rich world, and develop their mathematical thinking through the lens of this principle. The course emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To provide a robust preparation for higher level mathematics, this course includes both statistics and calculus. While the course includes a heavy emphasis on statistics and probability and is an excellent precursor to AP Statistics, it also includes a thorough introduction to calculus topics such as limits, higher derivatives, and integration, and will provide a student with the proper preparation to enter AP Calculus AB . Students will learn to recognize and apply various branches of mathematics to solve real-world problems, construct and communicate mathematically, and interpret the conclusions or generalizations. This course will include an internally assessed exploration which will allow students to develop independence in mathematical learning.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

IB MATHEMATICS ANALYSIS AND APPROACHES SL (1 YEAR)

Credit: 1

Prerequisite: Algebra 2H or Algebra 2R and departmental recommendation, and mastery on the Algebra 2 Regents Examination.

In this course, students recognize the role that mathematics plays in a world where innovation is increasingly dependent on a deep understanding of mathematics, and develop their mathematical thinking and analytical expertise through the lens of this principle. The course emphasizes the ability to construct, communicate, and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and should be equipped to appreciate the links between concepts in different topic areas. This course provides a rigorous preparation for higher level mathematics with an emphasis on calculus topics, and is an excellent precursor to AP Calculus BC. Throughout their study, students will develop logical, abstract, and creative thinking, and they must cultivate their patience and persistence in problem solving. This course will include an internally assessed exploration which will allow students to develop independence in mathematical learning.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

PRE-CALCULUS R

Credit:1

Prerequisite: Algebra 2

This course provides students with an applications oriented, investigative mathematics curriculum in which technology is used to solve problems and enhance understanding of mathematics. Topics include: linearity; complex number operations in the coordinate plane; vectors & matrices; transformations; systems of equations; polynomial, rational, and trigonometric functions; inverse functions; composition of functions; trigonometry; triangles; and probability. Students in this course will also study an introduction to derivatives. A departmental final exam is given in June.

Molloy College Credit option: Students enrolled in Pre-Calculus may opt to receive three Molloy College Credits upon payment of a registration fee to Molloy College. Students pursuing this option can earn an official transcript from Molloy, and these credits may be accepted as transfer credits to other colleges. North Shore makes no guarantee that credits from Molloy are transferable to other colleges and is not responsible for any college's policy on accepting credit.

CALCULUS R

Credit: 1

Prerequisite: Pre-Calculus R or IB Mathematics SL

This is a non-AP Calculus course designed to expose students to all of the fundamentals of an introductory Calculus course. Students will study derivatives and integrals as they apply to related rates, volume, and area. A departmental final exam is given in June.

Molloy College Credit option: Students enrolled in Calculus R may opt to receive three Molloy College Credits upon payment of a registration fee to Molloy College. Students pursuing this option can earn an official transcript from Molloy, and these credits may be accepted as transfer credits to other colleges. North Shore makes no guarantee that credits from Molloy are transferable to other colleges and is not responsible for any college's policy on accepting credit.

ADVANCED PLACEMENT CALCULUS AB

Credit: 1

Prerequisites: IB Mathematics Analysis and Approaches SL or departmental recommendation

This Advanced Placement (AP) course is a college-level calculus course which includes the study of functions, derivatives, limits, maxima and minima, integration and differential equations. The curriculum will prepare a student for the AP Exam (AB Level) in mathematics. All students enrolled in this course are required to take the AP Exam.

The AP assessment may earn a student college credit depending upon their score and the policy.

Adelphi University Credit option: Students enrolled in AP Calculus AB may opt to receive three Adelphi University Credits upon payment of a registration fee to Adelphi University. Students pursuing this option can earn an official transcript from Adelphi, and these credits may be accepted as transfer credits to other colleges. North Shore makes no guarantee that credits from Adelphi are transferable to other colleges and is not responsible for any college's policy on accepting credit.

ADVANCED PLACEMENT CALCULUS BC

Credit:1

Prerequisites: IB Mathematics Analysis and Approaches SL or departmental recommendation

This Advanced Placement (AP) course is a college-level calculus course. The major emphasis is on the completion of the elementary calculus curriculum begun in the previous course. This course includes the study of functions, derivatives, limits, maxima and minima. It progresses into integration and the basic techniques of integral calculus. In the final stages of the course, differential equations and infinite series are studies, along with computer applications. The curriculum will prepare a student for the AP Exam (BC Level) in mathematics. All students enrolled in this course are required to take the AP Exam.

The AP assessment may earn a student college credit depending upon their score and the policy.

Adelphi University Credit option: Students enrolled in AP Calculus BC may opt to receive up to six Adelphi University Credits (for the equivalent of their Calc I AND Calc II courses) upon payment of a registration fee to Adelphi University. Students pursuing this option can earn an official transcript from Adelphi, and these credits may be accepted as transfer credits to other colleges. North Shore makes no guarantee that credits from Adelphi are transferable to other colleges and is not responsible for any college's policy on accepting credit.

LINEAR ALGEBRA WITH MULTIVARIABLE CALCULUS TOPICS

Credit: 1

Prerequisite or Concurrent with AP Calculus AB or AP Calculus BC

This is a 200-level college course in the theory of linear algebra for a student who has a deep interest in mathematics and may be considering future studies or a career in a math-related field. Coursework includes vectors, vector spaces, bases and dimension, linear transformations and rank, eigenvalues and eigenvectors, determinants, inner products, and applications to geometry and multivariable calculus. Opportunities to pursue student-choice projects across various disciplines, such as physics, economics, optometry, engineering, etc.

SUNY Stony Brook Dual Enrollment Option: Students enrolled in Linear Algebra may opt to receive 3 SUNY Stony Brook University credits (for the equivalent of their MAT 211 Introduction to Linear Algebra course) upon payment of a registration fee to SUNY Stony Brook University. Students pursuing this option can earn an official transcript from SUNY Stony Brook, and these credits may be accepted as transfer credits to other colleges. North Shore makes no guarantee that credits from Stony Brook are transferable to other colleges and is not responsible for any college's policy on accepting credit.

MATH RESEARCH

Credit: 1

Prerequisite: Algebra 1

In Math Research, students write research papers on mathematical topics of interest, often exploring their own original ideas in mathematics. Students meet individually with the teacher on a regular basis to address progress on their paper. Students bring their research to the Long Island Math Fair and may enter other contests. Math Research may be repeated for additional credit.

STATISTICS

Credit: 1

Prerequisite: Algebra 2 (or co-requisite)

Statistics is an activity-based non-AP Statistics course. The emphasis will be on "lab" work, surveys, raw data analysis, and computer software operation. It will cover major facets of descriptive and inferential statistics, including measures of central tendency and dispersion, distributions, correlation, experimental design, hypothesis tests, and confidence intervals. A departmental final exam is given in June.
Molloy College Credit option: Students enrolled in Statistics may opt to receive three Molloy College Credits upon payment of a registration fee to Molloy College. Students pursuing this option can earn an

official transcript from Molloy, and these credits may be accepted as transfer credits to other colleges. North Shore makes no guarantee that credits from Molloy are transferable to other colleges and is not responsible for any college's policy on accepting credit.

ADVANCED PLACEMENT STATISTICS

Credit:1

Prerequisites: Algebra 2H or Algebra 2R and departmental recommendation

Advanced Placement (AP) Statistics is a college-level, non-calculus based, statistics course. A statistics course will help students continue to develop their quantitative skills, and is typically required for many college majors. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. All students enrolled in this course are required to take the AP Examination.

The AP assessment may earn a student college credit depending upon their score and the policy.

Adelphi University Credit option: Students enrolled in AP Statistics may opt to receive three Adelphi University Credits upon payment of a registration fee to Adelphi University. Students pursuing this option can earn an official transcript from Adelphi, and these credits may be accepted as transfer credits to other colleges. North Shore makes no guarantee that credits from Adelphi are transferable to other colleges and is not responsible for any college's policy on accepting credit.

COLLEGE MATHEMATICS FOR FINANCIAL LITERACY

Credit: 1

Prerequisites: Algebra I and Geometry

This course is designed to prepare students for an introductory college mathematics course through the lens of financial literacy. Students will thoroughly explore concepts relevant to their daily financial encounters, such as banking, consumer credit, income taxes, banking, stock market investing, budgeting, and planning for retirement. Through engaging opportunities for real-life application, students will gain a strong practical knowledge of the essentials of Algebra 2 and Pre-Calculus that underpin these

financial literacy topics. Students will use software to gather, process, and analyze data in this year-long preparation for math in the real world and in college. A departmental final assessment is given in June.

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PHYSICAL EDUCATION

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

Develop competency and/or proficiency in a variety of activities as outlined in the PE profile assessment tool

Develop the physical skill and coordination suitable to individual needs and desires

Develop a positive attitude for life-long participation in physical activity

Develop physical fitness suitable to individual needs and desires

Acquire knowledge of physical fitness concepts and understand the relationship of a healthy lifestyle to both health and fitness

FRESHMEN PERSONAL FITNESS AND ACTIVITIES

Credit: .5 per year
Prerequisites: 9th Grade Only

A personal fitness oriented curriculum is taught to all 9th grade students. The goal of the program is to support and encourage each student to develop a plan in order to improve or maintain an acceptable fitness level. Acquisition of physical fitness concepts and understanding the connection of lifestyle choices to wellness will be incorporated into a variety of team and individual activities.

CONDITIONING FOR DANCE

Credit: 1
Prerequisites: None

The Conditioning for Dance course is for students who are interested in learning foundational dance techniques and designed to improve a dancer's range of motion and enhance muscle flexibility and strength. North Shore students will use a variety of stretching and strengthening exercises, incorporating Pilates and yoga. Additionally, students will be exposed to a variety of approaches and methodology in

the world of Classical and Contemporary Ballet, Modern and Jazz dance. This class is open to all grade levels and abilities.

Notes: This is a full year course that meets everyday.
It meets the .5 credit requirement for physical education, and .5 of an elective credit.

THE FOLLOWING COURSE OPTIONS ARE AVAILABLE TO SOPHOMORES, JUNIORS AND SENIORS

Students may select one of the options below for the full school year. We will make every attempt to accommodate your choice; however, scheduling and facilities may necessitate changes.

SPORT EDUCATION

Credit: .25 per semester
Prerequisites: Must be in grades 10-12

Units will consist primarily of team sports including football, volleyball, floor hockey, and softball with a focus on skill development, strategies, and sporting behavior. The goal of the
Sport Education model is to help students become "competent, literate, and enthusiastic participants of sport" (Daryl Siendetop, Ohio State University). Students will be on teams and compete in seasons while fulfilling roles such as coach, trainer, and referee.

INDIVIDUAL/LIFETIME ACTIVITIES

Credit: .25 per semester
Prerequisites: Must be in grades 10-12

Units in activities such as tennis, golf, badminton and fitness activities will focus on helping students develop the skills and behaviors necessary to participate in common leisure time pursuits. A focus will be placed on helping students develop proficiency in the rules, conventions, and skills necessary to continue physical activity in lifetime games and sports including limited team sports.

WELLNESS FOR LIFE

Credit: .25 per semester
Prerequisites: Must be in grades 10-12

Students will participate in units including, but not limited to aerobic exercises, muscular fitness, and flexibility activities, while continuing to learn about and incorporate components of health related fitness.

Goal setting and personal health will be aspects of this course with students advancing from basic to more advanced aspects of training.

ADVANCED APPLIED PERSONAL FITNESS

Credit: .25 PE credit per semester and .25 Elective Credit per semester
Prerequisites: Completion of Grade 9

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

Notes: This is a full year course that meets everyday.

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

Credit: .5 per year
Prerequisites: None

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

SPORTS MEDICINE 2

Credits: .5 per year
Prerequisites: Introduction to Sports Medicine

This course provides an in-depth treatment of Sports Medicine that builds on Introduction to Sports Medicine. Exploration and discussion of current issues and practices in Sports Medicine, with an emphasis on rehabilitation/reconditioning will be studied. Students will have a culminating project in an area of Sports Medicine that is of interest to them

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HEALTH

HEALTH

Credit: .5
Prerequisites: None

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

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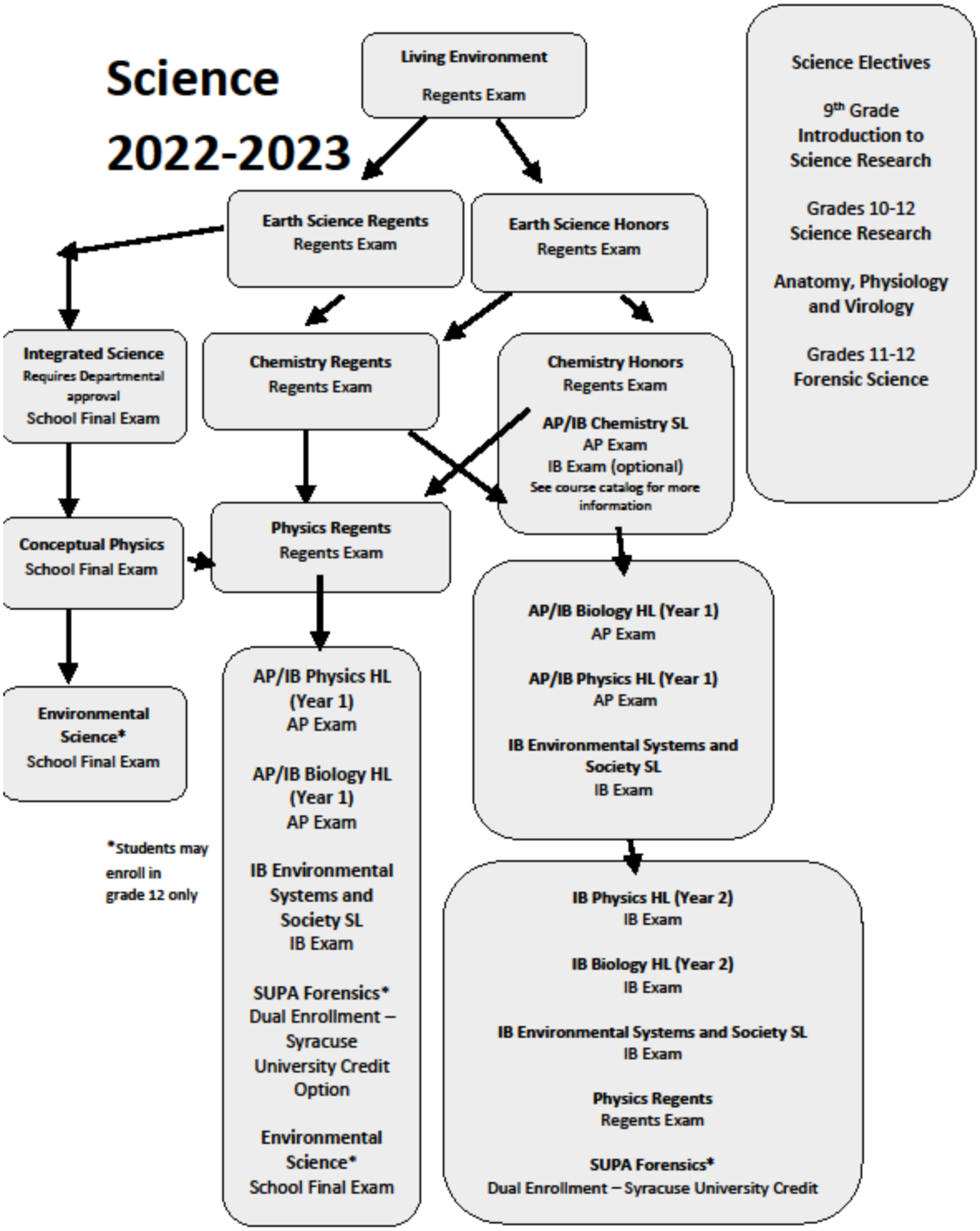
Science 2022-2023



*Students may enroll in grade 12 only

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SCIENCE

North Shore Schools recommends a complete course of study in Science for all students. This course of study includes Biology, Earth Science, Chemistry, and Physics.

Important Note: In order for students to be eligible to take a Regents examination in Science they must complete the state-mandated requirement of 1200 minutes of actual hands-on laboratory experience and complete written reports of those laboratory activities in a format specified by the school.

LIVING ENVIRONMENT R

Credit:1

Prerequisites: None

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

EARTH SCIENCE R

Credit:1

Prerequisites: None

In this course, students will study Earth Science from the perspectives of Astronomy, Geology, Meteorology and Oceanography with emphasis on understanding the processes that shape and change the Earth. All of the topics in the New York State Core Curriculum for "The Physical Setting: Earth Science` are covered and this course prepares students for the Regents Examination in Earth Science. The New York State Regents Examination is given at the end of the school year.

EARTH SCIENCE H

Credit:1

Prerequisites: None

The Honors course in Earth Science will include the same topics as the Regents level course with several areas being explored in greater depth. This course will be more Mathematically and conceptually challenging for students and will require more independent work. The New York State Regents Examination is given at the end of the school year.

CHEMISTRY R

Credit: 1

Prerequisites: Algebra and having passed at least one Science Regents examination

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

CHEMISTRY H

Credit:1

Prerequisites: Algebra and having passed at least one Science Regents examination

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

INTEGRATED SCIENCE

Credit: 1

Prerequisites: Open to sophomores, juniors and seniors with departmental approval only.

This course provides an integrated Science experience for those students who do not elect to take the upper level New York State Regents examinations in Science after consultation with their parents, school counselors and the Science Department. Integrated Science will develop student understanding of scientific principles that reach beyond traditional subject boundaries through a global Science survey including real world applications of the Sciences. Potential topics for exploration include weather, global climate change, forensics, natural disasters, motion and mechanics, human anatomy, human genetics, ecology and environmental study, practical chemistry, and power generation.

PHYSICS R

Credit: 1

Prerequisites: Successful completion of Algebra 2 or concurrently taking Algebra 2 along with Departmental Approval. Having passed at least one Science Regents Exam.

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

CONCEPTUAL PHYSICS

Credit: 1

Prerequisites: Open to Juniors and Seniors with departmental approval only.

Conceptual Physics provides exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Students will also develop critical thinking and problem solving skills, which will be practiced during laboratory activities. Upon completion, students should be able to describe examples and applications of the principles studied. This course will not prepare students to take the Regents Examination in Physics. Juniors successfully completing Conceptual Physics may enroll in Physics-R as a Senior.

ENVIRONMENTAL SCIENCE R

Credit:1

Prerequisites: Open to Seniors only

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

IB ENVIRONMENTAL SYSTEMS & SOCIETIES SL (1 YEAR)

Credit:1

Prerequisites: Junior or Senior status with successful completion of Living Environment and Chemistry including a passing grade on both Regents Exams.

This course is interdisciplinary in nature, enabling students to acquire the knowledge and understanding of environmental systems and issues at a variety of scales. Core components include ecosystems, human systems and resource use, foundations of environmental systems, water and aquatic food production systems, and climate change in relation to societies. This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems, both natural and human-made; to evaluate the relative risks associated with these problems; to examine innovative solutions for resolving and/or preventing them. The course includes class work, laboratory work, and independent study. The coursework Internal Assessment will incorporate a practical scheme of work, in which students will write a report of a research question designed and implemented by the student. Students are required to take the International Baccalaureate Examination in Environmental Systems & Societies in May. IB Environmental Systems & Societies may be taken as a Group 3, 4, or elective requirement for IB Diploma Candidates.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

INTRODUCTION TO SCIENCE RESEARCH

Credit: 1

Prerequisites: Freshmen Status

Students entering the Science research program will learn research methodology and how to conduct online bibliographic searches of international databases. They will apply this knowledge to execute a collaborative multidisciplinary in- house project. The critical evaluation of this project will teach students the basics of statistics and the role of spreadsheets in data analysis and display. All freshmen will learn how to design digital posters and how to use those posters to support an oral presentation of their findings. Additionally, they will compile their research into a full-length scientific paper modeling previously published literature.

INTERMEDIATE SCIENCE RESEARCH

Credit: 1

Prerequisites: Students must have completed Science Research or have teacher permission

Students in intermediate research will conduct original in- house projects that will expand on previously published scientific literature. Data will be statistically analyzed, and contrasted to previously published articles then compiled into a research paper and poster to be submitted to multiple scientific competitions. Students will also contact professionals to secure a summer research position in their field of interest. They will then focus on developing the skill set required for summer research. The summer research component is a full- time commitment.

ADVANCED SCIENCE RESEARCH

Credit: 1

Prerequisites: Students must have completed Intermediate Science Research

Juniors and Seniors return to school in September after spending the summer conducting mentor-guided research with a professional in a lab. Their research is assembled into a paper, poster, and platform presentation for submission to several regional, national and international competitions. These include JSHS, LISEF, LISC, Google Science Fair as well as
Regeneron STS and the Siemens Competition as seniors.

ANATOMY, PHYSIOLOGY, & VIROLOGY

Credit 1

Prerequisite: Sophomore, Junior or Senior Status

This year-long elective course is designed for students who have an interest in the human body and want to develop an in-depth understanding of the structures and functions of the body systems. In addition, students will investigate the diseases that cause breakdowns to these systems. New topics will now include the clinical aspects of viruses that infect humans, including replication, gene expression, changes in host cells, pathogenesis, transmission, and vaccine development. The course provides an extension of the Biology curriculum and a strong foundation for IB Biology. **This is an elective course and cannot be used to meet the graduation requirement of three credits in Science.**

IB SPORTS PHYSIOLOGY (SPORTS, EXERCISE, AND HEALTH SCIENCE) SL

Credit 1

Prerequisite: Open to Juniors & Seniors.

This year-long elective course is an experimental science course that combines academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics, carry out practical investigations, in order to reach a deeper understanding of the issues related to sports, exercise and health in the 21st century. In this course, students will appreciate scientific study and creativity within a global context, acquire and use a body of knowledge, methods and techniques, synthesize information, and develop an understanding of the relationships between scientific disciplines and other areas of knowledge. **This is an elective course and cannot be used to meet the graduation requirement of three credits in Science**

This course will include an Individual Investigation in which students will conduct field work. The course will culminate in an IB exam, which may earn a student college credit.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

FORENSIC SCIENCE

Credit 1

Prerequisite: Open to Juniors & Seniors who have successfully completed Chemistry.

Forensics is a year-long elective course that meets for a single period every day. This introductory forensics course will study and apply basic scientific concepts and technologies related to solving crime. Through the study of forensic scientific techniques, students are given the opportunity to explore and further understand how basic scientific concepts apply to the field of criminalistics. This course will include topics such as: introduction to forensic Science, crime scene, physical evidence, fingerprints, DNA, serial killers, microscopes, hairs and fibers, toxicology, serology, ballistics and firearms, arson and explosives, organic and inorganic analysis, document and handwriting analysis and anthropology. **This is an elective course and cannot be used to meet the graduation requirement of three credits in Science.**

SUPA FORENSIC SCIENCE

Credit 1

Prerequisites: Open to Seniors who have successfully completed Chemistry.

This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods, specifically relevant to crime detection and analysis, will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations. Laboratory exercises will include techniques commonly employed in forensic investigations.

Unlike the Forensic Science Elective class, SUPA Forensic Science will meet nine periods during a six-day cycle due to a mandatory lab period that meets on alternate days.

Syracuse University Credit Option: Students enrolled in SUPA Forensic Science may opt to receive four Syracuse University credits. These credits can be used at over 200 partner schools. There is a fee of $450.00 that must be paid in advance by the student. Financial aid is available through Syracuse University: Please visit https://supa.syr.edu/ for additional information. North Shore makes no guarantee

that credits from Syracuse University are transferable to other colleges and is not responsible for any college's policy on accepting credit.

AP/IB BIOLOGY HL
YEAR 1

Credit: 1

Prerequisite: Biology and Chemistry and having passed the Living Environment and Chemistry Regents Exams.

Are you interested in working with live organisms in an experiment? Are you the type of person who watches the Discovery Channel or National Geographic? Are you interested in a health related career? Perhaps, you have always been interested in growing your own vegetable garden. Do you want to see the internal organs of a mammal's body, or how a heart appears from a blood cell's perspective? If the answer to these questions are emphatically "yes", then AP Biology HL1 is for you. This course will focus on the understanding of the living world from its smallest scale at the molecular level to the functioning of ecosystems. Students will engage with an experiment based, inquiry approach including labs and practical activities. Topics of study at the HL 1 level will include molecular biology, cell biology, cell communication, genetics, protein synthesis, evolution, animal behavior and ecology.

Students will be required to take the AP Biology exam at the end of the year. In addition, students complete the interdisciplinary Group 4 (Science) project. The Group 4 project allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social, and ethical implications of science and technology. IB Biology requires a variety of internal and external assessments, which will continue into year two, when students will take the IB exam.

The AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

IB BIOLOGY HL
YEAR 2

Credit: 1

Prerequisites: AP/IB Biology Year 1

Year two of the course focuses on refining the laboratory and analytical skills of the IB Biology student with the goal of helping students successfully complete the Internal Assessment. Major topics studied are

plant biology, ecology and conservation, systematics and biodiversity, and human and animal anatomy & physiology. The course also reviews topics from IB Biology HL I in preparation for the IB exams in May. In addition, students complete the interdisciplinary Group 4 (Science) project.

IB Biology requires a variety of internal and external assessments throughout the two years. Students will be required to complete an insightful investigation in which they apply facts, concepts, and terminology, methodologies and techniques, analyze and evaluate research questions, data and scientific explanation. Students will be required to take the IB exam at the end of year two.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

AP/IB CHEMISTRY

Credit: 1

Prerequisites for 10th Graders: Living Environment, Earth Science H, Geometry H, and having scored at or above mastery level (85) on all three Regents exams.

Prerequisites for 11th & 12th Graders: Chemistry, Geometry, and having scored at or above mastery level (85) on both Regents exams.

All students must be available to attend additional zero period classes up to three times per week.

Have you ever wondered how new medicines are discovered? Or what all these news reports about the Flint Michigan water crisis are about AP/IB Chemistry is designed not only to prepare you for college chemistry, but also to make you a more informed and educated global citizen. Chemistry is the foundation for physical, environment, and biological systems. Students will develop practical lab skills and techniques and increase their mastery of Math to engage with an experiment based, inquiry approach, including labs and practical activities. Topics for study include Stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, medicinal chemistry, measurement, data processing, and instrumentation.

All students will be required to take the AP Chemistry Exam in May.

IB Diploma Candidates either currently or previously enrolled in AP Chemistry will have the option to take an IB extension class and sit for the IB Chemistry SL Exam in May (see Dr. Titone or Mr.

Menchel for more information). The IB Chemistry SL option requires a variety of internal and external assessments throughout the year, including the Group 4 collaborative project.

The IB or AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

AP/IB PHYSICS HL
YEAR 1

Credit 1

Prerequisite: Algebra 2 and having passed Chemistry Regents

In year one of this course physics will be explored through theory and experimentation. Through problem solving and inquiry activities, students will see how the mathematics of physics relates to real life situations. Students will build a strong foundation in mechanics including kinematics, dynamics, statics, momentum, rotational motion, and energy. The first year will also introduce students to topics in electricity, waves, and modern physics. During lab investigations, students will learn to use technology to achieve higher levels of accuracy and precision in data collection and analysis.

IB Physics requires a variety of internal and external assessments required throughout the two years.

Students will be required to take the AP Physics 1 exam at the end of the year. This course will continue into year two, when students will take the IB exam.

The AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

IB PHYSICS HL
YEAR 2

Credit 1

Prerequisite: AP/IB Physics HL Year 1

This course involves the study of electricity, magnetism, thermodynamics, oscillations, and quantum nuclear and atomic physics at a college level. It will also incorporate advanced problems within mechanics, rotational mechanics, and fluid dynamics as a review.

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IB Physics enables students to appreciate scientific study and creativity within a global context through stimulating and challenging opportunities. Students will conduct experiments, demonstrating the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Students will be required to take the IB exam at the end of the year and may opt to take an additional AP exams in Physics.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

North Shore Schools

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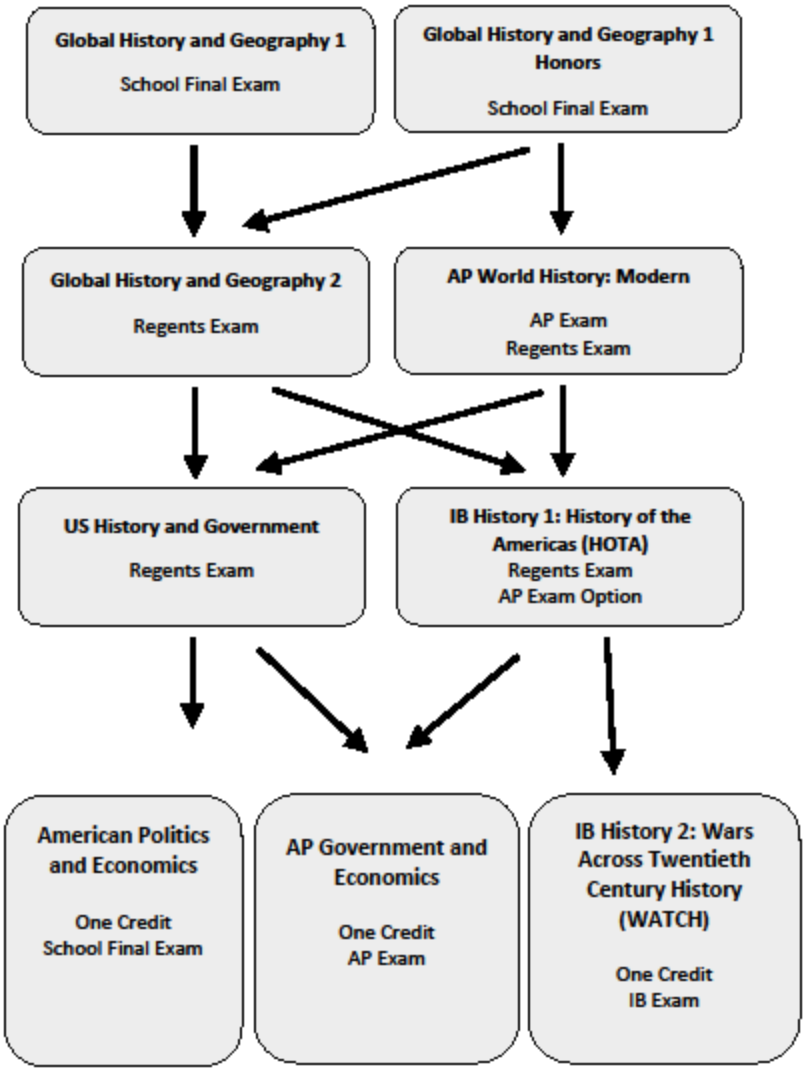
Social Studies



Electives

Grades 10-12

Global Power and Human Rights
One-half credit
School Final Exam

AP Psychology
One Credit
AP Exam

11th-12th only
IB Social and Cultural Anthropology
One credit
IB Exam

IB Theory of Knowledge

12th Grade only
Long Island Research

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SOCIAL STUDIES

Social Studies is required of all students in grades 9 through 12. Regents Examinations in Global History and Geography (end of tenth grade) and US History and Government (end of eleventh grade) are required for graduation. In the senior year, students must take courses that fulfill the half-year government and half- year economics requirements for graduation.

For students who wish to make the commitment to additional and more demanding reading, writing, and study, Global History & Geography I HONORS is offered in ninth grade to prepare students for the AP World History course. In tenth grade, students continue this challenging pathway by enrolling in AP World History: MODERN. Students entering eleventh grade may elect to enroll in the International Baccalaureate History Course. In twelfth grade, students select courses from a number of options, including IB and AP.

GLOBAL HISTORY & GEOGRAPHY I

Credit: 1

Prerequisites: None

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

GLOBAL HISTORY & GEOGRAPHY I HONORS

Credit: 1

Prerequisites: None

This course serves as preparation for ninth grade students who plan to enroll in AP World History: Modern in tenth grade. The course content revolves around six different chronological periods, from approximately 8000 B.C.E. to 1200 CE, and is structured around the investigation of five course themes: Interaction Between Humans and the Environment; the Development and Interaction of Cultures; State-Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems; and Development and Transformation of Social Structures. Extensive independent reading and writing is required.

GLOBAL HISTORY & GEOGRAPHY II

Credit: 1

Prerequisites: Global History I

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

ADVANCED PLACEMENT WORLD HISTORY: MODERN

Credit: 1

Prerequisites: Global History I Honors

In this course, students will utilize critical thinking skills to describe, analyze, and evaluate events and themes in world history. This course requires students to engage in utilizing resources similar to those they will experience during the freshman year of college. The AP World History: Modern course content revolves around various chronological periods, from approximately 1200 CE to the present, and is structured around the investigation of six course themes across units: Humans and the Environment; Cultural Developments and Interactions; Governance; Economic Systems; Social Interactions and Organization; Technology and Innovation. A large quantity of reading and writing is required, and enrolled students will be required to take both the New York State Global Framework Regents Exam and AP World History exams in the spring.

The AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

UNITED STATES HISTORY & GOVERNMENT

Credit: 1

Prerequisites: Global History and Geography II or AP World History: Modern

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

IB HISTORY OF THE AMERICAS (HOTA) HL
YEAR 1

Credit: 1

Prerequisites: Global History and Geography II or AP World History: Modern

Students in this course will explore the past and construct meaning through the use of primary and secondary course documents and critical evaluation of data. They will develop a sense of historiography and an appreciation for the way in which perception of history changes with the emergence of new evidence and perspectives. The first year of the course will focus on the History of the Americas with an emphasis on United States history. In depth study will take place in several key periods since our nation's birth. This course makes use of both traditional as well as reading, writing, and research assessments. Students that enroll in the course will be responsible for significant independent reading assignments. Additionally, students will make use of the OPVL (origin, purpose, value, limitation) lens of historical analysis for documents and sources.

IB History requires a variety of internal and external written assessments which will begin in the junior year and conclude during the senior year. This course will continue into year two, when students will take the IB exam.

Students will be required to take the New York State Regents Examination in United States History at the end of junior year and may opt to take the AP Exam in United States History.

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IB HISTORY– WARS ACROSS TWENTIETH CENTURY HISTORY (WATCH) HL YEAR 2

Credit: 1

Prerequisite: IB History of the Americas (Year 1)

WATCH is a course in the causes, complexities and consequences of war in the 20th century. It examines history as an array of global, regional, international and civil wars in an effort to better understand the geopolitics that frame the contemporary world. The primary focus will be on the economic, political, diplomatic, demographic and sociocultural components of modern warfare. The course opens with the Just War Theory and continues through World War Two and the Cold War. Case studies will range from Germany to Italy to the United States, but will also include Cuba, Vietnam, Iran, and Nicaragua. The high-profile conflicts of the 20th century, as well as, the leftist revolutions, guerilla insurgencies, sectarian rifts, imperialist quagmires and anticolonial uprisings of the century will be investigated. WATCH takes war as its central focus, but it is not a narrow history of ministers, monarchs, patriarchs and presidents; the historical arc of warfare in the 20th century is as much a story of women, ethnic minorities, people of color and the poor.

IB History requires a variety of internal and external written assessments which will begin in the junior year and conclude during the senior year. Students will be required to take the IB History exam at the end of the course.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS INTEGRATED WITH ECONOMICS

Credit: 1

Prerequisites: US History and Government or IB History Year 1 (HOTA)

Notes: One credit / fulfills the senior year government and economics requirements

This introductory college course is intended to answer the question posed by every political science student: Who (really) governs and to what end? This is a reading-intensive and discussion-oriented course focusing on the political and economic institutions present in the United States. This course is designed for those who have knowledge and understanding of: constitutional foundations, political beliefs and

behaviors, political parties, civil rights and civil liberties, and the politics of public policy. Additionally, the close relationship between politics and the economy means that students will be evaluating key economic concepts as they relate to U.S. government and politics, such as fiscal and monetary policy, the role of the free market in our political system, the federal budget process, and foreign trade. Students are required to take the Advanced Placement United States Government and Politics examination in May. A high level of achievement in English is strongly recommended.

The AP assessment may earn a student college credit depending upon their score and the policy of the college or university

AMERICAN POLITICS AND ECONOMICS

Credit: 1

Prerequisites: US History and Government or IB History Year 1 (HOTA)

Notes: Fulfills the senior year Government and Economics requirement

This course is designed to provide students with an overview of the unique identity and character of United States government and politics. It will allow students to understand their place in the political landscape and encourage them to become engaged in our country's political process. Through an issue – based approach, students will become more aware of important trends that face out polity at the local, national, and global levels. Most importantly, students will gain practical knowledge on the complexities of American democracy and how they can assess their own political views in order to participate in a system that guarantees specific political and civil liberties.

In the second half of the course students will be introduced to the principles of the United States free market economy in a global context. It will emphasize how economic decisions are made and how they affect our daily lives. Topics will include individual fiscal responsibility, supply and demand, the business community, consumer activities, the role of government, and international trade. The course will focus on modern issues that impact local, national, and global economic policy making.

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ELECTIVES

GLOBAL POWER AND HUMAN RIGHTS

Credit: .5

Prerequisites: Successful completion of Global 9 or Global 9H.

Global Power and Human Rights is an elective course which explores global politics and the role of the United States in the international community. Areas of inquiry will include the concepts of power, sustainability, peace, and conflict. Through the use of current events and case studies, students will examine the following questions:

- How do nations acquire and utilize global power?
- What is a "human right"? How has this definition changed over time?
- To what extent does globalization aid development?
- What causes international conflict? How has international conflict changed over time?
- To what extent are intergovernmental organizations effective at solving global issues?

ADVANCED PLACEMENT PSYCHOLOGY

Credit: 1

Prerequisites: Global History & Geography II or AP World History: Modern or departmental approval

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

The AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

IB SOCIAL AND CULTURAL ANTHROPOLOGY (1 YEAR)

Credit: 1

Prerequisites: Successful completion of AP World History or Global History 2 and a passing grade on the Global History Regents.

Anthropology is key to understanding contemporary issues such as war and conflict and human rights. This course is built upon the comparative study of culture and human societies. Students will find themselves questioning the assumptions made about culture. Modern issues associated with local, regional, and global societies will be explored. Social scientists commonly use the tool of participant observation and field notes as will be the case with this course. Topics include social change, kinship, symbolism, exchange, belief systems, ethnicity, and power relationships. Materials for this course will include various readings, films, and experiences to expose students to numerous cultures and subcultures from around the world.

IB Social and Cultural Anthropology requires a variety of internal and external written assessments throughout the year. Students will be required to take the IB exam at the end of the course.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

LONG ISLAND RESEARCH

Credit: .5
Prerequisites: Senior Status

Hi, I'm from North Shore…. As we transition from high school to college, we meet new people from all over the country and world. When we describe ourselves to others, its difficult to discuss who we are when we truly don't know the history of where we were raised. This class will dive into the history of Long Island and look at the creation of Long Island from the 1900s to the 21st century. Students will examine political, economical, and social identities of not just local history, but the history of NYC. Who was Robert Moses and how did he shape Long island? What is the Gold Coast and what legacy has been left behind? Students will do research and start discovering what it really means to live on Long Island.

IB THEORY OF KNOWLEDGE (TOK) 1

Credit: .5
Prerequisite: Junior status

The theory of knowledge (TOK) course provides an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. The main focus of TOK is not on students acquiring new knowledge, but on helping students to reflect on, and put into perspective, what they already know. Students will reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.

How do we know what we know? Where does knowledge come from? Is truth absolute or relative? Fixed or in flux? Eternal or momentary? Total or fragmentary? Universal or personal? Singular or plural? Individual or cultural?

Do our senses tell the truth? What about our brains? Our emotions? Our intuitions? Our words? Our memories? Our imaginations? To what extent is truth framed by race, ethnicity, sex, gender identity, gender expression, sexual orientation, nationality, social class? What is truth in each subject area?

Theory of Knowledge (TOK) is open and recommended to EVERY student (regardless of the IB Diploma) interested in these sorts of questions. Students should be prepared to think deeply, to grapple with exciting ideas, to discuss texts every day, to write responses to open-ended and complex questions. The course begins spring semester of junior year and continues fall semester of senior year. Junior year, students will prepare for an Exhibit in which they explore how TOK manifests in the world around us.

Is the truth really out there? Let's find out!

IB THEORY OF KNOWLEDGE (TOK) 2

Credit: .5

Prerequisite: Senior status

The theory of knowledge (TOK) course provides an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. The main focus of TOK is not on students acquiring new knowledge, but on helping students to reflect on, and put into perspective, what they already know. Students will reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.

How do we know what we know? Where does knowledge come from? Is truth absolute or relative? Fixed or in flux? Eternal or momentary? Total or fragmentary? Universal or personal? Singular or plural? Individual or cultural?

Do our senses tell the truth? What about our brains? Our emotions? Our intuitions? Our words? Our memories? Our imaginations? To what extent is truth framed by race, ethnicity, sex, gender identity, gender expression, sexual orientation, nationality, social class? What is truth in each subject area?

Theory of Knowledge (TOK) is open and recommended to EVERY student (regardless of the IB Diploma) interested in these sorts of questions. Students should be prepared to think deeply, to grapple with exciting ideas, to discuss texts every day, to write responses to open-ended and complex questions. The course begins spring semester of junior year and continues fall semester of senior year. Senior year, students will write an essay in response to one of the prescribed titles from the IB.

Is the truth really out there? Let's find out!

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TECHNOLOGY

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

ENGINEERING COURSES

DESIGN AND DRAWING FOR PRODUCTION

Credit: 1
Prerequisites: None
Notes: Fulfills the 1.0 credit art/music requirement

In DDP, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on design projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work. DDP provides students with opportunities to apply creative thinking, decision-making and problem solving skills to develop solutions to design problems. It utilizes powerful computer hardware and software (AutoDesk Inventor) to develop 3D models or solid renderings of objects. This computer-based process replaces traditional board drawing methods while incorporating all of the concepts and skills of previous courses, including hand sketching. Students will learn the product design process and how a model of that product is created, analyzed, rendered and produced. Various applications of the product design process will be discussed along with possible career opportunities.

MECHANICAL ENGINEERING AND ROBOTICS - COLLEGE LEVEL

Credit: 1.0
Prerequisite: Production Systems or department approval

This project-based course will provide authentic, real-world learning to students by bringing robotics and programming into the classroom. Students will learn about way more than robots! They will also get hands on experience in 21st century skills such as technical writing and presentation, communication, project management, collaboration, teamwork, programming, and engineering practices. By designing, building, and troubleshooting industrial-level robots, students will be engaging in a level of electromechanical design and debugging that is applicable to real-life industries.

SUNY Stony Brook Dual Enrollment Option: Students enrolled in Introduction to Mechanical Engineering and Robotics may opt to receive 3 SUNY Stony Brook University credits (for the equivalent of their MEC 100 Introduction to Mechanical Engineering course) upon payment of a registration fee to SUNY Stony Brook University. Students pursuing this option can earn an official transcript from SUNY Stony Brook, and these credits may be accepted as transfer credits to other colleges. North Shore makes no guarantee that credits from Stony Brook are transferable to other colleges and is not responsible for any college's policy on accepting credit.

PRINCIPLES OF ENGINEERING - COLLEGE LEVEL

Credit: 1

Prerequisites: Design and Drawing for Production or department approval

By confronting engineering problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Principles of Engineering (POE) is a pre- engineering and engineering technology program and broad- based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Through hands-on projects where students design, build, and test models, students will develop engineering problem solving skills that are demanded by post- secondary education programs and engineering careers. This course also examines concerns about social and political consequences of technological change.

SUNY Stony Brook Dual Enrollment Option: Students enrolled in Principles of Engineering may opt to receive 3 SUNY Stony Brook University credits (for the equivalent of their ESG 100 Engineering Science course) upon payment of a registration fee to SUNY Stony Brook University. Students pursuing this option can earn an official transcript from SUNY Stony Brook, and these credits may be accepted as transfer credits to other colleges. North Shore makes no guarantee that credits from Stony Brook are transferable to other colleges and is not responsible for any college's policy on accepting credit.

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WOODWORKING COURSES

INTRODUCTION TO WOODWORKING

Credit: 1.0
Prerequisites: None

This introductory woodworking course acquaints the student with the essential principles of woodworking. Topics include, use of hand tools, portable power tools and basic machinery. Emphasis is placed on proper technique, safety and shop policies for the woodworking facility. Additional topics covered will be the use and creation of patterns, design and ergonomics. Students will complete a series of projects designed to develop primary woodworking skills. You will never have to buy another present again.

ADVANCED WOODWORKING

Credit: 1.0
Prerequisites: Introduction to Woodworking
Woodworking in its finest form can be considered an art. In this course, students will refine and gain increasingly sophisticated woodworking skills. They will design, plan, and construct products that require the application, transfer, deepening, and combining of woodworking concepts. Through hands-on learning, students will learn intricate joinery and finishing skills. They will engage in iterative design to create products with enhancements such as multiple types of wood or moving parts. Students will engage in the planning process, including the decision making behind selecting wood, pricing lumber, and prototyping projects. Students will use a variety of tools including a CNC router.

DIGITAL MEDIA COURSES

MEDIA ARTS

Credit: 1
Prerequisites: None
Notes: Fulfills the one credit art/music requirement

This course is a unique introduction to the visual arts by way of media and digital technology. Students interested in tapping the potential of technology and new media for artistic expression will learn to use the computer as a creative tool to solve artistic challenges. Students will learn to appreciate, analyze and create original art using their understanding of the elements and principles of design. Adobe Photoshop, Adobe Illustrator, scanners, digital cameras, iPads and more will be used to assist them in the design process. Innovative projects will link traditional art with media and technology to reflect student passions and interests in media, graphic design, animation, computer art and related arts.

GRAPHIC DESIGN (Formerly known as MULTIMEDIA)
Credit: 1
Prerequisites: None

This course expands upon and further masters the principles, design techniques and vocabulary that students learned in previous art & technology courses. Students will create and design using state-of-the-art software programs such as Adobe Photoshop and Adobe Illustrator. An advanced level computer based course exploring the practical aspects of graphic design, advertising, image manipulation and digital illustration. The emphasis will be on graphic design and composition. Projects include but are not limited to illustrations, logo design, poster design, 3D computer design, digital portfolios and more. Students will be exposed to a variety of careers in graphic design and advertising that center on computer-generated art.

VIDEO PRODUCTION
Credit: 1
Prerequisites: None

This course engages students in learning about the methods and techniques for effective video/media production. Students will use digital devices to capture media in both audio and visual formats and then make decisions about editing and arranging the content for production. Students will utilize current video editing software (Final cut pro=industry standard) in the classroom to finalize projects. Further, students will have opportunities to produce original video content in multiple formats and to have this content shared with the school and/or local community. The goal of the course is for students to develop the ability to capture great video images and audio, and to be able to edit those two elements together to tell a story. Students who are interested in a career in entertainment, and film making will have opportunities to explore the many jobs involved in the making of such productions.

COMPUTER SCIENCE COURSES

INTRODUCTION TO COMPUTER PROGRAMMING
Credit:1
Prerequisites: Algebra 1

This course is the first stop on your pathway of acquiring the coding and programming skills that are in such high demand in the contemporary workplace. In this project-based course, students will learn the fundamental concepts of computer science through the writing of various applications. Students will use

problem-solving skills and logic to create computer programs and applications. The focus of the course will be in the writing and debugging of software. Topics include data structures, looping, operating systems, and number representation. At the end of this course, students may opt to take the Advanced Placement Computer Science Principles exam. A departmental final assessment is given in June.

AP COMPUTER SCIENCE A/IB COMPUTER SCIENCE SL
YEAR 1

Credit:1

Prerequisites: Introduction to Computer Programming or approval of the department director

This course requires an understanding of Computer Science concepts including logic, problem-solving, and the development of algorithms. Students will explore the fundamentals of object oriented programming through the Java programming language. A study of Classes, Data Structures, and program design will be explored through the coding of various applications. Through these applications, students will develop and test their problem solving strategies. The course will also explore the development of standard algorithms, including searching and sorting. Programming is the main focus of year 1.

Students will be required to take the AP Computer Science A exam at the end of the first year. IB Computer Science requires a variety of internal and external assessments; this course will continue into year two, when students will take the IB exam.

The AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

IB COMPUTER SCIENCE SL
YEAR 2

Credit:1

Prerequisite: AP/IB Computer Science Year 1

In year two, students are exposed to various Computer Science topics, including system fundamentals, computer organization, networking, computational thinking, problem-solving and programming. During year two, students will be required to engage in an independent project that requires practical application of skills through the development of a product and associated documentation. Students in IB Computer Science will be expected to demonstrate the personal skills of cooperation and perseverance, as well as appropriate skills for technical effective problem-solving in developing a specified product.

IB Computer Science requires a variety of internal and external assessments throughout the two years. Students will be required to take the IB Computer Science exam at the end of the course.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

CYBERSECURITY

Credit: 1

Prerequisite: Introduction to Computer Programming or IB Computer Science

As our world becomes increasingly dependent on technology, we are encountering greater threats to accounts, networks, systems, and even national interests. Through this course, students will identify cybersecurity threats and learn how to protect against them by understanding software security, encryption, and fundamentals of networking. Students will prepare to detect intrusions, respond to attacks, examine their own digital footprint, and defend their data. In this course, students will learn how organizations protect themselves in today's world and will position themselves to be among the most sought-after prospective employees in this emerging and rapidly growing field.

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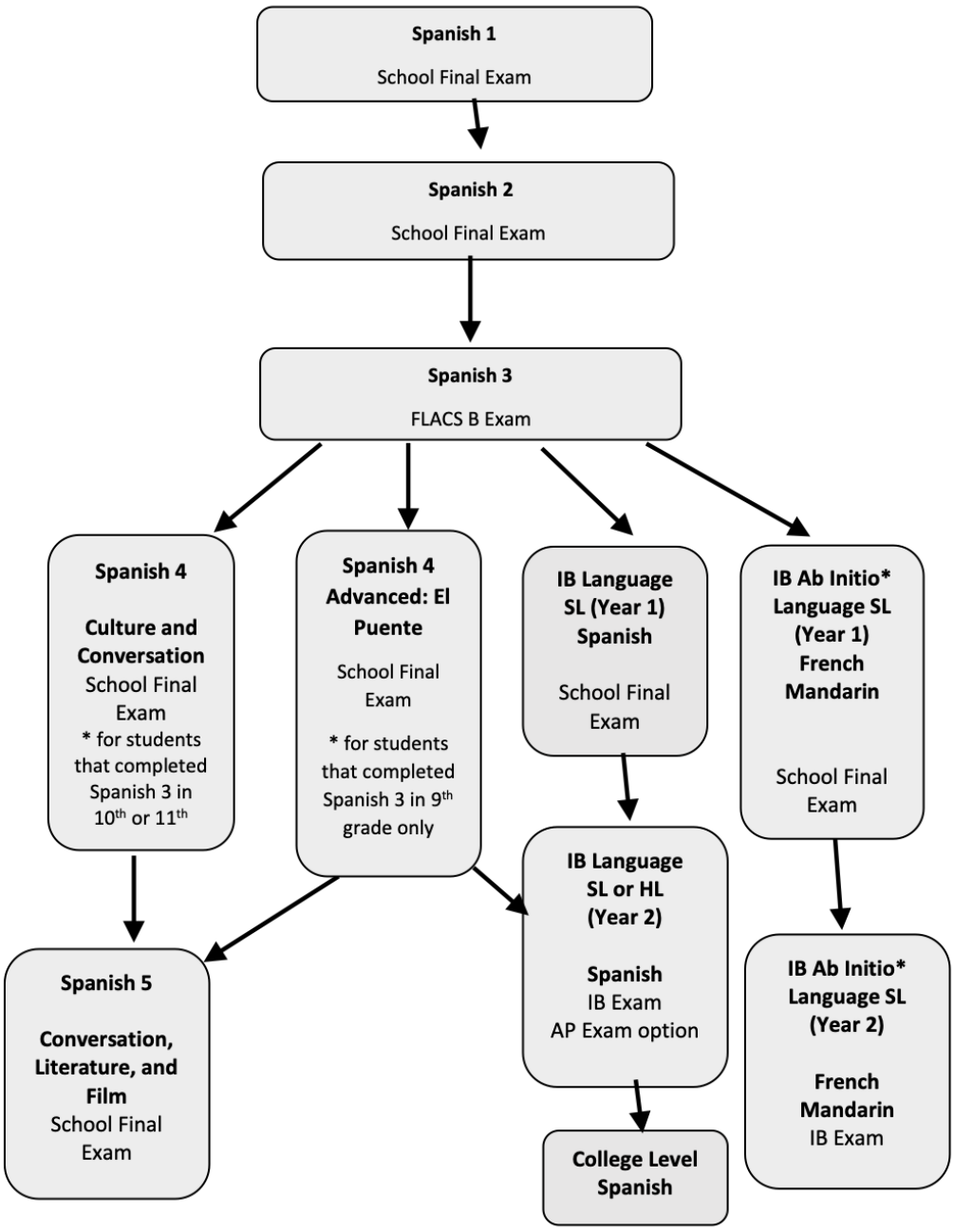
World Languages 2022-2023



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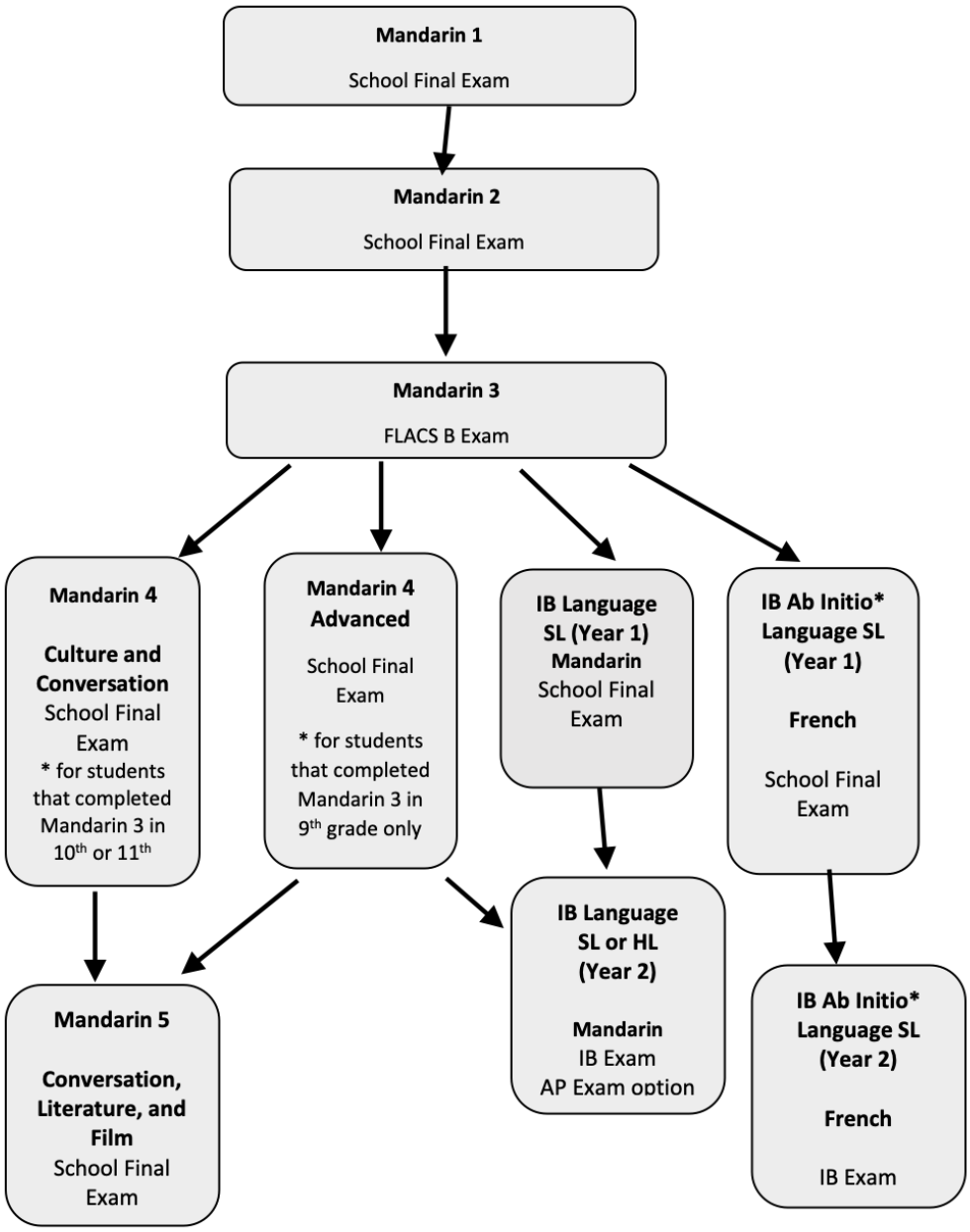

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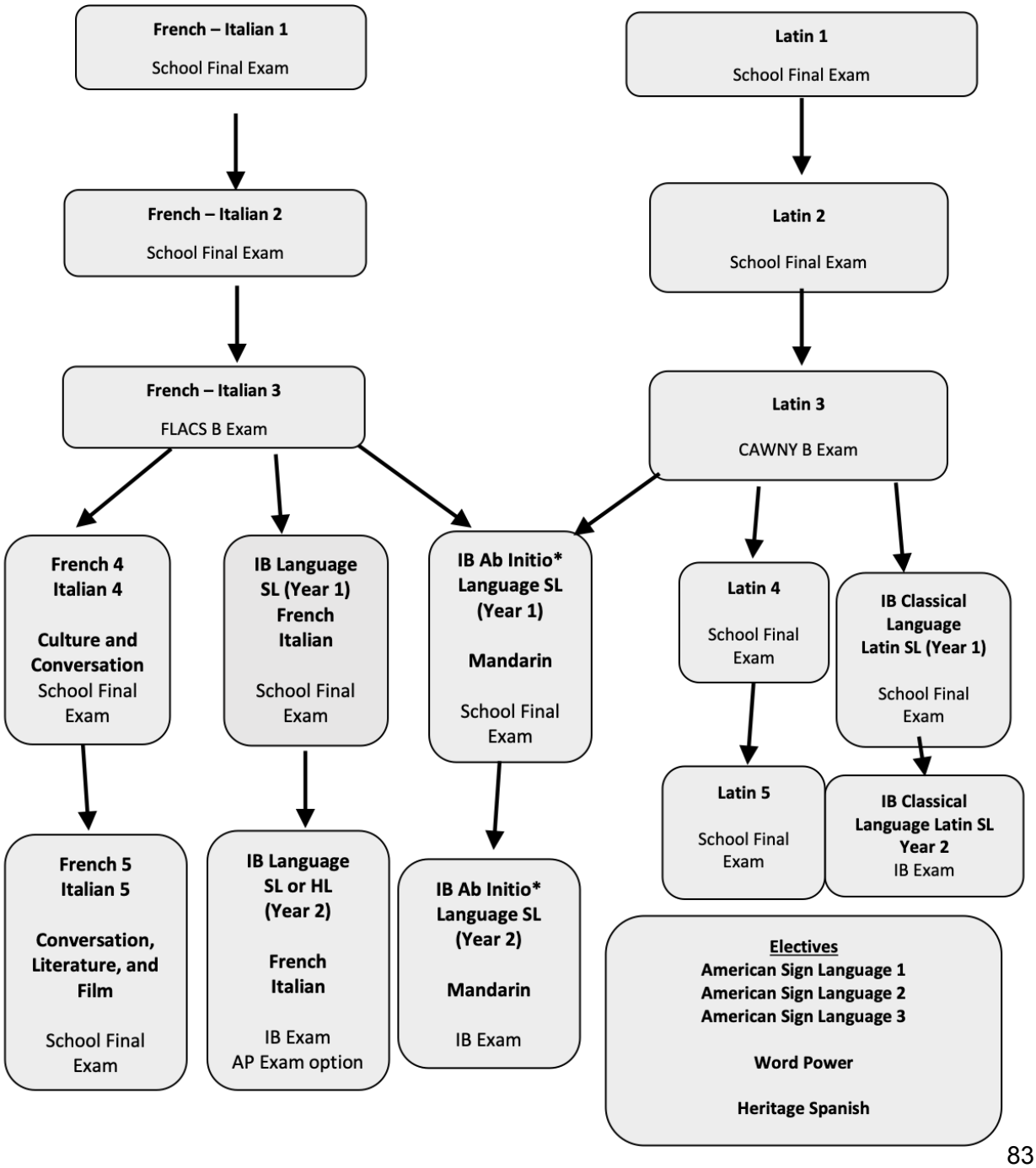

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WORLD LANGUAGES

The World Languages program begins at the elementary school level. Students are strongly encouraged to pursue their language studies throughout their high school years to achieve mastery in the three modes of communication (Interpretative, Presentational and Interpersonal), which place emphasis on the context and purpose of the communication. Students must successfully complete 2 years of study in World Languages in the high school in order to graduate.

All World Languages courses are based on a communicative approach, modeled after the New York State Syllabi Modern Language and Latin for Communication, Standards for Foreign Language Learning in the 21st Century, and American Council on the Teaching of Foreign Languages' Proficiency Guidelines and Performance Descriptors. The New York State Curriculum is divided into Checkpoint A (Novie-Mid-Novice High), Checkpoint B (Intermediate Low-Intermediate High)) and Checkpoint C (Intermediate Mid-Intermediate High).

SPANISH 1, MANDARIN 1, FRENCH 1, ITALIAN 1, LATIN 1

Credit: 1

These introductory courses are designed to introduce students to spoken and written language. Through reading and writing, vocabulary and structures are taught and reinforced. Included are practical vocabulary and structures needed for communication in everyday life. These courses are for incoming freshmen and upper-class students who wish to enroll in French 1 and Italian 1 at the novice level.

FRENCH 2, ITALIAN 2, MANDARIN 2, SPANISH 2

Credit: 1

Prerequisites: Successful completion of French 1, Italian 1, Spanish 1, AND the Foreign Language Association of Chairpersons & Supervisors (FLACS) Checkpoint A Proficiency Examination

These intermediate courses are the beginning of the Checkpoint B syllabi. The classes expand on the fundamentals introduced in level 1. Students will develop a mastery in the three modes of communication (Interpretative, Presentational and Interpersonal), which place emphasis on the context and purpose of the communication. Classroom instruction focuses on communicative situations and cultural experiences. Classes are conducted in French, Italian, Mandarin and Spanish.

FRENCH 3, ITALIAN 3, MANDARIN 3, SPANISH 3

Credit: 1

Prerequisites: French 2, Italian 2, Mandarin 2, Spanish 2

These courses provide the continuing French, Italian, Mandarin, and Spanish student with greater communicative skills in the target language. Continued emphasis is placed the three modes of communication (Interpretative, Presentational and Interpersonal), as well as cultural understanding. All NYSED curriculum topics will be reviewed in preparation for the Foreign Language Association of Chairpersons & Supervisors (FLACS) Checkpoint B Comprehensive Examination at the end of the school year.

IB AB INITIO FRENCH SL, IB AB INITIO MANDARIN SL
YEAR 1 AND 2

Credit: 1

Prerequisites: None

This course is designed for students with little or no prior experience in studying French or Mandarin. The Ab Initio course is organized into five themes: identities, experiences, human ingenuity, social organization, and sharing the planet over the course of two years. Each theme provides the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of comprehension, speaking, and writing skills, students should be able to respond and interact appropriately in a range of everyday situations. Students will be expected to understand simple authentic written texts and questions related to them, express information in both writing and speech, use a range of basic vocabulary and grammar, and demonstrate intercultural understanding by reflecting on similarities and differences among and across cultures.

Ab Initio language requires a variety of internal and external written and oral assessments which will begin in the junior year and conclude during the senior year. Students will be required to take the Ab Initio IB exam at the end of senior year.

For IB Diploma Candidates, Ab Initio language may be taken as a student's Group 2 or as an elective.

The IB assessment may earn a student college credit depending upon their score and the policy of the college or university.

AP/IB FRENCH SL/HL, AP/IB ITALIAN SL/HL, IB MANDARIN SL,
AP/IB SPANISH SL/HL
YEAR 1 AND 2
Credit: 1
Prerequisites: French 3, Italian 3, Mandarin 3, Spanish 3 and successful completion of the Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint B examination

The continuing development of more sophisticated language skills and acquisition will be the focus of these courses. Skills will emphasize comprehension and communication of language in oral and written form. Themes covered include: identities, experiences, human ingenuity, social organization, and sharing the planet. Material for study will be chosen from a range of written and spoken exercises including everyday conversations, authentic literary texts, social media, and pop culture. Students at both SL and HL levels will be expected to develop their intercultural understanding, comprehend and use the language in various contexts and for varying purposes, acquire an appreciation of the perspectives of people from other cultures, and have the ability to recognize the relationship between the language and the culture from which it comes. Year 2 will build upon all of the elements from Year 1. The decision to study at the HL level will be made by the student, in consultation with their teacher. Subjects at HL are studied at a greater depth and breadth. Students will complete all of the oral, written, internal and external assessments, including two works of literature.

IB French, Italian, Mandarin and Spanish require a variety of internal and external written and oral assessments which will begin in the junior year and conclude during the senior year. Students will be required to take the IB exam in their language of study at the end of senior year. At the end of senior year, a student may opt to take the AP exam in their language of study as well.

The IB or AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

IB LANGUAGE ACQUISITION: CLASSICAL LANGUAGE – LATIN SL/HL
YEAR 1 AND 2
Credit: 1

Prerequisites: Latin 3 and successful completion of the Classical Association of Western New York exam

As a classical language, Latin is embedded in many modern languages including English. Students will explore not only the Latin language, but the historical significance of ancient Rome and the way in which it has influenced the cultures of today. A goal of the course is to utilize the study of Latin language and literature to develop memory, critical thinking, literary analysis, and an appreciation of the beauty and power of the Latin language. Students will continue to translate Latin with accuracy. Working with a variety of classical texts, students will appreciate the historical, political, and cultural contexts in which they were written. Among the authors and texts to be studied are Catullus, Horace, Propertius, Vergil, Ovid, and Martial.

Students at both SL and HL level will be expected to use their comprehension of the language for the purpose of translation, critical analysis, and independent research. The distinction between SL and HL is found in the breadth of study and expectations for the level of knowledge and skill. Students at the HL level will also be required to research additional secondary sources independently. The decision to study at the HL level will be made by the student in consultation with their teacher at the end of junior year.

IB Latin requires a variety of internal and external written and oral assessments which will begin in the junior year and conclude in the senior year. Students will be required to take the IB exam in Latin at the end of senior year.

The IB or AP assessment may earn a student college credit depending upon their score and the policy of the college or university.

FRENCH 4, ITALIAN 4, LATIN 4, MANDARIN 4, SPANISH 4 CONVERSATION AND CULTURE

Credit: 1

Prerequisites: French 3, Italian 3, Mandarin 3, Spanish 3 and successful completion of the Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint B Examination

These courses will further develop fluency in the three modes of communication (Interpretative, Presentational and Interpersonal), which place emphasis on the context and purpose of the communication with special emphasis on the development of conversational competence. Special attention is given to the acquisition of language that is essential for purposes and situations common to daily social interactions.

The student will effectively communicate in the target language through diverse, interactive tasks. The student will also develop an understanding and appreciation of the culture.

MANDARIN 4 桥: QIAO

Credit: 1

Prerequisites: Mandarin 3 and successful completion of the Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint B examination

****Note - This course is designed for students completing the Checkpoint B in 9th grade***

The ability to communicate in more than one language is central to developing critical thinking and international mindedness. This course will continue the development of language skills and acquisition, moving further on the continuum of proficiency. Students will interpret and construct meaning from spoken, written, and visual texts to understand how images presented convey ideas and values. They will develop their communication skills in the three modes of communication by interacting on a range of topics of personal, local, and global interest and significance. Students will continue to recognize and use language suitable to the audience and purpose.

SPANISH 4: EL PUENTE

Credit: 1

Prerequisites: Spanish 3 and successful completion of the Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint B examination

****Note - This course is designed for students completing the Checkpoint B in 9th grade***.

The ability to communicate in more than one language is central to developing critical thinking and international mindedness. This course will continue the development of language skills and acquisition, moving further on the continuum of proficiency. Students will interpret and construct meaning from spoken, written, and visual texts to understand how images presented convey ideas and values. They will develop their communication skills in the three modes of communication by interacting on a range of topics of personal, local, and global interest and significance. Students will continue to recognize and use language suitable to the audience and purpose.

FRENCH 5, ITALIAN 5, MANDARIN 5, SPANISH 5 CONVERSATION, LITERATURE AND FILM

Credit: 1

Prerequisites: French, Italian, Spanish 4 Conversation and Culture, OR IB French, Italian, Spanish Year One

These courses will continue to develop student's communicative competence as they read and discuss selections of exciting literary works. Film study adds a new creative component to learning about history as well as contemporary culture. It emphasizes written and conversational language skills based on topics of interest to students.

HERITAGE SPANISH

Credit: 1

Prerequisites: Heritage Speaker of Spanish

This course is designed for heritage speakers of Spanish. The course will focus on literacy development with emphasis on vocabulary, intensive reading, writing, and speaking. It focuses on reading development, spelling, vocabulary, formal grammar, and ease in writing and composition and fosters appreciation of the Hispanic cultural-linguistic heritage.

LATIN 2

Credit: 1

Prerequisites: Successful completion of Latin 1 or 8th Grade Latin AND successful completion of the Classical Association of Western New York (CAWNY) Checkpoint A Examination

This intermediate course consolidates and expands knowledge of the rudiments of Latin grammar through enjoyable readings of Greek and Roman myths from Ovid's classic work – the Metamorphoses. These readings start off easy, but become increasingly more challenging as new grammar and vocabulary is acquired. At intervals throughout the year, we shall explore topics in ancient history, biography, geography, architecture, politics, religion, and domestic life. We shall also seek to answer the question: How are the achievements of the Greeks and Romans in diverse fields still relevant to us in 21st century America? Students will also have the opportunity to compete in the National Latin Exam.

LATIN 3

Credit:1

Prerequisites: Latin 2

Using the knowledge and skills acquired in the first two years of Latin as a foundation, this course will aim to develop the students' awareness and appreciation both of the Latin language and of Roman culture.

The course will concentrate on several interrelated areas: Latin grammar, reading and comprehending Latin texts, sight translation of adapted Latin passages, and Roman social life and history. The course will culminate in the Classical Association of Western New York (CAWNY) Checkpoint B Comprehensive Examination.

LATIN 5

Credit: 1

Prerequisites: Latin 4 or IB Latin Year One

This course will build on the knowledge and skills acquired in the first four years of Latin through a close reading of several ancient authors (such as Cicero, Horace, and Vergil). The choice of authors may vary from year to year, and the syllabus is flexible enough to allow students to pursue in greater depth their own personal interests. Emphasis will be placed on translating Latin, literary analysis, and exploring the social and historical contexts in which the works we read were written. The course will include an intensive review of Latin grammar, as well as a summary of Roman history and an overview of the literary movements that flourished during the Roman Republic and Empire.

AMERICAN SIGN LANGUAGE 1

Credit: 1

Note: This course is an elective and does not meet the language requirement.

Prerequisite: Students must be in grades 10, 11, 12.

ASL 1 is an introduction to American Sign Language and the Deaf community. Students will learn basic vocabulary, grammar, sentence structure, and cultural foundations of ASL. Students will begin to learn to express themselves through signing by using: concrete ideas, finger spelling and grammar. Using age appropriate activities, students develop the ability to perform the tasks of the novice language learner.

AMERICAN SIGN LANGUAGE 2

Credit: 1

Note: This course is an elective and does not meet the language requirement.

Prerequisite: American Sign Language 1

This mid- level course is for students who have already completed level one and want to continue the study of American Sign Language. The basic language skills of the language are continued and studied.

AMERICAN SIGN LANGUAGE 3

Credit: 1
Note: This course is an elective and does not meet the language requirement.
Prerequisite: American Sign Language 2

This course is for students who have already completed level two and want to continue the study of American Sign Language. Students will continue to develop their signing vocabulary as they participate in exchanges, comprehend exchanges, and present on a variety of topics using the vocabulary and grammatical structures learned. Emphasis will be placed on improvements in speed and fluency along with reinforcement of conversation skills.

WORD POWER 1

Credit: .5

Eighty-percent of the vocabulary in the English language derives from Greek and Latin. This course will attempt to provide students with a working knowledge of the most common Greek and Latin roots which are used as semantic building blocks for words in our own language. Emphasis will be placed on decoding the meaning of English words found in a variety of contexts (literary, scientific, expository, etc. The ultimate aim of the course will be to expand the student's knowledge of their vocabulary thereby helping them become more efficient writers. This is an elective course and may not be used to meet the graduation requirement of two credits in World Languages. This course will meet on alternate days for a full year.

WORD POWER 2

Credit: .5
Prerequisites: Word Power

Eighty-percent of the vocabulary in the English Language derives from Greek and Latin. This course will attempt to provide students with a working knowledge of the most common Greek and Latin roots which are used as semantic building blocks for words in our own language. Emphasis will be placed on decoding the meaning of English words found in a variety of contexts (literary, scientific, expository, etc. The ultimate aim of the course is to

expand students' working vocabulary thereby helping them become more efficient readers and more effective writers. This is an elective course and may not be used to meet the graduation requirement of two credits in world languages. This course will meet on alternate days for a full year.

ENGLISH AS A NEW LANGUAGE (ENL)

Credit: 1

Prerequisites: Teacher recommendation and NYSESLAT results.

English as a new language (ENL) is a course for students whose first language is not English. Students learn to understand to speak, to read and to write English. In addition, students learn about American culture and customs, as well as the native cultures and customs of the members of the class. There are three levels of ENL: Beginner (Entering), Intermediate (Emerging and Transitioning) and Advanced (Expanding). Students can receive no more than two English credits for ENL. Any additional ENL course is considered an elective.

The courses below are designed to provide English language learners with limited schooling and low native language literacy the foundational knowledge and skills needed to successfully integrate into required high school courses. The curriculum is taught bilingually and specifically designed to support literacy development while introducing students to academic concepts needed to be successful in grade-level courses. Instructional delivery is customized to simultaneously support English language development, literacy, academic, and social-emotional needs of newcomer students. Students will also receive support to learn the customs, procedures, expectations, and culture of the American school system

MATH 1E

Credit: 1

Prerequisites: Teacher recommendation and NYSITELL and Multilingual Literacy SIFE Screener results.

This course remediates foundational math skills needed to access mathematical concepts taught in high school-level math courses. The curriculum begins with establishing a solid foundation of basic mathematical skills and concepts using the four mathematical operations and introduces fractions, decimals, percents, ratios, number lines, integer operations, and basic geometry. Lessons are taught bilingually and include explicit instruction on the language of mathematical word problems, mathematical vocabulary, and problem-solving strategies

SCIENCE 1E

Credit: 1

Prerequisites: Teacher recommendation and NYSITELL andMultilingual Literacy SIFE Screener results.

This course introduces students to the main topics taught in Living Environment using native language support: the scientific method, the microscope and scientific measurement, characteristics of living organisms, the structure and function of cells, evolution, genetics, human body systems, homeostasis, ecology, human impact on the environment, reproduction, mitosis and meiosis, biochemistry and the enzyme. Students are introduced to these scientific concepts while simultaneously building literacy skills

and science vocabulary. Concepts are reinforced through hands-on activities that expose students to lab techniques and writing lab reports.

HISTORY 1E

Credit: 1

Prerequisites: Teacher recommendation and NYSITELL AND Multilingual Literacy SIFE Screener results.

This course introduces students to topics taught in Global History and Geography I, Global History and Geography II, and U.S. History through the conceptual framework of Enduring Issues while developing literacy skills and academic vocabulary. Lessons are designed to develop map skills, an understanding of cause and effect, comparing and contrasting, understanding timelines, interpreting visual sources, and the difference between primary and secondary sources. Instructional delivery is designed to build on students' prior knowledge, experiences, and culture. Topics covered in this course will be geography, economic systems, political systems, religious systems, first civilizations, classical civilizations, colonization, imperialism, major global conflicts, major historical figures, and American history including the indigenous peoples, Colonial period, American Revolution, Civil War, Reconstruction and Civil Rights, Cold War, 9/11 and the wars in Iraq and Afghanistan.

North Shore Schools
Discovering Your Dreams

SENIOR INTERNSHIP

Credit: 1

Prerequisites: Must be a senior

Senior Internship provides students with the opportunity to extend their learning beyond the traditional walls of the classroom. Students will intern with a mentor in a field that interests them. Students will be expected to log the hours they spend and keep a journal of their experiences. While some students may be able to intern during off periods, others may need to devote time outside of the school day to complete their required hours.

This course will give the students a chance to experience life in a professional environment and learn about the skills and educational requirements for various occupations. Throughout the year, assignments will be given to help seniors explore topics such as resume writing, interview skills, professional behavior and communication, and career trends. Guest speakers will be invited to present their perspective and experience to students. During the final quarter, each senior will make an oral presentation to share their experience with the class.

North Shore Schools

Discovering Your Dreams

SPECIAL EDUCATION

The North Shore School district is committed to providing appropriate educational services to students who have been identified by the Committees on Special Education ("CSE") as requiring a special education program. Special education students have individualized education programs ("IEPs") that are developed by parents, school staff, and sometimes, students themselves at CSE meetings. A full continuum of special education support is available at all grade levels. Some students have their needs met within a daily or alternate-day Resource Room program, while others have their needs met within the regular education classroom with the additional support of a special education co-teacher and a special "Skills" class. Some students require the additional support of Related Services, such as Speech-Language Therapy, Occupational Therapy or Counseling.

Please contact the building psychologist with any questions about the referral and evaluation process or about the special education services available in the school. Further information may be obtained by contacting the Special Education Office at (516) 277-7900.

North Shore Schools
Discovering Your Dreams

VOCATIONAL PROGRAMS – BOCES

Credit: 4
Prerequisites: Successful completion of grade 10

Vocational Education programs provide students with the opportunity to learn hands-on skills in a variety of career areas. Students learn from instructors who have been in the world of work. Students acquire valuable skills that they can use to give them a head start on a long term career goal. Each program is designed to help students learn marketable skills in order to enter the workforce or to prepare for further education.

Students attending vocational programs spend four periods of the school day at North Shore enrolled in required academic classes and the rest of the school day at the vocational center. Programs are available in both the morning and afternoon. Transportation to the vocational center is provided by the school district. Students earn four credits each year toward fulfilling their diploma requirements. These programs are generally two years in length. Students interested in pursuing a vocational program should speak to their counselor by December of the tenth grade year, in order to plan their program. The following vocational and technical programs are available to North Shore students:

Animal Care
Animal Care Skills
Animation Media & Digital Media
Animation Media & Digital Media Skills
Audio Production
Auto Collision Technician
Automotive Skills
Automotive Technology
Aviation Operations
Barbering Technician
Carpentry
Child Care Skills
Computer Game Design and Programming
Computer Game Design/ Programming Skills
Computer Technology
Construction Electricity
Construction Trades
Construction Trades Skills
Cosmetology
Culinary Arts
Culinary Arts Skills
Dental Assisting
Early Childhood Education
Fashion Design Technology & Merchandising
Health Care Skills
Horse Science and Management
Horse Science and Management Skills
Horticulture Technology
HVAC/Plumbing
Medical Assisting
Network Cabling Technician/ Home Technology Integration Office Assistant Skills
Personal Trainer and Exercise Medicine
Physical Therapy Aide and Rehabilitation Medicine
Police Science & Criminal Justice

North Shore Schools

Discovering Your Dreams

Power Sports & Engine Repair
Retail Skills
Veterinary Science
Video Production & Digital Filmmaking
Welding

NCAA Eligibility Requirements

NCAA Division I

Full Qualifier Status:

- **Complete 16 core courses.**
- **Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.**
- **Seven of the 10 core courses must be in English, math, or science.**
- **Earn a core-course GPA of 2.3**
- ***Earn the ACT/SAT score matching a student's GPA on the Division I sliding scale.**
- **Graduate high school.**

Division 1 Core Courses:

- **4 years of English**
- **3 years of Math (Algebra 1 or higher)**
- **2 years of physical/natural science (1 year of lab)**
- **1 year of additional English, math or physical/natural science**
- **2 years of social science**
- **4 years of additional courses (any area above, foreign language or comparative philosophy)**

For more detailed information please refer to the NCAA Handbook on the North Shore Counseling website

NCAA Division II

Full Qualifier Status:

- **Complete 16 core courses.**
- **Earn a core-course GPA of at least 2.2.**
- ***Earn an SAT combined score of 820 or an ACT sum score of at least 68.**
- **Graduate high school.**

Division II Core Courses:

- **3 years of English**
- **2 years of Math (Algebra 1 or higher)**
- **2 years of physical/natural science (1 year of lab)**
- **3 year of additional English, math or physical/natural science**
- **2 years of social science**

- **4 years of additional courses (any area above, foreign language or comparative philosophy)**

***see full scale at www.eligibilitycenter.net**

****testing requirements have been temporarily waived due to COVID***