

# *South Side High School Program Planning Guide*



*A Guide for Students and Parents*  
2023 - 2024

I am very excited to share with you the course offerings for the 2023-2024 school year! The course catalog is carefully constructed to consider the needs of all our students in the building, both through an academic and social-emotional lens. In the 9<sup>th</sup> and 10<sup>th</sup> grades, we prepare students to achieve the New York State Regents Diploma with Advanced Designation, as well as to be successful in International Baccalaureate courses. The International Baccalaureate Diploma Program, which begins in the junior year, is an integrated, rigorous academic program benchmarked to world standards. Our students who achieve the IB diploma receive outstanding preparation that serves them well in the most competitive universities in the nation. We also realize that many students need additional help to achieve these goals. Programs designed for students identified by the Committee for Special Education are characterized by high expectations through their IEP. We are also proud to offer a number of vocational education opportunities for students to explore their career interests, while developing skills to become successful in the workplace and community. Our school acknowledges that all students have varying interests and future goals, and we are confident that by working with their school counselor, a path to success can be established for every student.

South Side High School is committed to providing assistance and support to our learners. Support classes are provided for many courses, and extra help is available Monday, Wednesday, Thursday and Friday mornings during zero period. We also offer an after school Homework Helpers program in the library Monday through Thursday for those students looking for additional support.

Please use the enclosed chart found on page five as a model for planning the next four years. All freshmen are required to take a minimum of seven classes plus physical education. All upperclassmen are required to take a minimum of six classes plus physical education, but all students are encouraged to take more. Begin by filling out the required courses for each year, including four years of English and social studies, three years of math and science, two years of world languages and one year of art, music or theatre. The remainder should include areas of enrichment and interest. Most of our students study four years of math and science and continue studying a second language beyond the two years. Your school counselor is here to support you through this process- please reach out to them if you have any questions!

At all levels of study, our faculty is committed to providing fine instruction that actively engages our students in lessons. This commitment to excellence was acknowledged by the United States Department of Education, which recognized our school as a National Blue Ribbon School of Excellence, and the NYS Education Department has recognized South Side as a "Reward School". I'm confident that by working together, we can ensure success for each and every one of our students. I hope that this guide will assist you in your course selection process!

Warm Regards,  
*Patrick Walsh, Ed.D.*  
Principal

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## GLOSSARY OF TERMS

### COLLEGE CREDITS

Students enrolled in Accounting, Business Law and/or Marketing may opt to take the course (at SSHS) for college credit through Long Island University.

Students enrolled in IB Environmental Systems, IB Biology HL, IB Chemistry HL, IB Physics or IB Visual Arts 2 may opt to apply for and purchase Molloy College credits. Credits are contingent upon successful completion of the designated course.

### HONOR ROLL

The Honor Roll is determined quarterly. Students must have an unweighted average of 90.0% for High Honors. Students must have an unweighted average of 85.0% for Honors. All subjects in which a numeric grade is assigned will be included in determining the student's unweighted average. Students will be ineligible for either the High Honors or the Honor Roll when he/she receives a withdraw/failure (W/F), denied credit, or any other failing grade for a course (including Physical Education). Students receiving an incomplete (INC) in any course will be ineligible until a grade is assigned. Once the list is posted, it will not be redone during the marking period to accommodate students who originally had an incomplete grade.

### NCAA (NATIONAL COLLEGIATE ATHLETIC ASSOCIATION)

The NCAA provides rules for the student athlete at the college level. Students endorsed by the NCAA require a minimum average in high school and in college. College preparatory courses and certain grades on standardized tests are mandated.

### PREREQUISITE

These are requirements for entering specific programs or levels of classes.

### RANK IN CLASS – MARKING SYSTEM

In accordance with the Rockville Centre Board of Education policy, students are **not** ranked by cumulative averages relative to their classmates. The grades for individual courses are reported as earned. All marks, including failures and subjects repeated, are averaged. The minimum passing grade is 65%. Distribution of weighted cumulative averages for the graduating class will be computed at the end of the junior year.

### REPEATER CLASS

A class specifically developed for students who have failed a Regents exam and/or class. Students enrolled in this class will take the Regents again in January or June. If a student fails the Regents exam, they must take the repeater, unless exempted by the Principal.

### SUPPORT CLASSES

These are extra help classes that support the academic subjects. Students are assigned based upon grades, teacher recommendation, counselor recommendation, or by parent request. For some students, these classes are mandatory academic intervention services.

### TRANSCRIPT

This is a permanent record of academic achievement that is sent to colleges and prospective employers of a South Side graduate. It displays final course grades, Regents exam scores and the weighted overall grade point average.

### WEIGHTED GRADES

Commencing with the 2008 entering 9<sup>th</sup> grade cohort, a grade point average will be calculated for each student based on the credit and grade assigned for each high school level course excluding physical education and pass/fail subjects. Courses which are designated as Advanced Placement, and/or International Baccalaureate (with the exception of IB Math Applications Year 1) will be proportionately weighted by 1.15 in the determination of the student's grade point average. Math Applications Year 1, Advanced Chemistry, L.I.U. College Credit Courses (Accounting, Business Law and Marketing), Advanced Math Topics and Research Skills Intel Grade 11-12 will be proportionately weighted by 1.1 in the determination of the student's grade point average. A numerical ranking of students shall not be maintained.

## FOUR YEAR COURSE PLANNER

Please note—courses which are not part of the required core may be offered only when there is sufficient enrollment. (Courses in **bold** are required. Sequence requirements must be discussed with your counselor.)

<i>Course Selections</i>	<i>Freshman Year</i>	<i>Sophomore year</i>	<i>Junior year</i>	<i>Senior year</i>
<i>1</i>	ENGLISH	ENGLISH	ENGLISH <i>(Regents)</i>	ENGLISH
<i>2</i>	GLOBAL HISTORY & GEOGRAPHY 9	GLOBAL HISTORY & GEOGRAPHY 10 <i>(Regents)</i>	U.S. HISTORY & GOV'T. <i>(Regents)</i>	SOCIAL STUDIES
<i>3</i>	MATH <i>(Regents)</i>	MATH <i>(Regents)</i>	MATH	MATH <i>(Recommended)</i>
<i>4</i>	SCIENCE <i>(Regents)</i>	SCIENCE <i>(Regents)</i>	SCIENCE <i>(Regents)</i> or <b>ELECTIVE</b>	SCIENCE <i>(Regents)</i> or ELECTIVE
<i>5</i>	SCIENCE LAB/ PHYSICAL EDUCATION	SCIENCE LAB/ PHYSICAL EDUCATION	SCIENCE LAB/ PHYSICAL EDUCATION	SCIENCE LAB/ PHYSICAL EDUCATION
<i>6</i>	WORLD LANGUAGES	WORLD LANGUAGES <b>(Regents)</b>	WORLD LANGUAGES <i>(Recommended)</i>	WORLD LANGUAGES <i>(Recommended)</i>
<i>7</i>	ELECTIVE	<b>HEALTH 10/</b> ELECTIVE	ELECTIVE	<b>HEALTH 12</b>
<i>8</i>	ART/MUSIC/ THEATRE/ FILM	ART/MUSIC/ THEATRE/FILM ELECTIVE	ART/MUSIC/ THEATRE/FILM ELECTIVE	ART/MUSIC/ THEATRE/FILM ELECTIVE
<i>9</i>	LUNCH/ ELECTIVE	LUNCH/ ELECTIVE	LUNCH/ ELECTIVE	LUNCH/ ELECTIVE

## FOUR YEAR COURSE PLANNER

Please note—courses which are not part of the required core may be offered only when there is sufficient enrollment. (Courses in bold are required. Sequence requirements must be discussed with your counselor.) **USE THIS SHEET FOR YOUR PLAN FOR FOUR YEARS.**

Course Selections	Freshman Year	Sophomore Year	Junior Year	Senior Year
1				
2				
3				
4				
5				
6				
7				
8				
9				

## **PROGRAM CHANGES**

Students will not be permitted to drop a course after the date given in the Student Agenda. Programs will not be changed because of preference for instructors. Refer to Board Policy. A grade of W/F will be recorded if administrative approval is granted after the approved deadline. A W/F will affect a student's grade point average.

### **Student Request for Teacher Change**

The following procedures will be followed when a student requests a teacher change:

1. The teacher, student, counselor and parent will meet to try to work out any difficulties.
2. If the problem cannot be resolved, the parent must request, in writing, a teacher change. The counselor will make an appointment with the school psychologist for the student.
3. The school psychologist will meet with the student, speak to the administrator, and will notify the counselor as to the recommendation. The counselor will notify the student and parent of the decision.

### **Deadline Dates for Student Program Changes**

#### **Adding Courses:**

Students may add a full year or first semester course to their schedule during the first five days of school. Students may add a second semester course to their schedule up until the fifth day of the second semester.

#### **Dropping Courses:**

Students may drop a course without penalty until the date listed in the Student Agenda.

# GRADUATION REQUIREMENTS

The curriculum includes all subjects required for a South Side High School Diploma and for Regents Endorsements, plus many electives in a variety of areas. In addition to the requirements specified below, all students must satisfy the statewide assessment requirements.

## NEW YORK STATE REGENTS DIPLOMA

A total of 22 ½ credits, including 2 credits of physical education will be required.

\*Students must pass Regents examinations in: Mathematics, Science, English, Global History and Geography and United States History and Government.

## NEW YORK STATE REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION

A total of 22 ½ credits including 2 credits of physical education will be required.

Students must pass Regents examinations in: Algebra, Geometry, Algebra 2, a life science, a physical science, English, Global History and Geography, United States History and Government and World Languages. A student completing a five-unit sequence in career and technical education or the arts is not required to complete the additional World Languages requirement, but must complete 1 credit in World Languages. \*

### **Students entering high school in September, 2008 and beyond must achieve the scores listed below in order to graduate from high school in New York State:**

A score of **65** on five required Regents exams is necessary for a Regents diploma and a score of **65** on nine required Regents exams is required for a Regents diploma with Advanced Designation. Students with disabilities must take the required Regents course and examination, but the safety net allows students to meet the requirements for a local diploma by achieving a 55-64 on the required exams. \* Students who do not earn a 65 in a course and/or on a Regents exam will be expected to take the appropriate repeater course the following semester.

## REGENTS HONOR ENDORSEMENT

Students must earn an average of 90% or better on those Regents examinations that are required for the Regents Diploma, or for a Regents Diploma with an Advanced Designation.

**\* For more detailed information regarding the different pathways to earn a diploma, please see your counselor.**



## DIPLOMA REQUIREMENTS

\*Minimum for Regents Diploma – for students entering grade 9 in September, 2001 and thereafter

English	4.0	credits
Social Studies	4.0	credits
Mathematics	3.0	credits
Science	3.0	credits
Health	0.5	credit
Visual Art/Music/Theatre/Film	1.0	credit
Physical Education	2.0	credits
World Languages	1.0	credit
Electives/Specialized Courses	4.0	credits
 TOTAL CREDITS	 22.5	

REGENTS EXAMS REQUIRED:      One Regents exam in math: Algebra **or** Geometry **or** Algebra 2  
                                                  One Regents exam in lab science: Earth Science **or** Living  
                                                  Environment **or** Chemistry **or** Physics  
                                                  Global History & Geography  
                                                  U.S. History & Government  
                                                  English

\*Must earn a score of 65 or above

**For more detailed information regarding the different pathways to earn a diploma, please see your school counselor**

Minimum for Regents Diploma with an Advanced Designation – for students entering grade 9 in September, 2001 and thereafter

English	4.0	credits
Social Studies	4.0	credits
Mathematics	3.0	credits
Science	3.0	credits
Health	0.5	credit
Visual Arts/Music/Theatre/Film	1.0	credit
Physical Education	2.0	credits
World Languages	3.0	credits
Electives/Specialized Courses	2.0	credits
 TOTAL CREDITS	 22.5	

REGENTS EXAMS REQUIRED:      Three Regents exams in math:  
                                                  Algebra **and** Geometry **and** Algebra 2  
                                                  One Regents exam in a physical lab science:  
                                                  Earth Science, Chemistry **or** Physics **and**  
                                                  One Regents exam in a life science with a lab: Living Environment  
                                                  Global History & Geography  
                                                  Spanish or French  
                                                  U.S. History & Government  
                                                  English

\*Must earn a score of 65 or above

## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The International Baccalaureate Diploma Program is a comprehensive two-year curriculum taken by South Side students in their Junior and Senior years. Diploma candidates are required to follow a course of study in each of the six academic “groups” listed in the chart below. At least three (and not more than four) are taken at the Higher Level (HL), the others at the Standard Level (SL). HL courses represent two full years of study; SL courses range in length from one year to two years, depending on the course. South Side now has over twenty-six IB offerings, allowing students with different interests to pursue the IB Diploma according to their strengths.

Group 1	Language A1 (native language)	English	HL
Group 2	Language B (second modern language)	French	HL or SL
		Spanish	HL or SL
Group 3	Individuals and Society (Social Studies)	History	HL
		Psychology	SL
		Business Management	HL or SL
Group 4	Experimental Sciences	Physics	HL or SL
		Chemistry	HL or SL
		Biology	HL or SL
		Environmental Systems	SL
Group 5	Mathematics	Math Applications and Interpretation	SL
		Math Analysis and Approaches	SL
Group 6	The Arts & Electives	Art/Design	HL or SL
		Theatre Art	HL or SL
		Music	HL or SL
		Film Studies	HL or SL
		or a second subject from Groups 2, 3, or 4.	

Successful IB Diploma Candidates need to accumulate a minimum of 24 points in their six subjects (each is graded on a 1-7 scale). At least 12 points must come from the three higher level courses. In addition to their course work there are three other requirements to earn an IB Diploma. Candidates must investigate a topic of special interest and write about it in an *Extended Essay*, complete a self-designed extra-curricular program (*CAS*- Creativity, Activity, and Service) as well as take a course in *Theory of Knowledge* (ToK). The Extended Essay and ToK course may contribute bonus points to the IB Diploma.

Check the course sequence within each department to determine eligibility for IB courses. Students who do not take the full IB Diploma may be registered as IB course candidates in one or more disciplines.

## THEORY OF KNOWLEDGE

Prerequisite: IB Diploma Candidate

1 credit (weighted)  
Every day, full year

Theory of Knowledge is a unique course offered to IB students who are IB Diploma candidates in the senior year. The course is an important component in providing a holistic education to students in the IB Program. The purpose of “Theory of Knowledge” is to explore the ways in which different disciplines search for truth. Students will be asked to reflect critically on the subjects they have already encountered in their school experience with an eye to understanding the fundamental concepts of the various disciplines and their validity. This approach helps students to analyze and integrate knowledge that they have already gained.

## IB EXTENDED ESSAY

Prerequisite: IB Diploma Candidate  
No Credit Pass/Fail

The Extended Essay is an independent study project completed by IB Diploma candidates by January of their senior year. This work is done under the supervision of a teacher-mentor and may be done in any of the IB subject area courses.

## IB CAS

Prerequisite: IB Diploma Candidate  
No Credit Pass/Fail

CAS is a required component of the IB Diploma Program. It involves those learning experiences undertaken by IB Diploma Candidates outside of the classroom under the general headings of *Creativity* (e.g. engagement in the arts, designing and implementing service projects, etc.), *Activity* (e.g. participation in athletics, dance, expeditions), and *Service* (community and social service activities). Students are expected to be involved in CAS activities over the two years of the Diploma Program. Working with the CAS advisor, the students will engage in systematic self-evaluation of their experiences.

## IB DIPLOMA RESEARCH

Prerequisite: IB Diploma Candidate  
½ credit, weighted

This every-other-day course is designed for 11<sup>th</sup> grade IB Diploma candidates, and gives them an opportunity to complete a significant portion of the Extended Essay, a 4000-word research assignment, during the school day. Students will be guided through the inquiry, action and reflection process while engaging in the Central Elements. Beyond the Extended Essay, this includes CAS (Creativity, Activity and Service) and an introduction to Theory of Knowledge, which they will take in 12<sup>th</sup> grade.

## NATIONAL HONOR SOCIETY

Selection is achieved through evaluation of applications for evidence of scholarship, character, leadership and service.

Scholarship: Eligibility for membership is based upon a weighted average of 90% at the completion of five (5) semesters for juniors and 90% at the completion of six (6) semesters for seniors. Eligible students are invited to submit a resume.

Character: The names of these eligible students are sent to the entire faculty for character information. If student is found significantly unsuitable by more than two faculty members, or has exhibited a serious breach of character, the student is ineligible. Criteria which are considered include:

- \* Takes criticism willingly
- \* Meets pledges and responsibilities to school promptly
- \* Demonstrates highest standards of honesty and reliability
- \* Cooperates by complying with school regulations
- \* Demonstrates concern for others

Selection by Faculty Council: Those students who have successfully met scholarship and character requirements are invited to complete a survey. These students are given guidelines on the service and leadership information, and advised to seek further help from the chapter adviser, guidance counselors, and administrators.

A diversified group of five faculty members, appointed by the Principal, evaluates the students through the survey anonymously. Each member has one vote and a majority is required for selection. Final decisions are re-examined at the end of selections for consistency within the working definitions established by the Faculty Council using the National Guidelines.

Leadership: Successfully holds school offices or positions of responsibility, conducts business efficiently and effectively and is reliable and dependable without prodding. Is resourceful in proposing new problems, applying principles and making suggestions.

- \* Demonstrates leadership in promoting school activities.
- \* Exercises influence on peers in upholding school ideals.
- \* Contributes ideas that improve the civic life of the school.
- \* Is able to delegate responsibilities.
- \* Exemplifies positive attitudes.
- \* Inspires positive behavior in others.
- \* Demonstrates academic initiative.
- \* Demonstrates leadership in the classroom, at work, and in school activities.
- \* Is thoroughly dependable in any responsibility accepted.

Service: Participates in some outside activity:

- \* Girl Scouts; Boy Scouts; church groups.
- \* Volunteer services for the aged, poor, or disadvantaged; family duties.
- \* Volunteers dependable and well-organized assistance.
- \* Is gladly available, and is willing to sacrifice to offer assistance.
- \* Is willing to uphold scholarship and maintain a loyal school attitude.
- \* Works well with others and is willing to take on difficult or inconspicuous responsibilities
- \* Cheerfully and enthusiastically renders any requested service to the school.
- \* Is willing to represent the class or school in inter-class and inter-scholastic competition.
- \* Does committee and staff work uncomplainingly. Shows courtesy by assisting visitors, teachers and students.

# GREENHOUSE

Established in 1974, Greenhouse is an alternative program of comprehensive secondary education blending academic studies, community resourcing, interpersonal skills development, and college and career preparation.

Students earn high school credits through a variety of learning style formats, including classroom coursework, cooperative community work experience, experience-based career internships (EBCI), student-centered research projects, and individualized teacher-coordinated learning units.

A vital educational difference distinguishing Greenhouse as an alternative placement is the method of awarding credit. A traditional setting provides an “all or nothing” format that requires students to work ten months, waiting until June to earn transcript credits. Here, to avoid the risk of total failure, students earn credit in five-week increments, or “cycles”, culminating at the mid- and end-points of each traditional marking quarter. Since there are eight cycles in a school year, a student can earn 1/8, or .125, credit per course per cycle. A student passing each course in a cycle will receive 1.125 credits. This system of positive reinforcement encourages the student who realizes more immediate rewards for her efforts. Additionally, the system protects a student who is susceptible to crisis pressures. One poor cycle will not ruin a student’s entire academic year.

South Side staff, counselors and administrators recommend students whose progress in school is threatened or affected by academic, personal or social problems. Students’ histories include chronic absenteeism and lateness, academic underachievement and failure, and behaviors resulting in suspension from school. Prospective candidates are encouraged to talk with counselors, visit the school, and complete a personal interview. An important factor is the student’s decision to choose this alternative in order to provide “student ownership” of his high school career. For student success and overall program strength, Greenhouse should be a student’s valued option.

Greenhouse courses, independent learning units, and independent research projects are designed to help students meet all New York State graduation requirements. Content areas include World and American Literature, Global and U.S. History, Writing Skills, Business, Math, Health Science, Environmental Studies, Biology, Sociology, and Earth Science. Alternative strategies for encouragement and success include: internships, BOCES, special trips and speakers, and community service as a core program value.

## ART

### STUDIO IN ART

Prerequisites: None  
1 credit  
Every day, full year

This course, which fulfills the New York State Regents requirement for 1 credit in the Arts, is open to all students and provides an introduction to painting, drawing and sculpture. Students will work with a variety of art materials including pencil, pens, paints, collage and 3-D materials. An independently designed final project is required at the end of the school year.

### PAINTING AND DRAWING 1

Prerequisite: Studio in Art  
1 credit  
Every day, full year

This class is designed for the art student who wishes to continue his/her studies exploring 2-dimensional forms of art making. Students will explore concepts in painting and drawing using a wide variety of wet and dry materials (tempera, watercolor, acrylic, ink, pencil, charcoal, pastel, collage, etc.) to explore various styles and techniques. Work by contemporary and past artists will be studied to give students a broad range of experience and understanding of 2-dimensional art forms throughout history. All students will create a final project. This culminating 2-dimensional project will be completed in the style and medium of each student's choice.

### PAINTING AND DRAWING 2

Prerequisite: Painting and Drawing  
1 credit  
Every day, full year

Students will create artworks designed to further improve skills in a variety of painting and drawing materials. Theme-based projects will allow for more personal choice and diversity, increasing the level of thought and creativity. In class, teacher-guided research is aimed to enhance conceptual development in the current year and prepare students for independent research in Portfolio and Design. All students will create a final project. This culminating experience will be done in a style and medium of each student's choice.

### SCULPTURE AND CERAMICS 1

Prerequisites: Studio in Art  
1 credit  
Every day, full year

This class is designed for the art student who wishes to continue his/her studies exploring 3-dimensional forms of art making. Students will explore concepts in sculpture using a variety of materials (wood, paper, metal, clay, plaster, paper mache, found objects, and cardboard) and techniques (additive and subtractive). Students will learn the three-basic hand-building methods of working with clay (pinch, slab and

coil), and will work with a variety of glazes. Work by contemporary and past sculptors will be studied to give students a broad range of experience and understanding of sculptural forms throughout history. All students will create a final project. This culminating 3-dimensional project will be completed in the style and medium of each student's choice.

### SCULPTURE & CERAMICS 2

Prerequisite: Sculpture & Ceramics  
1 credit  
Every day, full year

Students will develop a more in depth understanding of three-dimensional practices introduced in Sculpture & Ceramics. Students will further explore the materials and processes associated with Sculpture & Ceramics to develop more sophisticated styles and techniques. In addition to the media used in Sculpture & Ceramics, innovative materials such as paper pulp, fabric, and mixed media will be investigated. Through exposure to additional contemporary and historical sculptors, students will gain a deeper understanding of current trends in sculpture and the context in which art is made. All students will create a final project. This culminating three-dimensional project will be completed in the style and medium of each student's choice.

### IB VISUAL ARTS 1

Prerequisite: At least two credits in Art  
Student must be in 11<sup>th</sup> or 12<sup>th</sup> Grade  
1 credit (weighted)  
Every day, full year

This is the first year of the two-year IB Visual Arts program. The course is comprised of two intersecting components – studio work and the visual arts journal. Equal emphasis is placed on the art-making process and the resulting product. Students are exposed to a wide range of art forms from diverse, historical, cultural origins through the Art Through Time a Global View series. Students will use the visual arts journal to practice, experiment and plan their projects. They will also use it to conduct independent investigations of art and artists that inspire and inform the works they choose to produce.

### IB VISUAL ARTS 2\*

Prerequisite: IB Visual Arts 1  
1 credit (weighted)  
Every day, full year

This is the second year of the two-year IB Visual Arts program. The course is comprised of two intersecting components – studio work and the visual arts journal. Equal emphasis is placed on the art-making process and the resulting product. Students are exposed to a wide range of art forms from diverse, historical, cultural origins through the Art Through Time a Global View series. Students will use the

visual arts journal to practice, experiment and plan their projects. They will also use it to conduct independent investigations of art and artists that inspire and inform the works they choose to produce. Students are required to take the IB Visual Arts exam that consists of three components: Exhibition (40%), Process Portfolio (40%), and Comparative Study (20%). Students may also co-enroll for Molloy College credits.

\* Students may co-enroll for Molloy College credits.

### COMPUTER GRAPHICS

Prerequisite: None  
½ credit  
Everyday, half year

This introductory course enables the student to learn how to use computer technology as an artistic medium. Students will use Adobe Photoshop and Illustrator and apply the Art Elements and Principles of Design to create original artwork. Digital imagery created will encompass drawing, painting, photo manipulation and more. A final project will consist of creating an original piece of artwork that combines both Adobe Software programs and skills learned throughout the semester.

### 3-D COMPUTER MODELING

Prerequisite: None  
½ credit  
Every day, half year

3D Modeling is a course that meets every day for one semester. It is designed for students to explore the art of 3D Modeling using a cloud-based program called Fusion 360 by Autodesk. Students will learn as much of the software that time will allow and will be able to create and model a variety of projects including goblets, bookends, game pieces and much more. Projects will then be printed on one of the three 3D printers in the classroom using a variety of material filaments.

### DIGITAL PHOTOGRAPHY 1

Prerequisites: none  
½ credit  
Every day, half year

Students will be introduced to the digital camera, including its components and functions. Students will also be introduced to Adobe Creative Suite software to edit and produce both black and white as well as color prints. A creative and stylistic approach to the elements and principles of art will be practiced through the lens of a camera. Although the school will provide cameras, students may prefer to use their own digital camera. Technical and artistic applications of photography will be established. Students will be exposed to

historical and contemporary photography as well as current digital artists. A final project is required at the end of the course that will complete their portfolio of prints created throughout the semester.

### DIGITAL PHOTOGRAPHY 2

Prerequisite: Digital Photography I  
½ credit  
Every day, half year

Digital Photography II is a semester course designed to explore advanced digital camera and lighting techniques. Students will further their understanding of the digital camera and Adobe Creative Suite software introduced in Digital Photo I (a pre-requisite). Students will thoroughly explore artificial and ambient lighting both in and out of the lighting studio to capture, edit and print original artwork. They will gain a more in-depth understanding of the digital workflow in order to create sophisticated color and black & white compositions. Through exposure to additional contemporary and historical photographers, students will gain a deeper understanding of current trends in photography and the context in which art is made. Topics will include flash and strobe portraits, action, panoramas and product shots. A final project is required at the end of the course to complete their portfolio created throughout the semester.

### INDIVIDUAL PROJECTS IN VISUAL ART

Student must be in 11<sup>th</sup> or 12<sup>th</sup> grade  
½ credit  
Half year, every day

This half-year course, which can be repeated for credit, is designed for art students to work on self-directed independent projects under the guidance and supervision of the teacher along with teacher designed projects covering a wide range of materials and techniques. While the end product remains important, emphasis will be placed on the process of making and creating art. Group projects and collaboration will also be explored and encouraged.

### INDEPENDENT STUDY

Prerequisite: department recommendation  
½ or 1 credit

Independent Study offers students with schedule conflicts an opportunity to continue an individualized program of study in art. After conferring with a specific teacher and obtaining departmental approval, a student may pursue an individually chosen course of study, either at home or in the art room during an alternative period. This course is designed for the highly motivated and responsible student artist who is able to work without extensive teacher input. A final project that reflects an understanding of the work completed during the course is required at the end of the semester or school year.

## BOCES CULTURAL ARTS AND VOCATIONAL PROGRAMS

Freshmen and sophomores will not be permitted to participate in BOCES Cultural Arts or vocational programs. Students from South Side High School will only be eligible to apply to the half-day Nassau BOCES Cultural Arts and vocational programs.

All academic courses will be held on the South Side High School campus.

### Vocational Programs

A student wishing to participate in the BOCES vocational Program must meet with his/her guidance counselor to review his/her course history as well as the additional course offerings in the specific vocational area of study. The counselor will notify the High School Principal of the student's interest in any BOCES program. **The student will then fill out an application to BOCES which must be completed and submitted to the counselor on or prior to March 1 of the preceding school year.** The Principal will then review the application and make a recommendation to the Superintendent of Schools. The only exceptions will be students who enroll in the School District after March 1 of the prior year.

If approved by the Superintendent, students will be permitted to attend the BOCES vocational programs only if they are able to meet the requirements for a Regents Diploma.

### Cultural Arts Programs

Since South Side High School offers comprehensive programs in music, theatre arts, and the visual arts, applications will not be accepted for consideration in these specific BOCES programs. Applications will be considered for dance since it is not available at South Side High School.

**A student wishing to participate in a BOCES Cultural Arts dance program must meet with his/her counselor to review his/her course history as well as the additional course offerings in the specific cultural arts area of study by February 1<sup>st</sup> of the preceding school year.** The counselor will notify the High School Principal and the District Director of the Arts of the student's interest. The Principal and the Director of the Arts will then review the contemplated BOCES program with the Superintendent of Schools. If the Superintendent decides to permit the student to apply, the student must then fill out an application to the BOCES Cultural Arts program. The application must be submitted to the counselor by March 1 of the preceding school year. The only exceptions will be students who enroll in the School District after March 1 of the prior year.

If approved by the Superintendent, students will be permitted to attend the Cultural Arts programs only if they are able to meet the requirements for a Regents Diploma.



## BOCES (continued)

Through the Nassau BOCES, approximately 30 occupational education courses are available as elective courses to students in Grades 11 - 12. These courses are designed to equip young men and women with marketable skills in occupational fields for which a substantial job market exists in the New York Metropolitan Area. Each year, students earn four credits by attending this half-day program. Students who complete a five-unit sequence in a CTE subject can use the credit in lieu of the three-unit second language sequence.

Though BOCES occupational education is recommended for all teenagers as an introduction to the world of work, it is especially tailored for the youngster who desires a post-high school career, wants to prepare for further technical training, or needs a skill with which to earn his way through college.

Students who elect occupational education are bussed to the nearest BOCES centers for a half day; they must spend the remaining half day in the home school pursuing a regular program to satisfy diploma requirements.

Occupational educational courses offered in the BOCES program include:

Aircraft Electrical Systems  
Aircraft Maintenance Technician/General  
Auto Body  
Auto Mechanics  
Aviation Operations  
Avionics/Electronics  
Carpentry  
Child Development  
Computerized Business Operations  
Computer Network Technology  
Computer Technology (Computer Repair)  
Construction Electricity  
Cosmetology  
Culinary Arts  
Dental Assisting  
Fashion Technology  
Graphic Design  
Large Animal Care  
Medical Assisting  
Multimedia Video Production and Communication  
Nail Technology  
Nurse Assisting  
Police Science and Law Enforcement Systems  
Refrigeration, Heat and Air Conditioning  
Rehabilitation/Habilitation Aide  
Small Animal Care  
Veterinary Technology  
Welding

## BUSINESS

### CAREER AND FINANCIAL MANAGEMENT

Prerequisites: None  
1 credit  
Every day, full year

Career and Financial Management (formerly Introduction to Occupations) is a full year introductory business course that provides students with occupational skills and a foundation of financial concepts. Students will develop an understanding of competencies needed for success in the workplace, labor laws that protect workers, and explore a variety of careers in the business world. This course provides insight on tools to become financially literate and to make wise financial decisions. Emphasis is on business decisions, consumers in the economy, financial institutions, banking services, credit, income, insurance, spending, saving and investing. Students will also learn how to set financial goals, create budgets and maintain personal financial records.

### MARKETING

Prerequisites: None  
Student must be in 10<sup>th</sup> - 12<sup>th</sup> Grade  
1 credit  
Every day, full year  
LIU  
3 credits (optional)

Marketing is a full-year course of study that enables students to acquire an understanding of the practical aspects of marketing. This course can be taken for college credit through Long Island University for three credits. Emphasis is placed on marketing and the business environment, the marketing environment and marketing ethics, the role of promotion, developing a global vision, the evolution of advertising, consumer decision making strategies, business marketing, segmenting and targeting markets, decision support systems and marketing research, product concepts, developing and managing products, marketing channels and supply chain management, retailing, integrated marketing communications, advertising and public relations, sales promotion and personal selling, Internet marketing, and pricing concepts. **This course is weighted if taken for college credit from Long Island University.**

### BUSINESS LAW

Prerequisites: None  
Student must be in 10<sup>th</sup> - 12<sup>th</sup> Grade  
1 credit  
Every day, full year  
LIU  
6 credits (optional)

Business Law is a full-year course of study that enables students to acquire an understanding of their legal rights, as well as practical aspects of how the law impacts business. This course can be taken for college credit through Long Island University for six credits. Emphasis is placed on the legal and social environment of business, contracts, personal property, sales and leases of personal property, negotiable instruments, debtor-creditor relations and risk management, agency and employment, business organizations, and real property and estates. **This course is weighted if taken for college credit from Long Island University.**

### ACCOUNTING

Prerequisites: None  
Student must be in 10<sup>th</sup> - 12<sup>th</sup> Grade  
1 credit  
Every day, full year  
LIU  
6 credits (optional)

Accounting is a full-year course of study that enables students to acquire an understanding of the practical aspects of accounting systems. This course can be taken for college credit through Long Island University for six credits. Emphasis is placed on accounting and the business environment, recording business transactions, measuring business income, completing the accounting cycle, merchandising operations and the accounting cycle, accounting information systems, internal control, managing cash, and making ethical judgments, accounts and notes receivable, merchandise inventory, plant assets and intangible assets, current liabilities and payroll, partnerships, corporations, retained earnings, treasury stock, and the income statement, long-term liabilities, investments and international operations, the statement of cash flows, financial statement analysis, management accounting, job costing, process costing, cost-volume-profit analysis, master budget and responsibility accounting, flexible budgets and standard costs, activity-based costing, and special business decisions and capital budgeting. **This course is weighted if taken for college credit from Long Island University.**

## IB BUSINESS MANAGEMENT YR. 1

Prerequisites: None  
Student must be in 11<sup>th</sup> grade  
1 credit (weighted)  
Every day, full year

This course is the first year of a two-year sequence preparing students for the International Baccalaureate assessments in Business Management. In order to develop students' understanding of today's complex business environment, the course will cover such topics as: business organizations and environment, human resources management, finance and accounts, marketing, and operations management. Business management theories and tools will be applied to real world examples and case studies.

## IB BUSINESS MANAGEMENT YR. 2

Prerequisites: IB Business Management Yr.1  
Student must be in 12<sup>th</sup> grade  
1 credit (weighted)  
Every day, full year

This course is the second year of a two-year sequence preparing students for the International Baccalaureate assessments in Business Management. In order to develop students' understanding of today's complex business environment, the course will cover such topics as: business organizations and environment, human resources management, finance and accounts, marketing, and operations management. Business management theories and tools will be applied to real world examples and cases, and students will engage in an independent project involving research and analysis of a business-related issue or decision faced by a real company. All students are required to take the HL or SL level exam in May.

## VIRTUAL ENTERPRISE

Prerequisites: None  
Student must be in 11<sup>th</sup> or 12<sup>th</sup> Grade  
1 credit  
Every day, full year

VEI students learn by doing. The simulated business replicates all of the functions and demands of a real business in both structure and practice, from product development, production and distribution to marketing, sales, human resources, finance and accounting. As "employees" of the virtual business, students are accountable for their company's management and performance. Through a web-based banking system that connects 5,000 student run businesses in 40 countries, VEI students experience the expectations of the global economy and find new solutions to drive business results by trading across industries, borders and cultures.<sup>1</sup>

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<sup>1</sup> Excerpt from VEI curriculum "About Virtual Enterprises International".

## ENGLISH

### ENGLISH 9 ADVANCED

Prerequisites: None  
1 credit  
Every day, full year

The ninth grade course begins preparation for the Regents Examination in English which is given in June of eleventh grade. It also prepares students for the rigorous International Baccalaureate English course which begins in the eleventh grade. Texts are selected from American and world authors in a variety of genres. In accordance with the Common Core, students are asked to analyze and interpret a wide assortment of informational texts. Emphasis is placed on developing critical reading, writing, and research skills. Instruction is differentiated according to the individual needs of each student. Students are assessed from a qualitative student-centered approach.

### CREATIVE WRITING

Prerequisites: None  
½ credit  
Every other day, full year

This English elective offers students the opportunity to explore the art of creative writing and to develop skills to compose original work. Students will read and analyze poetry, fiction, and creative non-fiction by classic and contemporary writers. Their own writing will include various exercises poetry, creative non-fiction, and short story. In a supportive and structured environment, students will conduct workshops using one another's writing. Students in the course will have a direct line of communication with the editors of the school's literary magazine, *Context*.

### ENGLISH 10 ADVANCED

Prerequisite: English 9 Advanced  
1 credit  
Every day, full year

The tenth-grade course continues preparing students for the Regents Examination in English and the International Baccalaureate English course. It offers readings from world writers and American authors and, in accordance with the Common Core, emphasizes a wide variety of informational texts. Students are asked to interpret and analyze what they read and to express themselves in written and oral assessments. Individual student needs inform instruction, offering a differentiated approach to learning.

### ENGLISH 11 IB

Prerequisite: None  
1 credit (weighted)  
Every day, full year

This course is the first of a two-year sequence leading to the IB certificate in English and is also a part of the IB diploma. It is aligned with the NYS Common Core Standards for the English Language Arts. The development of skills and the study of language and literature is divided into three areas of exploration; the interactions between readers, writers and texts, texts across space and time, and the interconnections between texts. The two parts of the course offer an approach to divisions in the course while blending together in interesting ways. The parts of the course are also clearly linked to concepts that shape or capture the nature of the discipline. This is all connected to the overarching principles of IB learning that ask students to be reflective, disciplined and open-minded. There are ample opportunities to make connections with theory of knowledge, approaches to teaching and learning and international-mindedness. Critical thinking skills, close reading, and literary analysis of the author's craft are emphasized, as is literary commentary on readings. Additionally, students will gain a relevant understanding of how language functions to create meaning. All students are required to take the Regents Examination in English Language Arts in June.

### ENGLISH 11 R

Prerequisite: None  
1 credit  
Every day, full year

This course is aligned with the NYS Standards for the English Language Arts. Students will be co-seated with those who register for IB English 11. During those units of study that exceed the NYS standards required for Regents exams, and prepare students for IB assessments, students who choose the Regents level option will complete assignments adjusted to meet the Regents standards. Critical thinking skills, close reading, and literary analysis of the author's craft are emphasized, as is the literary commentary on reading. As a result, students will gain understanding of how language functions to create meaning. Students who register for English 11R will be registered to take English 12 R as seniors. All students are required to take the Regents Examination in English Language Arts in June.

## ENGLISH 12 IB

Prerequisite: English 11 IB  
1 credit (weighted – with registration for the IB exams)  
Every day, full year

English 12 IB is the culminating year of a two-year course. The aims and objectives are aligned with the Common Core Standards, as adopted by the New York State Board of Regents. The course demands a high level of critical thinking in both traditional literature instruction and an investigation of non-fiction, informational texts. Students must register for and complete all IB assessments, including the two IB exams in May of their senior year in order to receive the IB designation on their transcripts and the additional weighting in their GPA calculation. The development of skills and the study of language and literature is divided into three areas of exploration; the interactions between readers, writers and texts, texts across space and time, and the interconnections between texts. The two parts of the course offer an approach to divisions in the course while blending together in interesting ways. The parts of the course are also clearly linked to concepts that shape or capture the nature of the discipline. This is all connected to the overarching principles of IB learning that ask students to be reflective, disciplined and open-minded. There are ample opportunities to make connections with theory of knowledge, approaches to teaching and learning and international-mindedness. The students will be assessed on their understanding of these works through written and oral commentaries and presentations, examinations, quizzes and essays. The second IB English exam in May will be based on these texts.

## ENGLISH 12 R

Prerequisite: English 11 R  
1 credit  
Every day, full year

This course is aligned with the NYS standards for English Language Arts. Students will be co-seated with those who register for IB English 12. During those units of study that prepare students for IB assessments, students who choose the Regents-level option will complete assignments adjusted to meet the Regents standards. Critical thinking skills, close reading, and literary analysis of the author's craft are emphasized, as is the literary commentary on reading. As a result, students will gain understanding of how language functions to create meaning.

## PUBLIC SPEAKING

Prerequisites: None  
½ credit  
Every day, half-year

This course is designed to instruct students in the fundamental aspects of formal speech delivery and evaluation. Students will examine the relationship between informative, persuasive and special occasion writing and the techniques of delivery, which effectively communicate the message to an audience.

## ENGLISH SUPPORT CLASSES

Prerequisites: Recommendation, request or 8<sup>th</sup> grade assessment  
No credit  
Every other day, full year

The purpose of a support class is to supplement and support the work of the classroom teacher and help students meet the standards. The support teacher reviews concepts taught, reinforces old topics as background for new concepts, and provides a more individualized support system when needed. This class may serve as an AIS mandated service.

## SAT VERBAL PREPARATION

Prerequisites: None  
¼ credit  
Every other day, half year

This semester course is designed to prepare students for the verbal component of the SAT examination. Students will become familiar with the format and questioning methods. They will review necessary content, learn test-taking techniques and strategies, and develop time-management skills. Practice work, which will include taking simulated tests, will help students and teachers identify areas of strengths and weaknesses that will be addressed within the framework of the course.

## THEATRE ARTS 1

Prerequisites: None  
1 credit  
Every day, full year

In this course, students will be introduced to a variety of theatre roles including actor, director, stage manager, playwright, costume designer and set designer. Through improvisation games, monologue and scene study, play analysis and the study of theatre history, students will develop performance, design, writing, and research skills. The focus of the course is on ensemble building and storytelling leading to performances from published plays and the creation of original work. As a culminating activity, students will participate in a one-act play. Whether you want to be on stage or behind the scenes, this class will help you explore your potential and build confidence.

## THEATRE ARTS 2

1 credit  
Every day, full year

In this course, students will continue their exploration of a variety of theatre roles introduced in Theatre Arts I, with a greater focus on the areas of direction, stage management and playwrighting. Units of study may include improvisation, pantomime, monologue and scene performance, radio plays, acting with accents, musical theatre, scenic and lighting design and creating theatre for social change. There is a continued emphasis on ensemble building and storytelling leading to performances from published plays and the creation of original work. At the end of the year, students will work together to produce and perform a one-act play.

## IB THEATRE ARTS YR. 1

1 credit (weighted)  
Every day, full year

This course is designed to build upon the knowledge gained in Theatre Arts I and II. It is an introduction to the three components of the IB Theatre Curriculum: Theatre in Context, Theatre Processes and Presenting Theatre. Students will experience theatre from the perspective of the creator, designer, director, performer and critic. Students will have opportunities to research, evaluate, and create theatre through both individual and collaborative projects. They will explore a range of theatre styles, traditions and practitioners, from various cultures and time periods. The experiences and units of study will allow them to build a portfolio preparing them for assessments in their senior year.

## IB THEATRE ARTS YR. 2

Prerequisites: Theatre Arts Yr. 1  
1 credit (weighted)  
Every day, full year

This course is designed as the final component of the Theatre Arts IB curriculum at the higher level and as an opportunity to explore in greater detail the roles of director, actor, designer, deviser and dramaturg. Students will experience various approaches to making theatre both individually and as a group. Students will also work in class on the four IB assessments: the Research Presentation, the Director's Notebook, the Collaborative Theatre Project, and the Solo Performance Piece. Students enrolled in this course will be given the opportunity to direct and/or design the student-directed plays.

## PLAY PRODUCTION

Prerequisites: None  
1 credit  
Every day, full year

This course is devoted to the practical application of ideas and techniques presented in other theater arts courses. The student will be responsible for the complete production of a suitable theater piece for public presentation. The course is usually offered during the last period of the day. Students are expected, when necessary, to remain beyond that time when the production schedule warrants it and on occasion may be required to return in the evening or on Saturday. Students who successfully complete Play Production I may enroll in Play Production II the following year for additional credit. Play Production meets the State's one-credit Art/Music requirement.

## HEALTH AND PHYSICAL EDUCATION

The courses of study in health education for grades ten and twelve are part of a total curriculum with an emphasis on health issues that will concern students as they move into the adult world. Opportunities will be given to investigate, analyze and draw conclusions that provide realistic and meaningful experiences. All aspects of health including physical, mental and social health, are an integral part of this comprehensive and sequential curriculum. The major areas of study are as recommended by the New York State Education Department.

### HEALTH 10

Prerequisite: None

¼ credit

Alternate Days/Semester

This course, required for all 10<sup>th</sup> graders, allows students to acquire the knowledge and skills necessary to lead a well-balanced lifestyle, manage personal and community resources and create a healthy, safe and supportive environment. Topics such as wellness, emotional health, stress management, alcohol, tobacco and other drugs, sexuality, STD's and family living will be taught with an emphasis on self-management, resource management, advocacy, goal setting, decision making and conflict resolution.

### HEALTH 12

Prerequisite: Health 10

¼ credit

Alternate Days/Semester

This course, required for 12<sup>th</sup> graders, prepares students for the issues outside of high school and how to manage the world around them as responsible, well-informed adults. Topics include wellness, disease prevention, mental illness, substance abuse and peer violence while emphasizing skills such as self-management, relationship management, decision making and goal setting.

## PHYSICAL EDUCATION

Prerequisite: None

1/8 credit per quarter

Alternate Days/Quarter

Physical Education is an annual requirement for all students. The program objective is to involve students in a variety of activities designed to develop their physical, emotional and social growth while preparing them for future participation in life-time activities. Participation in these activities is not only for the development and maintenance of physical fitness, but a learning experience which will develop desirable attitudes during the later years of life. Students in grades 9-12 have the opportunity of selecting course activities of their choice in each of the four quarters that will encourage them to discover and broaden capacities through experiences that allow for maximum development. This program will afford every student an opportunity to participate.

## ELECTIVE COURSES

Archery, Badminton, Basketball, Football, Hands Only CPR, Floor Hockey, Outdoor Recreation Games, Pace walking, Personal Fitness, Pickleball, Pilates, \*Project Adventure, Self Defense, Softball, Team Handball, Unified P.E., Volleyball, Yoga.

\* **Project Adventure** is an approach to education and life that is engaging, active, challenging, and places a high level of expectation within an atmosphere of support and caring. The impact of the approach is strongly felt within a group, where cohesion and cooperation are often achieved with surprising dispatch. Even more profound is the effect upon the individual who develops clearer insights and a fuller appreciation of self. Through non-competitive games, group problem-solving exercises and climbing activities, Project Adventure helps groups and individuals realize their goals. Environments are created with high challenges, strong support and respect for individual differences. At both the small group and community levels, people develop self-confidence, decision-making strategies, leadership skills and a sense of purpose which they are part of a group that tackles a difficult task.

### Class Regulations:

- A) Students must be dressed in the appropriate attire for physical activities. The recommended class attire consists of: sneakers and shorts. In cooler weather, sweatshirt, sweat pants, or warm-up type attire is recommended.
- B) No jewelry may be worn in class.
- C) Medical excuses -- a note from the student's parent or guardian will excuse a student for one class. A doctor's note is required for longer excuses from class.
- D) Medical leave: All students who are out of PE for an extended period of time will be required to write a two-page reflection paper on their injury/illness. **In addition**, students must submit one 1-page typed review of a health-related current event article for every week they are out. If the student is home schooled, the paper and articles must be submitted on or before the end of the marking quarter. If the student is attending school during their illness/injury then the article(s) must be submitted on a weekly basis and the two-page reflection paper will be due on or before the end of the marking quarter.

### Graduation Requirements:

In order to meet the New York State graduation requirements, a student must take and pass 2 credits of physical education. A student receiving a "DC" (denied credit), "F" or "INC" (incomplete) that remains unresolved by the completion of the senior year will not meet the physical education requirements for graduation.

### Student Evaluation/Grading

At the end of each marking period students receive a grade that is interpreted the same as any other grade on the report card. There are three basic considerations in determining the student's physical education grade:

- \* Effort/Participation - 60%
- \* Preparedness - 20%
- \* Skills and Knowledge - 20%

Students are assessed in all instructional units. Grades, make-up classes and fitness scores can be found on Powerschools..

### Exemption Policy

In order to qualify for a physical education exemption, you must be in compliance with all of the following:

- 1) Be a bona fide member of a South Side High School junior varsity or varsity Section VIII interscholastic athletic team in grades 10, 11 or 12 and remain as a team member for the entire season. Ninth graders cannot be exempt. Athletes playing on outside club teams cannot be exempt.
- 2) NOT have any unresolved "Denied Credits," "Failures" or "Incompletes" in physical education. Not be enrolled in a make-up physical education course.
- 3) Have a proven rigorous academic schedule that includes at least 7 full periods every day excluding physical education. Must have 7 periods odd, 7 periods even; having 8 one day and 6 the other does not qualify.
- 4) A copy of student's schedule must be attached to the application which can be obtained in the Counseling or Athletics offices.
- 5) Have all required signatures before submitting application.
- 6) Be returned to the Counseling Center no later than the end of the day listed below by 3pm.

SEASON	EXEMPTION	APPLICATION DUE DATE
FALL	1st Quarter	Five (5) school days after start of school year
WINTER	2nd Quarter	See website for date
SPRING	4th Quarter	See website for date



## MATHEMATICS

### ALGEBRA 1

Prerequisite: none  
1 credit  
Every day, full year

Common Core Algebra is the first of three mathematics courses in the New York State high school sequence. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problem in various settings. Topics to be covered include: linear equations, quadratic and other functions, systems of equations, exponentials, and data analysis. All students are required to take the Regents exam upon completion of this course. Students are required to have a graphing calculator.

### GEOMETRY

Prerequisite: Common Core Algebra  
1 Credit  
Every day, full year

Common Core Geometry is the second of three mathematics courses in the New York State high school sequence in mathematics. Students enrolled in this course will develop an understanding of the attributes and relationships of geometric objects, and be able to apply them in a variety of scenarios. This course is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Students will begin to formalize their geometry experiences from elementary and middle school, using more precise definitions to write a proof. The concepts of congruence, similarity, and symmetry will be discussed from the perspective of geometric transformation. The class will discover how the definitions of sine, cosine and tangent for acute angles founded on right triangles and similarity, along with the Pythagorean Theorem are fundamental in many real-world and theoretical situations. As students begin to see the connection between algebra and geometry, they will be better prepared to apply the powerful methods of analysis and problem solving. All students are required to take the Common Core Regents exam in Geometry upon the completion of this course. Students are required to have a graphing calculator.

### MATH SUPPORT CLASSES

Prerequisite: Recommendation or request  
 $\frac{1}{2}$  credit  
Every other day, full year

The purpose of the support class is to supplement and support the work of the classroom teacher. The support teacher reviews skills and concepts taught in the Regents class; reinforces topics in a cyclical manner and provides each student with individualized support.

### MATH ADVANCED TOPICS

Prerequisite: Algebra CC/Geometry CC  
Co-requisite: Algebra 2 CC  
 $\frac{1}{2}$  credit (weighted)  
Every other day, full year

Topics include algebra, functions, trigonometry, probability and statistics. The curriculum will cover topics in greater detail, complexity and in more depth. Advanced work algebra and trigonometry will be included. Upon completion of this course, all students are required to take a Math Advanced Topics final. Students are required to have a graphing calculator.

### ALGEBRA 2

Prerequisite: Algebra CC / Geometry CC  
1 credit  
Every day, full year

Algebra 2 CC is the third of the three mathematics courses in the New York State high school sequence. This course is intended to continue developing alternative solutions, strategies and algorithms. Within the course, the following topics will be investigated: Polynomial, Rational and Radical Relationships, Arithmetic and Geometric Sequences. Functions such as Exponential, Logarithmic, Trigonometric will be investigated and their properties explored, Data Analysis, Probability, Data Distributions and Normal Distributions will be explored. All students are required to take the Regents exam in Algebra 2 Common Core upon the completion of this course. Students are required to have a graphing calculator.

### SAT MATH PREPARATION

Co-requisite: One semester of Algebra 2 CC  
 $\frac{1}{4}$  credit  
Every other day, half year

This semester course is designed to prepare students for the Math component of the SAT examination. Students will become familiar with the format and questioning methods. They will review necessary content, learn test-taking techniques and strategies, and develop time-management skills. Practice works, which will include taking simulated tests, will help students and teachers identify areas of strengths and weaknesses that will be addressed within the framework of the course.

## MATH CONCEPTS

Prerequisite: Algebra 2/CC  
1 credit  
Every day, full year

This course is designed for students who have passed the Algebra 2/CC course, but have not achieved Regents credit. Topics include: functions of a real variable, trigonometry, probability, statistics, coordinate geometry, theory of equations, structure of the complex number system, and arithmetic and geometric sequences. Students are required to have a graphing calculator. The first semester of this course will include a review of Algebra 2/CC topics for students who are taking the Algebra 2/CC Regents in January. All students will take the Algebra 2/CC Regents or final examination in June.

## IB MATH ANALYSIS

Prerequisite: Algebra 2 CC  
1 credit (weighted)  
Every day, full year

Formerly IB Math SL, this course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. It includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, like the study of sequences and series. The course utilizes relevant mathematical software and hand-held technology. There is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. In addition, there is importance placed on the development of mathematical thinking. Manipulation of algebraic expressions is required so that students can recognize patterns and understand the mathematical generalization of these patterns. Topics include Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability and Calculus. Students are required to have a graphing calculator. They are also required to take the IB Math Analysis SL exam in May and final exam in June.

## MATHEMATICS REPEATER

Prerequisite: Failure on Regents exam and/or course

Mathematics Repeater classes are for students who passed the course but did not pass the Regents exam, or who passed the Regents exam but not the course. All students are required to sit for the Regents. This course focuses on the essential skills needed to pass the regents examination. The class may serve as an AIS service.

## ADVANCED PLACEMENT CALCULUS (AB)

Prerequisite: IB Math Analysis  
1 credit (weighted)  
Every day, full year

This is a one-year course which follows the curriculum prepared by secondary schools, colleges and the College Board. The course consists of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. The topics covered include elementary functions and their graphs, limits, differential calculus and its applications, and integral calculus and its applications. All students registered in the class are required to take the Advanced Placement Exam in May. Students are required to have a graphing calculator.

## ADVANCED PLACEMENT CALCULUS (BC)

Prerequisite: IB Math Analysis  
1 credit (weighted)  
Every day, full year

This class is designed for students who have a genuine interest in math as a field of study and/or students who will need math for their further studies. This course includes a more detailed study of the calculus topics (Differentiation and Integration) with increased emphasis placed on further calculus (numeration and series). All students registered in the class are required to take the AP/BC Exam in May which will give both a BC and an AB Calculus score. Infusion units will be provided for those students who wish to take the Higher Level IB exam. Students must have a graphing calculator.

## ADVANCED PLACEMENT STATISTICS

Prerequisite: IB Math Applications Year 1 or Math Concepts Pre-Calculus  
1 credit (weighted)  
Every day, full year

Advanced Placement Statistics is designed to provide the student with an extensive study of the theory of statistics. Concepts to be discussed include data collection and analysis, measures of dispersion, probability distributions, confidence intervals, hypothesis testing, analysis of variance, and regression models. The graphing calculator will be used extensively in this course as both a computational and graphical analysis tool. All students registered in the class are required to take the AP Statistics exam in May. Students are required to have a graphing calculator.

## **IB MATH APPLICATIONS YEAR 1**

Prerequisite: Algebra 2 CC or Math Concepts  
1 credit (weighted)  
Every day, full year

The South Side High School's IB Mathematics: Applications and Interpretation Year 1 class is designed to provide students with a problem-solving and inquiry-based series of learning experiences. These experiences will promote a meaningful understanding of the topics of study in the curriculum and how they can be applied to tangible life experiences. Several of the key concepts students will discover and comprehend will include: Number and Algebra, Functions and Statistics and Probability. This curriculum follows the International Baccalaureate Mathematics: Applications and Interpretation SL curriculum, as established by the International Baccalaureate Organization. The course culminates in a final exam and there is an IB exam to be taken in May of year two.

## **IB MATH APPLICATIONS YEAR 2**

Prerequisite: IB Math Applications Year 1  
1 credit (weighted)  
Every day, full year

The South Side High School's IB Mathematics: Applications and Interpretation Year 2 class is designed to provide students with a problem-solving and inquiry-based series of learning experiences. These experiences will promote a meaningful understanding of the topics of study in the curriculum and how they can be applied to tangible life experiences. Several of the key concepts students will discover and comprehend will include: Statistics, Geometry, Trigonometry and Calculus. To allow students the opportunity to experience mathematics in an area of interest, students will complete an inquiry-based statistics project. This curriculum follows the International Baccalaureate Mathematics: Applications and Interpretation SL curriculum, as established by the International Baccalaureate Organization. The course culminates in an IB exam to be taken in May.

## MUSIC

Enrollment for Music Technology, Choraleers and Music Theory is open to all students, Grades 9 through 12. IB Music is open to Grades 11 and 12.

Although individualized instruction is offered in small group lessons, all students are expected to have mastered certain basic skills prior to admission to performing music courses.

### CONCERT BAND

Prerequisite: instrumental experience  
1 credit  
Every day, full year

Students will study and perform standard band literature representing a variety of styles and time periods. This band performs at regularly scheduled school concerts. Participation in these performances and scheduled lessons is mandatory. This course is a co-requisite\* for a student to be considered for membership in the Stage Band.

### WIND ENSEMBLE

Prerequisite: audition  
1 credit  
Every day full year

Students will study and perform advanced wind and percussion literature representing a variety of styles and time periods. The Wind Ensemble performs at regularly scheduled school concerts. Participation in these performances, scheduled lessons, and marching band is mandatory. Enrollment in this course is open to a limited number of advanced winds and percussionists. This course is co-requisite\* for a student to be considered for membership in the Jazz Ensemble and/or Stage Band.

### CONCERT ORCHESTRA

Prerequisite: instrumental experience  
1 credit  
Every day, full year

Students will study and perform string literature representing a variety of styles and time periods. This orchestra performs at regularly scheduled school concerts. Participation in these performances as well as scheduled lessons is mandatory.

\*Exceptions to the co-requisite requirements will be made by the principal in consultation with the Director of the Arts only if students are precluded from participation because of a required academic course.

### CHAMBER ORCHESTRA

Prerequisite: audition  
1 credit  
Every day, full year

Students will study and perform advanced string and symphonic literature representing a variety of styles and time periods. This orchestra performs at regularly scheduled school concerts. Participation in these performances as well as scheduled lessons is mandatory. Enrollment in this course is open to advanced string students.

### STAGE BAND

Prerequisite: instrumental experience  
½ credit  
Every other day, full year

This course provides an introductory experience to a variety of jazz styles and techniques. Students may perform on instruments pertinent to the jazz idiom. Participation in regularly scheduled school performances is mandatory. Enrollment is open to concert band and/or wind ensemble students\* who wish to expand their instrumental background to include jazz.

### JAZZ ENSEMBLE

Prerequisite: audition  
½ credit  
Every other day, full year

Students will study and perform advanced jazz literature representing a variety of styles and techniques, such as: big band, swing, modern jazz, and improvisation. Participation in regularly scheduled school performances is mandatory. Enrollment in this course is open to a limited number of wind ensemble students\* pursuing advanced jazz studies.

## CHORALEERS

Prerequisite: none  
1 credit  
Every day, full year

Students will study and perform major choral works from the advanced literature representing a variety of styles and time periods. This group performs at regularly scheduled school concerts. Participation in these performances as well as scheduled lessons is mandatory.

## CHAMBER SINGERS

Prerequisite: audition  
1 credit  
Every day, full year

Students will study and perform advanced vocal ensemble literature representing a variety of styles and time periods. This group performs at regularly scheduled school concerts. Participation is mandatory. Members of Chamber Singers are also expected to perform with the Choraleers. Enrollment in this course is open to advanced vocalists.

## MUSIC THEORY

Prerequisites: none  
½ credit  
Every other day, full year

The fundamentals of composition, improvisation, arranging, non-Western music, jazz styles, melody, harmony, rhythm, and timbre will be explored thoroughly in this course. In addition, students will become familiar with the principles of melodic, rhythmic, and harmonic dictation coupled with the ability to sight-read a variety of styles of music. Students will learn both traditional and electronic instrumentation and voicing.

## IB Music (HL and SL)

Prerequisites: none  
Recommended: Music Ensembles and/or Music Theory and Music Technology  
Every day, full year for junior and senior year (higher level)  
Every day, full year for senior year (standard level)

This is a college-level course where students learn to be creators, performers, and researchers in music. Students explore a range of musical contexts and make links to different musical practices, conventions and forms of expression. Students acquire, develop, and experiment with musical competencies through a range of musical practices, both individually and in collaboration with others. Students evaluate and develop critical perspectives on their own music and the work of others.

## COMPREHENSIVE MUSIC TECHNOLOGY

Prerequisite: none  
½ credit  
Every other day, full year

This course is designed to fully explore today's technology in electronic music equipment, computers and synthesizers. Students will work hands on with computer and music technology in a variety of domains including recording, composition, arranging, music publishing, electronic music performance, score reading and writing and use of music on the Internet. Successful completion of this course is recommended prior to enrollment in the I.B. Music.

\* Exceptions to the co-requisite requirements will be made by the principal in consultation with the Director of the Arts, only if students are precluded from participation because of a required academic course.

## SCIENCE

### LIVING ENVIRONMENT

Prerequisites: none  
1 credit  
Every day, full year  
Labs-3 days each 6-day cycle

This course allows the student to acquire an understanding of the concepts of the study of life, develop laboratory skills, record and analyze data, and to gain an awareness of the role of Biology in our society. Topics include life structures and functions of humans and representative organisms, genetics, evolution, and ecology. All students are required to sit for a department mid-term, as well as the Regents examination in Living Environment in June if the laboratory requirement has been satisfactorily completed. All students will complete a project for the SSHA Science Fair. \*

### SCIENCE SUPPORT CLASSES

Prerequisites: Recommendation, request or 8<sup>th</sup> grade assessment  
No credit  
Every other day, full year

The purpose of a support class is to supplement and support the work of the classroom teacher. The support teacher reviews concepts taught, homework and classroom tests, reinforces old topics as background for new concepts, and provides a more individualized support system when needed. This class may serve as a mandatory AIS service for some students.

### SCIENCE REPEATER CLASSES

Prerequisite: Failure on Regents exam and/or course  
Every day, half-year

Science repeater classes are required half-year courses for students who passed the course but did not pass the Regents exam, or who passed the Regents exam but not the course. All students are required to sit for the January Regents. These fast paced courses focus on the essential skills and learning needed to pass the Regents examination. This class may be a mandated AIS service.

\*Participation in SSHA Science Fair is mandatory.

### EARTH SCIENCE

1 credit  
Every day, full year  
Lab-2 days each 6-day cycle

The student will acquire an understanding of the concepts of Earth Science, develop laboratory skills, record and analyze data, and gain an appreciation of our planet. All students are required to sit for a department mid-term as well as the Regents examination in Earth Science in June if the laboratory requirement has been satisfactorily completed. In addition, students will take part in a hands-on laboratory practical and analysis skills.

### CHEMISTRY

Prerequisites: The Living Environment  
1 credit  
Every day, full year  
Lab-2 days each 6-day cycle

This course allows the student to acquire an understanding of the concepts and models of modern chemistry, develop laboratory skills, record and analyze data, and to gain an awareness of the role of chemistry in our society. Topics include atomic structure, energy and matter, bonding, the periodic table, and organic chemistry. All students are required to sit for a department mid-term as well as the Regents examination in Chemistry in June if the laboratory requirement has been satisfactorily completed.

### CHEMISTRY ADVANCED TOPICS

Prerequisites: The Living Environment  
Co-requisite: Physical Setting: Chemistry (weighted)  
1 period each 6-day cycle

This class is designed to enrich the student's learning experience. It offers material that is not mandated by the State of New York and is not tested on the Physical Setting Chemistry Regents exam. Topics are in depth extensions of the material taught in Regents chemistry such as Van Der Waals Forces and the nature of light and complex Stoichiometry. There will be quarterly quizzes as well as a midterm and final exam. The grade for this course is not placed on the report card; instead it contributes 15% of the overall course average to the Regents Chemistry grade. All students will do a project for the SSHA Science Fair. \*

## IB PHYSICS STANDARD LEVEL \*

Prerequisites: Two years of Regents Science  
1 credit (weighted)  
Every day, full year  
Lab-3 days each 6-day cycle

Physics SL is a college level course taken by students in their junior year. A strong foundation in algebra is essential. Topics in the IB required core include measurement, mechanics, thermal physics, properties of matter, waves, electricity and magnetism, atomic and nuclear physics. Optional topics include Light and wave phenomena, Quantum and nuclear physics, Digital technology, Relativity and particle physics, astrophysics, Communications and Electromagnetic waves. Furthermore, a group IV project is required of all students. The course includes numerous labs to be written in the IB format. Examinations are tailored after previous IB examinations in order to prepare students for IB standards and expectations. All students are required to take the standard level International Baccalaureate Physics exam in May as well as the NYS Regents exam in June.

### IB PHYSICS HL

Prerequisite: IB Physics SL  
1/2 credit (weighted)  
Every other day, full year

The topics of the HL course are similar to those of the SL course, though they will be studied in considerably deeper detail. Additional topics at the Higher Level include Measurement and uncertainties, Mechanics, Thermal physics, Wave phenomena, Electromagnetism, Quantum physics and nuclear physics. Optional topics at the higher level include Relativity, Medical physics, Particle physics, Astrophysics, Communications and Electromagnetic waves. The course includes numerous labs to be written up in the IB format. In class examinations are also tailored after previous IB examinations in order to prepare students for IB Higher Level exam in May. All students are required to take the higher-level International Baccalaureate Physics exam in May.

### PHYSICS

Prerequisites: Living Environment and Chemistry  
1 credit  
Every day, full year  
Lab- 3 days each 6-day cycle

The student acquires an understanding of the concepts and models of physics principles, develops laboratory skills, records and analyzes data, and gains an awareness of the role of physics in our society. This course follows the New York State syllabus and covers the topics of mechanics, energy, electricity, magnetism, waves, and modern physics including the standard model of the atom. The emphasis is on problem solving, understanding concepts, and science/math skills enrichment. All students are required to sit for the Regents

Examination in June if the laboratory requirement has been satisfactorily completed.

## IB BIOLOGY YEAR 1\*

Prerequisites: Two years of Regents Science  
Co-requisite: A Regents Science Course  
1/2 credit (weighted)  
Every other day, full year

This course is the first in a two-year sequence that prepares students for the International Baccalaureate test in Biology. Topics include biochemistry, cellular biology, cellular respiration and photosynthesis. A required group project will also be completed.

## IB BIOLOGY HL SECOND YEAR\*

Prerequisites: Three years of Regents Science  
IB Biology First Year  
1 credit (weighted)  
Every day, full year  
Lab-3 days each 6-day cycle

This course is the second in a two-year sequence to prepare for the International Baccalaureate test in Biology. Topics covered include molecular genetics, human anatomy and physiology, Mendelian genetics, plant anatomy and physiology, reproduction and development, evolution and ecology. Laboratory work is emphasized. Students enrolled in this course are required to take the International Baccalaureate Biology exam in May.

## IB CHEMISTRY YEAR 1\*

Prerequisite: Two years of Regents Science  
Co-requisite: A Regents Science Course  
1/2 credit (weighted)  
Every other day, full year

This course is the first in a two-year sequence which prepares students for the International Baccalaureate assessments in Chemistry. Course topics include stoichiometry, thermochemistry, atomic structure, and bonding. A required group project will also be completed.

\* Students may co-enroll for Molloy College credits.

## IB CHEMISTRY HL SECOND YEAR \*

Prerequisites: Three years of Regents Science  
IB Chemistry HL First Year  
1 credit (weighted)  
Every day, full year.  
Lab-3 days each 6 day cycle

This course is the second in a two-year sequence to prepare for the International Baccalaureate assessments in Chemistry. Course topics include: Chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing and analysis. Optional topics include materials, biochemistry, energy and medicinal chemistry. A major emphasis in this course is laboratory work. Students enrolled in this course are required to take the International Baccalaureate Chemistry exam in May.

## IB ENVIRONMENTAL SYSTEMS AND SOCIETIES\*

Prerequisites: 3 years High School Regents Science  
12<sup>th</sup> Grade Students  
1 credit (weighted)  
Every day, full year Lab-3 days each 6-day cycle

The IB Environmental Course is designed to enable students to develop a scientific understanding of the environment that will enable them to adopt an informed and responsible stance on the many pressing environmental issues that exist. The course will examine the structure and functioning of natural systems, and how they have been impacted by human activity. Issues of both a local and global nature will be examined, including pollution, ozone depletion, global warming, acid rain, and population growth. The course meets the IB Group 4 Requirement as an experimental science. Students enrolled in this course are required to take the International Baccalaureate Environmental Systems and Societies SL Exam in May.

## SCIENCE RESEARCH 1 and 2

Prerequisites: none  
1/2 credit  
Every other day, full year

This course is designed for any student who wants to learn about and participate in research in the areas of science, math, computers, engineering or social science. The focus of the science research class is for students to develop research skills. Starting from the student's current level of experience, the student will learn to design, carry through and complete original research. The aim of level I is to learn and apply various lab techniques to independent research projects. The goal of the level II course is to teach research methods, use of the library and other resources and the write research papers. A major objective of the sequence is to develop a project for various local, state or national science competitions. Science research students are required to submit projects to the SSHS Science Fair.

## SCIENCE RESEARCH-REGENERON

Prerequisites: none  
1/2 credit (weighted)  
Every other day, full year

This course is designed for students who wish to continue to meet the goals of Research Level II and prepare a serious, independent research project for submission to the Intel Science Talent Search and other national competitions. If a student does not ultimately submit an Intel project, weighting will be removed.

## ASTRONOMY

Prerequisites: Two Regents Sciences or a fall repeater course  
1/2 credit  
Every day, half-year

This course is designed to provide the student with a fundamental knowledge of our solar system, the Milky Way galaxy, and the galaxies beyond. New advances in astronomy will be investigated and discussed. All students will be required to sit for a final examination.

## FORENSIC SCIENCE

Prerequisites: Two Regents Sciences or a fall repeater course  
1/2 credit  
Every day, half-year

This course allows students to apply scientific principles to the investigation of physical evidence left at a crime scene. Students will solve simulated crimes by analyzing physical evidence, such as fibers, hairs, simulated blood and tool marks. All students will sit for a final examination.

## LONG ISLAND NATURAL RESOURCES

Prerequisites: Two Regents Sciences or a fall repeater course  
1/2 credit  
Every day, half-year

This course is designed for students interested in the unique natural history and resources of the Long Island region. Topics include geological history, conservation of water and marine resources, as well as the impact of commercial and residential development on the Long Island environment. All students will be expected to take active part in field trips, discussions and activities.

\* Students may co-enroll for Molloy College credits.



## **MARINE BIOLOGY**

Prerequisites: Two Regents Sciences or a fall repeater course  
1/2 credit  
Every day, half- year

This course will provide students with an appreciation of the marine sciences, as well as the complexities related to conservation of resources. The focus of the course is identification and understanding of physiological, behavioral, and evolutionary relationships among species in the ocean environment. All students must take the final examination.

## **ANATOMY AND PHYSIOLOGY**

Co-requisite: Regents Science or Grade 11  
½ credit  
Every other day, full year

Study of the basics of human anatomy and physiology, including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduction to common human disease processes. This course will also serve as a preparatory tool for students choosing to take the SAT II exam in Biology.

## **LABORATORY REQUIREMENTS**

In order to pass any Science class with a laboratory requirement, including all regents and IB classes, the laboratory requirement for that course must be completed prior to the final examination. If a student fails to complete the net required lab hours they risk being barred from the regents' examination.

## SOCIAL STUDIES

### GLOBAL HISTORY and GEOGRAPHY 9 ADVANCED

Prerequisites: None  
1 credit  
Every day, full year

This ninth grade required social studies course is intended to serve as the foundational course in Global History and Geography. Coursework will focus on a study of the world across time and region from ancient civilization through the seventeenth century. Extensive reading of diverse sources, research preparation and skill development will provide the basis for the tenth-grade course of study.

### GLOBAL HISTORY and GEOGRAPHY 10 ADVANCED

Prerequisite: Global History 9 Advanced  
1 credit  
Every day, full year

The tenth-grade course will focus on a study of the world across time and region from the eighteenth century to the present day. Extensive reading of diverse primary and secondary sources and the preparation of research papers will help students prepare for the IB programs in 11<sup>th</sup> and 12<sup>th</sup> grades. The Global History and Geography Regents will be the final exam for this course. All students are required to sit for the Regents exam in June.

### IB HISTORY OF THE AMERICAS 11

Prerequisite: Global History and Geography  
1 credit (weighted)  
Every day, full year

The principle aim of this course is to provide students with an opportunity to prepare for and take the US History Regents, and to demonstrate mastery of the major events, issues, and themes of United States history since the colonial period. Students will be co-seated with those who register for US History 11R. Primary and secondary source materials will be used throughout the course, along with a standard college-level textbook. Final grades in IB History 11 will continue to be weighted by 1.15 in determining a student's grade point average, and will include the IB designation on his or her transcript. Extensive research and writing will prepare all students for the U.S. History and Government New York State Regents exam in June. Students who register for IB History 11 may register for IB History 12 as seniors. The content covered in this course will be evaluated once again, if the student sits for the exam in IB History at the end of their 12<sup>th</sup> grade course of study. All students are required to sit for the US History Regents exam in June.

### US HISTORY 11R

Prerequisite: Global History and Geography  
1 credit  
Every day, full year

The principle aim of this course is to provide students with an opportunity to prepare for and take the US History Regents examination, and to demonstrate mastery of the major events, issues, and themes of United States history since the colonial period. Students will be co-seated with those who register for the IB option. During those units of study that exceed the NYS standards required for US History Regents exam, and prepare students for IB assessments, students who choose the regents level option will complete assignments adjusted to meet the regents standards. Primary and secondary source materials will be used throughout the course. Extensive research and writing will prepare all students for the U.S. History and Government New York State Regents in June. Students who register for US History 11R will take Contemporary Issues and Economics in 12<sup>th</sup> grade. All students are required to sit for the US History Regents exam in June.

### IB HISTORY 12

Prerequisite: IB History of the Americas 11  
1 credit (weighted)  
Every day, full year

This course is the second half of the IB History of the Americas curriculum that is begun in junior year. The purpose of this IB course is to study twentieth century history from a global and regional perspective. Students will examine the evolution of revolutions and authoritarian regimes and their relationship to the causes, practices, and the effects of wars in the 20<sup>th</sup> century. This course also meets the Economics and Contemporary issues requirements. Students will be required to sit for the IB History exam upon completing the course. In addition to the IB 12 History exam, students are required to complete an IB Historical Investigation that will count as a quarterly grade and toward a percentage of their overall IB grade. All students registered in the class are required to take the IB Exam in May

### SOCIAL STUDIES REPEATER

Prerequisite: Failure on Regents exam and/or course  
Every day, half year

Social Studies repeater classes are for students who passed the course but did not pass the Regents exam, or who passed the Regents exam but not the course. All students are required to sit for the Regents exam again at the end of the course.

## CONTEMPORARY ISSUES

Prerequisite: U. S. History and Government  
½ credit  
Every day, half year

This course meets New York State requirements for participation in government. This course will emphasize public policy issue analysis, decision making, and the need for citizenship in a democratic society. Students are required to sit for a final departmental exam.

## ECONOMICS

Prerequisite: U. S. History and Government  
½ credit  
Every day, half year

This course meets New York State requirements as it serves as an introduction to macroeconomics and microeconomics. It also offers a study of personal and global economic decision-making with a focus on responsible choices. Students are required to sit for a final departmental exam.

## INTRODUCTION TO PSYCHOLOGY

Prerequisite: enrollment in Grade 11 or 12  
½ credit (honors by application - weighted)  
Every day, half-year

This course exposes students to a broad conceptual overview of psychology. Students will study psychological research methods, learning, cognition, personality and abnormal psychology as they engage in projects involving behavioral modification and personality analysis. This course is a prerequisite for IB Psychology. As an honors by application course, it serves as the first year of IB Psychology SL.

## IB PSYCHOLOGY STANDARD LEVEL

Prerequisite: Introductory Psychology at honors level  
1 credit (weighted)  
Every day, full year

This course will involve intensive analysis of approaches to Psychology: biological, behavioral, cognitive, and dysfunctional behavior. In addition to a focus upon the historical and cultural background, conceptual framework, basic assumptions and critical evaluation of each approach, the students will apply their knowledge of methodology to an experimental study of their own design. Students will be required to take the IB Psychology SL examination in May.

## IB FILM STUDIES I

Prerequisites: None  
1 credit (weighted)  
Every day, full year

Students will be engaged in both film production and film criticism. The course will involve the study of classic films, techniques used by famous directors, producers, cinematographers and editors. Students will have opportunities to apply what they have learned by using the equipment and facilities of the television studio to create their own film. Current sophomores may enroll in the course and take film studies for two years as an IB Sixth Subject at either the HL or SL level.

The one-year curriculum will concentrate on film language, basic production techniques and film theory, analysis of film sequences, and film history.

## IB FILM STUDIES II

Prerequisites: Film Studies I  
1 credit (weighted)  
Every day, full year

Students will be engaged in both film production and film criticism. The course will involve the study of classic films, techniques used by famous directors, producers, cinematographers and editors. Students will have opportunities to apply what they have learned by using the equipment and facilities of the television studio to create their own film. Current juniors may enroll in the course and take film studies for two years as an IB Sixth Subject at either the HL or SL level. The two-year curriculum will continue to build on the basic established during year one. Students will explore more complex film theories and production techniques and focus on international films and documentaries. All students registered in the class are required to register for the IB Film assessments.

## TECHNOLOGY

### AP COMPUTER SCIENCE PRINCIPLES

Prerequisites: Algebra I  
1 credit  
Every day, full year

The AP Computer Science Principles course is designed to introduce students to computing and its impact on society. It teaches students computational thinking skills and basic programming skills, and throughout the course, students will build skills to communicate and collaborate with their peers when solving problems. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems (including the internet) work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. At the conclusion of the course, students will be prepared to take the AP Computer Science Principles Exam.

### SOUTH SIDE MORNING NEWS

Prerequisites: none  
 $\frac{1}{2}$  credit  
Every day, half year

This is a twenty-week course where students gain instruction and guided practice in the field of television production. Students will rotate through all TV production jobs including control room positions, camera work and TV Anchor as well as ENG teams to shoot and edit special feature segments. Every day the class performs their role in an informational Morning News Show as we broadcast live to the entire school.

### TELEVISION PRODUCTION

Prerequisite: none  
 $\frac{1}{2}$  credit  
Every day, half year

This course is designed to give students “hands on” experience in every artistic and technical aspect of producing a studio television show. Students will be instructed in the operation of all studio equipment (e.g. cameras, sound board, editing equipment, etc.) Students will write, perform and produce several short television shows over the course of the term such as interview shows, news shows, comic sketches, etc. Students will be encouraged to be creative, to challenge themselves and to bring ideas to the class.

### WOOD DESIGN

Prerequisites: none  
 $\frac{1}{2}$  to 1 credit  
Every day, half year

Students will design and create original projects, using wood and other materials, in our newly renovated woodshop and computer-aided drafting room.

## WORLD LANGUAGES

### SPANISH/FRENCH 3

1 credit  
Every day, full year

This is the second course in the language sequence. At this level, vocabulary and grammar are expanded. Topics such as school activities, community, celebrations, science and technology, and leisure will be introduced and reviewed. Students will work individually and in groups to practice speaking, listening and reading skills. All students are required to sit for a departmental final exam.

### SPANISH/FRENCH 4

Prerequisite: Level 3  
1 credit  
Every day, full year

This is the third course of the language sequence. This level includes a study of relevant vocabulary and grammar through thematic units to develop mastery in the speaking, listening, reading, and writing. Students will be able to communicate with native speakers on topics of general interest such as the environment, country/city life, at the restaurant, food, health and nutrition, bullying and cyber bullying, science and technology and leisure activities. Students are required to take a comprehensive examination which will count for the Advanced Regents Diploma with Advanced Designation.

### IB SPANISH/FRENCH 5 - LANGUAGE B

Prerequisite: Level 4  
1 credit (weighted)  
Every day, full year

This course serves as the first year of the two-year sequence in IB Language B SL/HL. Increased reading, writing, and discussions continue to develop the student's language skills. Literacy and cultural topics follow the IB curriculum and include: identities, experiences, human ingenuity, social organizations, and sharing the planet. Instruction will include the use of videos, podcasts and short programs, literary pieces as well as contemporary articles. All students are required to take formative and summative assessments during the course of the year in reading, writing, listening and speaking.

### IB SPANISH/FRENCH 6 - LANGUAGE B

Prerequisite: Level 5  
1 credit (weighted)  
Every day, full year

This course serves as the second year of the two-year sequence in IB Language B SL/HL. Increased reading, listening, writing and discussions are emphasized. Literary and cultural topics enhance and add to the IB curriculum from level 5 and include: identities, experiences, human ingenuity, social organizations, and sharing the planet. Instruction will incorporate various text types, including magazine and newspaper articles, literary pieces, video, podcasts, etc. All students are expected to keep a portfolio of their work and engage in reading, writing, listening, and speaking tasks, including oral presentations as practice for their IB Individual Oral. All students are required to take the IB examination in May. Interested students can additionally take the AP Language examination.

### ITALIAN 1

1 credit  
Every day, full year

This introductory course is designed for students who have not taken a world language in the previous school, special education students who are world language exempt, and students who have successfully completed Spanish or French 4 and would like to learn a third language. Students will be introduced to prescribed themes by the Office of Bilingual Education and World Languages in the New York State Education Department. Themes include identity and social relationships, contemporary life, and science and technology. Grammar will be introduced through the reading passages and themes. Students will work individually and in groups to practice speaking, listening and reading skills. Students will be introduced to Italian cultural practices and compare them to the U.S. All students are required to sit for a final exam.

### SPANISH SUPPORT CLASSES

Prerequisites: Recommendation, request or 8<sup>th</sup> grade assessment  
No credit  
Every other day, full year

The purpose of a support class is to supplement and support the work of the classroom teacher. The support teacher reviews concepts taught, homework and classroom tests, reinforces old topics as background for new concepts, and provides a more individualized support system when ne

## ENGLISH AS A NEW LANGUAGE

Prerequisite: Placement by test

1 credit

Every day, full year

ENL is offered to English Language Learners in order to increase their knowledge and use of English. There are three levels of instruction: Beginning, Intermediate, and Advanced. The four skills of reading, writing, listening, and speaking are emphasized and developed in each level.

## AMERICAN SIGN LANGUAGE

1 elective credit

Every day, full year

This introductory course will provide students with the skills and knowledge to communicate with Deaf people and to understand Deaf culture, including its values, customs and traditions. American Sign Language is a full-year elective course. Students will not be awarded language credit, but they will receive a full immersive introduction into the receptive, expressive and interactive skills to derive meaning and understanding from ASL.

**ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT**  
**Rockville Centre, New York 11570**

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Section 303 of the Age Discrimination Act of 1975, no staff member or student in the Rockville Centre Union Free School District shall, on the grounds of sex, age, race, color, national origin, or handicapping condition be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the school district.

En conformidad con el Título VI de la Ley de Derechos Civiles de 1964, Título IX de las Enmiendas para la Educacion de 1972, Seccion 504 de la Ley para la Rehabilitacion de 1973, y la Seccion 303 de la Ley Contra el Prejuicio de Edad de 1975, ningun empleado ni estudiante del distrito escolar de Rockville Centre, puede ser omitido, negado beneficios, o sometido a prejuicio bajo cualquier programa o actividad bajo el apoyo o la direccion del distrito escolar a causa de sexo, edad, raza, color, origen nacional o incapacidad permanente.

**SOUTH SIDE HIGH SCHOOL  
140 SHEPHERD STREET  
ROCKVILLE CENTRE, NEW YORK 11570  
516-255-8947**

**CENTRAL ADMINISTRATION**

Matthew Gaven .....Superintendent of Schools  
Robert Bartels.....Assistant Superintendent of Finance & Operations  
Jeanne Love.....Assistant Superintendent of Special Education and Pupil Personnel Services  
Nicole Moriarty, Ed.D.....Assistant Superintendent of Curriculum & Instruction  
John Murphy.....Assistant to the Superintendent for Human Resources  
Sonia Hood, Ed.D.....Central Director of Curriculum and Instruction  
Brian Zuar, Ed.D.....Director of the Arts  
Carol Roseto.....Director of Physical Education, Health & Athletics  
Kelly Ramsey.....Director of School Counseling K-12

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Rachel Green..... Assistant Principal  
Benjamin Moss .....Assistant Principal  
Elizabeth Nisler-Cross .....Assistant Principal  
Brett Rosenthal .....Assistant Principal

**COUNSELING CENTER**

Greg Brennan..... Counselor  
Kevin Downey.....Counselor  
Alexandra Foukalas..... Counselor  
Marcy Pedone.....Counselor  
Joanna Zweben.....Counselor



