

**HEMPSTEAD PUBLIC SCHOOLS**



# **Hempstead High School**

## **2022-2023 Course Catalog**

*Ensuring our Students are College and Career Ready*

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## **BOARD OF EDUCATION**

Mr. Randy Stith	President
Mr. Lamont E. Johnson	Vice President
Mrs. Olga Brown Young	Trustee
Ms. Patricia McNeil	Trustee
Dr. Joylette Williams	Trustee

## **CENTRAL ADMINISTRATORS**

Ms. Regina Armstrong	Superintendent of Schools
Dr. Rodney Gilmore	Associate Superintendent - Human Resources
Ms. Djuana Wilson	Assistant Superintendent for Special Education & Pupil Personnel Services
Mr. Gary Rush	Interim Assistant Superintendent for Curriculum and Instruction
Mr. James Clark	Assistant Superintendent for Special Projects
Mrs. Patricia Wright	District Clerk

## **HIGH SCHOOL ADMINISTRATORS**

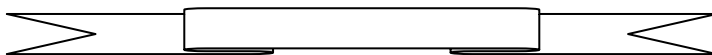
Mr. Stephen Strachan	Principal
Mrs. Kristin Kelly	Assistant Principal
Dr. Clemente Robles	Assistant Principal
Ms. Sionery Villar	Assistant Principal
Ms. Betsy Benedith	Assistant Principal
Mr. O'Neil Glenn	Dean of Students
Ms. Natalia Reyes	Dean of Students

## **HEMPSTEAD PUBLIC SCHOOLS MISSION STATEMENT**

A Long Island model suburban-urban culturally diverse public-school system is to ensure that students achieve personal growth and academic success and become productive citizens in a global society, by engaging students, staff, family and community in a comprehensive, challenging curriculum and effective instructional program which responds to each student's needs and aspirations in a safe and nurturing environment.

## **HEMPSTEAD PUBLIC SCHOOLS VISION STATEMENT**

Hempstead Public School students will meet and exceed state and national standards; be college and workforce ready and value diversity.



## **HEMPSTEAD HIGH SCHOOL MISSION STATEMENT**

The mission of Hempstead High School, a culturally diverse community, is to provide students with a safe, progressive, and disciplined learning environment that is academically challenging, safe, and secure; this will be accomplished through excellence in teaching and learning in partnership with family and community to ensure that students become productive citizens in a global community.

La misión de la Escuela Secundaria de Hempstead, una comunidad diversa culturalmente, es la de proveer a los estudiantes con un ambiente académico progresivo y disciplinario que motiva, es sano y seguro, esto se llevara a cabo a través de una excelencia en la enseñanza y en el aprendizaje; en asociación con la familia y la comunidad para asegurar que los estudiantes se conviertan en ciudadanos productivos en un ambiente global.

## STATE DIPLOMA/CREDENTIAL REQUIREMENTS (JUNE 2013)

The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Diploma Type	Available to	Requirements
Regents	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3 ½ Electives</p> <p><b>Assessment:</b> 5 required Regent exams with a score of <b>65 or better</b> as follows: 1 Math, 1 Science, ELA, 1 Social Studies and 1 Pathway Assessment</p> <p>Or o 4 required Regent exams with a score of <b>65 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential</p>
Regents (via appeal)	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives.</p> <p><b>Assessment:</b> <b>4 required Regent exams</b> with a score of <b>65 or better</b> and <b>1 Regents exam</b> with a score of <b>60-64</b> for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and <b>1 Pathway Assessment</b>;</p> <p>or <b>3 required Regent exams</b> with a score of <b>65 or better</b> and <b>1 Regents exam</b> with a score of <b>60-64</b> for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential</p>
Regents with <b>Honors Distinction</b>	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3 ½ Electives</p> <p><b>Assessment:</b> 5 required Regent exams (1) with a computed average score of <b>90 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and either <b>1 Pathway Assessment</b> or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</p>

Regents with <b>Advanced Designation</b>	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p><b>Assessment:</b></p> <p><b>a. <u>Traditional Combination:</u></b> ELA, Global History and Geography, US History and Government, 3 mathematics, 2 sciences, 1 must be life science and 1 must be physical science) = 8 Assessments</p> <p><b>b. <u>Pathway Combination</u></b> (other than STEM): ELA, 1 social studies, 3 mathematics, 2 sciences (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments</p> <p><b>c. <u>STEM (Mathematics) Pathway Combination:</u></b> ELA, 1 social studies 4 mathematics, 2 sciences (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p><b>d. <u>STEM (Science) Pathway Combination:</u></b> ELA, 1 social studies, 3 mathematics, 3 sciences (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>In addition, a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5-unit sequence in the Arts or CTE</p>
Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Math</b>	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p><b>Assessment:</b> Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics</p>
Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Science</b>	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p><b>Assessment:</b> Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science</p>
Regents with <b>Advanced Designation with Honors</b>	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE <b>or</b> a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p><b>Assessment:</b> 8 required Regent exams with a computed average score of <b>90 or better</b> as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and <b>either</b> a locally developed Checkpoint B LOTE examination with a score of 65 <b>or</b> a 5-unit sequence in the Arts or CTE</p>

Local Diploma	Students with disabilities with an individualized education program or section 504 Accommodation Plan	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives.</p> <p><b>Assessment: Low Pass Safety Net Option:</b> 5 required Regent exams with a score of <b>55 or better</b> as follows: 1 Math, 1 Science, 1 ELA, 1 Global History and Geography, 1 US History and Government;</p> <p><b>OR</b></p> <p><b>Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011:</b> passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination</p> <p><a href="http://www.p12.nysed.gov/specialed/publications">http://www.p12.nysed.gov/specialed/publications</a></p> <p><b>Compensatory Safety Net Option:</b> scores between 45-54 on one or more of the five required Regent exams, other than the English language arts (ELA) or mathematics exam but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</p> <p><a href="http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html">http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html</a></p>
Local Diploma (through appeal)	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives.</p> <p><b>Assessment: 3 required Regent exams</b> with a score of <b>65 or better</b> and <b>2 Regents exams</b> with a score of <b>62-64</b> for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Career and Technical Education Endorsement</b>	All Student Populations	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types and completes an approved career and technical education program.</p> <p><b>Assessment: Achieves a passing score on State</b> assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the approved career and technical education program which the student has completed.</p>

### Additional Diploma Distinction Opportunities

Seal of Bi-Literacy – [Criteria to Earn the New York State Seal of Biliteracy](#)

Seal of Civic Readiness - [Criteria to Earn the New York State Seal of Civic Readiness](#)

### Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies Commencement Credential	Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<p>Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in career exploration and development, integrated learning, and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile;</p> <p style="text-align: center;">OR</p> <p>Student meets criteria for a national work readiness credential            Credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p>
Skills and Achievement Commencement Credential	Students with severe disabilities are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies.</p> <p><a href="http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm">http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm</a>  <a href="http://www.p12.nysed.gov/part100/pages/1006.html">http://www.p12.nysed.gov/part100/pages/1006.html</a></p>

Note: the low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There are still students in our K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.



## GRADUATION CREDIT REQUIREMENTS

<u>GRADE</u>	<u>CREDITS</u>
9	0 – 5
10	5.5-10.5
11	11-16 AND*
12	16.5 & UP AND**

\*Successful completion of two (2) years of English and two (2) years of social studies  
Minimum passing two (2) Regents Exams in Global History, and Math or Science

\*\*Successful completion of three (3) years of English and three (2) years of social studies  
Minimum passing two (2) Regents Exams in English, Global History, US History and Math  
or Science

## CREDIT WEIGHTS

### **COLLEGE LEVEL COURSES – Credit Weight of 1.10**

College level courses, offered through public and private New York State Colleges, are offered to Hempstead High School students. Successful completion of the course and appropriate exams entitle the student to receive credit for the course for tuition and test books at the participating college. To be eligible, students must meet the college level course requirements.

### **ADVANCED PLACEMENT COURSES (AP) – Credit Weight of 1.10**

Hempstead High School also provides many opportunities for its students to challenge themselves through A.P (ADVANCED PLACEMENT). courses. Depending on the grade earned on the A.P. test, students can earn college credits for A.P. classes at the discretion of individual colleges and or universities. To be eligible, students must meet A.P. level course requirements.

See individual A.P. courses in the subject areas listed below.

## **HONORS PROGRAM – Credit Weight of 1.05**

The Honors Program at Hempstead High School attracts academically talented and highly motivated students by providing them with additional academic opportunities. Honors Level courses are designed to challenge students by providing enrichment through in-depth study. Emphasis is placed on the quality of achievement.

In addition, Honors Level courses:

- Foster critical thinking self-reflection and an examination of values
- Encourage active, participatory learning
- Promote interdisciplinary and cross-cultural studies
- Cultivate intellectual, social, and cultural enrichment

Students in Honors Level courses will take Regent examinations whenever they are offered in that subject. To be eligible and remain in the Honor courses, students must also consistently meet the requirements of the Honors Course Guidelines. In addition, state assessment test results are taken into consideration for placement in honor classes.

To participate in the Honors Program, students must meet the following prerequisites:

- Teacher recommendation
- Demonstrate academic excellence (minimum of 85 average)
- Plus, approval by department director (See individual Honors courses in the subject areas listed below.)

## **REGENTS COURSES – Credit Weight of 1.00**

Courses at this level, Regents Level designation, meet the New York State Regents standards. Students successfully completing these courses are deemed able to advance to the next level of their education. Additionally, students on a Regents course are required to take the corresponding Regents exam to earn credit for the course.

See individual Regents courses in the subject areas listed below.

## **ELECTIVES – Credit Weight of 1.00**

While various elective courses are offered, students choosing elective courses should be aware that electives may not be offered. A roster with a minimum of 12 students is required before a course can be officially offered. It is strongly suggested that backup elective courses are selected.

## **SEMINAR COURSES – Credit Weight of 1.00**

Courses are designed to meet the needs of students who study the content included in Regent level courses, but who would benefit from smaller classes or more emphasis on specific skills.

See individual seminar courses in the subject areas listed below.

## **ACADEMIC AWARDS AND RECOGNITION**

Hempstead High School recognizes student achievement with the following award categories

**PRINCIPAL'S LIST:** 90 cumulative GPA with no grades in any course under 90

**ARISTA:** 90 cumulative GPA with no failed courses

**HONOR ROLL:** 85 – 89.99 cumulative GPA with no failed courses

**MERIT:** 80 – 84.99 cumulative GPA with no failed courses

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

Academic Intervention Services are intended to assist students who are at risk of not achieving the state learning standards in English Language Arts (ELA), Math, Social Studies, and or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. AIS (ACADEMIC INTERVENTION SERVICES) shall be made available to students with disabilities on the same basis as non-disabled students, provided that these services are in accordance with the students' Individual Education plan (I.E.P).

The regulations also require that the parent or guardian of each student should be notified in writing by the principal of the AIS to be provided; the reason the student needs such services, and the consequences of not achieving expected performance levels. Such notification must be provided in the language best understood by the parent or guardian.

Specifically, section 100.2(EE) of the Regulations of the Commissioner of Education requires that students who fail any of the core state examinations required for high school graduation shall be provided with the appropriate Academic Intervention Services (AIS) in the following semester to enable them to pass the test by the time they are otherwise qualified to graduate.

Finally, as stated above, academic Intervention Services will be provided through the offering of various support services. They may include, but are not limited to reading, writing and math skills, as well as, after school extra help and Regent's mini reviews. These services assist students in meeting the state's learning standards. The above regulation also mandates Students Support Services as further provided through this regulation. Such services may include a Psychologist, Social Worker, Speech, Guidance, Attendance, and Counseling. These services can provide support to improve academic performance. Special Education students and English Language Learners also receive academic support under this plan.

([www.emsc.nysed.gov/part100/pages/1002ihtml](http://www.emsc.nysed.gov/part100/pages/1002ihtml)).

**Hempstead High School**

**2022-2023**

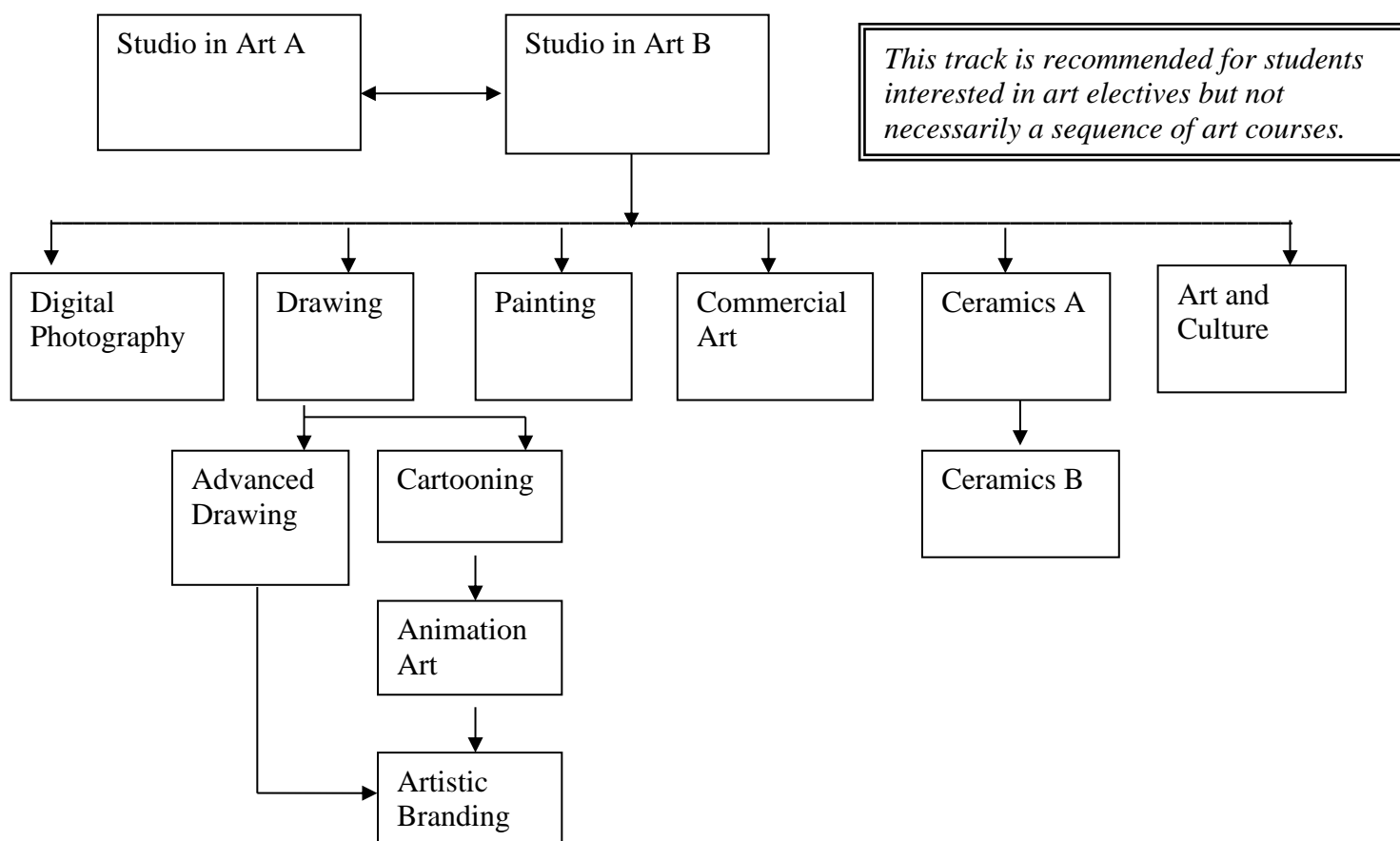
**Academic Departments  
&  
Course Offerings**

**ART**



## ART DEPARTMENT FLOW CHART

Students who need to fulfill their state requirements must take Studio in Art A and Studio in Art B in any order. Students may also fulfill their requirement by taking one (1) Studio in Art class and one (1) Music in Our Lives (MIOL) class.



# ART

## ANIMATION ART

**Credit:** ½ Credit (half year course)

**Prerequisite:** Drawing and Cartooning

**Course Description:** The course will build upon the skills learned in cartooning to create projects that create the illusion of movement through art. This course will require students to work on independent projects under the supervision and guidance of the teacher. This course may be used toward obtaining a Regents sequence in Art.

## ART AND CULTURE

**Credit:** ½ Credit (half year course)

**Prerequisite:** Studio in Art

**Course Description:** This course is geared to students who are considering studying Art in college. Students will explore the role of Art in various cultures and its influence on music, literature, dance, and cuisine. Projects can be, but are not limited to: Art studio projects, written assignments, oral presentations, and field trips. This course may be used toward obtaining a Regents sequence in Art.

## ARTISTIC BRANDING

**Credit:** ½ Credit

**Prerequisite:** None

**Course Description:** This course provides insight concerning the essential components for artist advancement in the music industry. Instruction is designed to define, develop, and promote your “it.” Students will learn the standard expectations regarding headshots, resumes, social media promotion, 30 second elevator pitch, and other mechanisms that contribute towards brand building and control.

## CARTOONING

**Credit:** ½ Credit (half year course)

**Prerequisite:** Drawing

**Course Description:** This course will focus on animation art through comic books, silver screens, lithographs, and portraits. This course may be used toward obtaining a Regents sequence in the Arts.



## **CERAMICS A**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Studio in Art

**Course Description:** This course is an elective that covers basic ceramic techniques, the use, and limitations of the medium, various glazes, uses and types of firing procedures, slab and coil method, decorative styles, and methods. The course is two (2), one-half credit courses covering basic techniques and vocabulary. This course may be used toward obtaining a Regents sequence in Art.

## **CERAMICS B**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Studio in Art

**Course Description:** This course offers experience in the design and construction of ceramic objects. Various techniques will include the preparation and shaping of clay in a functional and sculpture manner, glazing, working on the pottery wheel ceramic sculpture, kiln preparation and firing. This course may be used toward obtaining a Regents sequence in Art.

## **ADVANCED CERAMICS**

**Credit:** ½ Credit (half year course for grades 11 and 12)

**Prerequisite:** Ceramics A and B

**Course Description:** This course will reinforce and supplement the skills learned in Ceramics A and B. In addition to learning advanced ceramic techniques, students will learn how to use the potter's wheel. Students will be required to create independent projects under the guidance and supervision of the teacher. This course may be used toward obtaining a Regents sequence in Art.

## **ART PORTFOLIO CLASS**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Teacher recommendation

**Course Description:** This is an advanced course designed to help refine students' art portfolio. Students can use this course as preparation for AP Art, college and art school admissions and job applications in the visual arts. Students will work on drawing, painting, mixed media, and three-dimensional studies. Students must be able to work independently and to be willing to explore various media.

## **COMMERCIAL ART I (CTE)**

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** This course is an elective that introduces students to the basic tools and processes used to create Advertising Art. Commercial Art includes advertising design, publication design, fabric design, illustration, package/poster design, and business logos/trademarks. This course may be used toward obtaining a Regents sequence in Art and CTE Pathway for Graphic design.

## **COMMERCIAL ART II**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Commercial Art I

**Course Description:** Students will continue with the skills learned in Commercial Art. Students will learn more advanced techniques in the areas of advertising design, publication design, fabric design, illustration, package/poster design, and business logos/trademarks. This course may be used toward obtaining a Regents sequence in Art and CTE Pathway for Graphic design.

## **DIGITAL PHOTOGRAPHIC ART**

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** This course is an introduction to digital photography and digital editing. Students will learn to use a digital camera and comprehend the various techniques necessary to master basic software and methods to create artwork on the computer. This course will teach students to analyze and manipulate images in a digital environment. Students will be expected to purchase a standard memory size flash drive to store their work. This course may be used toward obtaining a Regents sequence in Art.

## **DIGITAL PHOTOGRAPHIC ART II**

**Credit:** (half-year course)

**Prerequisite:** Digital Photographic Art

**Course Description:** Students will continue with the skills learned in Digital Photographic Art. Students will learn various advanced features of a digital camera and various advanced techniques. Students will be required to create a digital portfolio and display their work. Students will have a better understanding of Adobe Photoshop.

## **DRAWING**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Studio in Art

**Course Description:** This course is an elective that covers basic one-point perspective, two-point perspective, figure proportion, figure movement, and portrait drawing. This course may be used toward obtaining a Regents sequence in Art.

## **GRAPHIC DESIGN I (CTE)**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Studio A and B, Drawing, Painting

**Course Description:** This is a course that focuses on typography, computer graphics and illustration art. This course is designed for higher level art students who have taken previous art courses such as Studio in Art A&B, Drawing and Painting. Digital Photography as a prerequisite for this course is not required, but recommended, as is previous computer knowledge. In this course, students will learn a basic knowledge of page layout, photo manipulation, and illustration skills with the goal of implementing this knowledge commercially. Instruction will include both hand-drawing and digital techniques. This course may be used towards the completion of the CTE Pathway for Graphic design.

## **GRAPHIC DESIGN II (CTE)**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Graphic Design I

**Course Description:** Students will continue with the skills learned in Graphic Design I. Students will learn more advanced techniques in the areas of typography, computer graphics and illustration art. Digital Photography as a prerequisite for this course is not required, but recommended, as is previous computer knowledge. In this course, students will enhance their knowledge of page layout, photo manipulation, and illustration skills with the goal of implementing this knowledge commercially. Instruction will include both hand-drawing and digital techniques. This course may be used towards the completion of the CTE Pathway for Graphic design.

## **PAINTING A**

**Credit:** ½ Credit (half year course for grades 11& 12)

**Prerequisite:** Drawing and Studio Art

**Course Description:** This course, an elective, covers the fundamentals of painting such as color theory and mixing of colors. Students will paint primarily with a Gloss Tempera as they learn various techniques in manipulating paint as an artistic medium. The students are expected to have a small portfolio of various paintings upon completion of the course to receive half the credit. This course may be used toward obtaining a Regents sequence in Art.

## **INDEPENDENT STUDY-Career-Focused Research Project and Portfolio (CTE)**

## **STUDIO IN ART A**

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** This class is a foundations course where students learn how to create art through a multitude of 2-dimensional art forms. The class will cover the exploration of art forms, fundamentals, the principles and elements of art, and art appreciation. Projects will consist of 2-dimension art forms. Studio A and B may be combined to fulfill the HS one credit in arts. The classes may be taken in any order. You may also combine Studio in Art A or B with Music in Our lives to fulfill the one credit in the arts. This course may be used toward fulfilling the New York State Regents requirement for one credit in art and/or music.

## **STUDIO IN ART B**

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** This class is a foundations course where students learn how to create art through a multitude of 3-dimensional art forms. An emphasis will be on self-expression as students learn about the principles and elements of art. Studio A and B may be combined to fulfill the HS one credit in arts. These classes may be taken in any order. You may also combine Studio in Art A or B with Music in Our Lives (MIOL) to fulfill the one credit in the arts. This course may be used toward fulfilling the New York State Regents requirement for one credit in art and/or music.

## **AP-Studio Art: 2-D Design**

**Prerequisite:** Although there is no prerequisite for AP Studio Art, prior experiences in studio art courses that address conceptual, technical, and critical thinking skills can support student success in the AP Studio Art Program.

The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 2-D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit selected or all portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

## GRAPHIC DESIGN CTE PATHWAY

Course Title	Number of Credits
Graphic Design I	.5
Graphic Design II	.5
Commercial Art I	.5
Commercial Art II	.5
Studio in Art	1
Virtual Enterprise	1 HS/ 3 Higher Ed
Independent Study - Career-focused research project and portfolio	.5
Career and Financial Management (required of all Pathways)	.5

### **Exam options:**

*Skills USA:* Graphic Design

*NOCTI:* Visual Communication and Interactive Media Design

**- or -**

54 Hours of Work based Learning

# **BOCES (Boards of Cooperative Educational Services)**

# BOCES

## MISSION STATEMENT

*To partner with all Nassau County school districts in providing leadership and the highest quality educational and support services. We are committed to ensuring a successful, challenging, caring and safe environment that enables students of all ages and abilities to achieve their maximum potential.*

## ABILITIES, INC.

### YOUTH TRANSITION SERVICES PROGRAM

The Youth Transition Services Program through Abilities is a district-based, half day program for students in the Life Skills Program. This half day program (AM/PM) is customized to fit the individual needs of the students and school district. Through this program, students receive pre-vocational services and work-based learning opportunities in community and classroom settings.

**NOTE: Students must register with their guidance counselors and apply to the BOCES program during the spring semester of their sophomore year.**

The **Board of Cooperative Educational Services of Nassau County** (Nassau BOCES) serves the 56 school districts of Nassau County, Long Island, including the Hempstead School District by providing cost-effective shared services, including career training for high school students and adults, special education, alternative schools, technology education, as well as dozens of programs to expand educational opportunity and help districts operate more efficiently. Nassau BOCES, which was created in 1967, is the youngest — and the largest — of the 37 BOCES in New York State.

As stated above, the Nassau Board of Cooperative Educational Services (BOCES) in conjunction with Hempstead High School course offerings provides a variety of services to school districts throughout Nassau County, including The Career and Technical Education Center (CTEC).

The Career and Technical Education Center (CTEC) prepares 11<sup>th</sup> and 12<sup>th</sup> grade High School students for skilled work force careers. Most CTEC programs require two years to complete and are offered primarily on a half day basis either during morning or afternoon sessions.

The following CTEC courses are offered:

- Business/Information Services
- Human and Public Services
- Arts and Humanities
- Health Services

- Natural and Agricultural Sciences
- Engineering Technologies
- Senior Opportunities
- The Doshi STEM (**S**cience; **T**echnology; **E**ngineering; **M**ath.) Program
  - This is a new 4 -year half-day high school program that was opened in September 2013. In this half-day program, students will be immersed in science and math courses taught through an interdisciplinary curriculum. Units of study will focus on current issues in STEM-related industries. Other key features include a small school design, field trips to laboratories and research facilities, a cohort of students with similar interests, expanded opportunities for real-world experiences and access to advanced AP courses.



# **BUSINESS AND TECHNOLOGY**

## BUSINESS & TECHNOLOGY

### Career Development and Occupational Studies (CDOS)

#### ACCOUNTING

**Credit:** 1 Credit (full year course)

**Prerequisite:** Sophomore Status

**Course Description:** This course, an elective, is designed to develop competence in the application of accounting theory. Students will process transactions through the entire accounting cycle in a service and merchandizing business. They will also be introduced to automatic accounting and will be required to use a computer to process accounts receivable, payroll and transactions specific.

#### BUSINESS LAW

**Credit:** 1 Credit (full year course)

**Prerequisite:** Junior Status

**Course Description:** Understanding Business and Personal Law presents a general introduction to the law and court system. It also familiarizes students with procedures and details of business and personal law. Students will encounter and explore many important social and ethical issues using various resources. Students will work independently, with partners, or in cooperative learning groups to investigate state and local laws.

#### CAREER AND FINANCIAL MANAGEMENT (CTE)

**Credit:** .5 Credit (half year course)

**Prerequisite:** Freshmen Status

**Course Description:** This course replaced the phased-out *Introduction to Occupations* course which culminated in a proficiency exam. This newly designed course reflects the growing changes of added technological advances in our economy. Awareness of new college and career opportunities is explored. In addition, this course covers employment, job selection, management, personal and financial resources, consumer decisions, consumer law, and careers in business. This course serves as an introductory course for CTE (Career and Technical Education) studies.

#### COLLEGE ACCOUNTING

**Credit:** 3 College Credits\* (full year course)

**Prerequisite:** Accounting I, or Integrated Algebra and Geometry

**Course Description:** This course is an introduction to financial statements, analysis of the statements, and accounting concepts and theories for service and merchandising entities. Other topics include cash, receivables, inventory, and current liabilities

\*NOTE: 3 credit hours offered through Nassau Community College through the Accounting and Business Administration Department transferable to most accredited college programs.

## **COMPUTER APPLICATIONS (CTE)**

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** This versatile skill development program utilizes keyboarding skills introduced in middle school computers in combination with the Microsoft Office Suite applications to introduce students to the basic competencies for Microsoft WORD, EXCEL, and Business Documents. Keyboarding lessons are provided with ongoing timed writing, drills, and formatting assignments to assist students to master all the necessary skills.

## **COOPERATIVE EDUCATION**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Career and Financial Management; Instructor Approval, Senior Status

**Course Description:** This cooperative education program (COOP) offers students who work 20 or more hours per week an opportunity to earn 1 credit towards graduation. Designed to give students the opportunity to learn through supervised work experiences, the program integrates students' educational activities with on-the-job learning opportunities. This course is a continuation of Career and Financial Management. In this course, students will master the skills needed to apply and interview for a job, in addition to qualifications needed to be good employees. This course includes field trips and guest speakers.

## **DESKTOP PUBLISHING**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Computer Applications

**Course Description:** This course is designed to develop the specific skills required to develop basic communicative-type media. Advanced and enhanced features of Microsoft Word, as well as the use of other publication software will be used. Students will be able to create flyers, banners, newsletters, pamphlets, etc. using such tools as Photo Editor and the Internet.

## **ENTREPRENEURSHIP**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Career and Financial Management; Instructor Approval

**Course Description:** This course offers a phenomenal opportunity for students to experience what it takes to become an entrepreneur. Beginning with basic skills of what is a business plan and what skills are needed to be successful in your own business; students explore via project all the aspects of developing their own business. Community involvement is expected to bring real-life experience into the classroom for the students. Job shadowing will also be explored. Other areas to be covered by the curriculum include but are not limited to – communication skills; government and the economy impact; business plan; market research; finances; location selection; marketing; personnel; technology; giving back to the community and strategy for future growth.

## **EXCEL AND POWER POINT**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Computer Applications

**Course Description:** This course is designed to develop the specific skills required to develop, maintain, and enhance basic spreadsheets. Ten weeks will be devoted to each one of two disciplines in this semester course: EXCEL and POWER POINT. In EXCEL, students will be able to perform basic core to advanced mathematical functions and to develop a variety of financial statements. In PowerPoint, students will work towards producing presentations on a professional level. In both disciplines, all the lessons relate to everyday tasks in both personal and business life situations.

## **FINANCIAL LITERACY**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Sophomore Status

**Course Description:** This course is designed to develop the specific skills required to solve a wide variety of mathematical problems commonly found in everyday business situations. Topics include fractions, decimals, percentages, keeping records, bank reconciliations, buying/selling on credit, computing mark-ups and discounts in retailing, word problems, ratio, probability, and so forth.

## **MARKETING I**

**Credit:** 1 Credit (full year course)

**Prerequisite:** None

**Course Description:** The marketing course will introduce the essentials of marketing to the student. Beginning with the marketing mix, students will identify the who, what, where how and why of marketing. They will explore the economic factors that influence buyers as well as advertising, buying and distribution, pricing, and research. The course will culminate with product planning where students will participate in the creation of a class product right through its distribution.

## **RESEARCH PROJECT**

**Credit:** ½ Credit (half-year course)

**Prerequisite:** Senior Status

**Course Description:** This is a Senior Research course required by New York State. This is an innovative course to introduce high school seniors to the research process utilizing databases and advanced searching methods which will encompass scholarly review. Seniors are challenged to complete original and independent research that is characteristic of college-level courses. Students generate research questions, conduct a literature review, participate in group collaborations, develop a hypothesis, collect, and analyze data and present original research.

## **SPORTS MARKETING**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Marketing, Sophomore Status

**Course Description:** Sports and Entertainment Marketing is a unique and innovative course designed for students with an interest in the sports and entertainment industry. This course stresses the utilization of fundamental marketing concepts and will include an orientation to the sports and entertainment industry. Marketing strategies along with topics in sponsorship, pricing, marketing research, endorsements and promotions will be part of this course. Students will develop critical thinking, decision making and communication skills through real world applications. Students will be prepared to handle specific tasks associated with each of the industries. This course offers students an edge if pursuing marketing or sports management degrees on the collegiate level. Guest speakers, case studies, field trips, videos and integrated computer activities will be incorporated into the class.

## **WEB PAGE DESIGN I (CTE)**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Previous Computer Class

**Course Description:** This course has been designed to enhance a student's understanding of the basic elements of Web Page Design while enhancing and developing their knowledge and use of the Internet. The product of this course will be the development design of student web pages utilizing various software products and internet resources.

## **WEB PAGE DESIGN II (CTE)**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Web Page Design I

**Course Description:** This course has been designed as a continuation of the Web Page Design I course. The course builds upon a student's understanding of the basic elements of Web Page Design obtained in the Web Page Design I class. Students will further advance their knowledge and use of the Internet. The product of this course will be an advanced design of student web pages utilizing various software products and internet resources.

## **VIRTUAL ENTERPRISE (CTE)**

**Credit:** 1 HS/ 3 HE Credit (half year course)

**Prerequisite:** Completion of all CTE Pathway Core courses

**Course Description:** This course will teach students the basic knowledge and skills to build a brand through store planning, marketing strategies, trend forecasting, knowing your target customers and how to appeal to them, Presentation skills, website building, and how to interact with business professionals from other cultures. Students in all CTE program pathways (Business Administration and Marketing, Fashion Design and Marketing, and Graphic Design) are eligible.

## BUSINESS ADMINISTRATION AND MARKETING CTE PATHWAY

Course Title	Number of Credits
Introduction to Marketing	1
Computer Application	.5
Accounting	1
Business Law	1
Web Design I	.5
Web Design II	.5
Virtual Enterprise	1 HS/ 3 HE
Independent Study - Career-focused research project and portfolio	.5
Career and Financial Management (required of all Pathways)	.5

### **Exam options:**

*Skills USA: Career Ready*

*NOCTI: Administrative Assisting*

**- or -**

54 Hours of Work based Learning

# **Fashion Design and Merchandising Program (CTE)**

**FASHION DESIGN AND  
MARKETING  
CTE PATHWAY**

Course Title	Number of Credits
Garment Construction I	1
Garment Construction II	1
Fashion Design and Textiles I	.5
Fashion Design and Textiles II	.5
Fashion Technology and Computer Sketching	.5
Introduction to Marketing *Prerequisite for Fashion Marketing	1
Fashion Marketing	.5
Virtual Enterprise	1 HS/ 3HE
Independent Study - Career-focused research project and portfolio	.5
Career and Financial Management (required of all Pathways)	.5

**Exam:**

*NOCTI* Job Ready Assessment: Apparel and Textile Production and Merchandising

**- or -**

54 Hours of Work based Learning

**\* Offered to students in grades 10-12**



## **Garment Construction I**

**Credit:1**

**Prerequisite:** None

**Course Description:** This course will introduce students to the fundamental skills used in the Fashion Industry to construct garments. Students will develop a thorough understanding of the important components used to create a consumer acceptable garment through hands on experience with patterns, sewing machines, and other tools. Introduction to constructing garments; how to take and use measurements, garment construction terms, use of various seams, finishes, and garment details (e.g., trims, closures, darts, gathers, elastic casing, etc.)

## **Garment Construction II**

**Credit: 1**

**Prerequisite:** Garment Construction I

**Course Description:** Students will continue to learn the fundamental skills used in Fashion Industry to construct garments. Students will use the skills obtained in Garment Construction I to create full garments, convert patterns, conducting fittings, alterations, and fit corrections, etc.

## **Fashion Design and Textiles I**

**Credit: ½**

**Prerequisite:** None

**Course Description:** This course will be an introduction to the basic elements of fashion designing. Students will learn how to develop and design garments by teaching design elements and principals, how to extract inspiration from fashion history and other areas of art and life, create a coherent mood board and translate that into a fashion collection, how to identify natural and synthetic fibers and their properties, explore the fabric production process, and fabric sustainability.

## **Fashion Design and Textiles II**

**Credit: ½**

**Prerequisite:** Fashion Design and Textiles I

**Course Description:** Students will use the skills and knowledge gained from Fashion Design and Textiles I to put together a complete design presentation. Students will learn how to enhance the aesthetic of their design sketches using Adobe Photoshop and other photo editing software and continue to explore the properties for different textiles and fibers through research and experiments.

## **Fashion Technology and Computer Sketching**

**Credit:** ½

**Prerequisite:** None

**Course Description:** This course will provide students with the skills to make computer sketches flat illustrations as well as technical sketches and how to develop basic technical packages which include accurately measuring garments at various POM (point of measure), how to author professional emails to communicating with peers and overseas vendors. Students will learn and have a hands-on experience of how technology is used in different areas of the Fashion Industry.

## **Independent Study**

**Credit:** ½

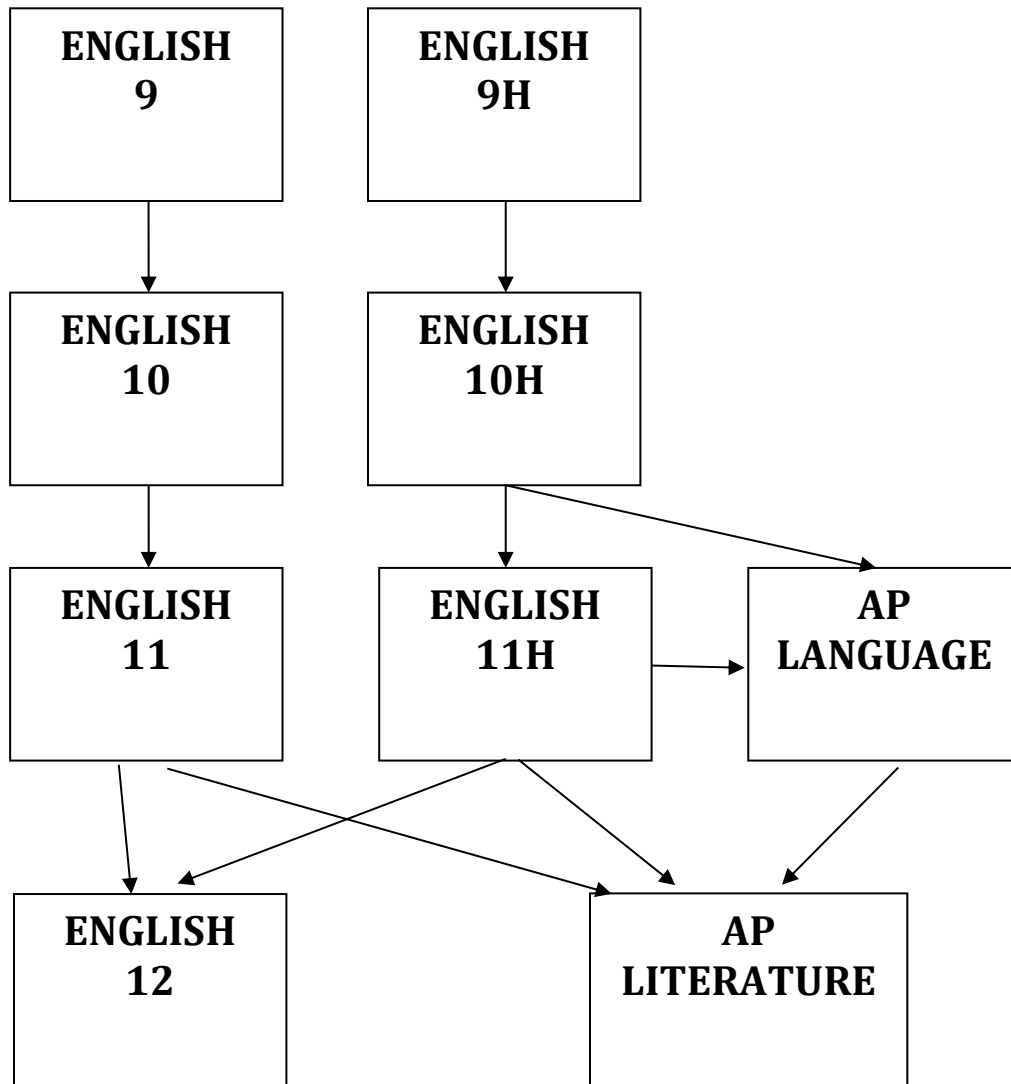
**Prerequisite:** Completion of all CTE Pathway Core courses

**Course Description:** This course will review and incorporate all the skills gained throughout the CTE programs. Students will have the opportunity to immerse themselves in their chosen CTE pathway. Examples include the following: Attend college level fashion shows and prepare for the Hempstead High School Annual Fashion Show, attend industry conventions for applicable fields, creating exhibits throughout the school building, undergraduate tutoring opportunities, portfolio review, mock interviews, and resume building. Independent Study opportunities are available in all CTE program pathways (Business Administration and Marketing, Fashion Design and Marketing, and Graphic Design).

# **ENGLISH LANGUAGE ARTS**

## ENGLISH LANGUAGE ARTS FLOW CHART

**NOTE:** All English Language Arts courses are aligned to the NYS Common Core Learning Standards (CCLS).



**ELECTIVES, Grades 10-12**  
Public Speaking  
Multi-Cultural Literature  
Journalism

# ENGLISH LANGUAGE ARTS

## COLLEGE AND CAREER PREPARATION

**Credit:** ½ Credit (half year course)

**Prerequisite:** English 11

**Course Description:** This course provides students with the skills and understanding they are expected to have for college and career readiness. This course is designed to give students guided practice in drafting, revising, and editing various forms of written work, including essays, research reports, post-secondary school, and career applications, etc. Additionally, students will also be provided with opportunities for hands-on learning experiences such as college and career fairs and visits.

## ENGLISH 9

**Credit:** 1 Credit (full year course)

**Prerequisite:** English 8

**Course Description:** The 9<sup>th</sup> grade English program will rigorously address diverse writing forms and will have students thinking critically and logically. Students will read and analyze a balance of fiction and non-fiction text. Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Classroom instruction will prepare students for the Regents Examination in ELA (Common Core) which they will take by June 2017. Additionally, student learning will focus on the requirements of the CCLS.

## ENGLISH 9 HONORS

**Credit:** 1 Credit (full year course)

**Prerequisite:** English 8; must meet the Honors Program criteria and entrance requirement

**Course Description:** The course further develops the acquisition of language skills in reading, writing, speaking, and listening. Although like the course work of English 9 above, 9 Honors is designed for increased rigor, where students will think critically, interpret, and analyze literature and informational texts on a deeper level. Students will also engage in research and evidence-based writing. Presentations will be required. Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Classroom instruction will prepare students for the Regents Examination in ELA (Common Core) which they will take by June 2017. Additionally, student learning will focus on the requirements of the CCLS.

## **ENGLISH 10**

**Credit:** 1 Credit (full year course)

**Prerequisite:** English 9

**Course Description:** This course continues to rigorously develop the acquisition of language skills in reading, writing, speaking, and listening that was begun in English 9. The course is designed for students to continue to use critical thinking skills to analyze various literary genres, while analyzing thematic influences, characterization, and plot development. Students will be expected to understand the meaning of figurative language and make evidenced based inferences. Students are expected to write in an informative/explanatory manner, to make text-based connections. Students will develop claim(s) and counterclaims to support evidence. Classroom instruction will prepare students for the Regents Examination in ELA (Common Core) which they will take by June 2016. Additionally, student learning will focus on the requirements of the CCLS.

## **ENGLISH 10 HONORS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** 85 average or above in English 9 Honors; or 90 average or above in English 9 Regents Course and teacher recommendation.

**Course Description:** This course continues in the development, refinement, and enhancement of language skills, in which students create cohesion and clarify the relationships among complex ideas and concepts which were begun in English 9 or 9H. Students will use appropriate and varying transitions by engaging in extensive reading of informational text and literary genres in preparation for the Regents Examination in English Language Arts (Common Core). Students will write routinely, reflect, and revise written work. Students will gather relevant information from multiple authoritative print and digital sources to support oral presentations, extended projects, and required research papers. Classroom instruction will prepare students for the Regents Examination in ELA (Common Core) which they will take by June 2016. Additionally, student learning will focus on the requirements of the CCLS.

## **ENGLISH 11**

**Credit:** 1 Credit (full year course)

**Prerequisite:** English 10

**Course Description:** This course develops the acquisition of language skills in reading, writing, speaking, and listening in preparation for the New York State Comprehensive Examination in English. Students will use evidence to support the analysis of complex text and to determine the development and interaction of multiple themes, writer's voice, and purpose in making determinations about structural content. Students will introduce precise and knowledgeable claims and counter claims supported by adequate evidence in both their writings and discussions.

## **ENGLISH 11 HONORS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** 85 average or above in English 10 Honors; or 90 average or above in English 10 Regents Course, and teacher recommendation

**Course Description:** This course continues to develop the skills acquired in prior years with a focus on an enhanced and highly challenging curriculum. Analytical reasoning skills, creative and responsive writing skills will be emphasized. This course will introduce the student to the analysis of rhetoric, a component of Advanced Placement English. Students will also begin to explore post-secondary career options, with a specific focus on college and career readiness, and the college application process.

## **ENGLISH 12**

**Credit:** 1 Credit (full year course)

**Prerequisite:** English 11

**Course Description:** This course is a culmination of the past three years of English Language Arts. Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Following accepted college formatting, the MLA format will be used in writing research papers. Students will continue to analyze multiple interpretations of a story, drama, or poem (e.g., recorded, or live production of a play or recorded novel or poetry), while evaluating and interpreting the text. Additionally, students will prepare and deliver oral presentations, (i.e., Senior Speeches).

## **ENGLISH ADVANCED PLACEMENT LANGUAGE & COMPOSITION (College Level)**

**Credit:** 1 Credit, additional college credit (full year course)

**Prerequisite:** English 10H, passing grade of 85 average on the Comprehensive Regents in English, and teacher recommendation

**Course Description:** This course requires students to critically read and analyze rhetoric, speeches, and the art form of persuasion. The required texts are rigorous and will require annotation and deep reads. Students will have to determine the rhetorical literary devices employed to convey a message to a selected audience. Observation of diction and syntax will allow the reader to construct inferences about the author's usage of language and style. The students will also be required to analyze visuals such as photos, charts, graphs, and data. Information must be synthesized and analyzed. Also, original thoughts must be articulated and validated. Three forms of essay writing (synthesis, analysis and argumentative) will be mastered. The assignments are designed to prepare the students for the AP Language and Composition Examination in May.

## **ENGLISH ADVANCED PLACEMENT LITERATURE & COMPOSITION (College Level)**

**Credit:** 1 Credit, additional college credit (full year course)

**Prerequisite:** English 11H, passing grade of 85 average on the Comprehensive Regents in English, and teacher recommendation

**Course Description:** This course is an intensive study of literature from the 1600s to the contemporary period. Although the course features an emphasized study of English Literature, especially poetry analysis, it will also cover a wide scope of authors, and their works from around the world. The content of the course will center primarily on literary analysis, with analytical papers assigned bi-weekly. The structure of the course will be divided into three trimesters- the first will focus on fiction, the second on drama and the third on poetry and narratives (real and imagined) in preparation for the Advanced Placement Examination in Literature and Composition in May. An extensive research paper will be due before the examination is taken.

## **ENGLISH REGENTS SEMINAR**

**Credit:** ½ Credit (half year course)

**Prerequisite:** English 11

**Course Description:** This course provides a carefully structured curriculum and smaller class enrollments to promote an optimum learning environment. Areas of emphasis include varied speaking and listening experiences, improvement of reading comprehension, a broad sampling of literature with a focus on critical reading and analysis, vocabulary development, note-taking and research skills, organizational skills, study skills, mechanics of writing and the writing process. The New York State Comprehensive Exam in English must be re-taken.

## **JOURNALISM**

**Credit:** ½ Credit (half year course)

**Prerequisite:** 80 average or above in English 10 or 11

**Course Description:** This elective course represents the theoretical aspects of producing and close reading of newspapers. Students will participate in the interview process, write, and analyze various news articles, editorials, create photographic displays, print lay-outs, and develop newspaper management skills.

## **MULTICULTURAL LITERATURE**

**Credit:** ½ Credit (half year course)

**Prerequisite:** 80 average or above in English 9

**Course Description:** This elective course focuses on the literary accomplishments of global writers. All genres will be addressed through various forms of writing. Students will analyze, discuss, and draw upon relationships and understandings about the social, historical, political, and cultural aspects of the writers' lives and times. Themes will explore the underlying conditions of past and present concerns.



## **PUBLIC SPEAKING**

**Credit:** ½ Credit (half year course)

**Prerequisite:** 80 average or above in English 9

**Course Description:** Public Speaking is an elective course that engages students in the practice and study of effective communication skills through activities such as role playing, interviewing, oral interpretation, theater games, as well as dramatic presentations and recitations. In addition, this course will incorporate technology skills and strategies.

## **PUBLIC SPEAKING in LAW: NYSBA Mock Trial Varsity Team Competition**

**Credit:** 1 Credit (full year course)

**Prerequisite:** None

**Course Description:** This performance and presentation-based course serves as the intensive training component for the high school's Mock Trial Varsity Team. The focus is on preparation and participation in the annual interscholastic trial competition sponsored by the New York State Bar Association (NYSBA). The competition is held each February before judges in the State Supreme Court in Mineola. Students will receive a comprehensive Mock Trial casebook (created by the NYSBA), which includes a hypothetical case, witness statements, case law, trial instructions, procedural guidelines, and rules of evidence. Students will study this hypothetical case, conduct legal research, and role-play the trial before the actual competition date.

Students work cooperatively and in teams consisting of attorneys and witnesses as they acquire critical-thinking skills and an in-depth understanding of our judicial process, specifically the mechanics of trials: topics include development of case theory, effective advocacy skills, appropriate professional conduct, as well as trial preparation for both attorneys and witnesses. Students will participate in direct and cross-examinations of lay and expert witnesses, present opening statements and closing arguments, and students will introduce evidentiary exhibits with appropriate foundation. A sizable portion of the course will be devoted to a review of the Rules of Evidence, with special emphasis on trial evidence.

## **SAT PREPARATION COURSE**

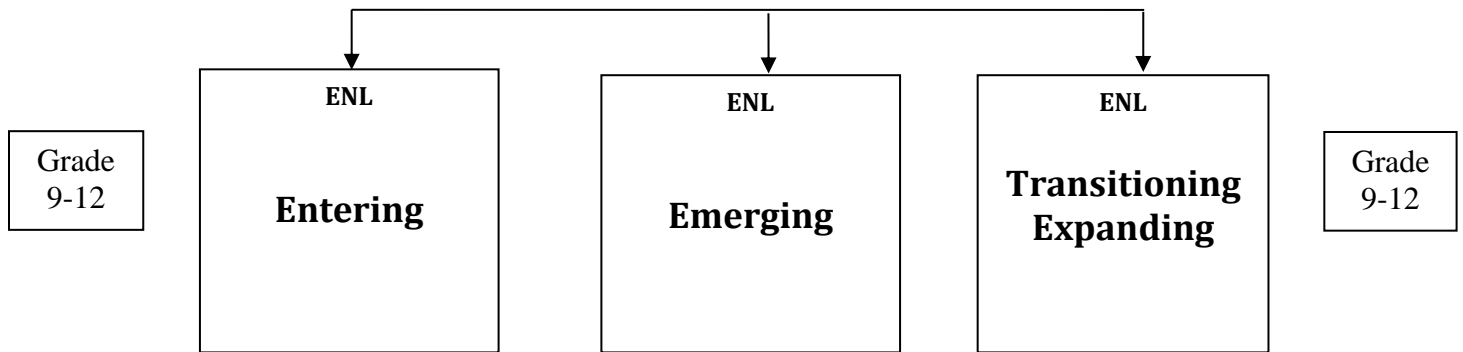
**Credit:** ½ Credit (half year course)

**Prerequisite:** English 9

**Course Description:** This course is designed to prepare students for the Scholastic Aptitude Test (SAT) required for college admission. This course will focus on two of the three sections of the SAT- critical reading and writing. Separate enrollment in the Math SAT preparation course is highly encouraged. There will be an intensive focus on reading strategies and skills including vocabulary and grammar development, as well as on-demand writing.

# **ENGLISH AS A NEW LANGUAGE**

## English As a New Language Program (ENL)



### NOTE:

English as a Second Language-(ENL) is an instructional program available to students whose first language is not English. Students are placed various courses based on their individual testing results, either the NYSITELL if they are newcomers, or the New York State English as a Second Language Achievement Test (NYSESLAT), which measures annual progress in English development. ENL courses provide ELA as well as elective credit.

## ENGLISH AS A NEW LANGUAGE

### **ENL E/E – Entering and Emerging Students**

**Credit:** 1 Credit (full year – double period)

**Prerequisite:** Must be enrolled in the ENL Program and meet the following criteria: students new to the USA with little or no English, or student previously enrolled in the ENL/SIFE program who continues to score at the Beginning level on the NYSESLAT.

**Course Description:** This course is for students whose dominant language is one other than English and received a beginning level based on the NYSITELL/NYSESLAT. The course is based on strengthening proficiency levels of (reading, writing, listening, and speaking) in content-related areas. Students will participate in learning activities to improve the use of English and communication. These two periods of ENL Beginner A must be taken in conjunction with one period of an HLA class.

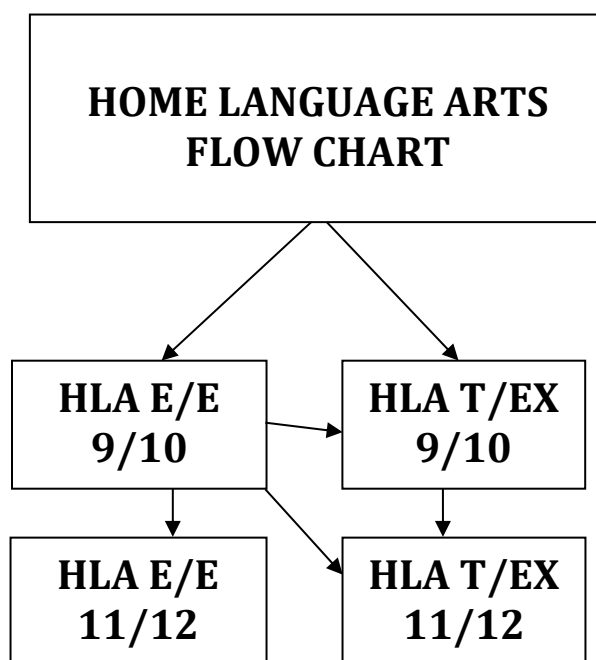
### **ENL TRANSITIONING & EXPANDING**

**Credit:** 1 Credit (full year – single period)

**Prerequisite:** Must be enrolled in the ENL Program and score on LAB-R or NYSESLAT intermediate or have been promoted.

**Course Description:** This course is for ENL students who were previously enrolled in a United States school system and/or scored Intermediate on the NYSITELL or the NYSESLAT. This course will continue to develop more advanced English language skills in reading, writing, speaking, and listening, as well as more advanced grammatical function and literary genres. This course must be taken in conjunction with an HLA class.

# **BILINGUAL EDUCATION: HOME LANGUAGE ARTS**



**NOTE:**

HLA is a New York State mandated program for students whose home language is other than English, who are considered English Language Learners, and are in a bilingual program. The HLA program is designed to enable students to use their home language literacy skills and strategies to become literate in the second language. The accrued benefits of Home Language Arts in instruction serve as a bridge to the acquisition of English.

## **BILINGUAL EDUCATION: HOME LANGUAGE ARTS (HLA)**

### **HOME LANGUAGE ARTS I**

**LN301Y**

**Credit:** 1 Credit (full year – single period)

**Prerequisite:** Home Spanish Speaker

**Course Description:** The 9<sup>th</sup> grade Home Language Arts program concentrates on writing experiences and the literary form in Spanish, paying special attention to technique. Stories based on world literature are utilized as common experiences for development of reading, writing, speaking, and listening skills. Grammar skills are taught on an individual level using the student's own writings, as well as through classroom experience.

### **HOME LANGUAGE ARTS II**

**LNS02Y**

**Credit:** 1 Credit (full year – single period)

**Prerequisite:** HLA 1; Home Spanish Speaker

**Course Description:** The 10<sup>th</sup> grade program is designed to enhance the skills learned in the ninth grade through an approach based primarily upon the Spanish communication skills of reading, writing, speaking, and listening. The course focuses on developing critical thinking abilities, analyzing style as well as author technique, written communication skills, paragraphing skills and advanced sentence structure.

### **HOME LANGUAGE ARTS III**

**LNS03Y**

**Credit:** 1 Credit (full year – single period)

**Prerequisite:** HLA 2; Home Spanish Speaker

**Course Description:** The 11<sup>th</sup> grade program focuses on further development of skills in writing and speaking in Spanish plus more thorough study of literature. Literature includes novels, plays, biographies, short stories, and poetry. Students will be thoroughly prepared through regular vocabulary study and writing assignments in Spanish. In addition, students will learn to document and organize research information into an argumentative research paper.

### **HOME LANGUAGE ARTS IV**

**LNS04Y**

**Credit:** 1 Credit (full year – single period)

**Prerequisite:** NLA 3; Native Spanish Speaker

**Course Description:** Native Language Arts 4 is an extension of the NLA program, designed for the motivated student. In the course, students read and analyze challenging Spanish literary works in a variety of forms including plays, poetry and novels which prepare them for college. The students will develop skills in literary analysis and research as well as including plays, poetry, and novels. The students will develop skills in literary analysis and research as well as continue to build vocabulary. The course also emphasizes development of Spanish writing and speaking skills.

# **FAMILY AND CONSUMER SCIENCE**



## **FAMILY AND CONSUMER SCIENCE**

### **CHILD DEVELOPMENT AND PARENTING I**

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** This course is a parenting class taught as part of a health education course or taught separately by home economics instructors. This course is designed to give students a broad and detailed perspective of being parents. Students will gain awareness of a variety of topics from the factors which influence the development of an unborn child to investigating how families care for children with special needs.

### **CHILD DEVELOPMENT AND PARENTING II**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Child Development and Parenting A

**Course Description:** This course is a continuation of Child Development and Parenting A. It is designed to extend student awareness of what it takes to be a parent. Students will further study a variety of topics, from the factors which influence the development of an unborn child to investigating how families care for children with special needs.

### **CULTURE AND FOOD**

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** Through this course, the students will explore a variety of cultures, specific foods, and preparation techniques.

### **FASHION COORDINATING**

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** Clothing Production is a laboratory course offering students the opportunity to expand their skills in clothing construction. Projects may include handling special fabrics, lining a garment, making a design adaptation to a commercial pattern, and altering, repairing, or adapting clothing.

### **FOOD AND NUTRITION**

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** The purpose of this course is to provide students with the foundations of food preparation with emphasis on nutritious culturally diverse meal planning. Students will develop an understanding of basic nutritional concepts through instruction nutritional requirements and the planning, purchasing, preparation and serving of food. In addition, students will investigate areas of study and career opportunities in the areas of food and nutrition.

# **MATHEMATICS**

**NOTE:** The Mathematics Department at Hempstead High School is dedicated to creating pathways of coursework that will lead to the highest-level outcomes for every student. Our courses have been designed with a focus on all our students and are consistent with the Regent requirements. The course offers to develop a rigorous conceptual and procedural understanding of mathematics, increases problem solving skills and enhances the students' abilities to communicate and reason mathematically. The courses are built to address the Common Core Standards in preparation for the new NYS Regents examinations in Algebra 1 and Geometry. We recognize the various learning styles and needs of all students. As such, the appropriate placement in the correct mathematics course can have significant impact upon a student's academic success. The proposed sequence of courses is outlined in the table below.

## PATHWAYS

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ALGEBRA 1 CORE	FOUNDATIONS OF GEOMETRY  AND GEOMETRY CORE HONORS(Regents)  OR FOUNDATIONS OF GEOMETRY  AND GEOMETRY CORE (Regents)  <u>OR</u>	ALGEBRA II CORE (Regents)  <u>OR</u>  INTERMEDIATE MATH CONCEPTS	PRE-CALCULUS  <u>OR</u>  STATISTICS  OR AP COMPUTER SCIENCE A	AP CALCULUS  <u>OR</u>  AP STATISTICS  OR AP COMPUTER SCIENCE A
MATH 8	TRANSITION TO ADVANCED MATH (TAM)  AND ALGEBRA 1 CORE (Regents)  <u>OR</u>	FOUNDATIONS OF GEOMETRY  AND GEOMETRY CORE (Regents)  OR	ALGEBRA II CORE (Regents)  OR FOUNDATIONS OF GEOMETRY  AND GEOMETRY CORE (Regents)	FINANCIAL ALGEBRA  OR PRE-CALCULUS  <u>OR</u> STATISTICS  OR

	ALGEBRA 1 CORE (YEAR 1 SPEC. ED)  <u>OR</u>  ALGEBRA 1 CORE (BILINGUAL)	GEOMETRY CORE(Regents) BILINGUAL	OR  GEOMETRY CORE (Regents) BILINGUAL  OR  INTERMEDIATE MATH CONCEPTS	ALGEBRA II CORE - Regents)  OR  AP COMPUTER SCIENCE A  OR  AP STATISTICS
ELECTIVES	TAM  FOUNDATIONS OF GEOMETRY  STATISTICS	INTREMEDATE MATH CONCEPTS  TAM  FOUNDATIONS OF GEOMETRY  STATISTICS	INTERMEDIATE MATH CONCEPTS  TAM  FOUNDATIONS OF GEOMETRY  STATISTICS	INTERMEDIATE MATH CONCEPTS  TAM  FOUNDATIONS OF GEOMETRY  STATISTICS

# MATHEMATICS

## ALGEBRA 1 CORE

**Credit:** 1 Credit (year-long course)

**Prerequisite:** Math 8 (level 1 and 2 on the NYS Math 8 exam)

**Course Description:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibits a linear trend, while students engage in methods for analyzing, solving, and using quadratic functions. The mathematical Practice Standards apply throughout each course and together with the content standards, prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator (T184+) will be used extensively in this course.

**Exam:** Students are required to take the Algebra 1 Core Regents examination. Successful completion of this exam is part of the requirement for a Regents Diploma in NYS.

## TRANSITION TO ADVANCED MATHEMATICS

**Credits:** 1 credit

**Prerequisite:** Math 8 (level 1 or 2 on the NYS Math 8 exam)

**Course Description:** Students struggle with Mathematical Reasoning, Data Analysis, and Probability; Numbers and Integers; Rational numbers; Measurement; Patterns and Functions Introduction to Algebra for many reasons. Reteaching the same methods and using the same instructional strategies will produce the same results. The author assumes that your students have received instruction in these topics in years prior to TAM, and the purpose of this unit is to demystify popular algorithms, while incorporating new concepts. These units were written to invoke an important level of multiplicative thinking for students. Students are taught to think additively throughout elementary school, and this additive thought process transcends teaching at the middle school level. These units attempt to transition students to be both additive and multiplicative (absolute and relative) thinkers. This will facilitate future understanding of rates and proportional reasoning.

## ALGEBRA 1 CORE-BILINGUAL

**Credit:** 1 Credit (year-long course)

**Prerequisite:** Math 8 (level 1 and 2 on the NYS Math 8 exam)

**Course Description:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibits a linear trend, while students engage in methods for analyzing, solving, and using quadratic functions. The mathematical Practice Standards apply throughout each course and together with the content standards, prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator (T184+) will be used extensively in this course.

**Exam:** Students are required to take the Algebra 1 Core Regents examination. Successful completion of this exam is part of the requirement for a Regents Diploma in NYS.

### **ALGEBRA 1 CORE- (YEAR 1 SPEC. ED.)**

**Credit:** ½ Credit (year-long course for students with special needs – Special Ed.)

**Prerequisite:** Math 8 & S.I.F.E (Year II) **ILP - MATH CONTENT**

**Course Description:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course **(covering Modules 1,2 & 3 topics A & B ONLY)** deepens and extends understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibits a linear trend. This is accomplished as students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and together with the content standards, assure that students experience mathematics as a coherent, useful, and logical subject insuring students to think-through problem situations. A graphing calculator (T184+) will be used extensively in this course.

**Exam:** Students are required to take the Algebra 1 Core Regents examination **at the end of two years.** Successful completion of this examination is part of the requirement for a Regents Diploma in NYS.

### **ALGEBRA 1 CORE- (YEAR 1 SPEC. ED.)-Bilingual**

**Credit:** ½ Credit (year-long course for students with special needs – Special Ed.)

**Prerequisite:** Math 8 & S.I.F.E (Year II) **ILP - MATH CONTENT**

**Course Description:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course **(covering Modules 1,2 & 3 topics A & B ONLY)** deepens and extends understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibits a linear trend. This is accomplished as students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and together with the content standards, assure that students experience mathematics as a coherent, useful, and logical subject insuring students to think-through problem situations. A graphing calculator (T184+) will be used extensively in this course.

**Exam:** Students are required to take the Algebra 1 Core Regents examination **at the end of two years.** Successful completion of this examination is part of the requirement for a Regents Diploma in NYS.

### **ALGEBRA 1 CORE-YEAR 2-SPEC.ED**

**Credit:** 1/2 credit (year-long course for students with special needs-Spec. Ed.)

**Prerequisite:** Algebra 1 Core (Year 1 Spec. Ed.) & S.I.F.E. (Year 11) **ILP-Math Content**

**Course Description:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course **(covering ENGAGE NY Module 3 topics C & D, 4 & 5 ONLY)** deepens and extends understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibits a linear trend. This is accomplished as students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards applies throughout each course and together with the content standards, assures that

students will experience mathematics as a coherent, useful, and logical subject insuring students to think-through problem situations. A graphing calculator (T184+) will be used extensively in this course.

**Exam:** Students are required to take the Algebra 1 Core Regents examination in June 2016. Successful completion of this examination is part of the requirement for a Regents Diploma in NYS.

## **ALGEBRA 1 CORE-YEAR 2-SPEC.ED-BILINGUAL**

**Credit:** 1/2 credit (year-long course for students with special needs-Spec. Ed.)

**Prerequisite:** Algebra 1 Core (Year 1 Spec. Ed.) & S.I.F.E. (Year 11) **ILP-Math Content**

**Course Description:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course **(covering ENGAGE NY Module 3 topics C & D, 4 & 5 ONLY)** deepens and extends understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibits a linear trend. This is accomplished as students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards applies throughout each course and together with the content standards, assures that students will experience mathematics as a coherent, useful, and logical subject insuring students to think-through problem situations. A graphing calculator (T184+) will be used extensively in this course.

**Exam:** Students are required to take the Algebra 1 Core Regents examination in June 2016.

Successful completion of this examination is part of the requirement for a Regents Diploma in NYS.

## **ALGEBRA 2 COMMON CORE**

**Credit:** 1 Credit (year-long course for Grades: 10, 11, 12 double periods per day)

**Prerequisite:** Successful completion of Regents Geometry Common core and departmental recommendation.

**Course Description:** This course Builds on students work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Exam:** Students are required to take the Algebra 2 Core Regents examination after completion of the course.

Successful completion of this examination is part of the requirement for an Advance Regents Diploma in NYS.

## **INTERMEDIATE MATH CONCEPTS**

**Credit:** 1 Credit (year-long non-Regents bearing course)

**Prerequisite:** Students who failed the Algebra 1 regents but passed the course. 11<sup>th</sup> and 12<sup>th</sup> grade only.

**Course Description:** Ideal for students who were not successful on their Algebra I Core Regents exam but needs a mathematics elective as well as prepare for a retake on the Algebra 1 regents exam. Financial

Algebra: Advanced Algebra with Financial Applications applies Algebra 1 concepts in practical business and personal finance contexts. Aligned to the Common Core State Standards, Financial Algebra helps students achieve success by incorporating aspects of Algebra I, Algebra II, and Geometry topics. Financial Algebra encourages students to be actively involved in applying mathematical ideas to their everyday life – credit, banking insurance, the stock market, independent living and more! The 2014 edition aligns and applies the Common Core State Standards (CCSS). Each lesson clearly identifies domains and standards that are covered in addition to CCSS Warm-up activities to kick off the instruction.

**Exam:** Students are required to take the Algebra 1 Core Regent exam. Successful completion of this class is part of the requirement for graduation at Hempstead High School.

## **PRE-CALCULUS**

**Credit:** 1 Credit (full year periods per day)

**Prerequisite:** Students who successfully passed the Algebra 2 Regents or permission of the department.

**Course Description:** This course includes a study of angles and their trigonometric functions, trigonometry of right triangles, applications and graphs of trigonometric functions, coordinate geometry, functions and their graphs, conic sections, exponents, rational expressions, interval notations and an introduction to limits linear functions, theory of polynomials, sequences and series, matrices, analytical geometry, differentiation, and integration. Students will learn to solve problems using graphing calculators and be required to graph functions and solve problems without the use of technological devices. District honors eligibility is required. Students may sign up for 4 hours of college credit through Nassau Community College.

**Exam:** Students will be required to take a district created final exam.

## **CALCULUS ADVANCED PLACEMENT**

**Credit:** 1 Credit (full year double periods per day)

**Prerequisite:** Students enrolled in this course must have taken and passed both the class and district created Pre-Calculus final exam and have permission of the department.

**Course Description:** This course teaches all topics associated with functions, graphs, and limits, derivatives; and integrals. The student's conceptual development of topics is built on numerical, graphical, and verbal connections and differentiated and integral calculus. The material is like a first semester college calculus course. The second half of this course is comparable to a second semester Calculus 2 college course. Four credit hours are available from Niagara University. Students may sign up for 4 hours of college credit through Nassau Community College. District honors eligibility is required. This course will also prepare students to take the required Calculus AB exam.

**Exam:** Students will be taking the College Board AP Calculus exam along with a district created final exam.

## **GEOMETRY CORE COMMON CORE**

**Credits:** 1 Credit



**Course Description:** The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Major differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention will be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout this course and together with the content standards prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator (T184+) will be used extensively during the course.

**Exam:** Students are required to take the Geometry Regents examination. Successful completion of this exam is part of the requirement for a Regents Diploma in NYS.

## **GEOMETRY CORE COMMON CORE (Bilingual)**

**Credits:** 1 Credit

**Course Description:** The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Crucial differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention will be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout this course and together with the content standards prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator (T184+) will be used extensively during the course.

**Exam:** Students are required to take the Geometry Regents examination. Successful completion of this exam is part of the requirement for a Regents Diploma in NYS.

## **GEOMETRY FOUNDATIONS**

**Credits:** 1 Credit

**Course Description:** Geometry Foundations (GF) offers the same beneficial “double-dose” strategy to geometry students as TAM. GF reviews basic algebraic skills and fosters students’ conceptual understanding of key ideas in high school geometry.

GF helps students:

- Learn missing mathematical components.
- Develop new concepts.
- Broaden depth of understanding.
- Strengthen skills and mathematical reasoning.

TD Mathematics Initiative's strategies of working in partnerships, challenging students to think through and make sense of what they are doing, learn from one another, share, and respect ideas, and make connections between geometry and the world are at the core of Geometry Foundations design.

## **STATISTICS: INTRODUCTION TO STATISTICS**

**Credits:** 1 Credit (full year for Grades 9, 10, 11, 12)

**Prerequisites:** Minimum grade performance Student successfully completing the Algebra 1 Regents Math Course or departmental recommendation.

**Course Description:** The course will provide a hands-on approach to statistical methods. Students will collect, analyze, display, and make inferences about data. Using technology such as Excel and Google Docs, students will use descriptive statistics to communicate their results from student surveys and project-based experiences. Statistics, testing hypotheses and estimating parameters will also be topics discussed in this course. Proficiency will be measured by class work, problem solving, homework and comprehensive examinations. Students who complete this course and Algebra 2 will be well-prepared to be successful in AP Statistics.

## **A P STATISTICS**

**Credit:** 1 Credit (full year double periods per day) for Grades: 11, 12

**Prerequisite:** Completed Algebra 2, departmental recommendation, and who possess sufficient mathematical maturity and quantitative reasoning ability.

**Course Description:** This course is an introductory course in statistics that develops the major concepts and tools for:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses
- Drawing conclusions from data

This course is equivalent to a one-semester introductory, non-calculus-based college course in statistics. AP statistics is a mathematics elective open to students who have completed Algebra 2 and Trigonometry. Students planning to take AP Science or students who will be involved in the Research Program will benefit from studying AP Statistics. Students will be qualified and expected to take the Advanced Placement Examination.

## **A.P. COMPUTER SCIENCE A**

**Credit:** 1 Credit for Grades: 11, 12

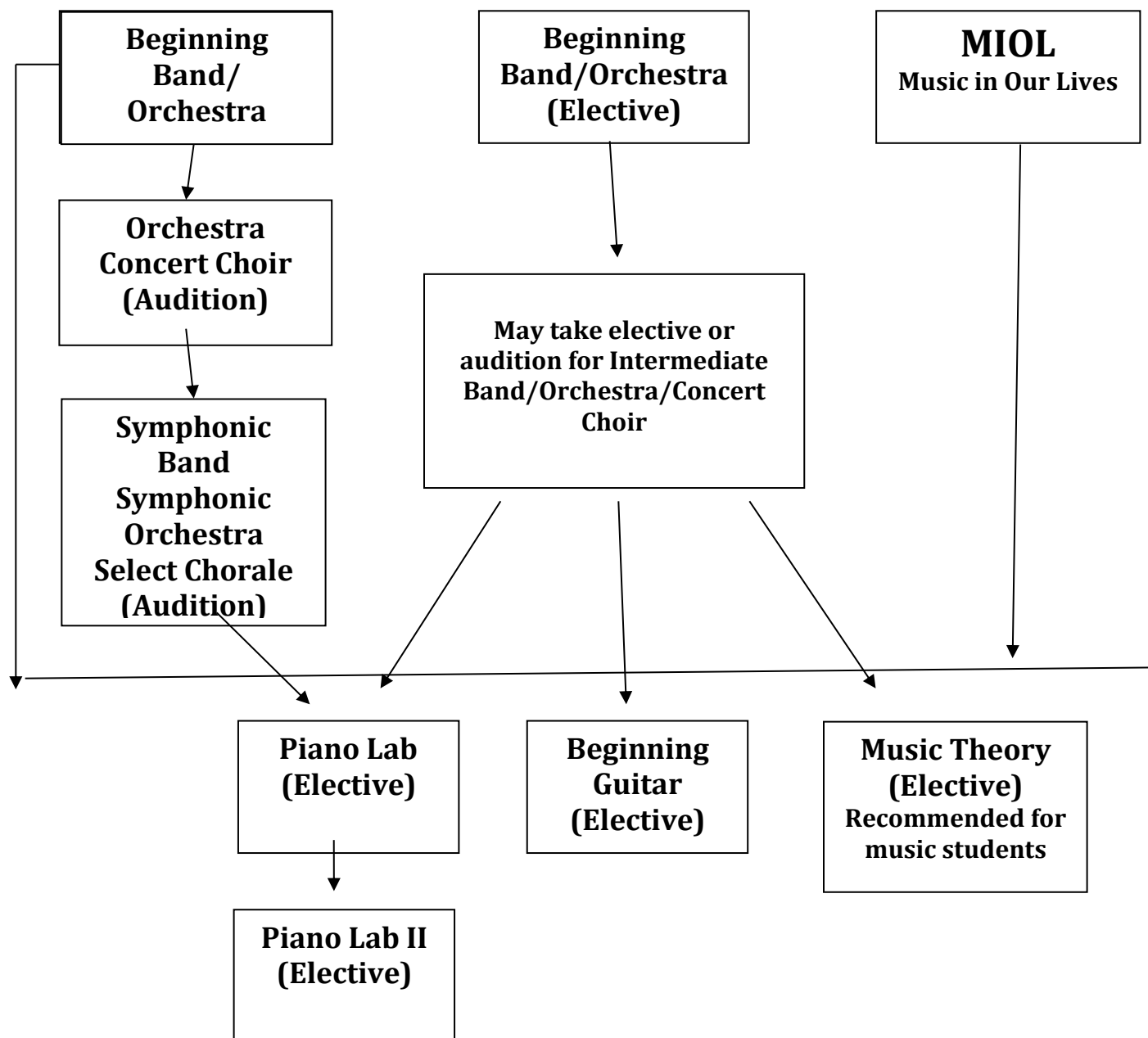
**Prerequisite:** Minimum Requirement: Successfully completing Geometry, departmental recommendation, and who possesses sufficient mathematical maturity and quantitative reasoning ability.

**Course Description:** The AP Computer Science A course introduces students to Computer Science with fundamental topics that include problem solving, design strategies and methodologies, organization of

data (data structures), approaches to processing data(algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course both emphasizes both object-oriented, and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large complex problems.

# MUSIC

## MUSIC FLOW CHART



# MUSIC

**\* These courses do not require an audition for enrollment.**

## **BEGINNING BAND\***

**Credit:** 1 Credit (full year course for grades 9, 10, 11 and 12)

**Prerequisite:** None

**Course Description:** This course is for students who have never played a band instrument or who want to return to playing an instrument. Instrument selection will be based on availability and need. Students will be expected to practice their assigned instrument daily. This course fulfills the New York State Regents requirement for one credit in the arts.

## **INTERMEDIATE BAND**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Successful completion of 8<sup>th</sup> grade band, audition

**Course Description:** Students should be able to play an instrument at a NYSSMA Level III on their principal instrument and be prepared to explore more advanced literature to prepare for NYSSMA Level IV. Public performance, including winter and spring concerts, football games, community parades, and NYSSMA Major Organization Festival (if applicable), is required. Attendance in SGI (Small Group Instruction) is mandatory. This course fulfills the New York State Regents requirement for one credit in the arts and may be used towards obtaining a Regents sequence in Music.

## **SYMPHONIC BAND**

**Credit:** 1 Credit (full year course – grades 9, 10, 11 and 12)

**Prerequisite:** Recommendation of the HS Band Director and MS Band Director

**Course Description:** The Symphonic Band is a large ensemble in which students perform classic and contemporary works. The Band concentrates on broadening students' knowledge of music by increasing a student's instrumental proficiency, self-image, self-discipline; and creating esprit de corps through excellence in performance. Attendance in SGI (Small Group Instruction) is mandatory. This course fulfills the New York State Regents requirement for one credit in the arts.

## **CONCERT CHOIR**

**Credit:** 1 Credit (full year course - grades (9, 10, 11 and 12)

**Prerequisite:** Successful completion of the 8<sup>th</sup> Grade Chorus, Audition

**Course Description:** The Concert choir is open to students in grades 9-12. Beginners are welcome to audition. This course prepares a mixed-voice performance group that will participate in community activities, school assemblies. Students will be required to perform in after-school functions and concerts including dress rehearsals. Attendance in SGI (Small Group Instruction) is mandatory. Public performances, including winter and spring concerts, and NYSSMA Major Organization Festival (if applicable), are required. This course fulfills the New York State Regents requirement for one credit in the arts.

## **SELECT CHORALE**

**Credit:** 1 Credit (full year course for grades 10, 11 and 12)

**Prerequisite:** Audition, Dept. Permission

**Course Description:** This course is designed to expose advanced level music students to a variety of musical selections and styles. The performance objective supports the concept of a mixed choir of highly trained vocal music students who perform publicly. Students will be expected to learn and sing a variety of musical selections and materials. Students enrolled in this program must meet the audition criteria established by both the high school chorus teacher and director of music. Students are expected to be positive role models who will represent Hempstead High School at various musical events in the community. Attendance in SGI (Small Group Instruction) is mandatory. Public performances, including winter and spring concerts, and NYSSMA Major Organization Festival (if applicable), are required. This course fulfills the New York State Regents requirement for one credit in the arts.

## **COLLEGE CHORALE PREP**

**Credit:** 1 Credit (full year course for grades 11 and 12)

**Prerequisite:** Select Chorale, Dept. Permission

**Course Description:** This course is designed for vocal students who want to further their musical skills and/or who are considering singing in college. This intense class is designed to prepare choral students for sight-singing, dictation, and music theory. Although like Music Theory, this class focuses more on the vocalist. Students will learn rudimentary keyboard skills to complete class assignments. In addition, students will prepare solo and vocal chamber literature in preparation for college and auditions.

## **BEGINNING GUITAR\***

**Credit:** ½ Credit (½ year course for grades 9, 10, 11 and 12)

**Prerequisite:** None

**Course Description:** Students will learn the fundamentals of guitar playing. Students will learn how to read both music and fret board charts. Students in this class are expected to work both independently and in group settings.

## **MUSIC IN OUR LIVES**

**Credit:** ½ Credit (½ year course for grades 9, 10, 11 and 12)

**Prerequisite:** None

**Course Description:** This course is designed to give students an overview of music through a “hands on” experience with the electric piano and electric guitar. With the skills acquired in this class, students will create musical compositions. This class can be combined with either Studio in Art A or B to meet the New York State Regents requirement of one credit in the arts.

## **MUSIC THEORY**

**Credit:** 1 Credit (full year course – grades 10, 11 and 12)

**Prerequisite:** Band, Orchestra, Chorus

**Course Description:** This course is designed for students who perform in the band, orchestra, and chorus and who also want to learn more about the fundamentals of how music is composed. Students will learn about music notation, composition, harmonization, musical analysis, sight singing and dictation. This class is a prerequisite for the Music Theory AP course. This course fulfills the New York State Regents requirement for one credit in the arts.

## **BEGINNING ORCHESTRA\***

**Credit:** 1 Credit (full year - grades 9, 10, 11 and 12)

**Prerequisite:** None

**Course Description:** This course is for students who have never played a string instrument or who want to return to playing an instrument. Instrument selection will be based on availability and need. Students will be expected to practice their assigned instrument daily. Student must be able to work in both group and independent settings. This course fulfills the New York State Regents requirement for one credit in the arts.

## **INTERMEDIATE ORCHESTRA**

**Credit:** 1 Credit (full year course for grades 9, 10, 11 and 12)

**Prerequisite:** Successful completion of the 8<sup>th</sup> grade orchestra; audition

**Course Description:** This course affords students the opportunity to perfect their musical knowledge, understanding, and skills that will prepare them for the Symphonic Orchestra. Public performances, including winter and spring concerts, and NYSSMA Major Organization Festival (if applicable), are required. Attendance in SGI (Small Group Instruction) is mandatory. This course fulfills the New York State Regents requirement for one credit in the arts.

## **SYMPHONIC ORCHESTRA**

**Credit:** 1 Credit (full year course for grades 10, 11, and 12)

**Prerequisite:** Concert orchestra; audition

**Course Description:** This course affords students the opportunity to be a part of a performing group continuously involved in the development of its members' musical knowledge, understanding, and skills. As such, this course will accommodate various levels of musical competencies. The group experience offers students the opportunity to expand their knowledge of music as they work on a repertoire for school. Public performances, including winter and spring concerts, and NYSSMA Major Organization Festival (if applicable), are required. Attendance in SGI (Small Group Instruction) is mandatory. This course fulfills the New York State Regents requirement for one credit in the arts.



## **PIANO LAB\***

**Credit:** ½ Credit (½ year course for grades 9, 10, 11 and 12)

**Prerequisite:** None

**Course Description:** Students will learn the fundamentals of the piano using an electronic keyboard. Students will learn how to read piano music as well as learn how to play various chords. Students will explore a variety of musical styles as well as compose music.

## **PIANO LAB II**

**Credit:** ½ Credit (½ year course for grades 9, 10, 11 and 12)

**Prerequisite:** None

**Course Description:** Students will continue learning piano keyboard fundamentals begun in Piano Lab. In this course, students will be expected to read more complex music as they explore a variety of musical styles as well as compose music.

# **PHYSICAL EDUCATION AND HEALTH**

## PHYSICAL EDUCATION AND HEALTH

Two (2) credits of Physical Education are required by NYS for graduation. The satisfactory completion of Health is also a graduation requirement for all pupils in New York State.

### HEALTH

**Credit:** ½ Credit (half year course every day or full year every other day)

**Prerequisite:** Sophomore status

**Course Description:** This course is designed to help students develop healthy concepts, which are meaningful and relevant to their personal and societal needs. The course will provide coverage of the basic principles, including sexuality and AIDS education.

### PHYSICAL EDUCATION

**Credit:** ½ Credit (full year course)

**Prerequisite:** None

**Course Description:** This course provides all students with factual instruction concerning their fitness levels, activities for leisure time sports, and constructive use of recreational time. The Physical Education program offers a varied program stressing skill development, individual improvement, and fitness. The district has adopted SPARK Physical Education as the basic curriculum for Physical Education.

# SCIENCE

# HEMPSTEAD HIGH SCHOOL SCIENCE DEPARTMENT FLOW CHART

## Honors Progression

## Regents Progression

**9<sup>th</sup>  
Grade**

Earth Science  
OR Chemistry

Living Environment

**10<sup>th</sup>  
Grade**

PS: Chemistry

PS: Earth Science or  
Chemistry

**11<sup>th</sup>  
Grade**

SUPA Biology or  
Forensics, AP Chemistry  
or Environmental  
Science, PS: Physics,  
and/or Science Elective

PS: Earth Science,  
Chemistry, or Physics  
or Science Elective

**12<sup>th</sup>  
Grade**

SUPA Biology, or  
Forensics, AP Chemistry  
or Environmental Science,  
PS: Physics, and/or  
Science Elective

SUPA Biology, or Forensics,  
AP Chemistry, or  
Environmental Science, PS:  
Physics, or Science Elective

### DUAL ENROLLMENT

- SUPA Biology (Syracuse)
- SUPA Forensics (Syracuse)

### ADVANCED PLACEMENT (AP)

- AP Chemistry
- AP Environmental Science

### SCIENCE ELECTIVES

- Astronomy
- Ecology
- Environmental Science
- Forensics
- General Chemistry
- Marine Biology/Oceanography
- Robotics (New)
- Science Research (New)
- Zoology

## SCIENCE

Hempstead High School offers a college preparatory science program inclusive of four Regents courses: Living Environment, Earth Science, Chemistry, and Physics, as well as Advanced Placement, Dual Enrollment, and elective courses. To graduate, students must earn at least 3 science credits and pass at least one New York State Regents exam in the sciences. Furthermore, Hempstead High School students can participate in various science enrichment programs through district partnerships with local colleges/universities.

Lab Requirements: All Regents science courses require 1200 minutes (about 20 hours) of lab time, including four state mandated labs in Living Environment and a performance exam for Earth Science.

## APPLIED SCIENCE

**Credit:** 1 Credit (full year course)

**Prerequisite:** SIFE student

**Course Description:** Applied Science will be given to all incoming students who are designated as having Interrupted Formal Education (SIFE). The course will address topics in life science as well as laboratory procedures and protocols needed to succeed in the Living Environment Regents course. This course does not terminate in a Regent exam.

## ASTRONOMY

**Credit:** 1 Credit (full year course for grades 10, 11 and 12))

**Prerequisite:** Living Environment or Earth Science

**Course Description:** Astronomy is a full-year course, which explores the basic topics and concepts of astronomy. Topics include a historical perspective of astronomy, motions of the sky and constellations, stars and stellar evolution, galaxies and cosmology, the solar system and space exploration. The class includes actual stargazing and the use of computer-generated sky-watching programs to assist students in learning the mechanics of celestial motions and events.

## BIOLOGY –SYRACUSE UNIVERSITY-SUPA

**Credit:** 1 Credit (full year course; lab on alternate days)

**Prerequisite:** Living Environment, Physical Setting: Chemistry; and a 65 +on two science Regent exams

**Course Description:** This course is designed to meet the objectives of a general biology course at the college level. Considerable time is spent in the laboratory collecting, analyzing, and interpreting data; to meet the lab standards mandated by the College Board. Students taking this course should have demonstrated a strong interest in biological science and must have done well in Living Environment and Chemistry. Successful completion will prepare students for the Advanced Placement examination, which can result in the acquisition of college credit.

## **PHYSICAL SETTING: CHEMISTRY**

**Credit:** 1 Credit (full year course; lab on alternate days)

**Pre/Co-requisite:** 75+ on Living Environment and Algebra 1 Core or Integrated Algebra Regents Exam

**Course Description:** This course provides students with a thorough understanding of the basic concepts of chemistry. An emphasis will be placed on quantitative relationships between substances, using mathematical problem-solving activities. Topics covered include molecular concepts and structures, the relationship between matter and energy, periodic relationships, organic and nuclear chemistry, solutions, acids and bases, and kinetics. The interactions of science, technology and society will also be explored. This course is recommended for students pursuing higher level science courses. This course terminates with the Chemistry Regents examination.

## **CHEMISTRY ADVANCED PLACEMENT**

**Credit:** 1 Credit (full year course; lab on alternate days)

**Prerequisite:** Living Environment, Physical Setting: Chemistry; and a 75 + on the corresponding Science Regents exams and the Integrated Algebra or Algebra I Core Regents exam.

**Course Description:** This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students attain an understanding of the fundamentals of, and competency in dealing with chemical problems. A lot of emphasis is placed on chemical calculations and the mathematical formulation of chemical principles. Students taking this course should have demonstrated a strong interest in chemistry. Successful completion will prepare students for the Advanced Placement examination, which can result in the acquisition of college credit.

## **CHEMISTRY: GENERAL CHEMISTRY**

**Credit:** 1 Credit (one-year non-Regents bearing course for students in grades 11 and 12)

**Pre/Co-requisite:** Living Environment and Physical Setting: Earth Science

**Course Description:** This course provides students with a general understanding of the basic concepts of chemistry. An emphasis will be placed on the physical relationships between substances. Topics covered include molecular concepts and structures, the relationship between matter and energy, and equilibrium. Interactions of science, technology and society will also be explored. The Regents Exam is not required. However, there will be written unit tests, and written mid-term and final exams. This is not a college preparatory class.

## **CHEMISTRY HONORS**

**Credit:** 1 Credit (full year course; lab on alternate days)

**Pre/Co-requisite:** Living Environment Honors and a 75+ on the Algebra 1 or Integrated Algebra Regents Exam, and an 85 + cumulative average in science and math.

**Course Description:** Chemistry Honors is a rigorous treatment of chemistry with a quantitative emphasis. It covers all the material found in the physical setting: Chemistry curriculum with an emphasis on the complex mathematical connections of matter in the physical world. This course is designed for strong science/mathematics students. This course terminates with the Chemistry Regents examination.

## **Physical setting: EARTH SCIENCE**

**Credit:** 1 Credit (full year course)

**Pre:** None

**Course Description:** This course allows students to study the earth as a complex system involving interactions among rock materials, water, air and living organisms. The basic principles of astronomy, geology, meteorology, and oceanography-related processes are reviewed in detail. Laboratory exercises reinforce the basic principles in each of the course topics. Students must be no more than one grade level below in reading ability and should have a strong background in mathematical skills such as graphing and the use of formulas/equations. A strong emphasis is placed on interrelating the earth science concepts and utilizing them in problem solving situations. This course terminates with a Regents examination. A laboratory performance test is part of the June Regents examination.

## **PHYSICAL SETTING: EARTH SCIENCE-BILINGUAL**

**Credit:** 1 Credit (full year course for bilingual students)

**Pre/Co-requisite:** Bilingual student

**Course Description:** This course allows students to study the earth as a complex system involving interactions among rock materials, water, air and living organisms. The basic principles of astronomy, geology, meteorology, and oceanography-related processes are reviewed in detail. Laboratory exercises reinforce the basic principles in each of the course topics. Students must be no more than one grade level below in reading ability and should have a strong background in mathematical skills such as graphing and the use of formulas/equations. A strong emphasis is placed on inter-relating the earth science concepts and utilizing them in problem solving situations. This course terminates with a Regents examination. A laboratory performance test is part of the June Regents examination.



## **ECOLOGY**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Living Environment

**Course Description:** Ecology is a course that includes the study of biomes, energy budgets, energy pathways, succession, species interactions, scientific notation, and evapotranspiration. Lessons and student activities also introduce the carbon cycle, biodiversity, rain shadows, bioaccumulation, differential solar heating, and conservation biology.

## **ENVIRONMENTAL SCIENCE**

**Credit:** 1 Credit (full year course for grades 10, 11 and 12)

**Prerequisite:** Living Environment or Physical Setting: Earth Science

**Course Description:** This course surveys human effects on the environment from a scientific perspective. Major topics of study include, but are not limited to, biomes, populations, land management, pollution, and current environmental issues.

## **ENVIRONMENTAL SCIENCE BILINGUAL**

**Credit:** 1 Credit (full year course for grades 10, 11, and 12 bilingual students)

**Prerequisite:** **Bilingual** student and Living Environment or Physical Setting: Earth Science

**Course Description:** This course surveys human effects on the environment from a scientific perspective. Major topics of study include, but are not limited to, biomes, populations, land management, pollution, and current environmental issues.

## **ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT**

**Credit:** 1 Credit (full year course; lab on alternate days)

**Prerequisite:** Living Environment, Physical Setting: Earth Science or Chemistry  
and a 65 + on two science Regent exams.

**Course Description:** This course is designed to meet the objectives of a college level Environmental Science course. Considerable time is spent in the laboratory or field collecting, analyzing, and interpreting data; to meet the lab standards mandated by the College Board. Students taking this course should have demonstrated a strong interest in environmental science and must have done well in Living Environment and Earth Science. Successful completion will prepare students for the Advanced Placement examination, which can result in the acquisition of college credit.

## **FORENSIC SCIENCE**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Living Environment, Physical Setting: Earth Science or Chemistry

**Course Description:** The purpose of this course is to review the methods used by police Forensic scientists to discover and analyze clues, which help solve crimes. This is an academic course based on and expanding the student's background in the sciences by putting theories to practical use. The student will study famous cases, learn how to collect evidence at the scene of the crime, and analyze evidence such as fingerprints, firearms, hair fibers, documents etc.

## **FORENSICS-SYRACUSE UNIVERSITY-SUPA**

**Credit:** 1 Credit/ 4 Syracuse University Credits (\$448) \* (full year course; lab on alternate days)

**Prerequisite:** Living Environment, Physical Setting: Earth Science or Chemistry, and a 65 + cumulative average in Science and Math.

**Course Description:** This dual-enrollment Forensics course (Chemistry 113) is offered through Syracuse University Project Advance (SUPA). The course focuses on the application of scientific methods and techniques to solve crime. Recent advances in scientific methods and principles have impacted law enforcement and the criminal justice system. This course provides an understanding of the science behind crime detection. Specific scientific methods relevant to crime detection and analysis are presented in the course with an emphasis on the techniques used to evaluate physical evidence. These techniques include fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations.

## **LIVING ENVIRONMENT**

**Credit:** 1 Credit (full year course; lab on alternate days)

**Pre:** None

**Course Description:** This course provides a broad understanding of the fundamental principles of biology and will address specific areas of biochemistry, human physiology, reproduction and development, modern genetics, modern evolution, and ecology. These concepts are developed through appropriate laboratory experiences that emphasize the disciplined approach of the scientist. This course terminates with a Regents examination.

## **LIVING ENVIRONMENT-BILINGUAL**

**Credit:** 1 Credit (full year course for bilingual students)

**Pre/Co-requisite:** Bilingual student

**Course Description:** This course provides a broad understanding of the fundamental principles of biology and will address specific areas of biochemistry, human physiology, reproduction and development, modern genetics, modern evolution, and ecology. These concepts are developed through appropriate laboratory experiences that emphasize the disciplined approach of the scientist. This course terminates with a Regent examination.

## **LIVING ENVIRONMENT HONORS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Physical Setting: Earth Science & Algebra 1 or Integrated Algebra

**Course Description:** This is an advanced level biology course, which will help prepare students for future science courses in Physical Setting: Chemistry Honors and Physics, AP Biology and/or Chemistry, and/or the dual enrollment Forensics course. Students on this course will do further study of animal and human anatomy and physiology as it relates to evolutionary development, as well as further study in genetics and biotechnology. Portfolios and other alternative assessments will be an integral part of the student's evaluation. A science project is a requirement of this Honors course. This course terminates with a Regents examination.

## **MARINE BIOLOGY AND OCEANOGRAPHY**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Living Environment, Physical Setting: Earth Science or Chemistry

**Course Description:** Marine Biology is the study of marine life. Principal areas of instruction are Photosynthesis, Biochemistry of marine organisms, Cytology, Evolution and Classification, Invertebrates, Marine Vertebrates and Ecology. Oceanography will explore the features of the ocean floor, the effect of the oceans on weather and climate, the tremendous energy generated by waves and introduce students to the vast and wonderful animals that live in the oceans.

## **PHYSICAL SETTING: PHYSICS**

**Credit:** 1 Credit (full year course; lab on alternate days)

**Pre/Co-requisite:** PE: Earth Science or Chemistry and Living Environment, Integrated Algebra or Algebra 1 Core, Geometry or Geometry Core and a 75+ on all science and math Regent exams taken/Algebra 2/Trigonometry or Algebra 2 Core

**Course Description:** This course presents a modern view of physics based on conservation of matter, energy, and momentum. The topics of study include mechanics, waves, electricity, magnetism, and modern physics. This is a lab-oriented program designed to produce skill in problem solving, critical thinking and cooperative learning. It requires students to learn by doing and is a transitional course into college level educational processes. A good background in mathematics is strongly recommended for success in the course. This course terminates with a Regents examination in Physics.

## **ROBOTICS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Living Environment, Physical Setting: Earth Science

**Course Description:** In this course students will master the fundamentals of robotics and the engineering process while learning to use the Autodesk Inventor design software and the VEX Classroom & Competition Robotics Kits. Robotics uses a modular and projects-based curriculum that teaches the design process in an engaging, hands-on manner. Students will be guided through the design and construction of a mobile robot to play a sport-like game. At the culmination of this class, students will compete head-to-head against their peers in the classroom and/or in the VEX Robotics Competition.

## **SCIENCE RESEARCH**

**Credit:** ½ Credit (½ year course)

**Prerequisite:** successful completion of and/or enrollment in a Regents level science course, science average 80+, and teacher recommendation

**Course Description:** In this multi-semester course students will have the opportunity to be a part of an island wide initiative to use state of the art DNA Barcoding technology to classify living things and identify the biodiversity on Long Island. Student researchers along with their teacher will partner with the Cold Spring Harbor Laboratory to conduct experiments and report experimental findings. Student research findings will be presented at the local, state, and national level. Further work in the course will prepare students to plan and execute an independent science research project that will be entered into the Intel ISEF (International Science and Engineering Fair) and a chance to compete for over \$4 million in awards.

## **ZOOLOGY**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Living Environment

**Course Description:** Zoology is a course based on laboratories and animal husbandry that will survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology will be investigated. Comparative studies may be addressed during laboratory observations, dissections, field trips, projects, and animal care.

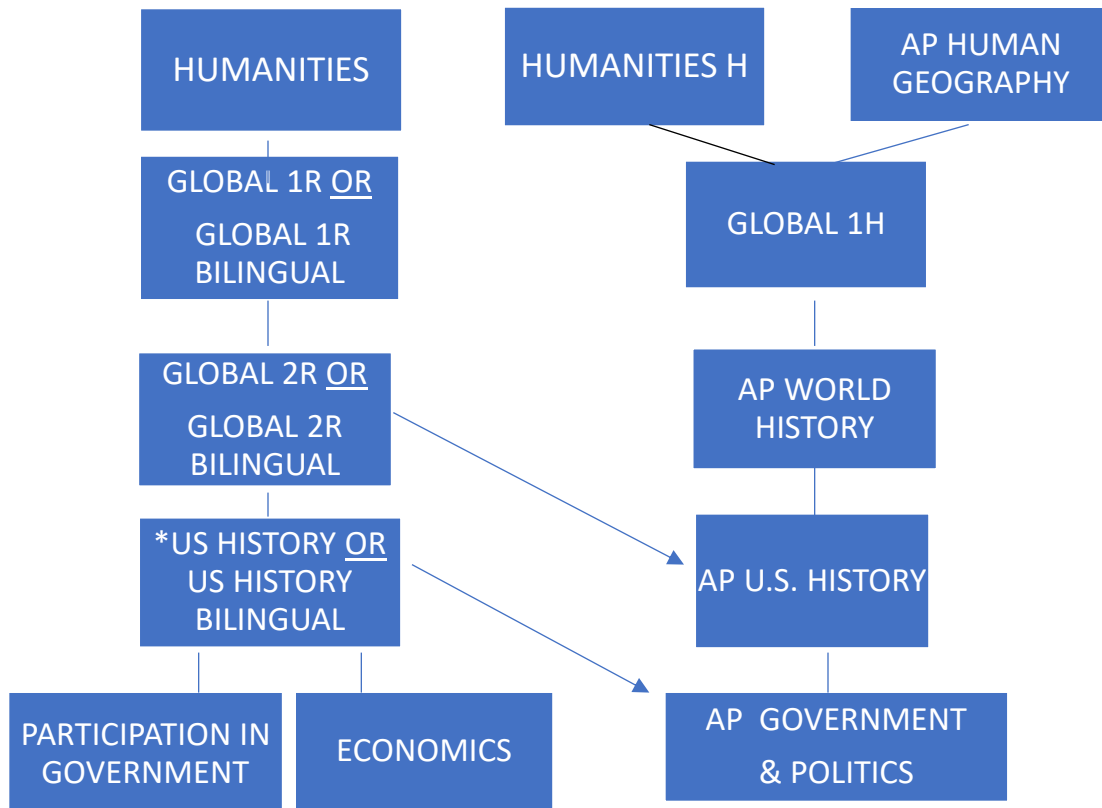
## **Enrichment Opportunities**

### **STEP Programs**

Hempstead school district in partnership with area colleges and universities offers students opportunities to participate in free Saturday science, mathematics, engineering, and pre-licensure courses at the partner college/university. Participation in these programs helps students in current science and math courses as well as offers exposure to the STEM and pre-licensure fields. Students who participated in these programs are also offered an opportunity to participate in reduced cost SAT prep courses offered by prep agencies, Kaplan, or Princeton Review. Students are also supported through the college application process, scholarship search and procurement, and federal financial aid enrollment.

# **SOCIAL STUDIES**

## SOCIAL STUDIES FLOW CHART



### ELECTIVES, GRADES 10-12

CRIMINAL LAW  
CIVIL LAW  
MULTICULTURAL STUDIES I  
MULTICULTURAL STUDIES II  
U.S. HISTORY THROUGH FILM

## SOCIAL STUDIES

### CIVIL LAW

**Credit:** ½ Credit

**Prerequisite:** Global History and Geography I & II

**Course Description:** This elective will provide the student with an understanding of the rights and responsibilities that Americans have in our legal system. The rights of victims as well as the rights of the accused will be studied along with the role of the court system. Students will be taught proper courtroom procedures through the re-enactment of cases and role-playing. Students will learn how to analyze primary documents and use them in oral and written reports and presentations.

### CRIMINAL LAW

**Credit:** ½ Credit

**Prerequisite:** Global History and Geography I & II

**Course Description:** This course will examine the various aspects of the criminal justice system and process. Students will study the history of American law, the administration of criminal justice, and the nature and problems of crime in contemporary society. The course content is divided into the following general units: The Criminal Justice System and Process, The Adversary System, Lawmaking, Crime, Corrections and Police Procedures and Criminal Justice as a Profession.

### ECONOMICS

**Credit:** ½ Credit

**Prerequisite:** Successful completion of Global History & Geography I and II and US History & Government

**Course Description:** This course will emphasize how economic decisions are made and how they affect our daily lives. Topics will include supply and demand, the business community, consumer activities, the role of government, and international trade. This course encompasses an overview of general economics including various world economic systems; microeconomics, with a focus on the U.S. economy; macroeconomics; and decision making, personal finance, trade, types of business organizations, taxing, spending, as well as current national and international issues will be discussed. Financial literacy will be a recurring theme throughout the coursework. This course fulfills Economics graduation requirement for seniors.

### ECONOMICS BILINGUAL

**Credit:** ½ Credit

**Prerequisite:** Successful completion of Global History & Geography I and II and Bilingual and US History & Government Bilingual

**Course Description:** This course will emphasize how economic decisions are made and how they affect our daily lives. Topics will include supply and demand, the business community, consumer activities, the

role of government, and international trade. This course encompasses an overview of general economics including various world economic systems; microeconomics, with a focus on the U.S. economy; macroeconomics; and decision making, personal finance, trade, types of business organizations, taxing, spending, as well as current national and international issues will be discussed. Financial literacy will be a recurring theme throughout the coursework. This course fulfills Economics graduation requirement for seniors.

## **ECONOMICS HONORS**

**Credit:** ½ Credit

**Prerequisite:** Successful completion of Global History & Geography I and II and US History & Government, and teacher recommendation

**Course Description:** This course will emphasize how economic decisions are made and how they affect our daily lives. Topics will include supply and demand, the business community, consumer activities, the role of government, and international trade. This course encompasses an overview of general economics including various world economic systems; microeconomics, with a focus on the U.S. economy; macroeconomics; and decision making, personal finance, trade, types of business organizations, taxing, spending, as well as current national and international issues will be discussed. Financial literacy will be a recurring theme throughout the coursework. Requirements for the course also include a project to meet the honors requirement. This course fulfills the Economics graduation requirement for seniors.

## **GLOBAL HISTORY & GEOGRAPHY I**

**Credit:** 1 Credit

**Prerequisite:** Social Studies 8

**Course Description:** This course is the first of a two-year course of study, which culminates in the required Global History Regents upon completing Global History & Geography II. The course is designed to challenge students to define culture and civilization as they examine how geographically distinct societies developed over time. The students investigate the various components of culture and civilization including social customs, norms, values, and traditions. The emphasis is on the examination of political systems, economic systems, religions, and spiritual beliefs. The course examines the development and connectedness of Western Civilization with civilizations and cultures in South and East Asia, Latin America, and Africa

## **GLOBAL HISTORY & GEOGRAPHY I – BILINGUAL**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Social Studies 8

**Course Description:** This course is the first of a two-year course of study, which culminates in the required Global History Regents upon completing Global History II. The course is designed to challenge students to define culture and civilization as they examine how geographically distinct societies developed over time. The students investigate the various components of culture and civilization including social customs, norms, values, and traditions. The emphasis is on the examination of political systems, economic systems, religions, and spiritual beliefs. The course examines the development and connectedness of Western Civilization with civilizations and cultures in South and East Asia, Latin America, and Africa.



## **GLOBAL HISTORY & GEOGRAPHY I HONORS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Humanities; must meet Honor Program criteria (85 or higher in social studies; Teacher recommendation; 3 or above on eighth grade assessment exam)

**Course Description:** This is the first of a two-course sequence to meet the New York State Global History and Geography graduation requirements. In this course, students will develop a greater understanding of the evolution of global processes and contacts. In this first year of the course, students study World History from 8,000 B.C.E. to the beginning of the 18th century. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents. The course offers balanced global coverage with Africa, the Americas, Asia, and Europe all represented. Students will be required to complete college level reading and writing assignments as the material contained in the course reflects the content of an introductory college course in world history. Students will write Document Based Question Essays, Change Over Time Essays and Comparative Essays. Essays are evaluated using the generic scoring rubric provided by the College Board. Students will take the AP World History exam in May of their 10th grade year. Honors students will have a required summer reading/project and periodic portfolio-based projects.

## **GLOBAL HISTORY & GEOGRAPHY II**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Global History I

**Course Description:** This course is the second year of the two-year Global History sequence and culminates in the Global History Regents. The Enlightenment and the global developments that emanated from the French Revolution begin this year-long examination of our modern world. The world-wide Age of Revolution, the Industrial Revolution, the expansion of Europe overseas with its concomitant nationalist reactions and the violent termination of empires, dynasties and tyrannies in Asia, Europe and Latin America permit students to study the effects economic dislocations, racism, political extremism, and totalitarianism have had on political and social institutions. The course challenges students to consider varying viewpoints, to analyze, interpret and evaluate primary sources and to integrate economic geography as a causal factor in our study of the past.

## **GLOBAL HISTORY & GEOGRAPHY II – BILINGUAL**

**Credit:** 1 Credit (full year course for bilingual students)

**Prerequisite:** Global History I

**Course Description:** This course is the second year of the two-year Global History sequence and culminates in the Global History Regents. The Enlightenment and the global developments that emanated from the French Revolution begin this year-long examination of our modern world. The world-wide Age of Revolution, the Industrial Revolution, the expansion of Europe overseas with its concomitant nationalist reactions and the violent termination of empires, dynasties and tyrannies in Asia, Europe and Latin America permit students to study the effects economic dislocations, racism, political extremism, and totalitarianism have had on political and social institutions. The course challenges students to consider varying viewpoints, to analyze, interpret and evaluate primary sources and to integrate economic geography as a causal factor in our study of the past.

## **GLOBAL HISTORY & GEOGRAPHY II HONORS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Global History I; must meet Honors Program criteria (85 or higher in social studies; 3 or above on eighth grade assessment exam)

**Course Description:** The Global History & Geography II honors curriculum is a select course for honor students. This course is the second year of the two-year Global History sequence and culminates in the Global History Regents. The Enlightenment and the global developments that emanated from the French Revolution begin this year-long examination of our modern world. The world-wide Age of Revolution, the Industrial Revolution, the expansion of Europe overseas with its concomitant nationalist reactions and the violent termination of empires, dynasties and tyrannies in Asia, Europe and Latin America permit students to study the effects economic dislocations, racism, political extremism, and totalitarianism have had on political and social institutions. The course challenges students to consider varying viewpoints, to analyze, interpret and evaluate primary sources and to integrate economic geography as a causal factor in our study of the past. Honors students will have a required summer reading/project and periodic portfolio-based projects.

## **HUMANITIES**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Social Studies 8

This course is designed to provide an interdisciplinary approach to the study of social studies, emphasizing literacy skill progression. The curriculum is rooted in the "Four C's" of historical thinking and is enriched by the inclusion of art, music, architecture, and philosophy. Students will be encouraged to take risks and be reflective practitioners as well as demonstrate their abilities to act as inquiry-driven and open-minded thinkers as they examine global perspectives focusing on the diversity of ideas, customs, traditions, and values.

## **HUMANITIES H**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Social Studies 8; must meet Honor Program criteria (85 or higher in social studies. 3 or above on eighth grade assessment exam)

This course is designed to provide an interdisciplinary approach to the study of social studies, emphasizing literacy skill progression. The curriculum is rooted in the "Four C's" of historical thinking and is enriched by the inclusion of art, music, architecture, and philosophy. Students will be encouraged to take risks and be reflective practitioners as well as demonstrate their abilities to act as inquiry-driven and open-minded thinkers as they examine global perspectives focusing on the diversity of ideas, customs, traditions, and values.

## **ADVANCED PLACEMENT WORLD HISTORY**

**Credit:** 1 Credit (full year course for students in grades 10)

**Prerequisite:** Global History and Geography IH; meet Honor Program criteria (85 or higher in social studies; 3 or above on eighth grade assessment exam); teacher recommendation

**Course Description:** This is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students will take the Advanced Placement Exam in May, and the New York State Global History and Geography Regents Exam in June. Honors students will have a required summer reading/project and periodic portfolio-based projects.

## **MULTICULTURAL STUDIES**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Global History I and II

**Course Description:** Students will analyze the impact of global geography on national and regional interests and acquire an understanding and appreciation of diverse cultures. This course will focus on Caribbean and Latin Americans and will highlight the significant contributions to society they have had made in history.

## **PARTICIPATION IN GOVERNMENT**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Global History I and II; US History & Government

**Course Description:** The purpose of this one semester course is to provide students with the knowledge and skills to become active citizens on the local, state, and national levels. The goal is to provide the opportunity to understand public policy through participation in the democratic process. Instructional activities may include mock trials, model Congress, and model United Nations, public policy debates and literature reviews. In addition, all students are required to attend a public community meeting or a board meeting and write a reaction paper. Each student must submit a final public policy research paper. Honor students will receive additional enrichment including research papers, and community service. This course fulfills Government graduation requirement for seniors.

## **PARTICIPATION IN GOVERNMENT - BILINGUAL**

**Credit:** ½ Credit (half year course for bilingual students)

**Prerequisite:** Global History I and II; US History & Government

**Course Description:** The purpose of this one semester course is to provide students with the knowledge and skills to become active citizens on the local, state, and national levels. The goal is to provide the opportunity to understand public policy through participation in the democratic process. Instructional activities may include mock trials, model Congress, and model United Nations, public policy debates and literature reviews. In addition, all students are required to attend a public community meeting or a board

meeting and write a reaction paper. Each student must submit a final public policy research paper. Honor students will receive additional enrichment including research papers, and community service. This course fulfills Government graduation requirement for seniors.

## **PARTICIPATION IN GOVERNMENT HONORS**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Successful completion of Global History I and II, U.S. History & Government, plus passing score on Regents exams for the respective course.

**Course Description:** This course focuses on Civics, Citizenship and Government as it relates to past and present public issues. The goal is to increase student awareness of their rights and responsibilities as a citizen. Students will be engaged in various projects, including community service, relevant to the course of study. All students are required to attend a public community meeting or a board meeting and write a reaction paper. In addition, each student must submit a final policy research paper on an issue of choice. It is expected that all students participate in class, complete homework assignments, and maintain a passing average on all tests.

## **AP GOVERNMENT AND POLITICS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Successful completion of Global History I and II, U.S. History & Government, plus passing score on Regent exams for the respective course.

**Course Description:** Students will study the key concepts and institutions of the political system and culture of the United States. Students will read, analyze, and discuss the U.S. Constitution and other documents as well as complete research or applied civics project. Civics, Citizenship, and Government are at core of conversations that take place during the course including analysis of current policies and policy design processes.

## **US HISTORY & GOVERNMENT**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Global History I and II

**Course Description:** This course begins with a survey of United States history and intellectual forces from 1607-1865. The units studied since 1865 are: the Industrialization of the United States; At Home and Abroad: Prosperity, Depression and War, 1917-1940; United States in an Age of Global Crisis: Responsibility and Cooperation; A World in Uncertain Times: 1950-Present; and, Looking Backward. Other topics covered include: National Power limits and Potentials: Federalism - the Balance between Nation and State; The Judiciary - Interpreter of the Constitution or Shaper of Public Policy; Civil Liberties - the Balance between the Government and the Individual; Criminal Liberties - Rights of the Accused and Protection of the Community; Equality - its Definition as Constitutional Value; The Rights of Women Under the Constitution; The Rights of Ethnic and Racial Groups under the Constitution; Presidential Power in Wartime and in Foreign Affairs; The Separation of Powers and the Capacity to Govern; Avenues of Representation; Property Rights and Change and Flexibility. At the end of the course students will take the United States History and Government Regents.

## **US HISTORY & GOVERNMENT BILINGUAL**

**Credit:** 1 Credit (full year course for bilingual students)

**Prerequisite:** Global History I and II

**Course Description:** This course begins with a survey of United States history and intellectual forces from 1607-1865. The units studied since 1865 are: the Industrialization of the United States; At Home and Abroad: Prosperity, Depression and War, 1917-1940; United States in an Age of Global Crisis: Responsibility and Cooperation; A World in Uncertain Times: 1950-Present; and, Looking Backward. Other topics covered include: National Power limits and Potentials: Federalism - the Balance between Nation and State; The Judiciary - Interpreter of the Constitution or Shaper of Public Policy; Civil Liberties - the Balance between the Government and the Individual; Criminal Liberties - Rights of the Accused and Protection of the Community; Equality - its Definition as Constitutional Value; The Rights of Women Under the Constitution; The Rights of Ethnic and Racial Groups under the Constitution; Presidential Power in Wartime and in Foreign Affairs; The Separation of Powers and the Capacity to Govern; Avenues of Representation; Property Rights and Change and Flexibility. At the end of the course students will take the United States History and Government Regents.

## **US HISTORY & GOVERNMENT HONORS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Global History I and II; must meet Honors Program criteria

**Course Description:** This course begins with a survey of United States history and intellectual forces from 1607-1865. The units studied since 1865 are: the Industrialization of the United States; At Home and Abroad: Prosperity, Depression and War, 1917-1940; United States in an Age of Global Crisis: Responsibility and Cooperation; A World in Uncertain Times: 1950-Present; and, Looking Backward. Other topics covered include: National Power limits and Potentials: Federalism - the Balance between Nation and State; The Judiciary - Interpreter of the Constitution or Shaper of Public Policy; Civil Liberties - the Balance between the Government and the Individual; Criminal Liberties - Rights of the Accused and Protection of the Community; Equality - its Definition as Constitutional Value; The Rights of Women Under the Constitution; The Rights of Ethnic and Racial Groups under the Constitution; Presidential Power in Wartime and in Foreign Affairs; The Separation of Powers and the Capacity to Govern; Avenues of Representation; Property Rights and Change and Flexibility. At the end of the course students will take the United States History and Government Regents. Honors students will have a required summer reading/project and periodic portfolio-based projects.

## **ADVANCED PLACEMENT US HISTORY AND GOVERNMENT**

**Credit:** 1 Credit (full year course for grades 11 and 12; fulfills US History and Government requirement)

**Prerequisite:** Global I and II; meet Honors Program criteria

**AP Summer Assignment:** This course requires the completion of a summer assignment which will be handed out in June and will be collected during the first week of school in September.

**Course Description:** Advanced Placement United States History is an intensive study of the history of the United States from Pre- Columbian societies through the US in the Post-Cold War World. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in American History. The course prepares students for college by making demands upon them equivalent to those of a full-year introductory college course. Students learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and the interpretations presented in historical scholarship. Students must take the Advanced Placement Examination and, following the AP exam in May, they study additional units and prepare for the United States History and Government Regents, which they will take in June.

## **US HISTORY THROUGH FILM**

**Credit:** ½ Credit (half year course)

**Prerequisite:** Global History I and II

**Course Description:** Students will explore aspects of the political, social, economic, and cultural history of the United States. Students will be introduced to such issues as living conditions, social customs, values, struggles experienced by distinct groups, banking and commerce using documentaries as well as commercially released films. Coursework will require students to develop research projects around historical events/issues/persons/groups and complete specific film analogies that relate to their topics. Define and recognize propaganda and its use in society. A seminar approach will be used in class during which students will compare historical research with films portrayals, identify point of view/bias, assess accuracy, and evaluate the impact of film on the shaping of our historical perspective.

## **AP HUMAN GEOGRAPHY**

**Credit:** 1/2 Credit (half year course)

**Prerequisite:** Social Studies Grade 8 honors

**Course Description:** AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. Students will explore various fields of social science studies while developing literacy skills as well as historical thinking skills while employing individually developed theories.

## **AP PSYCHOLOGY**

**Credit:** 1 Credit (half year course)

**Prerequisite:** Global I and II; U.S. History and Government, and meet Honors Program criteria

**Course Description:** Students will Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion, and you'll analyze data from psychological research studies. Students will connect psychological concepts and theories to real-life scenarios, interpret data, and analyze research studies in psychology.

# **SPECIAL EDUCATION**

## **SPECIAL EDUCATION**

The Commissioner's Regulations provide the parameters for the continuum of services for students with Individualized Education Plans (IEP). Students must have access to the full range of programs and services to the extent appropriate for their individual needs. The program is designed to enable the student to function at his or her maximum capability. However, instructional techniques and materials must be modified to the appropriate degree to allow students to meet the diploma requirements.

At Hempstead High School, students with Individualized Education Plans have classes at different program levels, according to their academic and or management needs. These classes are 12:1:1, Integrated Co-Teaching, and Resource Room.

- 12:1:1 Class – This class has twelve students, one Special Education teacher and one teaching assistant. The 12:1:1 class serves students whose academic management needs require additional adult support to assist students to engage in learning. Students receive specially designed instruction, which is best accomplished in a self-contained setting. Students in this class participate in the New York State Alternate Assessment.
- 15:1 Class – This class has fifteen students and one Special Education teacher. The 15:1 class serves students whose academic needs require specially designed instruction in a self-contained setting. Students in this class participate in all district and state assessments.
- Integrated Co-Teaching Class – This class is co-taught by two teachers, a general educator in the content area and a special educator. Instruction is provided jointly to a class that includes both students with and students without disabilities, to meet the diverse learning needs of all students. The maximum number of students with disabilities receiving integrated co-teaching services in a class is twelve students. Students in this class participate in all district and state assessments.
- Resource Room – This class is for students with a disability registered in either a special education class or general education class, who need specialized supplementary instruction in an individual or small group setting. The instruction group size in Resource Room cannot exceed five students. Students receive instruction five times over a ten-day cycle. Students are provided with individualized study skills, organizational skills and supplemental instruction related to their content classes. Students in this class participate in all district and state assessments.

The district provides related and support services as stated on the student's Individualized Education Plan. These services include counseling, occupational and physical therapy, speech and language services, hearing services, visual services, and social worker services. Any or all the above support services may be recommended by the school's Instructional Support Team as a pre-referral strategy, prior to referral to the Committee on Special Education.



# **THEATER ARTS**

# THEATER ARTS

## THEATER ARTS I

**Credit:** ½ Credit (half year course)

**Prerequisite:** None

**Course Description:** This introduction to the theater will guide students in the study of acting, scene study, theater history, improvisation, pantomime, voice and diction, playwriting, character development and many other skills and tools for the stage and life. This course can be used towards the New York State Regents requirement for one credit in the arts.

## THEATER ARTS II

**Credit:** ½ Credit (half year course)

**Prerequisite:** Theater I

**Course Description:** This class will supplement, reinforce, and further develop the skills learned in Theater Arts I. Additionally, the principles directing, and dramatic literature will be introduced. Individual and group projects will be assigned. Active participation in school productions is encouraged. This course can be used towards the New York State Regents requirement for one credit in the arts.

## ACTING I

**Credit:** 1 Credit (full year course)

**Prerequisite:** Theater Arts II, Teacher Recommendation

**Course Description:** Acting I is an introduction to the craft of acting. Acting skills are explored and developed through both structured and improvised classroom activities. Text analysis is taught and applied to monologues and scenes selected from contemporary dramatic literature.

## ACTING II

**Credit:** 1 Credit (full year course)

**Prerequisite:** Acting I

**Course Description:** Skills acquired in Acting I will be further developed. More advanced monologue and audition techniques will be explored. Focusing on “technique” that produces well –rounded performances, this course accentuates practical application through scene work using classical text.

# **WORLD LANGUAGES**

# WORLD LANGUAGES

## FRENCH I

**Credit:** 1 Credit (full year course)

**Prerequisite:** None

**Course Description:** This course is for students who have never taken French and want to experience the language and culture. Students will learn to communicate their basic needs in situations such as greetings and introductions, food meals and eating in a restaurant, as well as shopping, sports, and leisure time. This course requires class participation, speaking projects, art projects and homework assignments. Quizzes, tests, and a final examination will be given.

## FRENCH II

**Credit:** 1 Credit (full year course)

**Prerequisite:** French 1

**Course Description:** This course stresses listening and speaking skills including grammar and structure. Students learn basic writing tasks such as messages, notes, and short conversations. Major topics covered include personal information, house/home leisure time, shopping, earning, and living, health and welfare, meal order taking, community and neighborhood. Required are two oral projects (skit, biography) and two major assignments (letter and essay). Students will develop cross-cultural skills and understanding.

## FRENCH II HONORS

**Credit:** 1 Credit (full year course)

**Prerequisite:** French 1; must meet Honors Program criteria

**Course Description:** This course stresses listening and speaking skills including grammar and structure. Students learn basic writing tasks such as how to write messages, notes and how to have short conversations. Major topics covered include personal information, house/home leisure time, shopping, earning, and living, health and welfare, meal order taking, community and neighborhood. Required are two oral projects (skit, biography) and two major assignments (letter and essay). Students will develop cross-cultural skills and understanding.

## FRENCH III

**Credit:** 1 Credit (full year course)

**Prerequisite:** French 1 and French 2

**Course Description:** This is an intensive course focusing on the students' ability to understand and communicate in written and oral language. Students will strengthen their conversational skills by learning how to communicate in typical daily-life situations. Major topics covered are the daily routine, school, work, and domestic life chores in the home, in the city, restaurant, getting directions, leisure time and travel. Students must attend class daily on time and will be required to write letters, essays and read

selections from books and magazines for meaning. They will also view films in French and demonstrate comprehension by discussing them in essays and short answer exams in French and English.

### **FRENCH III HONORS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** French 1 and French 2; must meet Honors Program criteria

**Course Description:** This is an intensive course focusing on the students' ability to understand and communicate in written and oral language. Students will strengthen their conversational skills by learning how to communicate in typical daily-life situations. Major topics covered are the daily routine, school, work, and domestic life chores in the home, in the city, restaurant, getting directions, leisure time and travel. Students must attend class daily on time and will be required to write letters, essays and read selections from books and magazines for meaning. They will also view films in French and demonstrate comprehension by discussing them in essays and short answer exams in French and English.

### **SPANISH I**

**Credit:** 1 Credit (full year course)

**Prerequisite:** None

**Course Description:** This course focuses on teaching students how to communicate in Spanish. The students will learn to use basic Spanish vocabulary and grammar, tell the time of day, describe themselves and their family members how to get help in an emergency, to order a meal in a Spanish restaurant and to conjugate verbs in the present tense. Students are required to do homework daily, participate in class, study for exams, and write dialogues and complete special projects. Students are introduced to the present and past tense of verbs

### **SPANISH II**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Spanish 1

**Course Description:** Students will develop listening and conversational skills through simple messages and short conversations. They will practice their oral skills by learning how to communicate in typical daily-life situations and be able to read and comprehend material when the topic and language are familiar. Major topics covered: Socialization, providing and obtaining information, deriving meaning from context, persuasion, and use of reception, and rephrasing to communicate meaning. Students will be required to write short stories, compositions, and read selections from textbooks, newspapers, and magazines. They will attend classes every day on time, do homework on a daily, participate in class, study from exams and quizzes, complete special projects, listen, speak, and write Spanish. They will also review the present tense form and will be introduced to the past tense forms of common regular and irregular verbs.

## **SPANISH II HONORS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Spanish 1; must meet Honors Program criteria

**Course Description:** In this course, the students will strengthen their conversational skills. They will be able to read Spanish short stories and react to them. Students will write short essays describing their own experiences as well as creating their own stories. Students will write friendly letters, business and personal as well. Major topics covered: Spanish literature and plays, daily work/school routine and cross-cultural skills. Students will be required to write letters and essays, read selections from books and magazines for meaning, attend class on time daily, view films and plays in Spanish and English, complete special projects and do homework daily.

## **SPANISH III**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Spanish 1 and Spanish 2

**Course Description:** In this course, the students will strengthen their conversational skills by learning how to communicate in typical daily-life situations. They will be able to read passages and answer questions, read Spanish short stories and react to them. Students will write brief compositions in which they describe their own experiences, create their own stories from given pictures and write friendly, business, and personal letters. Major topics covered: Spanish literature and plays, daily work/school routine, domestic life, cross cultural skills and understanding weekend leisure time and travel. Students will be required to write letters and essays, read selections from books and magazines for meaning, attend class on time daily, read and view films and plays in Spanish and demonstrate comprehension by examinations in Spanish and English.

## **SPANISH III HONORS**

**Credit:** 1 Credit (full year course)

**Prerequisite:** Spanish 2; must meet Honors Program criteria

**Course Description:** In this course, the students will strengthen their conversational skills by learning how to communicate in typical daily-life situations. They will be able to read passages and answer questions, read Spanish short stories and react to them. Students will write brief compositions in which they describe their own experiences, create their own stories from given pictures and write friendly, business, and personal letters. Major topics covered: Spanish literature and plays, daily work/school routine, domestic life, cross cultural skills and understanding weekend leisure time and travel. Students will be required to write letters and essays, read selections from books and magazines for meaning, attend class on time daily, read and view films and plays in Spanish and demonstrate comprehension by examinations in Spanish and English. Students will use the Spanish language to develop basic communication skills.

## **SPANISH IV HONORS**

**Credit:** 1 Credit (full year)

**Prerequisite:** Spanish 3; must meet Honors Program criteria

**Course Description:** This course focuses on the student's ability to comprehend formal and informal spoken Spanish. Students will be able to read and discuss Spanish short stories, poems, and plays. They will also be able to perform at a prominent level of proficiency in the four basic language skills: listening, speaking, reading, and writing. Major topics covered are Spanish literature, customs, traditions, art, music, grammar, and history. Students are required to come to class prepared and on time, do homework daily, write essays, short stories, and poems. This course is conducted exclusively in Spanish.

### **ADVANCED PLACEMENT SPANISH LANGUAGE COLLEGE LEVEL\***

**Credit:** 1 Credit (full year course)

**Prerequisite:** Spanish 4 must meet Honors Program criteria; 250-word essay in **Spanish**

**Course Description:** In this course, students will be able to discuss orally topics of current interest and express their opinions while demonstrating a good command of grammatical forms and systematic patterns. They will write a narration, description, or essay of at least 250 words. Students will be able to demonstrate proficiency in reading Spanish narratives and literary texts with good overall comprehension. They will also develop listening skills that will enable them to understand oral reports and classroom lectures. Major topics covered are Spanish literature in periods of Romanticism, Naturalism, Realism and Modernism and grammar. Students are required to come to class prepared, do homework daily, write an essay weekly, and participate and study for tests and quizzes. This course is conducted exclusively in Spanish.

### **ADVANCED PLACEMENT SPANISH LITERATURE\***

**Credit:** 1 Credit (full year)

**Prerequisite:** Spanish 4, must meet Honors Program criteria; 250-word essay in Spanish

**Course Description:** The students will read and learn to analyze complete authentic works of literature from Spain, and Latin America, including prose, drama, verses, and stories. The student will use different strategies of critical thinking and logic to analyze grammatical structures, themes, vocabulary, and the reviews from the experts. In this intensive study, students consider the time, space, and events of the historical period that influenced the writers and the literary movements of the era. This course is conducted exclusively in Spanish.

**\*NOTE:** The Advanced Placement (AP) Spanish curriculum is structured around six themes: Global Challenges; Science and Technology; Contemporary Life; Personal and Public Identities; Families and Communities; Beauty and Aesthetics. Designing the Spanish AP courses around these themes creates an interesting and meaningful context in which to explore a variety of language concepts by integrating language, content, and culture.

# **ADVANCED PLACEMENT COURSES**



## **ADVANCED PLACEMENT COURSES**

Hempstead High School currently offers numerous Advanced Placement (AP) courses, which are college-level classes in a wide variety of subjects that students can take while still in high school. Hempstead High School students can experience challenging course work as well as a taste of what college classes are like. These AP courses are offered through the College Boards Advanced Placement (AP) in conjunction with the high school. Interested students should contact their guidance counselors for more information about registering for AP courses or AP information in general. Additionally, students may log on directly to the College Board's website at [collegeboard.org](http://collegeboard.org)

Students who would like to challenge themselves by taking an AP course that is not currently offered by the high school or does not fit into their schedules will have the additional option to take an AP course online. Like regular AP classes, the difference is that the course is taken online at home or school. Although they lack a physical classroom, online courses have a teacher, a syllabus, reading and homework assignments, lectures, and exams, etc. However, an online course is not simply reading text on a screen. These online courses include some combination of presentations, audio, video, animations, and discussions. Communication between teachers and students is done through online discussions, e-mail, and sometimes over the phone.

Succeeding in any AP class takes effort. With an online course, students may need even more self-discipline and initiative, as it may be difficult to be motivated without day-to-day contact with teachers and fellow students.

### **HEMPSTEAD HIGH SCHOOL AP COURSES**

- **Biology**
- **Calculus**
- **Chemistry**
- **English Language and Composition**
- **English Literature and Composition**
- **Environmental Science**
- **French Language and Composition**
- **Spanish Language and Composition**
- **Spanish Literature and Composition**
- **United States History and Government**
- **World History**
- **AP Computer Science A**
- **AP Government and Politics**
- **AP Government**
- **AP Human Geography**
- **AP Psychology**
- **AP Statistics**

# **EXTRACURRICULAR ACTIVITIES AND CLUBS**

# EXTRACURRICULAR ACTIVITIES AND CLUBS

## [HHS Digital Club Bulletin 2022-2023](#)

- Student Government
- Blue & White Corner
- Varsity & JV Cheerleading
- Freshman Class
- Sophomore Class
- Junior Class
- Senior Class
- Key Club
- National Honor Society
- Mock Trial
- Science Honor Society
- Rho Kappa
- Cookie Bookie Club
- National History Club
- Gay Straight Alliance (GSA)
- Drama Club
- Tiger Running Club
- Liberty Partnership
- Tri-M (Music Honor Society)
- Wind Ensemble
- Environment Club
- Anime Club
- Robotics Club
- Golf U
- Gaming Club
- Swim Club
- Drum Club
- Club Truth
- Coding Club
- Yearbook Club

# **NCAA ELIGIBILITY REQUIREMENTS**

# NCAA ELIGIBILITY REQUIREMENTS

May 21, 2012, by [Ken Lancaster](#)

Many high school athletes are under the impression that registering with the NCAA or NAIA eligibility center early will get them recruited to play college sports. Unfortunately, this is not the case. High school athletes will need to put in a lot more effort in getting recruited besides meeting initial eligibility.

Registering with either the NCAA or the NAIA eligibility centers is a process in which potential student-athletes must go through in order to be ELIGIBLE to participate in college sports at those levels. That's right the NCAA, NAIA and individual college institutions want to make sure their future student-athletes have what it takes to play at the college level and to meet academic standards at or above the rest of the student body population.

The NCAA, NAIA and individual colleges require athletes to continue meeting eligibility requirements throughout their college career. Keep in mind student-athletes are students first and athletes second. College student-athletes will be required to work on meeting their degree requirements each semester. Athletes must be able to perform in the classroom along with on the court in order to keep their athletic scholarship and remain eligible to continue playing on the team.

Student-athletes often hear from their current coaches or a friend-of-a-friend who tells them; in order to play college sports, you need to register with the clearinghouse/eligibility center. This is true if you are planning to play at the NCAA division I or NCAA division II level; however, there are more college levels available to student-athletes looking to compete. Other college levels such as NCAA division III and NJCAA (junior colleges) do not require athletes to register with an eligibility center. The NAIA also has its own eligibility center where athletes must register to compete at that level.

Because the NAIA and NCAA (division I and division II) levels offer student-athletes funding in terms of athletic scholarships they need to ensure student-athletes are prepared for college both academically and athletically. The eligibility process assists college coaches by making sure athletes they are interested in meet general requirements to play at the college level.

Registering with the NAIA or NCAA eligibility center does not mean an athlete's information will automatically be viewed by college coaches. In any case college coaches do not even access potential student-athletes information until they are serious about recruiting them. Thousands of students each year register with the NCAA eligibility and their information is never fully processed because college coaches are not interested in recruiting them; most likely because coaches do not know anything about the player.

## KNOW THE RULES:

### Core Courses

**NCAA Division I** require 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of these 16 core-course requirements.

**NCAA Division II** requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

### **Test Scores**

Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown below.

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. NOTE: The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

### **Grade-Point Average**

Only core courses are used in the calculation of the grade-point average.

Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

Division I grade-point-average requirements are listed below.

The Division II grade-point-average requirement is a minimum of 2.000.

**PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.**

### **DIVISION I: 16 Core-Course Rule**

16 Core Courses:

- 4 years of English.
- 3 years of Mathematics (Algebra I or higher).
- 2 years of Natural/Physical Science (1 year of lab if offered by high school).
- 1 year of additional English, Mathematics, or Natural/Physical science.
- 2 years of Social Science.
- 4 years of additional courses (from any area above, Foreign Language or Non-Doctrinal Religion/Philosophy).

## **DIVISION II: 14 Core-Course Rule**

14 Core Courses: (Prior to 2013). After 2013, Division II will require 16 core courses.

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, Mathematics, or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

# **NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ SAT\* ACT TEST-SCORE**

**\*Verbal and Math ONLY**

<b>Core GPA</b>	<b>SAT *</b>	<b>ACT</b>
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86



## **OTHER IMPORTANT INFORMATION**

Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.

14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses that are 16 core courses are required for Division I.

The SAT combined score is based on the verbal and math sections only. The writing section will not be used.

SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.

Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request a final amateurism certification prior to enrollment.

For more information regarding the rules, please go to [www.ncaa.org](http://www.ncaa.org). Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.