<table>
<thead>
<tr>
<th>Course Offerings</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>DIPLOMA REQUIREMENTS</td>
<td>4</td>
</tr>
<tr>
<td>INTERNATIONAL BACCALAUREATE</td>
<td>6</td>
</tr>
<tr>
<td>ARTS</td>
<td>8</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>12</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>14</td>
</tr>
<tr>
<td>FAMILY AND CONSUMER SCIENCE</td>
<td>18</td>
</tr>
<tr>
<td>HEALTH</td>
<td>19</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>20</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>23</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>25</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>29</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>32</td>
</tr>
<tr>
<td>WORLD LANGUAGES</td>
<td>35</td>
</tr>
<tr>
<td>SENIOR INTERNSHIP</td>
<td>38</td>
</tr>
<tr>
<td>VOCATIONAL EDUCATION</td>
<td>38</td>
</tr>
<tr>
<td>CAREER CLUSTERS</td>
<td>39</td>
</tr>
<tr>
<td>FOUR YEAR PLANNING WORKSHEETS</td>
<td>55</td>
</tr>
<tr>
<td>NCAA REQUIREMENTS</td>
<td>56</td>
</tr>
<tr>
<td>DISTRICT AND SCHOOL ADMINISTRATION</td>
<td>57</td>
</tr>
</tbody>
</table>
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, as well as developing expert areas. 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**

Beginning with the Class of 2018, 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 plus physical education
- 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.
<table>
<thead>
<tr>
<th><strong>REQUIRED COURSES</strong></th>
<th><strong># OF CREDITS REQUIRED AT NORTH SHORE</strong></th>
<th><strong>STATE EXAMS REQUIRED FOR A REGENT DIPLOMA</strong></th>
<th><strong># OF CREDITS/STATE EXAMS REQUIRED FOR AN ADVANCED REGENT DIPLOMA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>Regents in English Language Arts Grade 11</td>
<td>4 Regents Exam Grade 11</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>Global History* Regency Exam Grade 10</td>
<td>4 Global History* Regents Exam Grade 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>United States History* Regents Exam Grade 11</td>
<td>United State History* Grade 11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 (while attending high school – grade 8 regents not included)</td>
<td>Any one Regents exam in: Mathematics Algebra Geometry Algebra 2 or Algebra 2 and Trigonometry</td>
<td>3 Algebra Regents Exam Geometry Regents Exam and Algebra 2 Regents Exam</td>
</tr>
<tr>
<td>Science</td>
<td>3 (while attending high school – grade 8 regents not included)</td>
<td>Any one Regents exam in: Science: Living Environment Earth Science Chemistry Physics</td>
<td>3 Two Science Regents Exams – one Life Science exam (includes grade 8 regents Science) and one Physical Science exam (Earth Science, Chemistry or Physics)</td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
<td>½</td>
</tr>
<tr>
<td>Art and/or Music</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>World Languages</td>
<td>2**</td>
<td>FLACS B for Modern Languages</td>
<td>3 (includes 7-8) Middle School Regents language and two high school same language courses OR three high school same language courses – and World Language FLACS exam or two years of World Language at the high school and five credits in art, music, technology</td>
</tr>
<tr>
<td></td>
<td>(while attending HS) Grade 7 and middle school FLACS and CAWNY not included</td>
<td>CAWNY B for Latin</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 (completed over 4 years)</td>
<td></td>
<td>2 (completed over the course of 4 years)</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>22.5</td>
<td></td>
<td>22.5</td>
</tr>
<tr>
<td>Regents Exams</td>
<td>5</td>
<td></td>
<td>8 or 9***</td>
</tr>
</tbody>
</table>

- 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 World Language if their IEP so states.

Students must remain enrolled in five courses plus physical education each semester.
FINAL AVERAGE AND CLASS RANK

Beginning with the Class of 2012, 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 will be obtained by including the weighted final grades for each core academic course required for graduation, taken in grades 9 – 11. This shall include:

- English 9, 10, 11
- Math 9, 10, 11
- Social studies 9, 10, 11
- Science 9, 10, 11
- World language 9, 10, 11

(provided all courses are in fulfillment of a single language sequence. If a student has two or more language sequences, the marks from the longest sequence will be used.)

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

International Baccalaureate Diploma Program students will have weighted averages that also include the Theory of Knowledge course.

In calculating the weighted grades in each course the following adjustments will be made:

- Non-Elective Courses with R designation +3
- Courses with an H designation + 6
- Courses with an AP or IB designation +9

The unweighted average will be obtained by including the unweighted grades for all courses the individual takes in grades 9 – 11.
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. Students will spend their junior and senior years immersed in studies and experiences that will ready them for college and beyond. Juniors and seniors that engage in the IB Diploma Program or IB courses are highly 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 both 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.

EVALUATION

IB courses are evaluated through a combination of internal and external assessments. The internal assessment(s) 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 IB and takes place in May of the final year of the course, as scheduled by IB. Both the internal and external assessments become part of the student’s overall score for the course. This score may earn a student college credit dependent upon their score and the policy of the college or university.

IB OPTIONS AT NORTH SHORE HIGH SCHOOL

The Diploma Program is designed to engage students in a cohesive experience that hones their skills as learners, fosters interdisciplinary learning, and prepares them for global citizenship in the 21st century. Students will spend their junior and senior years immersed in studies and experiences that will ready them for college and beyond. Juniors and seniors that engage in the Diploma Program are highly motivated students of varying educational backgrounds, abilities, and interests.

Students can choose two paths of study within IB. They may choose to be a full Diploma Candidate or they may choose to be a Certificate Candidate. While the Diploma Candidate will engage in a comprehensive program of study, Certificate Candidates will be exposed to individual courses of study with core aspects of the full program woven throughout the course.

DIPLOMA CANDIDATE

The diploma program, or DP, is built upon a philosophy of interdisciplinary, college level course work 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 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 supervisor.

IB courses may be offered at the Higher Level or at the Standard Level.

Standard Level: 1 to 2 years, 150 hours

Higher Level: 2 year course, 240 hours

**THEORY OF KNOWLEDGE (TOK)**

*Credit: 1*

*Notes: Diploma Candidates Only*

As part of the core of the Diploma Program, TOK explores critical thinking and provides coherence to the IB Program. The course spans the two years of the program starting in the spring semester of the student’s junior year and ending in the fall semester of the student’s senior year.

The course is exploratory in nature. TOK students view aspects of the world around them and analyze the knowledge questions underlying the assumptions of our society. Our exploration distinguishes between shared knowledge and personal knowledge analyzing the world around us through the eight ways of knowing and eight areas of knowledge. The goal is for students to become aware of their own perspectives and those of the groups with whom they share knowledge. In short, TOK attempts to establish an understanding of what knowing is and the implications of knowledge.

The aim of this course is to develop “critical literacy” in students and is composed of four parts: two of which focus on language and two on literature. Students are encouraged to question the meaning of language and text, both literary and non-literary, through textual analysis. This analysis will consider the texts as they stand alone, as well as in relation to the culture from which they come.

In addition to the core, students 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*

*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*

*Sociology and Cultural Anthropology SL*

**Group 4: Experimental Sciences**

*Biology HL*

*Chemistry SL*

*Computer Science SL*

*Physics HL*

**Group 5: Mathematics**

*Mathematics SL*

*Mathematical Studies SL*

**Group 6: The Arts**

*Music SL*

*Theatre SL*

*Visual Arts SL*

Students must take a minimum of 3, but no more than 4, at the Higher Level (HL) and 3, 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, dependent 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.

**CERTIFICATE CANDIDATE**

Any student may choose to take any singular course, or courses listed, for an individual certificate in each. This does not include the core as explained above, as with the Diploma Program, these courses culminate in an exam that may qualify the student to receive college credit.
## ARTS
*(Music, Theatre, 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 fulfills the one credit art/music requirement  
**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.

#### IB MUSIC SL

**YEAR 1 AND YEAR 2**

**Credit:** 1.0 per year  
**Prerequisites:** Enrollment in Band, Orchestra or Chorus

In this course students develop their knowledge and potential as musicians, both personally and collaboratively. Students will learn to hear the relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Musical perception is required as an area of study and will investigate musical links. Students will choose to exhibit their learning through the creation of music, a solo performance, or group performance. Music that is familiar and unfamiliar from a variety of times, places, and cultures is also part of the course. IB Music
requires a variety of internal and external assessments throughout the year. Students will be required to complete a written assessment as well as creating and performance component.

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

**THEATRE COURSES**

**THEATRE ARTS STUDIO**

**Credit:** 1
**Prerequisites:** None

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

This course provides an invigorating overview of theatre and art theory. Class study includes fundamentals of directing, basic theatre history, set design and playwriting. The first half of the year is devoted to the study of the foundational understandings of theatre as an art form. During the second semester, students have the opportunity for practical application of theory and knowledge of playwriting, set design and play direction. A number of plays will be studied, including pieces from ancient Greece, India, the Far East, France and the United States. Students will also experience the art of theatre criticism. This is a course for anyone with an interest in theatre because it offers a rare look into the universal impact of theatre on the world.

**ACTING**

**Credit:** 1
**Prerequisites:** None

Useful to those interested in becoming better actors as well as those interested in improving public speaking skills, this course focuses on the physical, mental and emotional fundamentals of theatrical performance. Class work will include monologue performance, auditioning, storytelling and improvisation. Academic work will include a comprehensive study of the major schools of acting in American theatre (specifically the work of Stanislavski, Adler and Strasberg). Exercises in character development, affective memory, super objective, ensemble work and script analysis will serve as the foundation of academic inquiry. Physical exercises will focus on flexibility, fluid movement, physical manifestations of character, viewpoints and biomechanics.

**IB THEATRE SL YEAR 1 AND YEAR 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 may earn a student college credit dependent upon their score and the policy of the college or university.

**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 pre-requisite 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: Drawing and Painting, 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 assessments may earn a student college credit dependent upon their score and the policy.

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: Photography, 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 29 pieces for three mandatory portfolios required by the AP Board.

*The AP assessments may earn a student college credit dependent upon their score and the policy.*

**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 final thesis exhibition. Additionally, IPA students exhibit in local public venues throughout the year. Public speaking and written artist statements about their art and creative process are a requirement for all participants.

**IB VISUAL ARTS YEAR 1 AND YEAR 2**

*Credit: 1 per year  
Prerequisites: Studio Art plus one additional art class (Drawing and Painting, Sculpture or Photography).*

In this course, students will create with a variety of art media, including but not limited to photography, painting and sculpture. Students also explore art history, learn how to analyze art and learn 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.

IB Visual Arts requires a variety of internal and external assessments throughout the two years. The IB assessments may earn a student college credit dependent upon their score and the policy of the college or university.

*The IB exams may earn a student college credit dependent upon their score and the policy of the college or university.*
BUSINESS

MARKETING

Credit: .5  
Prerequisites: Social Studies 9

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 Social Studies 9

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: Social Studies 9

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.

BUSINESS LAW

Credit: 1  
Prerequisites: Social Studies 9

This course emphasizes the relevance of business law to our personal, family and professional lives. Business Law emphasizes the text and case study of laws applicable to business including the organization of courts and court procedures, differences between civil and criminal law, the law of contracts, sales, negotiable instruments, partnerships, real and personal property, consumer protection and examines the role of minors as citizens. Students will gain experience rendering decisions in cases and applying their learning through a mock trial. This course may be taken for college credit through C.W. Post University.

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.
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 exam may earn a student college credit dependent upon their score and the policy of the college or university.

*This course may be taken for senior Social Studies credit.

The IB exam may earn a student college credit dependent upon their score and the policy of the college or university.
ENGLISH

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. This sequence is designed with an increasing rigor to facilitate students’ evolution as sophisticated readers, writers, and thinkers. Coupled with several 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 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 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.

ENGLISH 9H 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 increasing 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, the IB Language and Literature courses in 11th and 12th grades, and the AP Literature and Composition course in 12th grade. 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.

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 freshman to navigate the increasingly rigorous tasks they may encounter in upcoming honors, AP and IB courses across all academic disciplines. Using the research process as a tool, 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 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. 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. Honors students are also required to complete a year-long independent honors project that involves reading and analyzing texts outside of class, 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, the IB Language and Literature courses scheduled in 11th and 12th grades, and the AP Literature and Composition course in 12th grade.

**ENGLISH 11R**

**Credit: 1**  
**Prerequisites: English 10**

This course offers students a well-rounded study of literature from a wide range of American, 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 strength 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 develop “critical literacy” in students and is composed of four parts: two of which focus on language and two on literature. Students are encouraged to question the meaning of language and text, both literary and non-literary, through textual analysis. This analysis will consider the texts as they stand alone, as well as in relation to the culture from which they come.

This class investigates how a text’s meaning is underscored by the writer’s rhetorical choices, and the reader’s and writer’s historical, social, and cultural context. This portion of the course focuses on Parts 1 (Language and Cultural Context) and 4 (Literature-Critical Study) of the program. In Year 1, a wide range of texts will be examined including advertising, news reporting, political campaigns, brochures, blogs, promotional letters, and other genres, as well as works of literature including Cormac McCarthy’s *The Road,* Toni Morrison’s *The Bluest Eye,* Chinua Achebe’s *Things Fall Apart,* and F. Scott Fitzgerald’s *The Great Gatsby.* Multiple text types, including video and visual texts will be explored, and the language of rhetoric will be an important part of the course’s tools for analysis. Students will have frequent opportunities for seminar-style discussion, presentations, and oral analysis of texts.
IB Internal Assessment in the junior year is the Individual Oral Commentary.

Students will be required to take the New York State English Comprehensive Regents at the end of junior year. A student may opt to take the AP Language & Composition exam at the end of junior year.

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 worldwide recession have shaped global relations, while the rise of YouTube, smartphones, and 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 and 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

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.

IB LANGUAGE AND LITERATURE HL

YEAR 2

Credit: 1
Prerequisites: IB Language and Literature Year 1

This portion of the course focuses on Part 2: (Language and Mass Communication) of the program and Part 3: (Literature – Texts and Contexts) of the program. For Part 2, a wide range of visual and written media will be analyzed including advertisements, news stories, satire, political speeches, and social media, for the purposes of examining the way language is used and how the production and reception of a text is shaped by its medium of delivery. For Part 3, a variety of literary texts – including Ibsen’s A Doll’s House, Atwood’s A Handmaid’s Tale, and Shakespeare’s Othello – offer varied cultural attitudes and values for students to consider, explore and ultimately apply to their own cultural context.

IB English Language and Literature requires a variety of internal and external written and oral assessments which will begin in the junior year (Year 1) and conclude during the senior year (Year 2). 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. In addition, all students will compose a college essay.

The IB exam may earn a student college credit dependent 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 major writing project. In addition, students will compose a college essay.

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

**JOURNALISM I: PRINT MEDIA**

**Credit**: .5  
**Prerequisites**: None  
**Notes**: Taking this course in conjunction with Journalism II is recommended, but not required

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.

**JOURNALISM II: BROADCAST MEDIA**

**Credit**: .5  
**Prerequisites**: None  
**Notes**: Taking this course in conjunction with Journalism I is recommended, but not required

This course focuses on non-print media: television news shows and radio news shows. Students will examine the way in which each of these types of broadcasts is put together. The differences and similarities between written news articles and commentaries will be explored. This is an elective course and cannot be used to meet the graduation requirement in English.

**POWERFUL PUBLIC PRESENTATION**

**Credit**: .5  
**Prerequisites**: None

Whether you plan to be the future president of the United States or just want to feel better when presenting in front of a class, one thing is clear: it is essential to be able to communicate your ideas clearly, powerfully, and in an interesting way. Powerful Public Presentation aims to develop in students those skills necessary to thrive in the spotlight. 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 PowerPoint 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.

**FILM IS LITERATURE**

**Credit**: .5  
**Prerequisites**: English 9  
**Notes**: This course may be taken in conjunction with Movies:
Culture and History through a Camera’s Lens

From its earliest flickering experiments to the blockbusters of today, film has always been a universal language. In this elective course, students will become both film critics and filmmakers, examining pieces from the cinematographic canon with regard to narrative structure and the use of music, sound, lighting, camera angles and editing, then applying what they’ve learned to creating their own short film projects. Films genres to be studied may include: Silent Comedy, Film Noir, The Musical, The Western, The Screwball Comedy, Science Fiction, The Gangster Epic. Students will keep a notebook, write short essays, and incorporate their knowledge of film and literary conventions into original criticism and creative work.

**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 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 evaluating 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 the 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.
ITALY THROUGH IT’S FAMOUS CUSINE

Credit: 1  
Prerequisites: None  

Notes: There is no language prerequisite

Italy is comprised of over 20 regions, each with its own identity. In this course, students will learn about Italian culture, traditions & language while creating and tasting authentic regional Italian dishes. Students will participate in hands-on cooking classes that will allow them to explore the concept of “Italian Food.” We will explore influences on Italian foods such as geography, climate, and history. Students will also have multiple opportunities to learn and practice key Italian phrases related to cooking. Students will leave this course with a bilingual recipe book of all the dishes made in class. Classes will be taught primarily in English with Italian anecdotes.

FOOD AND NUTRITION

Credit: .5  
Prerequisites: None

Students will navigate the Food Industry while learning to prepare, evaluate and enjoy simple, quick foods that work with the busy life of an adolescent. Students will prepare foods for breakfast, lunch and snacks. Students will also craft meals through hands-on activities while understanding the nutritional needs of growing adolescents. Making high quality, healthy, delicious food from scratch can be simple and fun. Course meets every other day for a full year.

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.

DRUGS, ALCOHOL AND THE TEENAGE WORLD

Credit: .5  
Prerequisites: Health 9

The focus of the course is to positively impact students in the areas of alcohol, drugs, and wellness. The course is designed to introduce students to the strategies that research has shown are most effective in reducing risky behavior choices. Students will be given information on drugs, alcohol, sexual violence, and other health and wellness issues that can affect their academic success. The course encourages students to make informed choices, help them identify their problematic behavior and avoid future sanctions. The course will include the following “big ideas”: transition and realities of college, prescription drugs, high risk drinking situations, sexual violence, bystander intervention, nutrition, tobacco and more.
**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 skillset makes our students better prepared for college and the real-world.

**MATHEMATICS SUPPORT CLASSES: ALGEBRA 1, GEOMETRY, ALGEBRA 2**

*Prerequisites: None*

Support classes are offered for those students who have identifiable weaknesses in mathematics. They are supplements to the Regents level classes and are designed to reinforce the subject matter taught in the course. Support classes will meet on alternate days. Students may select support classes or may be assigned by the department based on prior performance in math courses and/or Regents exams.

**ALGEBRA 1R**

*Credit: 1
Prerequisites: None*

In this course, students will learn the usefulness of algebra through real-life applications and problem solving. Students evaluate linear models, find structure in quadratic and exponential expressions, and work with functions. Students will take the Algebra 1 Regents examination in June.

**APPLIED GEOMETRY**

*Credit: 1
Prerequisites: Algebra 1R and approval of department teacher leader*

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 departmental final assessment is given in June.

**GEOMETRY R**

*Credit: 1
Prerequisites: 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 examination in June.

**GEOMETRY H**

*Credit: 1
Prerequisites: 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
Prerequisites: Applied Geometry and/or approval of department teacher leader*

Algebra 2A is the first part of the Algebra 2 course. The 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**

*One credit
Prerequisite: Algebra 2A*

This is the second part of the 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
Prerequisites: 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 functions; 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
Prerequisites: 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 SL (1 YEAR)

Credit: 1
Prerequisite: Algebra 2H, and a passing grade on Algebra 2 Regents Exam.

In this course, students will learn to apply a wide range of mathematical knowledge to solve realistic problems as they occur in context. Topics to be covered include algebra, functions and equations, circular functions, sequences and series, trigonometry, vectors, statistics and probability, and basic calculus. Independence in mathematical learning will occur through the Internal Assessment component in which students will investigate an area of mathematics of their choice, and present their research through a six to twelve-page paper. Students who anticipate continuing their study of Mathematics in senior year with AP Calculus must seek dual approval from their teacher and departmental leader.

IB Mathematical Studies requires a variety of internal and external assessments throughout the year. Students will be required to take the IB exam at the end of the year. The IB exam may earn a student college credit dependent upon their score and the policy of the college or university.

PRE-CALCULUS R

Credit: 1
Prerequisites: Algebra 2

This course provides students with an applications oriented, investigative mathematics curriculum in which technology is used to solve problems and to 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. An introduction to derivatives will also be covered in this course. A departmental final examination 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. Other colleges may accept these credits, as well. However, North Shore makes no guarantee about transfer credit and is not responsible for any college’s policy on accepting credit.

CALCULUS R

Credit: 1
Prerequisites: Pre-calculus R or IB Math Studies

This is a non-AP calculus course for high school credit only. Students will study derivatives and integrals as they apply to related rates, volume and area. A departmental final examination is given in June.

ADVANCED PLACEMENT CALCULUS AB

Credit: 1
Prerequisites: IB Math SL or departmental recommendation
This is a college level calculus course, including the study of functions, derivatives, limits, maxima and minima, integration and differential equations. The curriculum is directed toward the Advanced Placement Examination (AB Level) in mathematics. All students enrolled in this course are required to take the Advanced Placement Examination.

**ADVANCED PLACEMENT CALCULUS BC**

*Credit: 1*

**Prerequisites:** IB Math SL or departmental recommendation

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

**MATH RESEARCH**

*Credit: 1*

**Prerequisites:** Algebra I

In Math Research, students write research papers. 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*

**Prerequisites:** Algebra 2 (or co-requisite)

This 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 examination is given in June.

**ADVANCED PLACEMENT STATISTICS**

*Credit: 1*

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

This is a college level, non-calculus based, statistics course. A statistics course is typically required for most college majors. The course will include four major areas: exploring data, planning a study, anticipating patterns, and statistical inference. All students enrolled in this course are required to take the Advanced Placement examination.

**ADELPHI UNIVERSITY CREDIT OPTION**

*Credit: 1*

**Prerequisites:** Must be enrolled in AP Statistics

Students enrolled in AP Statistics may opt to receive three Adelphi University credits upon payment of a registration fee to Adelphi University. Many other colleges have accepted these credits, as well. However, North Shore makes no guarantee about transfer credit and is not responsible for any college’s policy on accepting credit.

**COLLEGE MATHEMATICS**

*Credit: 1*

**Prerequisites:** Algebra 2A, 2B and/or approval of department leader

College mathematics gives many students the new opportunity to experience success and enjoyment in a mathematics class by grappling with appealing and intriguing problems. Students will have the opportunity to become excited and challenged as they prepare for math in the real world and college. In addition, technology will be used to gather, process, and/or analyze the data. A departmental final assessment is given in June.

**INTRODUCTION TO COMPUTER PROGRAMMING**

Please refer to the Technology section of this catalog.

**IB COMPUTER SCIENCE SL**

Year 1 and Year 2

Please refer to the Technology section of this catalog.

**ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS**

*Credit: 1*

**Prerequisites:** Algebra I and Geometry

This course includes the material necessary to make students knowledgeable about their daily financial encounters. It will “tap” topics from Algebra 2 and Pre-Calculus. Topics include auto insurance, income taxes, banking investments, stock market investing, health and homeowner’s insurance, and the algebra and geometry that are required to make responsible consumer decisions. A departmental final assessment is given in June.
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: 1  
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.

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

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 Siyendetop, Ohio State University). Students will be on teams and compete in seasons while fulfilling roles such as coach, trainer, and referee.

INDIVIDUAL/LIFETIME ACTIVITIES

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

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 and .25 Elective Credit  
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.

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

Credit:.5  
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

Credit: .5
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.
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 form 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.

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.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Credit: 1
Prerequisites: Junior or Senior status with successful completion of Living Environment and Chemistry including a passing grade on both Regents Exams.

This college level course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course includes class work, laboratory work and independent study. Students are required to take the Advanced Placement Examination in Environmental Science in May.

The AP exam may earn a student college credit dependent 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 freshman 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 AND PHYSIOLOGY

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 in-depth understandings of the structures and functions of the body systems. In addition, students will investigate the diseases that cause breakdowns to these systems. The course provides an extension of the Biology curriculum and a strong foundation for IB Biology. This is an elective course and cannot be used to meet the graduation requirement of three credits in Science.

FORENSIC SCIENCE

Credit 1
Prerequisite: Living Environment, Earth Science and Chemistry: Junior or Senior status only

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.

AP/IB BIOLOGY HL
YEAR 1

Credit: 1
Prerequisite: Biology and Chemistry and having passed the Living Environment and Chemistry Regents Exams. Students will be required to take the AP Biology exam at the end of the first year.

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 first 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 throughout the two years.

The AP exam may earn a student college credit dependent upon their score and the policy.

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 exams may earn a student college credit dependent upon their score and the policy.

AP/IB CHEMISTRY SL (1 YEAR)

Credit: 1
Prerequisites: Biology and Chemistry H and having passed the Living Environment and Chemistry Regents exam

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. An integrated project involving the other experimental Sciences of physics and biology and a 10-hour in class independent investigation will be part of the learning process as well. 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.

AP/IB Chemistry requires a variety of internal and external assessments throughout the year, including the Group 4 collaborative project. Emphasis is on interdisciplinary cooperation and the scientific processes. Students will be required to take the AP and IB exams at the end of the year.

The IB or AP exams may earn a student college credit dependent 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.

The IB or AP exams may earn a student college credit dependent upon their score and the policy of the college or university.
NORTH SHORE HIGH SCHOOL COURSE OFFERINGS

**SOCIAL STUDIES**

Social Studies is required of all students in grade 9 through 12. Regents Examinations in Global History and Geography (culmination of tenth grade) and US History and Government (culmination 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, Advanced Placement World History I is offered in ninth grade. In tenth grade, AP World History II students continue with the second year of the course. 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 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 New Global History and Geography Regents Framework Exam in June.

**ADVANCED PLACEMENT WORLD HISTORY I**

*Credit: 1*

*Prerequisites: None*

This course serves as preparation for ninth grade students who plan to enroll in AP World History II in tenth grade. The AP World History I 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 the Development and Transformation of Social Structures. Extensive independent reading and writing is required.

**ADVANCED PLACEMENT WORLD HISTORY II**

*Credit: 1*

*Prerequisites: AP World History I*

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 II course content revolves around various chronological periods, from approximately 1200 CE to the present, 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 the Development and Transformation of Social Structures. A large quantity of reading and writing is required, and enrolled students will be required to take both the New York State Global Regents and AP World History exams in the spring.

_The AP exam may earn a student college credit dependent 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 II*

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

**IB HISTORY OF THE AMERICAS (HOTA) HL YEAR 1**

**Credit:** 1

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

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 on 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. Students are required to take the IB History at the end of senior year.

*The IB exam may earn a student college credit dependent 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 exam may earn a student college credit dependent 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 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.

ELECTIVES

INTRODUCTION TO PSYCHOLOGY

Credit: .5
Prerequisites: Global History & Geography I or AP World History

This course provides students with an understanding of the fundamentals of psychology. Topics will include: approaches, methods, development, learning, sensation and perception, states of consciousness, personality, abnormal psychology, and social psychology. This is an elective course and cannot be used to meet the graduation requirement in Social Studies. This course meets on alternate days for a full year.

ADVANCED PLACEMENT PSYCHOLOGY

Credit: 1
Prerequisites: Global History & Geography II or AP World History II 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 exam may earn a student college credit dependent 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 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 sub-cultures 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 exam may earn a student college credit dependent upon their score and the policy of the college or university.

CONSPIRACY THEORY IN U.S. HISTORY

Credit: .5
Prerequisites: U.S. History & Government or IB History Year 1 (HOTA)

As informed and productive citizens, we must distinguish between factually established cases of conspiracy, such as the Watergate Cover up, unproven conspiracies, such as the assassination of John F. Kennedy, and improvable conspiracies, such as UFOs. This course will explore the sociopolitical factors that make people vulnerable to misinformation and conspiracy theories and the reasons that corrections so often fail to change their minds. We will look at how conspiratorial fears and political paranoia permeate through modern American culture and analyze how these tendencies are exploited by political el
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.

ROBOT TECH CHALLENGE

Credit: 1
Prerequisite: None

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. Further, students in this course can qualify for industry-recognized micro-certifications (developed by Carnegie Mellon University and the FIRST Robotics organization) including Electrical Foundations, Software Foundations, and Mechanical Foundations.

APP DESIGN FOR THE WEB

Credit: .5
Prerequisites: None

If you’re a typical internet user, you probably visit several websites every day. But have you ever wondered how those websites actually work? How are they built? How do browsers, computers, and mobile devices interact with the web? What skills are necessary to build a website? By the end of this course you’ll be able to describe the structure and functionality of the web, gain experience and working knowledge of several popular programming languages, and develop a web app of your own design. Through hands-on projects you’ll be able to hone the problem-solving skills and commitment required to overcome new challenges on a daily basis. In the coming years, coding will shift from an optional to an essential skill, and this course can set you on a path to success in an increasingly digital world.

GAME DESIGN AND DEVELOPMENT

Credit: .5
Prerequisites: None

Computer and video games captivate consumers of all ages. Have you ever wondered what it takes to build them? Enter the world of software engineering and development through an exciting exploration of the field of game development. Through this course, students will learn programming skills by working on games, and will learn to write code to run every part of their game. By exploring the basic methodologies and conceptual skills of game design such as systems thinking, iterative design process, playtesting, creative collaboration, and critical analysis, students will gain the experience of creating several playable games. This is a collaborative, hands-on course where students will push themselves to think critically and problem solve in order to overcome the challenges it takes to build their own creative product.

INTRODUCTION TO COMPUTER PROGRAMMING

Credit: 1
Prerequisites: Algebra I

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 STEM 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.

IB Computer Science requires a variety of internal and external assessments throughout the two years. Students will be required to take the AP Computer Science A exam at the end of the first year.
The AP exam may earn a student college credit dependent 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 year two.

The IB exam may earn a student college credit dependent 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, you'll identify cybersecurity threats and learn how to protect against them by understanding software security, encryption, and fundamentals of networking. You’ll prepare to detect intrusions, respond to attacks, examine your own digital footprint, and defend your data. Learn how organizations protect themselves in today’s world and position yourself to be among the most sought-after prospective employees in this emerging and rapidly growing field.

This course is part of the Project Lead the Way computer science curriculum.

DESIGN AND DRAWING FOR PRODUCTION

Credit: 1
Prerequisites:
Notes: Fulfills the one 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.

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

PRINCIPLES OF ENGINEERING

Credit: 1
Prerequisites: None

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.

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

MEDIA ARTS

Credit: 1
Prerequisites:
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.
MULTIMEDIA: ILLUSTRATOR AND PHOTOSHOP

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.

DIGITAL VIDEO PRODUCTION STUDIO

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.

INTRODUCTION TO WOODWORKING

Credit: .5  
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: .5  
Prerequisites: Introduction to Woodworking

This course is designed to reinforce the ideas taught in the Woodworking I course. The semester will focus on jointing techniques, large power tools and finishing. The advanced techniques used in this course will build on the skills and concepts learned in Woodworking I. Accuracy, neatness, sound work habits and safety are important parts of the evaluation criteria. Students will complete a series of individual projects that will showcase the skills they have gained. At the completion on this course you will have the confidence and skills to make anything you want.

ARCHITECTURAL DRAWING

Credit: 1  
Prerequisites: None, but Design and Drawing For Production is suggested

Notes: Fulfills the one credit art/music requirement

This course examines the world of architectural design. It includes the study and drawing of the systems that compose residential and commercial structures. Students will learn how to draw and design floor plans, elevations and perspective views of structures. They also learn how to construct three dimensional models of drawings and designs. Students who are interested in a career in architecture will have opportunities to explore the many jobs involved in the field of architectural drawing.
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’ 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 (Level1), Checkpoint B (Levels 2 and 3) and Checkpoint C (Levels 4 and 5).

FRENCH 1 AND ITALIAN 1

Credit: 1
Prerequisites:

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 8th Grade French, Italian, Mandarin, Spanish, or Introductory French 1, Italian 1, Spanish 1, AND successful completion of 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 YEAR 1 AND 2

Credit: 1 per year
Prerequisites: None

This course is designed for students with little or no prior experience in studying French. The Ab Initio course is organized into three themes: individual and society, leisure and work, urban and rural environment 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 between French and American culture.

Ab Initio French 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 IB exam in Ab Initio French at the end of senior year.

For IB Diploma Candidates, Ab Initio French may be taken as a student’s Group 3 or as an elective.

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

AP/IB FRENCH, IB ITALIAN, IB MANDARIN, IB SPANISH SL/HL YEAR 1 AND 2

Credit: 1 per year
Prerequisites: French, Italian, Mandarin, 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. 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 the 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, at the end of junior year. 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 exam may earn a student college credit dependent 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 per year
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. Not only a language course, students will explore the historical significance of ancient Rome and the way in which it has influenced cultures of today. A goal of the course is to utilize the study of Latin to develop critical thinking, memory, and the ability to closely analyze text for the appreciation of language and its strength. Students will continue to learn to translate Latin with accuracy through work with various classical texts and the historical, political, and cultural contexts in which they were written. Among the authors and texts to be studied are Catullus’ lyric poetry, Propertius’ elegies, Ovid’s Metamorphoses, and Cicero’ speeches.

Students at both the SL and HL level will be expected to use their comprehension of the language for the purpose of translation, understanding, research, and relevance to our time. Distinction between SL and HL is found in the breadth of study and expectation for the level of knowledge and skill. Students at the HL level will also be required to independently research additional sources. 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 during the senior year. Students will be required to take the IB exam in Latin at the end of senior year.

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

FRENCH 4, ITALIAN 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.

FRENCH 5, ITALIAN 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:
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.

WORD POWER 1

Credit: .5
Prerequisites:

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.

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.

SPECIAL EDUCATION

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 in the Special Education Office at (516) 277-7900.

TECHNICAL AND TRADE PROGRAMS – BOCES

Course #: 4
Prerequisites: Successful completion of grade 10

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

Advertising & Animation Design
Animal Care
Animal Care Skills
Audio Production
Auto Collision Technician
Auto Skills
Automotive technology
Aviation Operations
Barbering Technician
Business Service Skills
Carpentry
Certified Personal Trainer
Child Development
Computer Technology
Conservation and Land Management
Construction Electricity
Construction Trades, Construction Trades Skills
Cosmetology
Cosmetology Skills
Culinary Arts, Culinary Arts Skills
Dental Assisting
Emergency Management/Homeland Security
Fashion Design Technology
Graphic & Commercial Printing Skills
Green Technology and Alternative Energy
Health Skills
Horse Science and Management
Medical Assisting
Network Cabling Technician (HTI)
Nurse Assisting
Pharmacy Technician
Physical Therapy Aide
Plumbing
Police Science & Criminal Justice
Retail Skills
Small Engine Repair
Veterinary Science
Video Production and Digital Film Making

VOCATIONAL EDUCATION
**Career Clusters**

The career cluster charts below provide students with an idea of the different types of jobs and careers that are available to them. North Shore courses are listed in the column entitled high school/middle school courses to consider. If you are interested in a particular career cluster, please consider these recommendations when signing up for classes.

---

**Agriculture, Food and Natural Resources**

Do you like working outside?
Do you like to work on engines?
Do you have a green thumb?
Do you love working with animals?
Is protecting the environment one of your passions?

**High School Courses to Consider Taking:**

- Animal Care*
- Animal Care Skills*
- Conservation and Land Management*
- Horse Science and Management*
- Veterinary Science*

*Bold font indicates that the course is taught at BOCES.

<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
</table>
| Vet Assistant, Dog Groomer | Veterinary / Specialty Animal Care / Equine / Fisheries Field Technician | Veterinarian
Zookeeper
Entomologist
Agriculture Consultant / Economist / Educator |
| Arborist, Logger           | Environmental Technician Water Treatment Plant Operator | Agricultural or Environmental Scientist |
| Groundskeeper, Florist     | Farm Manager Fish/Game Warden | Forester Park Ranger Extension Agent |
|                            | Horticulture Maintenance or Agriculture Machinery Technician | Agricultural or Environmental Engineer |
|                            |                                  | Landscaper, Turf Grass Manager |

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39
**ARCHITECTURE AND CONSTRUCTION**

Do you like reading blueprints and drawing building structures?
Do you appreciate the pride of building something that will stay?
Do you like working with tools?
Are you willing to work outside?

**High School Courses To Consider Taking:**
- Design and Drawing for Production
- Architectural Drawing
- Principles of Engineering
- Carpentry*
- Construction Electricity*
- Construction Trades*
- Construction Trade Skills*
- Plumbing*
- Welding*

*Bold font indicates that the course is taught at BOCES.

<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Drafter</td>
<td>Architectural Technician</td>
<td>Architect</td>
</tr>
<tr>
<td>Floor Layer, Construction Helper</td>
<td>Electrician</td>
<td>Construction Manager</td>
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<tr>
<td></td>
<td>Plumber</td>
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<tr>
<td></td>
<td>Carpenter</td>
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</tr>
<tr>
<td>Surveying Assistant</td>
<td>Civil Engineering Technician</td>
<td>Civil Engineer</td>
</tr>
<tr>
<td></td>
<td>Surveyor Technician</td>
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</tbody>
</table>
**ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS**

Do you enjoy creative activities such as music, writing, entertainment and art?
Do you like to communicate ideas?
Are you a creative thinker?
Do you like to be in the spotlight?

<table>
<thead>
<tr>
<th>High School Courses To Consider Taking:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concert Band</td>
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<tr>
<td>Freshman Orchestra</td>
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<tr>
<td>Orchestra</td>
</tr>
<tr>
<td>Concert Chorale</td>
</tr>
<tr>
<td>Music Theory and History</td>
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<tr>
<td>IB Music SL</td>
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<tr>
<td>Theatre Arts Studio</td>
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<tr>
<td>Acting</td>
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<tr>
<td>IB Theatre SL</td>
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<tr>
<td>Studio Art</td>
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<tr>
<td>Drawing and Painting and Advanced Drawing and Painting</td>
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<tr>
<td>AP Drawing and Painting</td>
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<tr>
<td>Sculpture and Advanced Sculpture</td>
</tr>
<tr>
<td>Photography and Advanced Photography</td>
</tr>
<tr>
<td>AP 2D Design Through The Lens of Photography</td>
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<tr>
<td>Independent Projects in Art</td>
</tr>
<tr>
<td>IB Visual Art SL</td>
</tr>
<tr>
<td>Movies: Culture and History Through A Cameras Lens</td>
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<tr>
<td>Media Arts</td>
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<tr>
<td>Multi Media</td>
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<tr>
<td>Digital Video Production</td>
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<tr>
<td>Literature of the 21st Century</td>
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<tr>
<td>Journalism I and Journalism II</td>
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<tr>
<td>Film is Literature Creative Writing</td>
</tr>
<tr>
<td><strong>Audio Production</strong></td>
</tr>
<tr>
<td><strong>Fashion Design Technology</strong></td>
</tr>
<tr>
<td><strong>Graphic and Commercial Printing Skills</strong></td>
</tr>
<tr>
<td><strong>Video Production And Digital Film Making</strong></td>
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<tr>
<td><em>Bold font indicates that the course is taught at BOCES.</em></td>
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<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Printer Technical</td>
<td>Desktop Publisher, Stylist</td>
<td>Graphic Artist, Illustrator, Photographer</td>
</tr>
<tr>
<td>Live Sound Engineer</td>
<td>TV/Broadcast Technician Recording Engineer</td>
<td>Reporter, Newscaster</td>
</tr>
<tr>
<td>Actor, Dancer, Musician</td>
<td>Songwriter</td>
<td>Film Editor, Director, Producer, Actor, Dancer, Musician, Composer, Music Educator, Music Therapist</td>
</tr>
</tbody>
</table>
**Business Management and Administration**

Are you interested in organizational behavior?
Are you interested in how businesses operate?
Have you ever thought of starting your own business?
Do you like working in an office and using computers?
Do you enjoy working with the public?
Do you communicate effectively?

<table>
<thead>
<tr>
<th>High School Courses To Consider Taking</th>
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</thead>
<tbody>
<tr>
<td>Introduction To Business</td>
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<tr>
<td>Marketing</td>
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<tr>
<td>Entrepreneurship</td>
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<tr>
<td>Investments</td>
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<tr>
<td>Business Law</td>
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<tr>
<td>Introductory Accounting</td>
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<tr>
<td>IB Business Management</td>
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<tr>
<td>Economics in The Modern World</td>
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<tr>
<td><strong>Business Service Skills</strong></td>
<td><em>Bold font indicates that the course is taught at BOCES.</em></td>
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</tbody>
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<tr>
<th>Diploma with some Training</th>
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<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service Representative</td>
<td>Office Manager / Nonprofit Manager</td>
<td>Human Resources Specialist</td>
</tr>
<tr>
<td>Bookkeeper, Fiscal Tech.</td>
<td>Property Manager</td>
<td>Management Analyst</td>
</tr>
<tr>
<td>Medical Administrative Specialist</td>
<td>Administrative Assistant Secretary</td>
<td>Chief Executive Officer (CEO)</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Claims Adjuster</td>
<td>Entrepreneur</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>Legal Assistant</td>
<td></td>
</tr>
</tbody>
</table>

Entrepreneur
### EDUCATION AND TRAINING

Are you friendly, outgoing, understanding?
Are you good at explaining things?
Do you enjoy helping others meet their goals?
Do you like working with adults and/or children?

<table>
<thead>
<tr>
<th>High School Courses To Consider Taking:</th>
<th>High School Courses To Consider Taking:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction To Psychology</td>
<td>Introduction To Psychology</td>
</tr>
<tr>
<td>IB Social and Cultural Anthropology</td>
<td>IB Social and Cultural Anthropology</td>
</tr>
<tr>
<td>Child Development *</td>
<td>Child Development *</td>
</tr>
<tr>
<td>Certified Personal Trainer*</td>
<td>Certified Personal Trainer*</td>
</tr>
</tbody>
</table>

*Courses in bold indicate that the course is taught at BOCES.

<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Worker</td>
<td>Teacher’s Aide</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Preschool Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fitness Instructor</td>
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</tr>
<tr>
<td>Library Assistant</td>
<td>Most careers in this field require 4+ years of college.</td>
<td>School Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Counselor</td>
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<tr>
<td></td>
<td></td>
<td>School Psychologist</td>
</tr>
</tbody>
</table>
# Finance

Do you want to use your money wisely?  
Would you like to help others make better financial decisions?  
Do you like working with money and numbers?  
Do you have excellent attention to detail?  
Do you enjoy tracking financial information?

## High School Courses To Consider Taking:
- Math Research  
- Business Law  
- Investments  
- Introductory Accounting

<table>
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<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
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</thead>
<tbody>
<tr>
<td>Bank Teller</td>
<td>Securities Sales Assistant</td>
<td>Accountant, Loan Officer</td>
</tr>
</tbody>
</table>
| Customer Service Representative | Tax preparer             | Stock Broker  
                                      | Bank Manager |
| Insurance Clerk           | Insurance Sales Agent          | Insurance Adjuster  
                                      | Underwriter |
|                           |                                 | Economist |
|                           |                                 | Finance & Insurance Manager |
**Government and Public Administration**

Are you interested in politics?  
Do you like to help the public?  
Do you want to get involved in local issues?

<table>
<thead>
<tr>
<th>High School Courses To Consider Taking:</th>
<th>Literature and Social Action</th>
<th>Powerful Public Presentation</th>
<th>Business Law</th>
<th>Emergency Management*</th>
<th>Homeland Security*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diploma with some training</strong></td>
<td><strong>Certification or Associate Degree</strong></td>
<td><strong>College degree plus</strong></td>
<td>Postal Clerk</td>
<td>Eligibility Worker</td>
<td>City Manager</td>
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<td>County Executive</td>
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<td>Urban/Regional Planner</td>
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<td>Legislative Staffer</td>
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</tbody>
</table>

*Bold font indicates that the course is taught at BOCES.

The range of government jobs is enormous. Workers can obtain a job in an assortment of career paths.
**HEALTH AND MEDICAL SCIENCE**

Do you like to care for sick people or help them stay well?
Are you interested in diseases and in how the body works?
Do you like to provide a service to people?
Do you like Science and lab experiments?

**High School Courses To Consider Taking:**

- Drugs, Alcohol And The Teenage World
- Wellness For Life
- Advanced Applied Personal Fitness
- Introduction To Sports Medicine and Red Cross CPR/AED
- First Aid Certification
- Sports Medicine
- Anatomy and Physiology

<table>
<thead>
<tr>
<th>Diplomas with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assistant</td>
<td>Dental Hygienist</td>
<td>Dentist</td>
</tr>
<tr>
<td>Home Health Aide, Nurse Aide,Nursing Assistant, Physician Assistant</td>
<td>Certified Nursing Assistant (CAN) Licensed Practical Nursing (LPN) Registered Nurse EMT</td>
<td>Physician Nurse Practitioner Registered Nurse</td>
</tr>
<tr>
<td>Surgical Technician Biotechnology Technician</td>
<td></td>
<td>Radiation Therapist</td>
</tr>
<tr>
<td>Fitness Trainer Physical/Occupational Therapy Assistant</td>
<td></td>
<td>Physical/Occupational Therapist Athletic Trainer</td>
</tr>
</tbody>
</table>

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Most careers in Health Science require certification or college degrees
## Hospitality and Tourism

Do you like to be with people?
Do you enjoy playing or teaching sports?
Do you like to travel or work at a resort?
Do you like to prepare meals?

| High School Courses To Consider Taking: | Bake Shop  
Bake Shop II  
Italy Through Its Famous Cuisine  
Food And Nutrition  
Culinary Arts I*  
Culinary Arts II* |
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<tbody>
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<td><em>Bold font indicates that the course is taught at BOCES.</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tour Guide</td>
<td>Travel Agent</td>
<td>Meeting/Event Planner</td>
</tr>
</tbody>
</table>
| Guest Service Representative | Hotel Manager  
Flight Attendant | Resort Manager  
Marketing Manager |
| Cook, Caterer             | Chef  
Food Service Manager | Coach  
Athletic Trainer |
**Human Services**

Do you like to help people solve problems or reach goals?
Do you enjoy providing a service to others?
Is it important to you to do something that helps others?
Are you friendly, outgoing, a good listener, and understanding?

<table>
<thead>
<tr>
<th>High School Courses To Consider Taking:</th>
<th>IB Social and Cultural Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Advanced Placement Psychology</td>
</tr>
<tr>
<td>Barbering Technician*</td>
<td></td>
</tr>
<tr>
<td>Cosmetology*</td>
<td></td>
</tr>
<tr>
<td>Cosmetology Skills*</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Aide, Hair Stylist</td>
<td>Welfare Eligibility Worker &amp; Interviewer</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Social &amp; Human Services Assistant</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Recreation Worker</td>
<td>Residential Counselor</td>
<td>Counselor</td>
</tr>
</tbody>
</table>

Most careers in this field require 4+ years of college
**INFORMATION TECHNOLOGY**

Do you like a work environment that is unpredictable and often changing?
Do you like to solve problems and think on your feet?
Are you patient, precise, and attend to detail?
Do you like working with people to solve their computer problems?
Are you curious about how computer games and programs work?
Are you a logical and analytical thinker?

<table>
<thead>
<tr>
<th>High School Courses To Consider Taking:</th>
<th>Introduction to Computer Programming</th>
<th>AP Computer Science A, IB Computer Science SL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cybersecurity</td>
<td>Robot Tech Challenge</td>
</tr>
<tr>
<td></td>
<td>App Design For The Web</td>
<td>Game Design and Development</td>
</tr>
<tr>
<td><strong>Business Service Skills</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Technology</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Network Cabling Technician</strong>*</td>
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</tr>
</tbody>
</table>

*Bold font indicates that these courses are taught at BOCES.*

<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Operator / Help Desk Technicians</td>
<td>Computer Technical Support Specialist</td>
<td>Computer Software Engineer Geographic Information Systems Specialist (GIS)</td>
</tr>
<tr>
<td>Computer Service / Repair Technician</td>
<td>Computer Network Support Technician</td>
<td>Computer Game Developer Web Developer</td>
</tr>
<tr>
<td>Data Entry</td>
<td>Computer Hardware Engineer</td>
<td>Computer Programmer</td>
</tr>
<tr>
<td>Secretary/Receptionist</td>
<td>Database Administrator</td>
<td>Software Engineer</td>
</tr>
</tbody>
</table>

Network Administrator
## LAW, PUBLIC SAFETY, CORRECTION AND SECURITY

Are you good at working with people in stressful situations?
Are you good at controlling your own emotions so that you can help others?
Are you a good role model?

| High School Courses To Consider Taking: | Business Law  
Emergency Management/Homeland Security*  
Police Science and Criminal Justice* |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>*Bold font indicates that the course is taught at BOCES.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Guard</td>
<td>Police Officer</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Emergency Dispatcher</td>
<td>Paralegal</td>
<td>Federal Investigator</td>
</tr>
<tr>
<td>Firefighter, Medic</td>
<td>Firefighter</td>
<td>Fire Marshall</td>
</tr>
<tr>
<td></td>
<td>Private Investigator</td>
<td>Probation Officer</td>
</tr>
</tbody>
</table>

Jobs in these fields are also available in the military.
MANUFACTURING

Do you like working with tools, machinery, and computers?
Do you enjoy seeing the concrete result of your work?
Do you enjoy designing and problem solving?

<table>
<thead>
<tr>
<th>High School Courses to Consider Taking:</th>
<th>Introduction to Woodworking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Woodworking II</td>
</tr>
<tr>
<td></td>
<td>Principles of Engineering</td>
</tr>
<tr>
<td><strong>Welding</strong></td>
<td><strong>Green Technology And Alternative Energy</strong></td>
</tr>
</tbody>
</table>

*Bold font indicates that the course is taught at BOCES.*

<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forklift Operator</td>
<td>Laser Technician</td>
<td>Industrial Production Manager</td>
</tr>
<tr>
<td>Welder</td>
<td>Production Planner</td>
<td>Quality Assurance Specialist</td>
</tr>
<tr>
<td>Quality Control Technician</td>
<td>Electronics Technician</td>
<td>Environmental Engineer</td>
</tr>
</tbody>
</table>
### Marketing, Sales and Service

Do you enjoy providing a service to others?
Can you write a good advertisement?
Do you like helping people find solutions to their problems?
Are you good at persuading people to make purchases and convincing people to do things?
Are you a creative person?

<table>
<thead>
<tr>
<th>High School Courses To Consider Taking:</th>
<th>Marketing</th>
<th>Entrepreneurship</th>
<th>Business Law</th>
<th>Retail Skills*</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Bold font indicates that the course is taught at BOCES.</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vehicle Sales</td>
<td>Real Estate Sales Agent</td>
<td>Sales Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buyer</td>
</tr>
<tr>
<td>Sales Associate/Assistant Manager</td>
<td>Sales Representative, Store/Regional Manager</td>
<td>Marketing Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations Representative</td>
</tr>
<tr>
<td>Telemarketer</td>
<td>Auctioneer</td>
<td>Market Research Analyst</td>
</tr>
<tr>
<td></td>
<td>Merchandise Display Artist</td>
<td></td>
</tr>
</tbody>
</table>

52
SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Do you have talent in Math and Science?
Are you good at abstract thinking?
Do you like to explore new ideas and test them methodically?

<table>
<thead>
<tr>
<th>High School Courses To Consider Taking:</th>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Drawing for Production Robot Tech Challenge</td>
<td>Drafter</td>
<td>Robotics Technician</td>
<td>Engineer</td>
</tr>
<tr>
<td>Field Crew Surveyor</td>
<td>Civil Engineering Technician</td>
<td></td>
<td>Meteorologist</td>
</tr>
<tr>
<td>Lab Animal Caretaker</td>
<td>Biological Technician</td>
<td></td>
<td>Anthropologist Archaeologist</td>
</tr>
</tbody>
</table>
**TRANSPORTATION, DISTRIBUTION AND LOGISTICS**

Do you like working on or operating cars, trucks, or airplanes?  
Do you understand how things work?  
Do you like moving or handling material, products, or people?

| High School Courses To Consider Taking: | Auto Collision Technician*  
|                                         | Auto Skills*  
|                                         | Aviation Operations*  

*Bold font indicates that the course is taught at BOCES.*

<table>
<thead>
<tr>
<th>Diploma with some training</th>
<th>Certification or Associate Degree</th>
<th>College degree plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispatcher</td>
<td>Flight Attendant</td>
<td>Pilot</td>
</tr>
</tbody>
</table>
| Auto Detailer, Tire Repairer/Changer | Automobile or Auto Body Technician  
|                              | Aircraft Mechanic                 | Air Traffic Controller |
| Shipping & Receiving Clerk |                                   | Airport or Fleet Manager |
### Diploma Type

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade 9</th>
<th>Course Type</th>
<th>Name of Course Taken</th>
<th>Credits / Regents</th>
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**Total Number of Credits:**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade 10</th>
<th>Course Type</th>
<th>Name of Course Taken</th>
<th>Credits / Regents</th>
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<tbody>
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**Total Number of Credits:**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade 11</th>
<th>Course Type</th>
<th>Name of Course Taken</th>
<th>Credits / Regents</th>
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</thead>
<tbody>
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**Total Number of Credits:**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade 12</th>
<th>Course Type</th>
<th>Name of Course Taken</th>
<th>Credits / Regents</th>
</tr>
</thead>
<tbody>
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</table>

**Total Number of Credits:**
Divisions I and II Initial-Eligibility Requirements

Core Courses

- NCAA Divisions I and II require 16 core courses. See the chart below.
- Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
  - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I students enrolling full-time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- Division II GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.