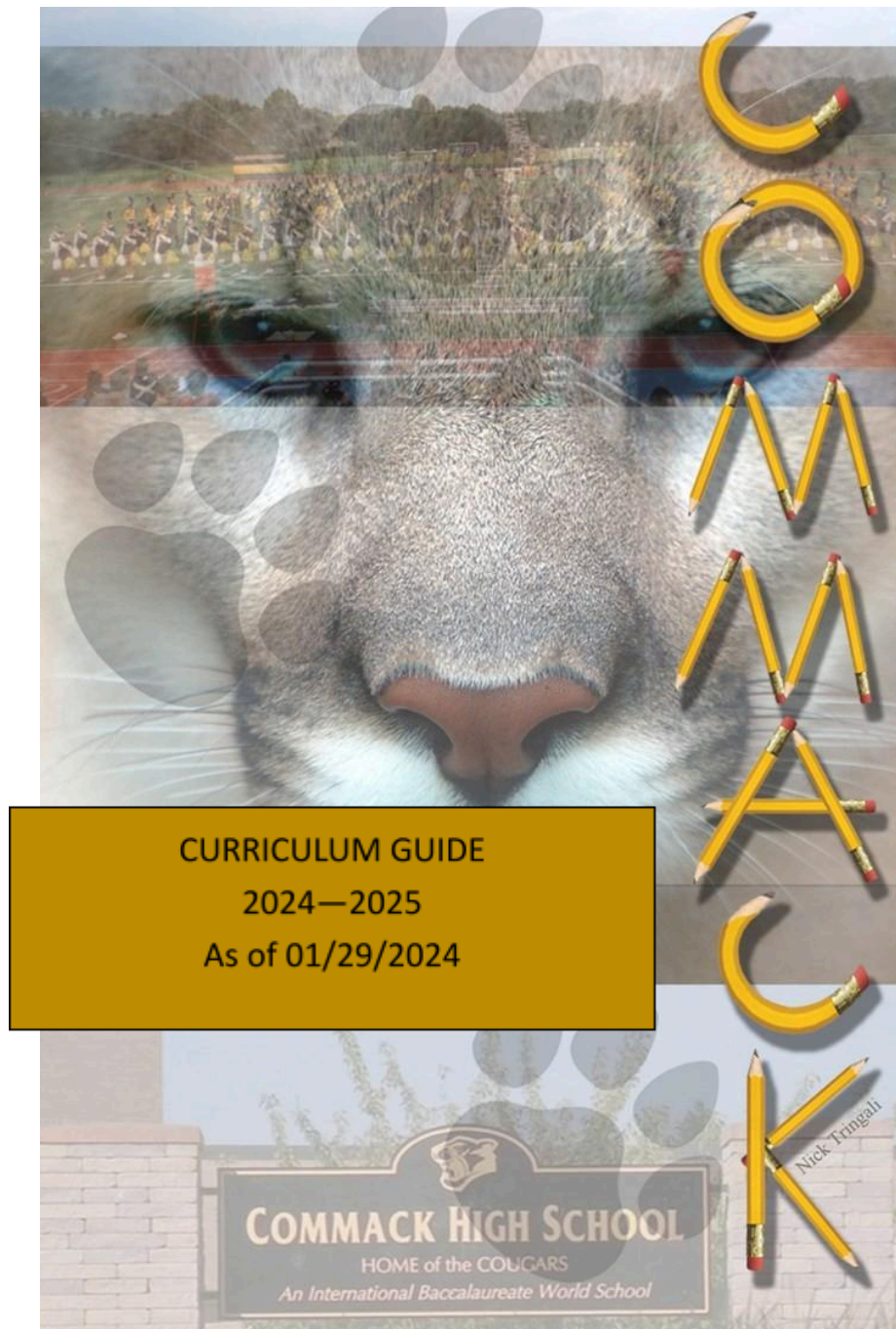


# COMMACK HIGH SCHOOL

An International Baccalaureate School



The Mission of Commack High School is the development of the mind, character, and physical well-being of our students through the creation of an environment which fosters academic excellence, maturity, responsibility and mutual respect.

## **ADMINISTRATIVE MESSAGE**

Dear Members of the Commack High School Community:

As a united community of learners, Commack High School has grown and expanded our course offerings to include a diverse set of pathways for our students to select. Commack High School has experienced a long-standing tradition of excellence and we continue this tradition with our philosophy of continuous improvement. Our community is supportive of our philosophy of continuous improvement and takes pride in our school and the achievements of our students.

The learning community of Commack High School promotes choice and challenge for its students. In order to maintain the high academic standards we have set forth, we provide our students with opportunities to pursue their passions and dreams. The multiple pathways available for our students result in a variety of options to pursue challenging and rigorous courses.

The students of Commack High School plan their courses each year with a four-year plan in mind. Our students select courses appropriate for their ability yet feel challenged to stretch their abilities and capabilities. We encourage our students to utilize an open mind to try courses that may enhance their skill-set and improve their critical thinking capabilities. The diverse course offerings will result in a well-rounded, organized critical thinkers with skills and knowledge that will equip the student to compete in the Global environment.

The variety of extra-curricular and service organizations at Commack High School enhance our students' High School experience. The advisers and students accomplish many goals to improve the school and larger community. The students support and create many activities to "give-back" to their community both inside and outside of school. Involvement in a variety of extra curricular clubs provides our students with opportunities for leadership and philanthropy. We encourage every student to find their passion and devote their time and energy to developing their interests to make the world a better place.

The faculty, staff and students of Commack High School contribute to the environment of our school by promoting kindness, compassion and empathy. Our faculty, staff, and students contribute in countless ways to create an inviting and welcoming school climate so that every member of the Commack High School family can develop their skills and talents to their highest potential. Excellence is the goal for every student and the collective efforts of our school will ensure success for all.

We are a proud community of learners and put forth a strong effort towards continuous improvement daily! Continue to work hard, reflect, and make improvements so that each day is one you will remember.

Sincerely,

The Administrative Team, Mrs. Lipenholtz, Mr. Keltos, Mrs. Allen, and Mr. Biagi.

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## **GENERAL INFORMATION**

1. The process of course selection will begin in January when students meet with their counselor to discuss course requirements and elective requests for the following year. **STUDENTS ARE EXPECTED TO REMAIN COMMITTED TO THESE CHOICES.**
2. A course in any department will only be offered if there is sufficient registration.
3. All students are required to carry a full program including a minimum of five courses plus physical education each semester. An exception may be made for students attending BOCES programs.
4. All students are expected to choose courses carefully during the course selection process. Schedules are planned according to student requests and students are expected to abide by their choices.
5. Regents Examinations must be taken by all students enrolled in courses requiring a Regents Exam, regardless of the type of diploma a student is pursuing.
6. A student may not attend graduation exercises unless all the diploma requirements are completed, including community service, before the end of June.
7. Students who plan early graduation must meet with their counselor before the completion of scheduling. It is necessary to make early plans to ensure the availability of subjects needed to meet the diploma requirements. Arrangements must be made before the beginning of the next school year.
8. Repeating a subject is necessary if a student fails a **REQUIRED SUBJECT**. If offered, the course must be repeated in summer school.
9. Occupational Education includes all BOCES, Business Education, Technology Education, and Family/Consumer Science courses.
10. Students are permitted to request one study hall period annually. At times, due to the constraints of the schedule, students may be scheduled for more than one study hall. Whenever possible, students will be encouraged to fill free periods with elective courses.
11. **ONLY SENIORS** may request Early Release during period 9 **OR** Late Arrival during period 1; students may not request both. In order for a student to be granted Early Release or Late Arrival, he/she must submit written permission from their parent/guardian by May 1st of their junior year. Students with Early Release are not permitted to freely navigate the building; however, a supervised location will be available for those students who prefer to remain on campus through the remainder of the school day for after school activities.
12. Commack High School reserves the right to make appropriate modifications to the information provided in the Curriculum Guide when needed to insure the successful administration of its educational program. Please check our website for updates and addendums: [www.commack.k12.ny.us](http://www.commack.k12.ny.us)

# **POLICY, DEFINITIONS AND PROCEDURE**

## **ACADEMIC INTERVENTION SERVICES**

Academic Intervention Services (AIS) provides support to students as required by New York State. Academic Intervention Services consist of planned additional instruction that supplements regular classroom instruction and enables our students to meet the New York State Common Core Learning Standards. The AIS classes provide our students with support of the academic curriculum. These services are offered as an integral part of the entire instructional program.

## **ACADEMIC STANDING, ACADEMIC LEADER AND HONORED SPEAKER SELECTION**

**(Regulation 7220R)**

### **Academic Standing/Cohort Group Determination**

Commack High School will not rank seniors. In place of traditional ranking, weighted grade point averages will be calculated for each student four times during the senior year: September, and the conclusion of the second, third, and fourth marking periods. Final course grades in Physical Education class will not be included in a student's final GPA. Also located on the senior transcripts will be a Cohort/Grade Conversion Table (see sample below). The cohort group, in combination with a student's weighted GPA, will permit colleges to determine where an applicant stands relative to his or her classmates. Academic standing will be demonstrated without displacing other students who are achieving at approximately the same level.

**SAMPLE COHORT/GRADE CONVERSION TABLE**

<b>Numerical Grade</b>	<b>Letter Equivalent</b>	<b>Quality Points</b>	<b>Number in Group</b>
Above 100	A++	4.67	105
97 to 100	A+	4.33	85
94 to 96	A	4.00	73
90 to 93	A-	3.67	71
87 to 89	B+	3.33	35
84 to 86	B	3.00	46
80 to 83	B-	2.67	47
77 to 79	C+	2.33	21
74 to 76	C	2.00	15
70 to 73	C-	1.67	13
67 to 69	D+	1.33	5
65 to 66	D	1.00	0
64 or below	F	0	1

\*Contact the Counseling Center for an updated version of the above chart

### **Determination of Academic Leaders (Graduation Speakers)**

At the end of the seven semesters, the GPA for the top ten seniors will be calculated and from this group two Academic Leaders will be selected to speak at graduation. The selection of the academic leaders will be made by the Academic Leader/Honored Speaker Selection Committee. Members of the selection committee will include:

- Principal, Assistant Principal
- Director of Student Affairs
- Director of Counseling Services
- National Honor Society Advisor(s)
- Senior Class Advisor(s).

In order to determine the Academic Leader, the following criteria will be adhered to by the committee:

- Academic record (weighted grade point average and course work)
- Extra-curricular activities
- Honor Society Standing (Students dismissed or on probation are disqualified)
- Community service
- Disciplinary Record (Students violating academic integrity are automatically disqualified)
- Attendance Record
- Enrollment History (Transfer students must have four or more full semesters to be considered for selection as an Academic Leader)

Once the two Academic Leaders are selected, the one with the higher GPA will attend the Suffolk County School Superintendents Association Valedictorian Luncheon.

### **Selection of Honored Speakers**

Students in the top cohort will be eligible to speak at a variety of functions with the exception of those students who are disqualified in the above section. The selection of honored speakers will be made by the Academic Leader/Honored Speaker Selection Committee.

### **CREDIT**

Credit is a numerical value given to a subject. One credit is earned for study in a subject conducted five periods a week (40 weeks). One-half credit is awarded for a subject held five periods a week for one-half year, or one which is held every other day over an entire school year.

### **DROP-ADD PERIOD**

It is important to note that withdrawing from courses that were selected by students and recommended and approved by faculty and/or school counselors is discouraged. Unless there has been an error, students will not be permitted to withdraw from any course until the Drop-Add Period has begun. The Drop-Add Period is during the second and third weeks of the school year. Once the Drop-Add Period is in effect, students must attempt to replace the course they drop with another course.

Changes are not permitted to:

- change teachers
- change lunch periods (unless supported by medical documentation)
- change to more convenient and/or desirable periods
- group friends together in the same class

## ADDING COURSES

Semester course: No entry after 15 school days from the start of course.

Full-year course: No entry after 20 school days from the start of course.

After the deadline, a review of extenuating circumstances will be held with the counselor/teacher/Director to determine placement.

## DROPPING COURSES

Full-year course and Alternating day courses: When the drop occurs during the first marking period or within 5 school days of the first marking period report card posting to the parent portal, no penalty is imposed and there is no indication of the course on a student's transcript.

When the drop occurs after 5 days from the first marking period report card posting of a full-year course, and the student has a cumulative passing grade at the time of the withdrawal, a "withdraw passing" (WP) is to be indicated on the student's official transcript. If the student has a cumulative failing grade at the time of the withdrawal, a "withdraw failing" (WF) is to be indicated on the student's official transcript. WP or WF will not affect the grade point average. **No drops will be permitted after the completion of the second marking period of a full-year course.**

Semester course: When the drop occurs before the midpoint of the first marking period (fall semester course) or third marking period (spring semester course), no penalty is imposed and there is no indication of the course on a student's official transcript. After that date, WP or WF will be documented on the student's official transcript. **No drops will be permitted after the midpoint of a half-year course.**

### Please Note:

- **Any student wishing to withdraw from an IB Program should refer to the IB Withdrawal Procedure in the IB section of the Curriculum Guide.**
- **An updated official transcript will be sent to colleges for senior students who have a change in schedule.**

## LEVEL CHANGES

Full-year course: When the level change occurs during the first marking period or within 5 school days of the first marking period report card posting to the parent portal, grades will not follow a student nor be utilized in the final grade calculation. "New Student" (NS) may be utilized on the marking period 1 report card for the new course. The final course grades will be computed using marking period 2, marking period 3, marking period 4 and a final exam/Regents exam.

When the level change occurs after the date range listed above, the grade(s) will follow the student to the new course and be calculated into the final course grade.

**No level changes are permitted after the midpoint of the course.**

## ELECTIVES

Electives are courses in any department that are not strictly required or “core” subjects. These may be applied to diploma and sequence requirements or may be taken in addition to those courses required for graduation. Electives will be added to a student’s schedule after required core courses have been accommodated. For a variety of reasons including, but not limited to, low student interest/enrollment, continuity of established programs, and shifts in building needs, not all Commack High School elective courses may run as offered during the course selection process. If a student selects an elective course that does not run, they will be placed in an available alternative course of their choosing.

## GRADING PROCEDURE

1. Report cards are issued four times during the school year and can be accessed through our Infinite Campus Parent Portal. If there are any questions regarding grades, teachers and school counselors may be contacted by phone or email.
2. Full Year Course Model for Marking Period Weighting:

Marking period	Class with a Midterm	Class with no Midterm	Class with no Midterm or Final/Regents
MP1	21%	22%	25%
MP2	21%	22%	25%
MP3	21%	22%	25%
Midterm	4%	0%	0%
MP4	21%	22%	25%
Final/Regents	12%	12%	0%

3. A student’s final grade for a full-year course shall be the numerical average of all marking period grades (84%), plus the midterm exam grade, which will be averaged in with the weight of 4%, plus the final exam grade or Regents exam grade, which will be averaged in with the weight of 12%. This midterm weighting of 4% will be uniform across all departments and courses which administer a midterm exam.
4. For classes which do not have a midterm exam/final exam/Regents exam, each marking period will be valued at 25%.
5. The final grade for half-year courses shall be computed combining the grades of the two marking periods (80%) with the final examination grade (20%).
6. The final grade for full-year, alternating day courses, shall be computed combining the numerical grades of the marking periods (80%) with the final examination grade (20%).
7. Students with **incomplete work** are to be given a grade of 50 or an INC (requires administrative approval) with the comment, “Grade will be adjusted upon completion of required assignments and tests.” This is given when health or other considerations warrant it and must be changed to a grade within three weeks.
8. Students in the ENL program will work on developing English language skills. Ongoing conversations will take place between the ENL teachers and the content area teachers. If it is determined that a student’s language skills are impacting their grade, an “NRG” (Not Ready for Grading) will appear on the report card. When there is evidence that the language skills have improved, students may be transitioned to numerical grades. If the student passes the corresponding Regents exam before they’ve transitioned to numerical grades the “NRG” can be changed to a “P” (Passing) and credit may be awarded for the class.



9. Regents and Final Examinations are required of all students. Exemptions on finals are permitted based on departmental policy. Absence from the Regents examination results in credit being withheld until the Regents examination is taken at the next opportunity.
10. Students in AP/IB courses are expected to take the appropriate examination and to absorb the cost (some AP courses are offered concurrently with IB courses, some over two years. Students in these courses may take either of the assessments). AP or IB Examinations must be taken to receive the 10% weighting for grade point average and determining cohort purposes only. A student enrolled in an IB or AP course may decide **before October 15<sup>th</sup>** whether they wish to take the exam. If a student chooses not to take an AP or IB exam, their course grade will be adjusted to receive a 6% weighting. For students enrolled in IB Language *Ab Initio*, their course grade will receive a 6% weighting. If a student in either of these courses chooses not to sit for the exam, no weighting will be applied. Additionally, students enrolled in an AP course that do not sit for the exam will have the designation of the course changed to “Honors,” as per College Board policy. IB Diploma Candidates are required to take all exams related to their IB courses. Fee waivers are available for students who are eligible for free or reduced fee lunch. Students should see their School Counselor to determine eligibility.

### **SPECIAL GRADING PROCEDURES**

Business Department – All students enrolled in IB Business Management HL2 and IB Business Management SL will not sit for a formal final examination; therefore, the final course grade will be determined by averaging each of the four marking periods and the mid-term examination, valued at 20% each.

English Department – All students enrolled in IB English HL 2 courses who sit for the IB examination will not sit for a formal midterm or final examination; therefore, the final course grade will be determined by averaging each of the four marking periods, valued at 25% each. Students who do not sit for the IB examination will take a final examination; therefore, the final course grade will be determined by averaging each of the four marking periods and the final examination, valued at 20% each.

IB Theory of Knowledge (TOK) – TOK 11 and TOK 12 course grades for marking periods 1 and 3 are given “P” or “F.” Grades for marking periods 2 and 4 are numerical and cumulative based on the previous marking period.

IB Personal and Professional Skills (PPS) - PPS 11 and PPS 12 course grades for marking periods 1 and 3 are given “P” or “F.” Grades for marking periods 2 and 4 are numerical and cumulative based on the previous marking period.

### **GRADES FOR NEW ENTRANTS**

Students who enroll in Commack High School anytime after the beginning of the school year may receive the code “NS” (New Student) for the marking period of entry if we do not have enough information to provide a grade. When official grades from the sending school are received, they will be forwarded on a “New Entrant Grade Form,” by the counselor, to the appropriate teachers and coordinators or directors. The counselor will provide a grade conversion table if the grades received are not on a 0-100 point scale. The grades earned outside of Commack High School will be evaluated by the teacher and reviewed by the coordinator or director. These grades will be incorporated into the student’s final course grade as determined by the teacher and respective department head.

## HONOR ROLL AND HIGH HONOR ROLL:

Honor Roll averages are computed each report card period.

To qualify for High Honor Roll a student must:

1. Be enrolled in five or more courses exclusive of physical education.
2. Be enrolled in, or is medically excused from, physical education.
3. Earn an average of not less than 90% for all courses.
4. Earn grades no lower than 75% for any course.
5. Earn no course letter grades of: F (Failing), U (Unsatisfactory), I (Incomplete), or WF (Withdrawn Failing)
6. Receive no course comment regarding:
  - disruptive behavior
  - excessive lateness
  - excessive absence

### Honor Roll

To qualify for Honor Roll a student must:

1. Be enrolled in five or more courses exclusive of physical education.
2. Be enrolled in, or is medically excused from, physical education.
3. Earn an average of not less than 85% for all courses.
4. Earn grades no lower than 75% for any course.
5. Earn no course letter grades of: F (Failing), U (Unsatisfactory), I (Incomplete), or WF (Withdrawn Failing)
6. Receive no course comment regarding:
  - disruptive behavior
  - excessive lateness
  - excessive absence

### PASS-FAIL OPTION - HIGH SCHOOL

The pass/fail option is only available to seniors and must be selected before the close of the first marking period. Once this option is selected, it cannot be reversed. The pass/fail option can only be selected for one course (if a half-credit course is selected in the fall, the student may select another half-credit course for the spring.) The pass/fail option may be selected in any course that is beyond the “core” requirement needed for graduation. It may not be selected in a course being used to fulfill any of the following requirements:

4 units of English	3 units of Foreign Language	4 units of Social Studies
3 units of Math	3 units of Science	1 unit of Art or Music
1/2 unit of Health	2 units Physical Education	

- Additionally, the pass/fail option may not be selected in any course that is being used for a required graduation sequence or if the course is designated Enriched, Advanced Placement, IB or College-level.
- Students who select the pass/fail option are required to fulfill all attendance and academic requirements for the course. The midterm exam grade, the final exam grade, and/or the Regents grades will be recorded on the report card.
- Students who wish to pursue the pass/fail option must apply through their counselor. The counselor will check that the course selected meets all of the requirements listed above and use a routing form to obtain parent/guardian and teacher input. Department heads will either approve or disapprove pass/fail requests based on a student's academic standing and other pertinent considerations.

### **PREREQUISITES**

Prerequisites are the requirements that must be met before any student may be scheduled for a given subject. They may consist of meeting certain standards in previously completed courses and/or the recommendations of teachers, department heads or school counselors.

### **REPEATING COURSES**

Any student receiving a grade of 80 or lower in a subject may repeat that subject in summer school or during the school year in an effort to raise the grade. Both grades will be recorded on the permanent record card and will be used in calculating the student's cumulative grade point average. Any student retaking a Regents examination will have only the "higher" mark recorded on the high school transcript. The original course grade, however, remains the same.

### **WEIGHTING OF GRADES**

For grade point average and determining cohort group only, all college-level courses, International Baccalaureate courses (except IB Language *Ab Initio*), and Advanced Placement courses have an additional 10% added to the final grade. All courses, Enriched, Enriched/AP, science research, IB Math Studies SL, IB Language *Ab Initio*, Italian Language/Culture 1, and Spanish Language/Culture 1, classes have an additional 6% added. The final grade in the course on the high school transcript does not reflect this addition.

### **STUDY HALLS**

Students are permitted to request one study hall period annually. At times, due to the constraints of the schedule, students may be scheduled for more than one study hall. Whenever possible, students will be encouraged to fill free periods with elective courses.

# GRADUATION REQUIREMENTS

## COURSE REQUIREMENTS FOR GRADUATION

COURSE	REGENTS with ADVANCED DESIGNATION	REGENTS	LOCAL
English	4	4	4
Social Studies	4	4	4
Mathematics	3	3	3
Science	3	3	3
World Language	3***	1**	1**
Health	0.5	0.5	0.5
Career Computer & Technology	0.5	0.5	0.5
Art/Music	1	1	1
Physical Education	2	2	2
Electives	1	3	3
Minimum Total	22	22	22

\*\*\*Students may substitute an approved five-credit sequence of courses in Art, Business, Music or Technology for the three-year sequence of courses in World Language. Each student must pass level 1 and must receive a passing score on the regional Checkpoint A exam.

\*\*Students with an IEP may be exempted from the World Language requirement.

## ASSESSMENT REQUIREMENTS FOR GRADUATION

REGENTS DIPLOMA 5 Required Regents Exams (Passing score of a 65)	REGENTS DIPLOMA with ADVANCED DESIGNATION 8 Required Regents Exams +1 Required WORLD LANGUAGE Checkpoint B Exam (Passing score of a 65)
English Language Arts	English Language Arts
One Mathematics Exam Algebra 1 <b>or</b> Geometry <b>or</b> Algebra 2	Three Mathematics Exams Algebra 1 <b>and</b> Geometry <b>and</b> Algebra 2
Global History Exam*	Global History Exam*
U.S. History Exam*	U.S. History Exam*
One Science Exam: Earth Science <b>or</b> Living Environment <b>or</b> Chemistry <b>or</b> Physics	Two Science Exams: 1) Living Environment <b>and</b> 2) Earth Science <b>or</b> Chemistry <b>or</b> Physics
World Language Local Assessment Checkpoint A Exam	World Language Local Assessment Checkpoint B Exam

**\*Multiple Pathways to Graduation:** Students may substitute one Social Studies Regents Exam with an alternate, approved assessment. More Information for Pathways can be found in the Curriculum Guide or by speaking with the student's School Counselor.

## **ADVANCED REGENTS DIPLOMA**

### **Assessments Required:**

Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing any one of the following combinations of Regents examinations and/or Department approved alternatives<sup>(3)</sup> if applicable:

- a. **Traditional Combination:** ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 must be life science and 1 must be physical science)= 8 Assessments
- b. **Pathway<sup>(4)</sup> Combination** (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), 1 Pathway (other than science or mathematics) or complete the requirements for the CDOS Commencement Credential = 7 or 8 Assessments
- c. **STEM (Mathematics) Pathway<sup>(4)</sup> Combination:** ELA, 1 social studies, 4 mathematics, 2 science (1 must be life science and 1 must be physical science)= 8 Assessments
- d. **STEM (Science) Pathway<sup>(4)</sup> Combination:** ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments

In addition a student must pass either a locally developed Checkpoint B World Language examination or complete a 5 unit sequence in the Arts or CTE.

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

## **ADVANCED REGENTS DIPLOMA WITH HONORS**

Students may earn an “Advanced Regents Diploma with Honors” by meeting all assessment requirements for the Regents diploma with advanced designation with a computed average score of **90 or better** (no more than 2 Department approved alternatives may be substituted and will not count in the computed average).

**Note:** The locally developed Checkpoint B WORLD LANGUAGE examination is not included in the computed average.

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

## **ADVANCED REGENTS DIPLOMA WITH MASTERY IN MATHEMATICS AND/OR SCIENCE**

Students who first enter grade nine in September 2009 and thereafter who complete all course work and testing requirements for the Regents diploma with advanced designation in mathematics and/or science, and who pass, with a score of 85 or better, three commencement level Regents examinations in mathematics and/or three commencement level Regents examinations in science, will earn a Regents diploma with advanced designation, with an annotation on the diploma that denotes mastery in mathematics and/or science, as applicable.

## **ADVANCED REGENTS DIPLOMA AND INTERNATIONAL BACCALAUREATE DIPLOMA**

In addition to the Advanced Regents Diploma students may earn an International Baccalaureate Diploma by completing the requirements listed under the International Baccalaureate section of this guide.

## **REGENTS DIPLOMA**

### **Assessments Required:**

Students may meet the assessment requirements in order to earn a Regents Diploma by passing one of the following combinations of Regents examinations:

- a. **Traditional Combination:** 5 required Regents exams<sup>(3)</sup> with a score of **65 or better** as follows: 1 math, 1 science, 2 social studies, 1 ELA
- b. **Pathway Combination:** 4 required Regents exams<sup>(3)</sup> with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, 1 ELA and 1 **Pathway Assessment**<sup>(4)</sup>, **Individual Arts Assessment Pathway**, or complete the requirements for the CDOS Credential: <http://www.p12.nysed.gov/ciai/gradreg/intro.html>

## **REGENTS DIPLOMA WITH HONORS**

Students may earn a “Regents Diploma with Honors” by passing 5 required Regents exams<sup>(3)</sup> with a computed average score of **90 or better** as follows: 1 math, 1 science, 1 social studies, ELA and 1 **Pathway Assessment**<sup>(4)</sup> (no more than 2 Department approved alternatives may be substituted and will not count in the computed average): <http://www.p12.nysed.gov/ciai/gradreg/intro.html>

## **REGENTS DIPLOMA AND INTERNATIONAL BACCALAUREATE DIPLOMA**

In addition to the Regents Diploma students may earn an International Baccalaureate Diploma by completing the requirements listed under the International Baccalaureate section of this guide.

### **GRADUATION REQUIREMENTS FOOTNOTES:**

<sup>(1)</sup>Minimum four credits required, including 2 units in Global History and Geography, 1 unit in U.S. History and Government, 1/2 unit in Participation in Government, and 1/2 unit in Economics. IB History Part II (20th Century IB) fulfills Participation in Government and Economics requirements.

<sup>(2)</sup> To satisfy the arts requirements, students must earn one credit through one of the following options:

- Art
- Design and Drawing for Production
- Chorus
- Orchestra
- Band
- Comprehensive Music Theory

<sup>(3)</sup>In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

<sup>(4)</sup>**Pathway Assessment Options:** A student must either complete all the requirements for the CDOS Commencement Credential at <http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html>; or

- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents exam in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or

- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (WORLD LANGUAGE)
  - See Multiple Pathways at <http://www.p12.nysed.gov/ciai/multiple-pathways/>
  - See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

### **NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) COMMENCEMENT CREDENTIAL**

Under the new “4+CDOS” pathway option, beginning June 2016 and thereafter, a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

In addition, the regulations were revised to expand the opportunity to all students to earn the NYS CDOS commencement credential. Previously, only students with disabilities could exit school with a NYS CDOS Commencement Credential as a supplement to a regular high school diploma. Students who are unable to earn a regular diploma may graduate with the NYS CDOS Commencement Credential as their only exiting credential. A copy of the full text of the amendment may be found at <http://www.regents.nysed.gov/common/regents/files/316p12a1.pdf>

#### **OPTION 1**

The student must have:

- Developed a Career Plan that includes documentation of the student’s self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals.
- Demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills (Standards 1, 2 and 3a). Successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences).
- At least one completed employability profile that documents the student’s employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

#### **OPTION 2**

In lieu of a student meeting the requirements of Option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized rigorous work readiness credentials, including but not limited to:

- National Work Readiness Credential (<http://www.workreadiness.com>);
- SkillsUSA Work Force Ready Employability Assessment (<http://www.workforcereadysystem.org>);
- National Career Readiness Certificate WorkKeys (<http://www.act.org/certificate>); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System (<https://www.casas.org>).

## **APPEAL TO GRADUATE WITH A LOWER SCORE ON A REGENTS EXAMINATION**

Students who have taken and passed certain courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within five points of the 65 passing score (60-64) may appeal to graduate with a local or Regents diploma using this lower score. Students who are granted one appeal from their local school district under this provision shall earn a Regents diploma. Students who are granted two appeals under this provision shall earn a local diploma. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area.

### English Language Learners

Students who are identified as English language learners pursuant to Part 154 Regulations of the Commissioner of Education, and who first entered school in the United States in grade 9 or above, may appeal to graduate with a local diploma if they have taken the required Regents examination in English language arts at least twice and earned a score on this exam between 55 and 59. Such students may also appeal a score within 5 points of passing (60-64) on one additional examination and graduate with a local diploma.

### Students with Disabilities

Students with disabilities, as defined in section 200.1(zz) of the Regulations of the Commissioner of Education, eligible to graduate in January 2016 or thereafter who have taken and passed courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within three points of the 55 passing score (52-54) may appeal to graduate with a local diploma using this lower score. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area.

### Approval

**Approval of this appeal will not change the student's score on the Regents examination under appeal.** The appeal may be initiated by a student or by the student's parent/guardian or teacher and must be submitted to the student's school principal. A separate appeal must be made for each examination appealed by the student, and the student cannot seek an appeal for more than two examinations. Students who are granted an appeal on two examinations and who fulfill all other course and testing requirements will receive a local diploma. Students who are granted an appeal on one examination and who fulfill all other course and testing requirements will be determined to have met all graduation requirements and, thereby, earn a Regents diploma. School districts must provide all students an opportunity to access the appeals process if the students meet the eligibility requirements listed below.

- Eligible English language learners who are granted an appeal with a score between 55 and 59 on the required Regents examination in English language arts and who fulfill all other course and testing requirements will receive a local diploma.
- Eligible English language learners who are granted an appeal with a score between 55 and 59 on the required Regents examination in English language arts and an appeal with a score between 60 and 64 on one other required Regents examination and who fulfill all other course and testing requirements will receive a local diploma.
- Students with disabilities who are granted an appeal with a score between 52 and 54 on one or two Regents examinations and who fulfill all other course and testing requirements will be determined to have met all graduation requirements and, thereby, earn a local diploma. Students with disabilities who avail themselves of the Compensatory Safety Net Option may not appeal scores of 52-54 on ELA and Mathematics (<http://www.p12.nysed.gov/specialed/publications/safetynet-ga.htm>) to graduate with a local diploma.



### Eligible Applicants

Students seeking to appeal must meet the following criteria to demonstrate that they meet the State Learning Standards:

1. Have taken the Regents examination under appeal two times;
2. Have at least one score on the Regents examination under appeal within the score band stated above;
3. Present evidence that the student has taken advantage of academic help provided by the school in the subject tested by the Regents examination under appeal;
4. Have a course average in the subject under appeal (as evidenced in the official transcript that records grades achieved by the student that meets or exceeds the required passing grade by the school); and
5. Be recommended for an exemption to the graduation requirement by the student's teacher or Department Director in the subject of the Regents examination under appeal.

English Language Learners who first entered school in the United States in grade 9 or above, seeking to appeal with a score between 55 and 59 on the required Regents Exam in English language arts must meet the following criteria to demonstrate that they meet the State Learning Standards:

1. Have taken the required Regents examination in English language arts under appeal at least two times;
2. Have been identified as an English Language Learner at the time the student took the Regents examination in English language arts the second time;
3. Have at least one score on the required Regents examination in English language arts between 55 and 59;
4. Present evidence that the student has taken advantage of academic help provided by the school in English language arts;
5. Have a course average in English language arts (as evidenced in the official transcript that records grades achieved by the student) that meets or exceeds the required passing grade by the school;
6. Be recommended for an exemption to the graduation requirement by the student's teacher or department chairperson in English language arts.

### **CREDIT BY EXAMINATION**

A student may earn a maximum of 6-1/2 units of credit for either a Regents or a local diploma without completing units of study for such units of credit, if:

- based on the student's past academic performance, the Superintendent or his/her designee, determines that the student will benefit academically by exercising this alternative, and
- the student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State-developed or State-approved assessment pursuant to section 100.2;
- the student passes an oral examination or successfully completes a special project to demonstrate proficiency, in such knowledge, skills and abilities normally developed in the course but not measured by the relevant Regents examination or State-approved examination if used, as determined by the principal; and
- the student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Education Law, until the age of 16, pursuant to sections 3204 and 3205 of the Education Law.

Upon completion of the requirements, the Regents course with the addition of, "Credit by exam" will be listed on the transcript, with the grade of "P" for the school year in which the credit was earned.

## **SPECIAL EDUCATION SAFETY NET**

### 55-64 Regents Examination Pass Score Option for Students with Disabilities

While the RCT safety net ends with the class of students that entered grade 9 during the 2010-11 school year, the local diploma option remains available to all students with disabilities provided they earn a score of 55-64 on one or more required Regents examinations. There is currently no regulatory sunset date for this graduation Safety Net option for students with disabilities.

### 45-54 Regents Examination Pass Score Option for Students with Disabilities

This regulation provides students with a disability the option to earn a local diploma through the use of a “compensatory option” if the student:

1. Scores between 45-54 on one or more of the five required Regents exams, other than the English language arts exam or mathematics exam, but scores 65 or higher on one or more of the required Regents 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.
2. Obtains a passing grade for the course in the subject area of the Regents examination in which he or she received a score of 45-54.
3. Has a satisfactory attendance rate in accordance with the District’s attendance policy.
4. Is not already using a passing score on one or more Regents Competency Tests (RCTs) to graduate with a local diploma.

### Superintendent Determination of Graduation with a Local Diploma

For students with disabilities, otherwise eligible to graduate in June 2016 and thereafter, upon receipt of a written request from an eligible student’s parent/guardian, a school superintendent (or the principal/head of school of a registered nonpublic school or charter school, as applicable) may make a local determination that a student with a disability has otherwise met the standards for graduation with a local diploma when such student has not been successful, because of his/her disability, at demonstrating proficiency on the Regents examinations required for graduation. Because English Language Arts (ELA) and mathematics are foundation skills for which there must be a standardized measure of achievement, to be eligible for the superintendent determination option, students must achieve a minimum score of 55 on the ELA and mathematics Regents examinations or a successful appeal of a score between 52 and 54. For the other three examinations required for graduation, this option allows review of other documentation of proficiency when the student cannot pass one or more of these examinations.

Conditions:

1. The parent/guardian submitted a written request that their child be considered for a superintendent determination;
2. The student has a current IEP and is receiving special education programs and/or related services;
3. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option [section 100.5(b)(7)(vi)(c) and (d)(7)];
4. The student has earned the required course credits and has passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents exam areas (ELA, math, social studies, and science);
5. The student has earned a minimum score of 55 on both the Regents ELA and math exams or a successful appeal of a score between 52 and 54;

6. There must be evidence that the student participated in the other Regents examinations (science and social studies) but has not passed one or more of these examinations as required for graduation [section 100.5(a)(5); and
7. The student has otherwise demonstrated competency in the subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examination.

A superintendent may only make a determination whether an eligible student has met the requirements for graduation through the superintendent determination pathway option upon receipt of a written request from an eligible student's parent or guardian. This option requires that the student and the parent/guardian of the student receive written notice of the superintendent's determination with the copy of the completed superintendent's determination form and, where the superintendent determines that the student has met the requirements for graduation, the district must provide prior written notice that the student is not eligible to receive a free appropriate public education after graduation with a local diploma. Where the superintendent determines that the student has not met the requirements for graduation, the written notice shall inform the student and his/her parent/guardian that the student has the right to attend school until receipt of a local or Regents diploma or until the end of the school year in which the student turns age 21, whichever shall occur first.

In addition, in order to ensure appropriate transition planning, amendments to section 200.4(d)(2)(ix) are proposed to require that, for students of transition age, the development of transition goals and services at a CSE meeting must include a discussion with the student's parents/guardians of the student's progress toward receiving a diploma and that parents/guardians be provided with information explaining graduation requirements, including eligibility criteria and process for requesting the superintendent determination.

#### **SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL FOR STUDENTS WITH SEVERE DISABILITIES**

Beginning in the 2013-2014 school year, the Regulations of the Commissioner of Education have been amended to replace the New York State (NYS) Individualized Education Program (IEP) Diploma with a Skills and Achievement Commencement Credential for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA). The Skills and Achievement Commencement Credential will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate.

#### **TECHNOLOGY AND PARENTING LEARNING STANDARDS**

In addition to the requirements listed for either a Regents or Advanced Regents Diploma all students are required to meet the Learning Standards in Technology and Parenting.

#### **TECHNOLOGY LEARNING STANDARD**

The Learning Standard in Technology may be met by completing one of the following:

1. A course in Computer Technology.
2. An integrated course combining Technology with Mathematics and/or science at BOCES.
3. Career & Financial Management offered by the Business Department and Family & Consumer Sciences Department.

## PARENTING LEARNING STANDARD

The Learning Standard in Parenting may be met by completing one of the following 0.5 credit courses offered by the Business Department, Family & Consumer Sciences Department, and Health and Physical Education Departments:

1. Career & Financial Management
2. The Developing Child
3. Early Childhood Education
4. Health and Wellness

## AP SCHOLAR AWARDS

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP score report that is sent to colleges the following fall.

### Award Levels

**AP Scholar:** Granted to students who receive scores of 3 or higher on three or more AP Exams.

**AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

**AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

**State AP Scholar:** Granted to the one male and one female student in each U.S. state, and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, **and then** the highest average score (at least 3.5) on all AP Exams taken.

**National AP Scholar:** Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams.

## A GUIDE FOR COLLEGE-BOUND STUDENT-ATHLETES AND THEIR PARENTS/GUARDIANS

Potential Division I and II student athletes should confer with their coach and counselor. It is the student-athlete's responsibility to know and complete the necessary requirements to qualify for college participation.

- The most current eligibility standards and commonly asked questions can be obtained over the Internet by accessing [www.ncaa.org](http://www.ncaa.org).
- Students can create an account and register with the NCAA Eligibility Center at: <https://web3.ncaa.org/ecwr3/> (Commack High School Code: 331453—NCAA Telephone Number: 317-917-6222)
- NCAA Initial-Eligibility Clearinghouse Telephone Number: 877-262-1492

## COMMUNITY SERVICE & INVOLVEMENT PROGRAM (CSIP)

One of Commack High School's missions is to promote extracurricular opportunities and to encourage students to become creative, active participants in their high school, the local community and in our democratic society. This experience contributes to the positive growth and development of our students. Commack High School has always taken the initiative in regard to implementing the standards and requirements set forth by the New York State Education Department. The Community Service & Involvement Program (CSIP) is a graduation requirement for all students and has a tradition dating back over thirty years. To fulfill this requirement, the district requires completion of 65 units/hours of CSIP over a period of four years for all students not enrolled in the IB Diploma Program or IB Career Related Program. Throughout high school, students are expected to earn community service credits through involvement in the many programs and activities presented by the variety of clubs, organizations, and teams within the high school, as well as service credits through their involvement in the many community, local, county, and state organizations eager

to accept volunteer assistance. As a local graduation requirement, students are required to accumulate a minimum total of 65 units/hours of CSIP activity during their four years of high school. The CSIP Program requires a minimum of 15 hours/points in each of grades 9, 10, and 11. Seniors are required to earn a minimum of 20 units. Each student will be scheduled for CSIP each year in order to facilitate the completion of this requirement.

## **PROGRAM LEVELS**

### **REGENTS**

Designed to meet the needs of those students who can follow the regular New York State Education Department Syllabus, the Regents Program offers a Regents examination at the completion of specific courses.

### **PRE-AP/ENRICHED**

The purpose of these courses is to have students excel in specific disciplines above and beyond the expectations of the average classroom. Each student should be screened to carefully ascertain his/her successful placement. ***We do not overlook that any student who demonstrates the willingness to succeed in these courses should be given an opportunity to participate in the “Enriched”/Pre-AP/Enriched programs. These special cases will be reviewed by the Building Principal with the advisement of Coordinators and Directors.*** Students who take these courses will receive a 6% weighting.

### **ADVANCED PLACEMENT (AP)**

Advanced Placement courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study, and research are an integral part of the program. The cost of taking AP Examinations is absorbed by the student. The examination is administered by the College Entrance Examination Board and a five-point college-level scale is used. According to the College Board, currently more than 90% of colleges and universities offer college credit, advanced placement, or both, for qualifying AP scores. AP Examinations must be taken to receive the 10% weighting for grade point average and determining cohort group purposes, and to receive AP credit. A student enrolled in an AP course may, at mid-year, declare if they wish to take the AP exam. If they choose not to take this exam, the designation of the course will be changed to Honors, as per College Board Policy, and their grade will receive a 6% weighting.

### **INTERNATIONAL BACCALAUREATE (IB)**

The International Baccalaureate (IB) Program is an internationally recognized curriculum that offers 11th and 12th grade students the opportunity to earn an IB Diploma. The program is offered in 5,400 schools in 158 different countries worldwide as of February 2021.

The IB Program is:

- An academically challenging and balanced program over two years with assessments that prepare high school students for success in college and in life.
- Aims to teach students to become independent learners who can recognize the connections between what they learn in school and the world outside.
- Teaches students to combine relevant knowledge, experience, and critical thinking to solve problems.
- Continues to gain recognition and respect from the world’s leading universities.

**The IB Diploma Program** is an inclusive rather than exclusive program of study. Students should, above all, be highly motivated learners because IB courses offer a high degree of challenge. The prospective IB student should also develop analytical and critical thinking skills, possess or be willing to learn necessary time management skills, be open to new ideas and cultures and be tolerant of different beliefs. The IB student must be willing to participate in school and community activities, be able to develop and use information effectively, and, above all, be willing to handle the rigor and pace of a demanding academic curriculum.

To earn the IB Diploma, students must:

- Complete coursework and assessments in six IB subjects
- Write an extended essay of independent research on a topic chosen by the student and guided by a faculty mentor
- Complete 10 reflections with evidence demonstrating their Creativity, activity and Service activities (CAS)
- Participate in a critical thinking course called Theory of Knowledge (TOK)

Students will receive 10% weighting and IB credit if they take the IB examination. If a student does not register for the IB subject assessment and/or does not take the IB assessment, then a 6% weighting is applied. Students who take IB courses without completing the entire program may earn IB certificates by testing in selected IB courses. The cost of taking an IB examination is absorbed by the student.

**The IB Career-related Programme (CP)** is for students, in grades 11 and 12, who wish to focus on career-related learning in the last two years of secondary school. The CP combines the highly regarded and academically challenging courses from the IB Diploma Programme (DP) with practical, real-world approaches to learning. All of the elements of the CP help students develop the communication, personal, and academic skills necessary to succeed in a rapidly changing world.

The IB Career Program requires:

- A full year of 2 IB Diploma courses (spread over two years)
- A career-related study course (a course that aligns with the chosen field) OR two half-year career-related study courses (spread over two years)
- A unique program course called Personal and Professional Skills
- A Reflective Project (related to the chosen career-related study)
- A Language Development requirement (in a World Language other than English)
- Service Learning (project to be tailored to the career-related study)

## **CO-ENROLLED CLASSES**

### **COLLEGE CREDITS EARNED THROUGH HIGH SCHOOL COURSES**

Commack High School affords qualified high school students an opportunity to take college courses and earn college credits while learning in the high school environment through various universities. All courses offered by the post-secondary institutions listed above carry credit which may be applicable toward a degree at other colleges and universities. Please know that it is at the discretion of individual colleges and universities to accept college credits taken in high school. Factors that are included in this individual decision include, but are not limited to: the major a student is applying to, the level of college course, and the total number of credits a student has earned while in high school. Some colleges or universities may not accept credit taken in high school, while others will only accept credit in given subject areas. It is recommended that students inquire with prospective institutions to learn if the credits they are taking in high school will qualify for credit at the college level. Applications, with registration instructions, will be distributed through the classroom teachers in September and January. Each institution has specific eligibility requirements and registration procedures, including payments, that must be followed to ensure proper registration and receipt of course credit. Please note that the tuition fees are for the current school year and are subject to increase yearly. In the event that a student chooses to withdraw from a course, they must follow the deadlines and withdrawal procedures established by the credit granting institution. Please realize that there will be no financial reimbursement by the college or university if this occurs. **To receive college credit for co-enrolled classes taken at Commack High School, students must request transcripts directly from the Registrar's Office of the college or university granting credit.**

Listed below are the colleges and universities that Commack High School students who receive a passing grade in the course can be eligible to receive credit from, as well as general admissions, registration and contact information for each institution:

### **ADELPHI UNIVERSITY**

<b><u>HS Course Name</u></b>	<b><u>College Course Name</u></b>	<b><u>Course Code</u></b>	<b><u>Credits</u></b>
College Sports Medicine	First Aid and Injury Control	PED (0852) 167	3
IB Sports, Exercise and Health Science	Scientific Foundations of Physical Activity	ESC (0854) 501	3
Cost to Student:	\$345.00 for 3 credits. Late fee of \$35.00. Cost increases annually.		
Admission Requirements:	Students must have completed Biology R to take the College Sports Medicine Course. Program is open to students in grades 10–12.		
Students with Financial Need:	No provision for students presenting financial need.		
CHS Contact Person:	Mr. Eric Biagi, Assistant Principal, (631) 912-2103		
University Contact:	Kate M. Matzkin (516) 877-3046 Admissions 1-800-233-5744 or (516) 877-3050		

### **FIVE TOWNS COLLEGE**

<b><u>HS Course Name</u></b>	<b><u>College Course Name</u></b>	<b><u>Course Code</u></b>	<b><u>Credits</u></b>
College Choral Ensemble	Choir	ENS326	1
College Wind Ensemble	Concert Band	ENS330	1
College String Ensemble	String Ensemble	ENS374	1
Cost to Student:	Tuition is \$50.00 per credit		
Admission Requirements:	Must be in Grade 12.		
Students with Financial Need:	No provision for students presenting financial need.		
CHS Contact Person:	Mr. Eric Biagi, Assistant Principal, (631) 912-2103		
University Contact:	Jerry Cohen, Admissions Office – 631-656-2102		

### **MOLLOY UNIVERSITY**

<b><u>HS Course Name</u></b>	<b><u>College Course Name</u></b>	<b><u>Course Code</u></b>	<b><u>Credits</u></b>
College Sculpture/Ceramics	Ceramics I	ART 1200	3
College Advertising Design	Introduction to Advertising	MKT 2590	3
College Computer Illustration	Introduction to Digital Art	ART 1800	3
IB/AP Computer Science 1	Visual Programming	CSC 1030	3
Cost to Student:	Tuition is \$250.00 for 3 credits.		
Admission Requirements:	Open to students in grades 10, 11, 12. Students can receive course credit for MAT 1160 or MAT 1180, not both.		
Students with Financial Need:	No provision for students presenting financial need.		
CHS Contact Person:	Mr. Eric Biagi, Assistant Principal, (631) 912-2103		
University Contact:	Stephanie Povalitis, spovalitis@molloy.edu		

**LIU HIGH SCHOOL SCHOLARS PROGRAM, LONG ISLAND UNIVERSITY, LIU**

<b>HS Course Name</b>	<b>College Course Name</b>	<b>Course Code</b>	<b>Credits</b>
College Accounting	Principles of Accounting I	ACC 11	3
IB Business Management SL	Introduction to Business	BUS 10	3
College Algebra & Trigonometry	College Algebra & Trigonometry	MTH 3	4
College Business and Personal Law	Legal Environment	LAW 13	3
College Computer Applications	Intro Bus Info Processing	MAN18	3
College English Composition	Fall Semester: Writing I: Composition & Analysis	ENG 1	3
	Spring Semester: Writing II: Research & Argument	ENG 2	3
College Health Professions	Fall Semester: Intro to Health Professions	HSC101	3
	Spring Semester: Medical Terminology	HIM52	3
College Level Human Anatomy and Physiology	Fall Semester: Human Anatomy & Physiology I	BIO 7	4
	Spring Semester: Human Anatomy & Physiology II	BIO 8	4
Cost to Student:	Tuition is \$290.00 for 3 or 4 credit courses.		
Admission Requirements:	Open to students in Grades 10, 11 and 12. Preference is given to students who have maintained an unweighted cumulative average throughout high school of at least 80 in core academic subjects (English Language Arts, Mathematics, Natural Sciences, Social Sciences and Languages Other than English). Final admission decision rests with the LIU Admission Office.		
Students with Financial Need:	Since LIU High School Scholars Program tuition is already discounted about 90% from on-campus rates, no other financial aid is available for LIU High School Scholars Program students taking courses in high school.		
CHS Contact Person	Mr. Jon Miale, School Counselor, (631) 912-2121		
University Contact:	Christopher Adams, (516) 299-2919—christopher.adams@liu.edu		
Scholarship Opportunity:	Students who attend LIU after high school and have successfully completed six (6) credits through the LIU High School Scholars Program and earned a 3.5 (92) in the courses will automatically receive a \$5,000 scholarship; students who earned a 3.2 (87) will receive \$2,500, each renewable for four years.		

**ST. JOSEPH'S UNIVERSITY**

<b>HS Course Name</b>	<b>College Course Name</b>	<b>Course Code</b>	<b>Credits</b>
College Game Design	Intro to Game Design	ART 273	3
College Psychology in Education	Educational Psychology	EDU 115	3
College Foundations of Education	Sociological & Philosophical Foundations of Education	EDU 234	3
IB Psychology SL	Intro to Psychology	PSY 100	3
Cost to Student:	\$180.00 Tuition		
Admission Requirements:	Open to all 11 <sup>th</sup> or 12 <sup>th</sup> grade students enrolled in an SJC Bridge course.		
Students with Financial Need:	Contact the Registrar's office		
CHS Contact Person / Program Supervisor:	Mr. Eric Biagi, Assistant Principal, (631) 912-2103		
University Contact:	Kaitlyn Mottola (631) 687-4503		
Scholarship Opportunity:	For those who attend St. Joseph's University as an admitted Freshman.		



**ROCHESTER INSTITUTE OF TECHNOLOGY—PROJECT LEAD THE WAY (PLTW)**

<b><u>HS Course Name</u></b>	<b><u>College Course Name</u></b>	<b><u>Course Code</u></b>	<b><u>Credits</u></b>
PLTW Design and Drawing for Production (PLTW Introduction to Engineering Design)	Design and Drawing for Production	CAST-PLTW-101 - 88	3
PLTW Civil Engineering and Architecture	Civil Engineering and Architecture	CAST-PLTW-104 - 88	3
PLTW Building, Automation & Robotics	Computer Integrated Manufacturing	CAST-PLTW-105 - 88	3
PLTW Principles of Engineering	Principles of Engineering	CAST-PLTW-102 - 88	3
Cost to Student:	\$225.00 Tuition for 3 credits for each course.		
Admission Requirements:	Open to students in grades 10-12 (*PLTW DDP is open to students in grades 9-12). Upon taking and receiving at least a 6 stanine score on the year-end exam, and an 85 course average, students will have the opportunity to purchase 3 semester credits.		
Students with Financial Need:	No provision for students presenting financial need.		
CHS Contact Person / Program Supervisor:	Mr. Eric Biagi, Assistant Principal, (631) 912-2103		
University Contact:	Deborah A. Cooper (585) 475-4609		

**ST. JOHN'S UNIVERSITY**

<b><u>HS Course Name</u></b>	<b><u>College Course Name</u></b>	<b><u>Course Code</u></b>	<b><u>Credits</u></b>
College Calculus	University Calculus I	Fall 1730	4
	University Calculus II	Spring 1740	4
IB Economics	Principles of Economics	1001 Fall only	3
IB Language (Italian, Spanish, and French)	Spanish Level III, French Level III, Italian Level III	Fall 2030	3
		Spring 2040	3
College American Sign Language 3	Intro to Sign Language I	Fall 1760	3
	Intro to Sign Language II	Spring 2790	3
Cost to Student:	\$325.00 Tuition (2018-2019 School Year) for each one semester course.		
Admission Requirements:	<p><b>Juniors: 85 average or higher</b> in 5 academic subjects (English, Math, Science, Social Studies, Language) after 2 years of high school; <b>1000 or higher on PSAT's or SAT's</b>. VERIFICATION OF THE PSAT OR SAT SCORES ARE OBTAINED FROM THE STUDENT'S PERMANENT FILE AT THE TIME OF REGISTRATION.</p> <p><b>"Please note: Spanish/Italian Level III can only be taken by Seniors for college credit." Seniors: 80 average or higher</b> in above 5 academic subjects; <b>1080 or higher on SAT's</b>. ACT composite of 23+.</p> <p>VERIFICATION OF THE SAT AND ACT SCORES ARE OBTAINED FROM THE STUDENT'S PERMANENT FILE AT THE TIME OF REGISTRATION.</p>		
Students with Financial Need:	No provision for students presenting financial need.		
CHS Contact Person / Program Supervisor:	Mr. Keltos, Assistant Principal (631) 912-2107		
University Contact:	www.stjohns.edu/dsop (go to the College Advantage link)		

**SUFFOLK COUNTY COMMUNITY COLLEGE—BEACON PROGRAM**

<b><u>HS Course Name</u></b>	<b><u>College Course Name</u></b>	<b><u>Course Code</u></b>	<b><u>Credits</u></b>
College Traditional Photography	Black and White Film Photography I	ART 141	3
College Digital Photography	Introduction to Digital Photography	ART 140	3
College Pre-Calculus	Fundamentals of Pre-Calculus 1	MAT 124	4
College Television Studio Production	Television Production I	RTV 121	3
College Advanced Studio Production	Digital Filmmaking I	CIN 117	3
College Marine Biology	Marine Biology	MAR 111	4
College Spanish & Culture 2	Intermediate Spanish I	SPN 201	3
	Intermediate Spanish II	SPN 202	3
College Italian & Culture 2	Intermediate Italian I	ITL 201	3
	Intermediate Italian II	ITL 202	3
Cost to Student:	\$171 Tuition for each 3 credit course / \$228 Tuition for each 4 credit course		
Admission Requirements:	Must be a junior or senior who has a demonstrated readiness to take a college level course, has taken the high school and college prerequisite courses, and demonstrated the skills and knowledge necessary for the Beacon Program course OR has exhibited a strong performance in academic subjects related to the course into which they want to enroll. A strong performance is defined as an average of 80 or better in the discipline.		
Students with Financial Need:	No provision for students presenting financial need.		
CHS Contact Person / Program Supervisor:	Mr. Eric Biagi, Assistant Principal, (631) 912-2103		
College Contact:	Lisa Calla, Beacon Program Liaison; <a href="mailto:callaL@sunysuffolk.edu">callaL@sunysuffolk.edu</a>		

**SYRACUSE UNIVERSITY**

<b><u>HS Course Name</u></b>	<b><u>College Course Name</u></b>	<b><u>Course Code</u></b>	<b><u>Credits</u></b>
College Chemistry Forensics	Forensic Science	CHE 113	4
College Sociology	Introduction to Sociology	SOC 101	3
Cost to Student:	\$115.00 per credit (\$460.00 for four credits, \$345.00 for three credits) (2019-2020 School Year), for entire year at CHS; includes Syracuse transcript.		
Students with Financial Need:	Tuition assistance is available for eligible students. The Emergency Tuition Assistance Form is available on the Syracuse website at <a href="http://supa.syr.edu">http://supa.syr.edu</a> or from your instructor. Qualified students typically receive free or reduced lunch or have a parent/guardian with an adjusted gross income of under \$30,000.00.		
CHS Contact Person / Program Supervisor:	Mrs. Kristy Wohlgemuth, Science Teacher		
University Contact:	Admissions: (315) 443-3611 / Syracuse University Registrar: (315) 443-2422		

# ART DEPARTMENT

MR. MARK STUCKEY, DIRECTOR

MS. MARIE ADAMO, LEAD TEACHER

The Art Department has earned an outstanding reputation for excellence throughout New York State. The program offers a wide variety of coursework pertaining to any given medium that will suit a student's particular interest. Our course offerings may be structured for the serious student artist who wishes to obtain an Arts degree or post-high school Art training. Art courses are also provided for students who do not wish to major in the field of Art but want to obtain Art experiences for personal enjoyment.

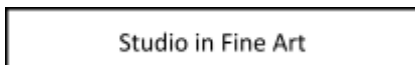
Members of our art program may be considered for participation in various art shows and competitions.

Full-year studio foundation courses (Studio in Art, Studio in Applied Arts, Studio in Digital Media Arts) may be used to satisfy the Fine Arts graduation requirement. The first half of each foundation course will teach a foundation in the "Elements of Art" and "Principals of Design." The second half of each foundation course will apply what is taught to the different mediums students have selected to further explore.

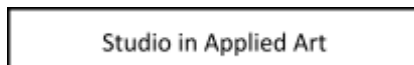
Students may navigate across electives after completing a foundation course. Both Advanced Placement courses and the International Baccalaureate Program offer further academic rigor. Students may enroll in IB Visual Art after a foundation course is completed. Our AP Program requires the completion of a Full-year foundation course, as well as two (2) half-year electives within a given pathway.

**A full-year 1 credit Foundation Courses may be used to satisfy the Fine Arts graduation credit.**

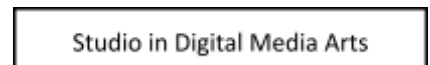
1 Foundation Course



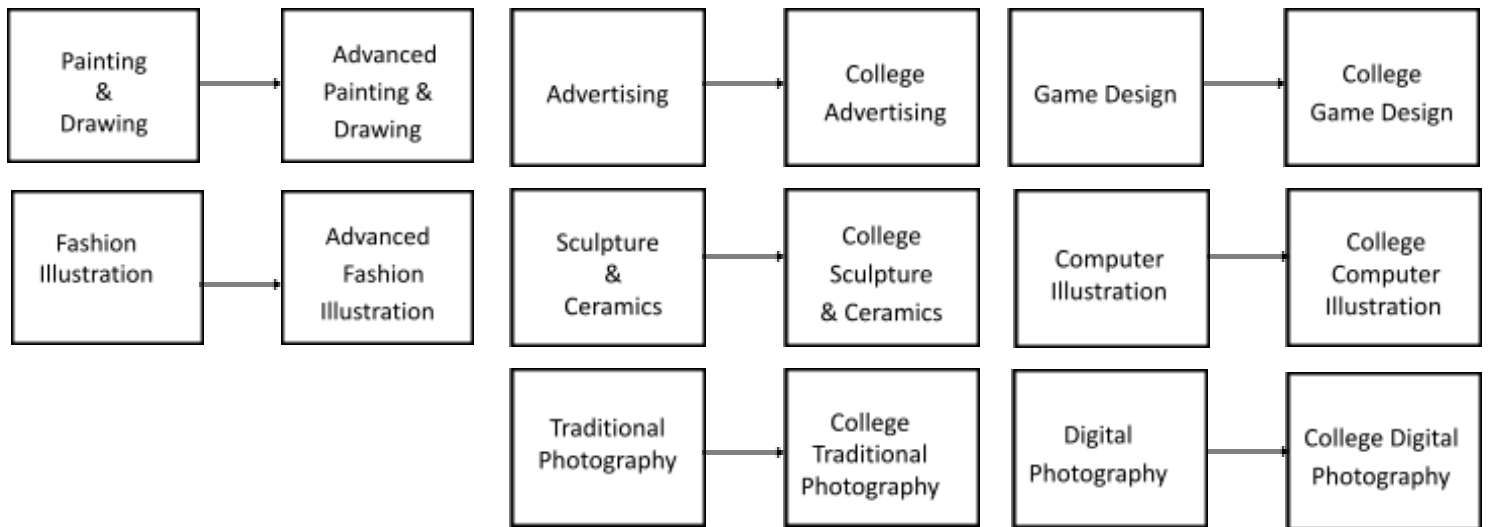
1 Foundation Course



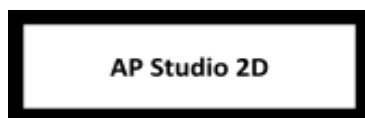
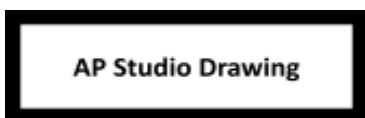
1 Foundation Course



**The following electives are half-year courses that may be taken after a Foundation Course is completed. You may navigate across any pathway of electives.**



**One (1) Full-Year Foundation Course plus two (2) half-year electives within a pathway are required to take an AP.**



**One (1) Full-Year Foundation Course and junior standing is required to take an IB Art course.**



This department offers courses that can be taken as electives or as part of a five (5) credit sequence replacing World Language. To complete a five (5) credit sequence in lieu of the World Language requirement, students must take the following:

**FIVE CREDIT SEQUENCE IN ART INCLUDES:**

**One credit in Studio Art, 4 Elective credits of choice**

The Individual Arts Assessment Pathway (IAAP) is a graduation pathway option in which students demonstrate, through a collection of creative works, growth over time that meets the appropriate High School Performance Indicators in the New York State Learning Standards for the Arts. Students pursuing either a Regents Diploma or a Regents Diploma with Advanced Designation may utilize the IAAP as their pathway assessment.

**SEQUENCE OPTION:**

- 1st Unit:** Foundations Course - Studio
- 2nd Unit:** Art elective, including College Level
- 3rd Unit:** AP/IB Course

**COURSES**

**STUDIO IN DIGITAL MEDIA ART** **1 Credit**  
**Grades: 9, 10, 11, 12**  
The Studio in Digital Media foundation course is an introduction into the professional world of Digital Art. In this class, the students will be introduced to a variety of programs that are currently being used in the professions of Game Design, Graphic Design, Computer Illustration, Advertising, and Photography. After completing the Studio in Digital Art class, the students can further their instruction by focusing on a variety of Digital classes that further their interest. In these classes, we delve into new media and new environments that challenge student intellect and help develop creative thinking skills to assist in visual communication.

**STUDIO IN FINE ART** **1 Credit**  
**Grades: 9, 10, 11, 12**  
The Studio in Fine Arts foundation course introduces the fundamentals of artistic expression. The courses include experiences in drawing, painting, and mixed media. The courses emphasize observation and interpretation of the visual environment, visual communication, imagination, and symbolism through an introduction to various visual arts media. The focus of this comprehensive course is the study of how artists convey ideas through the application of a variety of media, and the study of historical and contemporary art and artists from a worldwide perspective.

**STUDIO IN APPLIED ART** **1 Credit**  
**Grades: 9, 10, 11, 12**  
The Studio in Applied Art foundation course applies form and structure to the materials and accompanying aesthetics of crafts through a survey of a wide range of forms; some possibilities include fibers, sculpture, ceramic work, silk-screening, fashion design & marketing, papermaking, and jewelry work. The focus of this comprehensive course is on communication of ideas and application of form and structure through diverse media, and the study of historical and contemporary art and artists from a worldwide perspective.

**ADVERTISING DESIGN** **0.5 Credit**  
**Grades: 10, 11, 12**  
**Prerequisite: One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art)**  
This course is designed to help students develop an understanding of the principles and skills involved in advertising design and to develop an awareness of the impact of the advertising media on the consumer. Experiences similar to those found in advertising agencies are simulated. Skillful use of tools and materials, as well as an individual approach to problems involving techniques in layout, lettering, illustration, and packaging, will be developed.

**COLLEGE ADVERTISING DESIGN** **0.5 Credit**  
**Grades: 10, 11, 12** **1.10 Weighting**  
**Prerequisite: Advertising Design**  
This course is designed as an overview of the advertising industry which covers topics from marketing strategies to the group development of an advertising campaign. You will learn about the different economic and social roles played by advertising and explore the kinds of critical and analytical decision-making that underlie specific advertising campaigns. This course is designed to foster a sense of professionalism and visual ethics, to utilize your broad liberal arts and communication background in a new way, to give you a degree of command in visual language, and to raise your critical awareness of advertising strategies and techniques. Students will augment their abilities to coordinate, strategize, and execute a final campaign through collaborative critical analysis and creative structuring. This course may be taken for college credit through Molloy University.

**GAME DESIGN** **0.5 Credit**  
**Grades: 10, 11, 12**  
**Prerequisite: One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art)**  
This foundation course will introduce our students to the tools and techniques required to understand and use the components of design, story, drawing, and storyboarding for games. This course looks at the creative aspects of pre-production, examining the common practices and processes that tie story, gameplay, mood, character, and environment design to create a seamless whole in animated and game productions. To this end, this

course introduces color theory, lighting, composition, design, animation, and game design history, as well as the tools and techniques required to animate a character in a 3D animation software program. It includes a strong focus on demonstrating strategies for the application of traditional animation skills in the 3D environment. Maya, ADOBE, and Unity Software programs will be utilized.

### **COLLEGE GAME DESIGN**

**Grades: 10, 11, 12**

**0.5 Credit**

**Prerequisites:** Game Design

**1.10 Weighting**

Advanced studies in the production of video games. Production duties will be divided among “team” members specializing in art, code, or sound and will contribute to the collaborative creation of a video game. Video games present unique challenges of development, requiring interdisciplinary skill sets and efficient teamwork. Video games also present unique opportunities for building creative interactive art that is experienced. Maya, ADOBE, and Unity Software programs will be utilized. This course may be taken for college credit through St. Joseph’s University.

### **SCULPTURE AND CERAMICS**

**Grades: 10, 11, 12**

**0.5 Credit**

**Prerequisite: One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art)**

This is a foundation course designed to familiarize students with a variety of hand building techniques as well as 3- dimensional art materials in both Ceramics and Sculpture. Areas of study include but are not limited to Ceramic areas of pinch, coil construction, slab building, plaster/ plaster gauze, and clay. Studying in the unit of Sculpture will provide students with a strong background of skills in handling materials and tools of three-dimensional art, paper clay, paper sculpture, wire, aluminum, wood, stone, foam, various non-traditional materials, found objects, packing tape, etc. There will also be a focus on surface detail using paints, drawings, glazes, and faux finishes. Experience in this course will expose the students to the potential of a variety of natural and manufactured sculptural and ceramic materials.

### **COLLEGE SCULPTURE AND CERAMICS**

**Grades: 10, 11, 12**

**0.5 Credit**

**Prerequisite: Sculpture and Ceramics**

**1.10 Weighting**

Students will continue to work in both two and three dimensions. This course is designed to maintain the ceramics studio as well as further exploration of more advanced 3- dimensional art materials and challenging projects. Areas of study include but are not limited to recycling clay, making slip, making paper clay, maintaining the kiln, preparing glazes, plaster/plaster gauze, clay, paper clay, paper sculpture, wire, aluminum, wood, stone, foam, various untraditional materials, found objects, paper mache, etc. Students will produce functional and sculptural ceramic work. Projects assigned in this course will be more conceptual. Alternative firing methods will also be explored. Experimentation and exploration with surface detail using paints, drawing, glazed, and faux finishes will be encouraged. This course may be taken for college credit through Molloy University.

### **COMPUTER ILLUSTRATION**

**Grades: 10, 11, 12**

**0.5 Credit**

**Prerequisite: One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art)**

This course is designed for all students. The program used helps the student draw without having to be an Art major. The world of computer Graphics is a fast-growing important part of the Art world as well as the business world. For art majors, this is a must for preparation to go to college. Select an art program and use menus and the program’s toolbox to go on kind of extended graphic adventures. With the help of your teacher, you pursue your own individual ideas and goals, creating art on your computer for fun and for practical applications.

### **COLLEGE COMPUTER ILLUSTRATION**

**Grades: 10, 11, 12**

**0.5 Credit**

**1.10 Weighting**

**Prerequisite: Computer Illustration**

This course would include painting and drawing incorporating the computer-generated image into the artwork. Also, original artwork, hand-created, could be input through scanners into the system and manipulated. The combining of art and technology is what is happening in the art world today. This course may be taken for college credit through Molloy University.

### **DIGITAL PHOTOGRAPHY**

**Grades: 10, 11, 12**

**0.5 Credit**

**Prerequisite: One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art)**

Exploration of the technology, theory, and application of digital image processing equipment and procedures, particularly in relation to photographic processes. Principles of input, output, and computer processing techniques are covered. This course introduces the student to reflective and transmission scanning of two-dimensional art per given specifications; acquiring photographic images from digital cameras, grabbing video images; acquisition of text and graphics from online networks such as the Internet; and applying image size, resolution, and file format specifications to image files. **NOTE: A digital camera (DSLR or Point and Shoot) and/or smartphone with a capable camera function is required for class.**

### **COLLEGE DIGITAL PHOTOGRAPHY**

**Grades: 10, 11, 12**

**0.5 Credit**

**1.10 Weighting**

**Prerequisite: Digital Photography**

This course builds on the skills previously learned in the Introduction to Digital Photography course. Topics include applying production-planning techniques to image manipulation, production quality standards, advanced methods and quality criteria for image manipulation, legal, and ethical issues. This is a production-oriented course with an emphasis on producing photographic quality (raster) digital images. This course may be taken for college credit through the Beacon Program sponsored by Suffolk County Community College.

**NOTE: A digital camera (DSLR or Point and Shoot) and/or smartphone with a capable camera function is required for class.**

**FASHION ILLUSTRATION** **0.5 Credit**  
**Grades: 10, 11, 12**  
**Prerequisite:** One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art)  
The work of the class is directed toward giving students a greater appreciation and understanding of the functions of the fashion illustrator. Developing the individual's tastes in matters of dress, as well as the ability to design fashion ads, are practical goals for the student.

**ADVANCED FASHION ILLUSTRATION** **0.5 Credit**  
**Grades: 10, 11, 12**  
**Prerequisite:** Fashion Illustration  
The work of this class focuses on advanced fashion sketching and fabric rendering. Emphasis will be on the development of individual style. The basic layout and presentation will be addressed for each project. Emphasizes work on a professional studio level. Focuses on work sketches as well as finished art. Fashion illustration will be presented as advertising, publicity, promotion, and display.

**AP STUDIO ART** **1 Credit**  
**Grades: 11, 12** **1.10 Weighting**  
**Prerequisite:** One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art) and two (2) half-year electives within a given pathway  
The AP Studio Art Program offers three Studio Art portfolios: **2-Dimensional Design, 3-Dimensional Design and Drawing**. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The three portfolios correspond to the most common college foundation courses. Students may choose to submit any or all of the portfolios. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. AP Studio Art students are encouraged to participate in the AP Examination.

**IB VISUAL ARTS SL** **1 Credit**  
**Grades: 11, 12** **1.10 Weighting**  
**Prerequisite:** One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art)  
*\*SL option is for students who choose to sit for the IB Visual Arts examination after 1 year of study in the program.*  
The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

**IB VISUAL ARTS HL Y1** **1 Credit**  
**Grade: 11** **1.10 Weighting**  
**Prerequisite:** One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art or Studio in Digital Media Art)  
The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries, It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.  
*\*IB Visual Arts HL 1 students MUST continue onto IB Visual Arts HL II (Grade 12) at the conclusion of which they will sit for the examination.*

**IB VISUAL ARTS HL Y2** **1 Credit**  
**Grade: 12** **1.10 Weighting**  
**Prerequisite:** IB Visual Arts HL YR I  
The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

**PAINTING AND DRAWING** **0.5 Credit**  
**Grades: 10, 11, 12**  
**Prerequisite:** One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art)  
This course will introduce the student to a wide variety of painting and drawing media and techniques. Tempera, watercolor, acrylic, and oil painting will be fully explored. Drawing media include pencil, conte, charcoal, pen and ink, and pastels. Students will be exposed to famous painters and their works for a better understanding and appreciation of art.

**ADVANCED PAINTING AND DRAWING** **0.5 Credit**  
**Grades: 10, 11, 12**  
**Prerequisite:** Painting and Drawing  
This course will build on the variety of painting and drawing media and techniques learned in Painting and Drawing. Tempera, watercolor, acrylic, and oil painting will be fully explored. Drawing media include pencil, conte, charcoal, pen and ink, and pastels. Students will be exposed to famous painters and their works for a better understanding and appreciation of art.

**TRADITIONAL PHOTOGRAPHY****0.5 Credit****Grades: 10, 11, 12****Prerequisite: One of the Foundation Courses (Studio in Fine Art, Studio in Applied Art, or Studio in Digital Media Art)**

This black and white photography course is an introduction to the fundamental technical tools of the basic darkroom technique. Students will learn how to use the camera, lens, and tripod, select the right film, and use a light meter to determine exposure. Students learn basic density and contrast controls for both the negative and the print as they perform film exposure tests, learn how to develop film properly, and prepare chemistry and negatives for printing. We will discuss how to make the best possible negatives and prints with a full tonal range while exploring basic darkroom procedures, safety, printmaking techniques, burning and dodging, toning, archival processing, and print presentation. While black-and-white film processing and printing are emphasized, class time is also devoted to aesthetic concerns and critique. Weekly assignments will reinforce classroom activities.

**Note: a 35 mm camera is required for the class.**

**COLLEGE TRADITIONAL PHOTOGRAPHY****0.5 Credit****Grades: 10, 11, 12****Prerequisite: Traditional Photography**

During this class students will further explore the technical controls for black and white photography while expanding artistic possibilities. The students will begin with an in-depth investigation of the camera, lenses, film, and materials of black and white photography. Students will learn how to determine better exposures, control contrast with development and make fine silver prints. There is an introduction to medium and large format cameras, as well as density and contrast controls, print manipulation and toning, exhibition printing, archival processing, print finishing, and portfolio development. We also explore the visual aspects of photography as you develop a more perceptive eye. Students will investigate the quality of light, deal with composition, the frame, gesture, movement and the moment, depth and space, tonal range, and the elements of expression. Students will leave with a body of new work, a project well underway, and the ability to make more expressive prints. This course may be taken for college credit through the Beacon Program at Suffolk Community College. **Note: a 35 mm camera is required for the class.**

# **BUSINESS DEPARTMENT**

**TOBY ELMORE, DIRECTOR**

**CAROLYN MILANO, LEAD TEACHER**

A large number of Commack High School students who pursue a two year/four year college degree will major in some aspect of business. This is not surprising when we consider that most of the jobs needed during the next decade will require a business background. The Business Department has courses and programs to meet a variety of student interests creating “college and career ready” students. The Business Education courses below are designed to achieve the following:

- Computer literacy
- Prepare students for entry-level positions in today’s labor market
- Offer all students a vast array of elective subjects for their own personal use
- Prepare students for further study in business at the post-secondary level
- Prepare students for Internship Opportunities

This department offers courses that can be taken as electives or as part of a five (5) credit sequence replacing World Language. To complete a five (5) credit sequence in lieu of the World Language requirement, students must take the following:

## **FIVE CREDIT SEQUENCE IN BUSINESS INCLUDES:**

**.5 credit in Career & Financial Management (CFM)**

**.5 credit in College Computer Applications**

**4.0 Business elective credits of choice**

This department offers courses that can be taken as electives or as part of a five (5) credit sequence (replacing World Language). To complete a five (5) credit sequence in lieu of the World Language requirement, a student must complete at least 3.5 credits of the business department’s courses listed in the table below. This sequence requires the student to earn the 0.5 credit in Career & Financial Management as well as 3 credits in the business cluster of Finance/Accounting, Administration, and Marketing.

## **CTE PROGRAMS (CAREER & TECHNICAL EDUCATION)**

**CAREER & TECHNICAL EDUCATION ENDORSEMENT can be used as a 4 +1 pathway toward diploma**

**Sequence Title: Business Management/Administration—Requires 3.5 - 5 Credits**

### **Required Course:**

Career & Financial Management	0.5 Credit	General
College Computer Applications	0.5 Credit	General

### **Plus: Select at least one from this career cluster:**

College Accounting A or 1	1 Credit	Accounting/Finance
Wall Street	0.5 Credit	Accounting/Finance

### **Plus: Select at least one from this career cluster:**

*IB Business Management SL/HL YR 1	1 Credit	Administration/Management
IB Business Management HL YR 2	1 Credit	Administration/Management

### **Plus: Select at least one from this career cluster:**

Entrepreneurship	0.5Credit	Marketing Sports & Entertainment
Marketing	0.5 Credit	Marketing

### **Elective Area:**

College Business & Personal Law	1 Credit	Elective
Wall Street	0.5 Credit	Elective

### **Additional Requirements include:**

1. Internship—0.5 Credit
2. Assessment: \*IB Business Management Certificate SL or HL or NOCTI & SkillsUSA Assessment



## **COURSES**

### **IB BUSINESS MANAGEMENT SL**

**1 Credit**

**Grade: 11, 12**

**1.10 Weighting**

This one year course provides you with knowledge about key aspects of domestic and international business functions, operational processes, marketing, and human resources management. Business Management also explores how individuals and groups interact within an organization and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. This course may be taken for college credit through LIU.

### **IB BUSINESS MANAGEMENT HL YR 1**

**1 Credit**

**Grade: 11**

**1.10 Weighting**

The first half of the two year HL course provides you with an in-depth exploration of organizational structure, marketing, and human resource management. Through the use of case studies and current events, you will become a well-versed business student and will be ready to conquer HL YR2. This course may be taken for college credit through LIU.

### **IB BUSINESS MANAGEMENT HL YR 2**

**1 Credit**

**Grade: 12**

**1.10 Weighting**

**Prerequisite: IB Business Management HL YR 1**

This second half of the two year HL course is designed to expand student knowledge of the business world by focusing on the financial and operational issues businesses face and by pulling together the material covered in HL YR1 to develop a well-rounded awareness of domestic and international business operations. Focus on strategy and decision making as well as the ethical considerations business faces on a daily basis will help ensure you will be ready to further your business education in college. This course may be taken for college credit through LIU.

### **COLLEGE BUSINESS & PERSONAL LAW**

**1 Credit**

**Grades: 10, 11, 12**

**1.10 Weighting**

This curriculum emphasizes aspects of legal situations that students may encounter in their lives. Students gain a genuine respect for the law and the ability to apply the knowledge learned to their personal and professional lives. Topics covered include: Understanding our Legal System, Criminal and Civil Law, Personal Contracts, Consumer Protection Laws, Family Law, Labor Laws, Landlord and Tenant Contracts, and Insurance Contracts. This course may be taken for college credit through LIU.

### **CAREER & FINANCIAL MANAGEMENT**

**0.5 Credit**

**Grade: 9, 10, 11, 12**

**Fulfills Careers, Computer & Technology Graduation Requirements**

This course is designed to accommodate the needs of Business Education students in the 21st century. First the class will help you get adjusted to life here at CHS, including clubs, CSIP and other important information about the building. Then we start to help you learn more about yourself—the way you learn, the things that interest you, and how we can help you seek out career options that will be a good fit for you. From there we get into resume creation, job interviewing, earning a paycheck (and taxes), savings, budgeting, banking, using credit responsibly, & saving for retirement. In addition, different technological platforms will be utilized to facilitate lessons.

### **CITIZEN LAW**

**0.5 Credit**

**Grades: 10, 11, 12**

Citizen Law presents contemporary legal issues, with concentration on criminal justice. The course provides students with an overview of the rights of all citizens in our democratic society, through analyzing real life legal situations. Students gain knowledge in the court system, the trial process, and in-depth exploration of crimes and criminal behavior. The scope of this course includes the role of the police, rights of the accused, the court system, classifications of crimes, the trial process and due process rights. Anyone interested in pursuing a career in law enforcement or any legal occupation would benefit from taking this course.

### **COLLEGE ACCOUNTING I**

**1 Credit**

**Grades: 10, 11, 12**

**1.10 Weighting**

Jump into the new millennium as you learn accounting skills. Accounting is a necessary stepping-stone on your way to a successful career path. Develop skills and techniques in the recording and analyzing of business transactions through the application of accounting theories. This course may be taken for college credit through LIU.

### **ENTREPRENEURSHIP**

**0.5 Credit**

**Grades: 9, 10, 11, 12**

Do you have what it takes to be an entrepreneur? Do you want to be your own boss and run your own business? Why not find out! This class will explore and identify the attitudes and skills necessary to start and run your own business.

### **INTRODUCTION TO WEB PAGE DESIGN**

**0.5 Credit**

**Grades: 9, 10, 11, 12**

Want to learn how to create an amazing website? This is the course for you. The World Wide Web is an invaluable resource. Learn how to be an active traveler on the information superhighway - not just a bystander! Students will learn how to create effective, usable, and visually appealing websites. Emphasis on site content and the user experience will allow the student to create professional looking sites in no time!

### **COLLEGE COMPUTER APPLICATIONS**

**0.5 Credit**

**Grades: 10, 11, 12**

**1.10 Weighting**

Learn how to efficiently type and create a varied portfolio of business documents. You will immerse yourself into Microsoft Word, PowerPoint, Excel, and Publisher and discover how to create professional spreadsheets, presentations and reports that will capture attention. You will learn how to save time when completing your work efficiently and effectively through the use of Microsoft Office. This course may be taken for college credit through LIU.

**SPORTS & ENTERTAINMENT MARKETING 0.5 Credit****Grades: 9, 10, 11, 12**

This half-year course is designed for students with an interest in the sports and entertainment industry and its related careers. Through this course, students gain an understanding of basic marketing principles found in the sports and entertainment industries. The exploration of these principles is studied in a “hands-on” project oriented environment. Classroom lectures, class project, and case studies cover topics such as marketing principles, market research, market segmentation, branding and name recognition, analysis of various product and service industries.

**WALL STREET****0.5 Credit****Grades: 10, 11, 12**

Want to be rich? Learn what it takes to become a successful investor. Gain hands on experience managing your investments through our participation in the Stock Market Game, where you will manage a \$100,000 portfolio and experience in real time all the factors that can impact an investment's price. You will learn about stocks, bonds, and mutual funds and even have the opportunity to create your own mutual fund!

## **ENGLISH AS A NEW LANGUAGE**

**BARBARA OLIVARES-LAZCANO, DIRECTOR OF WORLD LANGUAGES AND ENL  
LINDSEY CONTRERAS & MARISSA BANDUCCI (LR: Maryellen Saluk), ENL TEACHERS**

The “English as a New Language” (ENL) program is designed to teach English to students whose native language is not English. Admittance into the ENL program is determined by an initial screening process as well as a score on the NYSITELL. Once in the program, the number of ENL classes is determined by the student’s proficiency level. The five levels of proficiency (from lowest to highest proficiency) are “Entering,” “Emerging,” “Transitioning,” “Expanding,” and “Commanding.” “Entering” receives three units of study per week; “Emerging” receives two units of study per week; “Transitioning” and “Expanding” receive one unit of study per week; and “Commanding” receives .5 unit of study per week for two years. The units of study are a combination of stand-alone ENL instruction and integrated ENL instruction in a content area class, dependent upon the student’s proficiency level. The NYSESLAT is a state assessment given to students each spring to assess their English reading, writing, speaking, and listening skills. Scores from the NYSESLAT are used to dictate the proficiency level and the number of required periods of ENL for the following school year. Also, students who pass all four modalities are deemed Commanding and are exited from the program, yet still receive two years of support services as well as testing accommodations.

Students in the ENL program will work on developing English language skills. Ongoing conversations will take place between the ENL teachers and the content area teachers. If it is determined that a student’s language skills are impacting their grade, an “NRG” (Not Ready for Grading) will appear on the report card. When there is evidence that the language skills have improved, students may be transitioned to numerical grades. If the student passes the corresponding Regents exam before they’ve transitioned to numerical grades the “NRG” can be changed to a “P” (Passing) and credit may be awarded for the class.

# ENGLISH AND COMMUNICATIONS DEPARTMENT

JEFFREY SAUTNER, DIRECTOR

J. DESMOND, LEAD TEACHER

## **The English Program**

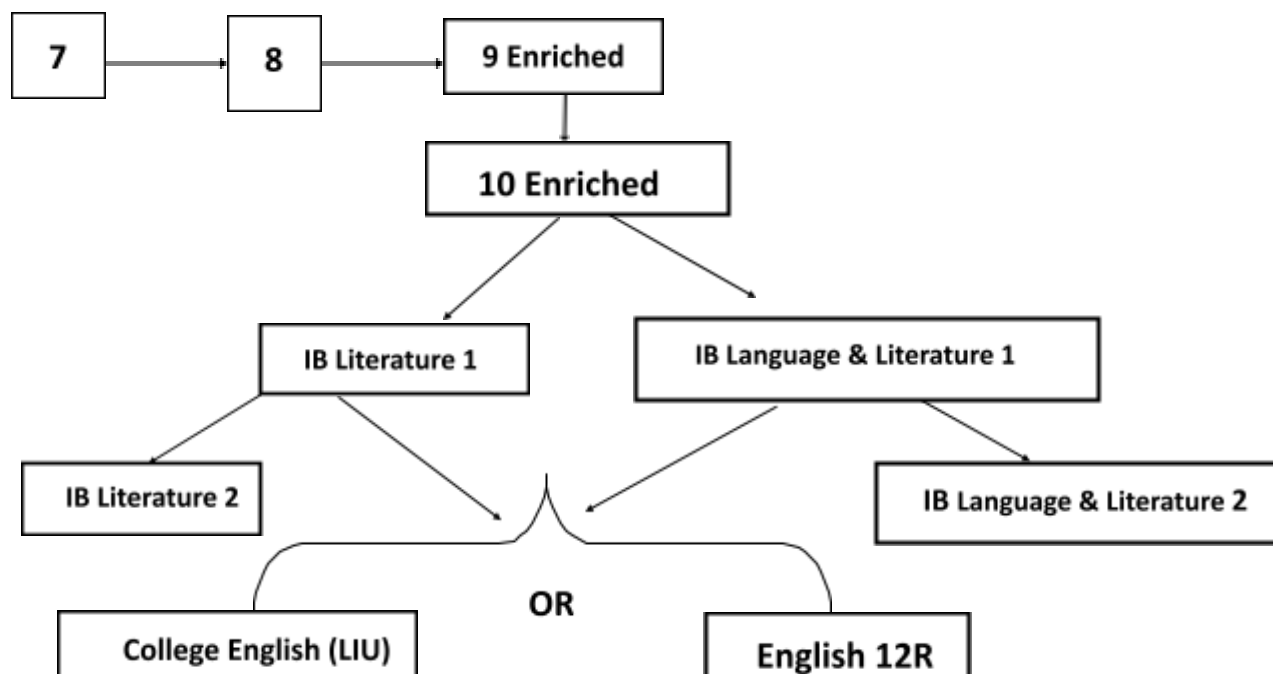
Learning goals in the areas of reading, writing, listening, speaking, and language processes as detailed in the New York State Next Generation Learning Standards, have been adopted by the Commack High School English Department as standards to be achieved by all students. The curriculum attends to reading both literary and informational texts as well as writing for the purposes of persuasion, explanation, and narration. Additionally, there is a stronger emphasis on research and media skills, which are embedded through the standards.

To achieve the goals set forth, all students will closely read literature and informational texts for interpretation, critical analysis and evaluation. Students will write as a means of asserting and defending claims, conveying ideas and information, and expressing real or imaginary experiences. Students will speak and listen for comprehension and collaboration, integrating digital media as a means of presenting information. Students will demonstrate a command of the conventions of standard English, understand how language functions in different contexts, and determine the meaning of words and phrases.

## **The Communications Department**

At Commack High School, the Communications Department is the area which brings together virtually every elective course offered in the school, enabling students to create a personally meaningful program. Whether a student plans to build a privately owned corporation, seek an advanced college degree or select his/her place in the workforce, the interdisciplinary nature of communications makes sense for many students.

## English Language Arts Sequence



## English and Communications Elective Courses

Communications/Public Speaking Film Study

International Baccalaureate Theatre Arts 1/2

Sports Media

Introduction to Video Production

College Television Studio Production

College Advanced TV Studio Production

Writer's Workshop

## **COURSES**

### **ENGLISH 9 ENRICHED**

**1 Credit**

**Grade: 9**

**1.06 Weighting**

The English 9 Enriched curriculum, as with all English curricula from 9, 10, 11, 12, consists of development of the fundamental language skills: reading, writing, listening and speaking. The curriculum addresses texts that are both literary and informational, covering a range of genres, cultures, time periods and media. Students will read in class and at home to understand key ideas and details. They will evaluate and analyze text for perspective and purpose. Students will write and speak about both literary and informational texts in order to produce language that is appropriate for its audience and effective in its purpose. Students will continue to develop their understanding of the conventions of the English Language: grammar, usage, punctuation and spelling, and they will develop vocabulary within the context of their units of study. The goal of English 9 Enriched is to prepare students with the necessary language skills to be successful throughout the rest of high school and on the New York State English Language Arts Regents Examination, which is administered during junior year.

### **ENGLISH 10 ENRICHED**

**1 Credit**

**Grade: 10**

**1.06 Weighting**

This course is a continuation of English 9 Enriched. It was designed to preview the type of coursework that is involved in either IB Literature or IB Language and Literature. While giving students further introduction to the type of work in an IB class, the course also continues to prepare students for their New York State Common Core Regents Examination, a test that occurs in January of their junior year. The critical difference between 10R and 10E is a faster pace in 10 Enriched and a more prominent speaking and presentation component.

### **IB LITERATURE 1 HL**

**1 Credit**

**Grade: 11**

**1.10 Weighting**

IB Literature 1 HL is the first course in a two-year program of advanced English studies leading toward the awarding of the International Baccalaureate Diploma. The course is designed for highly motivated English students. It aims to promote an appreciation for the wealth and subtleties of English and to facilitate the clear expression of ideas. The course fosters an appreciation for the literature and culture of the students' own society and other world societies. Through the study of World Literature, which is a central and integral part of the course, students will gain a broad, international perspective on literature and human thought.

### **IB LANGUAGE AND LITERATURE 1 HL**

**1 Credit**

**Grade: 11**

**1.10 Weighting**

IB English Language and Literature I is the first course in a two-year program of higher level (HL) studies leading to the International Baccalaureate Diploma or a course certificate. A key aim of the course is to encourage students to develop an appreciation of language and literature through a range of texts from different periods, genres and media. Students will engage in

close, detailed analysis of text and make global connections. Additionally, students will develop the power of expression in both written and oral forms and be able to recognize the contexts in which texts are written and received. The content and skills developed throughout grades 9, 10, and 11 prepare the students to succeed on the English Language Arts Regents Exam, which all students take during their junior year. At the completion of the course, students have the option of continuing their study by choosing IB Language and Literature II or College English Composition for their senior year English class. Students who want to enroll in either of those courses must complete an oral assessment in the spring of their junior year.

### **ENGLISH 12**

**1 Credit**

**Grade: 12**

Students will explore social, moral, and ethical issues of relevance today through an analysis of a variety of literary works, ancient to contemporary. The emphasis in this course will be on personal responses to great literature. The thematic units will include: Initiation, Alienation, Self-Discovery, Interpersonal Relationships, Illusion and Reality, Passages, the Individual and Society, and Commencement.

### **IB LANGUAGE AND LITERATURE 2 HL**

**1 Credit**

**Grade: 12**

**1.10 Weighting**

IB English Language and Literature is the second course in a two-year program of rigorous studies leading towards the awarding of the International Baccalaureate Diploma or Certificate. See IB English Language and Literature 1 for course details.

### **IB LITERATURE 2 HL**

**1 Credit**

**Grade: 12**

**1.10 Weighting**

IB English Language and Literature 2 HL is the second course in a two-year program of rigorous studies leading towards the awarding of the International Baccalaureate Diploma or Certificate. See IB English Language and Literature 1 for course details.

### **COLLEGE ENGLISH COMPOSITION**

**1 Credit from CHS**

**Grade: 12**

**1.10 Weighting**

**Prerequisite: Mastery, enthusiasm motivation, an oral assessment in IB Language and Literature I, and a score of 85 (mastery on the English Regents), a minimum of an overall 80 unweighted average, Teacher Recommendation, and Director approval. In order to ensure proper placement, the Director will evaluate additional areas, such as reading scores, writing ability, student motivation, etc., before approving placement in LIU English.**

**Fall Semester:** Study of fundamentals of written expression are stressed, including mechanics, form, content, and style. Emphasis throughout the course is on individual skill development, and students are given individual freedom and responsibility based upon their college status. All students write in a variety of modes for a variety of audiences. The course culminates in a research paper.

**Spring Semester:** Study of three genres: fiction, drama, and

poetry. The student will become familiar with the elements of literature and with the special characteristics of each genre. Setting, plot, theme, character development, imagery, symbolism, and point of view will be emphasized. Both composition and literary analysis are taught simultaneously with major emphasis shifting according to class need.

College English Composition fulfills and replaces the freshman composition course taken by most college students and provides students with an opportunity to receive a total of six (6) college credits (3 credits in Fall semester, 3 credits in Spring semester) that are transferable to most colleges. Also, students accepted into this program who have registered and paid tuition are automatically matriculated students at LIU and are entitled to all the rights and privileges of the “on campus” students.

## **ENGLISH ELECTIVES**

**COLLEGE TELEVISION STUDIO PRODUCTION 0.5 Credit**  
**(RTV 121 TELEVISION PRODUCTION) 1.10 Weighting**  
**Grades: 11, 12**

**Prerequisite: Students must have taken the pre-requisite class entitled “Introduction to Video Production”**

This course offers an introduction to pre-production, production and post-production techniques of digital filmmaking with emphasis on principles of narrative film practices; digital camcorders, computer-based non-linear editing and other equipment available. Students pursuing television studio production have already demonstrated their interest, enthusiasm and skill in television production at Commack High School by mastering the pre-requisite class of TV Journalism. This course may be taken for college credit through the Beacon Program sponsored by Suffolk County Community College.

**COLLEGE ADVANCED TV STUDIO PRODUCTION**  
**(CIN 117 DIGITAL FILMMAKING I) 0.5 Credit**  
**Grades: 11, 12 1.10 Weighting**

**Prerequisite: Students must have taken the pre-requisite classes entitled “Introduction to Video Production and College Level TV Studio Production”**

Students in Advanced Television Studio Production will further their television knowledge and skill by working in a news production environment within the school’s television studio as well as on location within the school and the surrounding Commack Community. There will be a continued focus on the New York State Standards as well as a practical introduction to career possibilities that will make use of the varied skills of the course. This course may be taken for college credit through the Beacon Program sponsored by Suffolk County Community College.

**COMMUNICATIONS/PUBLIC SPEAKING 0.5 Credit**  
**Grades: 9, 10, 11, 12**

Humans are, by nature, social beings and those who are advanced in communications, such as public speaking, are able to gain the respect of peers, friends, colleagues, and employers. The Communications elective is dedicated to developing students’ speaking, listening and critical thinking skills. This course is a combination of fun and work, providing a range of

performance activities, formal and informal discussions, and material that will help today’s high school student gain confidence and expertise in verbal self-expression. By the end of the semester, you can emerge from the class having overcome America’s biggest fear, which is no small feat. After you’ve done that, think of what else you’ll be capable of doing.

**FILM STUDY 0.5 Credit**  
**Grades: 10, 11, 12**

Film Study is a great opportunity for students to learn more about the fundamental aspects of successful films. Students will watch and carefully examine the ways some of their favorite films were made, and they will also be exposed to some classic films. Assignments will be creative and reflective in nature. Titles range from classics like *The Godfather* and *One Flew Over the Cuckoo’s Nest* to more contemporary works like *Inception* and *Road to Perdition*. This course contains sophisticated films which have been edited and modified as it relates directly to the content. The following films may be shown in this course: *Captain Fantastic*, *Do The Right Thing*, *Fargo*, *The Godfather*, *Good Will Hunting*, *Memento*, *One Flew Over the Cuckoo’s Nest*, *Road to Perdition*, *The Shawshank Redemption*, *The Talented Mr. Ripley*, *Whiplash*.

**SPORTS MEDIA 0.5 Credit**  
**Grades: 10, 11, 12**

Whether it’s the excitement of games, or the stories of the people who play them, sports inspire us. Sports Media is designed to introduce you to sports as a centerpiece in movies, documentaries, podcasts, and a variety of other texts. You will view and discuss a variety of fiction and nonfiction sports films, including selections from ESPN’s award-winning *30 for 30* series. You will demonstrate your learning through a variety of assessments and projects that are designed to be engaging and enjoyable. You will learn more about your favorite teams and players, and we will delve deep into the past, present, and future of professional sports.

**INTRODUCTION TO VIDEO PRODUCTION 0.5 Credit**  
**Grades: 9, 10, 11, 12**

A course in video production, including: writing, editing, videotaping, directing, and actual production. Students gain experience in front of and behind the camera.

**WRITER’S WORKSHOP 0.5 Credit**  
**Grades: 9, 10, 11, 12**

Writing can clarify, heal, excite, encourage, remind, inspire, and make the world a better place. Writer’s Workshop is designed to give students the opportunity to think and write creatively. The goal of this course is to encourage you to love writing and to guide you as you hone your craft. Whether you want to be a poet, a free-lance writer, a story teller, an essayist, a non-fiction writer, the workshop environment of this course will cultivate your writing aspirations.

**IB THEATRE ARTS 1****1 Credit****Grade: 11****1.10 Weighting**

The International Baccalaureate Theatre Arts 1 course is the first of two years of study which explores theatre as a dynamic, collaborative, and live art form. IB Theatre 1 encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. The course results in the development of both theatre and life skills: the building of confidence, creativity, and working collaboratively. Students have the opportunity to make theatre as creators, designers, directors and performers. The course emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members— they gain a richer understanding of themselves, their community and the world. This course satisfies the Group 6 requirements of the IB Diploma.

**IB THEATRE ARTS 2****1 Credit****Grade: 12****1.10 Weighting****Prerequisite: IB Theatre Arts 1**

The aim of the International Baccalaureate Theatre Arts 2 course is to guide students to understand the nature of theatre not only with their minds, but also with their senses, their bodies and their emotions. The second year of Theatre Arts studies will deepen students' knowledge of theatre from around the world, not only in practice, but also in the understanding of the social, economic, and historical contexts out of which these theatrical traditions arise. The course is designed to enable students to experience theatre on a personal level and achievement in this subject is reflected in how students develop, extend, and refine the knowledge, skills and attitudes necessary for studying theatre. Students' individual ability to be creative and imaginative and to communicate in dramatic form will be developed and extended through the theoretical and practical content of the course. Students will participate in a range of artistic activities, workshops, and performances created in collaboration with others. This course satisfies the Group 6 requirements of the IB Diploma.

# **FAMILY AND CONSUMER SCIENCES**

CAROLYN MILANO, LEAD TEACHER

Family & Consumer Sciences courses are for everyone. Everyone in today's society needs to have basic skills for personal survival and survival in relationships with others. Family & Consumer Sciences can teach you the skills you need to have a productive career, keep your home life organized, plan a healthy lifestyle, and increase your understanding of human nature.

## **Required Course:**



## **Elective Options:**

**Adolescent Psychology**  
**Developing Child**

**0.5 Credit**  
**0.5 Credit**

## **COURSES**

**ADOLESCENT PSYCHOLOGY** 0.5 Credit

**Grades: 9, 10, 11, 12**

The purpose of this course is to help students to appreciate their adolescent development as it relates to individual growth, family relationships and the place of the adolescent in society. The subject matter will directly relate to the student. Topics such as, enhancing self-esteem, building interpersonal relationships, developing communication skills and understanding conflict resolution will be examined.

**DEVELOPING CHILD** 0.5 Credit

**Grades: 9, 10, 11, 12**

This course is designed to help you understand how to work with and care for children as they grow. It explains how children develop physically, intellectually, socially, and emotionally. We investigate nutrition and prenatal development, how to take care of a baby, child growth and development, why children behave the way they do, how play is children's work, and how children communicate. It will also help you apply what you have learned to meet children's needs in the best possible ways and understand why studying child development is important whether you work in a child-related field, become a parent or just spend time with children.



# **HEALTH AND PHYSICAL EDUCATION**

**PATRICK FRIEL, DIRECTOR**

**ED BOLL, LEAD TEACHER**

Each student at Commack High School has to successfully complete 4 years of Physical Education in order to fulfill their graduation requirement.

The philosophy of Physical Education for grades 9-12 is to provide a quality education that meets the needs of all types of learners. Students in all grade levels are exposed to concepts related to wellness promotion and disease prevention. Students regularly participate in health-enhancing fitness activities, and are encouraged to exhibit a physically active lifestyle. Students need to be able to demonstrate the ability to practice wellness enhancing behaviors and reduce health risks by utilizing goal setting techniques and decision-making skills. In addition, proficiency in certain movement forms is expected. Wellness in life long fitness skills provides enjoyment, challenge, self-expression, and social interaction. Demonstrating responsible personal, emotional, and social behaviors is essential in life. Students are evaluated in affective, psychomotor, and cognitive assessments throughout each marking period.

## **Basic Life Support:**

**All ninth and eleventh grade students will have the opportunity to earn a certificate in CPR in the school's program. All tenth and twelfth grade students will review the training as a refresher in these life skills.**

## **GENERAL INFORMATION**

In order to be eligible to graduate, each student is required to successfully participate and pass an approved physical education program each academic year - grades 9 through 12. The Physical Education program is designed to satisfy New York State Learning Standards of personal fitness, safe environment and managed community resources.

- Students must enroll in Physical Education every semester they attend high school and earn a total of 2 credits (1/4 credit per semester).
- Students who transfer to a NY State high school from outside the State at any time during their high school career must earn 1/4 credit per semester for every semester they are enrolled in a NY high school regardless of the number of Physical Education credits they bring with them.
- A student who fails to successfully complete an approved Physical Education program in any given year must make up the deficiency prior to the receipt of a diploma from Commack High School.
- The evaluation of a student's progress will be made at the conclusion of each marking period. Physical Education is graded on a numeric scale (0-100) for each marking period with an average final numeric grade.
- Students may cease enrolling in Physical Education when both of the following criteria have been met:
  - They complete eight semesters of high school; **AND**
  - They have earned 2 credits in Physical Education required to graduate.

## **GRADING POLICY**

Physical Education grades are determined based on the following system:

<b>Psychomotor:</b>	15 Points
<b>Cognitive:</b>	10 Points
<b>Affective:</b>	75 Points
<b>Total:</b>	<b>100 Points</b>

## **Attendance/Class Make-ups**

The Physical Education Department has developed an attendance policy to encourage and promote life-long physical fitness. Students are expected to attend Physical Education classes on a regular basis. If a student is legally absent from class, he/she may make up the class. Please refer to the following guidelines for the attendance procedures:

**For Legally Excused Absences, students must make-up the appropriate activity, or complete written work for each day they missed.**

A total of **3 make-ups** are available each marking period for excused absences. Make-ups are held throughout the entire school year. The fitness room is open before and after school as an option for the students. **All 3 make-ups** can be a physical activity, depending on the agreement between the student and teacher. The teacher will ultimately have final approval on these make-up assignments. In addition, each student will receive 3 "school business days" (i.e., Counseling, IB test, etc.) that do not have to be made up per marking period.

If a physical activity make-up cannot be achieved, the students will have the opportunity for an assignment related to the lesson or unit we are presently teaching. Possibilities include: review articles, completion of handouts, research on that physical education topic

using eBooks from our library catalogue. These assignments will cover the 3 points earned each day for preparation, participation and effort. Students will still be responsible for any information or assignment that may have been covered in class.

In the event a student is excessively absent due to extenuating circumstances, his/her situation will be reviewed by the Lead Teacher, and if need be, presented to the Instructional Study Team (IST) for further review.

**Students cannot make up points lost in class due to non-participation. If a student is illegally absent, unprepared, wears jewelry or refuses to change and/or participate, these points cannot be made up.**

**Students are not permitted to sit on the side line.** They must either have a role as an assistant to the teacher in the lesson and or a cognitive assignment provided by the teacher. Students will fail and not receive credit for a course for the following reasons:

- Illegal Absences
- Inconsistent Preparation, Participation, and/or Effort
- Poor Performance of Cognitive Assessments
- Poor Performance on Psychomotor Assessments
- Excessive Absences without Making Up Appropriate Assignments or Activity Time

Make-up classes are offered by the Physical Education Department in an effort to help students achieve passing status.

### **MEDICAL EXCUSES**

Students excused from Physical Education for medical reasons must follow these procedures

1. All doctors' notes must be brought to the Nurses' Office, not to the Physical Education teachers.
2. All students on medical will be assigned to an alternative learning classroom
3. A form giving permission for student wearing **glasses or contacts** to participate must be filed with the nurse.
4. A student must check with the Physical Education teacher to obtain permission and a pass to leave the class for medical reasons.
5. All students must be fully "cleared" by a doctor in order to participate in Physical Education.

### **ADAPTIVE PHYSICAL EDUCATION**

Students formally excused for medical reasons are scheduled and provided with individual instruction following their doctor's direction. The adaptive program will use exercise to improve overall physical fitness. The program will address the needs and capabilities of each individual class member. Any student not permitted to do any activity at all by the doctor will be assigned to the Cognitive (writing) part of Physical Education. Any student in this program will be assigned weekly written assignments from our library catalogue and will be graded by the Physical Education teacher.

## **COURSES**

**PHYSICAL EDUCATION**  
**(Required for Graduation)**  
**Grade: 9, 10**  
**General P.E.**

**Grades: 11, 12**  
**Team Activities**  
**Individual Activities P.A.W.**

**Grade: 12**  
**International Baccalaureate Dance 2 SL/HL**                      **1 Credit**

**Team Activities**  
**Grades: 11, 12**

This course is designed to develop a student's cardiovascular system, improve flexibility and posture, increase muscular strength, endurance and, more importantly, provide your child with the skills to lead a life of good health and wellness. The curriculum includes: basketball, indoor soccer, touch football, speedball, volleyball, weight training, Fitnessgram, CPR, volleyball, football, track and field, soccer.

### **Individual Activities:**

**Grades: 11, 12**

This course is designed to develop a student's cardiovascular system, improve flexibility and posture, increase muscular strength, endurance and, more importantly, provide your child with the skills to lead a life of good health and wellness. The curriculum includes: tennis, yoga, weight training, badminton, archery, jump rope skills, power walking, golf, pickleball, Fitnessgram, CPR, fencing, training, handball, bowling.

### **Project Adventure/Wellness for Life (P.A.W.): Grades: 11, 12**

This course is designed to develop a student's cardiovascular system, improve flexibility and posture, increase muscular strength, endurance and, more importantly, provide your child with the skills to lead a life of good health and wellness. The curriculum includes: ice breaker games, trust activities, initiative activities, low elements, Project Bunk Junk/fitness training, circuit training, core training with fitness balls, Pilates, step aerobics/cardio kick boxing, muscle sculpting, Yoga, Fitnessgram, CPR, badminton, self defense.

**HEALTH AND WELLNESS**                                      **0.5 Credit**  
**(Required for Graduation) Grades: 10, 11, 12**

Based upon the New York State five strand approach to the teaching of health, this course is intended to help the students understand:

1. Factors which have influenced their development and which will continue to influence them as functional and responsible human beings.
2. Objective, factual, and scientific information in the areas of mental and emotional health
3. Up-to-date information about the causes and effects of drug use, abuse, and misuse.
4. The dietary needs of teenagers (and the problems arising from “fad” diets) and the prevention and control of common diseases.
5. In-depth study of communicable diseases, including A.I.D.S. & S.T.D.’s, as mandated by the State Education Department.

### **COLLEGE HEALTH PROFESSIONS**

**1 Credit**

**Grades: 10, 11, 12**

**1.10 Weighting**

This course provides an introduction to various professions in the healthcare field. Students will be exposed to an overview of healthcare systems and major aspects of healthcare delivery. Various health careers will be reviewed with a goal to understand underlying qualities and characteristics of health professions, professional behavior, related values, interests and ethics. In addition, students can begin to explore health career options based on an understanding of professional tasks, skills, tools and technology, abilities, work activities, work context/ environment and educational, training and legal requirements. The course will also provide an introduction to medical technology. Throughout the course of the year, students will have opportunities to visit the LIU campus to use the health science facilities, including simulation devices. This course may be taken for college credit through LIU.

### **COLLEGE SPORTS MEDICINE**

**1 Credit**

**Grades: 10, 11, 12**

**1.10 Weighting**

As a Health elective, the course will give the students an understanding of the care, prevention, and management of athletics injuries. This course will provide an opportunity for students to begin the study of anatomy, physiology, and kinesiology. The students will gain first-hand skills from a Certified Athletic Trainer. This outstanding laboratory environment will require the students to apply and integrate their classroom knowledge under the direct supervision of a Certified Athletic Trainer. This course will bridge the disciplines of physical education, physical therapy, and athletics. This is a wonderful prerequisite for students interested in pursuing careers in physical education, physical therapy, athletic training, and sports medicine. This course may be taken for college credit through Adelphi University.

### **INTRO TO DANCE**

**0.5 Credit**

**Grade: 10**

This course will introduce students to the various areas of dance. No prior experience is necessary. Students will learn to count music and combine steps to perform dance patterns. The instructional progression will include the creation of routines in various dance forms. Through this course students will learn to

appreciate the value of dance and how to include the elements of this course as part of a lifelong program of activity. Fitness elements related to dance will all be introduced in this course. To support this Pilates, yoga and other aerobic activities will be introduced during transitions. Enrollment in this course is limited. Students not gaining enrollment due to limited number of available student seats will be automatically scheduled for an alternative P.E. course.

### **IB DANCE 1**

**1 Credit**

**Grade: 11**

**1.10 Weighting**

The focus of the IB dance course is to integrate the studies of dance performance, compositions, and analysis, and to incorporate an exploration of several dance styles from cultures throughout the world. Over the course of a two-year study, students will gain the skills necessary to perform dance, and will demonstrate the creative aspect of composing dances, through a variety of improvisational techniques and creative projects in choreography. To supplement their own development, students will study master choreographers from the past century. The exploration of a wide variety of dance forms, from ballet to modern to folk dance, will provide IB students with a well-rounded understanding of the significance of dance in every culture and the pattern of its development throughout the world.

### **IB DANCE 2 SL/HL**

**1 Credit**

**Grade: 12**

**1.10 Weighting**

In the second year of study, students will continue to hone their skills in dance performance and dance composition, and add to their familiarity with significant figures in dance history, developing a keener understanding of the subtleties of this art form. Students will also delve more deeply into the connection between dance styles in various cultures. This continued examination of dance from more than one tradition will culminate in activities that assess performance, choreography and research skills.

# **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

**ERIC BIAGI, ASSISTANT PRINCIPAL & ADMINISTRATOR FOR STUDENT ACADEMIC PROGRAMS**

## **A. CAPIELLO & P. CICIONE , LEAD TEACHERS**

The International Baccalaureate Diploma Program was created in 1968 to provide students around the world with a shared academic experience that emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view. One of the advantages of the IB program is that students are evaluated over time, and on several different assessments, not on just one isolated test. Both teachers and students alike appreciate the freedom the International Baccalaureate Diploma Program offers in terms of curriculum choice and assessment.

The IB Program is:

- An academically challenging and balanced program over
- two years with assessments that prepares high school students for success in college and in life.
- Aims to teach students to become independent learners who can recognize the connections between what they learn in school and the world outside.
- Teaches students to combine relevant knowledge, experience, and critical thinking to solve problems.
- Has continued to gain recognition and respect from the
- world's leading universities.

The IB curriculum is designed to be rich and challenging. Students enjoy classes such as Theory of Knowledge, where topics are debated such as animal rights and human rights violations around the world. Students in IB language classes also learn the skill of debate by discussing the issues of a closed campus or the enforcement of a dress code, all in the target language. Students in IB Language and Literature demonstrate their creativity through project-based assessment. Students combine multiple texts to show their individual meaning through their own artistic creations and hone their presentation skills when sharing their ideas with their classmates and teacher. Students enrolled in the IB Dance, Music, Theatre Arts, and Visual Arts classes perform for the Commack community throughout the year in order to showcase their talents. As part of their Creativity, Activity and Service (CAS) requirement, IB students pursue artistic, athletic, and humanitarian endeavors such as helping to fund building wells in impoverished nations and setting up tutoring in academically disadvantaged schools. In all of the IB classes, students are asked to write and speak about various topics. These assignments are then assessed both internally by our teachers and externally by IB examiners around the world.

### **REQUIREMENTS**

To earn the IB Diploma, students must:

- Complete and test in six IB subjects
- Write a 4,000 word Extended Essay of independent research on a topic chosen by the student and guided by a faculty mentor of the student's choice
- Complete 10 reflections with evidence of Creativity, Activity, and Service activities (CAS)
- Participate in a critical thinking course called Theory of Knowledge (TOK)
- Students who take IB Diploma courses without completing the entire program may earn IB certificates by completing the requirements in selected IB Diploma courses.

The IB Diploma Program is an inclusive rather than exclusive program of study. Students should, above all, be highly motivated learners because IB courses offer a high degree of rigor and challenge. They should have begun foreign language study in the 6th grade and exhibit acceptable written and oral ability in French, Italian, or Spanish. In addition, students should complete graduation requirements such as Health prior to 11th grade. Students need to be highly competent readers, desire to challenge themselves intellectually and academically, and speak and write the English language clearly and effectively. The prospective IB student should also develop analytical and critical thinking skills, possess or be willing to learn necessary time management skills, be open to new ideas and cultures and be tolerant of different beliefs. The IB student must be willing to participate in school and community activities, be able to develop and use information effectively, and, above all, be willing to handle the rigor and pace of a demanding academic curriculum.

Students will receive 10% weighting and IB credit if they fulfill all of the course requirements, which includes taking the IB examination. If a student does not register for the IB exam and/ or does not take the IB exam, then a 6% weighting is applied. Students who take IB courses without completing the entire program may earn IB certificates by testing in selected IB courses.

### **THE CURRICULUM**

Diploma candidates are required to select one subject from each of the six subject groups. At least three, and not more than four, are taken at the higher level (HL), the others at the standard level (SL). HL courses represent a recommended 240 teaching hours, SL Courses 150 hours. Higher level courses are all over two years (11th and 12th grade). Standard level courses can either be one or two year courses.

### **ASSESSMENT**

Each subject examination is graded on a scale of 1 (minimum) to 7 (maximum). In order to earn the IB Diploma, a student must meet defined criteria including:

- a minimum of 24 total points from all 6 IB exams
- a score of 12 total points or higher from the 3 higher level exams (candidates who register for four HL subjects, the three

highest grades count)

- a passing grade for the Extended Essay and Theory of Knowledge
- the completion of the learning outcomes and of Creativity,
- Activity, Service (CAS) , 10 reflections and 10 pieces of evidence over two years
- A grade of 2 or higher must be awarded for every HL and SL exam taken
- Candidates may earn no more than two grade 2s (HL or SL)
- Candidates may earn no more than three grade 3s or below (HL or SL)
- Candidates must gain 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points)

It is recommended that candidates for the Diploma take two standard level examinations in their junior year and the remaining four examinations in their senior year (their Diploma year). However, all six examinations may be taken during their senior year.

## **INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAMME (IBCP)**



### **Pathways offered:**

#### **Business Administration, STEM, Health Sciences, Fine Arts, Education**

The IB Career-related Programme (CP) is for students, in grades 11 and 12, who wish to focus on career-related learning in the last two years of high school. The CP combines the highly regarded and academically challenging courses from the IB Diploma Programme (DP) with practical, real-world approaches to learning in a selected career pathway. All of the elements of the CP help students develop the communication, personal, and academic skills necessary to succeed in a rapidly changing world.

The academic nature of the Career-related Programme (CP) is built upon the high standards set by the IB's renowned Diploma Programme courses. This blend of academic and professional study creates a programme that both prepares students with a particular career interest, and provides them the 21st century skills to be successful in what they choose to do after leaving high school. Exams at the end of each DP course are assessed in accordance with international standards. The IB is committed to testing relevant thinking skills by creating meaningful tasks that allow the student to show their understanding of the subject— not just their memory skills.

The IB Career-related Programme (CP) is a comprehensive course of study for 11th and 12th grade students. In addition to fulfilling standard graduation requirements, CP candidates are required to complete the following in 11th and 12th grades:

- A minimum of 2 IB Diploma courses (spread over two years)
- A full career-related study course (a course that aligns with the chosen field) OR two half-year career-related study courses (spread over two years)
- A unique program course called Personal and Professional Skills
- A Reflective Project (related to the chosen career-related study)
- A Language Development requirement (in a World

Language other than English)

- Service Learning (project to be tailored to the career-related study)

The **Reflective Project** is an independent investigation, guided by an adult supervisor, in which the student explores an ethical issue related to their career-related study.

The **Language Development** requirement can be fulfilled in one of the following ways:

- The student takes an IB World Language course in addition to at least two other IB courses OR
- The student takes a non-IB World Language course

Regardless of how the Language Development requirement is fulfilled, ALL Commack High School students will complete a Language Portfolio in which they reflect on their growth as a learner of the selected language and culture.

Commack offers students who major in **Business Administration, STEM, Health Sciences, Fine Arts or Education** an opportunity to pursue the IB Career-related Certificate.

\*Only schools authorized by the International Baccalaureate can offer any of its academic programmes: the Diploma Programme or the Career-related Programme (CP). For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

**SAMPLE FLOW CHART OF COURSE SELECTIONS FOR CANDIDATES**

**(Please note this is just an example of the courses a student may select to satisfy the CP core)**

**BUSINESS ADMINISTRATION**

-----**JUNIOR YEAR**-----

**CP CORE**

- Personal & Professional Skills Course

**DP COURSE**

- IB Language & Literature 11

**LANGUAGE DEVELOPMENT**

- IB Spanish 1 SL

**CRS COURSE(S)**

- Business Management SL

-----**SENIOR YEAR**-----

**CP CORE**

- Personal & Professional Skills Course

**DP COURSE**

- IB Language & Literature 2 HL
- IB Economics

**LANGUAGE DEVELOPMENT**

- IB Spanish 2 HL

**CRS COURSE(S)**

- College Business/Personal Law

**HEALTH SCIENCES**

-----**JUNIOR YEAR**-----

**CP CORE**

- Personal & Professional Skills Course

**DP COURSE**

- IB Biology 1HL
- IB Physics SL

**LANGUAGE DEVELOPMENT**

- IB Spanish 1 SL

**CRS COURSE(S)**

- College Health Professionals

-----**SENIOR YEAR**-----

**CP CORE**

- Personal & Professional Skills Course

**DP COURSE**

- IB Biology 2HL

**LANGUAGE DEVELOPMENT**

- IB Spanish 2 HL

**CRS COURSE(S)**

- IB sports, Exercise & Health Sciences

**STEM**

-----**JUNIOR YEAR**-----

**CP CORE**

- Personal & Professional Skills Course

**DP COURSE**

- IB HOTA 1 SL
- IB Math Applications SL

**LANGUAGE DEVELOPMENT**

- IB Italian 1 SL

**CRS COURSE(S)**

- PLTW Civil Engineering

-----**SENIOR YEAR**-----

**CP CORE**

- Personal & Professional Skills Course

**DP COURSE**

- IB HOTA 2 HL

**LANGUAGE DEVELOPMENT**

- IB Italian 2 HL

**CRS COURSE(S)**

- PLTW Building, Automation & Robotics

**FINE ARTS**

-----**JUNIOR YEAR**-----

**CP CORE**

- Personal & Professional Skills Course

**DP COURSE**

- IB Language & Literature 1HL
- IB Visual Arts SL

**LANGUAGE DEVELOPMENT**

- IB Italian 1 SL

**CRS COURSE(S)**

- College Sculpture & Ceramics
- College Photography

-----**SENIOR YEAR**-----

**CP CORE**

- Personal & Professional Skills Course

**DP COURSE**

- IB Language & Literature 2HL

**LANGUAGE DEVELOPMENT**

- IB Italian 2 HL

**CRS COURSE(S)**

- AP Music Theory

## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM REQUIREMENTS

Students can choose to pursue the full IB Diploma by completing all of the following:

- Six (6) IB Courses
- ✓ Three (3) or four (4) Higher Level (HL) Courses
- ✓ Two (2) or three (3) Standard Level (SL) Courses
- Three (3) core requirements:
  - Extended Essay (EE)
  - Theory of Knowledge (TOK)
  - Creativity, Activity and Service (CAS)

### IB COURSE OFFERINGS AT COMMACK HIGH SCHOOL

SUBJECT AREA	STANDARD LEVEL	HIGHER LEVEL
Language A1		Literature HL Language and Literature HL
Language B (World Language started in the Middle School)	French SL Italian SL Spanish SL	French HL Italian HL Spanish HL
Individuals and Societies		History 2 HL
Experimental Sciences	*Biology SL *Chemistry SL *Physics SL	Biology HL Chemistry HL Physics HL
Mathematics	*Mathematics Applications SL	Mathematics Analysis HL 1 Mathematics Analysis HL 2
The Arts and Electives (a second Science, a third Language, or a second Individuals & Societies)	Business Management SL Computer Science SL Dance SL *Economics SL Global Politics SL *Music SL *Psychology SL *Sports, Exercise and Health Science SL Theatre SL *Visual Arts SL	Business Management HL Dance HL Music HL Theatre HL Visual Arts HL

- Students must complete **one** course from **each** of the **six** core subject areas listed above during their junior and senior year.
- Students must take a minimum of **three** courses and a maximum of **four** courses at the Higher Level. All HL courses are two-year courses.
- A student may **NOT** take an SL exam and then an HL exam for the same subject area that counts toward the six courses required for the IB Diploma.
- A student may sit for all six exams during their senior year.
- Theory of Knowledge is a two-year course that meets every other day.
- CAS activities are extra-curricular and service activities.
- EE is a 4,000 word independent research paper written during the second semester of junior year and first semester of senior year.

### IB COURSE CANDIDATES

Students can also opt to take one or more IB courses and exams without completing the requirements for TOK, CAS and EE. In order to receive an IB transcript, students must register and pay for the IB exam, complete all requirements of the course, and take the IB exam and assessments.



## **COURSES**

### **IB THEORY OF KNOWLEDGE (TOK) 1**

**Grade: 11**

**(Meets every other day Junior year)**

### **IB THEORY OF KNOWLEDGE (TOK) 2**

**Grade: 12**

**(Meets every other day Senior year)**

Theory of Knowledge (TOK) is one of the unique aspects of the IB Diploma Program. It provides students with the opportunity to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives. It is an interdisciplinary course intended to stimulate critical reflection upon the knowledge and experiences gained inside and outside the classroom. TOK students are encouraged to question the bases of knowledge, to be aware of subjective biases and to develop a personal mode of thought based upon analysis of evidence expressed in rational argument. Course grades for marking periods 1 and 3 are given "P" or "F." Grades for marking periods 2 and 4 are numerical and cumulative based on the previous marking period. This course is only offered to IB Diploma students.

### **IB PERSONAL AND PROFESSIONAL SKILLS (PPS)**

**Grades: 11, 12**

**Requisite:** Students must be registered for the IB Career-Related Program (IBCP) and have selected a career-related study.

The Personal and Professional Skills course emphasizes the development of transferable skills needed to operate successfully in society. The course focuses on critical and ethical thinking, intercultural understanding and the ability to communicate effectively. Personal and Professional Skills covers a minimum of 150 hours spanning junior and senior year. The class will also present students with opportunities to explore the other IBCP Core Requirements including the Reflective Project, the Language Development, and the Service Learning Component. Course grades for marking periods 1 and 3 are given "P" or "F." Grades for marking periods 2 and 4 are numerical and cumulative based on the previous marking period. This course is only offered to IB CP students.

### **IB EXTENDED ESSAY (EE)**

**Grades: 11, 12**

The Extended Essay provides students with an opportunity to investigate a topic of special interest to them. The EE is required of all IB Diploma Candidates and acquaints them with the kind of research and writing skills expected at the university level. Students will choose a faculty mentor. This requirement is only for IB Diploma students.

### **IB CREATIVITY, ACTIVITY AND SERVICE (CAS)**

**Grades: 11, 12**

CAS provides students with experiential learning and character development through participation in extracurricular activities, including artistic, athletic and humanitarian endeavors. This requirement is only for IB Diploma students.

**0.5 Credit**

**1.10 Weighting**

**0.5 Credit**

**1.10 Weighting**

**0.5 Credit**

**1.10 Weighting**

## **IB REFLECTIVE PROJECT**

**Grades: 11,12**

**0 Credit**

The Reflective Project provides students with an opportunity to do independent investigation, guided by an adult supervisor, in which the student explores an ethical issue related to their career-related study.

## **IB SERVICE LEARNING PROJECT**

**Grades: 11,12**

**0 Credit**

Service Learning is a compulsory element of the Career-Related Programme, constituting a minimum 50 hours of authentic real-life service learning projects. This can be a single service learning experience or an extended series of service learning experiences. Service learning allows students to build on their prior knowledge and make links between their academic and career-related disciplines.

## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IBDP) & INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAM (IBCP) WITHDRAWAL PROCEDURE**

Any **senior** wishing to withdraw from the IBDP or IBCP will complete the following steps prior to October 15<sup>th</sup>:

1. The student will meet with their counselor to express the desire and reason(s) for withdrawing from the IBDP.
2. The counselor will confer with the parent/guardian and then confer with the Assistant Principal who oversees IB programs.
3. The counselor and Assistant Principal will either:
  - a. Create an individual support plan to assist the student with being a successful IB diploma or Career-related program candidate.
  - b. Contact the student/family to confirm the drop of the program.

If withdrawal is approved, the student will complete the routing form and attain all required signatures accompanied by written parental/guardian consent.

Any **junior** wishing to withdraw from the IBDP or IBCP will follow the same steps 1-3 listed previously. However, if a student wishes to drop an IB course, they must do so prior to 5 days from the first marking period report card posting to the portal, including Theory of Knowledge 1/ Personal and Professional Skills 1. Should a student choose to withdraw from TOK 1/PPS 1, they will be placed in a study hall. If the drop happens after the time above, a WF (withdraw failing) or WP (withdraw passing) will be indicated on a student's official transcript.



The following transcript revisions will be made for any student withdrawing from the International Baccalaureate Diploma or Career-related Programs:

- If the student withdraws during his/her **senior** year, Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and Extended Essay (EE) OR The Reflective Project, Service Learning and Professional and Personal Skills (PPS) will only be removed for the current year. TOK, CAS and EE OR PPS, RP and SL will remain on the transcript for junior year. Any senior who received a “U” on their report card for CAS or Service Learning in their junior year has the option to fulfill the CAS 11/Service Learning requirements in order to receive an “S” for junior year. This must happen during the first marking period. If the student does not fulfill the CAS 11/Service Learning requirements during marking period 1, the “U” for CAS/Service Learning 11 will remain and the student must complete 15 hours of Community Service to receive an “S” for CSIP 11.
- If a student withdraws during his/her **junior** year, the Creativity, Activity, Service (CAS) portfolio/Service Learning Requirement will be transferred to the Community Service Involvement Program (CSIP) coordinator for evaluation and the student will complete the graduation requirement for community service through CSIP in lieu of CAS/Service Learning. Extended Essay or The Reflective Project will be removed from the transcript.
- Any **course candidate** wishing to withdraw from an IB course must follow the standard withdrawal procedure for any Commack High School course.

Each request will be reviewed on an individual basis.

# **LIBRARY MEDIA CENTER**

**LISA DeRIENZO, DIRECTOR ANN LIBBEY, LIBRARIAN**

**KIM BRONZINO, LIBRARIAN**

The Library Media Center is the information hub of Commack High School. Our mission is to promote high-level research and problem solving skills that will prepare students for college and a future of life-long learning. To accomplish this, the Library Media Specialists teach essential information literacy skills such as:

- How to access and utilize online reference sources
- Critical thinking and literacy skills
- How to evaluate credibility and bias
- Citation skills, and ethical thinking when gathering and using information for research
- Digital literacy, news literacy, and digital citizenship
- Cultivating an appreciation for fiction and non-fiction literature

The Library Media Center is open Monday through Friday from 7:00 a.m. to 3:30 p.m. The collection includes books, eBooks, journals and magazines, newspapers, databases and the Internet.

The Library Media Center is a vibrant place for interactive learning where students gather, access and process information. We will have two full-time library media/information specialists available, along with a clerical support staff of part-time library aides. Students are taught various strategies and critical thinking skills, which promote information literacy. Through hands-on experiences, students become familiar with research as a process, while learning to effectively use library resources, including the school's online catalog and databases. The library curriculum enhances basic concepts and skills needed to complete High School Regents and IB level research. The librarians maintain a collection of print and non-print materials that foster global awareness of past and present cultures.

Today, there is a vast amount of information; the challenge is to learn how to sift through it in order to efficiently locate, evaluate, and use the appropriate material. The school library media specialists are available during operating hours to help students with all their information needs. We also support teaching staff by providing whole class instruction for research, book selection and digital citizenship.

The Commack High School's Library Information Center is a participating member of the Western Suffolk BOCES School Library System that offers services and materials to the students and faculty free of charge. We are especially proud of our cooperative relationship with our community libraries, which provide us with services outside of our domain.

# **MATHEMATICS DEPARTMENT**

**JOANNE FENNESSY, DIRECTOR**  
**CAROL BARBAGALLO, LEAD TEACHER**

Mathematics is the cornerstone of astronomy, physical science, chemistry, and engineering where its uses are many and varied. However, people preparing for careers in economics, business administration, political science, social work, and psychology are also expected to be knowledgeable in mathematical techniques and statistical methods. Today's world is one of automation and computers. To enable themselves to best prepare for college and future job opportunities, students should take as much high school mathematics as they can successfully handle. Graphing calculators and computer software are used throughout the mathematics program.

New York State began implementing the Next Generation Mathematics Learning Standards (NGLS) in September 2022. The high school mathematics courses will begin being implemented in 2023-2024 with Algebra 1, 2024-2025 with Geometry and 2025-2026 with Algebra 2.

The New York State Graduation Requirement requires all students to take three years of mathematics and pass a Regents exam in Mathematics. The Common Core and Next Generation Math Learning Standards emphasize the Mathematical Practice Standards. Together, the Standards and Practices enable students to experience mathematics as a coherent, useful and logical subject. Students are taught:

- How to make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision

The Commack High School Math Department knows that conceptual understanding is essential to learning mathematics. Students who are challenged by the mathematics curriculum may take two years to prepare for the Next Generation Mathematics Learning Standards in Algebra 1 assessment and upon passing the test satisfy their mathematics Regents' requirement. In order for a student to be considered college ready, it is extremely important that they take four years of Mathematics. Students who take Geometry and Algebra 2 and pass both additional state assessments satisfy the math requirement for obtaining an Advanced Regents Diploma.

## **GENERAL INFORMATION ON THE Algebra, Geometry and Algebra 2 Mathematics Sequence**

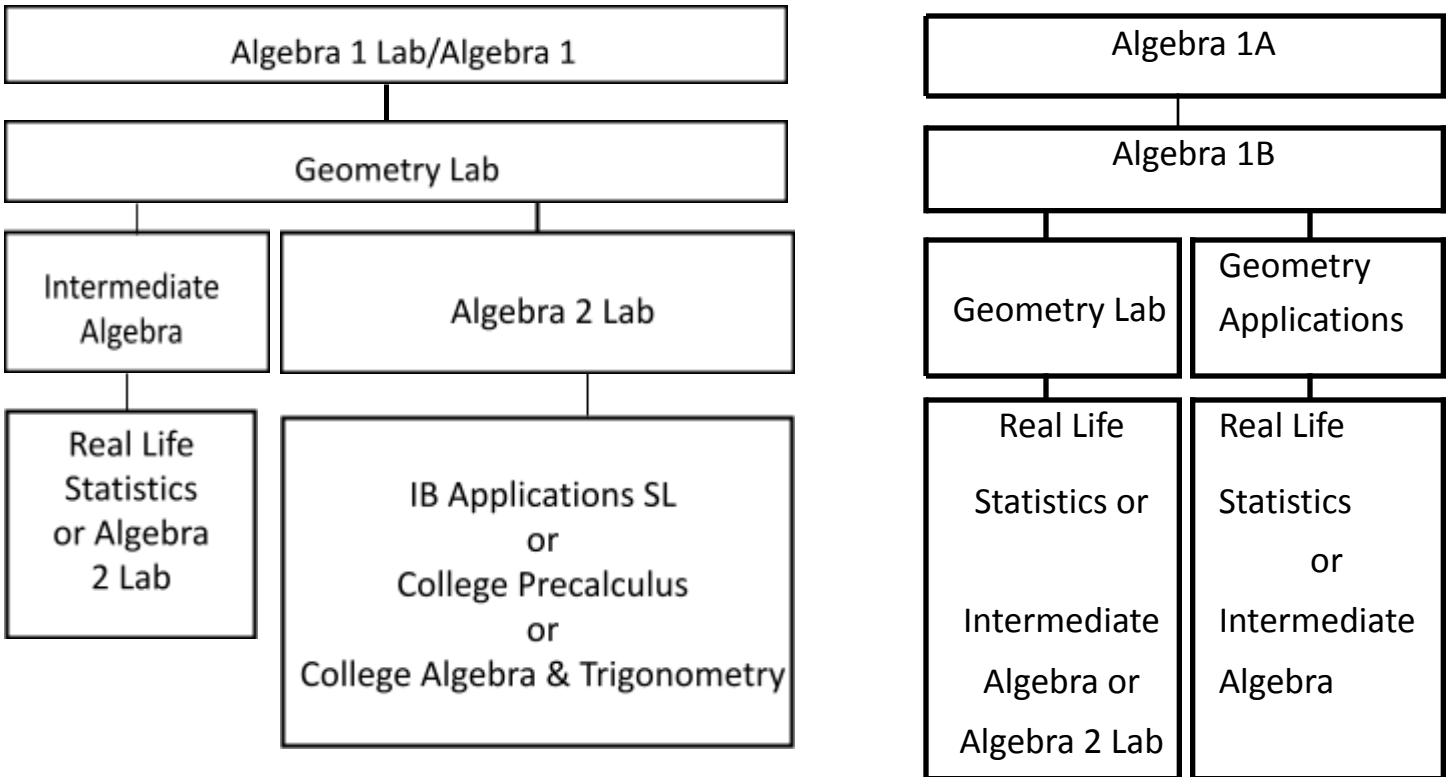
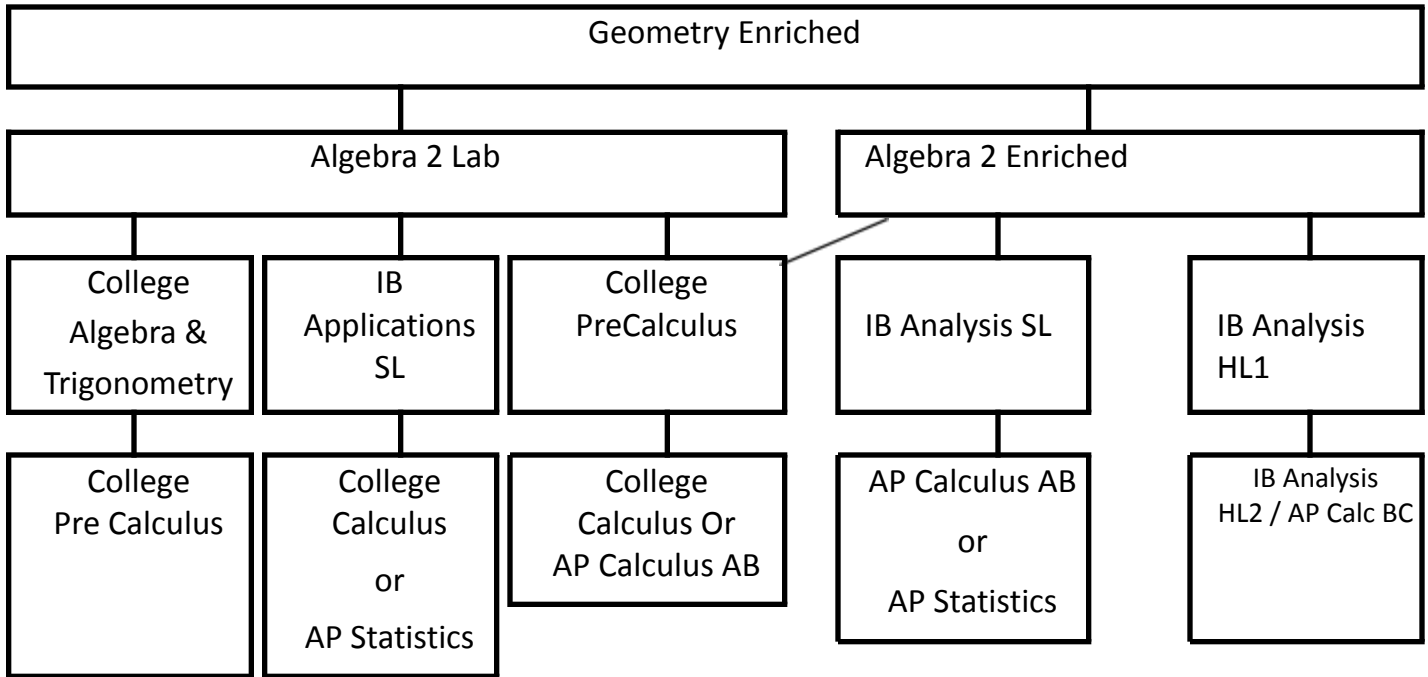
As the flow charts located at the end of this section indicate, some students will take the Algebra 1 Regents Exam in the eighth grade, some in the ninth grade, and some in the tenth grade. Most students who take Algebra 1 will follow this course with Geometry and in their third year of high school mathematics they will take Algebra 2. Each of these courses terminates in a Regents Exam.

Our goal remains to enable as many students as possible to pass all three regents exams and graduate with an Advanced Regents Diploma. For sequencing of possible paths of study in Mathematics, please refer to the Flow Charts on the following two pages.

## **ENRICHED COURSES**

Students must be recommended for ENRICHED courses by their teachers, and approved by the Math Director. When a student is recommended for one of these courses, his/her permanent record will be reviewed and his/her acceptance into one of these programs will be based on past grades, standardized test scores and work ethic.

## Mathematics Flow Chart for Commack High School

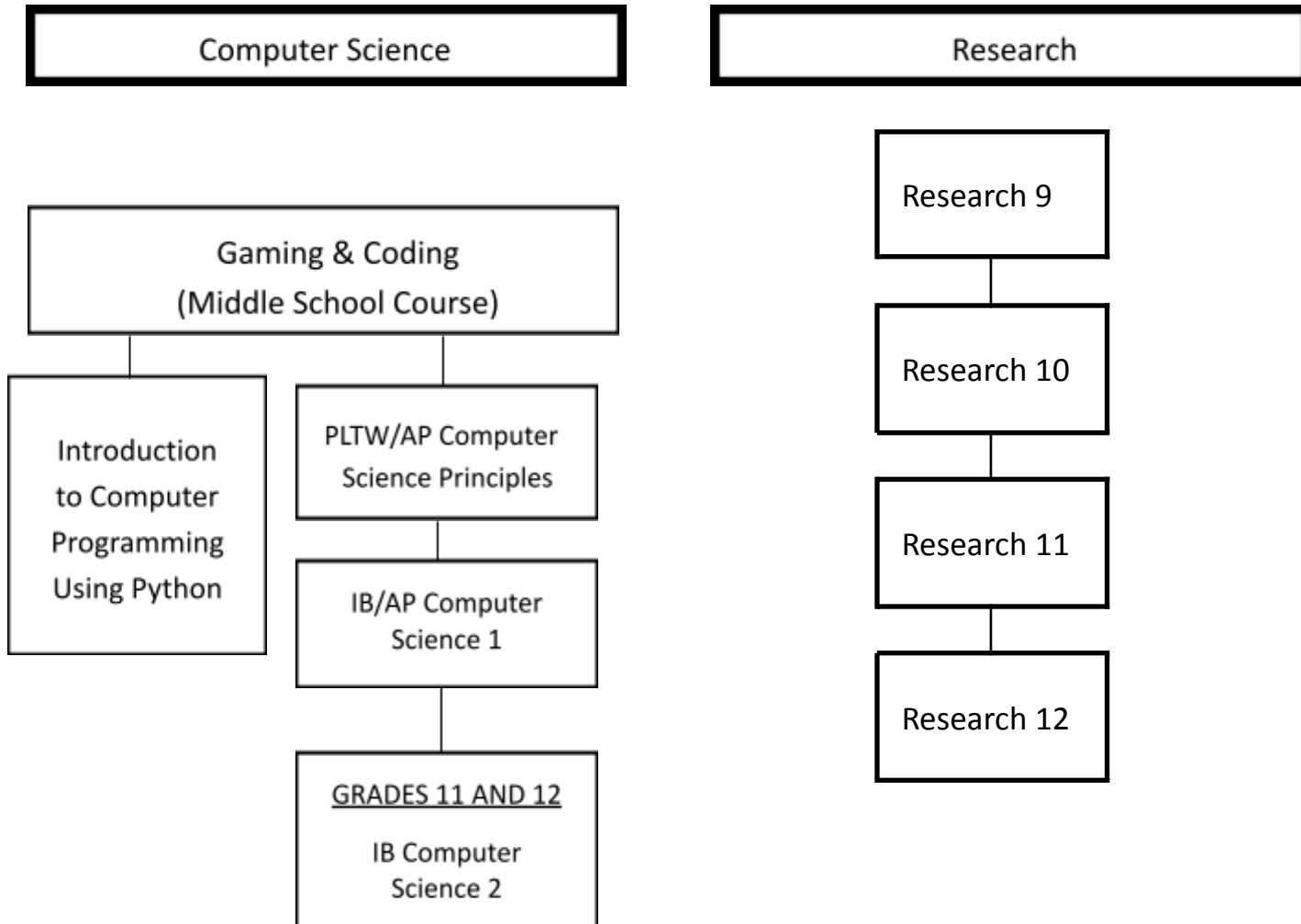


**AP Statistics**

AP Statistics can be an elective added as a second math course in grades 10, 11, or 12.

AP Statistics can also follow as a stand-alone course senior year after Pre-Calculus or IB Analysis SL or Applications SL.

# Mathematics Flow Chart For Elective Courses



## COURSES

### **ALGEBRA 1 WITH LAB**

**1 Credit**

#### **Grade: 9**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. This course is aligned with the Next Generation Learning Standards and topics include: seeing structure in expressions, arithmetic with polynomials and rational expressions, creating equations, reasoning with equations and inequalities, interpreting and building functions, and statistics and probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students enrolled in this course will sit for the Algebra 1 Regents in June. This course meets every day with a double period every other day.

### **ALGEBRA 1**

**1 Credit**

#### **Grade: 9**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. This course is aligned with the Next Generation Learning Standards and topics include: seeing structure in expressions, arithmetic with polynomials and rational expressions, creating equations, reasoning with equations and inequalities, interpreting and building functions, and statistics and probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students enrolled in this course will sit for the Algebra 1 Regents in June. This course meets every day.

### **ALGEBRA 1A\***

**1 Credit**

#### **Grade: 9**

This course is the first year of a two year course of study and is aligned to the Next Generation Learning Standards. Students will develop a strong foundation in seeing structure in expressions, arithmetic with polynomials and rational expressions, and creating equations. Students will also begin to interpret and build functions. Students enrolled in this course will take the Algebra 1 Regents at the end of the second year of study, which is generally at the end of tenth grade. \*NCAA CREDIT=0.5

### **ALGEBRA 1B \***

**1 Credit**

#### **Grade: 10**

#### **Prerequisite: Algebra 1A**

This course is the second year of a two year course of study. Topics taught include reasoning with equations and inequalities, interpreting and building functions, and statistics and probability. All topics learned in Algebra 1A will be reviewed in order to help the students prepare for the Algebra 1 Regents, which they will take in June of tenth grade. \*NCAA CREDIT=0.5

### **GEOMETRIC APPLICATIONS**

**1 Credit**

#### **Grade: 11**

#### **Prerequisite: Teacher Recommendation with Approval from the Director of Mathematics**

This course will provide students with an opportunity to explore geometric concepts through multiple methods with an emphasis on algebraic justification. This course is project based and promotes collaboration. Topics will include a study of locus, parallel lines, planes, angles, constructions, transformations, coordinate geometry, area and volume. This course meets for one period every day.

### **GEOMETRY ENRICHED**

**1 Credit**

#### **Grade: 9**

**1.06 Weighting**

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. Topics include: congruence, similarity, right triangles and trigonometry, expressing geometric properties with equations, and modeling with geometry. The Mathematical Practice Standards apply throughout each course and, together with the Next Generation Learning Standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Topics are chosen from the plus standards. The students in this course will sit for the Geometry Regents exam in June.

### **GEOMETRY WITH LAB**

**1 Credit**

#### **Grades: 9, 10**

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. Topics include: congruence, similarity, right triangles and trigonometry, expressing geometric properties with equations, and modeling with geometry. The Mathematical Practice Standards apply throughout each course and, together with the Next Generation Learning Standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The students in this course will sit for the Geometry Regents exam in June. This course meets every day with a double period every other day.

**INTERMEDIATE ALGEBRA 1 Credit****Grade: 11****Prerequisite: Director's approval and passing Algebra 1, the Algebra 1 Regents and a Geometry.**

This course is designed for students who have passed the Algebra 1 and Geometry courses and have also passed the Algebra 1 Regents exam. The best preparation for further math courses and college success is a good foundation in algebra. This course will provide a solid foundation for those students who struggled in Algebra and will continue on to Algebra 2. It is a full-year course without a lab. The Intermediate Algebra course includes development of functions and their graphs, the exponential function, the logarithmic function, probability and statistics, a review and extension of quadratics, complex numbers, and the real number system.

**ALGEBRA 2 ENRICHED 1 Credit****Grades: 10, 11 1.06 Weighting**

Building on their 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. Topics studied include the real number system, seeing structure in expressions, arithmetic with polynomials and rational expressions, reasoning with equations and inequalities, interpreting and building functions, trigonometry, statistics and probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. There will be no lab period and additional topics are chosen from plus standards. Students taking this course will sit for the Algebra 2 Regents in June. Students who have passed the Algebra 1 Regents, the Geometry Regents and the Algebra 2 Regents will have met the mathematics requirements for the Regents Diploma with Advanced Designation.

**ALGEBRA 2 WITH LAB 1 Credit****Grades: 10, 11, 12**

Building on their 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. Topics studied include the real number system, seeing structure in expressions, arithmetic with polynomials and rational expressions, reasoning with equations and inequalities, interpreting and building functions, trigonometry, statistics and probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem

situations. Students taking this course will sit for the Algebra 2 Regents in June. Students who have passed the Algebra 1 Regents, the Geometry Regents and the Algebra 2 Regents will have met the mathematics requirements for the Regents Diploma with Advanced Designation. This course meets every day with a double period every other day.

**IB MATH ANALYSIS HL 1 1 Credit****Grade: 11 1.10 Weighting****Prerequisite: Teacher Recommendation**

IB Math Analysis HL 1 is the first year of a two-year program of advanced mathematical studies that is combined with IB/AP Calculus BC HL 2. This is the most rigorous mathematics course offered to eleventh graders, and students should expect to deepen their conceptual understanding of complex math topics. Topics include: polynomial and rational functions; exponential and logarithmic functions; sequences, series, and proof by induction; an advanced look at trigonometric functions; vectors; lines and planes in space; polar functions and complex numbers; and probability distributions. During this course, students work on their IB Internal Assessment, a mathematics research paper on a topic of their choosing. Students usually take the IB External Assessment, as well as the AP Calculus BC exam, as part of the 2nd year of this program. This course meets every day with a double period every other day.

**IB MATH ANALYSIS SL 1 Credit****Grades: 11, 12 1.10 Weighting**

The Math Analysis SL course is designed for those students with a strong mathematics background and is similar to an honors Pre-Calculus class. Students will study seven core topics: algebra, functions and equations, circular functions, geometry, and trigonometry, statistics and probability, and calculus. Students will submit an exploration (research paper). This course meets every day with a double period every other day.

**IB MATH APPLICATIONS SL 1 Credit****Grades: 11, 12 1.10 Weighting**

The IB Math Applications SL stresses authentic application whenever possible and the use of the graphic display calculator. Topics studied include probability distributions and testing for validity, functions, geometry and trigonometry, statistics, introductory differential calculus, integration, and financial mathematics. The students will also submit a project involving the collection and/or generation of data and the analysis and evaluation of that data. This course meets every day with a double period every other day.

**COLLEGE PRE-CALCULUS 1 Credit****Grades: 11, 12 1.10 Weighting**

Pre-Calculus is an important course for college-bound students. The concept of function is introduced early and used throughout the course. Topics include zeros and graphs of polynomial functions, graphs and asymptotes of rational functions, exponential and logarithmic functions, introduction to trigonometry, angle measurement, right triangle trigonometry, and properties and graphs of trigonometric functions. This course may be taken for college credit through Molloy University.

**COLLEGE ALGEBRA & TRIGONOMETRY 1 Credit****Grade: 12 1.10 Weighting**

This course would allow students to: advance their skills in carrying out various algorithms; develop and use mathematical properties and relationships; apply algebra in realistic situations; and represent or picture mathematical concepts. Students would be expected to use current technology, including graphing calculators and computers. There are many real life situations, which motivate algebraic ideas and provide the settings for practice of algebraic skills. The course will also examine such topics as: factoring, theory of equations; functions and graphs; systems of equations (linear and quadratic); mathematics of finance; exponential and logarithmic functions; graphs and asymptotes and rational functions. This course may be taken for college credit through LIU.

**REAL LIFE STATISTICS 1 Credit****Grade: 12 Prerequisite: Algebra 1 and Passing the Algebra 1 Regents Exam and Teacher's Recommendation.**

This course is a full-year course that may be used as the third year of mathematics required by New York State. Students will collect data, create mathematical models, and analyze their results using calculators and computers. Students will complete authentic assessments, which require them to analyze real-life situations. This course moves at a pace intended to maximize each student's performance.

**IB MATH ANALYSIS HL 2/AP CALCULUS BC 1.5 Credits****Grade: 12 1.10 Weighting****Prerequisite: IB Math 1**

IB Mathematics 2HL is a two-year program of advanced mathematical studies. This course (year two) will be combined with AP Calculus BC. The core curriculum will include topics from seven major areas: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. In addition, students will study an optional topic, series and differential Equations. This course meets every day for two periods.

**AP CALCULUS AB 1 Credit****Grade: 12 1.10 Weighting**

This is a full-year, college-level course in calculus in which students may receive advanced placement credit from their colleges upon completion of the course and a satisfactory score on the Advanced Placement Examination. In AP Calculus, students review the real number system, the properties of real value functions and basic concepts of analytic geometry and trigonometry. Limits, continuity, differentiation, and integration are introduced to the student and applied to related rates, local linearity, maxima, and minima problems, curve plotting, areas and volumes and simple differential equations. AP Calculus is intended for students with strong mathematical ability and motivation. Graphing calculators are used throughout the course to supplement the textbook materials. This course meets every day with a double period every other day.

**COLLEGE CALCULUS 1 Credit****Grade: 12 1.10 Weighting**

This is not an AP Calculus course. It will cover many of the same topics as the AP course, but instead of stressing theory, it will emphasize the practical aspects. Students will do lab work, which will involve the calculator and computer. The course will be based on authentic projects, which involve calculus in their solution. This course may be taken for college credit through St. John's University.

**ELECTIVES****AP STATISTICS 1 Credit****Grades: 10, 11, 12 1.10 Weighting**

This is a full-year, college-level course in statistics in which students may receive advanced placement credit from their colleges upon completion of the course and a satisfactory score on the Advanced Placement Examination. This course will follow the Advanced Placement Statistics Curriculum. It involves four basic components: 1. Exploring Data: Observing patterns and departures from patterns; 2. Planning a Study: Deciding what and how to measure; 3. Anticipated Patterns: Producing models and using probability and simulations; 4. Statistical Inference: Confirming models.

**IB/AP COMPUTER SCIENCE 1 1 Credit****Grades: 10, 11, 12 1.10 Weighting****Prerequisite: PLTW/AP Computer Science Principles or permission of the Director.**

This course conforms to the Advanced Placement Computer Science A curriculum. Students will extend their knowledge of programming languages and object oriented programming while writing simple to very complex programs in Java. They will develop their skills in problem decomposition and analysis both through developing applications and by analyzing existing programs. Students are expected to sit for the AP Computer Science A examination. This is the first year of a two-year program terminating in the IB Computer 2 Standard Level Course. This course may be taken for college credit through Molloy University.

**IB COMPUTER SCIENCE 2 SL 0.5 Credit****Grades: 11, 12 1.10 Weighting****Prerequisite: IB/AP Computer Science 1**

This course conforms to the IB Computer Science Standard Level (SL) curriculum. Students are expected to have a thorough knowledge of the Java programming techniques taught in the IB Computer Science 1 course. The course will primarily focus on: (a) advanced topics in Java, (b) topics in computer science, (c) ethical issues in Computer Science, and (d) the completion of a comprehensive Internal Assessment (IA). Topics in Computer Science include hardware and software attributes, machine language, computer internals, operating systems, and computer number systems. While completing the IA the student will investigate a problem for an actual end-user and design and implement a product to solve it. Students are expected to sit for the IB Computer Sciences SL Examination.



## **INTRODUCTION TO COMPUTER PROGRAMMING USING PYTHON**

**Grades: 9, 10, 11, 12** **0.5 Credit**

The goal of this course is to introduce software development and computer science concepts to students. The students who have completed this course will be well prepared to continue into the PLTW/AP Computer Science Principles course. In this course the students learn the basics of software development, algorithms, and research possible careers. The course focuses on the main capabilities and syntax of the Python language and the use of critical library modules for writing useful programs. This course satisfies the Career, Computer & Technology requirement for graduation.

## **PLTW/AP COMPUTER SCIENCE PRINCIPLES 1 Credit**

**Grades: 9, 10, 11, 12** **1.10 Weighting**

**Prerequisite: Introduction to Computer Programming, Gaming and Coding (MS), or permission of the Director.**

This AP-level course is designed to develop computational thinking, programming, and problem solving skills. Students will create apps in Python, use programs to find patterns in data, create web pages that are supported by databases, and collaborate to create and present solutions that can improve people's lives. The course is project-oriented and designed to develop computational thinking, introduce a variety of computational tools, and increase students' awareness of the breadth of skills that are developed in a computer science course of study. Major units include algorithms, abstraction, graphical user interfaces, operating in the Internet, big data, modeling and simulation, and artificial intelligence. This course is part of the Project Lead the Way program and may be particularly valuable for students considering careers in computer science, engineering or other technical fields. This course satisfies the Career, Computer & Technology requirement for graduation.

**MATH RESEARCH GRADE 9** **0.5 Credit**

### **1.06 Weighting**

In this course students will study and explore mathematical topics not covered in the traditional high school curriculum. By studying advanced mathematical topics, reading journals and collaborating with mentors, students will be able to develop and design their own mathematical conjectures and experiments. Students will be offered opportunities to enter competitions and present their findings.

**MATH RESEARCH GRADE 10** **0.5 Credit**

### **1.06 Weighting**

In this course students will study and explore mathematical topics not covered in the traditional high school curriculum. By studying advanced mathematical topics, reading journals and collaborating with mentors, students will be able to develop and design their own mathematical conjectures and experiments. Students will be offered opportunities to enter competitions and present their findings.

**MATH RESEARCH GRADE 11** **0.5 Credit**

### **1.06 Weighting**

In this course students will study and explore mathematical topics not covered in the traditional high school curriculum. By studying advanced mathematical topics, reading journals and collaborating with mentors, students will be able to develop and design their own mathematical conjectures and experiments. Students will be offered opportunities to enter competitions and present their findings.

**MATH RESEARCH GRADE 12** **0.5 Credit**

### **1.06 Weighting**

In this course students will study and explore mathematical topics not covered in the traditional high school curriculum. By studying advanced mathematical topics, reading journals and collaborating with mentors, students will be able to develop and design their own mathematical conjectures and experiments. Students will be offered opportunities to enter competitions and present their findings.

## **IB PROGRAM IN MATHEMATICS**

The Group 5 requirements for an IB Diploma may be satisfied in three different ways. A student may choose one of the two standard level courses, IB Math Analysis and Approaches SL or IB Math Applications and Interpretation SL, or a student may elect the more rigorous upper level course, IB Mathematics Analysis and Approaches HL (higher level) which starts in eleventh grade with IB Math 1 HL and commences in Twelfth grade with IB Math 2 HL/Calc BC. The standard level courses require 150 hours over one year, while the higher level requires 240 hours over two years.

# **MUSIC DEPARTMENT**

**MR. MARK STUCKEY, DIRECTOR**  
**DR. FRANK HANSEN, LEAD TEACHER**

The Music Department has earned an outstanding reputation for excellence throughout New York State. Course emphasis is placed on performance, aural skills, dictation, ear training, music theory, history, composition, analysis, and technology. Our course offerings may be structured for the serious student musician who wishes to obtain a Music degree or post-high school Music training. Music courses are also provided for students who do not wish to major in the field of Music but want to obtain Music experiences for personal enjoyment.

Grading policies in all performing groups will include attendance at any night or weekend performances and weekly small group instructional music lessons. The breakdown of the marking period and final grades are as follows: 40% daily ensemble participation and proper rehearsal techniques, 30% music performance assessments, and 30% music lessons.

Small Group Instructional Music Lessons: In addition to the daily full group rehearsals, all students who perform in band, choral, and orchestral ensembles are scheduled for small group instructional music lessons on a rotating class period basis throughout the school day, approximately once per week. These music lessons are an expectation of the music program throughout the district, and are an extension of classroom instruction, providing students the ability to work on individualized music, specific instrumental or vocal techniques, and concepts with their music teacher.

Members of all performing groups may be considered by a selection committee for participation in All-County, All-State, All-Eastern, and All-National Festivals by participating in the NYSSMA Solo Festival during the Spring of the previous school year.

Marching Band: The Music Department considers the Marching Band an important and integral part of the total band program. The Marching Band performs at home football games, the Memorial Day Parade, the Newsday Marching Band Festival, and other community events. In order to learn the fundamentals of marching, the half-time music, choreographed drill, and the pep band music played in the stands, rehearsals outside of the school day are a necessary component. Marching Band rehearsals are held after school from September through the end of October. A Marching Band Camp is held to prepare for the season. A schedule of rehearsals will be provided to all students prior to the beginning of the school year. Upon successful completion of the Marching Band season, students are awarded community service credit. Marching Band is mandatory for all band members, grades 9-12, with the exception of those students participating in a school fall sport. All students are expected to participate in parades, when possible. Students in the Chorus and Orchestra may participate as members of the Marching Band as well.

This department offers courses that can be taken as electives or as part of a five (5) credit sequence replacing World Language. To complete a five (5) credit sequence in lieu of the World Language requirement, students must take the following:

## **FIVE CREDIT SEQUENCE IN MUSIC INCLUDES:**

**Two or three credits in a performance ensemble including two or three of the following music courses:**

**Comprehensive Music Theory – 1 Credit**

**AP Music Theory - 1 Credit**

**IB Music SL or IB Music HL Y1 - 1 Credit**

**IB Music HL Y2 – 1 Credit**

The Individual Arts Assessment Pathway (IAAP) is a graduation pathway option in which students demonstrate, through a collection of creative works, growth over time that meets the appropriate High School Performance Indicators in the New York State Learning Standards for the Arts. Students pursuing either a Regents Diploma or a Regents Diploma with Advanced Designation may utilize the IAAP as their pathway assessment.

## **SEQUENCE OPTION:**

**1st Unit:** Foundations Course - Concert

**2nd Unit:** Ensemble Course

**3rd Unit:** Ensemble, AP or IB Course

## **RECOMMENDED COURSE OF STUDY FOR PROSPECTIVE MUSIC MAJORS:**

### **GRADE 9**

Academic course of study that would include:

- Performance Ensemble (Band, Chorus, Orchestra)
- ICA Ensemble (If applicable)
- Comprehensive Music Theory
- Music Elective (If applicable)

### **GRADE 10**

Academic course of study that would include:

- Performance Ensemble (Band, Chorus, Orchestra)
- ICA Ensemble (If applicable)
- AP Theory
- Music Elective (If applicable)

### **GRADE 11**

Academic course of study that would include:

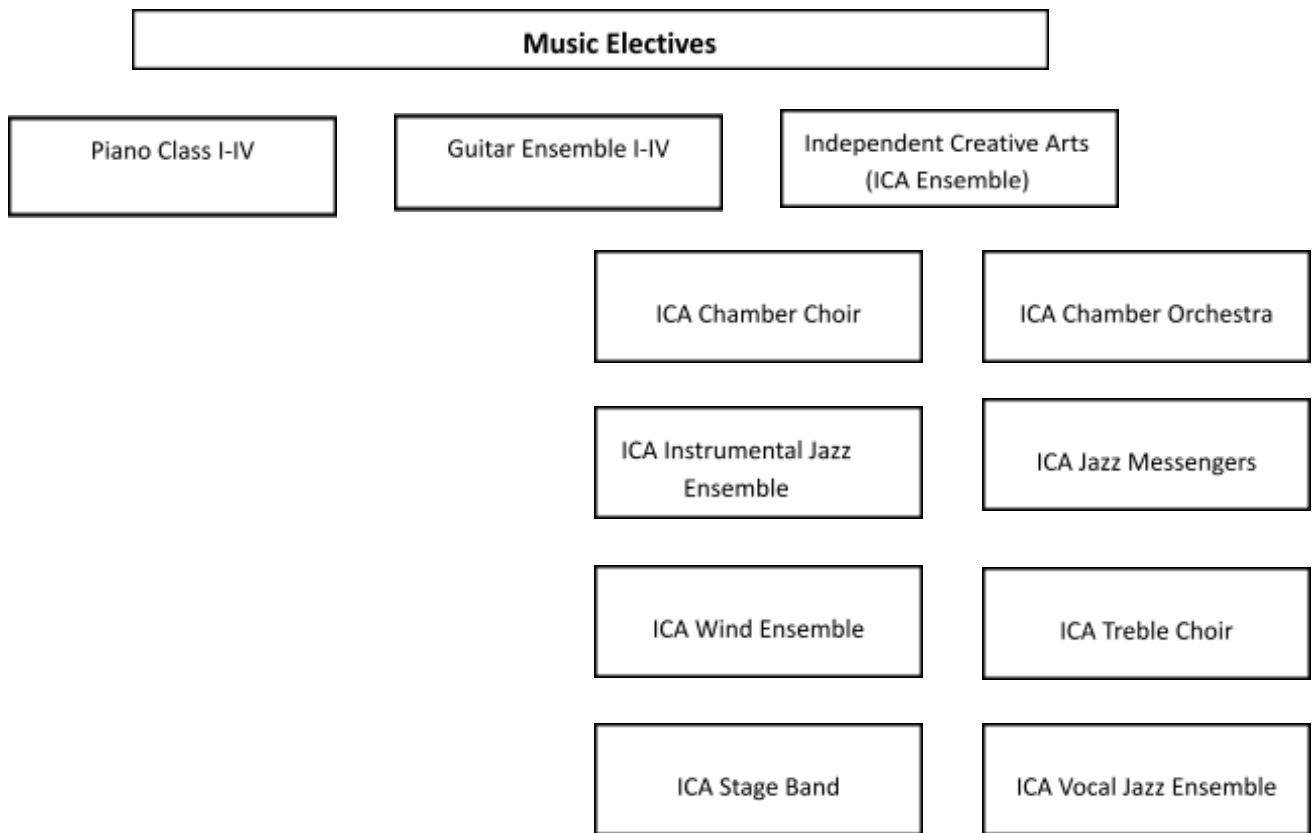
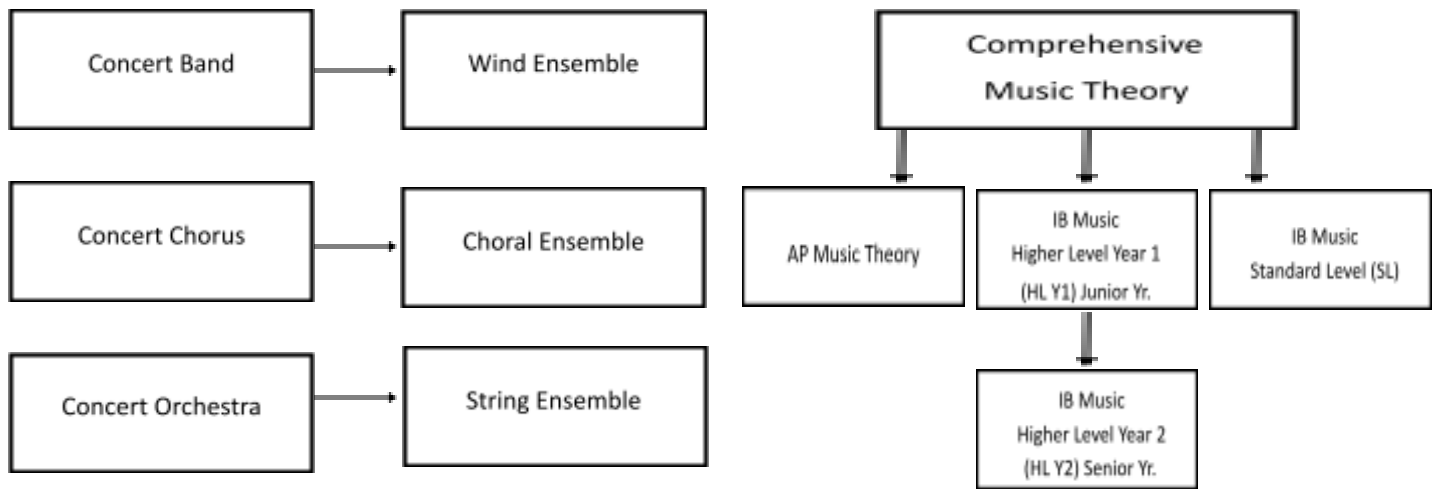
- Performance Ensemble (Band, Chorus, Orchestra)
- ICA Ensemble (If applicable)
- IB Music HL Y1
- Music Elective (If applicable)

### **GRADE 12**

Academic course of study that would include:

- Performance Ensemble (Band, Chorus, Orchestra)
- ICA Ensemble (If applicable)
- IB Music HL Y2
- Music Elective (If applicable)

# MUSIC DEPARTMENT SEQUENCE



## COURSES

### **CONCERT BAND** 1 Credit

**Grades: 9, 10, 11, 12**

**Prerequisite:** This ensemble is open to students who have performed in the band at the secondary level or teacher recommendation. Students must have performance capabilities on brass, woodwind or percussion instruments.

This ensemble is comprised of students who wish to continue in the band program. A variety of musical styles are rehearsed and performed. Members are required to perform at the Mid-Winter and Spring Concerts as well as Graduation. In addition to daily ensemble rehearsals, students will participate with the Marching Band and attend small group instructional music lessons on a rotating schedule throughout the school day, as they are an integral part of the program.

### **CONCERT CHORUS** 1 Credit

**Grades: 9, 10, 11, 12**

**Prerequisite:** This ensemble is open to students who have performed in the chorus at the secondary level or teacher recommendation. Students must be able to sing in a large group setting.

This ensemble is comprised of students who wish to continue in the choral program. A variety of musical styles are rehearsed and performed. Members are required to perform at the Winter and Spring Concerts. In addition to daily ensemble rehearsals, students will attend small group instructional music lessons on a rotating schedule throughout the school day, as they are an integral part of the program.

### **CONCERT ORCHESTRA** 1 Credit

**Grades: 9, 10, 11, 12**

**Prerequisite:** This ensemble is open to students who have performed in the orchestra at the secondary level or teacher recommendation. Students must have performance capabilities on the violin, viola, cello, or string bass.

This ensemble is comprised of students who wish to continue in the orchestral program. A variety of musical styles are rehearsed and performed. Members are required to perform at the Winter and Spring Concerts. In addition to daily ensemble rehearsals, students will attend small group instructional music lessons on a rotating schedule throughout the school day, as they are an integral part of the program.

### **WIND ENSEMBLE** 1 Credit

**Grades: 10, 11, 12**

**Prerequisite:** Teacher recommendation through spring audition.

This ensemble is comprised of students who wish to continue in the band program and further develop their skills as a musician. A variety of musical styles are rehearsed and performed. Members are required to perform at the Mid-Winter and Spring Concerts as well as Graduation. In addition to daily ensemble rehearsals, students will participate with the Marching Band and attend small group instructional music lessons on a rotating schedule throughout the school day, as they are an integral part of the program. *Sophomores and Juniors taking this course will earn 1.06 weighting. Seniors taking this course have the opportunity to earn 1 college credit through Five Towns College in*

*addition to 1.10 weighting.*

### **CHORAL ENSEMBLE** 1 Credit

**Grades: 10, 11, 12**

**Prerequisite:** Teacher recommendation through spring audition.

This ensemble is comprised of students who wish to continue in the choral program and further develop their skills as a musician. A variety of musical styles are rehearsed and performed. Members are required to perform at the Winter and Spring Concerts. In addition to daily ensemble rehearsals, students will attend small group instructional music lessons on a rotating schedule throughout the school day, as they are an integral part of the program. *Sophomores and Juniors taking this course will earn 1.06 weighting. Seniors taking this course have the opportunity to earn 1 college credit through Five Towns College in addition to 1.10 weighting.*

### **STRING ENSEMBLE** 1 Credit

**Grades: 10, 11, 12**

**Prerequisite:** Teacher recommendation through spring audition.

This ensemble is comprised of students who wish to continue in the orchestral program and further develop their skills as a musician. A variety of musical styles are rehearsed and performed. Members are required to perform at the Winter and Spring Concerts. In addition to daily ensemble rehearsals, students will attend small group instructional music lessons on a rotating schedule throughout the school day, as they are an integral part of the program. *Sophomores and Juniors taking this course will earn 1.06 weighting. Seniors taking this course have the opportunity to earn 1 college credit through Five Towns College in addition to 1.10 weighting.*

### **GUITAR ENSEMBLE I—IV** 1 Credit

**Grades: 9, 10, 11, 12**

Participation in the Guitar Ensemble would provide students an opportunity to perform a guitar where music reading and skills are developed. Members are expected to perform at the Spring Concert as well as any other related performances as scheduled.

### **PIANO CLASS I-IV** 1 Credit

**Grades: 9, 10, 11, 12**

Piano class is an open-ended course designed to fit the individual needs of the student. The instructor works with each student in determining his/her goals at the beginning of the course. Beginning topics will include posture, technique, note and rhythm reading, scales and performing simple compositions. Advanced topics will include scales, arpeggios, transposition, keyboard harmony and advanced piano repertoire. The piano class will also give students the opportunity to practice their NYSSMA and College Piano requirements.

### **COMPREHENSIVE MUSIC THEORY** 1 Credit

**Grades: 9, 10, 11, 12**

**Prerequisite:** Teacher Recommendation

This course provides a study of the mechanics of music, including the exploration of the science of sound, the history and technique of music notation, and a broad survey of music history through the use of film and recordings. Basic elements of music

theory and composition (such as scales, chords, and musical form) will be studied. Elementary keyboard, music sight reading, and dictation will be practiced. The course will include student music writing and performance. A locally developed Regents examination is offered in June. Having a performance background in music is strongly encouraged.

**AP MUSIC THEORY** **1 Credit**  
**Grades: 10, 11, 12** **1.10 Weighting**

**Prerequisite: Comprehensive Music Theory**

Students enrolled in this class are eligible to sit for the AP exam in the spring. This course is a continuation of the study of music harmony and composition begun in Comprehensive Music Theory. More advanced traditional harmony, as well as various 20th-century compositional techniques, will be studied through recordings and written by students. Instrumental and choral writing methods will be taught and practiced in the form of student compositions. In addition, advanced keyboard, sight-reading, and music dictation will be practiced throughout the year. Students will participate in the composer's concert in the spring and may take the AP Music exam in May.

**IB MUSIC SL** **1 Credit**  
**Grades: 11,12** **1.10 Weighting**

**Prerequisite: None**

The Group 6 music course of study is designed to promote greater awareness and understanding of music through a variety of musical experiences. Students will be exposed to a broad spectrum of music, ranging from that of Western traditions to World regions and cultures. Components of this course include music analysis, listening skills, student and group performances, and student compositions. Students will record 15 minutes of either group or solo performances or compositions. Students will also investigate the linkage between two contrasting pieces of music. Students will also investigate the linkage between two contrasting pieces of music. Students will participate in an IB Music Recital. This course can be taken in the Junior or Senior Year.

**IB MUSIC HL YEAR 1** **1 Credit**  
**Grade: 11** **1.10 Weighting**

**Prerequisite: None**

The Group 6 music course of study is designed to promote greater awareness and understanding of music through a variety of musical experiences. Students will be exposed to a broad spectrum of music, ranging from that of Western traditions to World regions and cultures. Components of this course include music analysis, listening skills, student solo music performances, and student compositions. Students will also investigate the linkage between two contrasting pieces of music. Students will participate in an IB Music Recital. This course must be taken in the Junior Year.

**IB MUSIC HL YEAR 2** **1 Credit**  
**Grade: 12** **1.10 Weighting**

**Prerequisite: IB Music HL Year 1.**

A continuation of IB Music HL Year 1, the Group 6 music course of study is designed to promote greater awareness and understanding of music through a variety of musical experiences.

Students will continue to be exposed to a broad spectrum of music, ranging from that of Western traditions to World regions and cultures. Components of this course include music analysis, listening skills, student solo music performances, and student compositions. Students will also investigate the linkage between two contrasting pieces of music. Students will participate in an IB Music Recital. This course must be taken in the Senior Year.

### **INDEPENDENT CREATIVE ARTS (ICA) PROGRAM**

**Grades: 9, 10, 11, 12**

There are a variety of groups in this enrichment program, each described in detail below. Membership is offered to all members of the music department based on auditions and teacher recommendations each year. Each group rehearses after school or evenings. A schedule of rehearsal day(s) and times will be established at the beginning of the school year. Additional rehearsals may occasionally be necessary. **School credit is given for participation.**

**ICA CHAMBER CHOIR** **1 Credit**

Chamber Choir is a highly select group of performers chosen by audition and teacher recommendation. Students who participate are given an opportunity to practice the skills taught in their music classes. The group develops ensemble work of various musical styles at an advanced level.

**ICA CHAMBER ORCHESTRA** **1 Credit**

Chamber Orchestra is a highly select group of string players chosen for membership by audition and teacher recommendation. This group provides the more advanced members an opportunity to practice the skills taught in their music classes as they learn and perform more difficult compositions.

**ICA INSTRUMENTAL JAZZ ENSEMBLE** **1 Credit**

The Jazz Ensemble is open to all music students by audition and teacher recommendation. The Ensemble plays a variety of jazz styles. Improvisation is discussed and rehearsed.

**ICA JAZZ MESSENGERS** **1 Credit**

This ensemble is a small group that consists of the most highly select musicians chosen by audition and teacher recommendation. This ensemble provides advanced students the opportunity to perform and improvise in small jazz combo settings. Students in this ensemble must have proficient skills improvising in the be-bop jazz idiom.

**ICA STAGE BAND** **1 Credit**

The Stage Band is open to music students by audition and teacher recommendation. The Stage Band plays a variety of jazz styles selected primarily from big band literature.

**ICA VOCAL JAZZ ENSEMBLE** **1 Credit**

This ensemble is open to music students by audition and teacher recommendation. The group numbers approximately 20 singers. Music performed is drawn from the pop, rock, and jazz idioms, as well as standard literature. The ensemble performs locally for various school and community activities and also travels and performs out of state.

**ICA WIND ENSEMBLE****1 Credit**

This ensemble provides the more advanced members of the band program the opportunity to learn and perform innovative and complex band compositions. The ensemble also offers additional performance opportunities at local venues. Members of the Wind Ensemble are selected by audition and teacher recommendation. Students rehearse once a week after school.

**ICA TREBLE CHOIR****1 Credit**

The Treble Choir is open to music students in grades 9-12. Membership is by audition only and is limited to those students participating in an approved high school music program. The Treble Choir studies and performs from literature written specifically for treble-ranged voices. The ensemble performs locally for various school and community activities

# SCIENCE DEPARTMENT

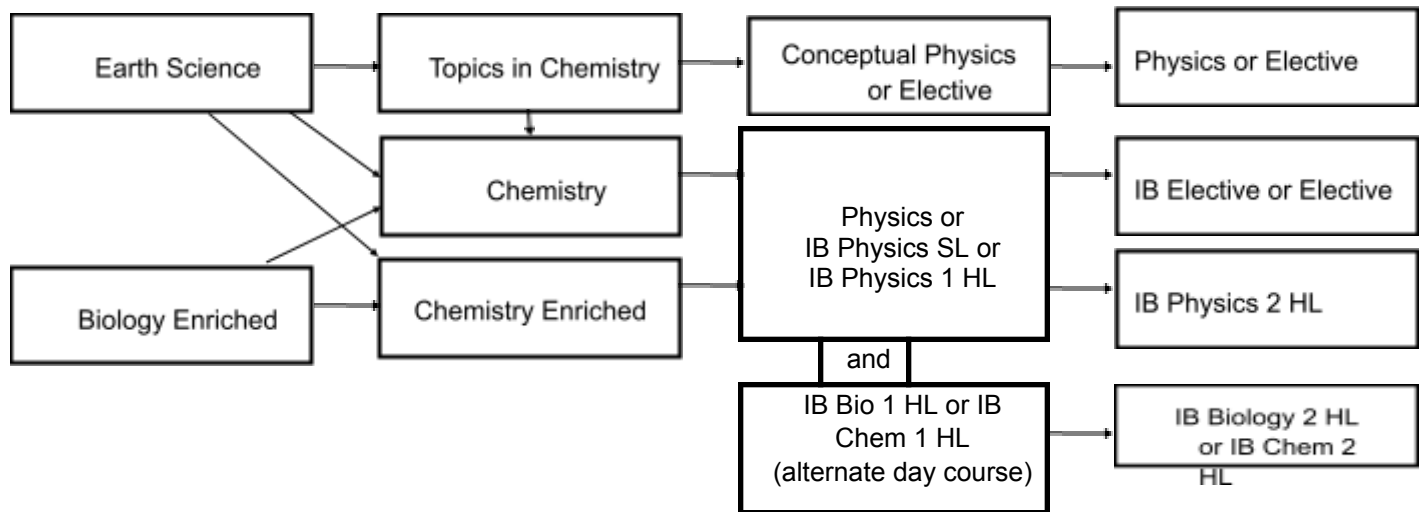
LAURA LONGO, DIRECTOR  
CHARLES GUERCIA, LEAD TEACHER

A study of the four major disciplines of science is an integral part of a well-rounded high school educational experience. In order to be knowledgeable and successful in our increasingly technological world and prepared for a rigorous college program, it is important that each Commack student explore the fundamentals of earth science, biology, chemistry, and physics through a core program. Each of these various disciplines and their core courses emphasize and explore different aspects of the natural world.

The determination of the correct course level in each discipline will be made through cooperative discussions between the teacher, student, counselor, and parent. Students are encouraged to take the most challenging program in which they can be successful.

Elective courses, some in specific scientific areas and others spanning several disciplines, are designed to expose students to new ways of thinking, stimulate curiosity, broaden and deepen understanding, and provide career guidance. These courses, taken concurrently with or in addition to our core course offerings, ensure that our students will be well equipped to make intelligent decisions as members of the global community and be able to continue their education, both formally and informally, as life-long learners.

## Typical Core Science Course Sequences



### 9th Grade Electives

Research 1

### 10th Grade Electives

Marine Biology  
Mysteries of the Universe  
Research 1 or 2

### 11th Grade Electives

College Chemistry  
Forensics  
College Marine Biology  
College Human Anatomy and Physiology  
Conceptual Physics: Roller Coasters and Rockets  
Forensic Science  
IB Biology SL  
IB Biology 1 HL  
IB Chemistry SL  
IB Chemistry 1 HL  
IB Physics SL  
IB Physics 1 HL  
IB Sports, Exercise and Health Science SL  
Marine Biology  
Mysteries of the Universe  
Research 11/12  
Research 11/12: StanMack

### 12th Grade Electives

College Chemistry Forensics  
College Human Anatomy and Physiology  
College Marine Biology  
Conceptual Physics: Roller Coasters and Rockets  
Forensic Science  
IB Biology SL  
IB Biology 2 HL  
IB Chemistry SL  
IB Chemistry 2 HL  
IB Physics 1 SL  
IB Physics 2 HL  
IB Sports, Exercise & Health Science SL  
Marine Biology  
Mysteries of the Universe  
Research 11/12  
Research 11/12: StanMack



## **COURSES**

### **EARTH SCIENCE – PHYSICAL SETTING 1 Credit**

This course addresses the content and process skills in the New York State Physical Setting – Earth Science Core Curriculum. An emphasis is placed on current discoveries in the field to help the student better understand today’s environmental issues. This is a laboratory oriented course with an emphasis on deductive reasoning and thinking skills. A minimum of 1200 minutes successfully completed laboratory experiments are required to be performed. Students will take the New York State Regents Examination in Physical Setting – Earth Science.

### **BIOLOGY 1 Credit**

This course is designed to give insight into the science of living things, with an emphasis on understanding the basic structure and physiology of living organisms, the relationships between these living things, and how they have adapted to survive in their environment. A detailed examination of the process of genetic expression is also conducted. A minimum of 1200 minutes of successfully completed laboratory experiments are required to be performed. Students will take the New York State Regents Examination – Living Environment at the end of this course.

### **BIOLOGY ENRICHED 1 Credit 1.06 Weighting**

In addition to the curriculum for the Regents Biology course, this course includes further in-depth study of the unity and diversity of living organisms on the molecular, cellular, organism and ecological levels. A minimum of 1200 minutes of successfully completed laboratory experiments are required to be performed. Students will take the New York State Regents Examination – Living Environment at the end of this course.

### **IB BIOLOGY SL 1 Credit Grades: 11, 12 1.10 Weighting Prerequisites: Biology or Biology Pre-IB/Enriched and Chemistry or Chemistry Enriched**

This enhanced biology course will address topics studied in previous biology courses, such as molecular genetics, human anatomy and physiology, Mendelian genetics, plant anatomy and physiology, reproduction and development, evolution and ecology, but on a deeper level. Lab investigations are emphasized and a required group project will be completed. This course will prepare students for the IB Standard Level examination.

### **IB BIOLOGY 1 HL 0.5 Credit Grade: 11 1.10 Weighting Prerequisites: Biology or Biology Pre-IB/Enriched, Chemistry or Chemistry Enriched and students must concurrently enroll in Regents Physics or Physics SL**

This college-level biology course, taken in the junior year, begins a two-year sequence that prepares students to take the International Baccalaureate test in their senior year. Four basic biological concepts are studied: structure and function, universality versus diversity, equilibrium within systems, and evolution as themes. This course is designed for the student who wishes to meet the objectives of an introductory level college course in Biology. A required group project will be completed.

### **IB BIOLOGY 2 HL 1 Credit Grade: 12 1.10 Weighting**

#### **Prerequisite: IB Biology 1 HL**

This course is the second in a two-year sequence to prepare students to take the International Baccalaureate test. Continuing from the 1<sup>st</sup> year, this course completes the IB HL Biology course, with an emphasis on understanding the interrelations within the biotic and abiotic environment through experimentation. Students will be taking the IB Standard Level or High Level examination and may also choose to take the AP exam.

### **TOPICS IN CHEMISTRY 1 Credit**

This course is designed for 10th grade students who are interested in studying the real-world, hands-on applications of chemistry. The development of science and content understanding will be accomplished through hands-on laboratory experiences, demonstrations, internet activities, and modeling. Some topics include everything from atoms and molecules to energy to food chemistry. Students will explore questions like, “why does ice float?” and “how do fireworks work?” as they learn the basics of chemistry.

### **CHEMISTRY – REGENTS PHYSICAL SETTING 1 Credit Grade: 10 1 Credit**

This course addresses the content and process skills in the New York State Physical Setting-Chemistry Core Curriculum. The experiments performed are related to the conceptual models developed in class discussion. The principles included in this course are basic to an understanding of our living and nonliving environment. A minimum of 1200 minutes of successfully completed laboratory experiments are required to be performed. Students will take the New York State Regents Examination in Physical Setting – Chemistry.

### **CHEMISTRY – ENRICHED 1 Credit Grade: 10 1.06 Weighting**

This course addresses the content and process skills in the New York State Physical Setting-Chemistry Core Curriculum. Students will attain an in-depth understanding of the fundamentals of chemistry, and a competence in dealing with chemical problems that will enable them to undertake further work in chemistry or related fields with confidence. A minimum of 1200 minutes of successfully completed laboratory experiments are required to be performed. Students will take the New York State Regents Examination in Physical Setting – Chemistry.

### **IB CHEMISTRY SL 1 Credit Grades: 11, 12 1.10 Weighting Prerequisites: Successful completion of Regents Chemistry or Chemistry Enriched**

This enhanced chemistry course will bring topics studied in previous chemistry courses to a high level. Mandatory topics are atomic structure, bonding, organic chemistry, quantitative chemistry, periodicity, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, measurement and data processing. There will also be two additional topics added to the curriculum which will be chosen by the teacher from the following list: modern analytical chemistry, human biochemistry,

chemistry in industry and technology, medicine and drugs, environmental chemistry, food chemistry, or further organic chemistry. This is a challenging lab-based course “which combines academic study with the acquisition of practical and investigational skills through the experimental approach” (IB Chemistry Standard Level Subject Brief). Students will explore how scientists work and communicate with each other and will be afforded multiple opportunities for creative inquiry and scientific study within a global context. There is a required Group IV project. This course will prepare students for the IB standard level examination.

**IB CHEMISTRY 1 HL**

**0.5 Credit**

**Grade: 11**

**1.10 Weighting**

**Prerequisites: Chemistry or Chemistry Enriched and students must concurrently enroll in Regents Physics or IB Physics SL**

This college-level chemistry course, taken in the junior year, begins a two-year sequence that prepares students to take the International Baccalaureate test in their senior year. This is a rigorous course designed for students who have shown aptitude for the study of chemistry at the Enriched or Regents level. The Higher Level International Baccalaureate syllabus will be studied in its entirety over the two years. A required group project will be completed.

**IB CHEMISTRY 2 HL**

**1 Credit**

**Grade: 12**

**1.10 Weighting**

**Prerequisite: IB Chemistry 1**

This course is the second in a two-year sequence to prepare students to take the International Baccalaureate test. Continuing from the 1<sup>st</sup> year, this course completes the IB Higher Level Chemistry course, with an emphasis on experimentation. Students will be taking the IB Standard Level or Higher Level examination and may also choose to take the AP exam. The granting of college credit depends on the AP exam score and the particular college or university that the student decides to attend.

**CONCEPTUAL PHYSICS: ROLLER COASTERS AND ROCKETS**

**Grades: 11, 12**

**1 Credit**

This project-based course is designed to actively engage students in the concepts of Physics. Topics such as Newton’s Laws, Energy, and Waves will be explored using a hands-on approach. Students will participate in a variety of activities and laboratory-based investigations in which they will ultimately be able to demonstrate their knowledge of the topic. Mathematics will be kept to a minimum as this course is all about learning Physics through designing, building and experimenting.

**PHYSICS – PHYSICAL SETTING**

**1 Credit**

**Grades: 11, 12**

This course addresses the content and process skills in the New York State Physical Setting – Physics Core Curriculum. An emphasis is placed on scientific inquiry, mathematical analysis, and engineering design. A minimum of 1200 minutes of successfully completed laboratory experiments are required to be performed. Students will take the New York State Regents Examination in Physical Setting – Physics.

**IB PHYSICS SL**

**1 Credit**

**Grades: 11, 12**

**1.10 Weighting**

This course covers the material in the International Baccalaureate Standard Level Curriculum in Physics and will meet many of the objectives of a first semester algebra-based college course in Physics. This is an academically rigorous course taught at a college level, designed for students who have demonstrated achievement that is well above average in mathematics and science. Physics concepts will be taught through inquiry-based learning and students will develop their critical thinking skills. All students enrolled in this course are expected to take the IB SL exam and have the option to take the New York State Regents examination in Physical Setting - Physics.

**IB PHYSICS 1 HL**

**1 Credit**

**Grades: 11, 12**

**1.10 Weighting**

This course covers the material in the International Baccalaureate Higher Level Year 1 Curriculum in Physics and will meet many of the objectives of a first semester algebra-based college course in Physics. This is an academically rigorous course taught at a college level, designed for students who have demonstrated achievement that is well above average in mathematics and science. Physics concepts will be taught through inquiry-based learning and students will develop their critical thinking skills. Students have the option to take the New York State Regents examination in Physical Setting - Physics at the conclusion of this course. All students enrolled in this course are expected to continue onto IB Physics HL Year 2 and sit for the IB HL exam at the conclusion of that course.

**IB PHYSICS 2 HL**

**1 Credit**

**Grade: 12**

**1.10 Weighting**

**Prerequisite: IB Physics 1 HL**

This course, when taken sequentially after IB Higher Level Year 1, will meet all the objectives of a college course in Physics. This is an academically and mathematically rigorous course taught at a college level. An emphasis will be placed on scientific inquiry and mathematical analysis, including a stringent lab requirement. All students enrolled in this course are expected to take the IB Higher Level examination and may also choose to take the AP Physics 1, AP Physics 2 or the AP Physics C: Mechanics exam.

**ELECTIVES**

**IB SPORTS, EXERCISE AND HEALTH SCIENCE 1 Credit**

**Grades: 11, 12**

**1.10 Weighting**

The IB Diploma Program course in Sports, Exercise and Health Science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, physiology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of internationalism and ethics by considering sport, exercise and health relative to

the individual and in a global context. This course would help prepare students for a career in sports science and management, health/physical education, kinesiology, and exercise physiology. This course may be taken for college credit through Adelphi University.

**FORENSIC SCIENCE** **1 Credit**

**Grades: 11, 12**

The “Who Done It” as a literary genre has captivated people of all ages for a long time. This course will provide the opportunity to stimulate students’ interests in science using the same appealing questions of both mystery writers and forensic crime investigators. Seeing science through the eyes of an investigator will allow students to experience the exciting worlds of biology, chemistry, physics, and the physical sciences. Through their investigations, students will gain information about critical thinking, characteristics of cells and tissues, physical and chemical properties of drugs, bone fragments, fingerprints, DNA analysis, archeology, anthropology, blood typing, genetic inheritance, entomology, petrology, and mineralogy. This course will provide students with the methodology, principles, and concepts necessary to identify and analyze problems in all aspects of the sciences currently being offered as courses at the high school level. Students in this course will be examining crime scenes, both real and fictitious which may be graphic in nature.

**COLLEGE CHEMISTRY-FORENSICS**

**PROJECT ADVANCE** **1 Credit**

**Grade: 11,12** **1.10 Weighting**

**Prerequisite: Regents Chemistry or Chemistry Enriched**

Chemistry 113, Forensic Science, is focused upon the application of scientific methods and techniques to crime and law. This course is intended to provide an introduction to understanding the science behind crime detection. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations. This is an academically rigorous course. This course may be taken for college credit through Syracuse University. **Students in this course will be examining crime scenes, both real and fictitious which may be graphic in nature.**

**COLLEGE HUMAN ANATOMY & PHYSIOLOGY** **1 Credit**

**Grades: 11, 12** **1.10 Weighting**

**Required Prerequisites: Successful completion of Living Environment or Biology Enriched and Chemistry (Regents or Enriched)**

This full-year course covers the structure and function of the human body, including, anatomical terminology, basic biochemistry, cell structure and function, tissue composition, integumentary system, musculoskeletal system, nervous system, cardiovascular, respiratory, excretory, digestive and reproductive systems and the impact of diseases on each system. Labs will focus on tissue studies, dissections and physiology of each system. This course may be taken for college credit through LIU. Students who wish to pursue a medical profession such as

nursing, pre-med, physical therapy, occupational therapy, physician's assistant, or pre-vet should take this course.

**MARINE BIOLOGY** **1 Credit**

**Grades: 10, 11, 12**

Marine biology, and to a lesser extent physical oceanography, will be the focus of study for this course. Topics will include a thorough study of the diversity of marine life in the world's oceans, as well as the origin of the earth and the oceans, plate tectonics, and ocean climate. Many of these areas will be explored and reinforced with laboratory experiments. Field trips to Long Island's marshes and beaches will enable students to experience these marine environments firsthand.

**COLLEGE MARINE BIOLOGY** **1 Credit**

**Grade: 11,12** **1.10 Weighting**

Students in this course will deeply investigate the diversity and functional morphology of marine organisms, food webs and the variety of ecosystems found within our oceans. There will be an in-depth study of physical oceanography principles to include types of currents, plate tectonics, climate and the origin of the earth and the oceans to study the abiotic effects on evolution and development. Students in this course will investigate human impact on our oceans in the context of reliance, exploitation and preservation of marine species and ecosystems. There will be numerous laboratory investigations and opportunities to connect local environments to the curriculum through study in the field. Students in this course will have the option to earn college credit through the Beacon Program sponsored by Suffolk County Community College.

**MYSTERIES OF THE UNIVERSE** **1 Credit**

**Grades: 10, 11, 12 Prerequisite: Earth Science**

When you gaze at the night sky are you filled with questions about how it all works? Ever wondered what a black hole is? Are there other planets in the universe like Earth with life on them? Space exploration and the wonders of our universe will be examined in order to find answers to questions like these and more. Students will engage in activities and projects to solve these mysteries.

**RESEARCH 1 (for 9<sup>th</sup> & 10<sup>th</sup> grade)** **0.5 Credit**

**1.06 Weighting**

**Prerequisite: Application and department approval**

This is the first year course in the science research sequence, and is geared toward those students who want to carry out authentic science research. Students will develop a greater understanding of the research process, data acquisition and analysis, and the presentation of results. The focus of the course is for students to develop the skills necessary to design and complete a group research project. The students will be prepared to enter various science competitions.

**RESEARCH 2 (for 10<sup>th</sup> grade students)** **0.5 Credit**

**Prerequisite: Research 1** **1.06 Weighting**

Students will enhance the skills that they acquired in Research 1, continuing to develop as researchers while working on

independent or group projects. Students will pursue a project in their chosen field of interest. Students will research background information, acquire and analyze data, and present their results. The students will be prepared to enter various local and state science competitions.

**RESEARCH 11 /12**

**0.5 Credit**

**Grade: 11,12**

**1.06 Weighting**

**Prerequisite: Research 2, Research 11 or department approval**

This course builds on the skills acquired in Research 1 and 2 and is intended for students considering science competitions such as the Regeneron Science Talent Search and Long Island Science and Engineering Fair in their senior year. Students will be guided towards developing a research question that they can pursue during the school year. The emphasis of the course will be on development of a testable hypothesis, data collection and analysis, and writing and presentation skills. Students are encouraged to pursue their research with a mentor at a scientific institution or program.

**Note: The 10<sup>th</sup> period research class is only for the self-motivated junior or senior who can work independently and cannot schedule this elective during the regular school day. Students are required to conduct a minimum of 100 minutes of research (2.5 periods) each week after school.**

**RESEARCH 11/12 StanMack**

**1 Credit**

**Grades: 11, 12**

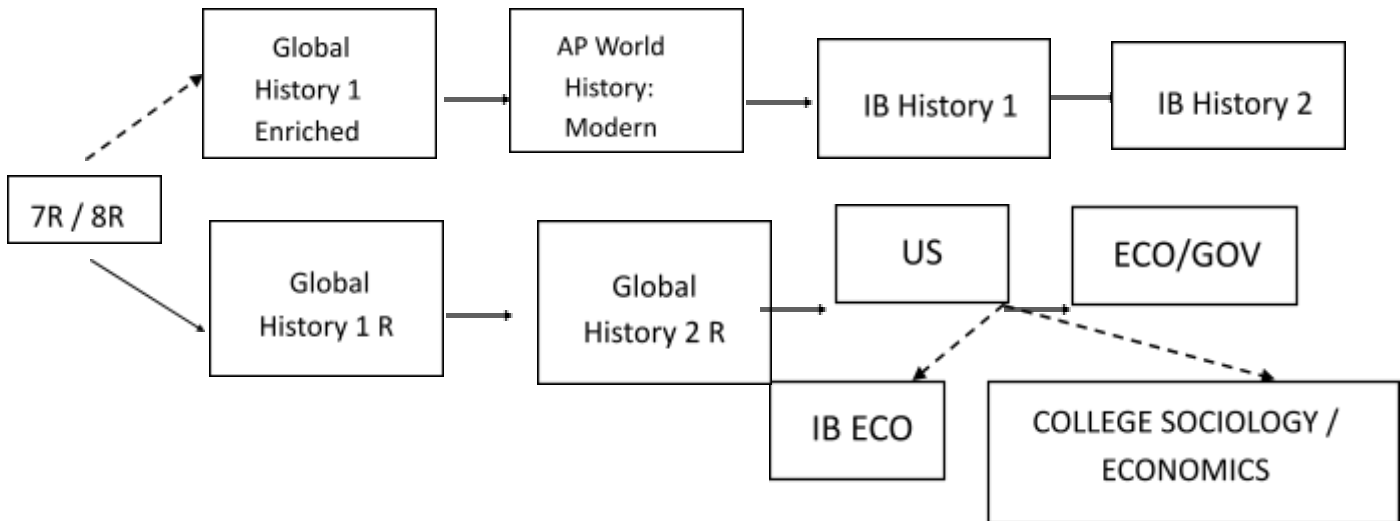
**1.06 Weighting**

**Prerequisite: Department approval**

Commack is the only public school on the East Coast that has this course currently running. The StanMack research course runs in conjunction with the Seung Kim Laboratory at the Stanford School of Medicine, and will allow students to use molecular biology lab techniques to create new genetic strains of fruit flies. These novel lines of flies can potentially be registered and used as tools in professional labs around the world that are interested in doing controlled genetic experimentation. Regular Zoom meetings with students around the country who are also in this program, are a part of this course. In the fall term, students complete Module 1 and create the transgenic lines of flies, spending much of their time at the microscope working with flies. The spring term alternates every other year so students will complete either Module 2 or Module 3. In Module 2, students will use a variety of molecular techniques to characterize their fly lines. In Module 3, students focus on larval dissection and fluorescent microscopy. This is a one or two-year course. Prerequisites: Junior or Senior status with departmental approval.

# SOCIAL STUDIES DEPARTMENT

JEFFREY SAUTNER, DIRECTOR  
DR. MICHAEL JEZIORSKI, LEAD TEACHER



**Note: All level changes, indicated by the dashed arrow, require a high level of student enthusiasm and achievement, Teacher Recommendation, and Director approval.**

## Social Studies Elective Courses

Psychology and You

Holocaust & Modern World Conflict

### IB Electives

American History on Film

College Sociology

IB Economics (SL)

Global History on Film

College Psychology in Education

IB Psychology SL

College Foundations of Education

IB Global Politics (SL)

### Graduation Requirements

**Grade 9** **1 Credit**

Global History 1 (R) or Global History 1 (Enriched)

**Grade 10** **1 Credit**

Global History 2 (R) or AP World History: Modern

**Grade 11** **1 Credit**

United States History (R) or IB History 1

**Grade 12** **1 Credit**

Government (R) **and** Economics (R)

Or

IB Economics SL

Or

IB History 2 HL

Or

College Sociology and Economics (R)

## **COURSES**

### **GLOBAL HISTORY 1 R**

**1 Credit**

**Grade: 9**

This course exposes students to the major historical events and achievements in world history from 8000 BCE – 1750 CE. In this course students will investigate and analyze the significant events, individuals, achievements, and developments of world history by using the historical literacy skills and methods employed by historians. To hone these skills, students will be asked to analyze primary and secondary sources, make historical comparisons, utilize chronological reasoning, and formulate a sound argument. The historical content and skills learned in Global History 1 R will prepare students for their Final exam at the end of the year.

### **GLOBAL HISTORY 1 ENRICHED**

**1 Credit**

**Grade: 9**

**1.06 Weighting**

This higher level course provides students with an enriched and more challenging opportunity to master global history. Global History 1 Enriched requires significantly more reading, writing, and research than is required in Global History 1 R. This course seeks to educate students in the practice of learning history by stressing the development of historical thinking skills while learning historical content from 8000 BCE – 1750 CE. Students will develop critical and historical thinking skills by investigating the past through the exploration and interpretation of a rich array of primary and secondary texts and through the regular development of historical argumentation in writing. Students enrolled in this course should anticipate completing regularly assigned homework and assessments that include essays based on the AP World History Exam, the IB History Exam, and the New York State Regents Exam. Additionally, there is a research component that is designed to prepare students to write their IB Internal Assessment (research paper) in IB History 1. At the completion of Global History 1 Enriched, the content and skills learned will provide students with the opportunity to participate in AP World History: Modern or Global History 2 R.

### **AP WORLD HISTORY: MODERN**

**1 Credit**

**Grade: 10**

**1.10 Weighting**

**Prerequisite: Successful achievement in Global History 1 Enriched**

Advanced Placement World History provides an opportunity for students to receive college credit in grade 10. *AP World History 10* seeks to educate students in the practice of learning history by stressing the development of historical thinking skills while learning historical content from the Enlightenment through the present. Students will develop critical and historical thinking skills by investigating the past through the exploration and interpretation of a rich array of primary and secondary texts and through the regular development of historical argumentation in writing. *AP World History* students should anticipate completing regularly assigned homework and assessments that include essays based on the AP World History Exam. Students will take the AP exam in May which covers some content from 9th grade and the entirety of 10<sup>th</sup> grade social studies. This course meets the New York State requirement for the 10th grade Global History and Geography course. All sophomores, regardless of their social studies course selection, are required to take the

Global History & Geography Regents Examination in June. Additionally, during the AP World History: Modern course, students will conduct research designed to prepare them to write their IB Internal Assessment as a component of the IB History 1 grade 11 social studies course.

### **GLOBAL HISTORY 2 R**

**1 Credit**

**Grade: 10**

Global History 2 R is a required Regents level course that exposes students to the major historical events and achievements in world history from 1750 through the present. In Global History 2 R students will investigate and analyze the significant events, individuals, achievements, and developments of world history by using the historical literacy skills and methods employed by historians. To hone these skills, students will be asked to analyze primary and secondary sources, make historical comparisons, utilize chronological reasoning, and formulate a sound argument. The historical content and skills learned in Global History 2 R will prepare students for the required Global History Regents Examination in June.

## **UNITED STATES HISTORY & GOVERNMENT**

**Grade: 11**

**1 Credit**

U.S. History and Government is a Regents level course that offers a comprehensive study of the origins and structure of the United States Constitution and Federal Government, as well as an examination of the enduring political, economic, and social issues from colonial to modern times. Students enrolled in this course will investigate and analyze the significant events, individuals, achievements, and developments of American history by using the historical literacy skills and methods employed by historians. To hone these skills, students will be asked to analyze primary and secondary sources, make historical comparisons, utilize chronological reasoning, and formulate a sound argument. The historical content and skills learned in this course will prepare students for the required United States History and Government Regents Examination in June.

### **IB HISTORY HL YR 1**

**1 Credit**

**Grade: 11**

**1.10 Weighting**

**Prerequisite: Successful completion of AP World History 10 or excellent achievement in Global History 2 R**

The IB History 1 course is based on a multi-perspective approach to American history. It involves the study of a variety of types of history, including political, economic, social and cultural. The course emphasizes the importance of developing historical thinking skills as well as gaining factual knowledge. It puts a premium on critical thinking and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of America's past. Students enrolled in this course in their junior year will explore United States history chronologically, beginning with pre-colonial America and concluding with contemporary events. A major emphasis of the course will involve a program of extensive reading, writing, research, and critical analysis. At the end of their junior year, students are required to complete their IB Internal Assessment (research paper) should they desire to continue on to IB History 2 in their senior year. All juniors, regardless of their social studies course selection, are required to

take the Regents Examination in United States History and Government in June. Students who continue in the IB program will take the IB History exam in May of their senior year. In accordance with applicable school policy, students may sit for the comprehensive Advanced Placement Examination in May of their junior or senior year.

**IB HISTORY 2 HL** **1 Credit**  
**Grade: 12** **1.10 Weighting**  
**Prerequisite: Successful Completion of IB History 1**

Those students who continue on in the IB program during their senior year will continue to develop their historical and critical thinking skills as they explore multiple perspectives and historical interpretations on 20th century world topics such as: the Treaty of Versailles, the rise of fascism, World War II, the Cold War, and the rise of Castro. A major emphasis of the course will involve a program of extensive reading, writing, research, and critical analysis. IB History 1 & 2 provide an intellectual challenge to motivated students who desire the opportunity to potentially earn college credit. At the conclusion of this Higher Level course, students will take an IB exam that assesses the content and skills learned in both 11<sup>th</sup> and 12<sup>th</sup> grade IB history courses. IB History 2 HL satisfies the NYS Government and Economics requirements.

**ECONOMICS** **0.5 Credit**  
**Grade: 12**

The study of economics enables students to obtain essential economic knowledge and skills that are necessary in order to function effectively as informed citizens and consumers in an increasingly interdependent world. The course emphasizes fundamental economic concepts, micro and macroeconomic principles and practices, as well as global economic challenges. This course is one-half of the 4th year of New York State Social Studies requirement.

**PARTICIPATION IN GOVERNMENT** **0.5 Credit**  
**Grade: 12**

The study of government offers students the opportunity to examine vital political issues and topics that include the foundations of our government, citizenship, political behavior, and the electoral process on the federal, state, and local levels. This course is one-half of the 4th year New York State Social Studies requirement.

## **ELECTIVES**

**AMERICAN HISTORY ON FILM** **0.5 Credit**  
**Grades: 10, 11, 12**

American film makers have often portrayed our American past in either a historically accurate fashion, or, more often, in an interpretation of history that is a good deal less than accurate. From *The Last of the Mohicans* to *Saving Private Ryan*, Hollywood has produced, for a mass audience, a popularized version of our nation's history. The intent of this course is to critically analyze American History on film. Students will be required to watch, discuss, debate, and assess the historical accuracy and impact of film as history. This course contains sophisticated films which have been edited and modified as it relates directly to the content. The following films may be shown in this course: *42*, *Apollo 13*, *Argo*, *Cinderella Man*, *Dances with*

*Wolves*, *Far and Away*, *Flags of Our Fathers*, *Forrest Gump*, *Gangs of New York*, *Glory*, *Hacksaw Ridge*, *Hidden Figures*, *Lincoln*, *Midway*, *Miracle*, *Mississippi Burning*, *On the Basis of Sex*, *Patriots Day*, *Quiz Show*, *Revenant*, *Swing Vote*, *The American President*, *The Green Zone*, *The Imitation Game*, *The Lost Battalion*, *The Patriot*, *The Post*, *The Trial of the Chicago 7*, *The Untouchables*, *Thirteen Days*, *Tombstone*, *U-571*, *We Were Soldiers*, and *Zero Dark Thirty*.

**COLLEGE PSYCHOLOGY IN EDUCATION** **1 Credit**  
**Grades: 11, 12** **1.1 Weighting**

An introduction to the psychological foundations of education, aimed at developing basic understandings in the following areas of teaching: growth and development of learners, psychology and personality, assessment of handling individual differences and the psychology of learning. This course may be taken for college credit through St. Joseph's University.

**COLLEGE FOUNDATIONS OF EDUCATION** **1 Credit**  
**Grades: 11, 12** **1.1 Weighting**

This course will explore the process of education as viewed by historians, sociologists and philosophers. Students will explore contemporary problems in education and solutions considering socioeconomic factors that educators face. This course may be taken for college credit through St. Joseph's University.

**HOLOCAUST & MODERN WORLD CONFLICT** **0.5 Credit**  
**Grades: 9, 10, 11, 12**

The purpose of the Holocaust Studies course is to provide students with the opportunity to learn about the complex factors that contributed to the Holocaust, interpret the events of 1933-1945, and evaluate the impact of the genocide on post-war Europe and generations to come. By studying the lessons of the Holocaust and other examples of human rights violations, past and present, students will make the essential connection between history and the choices they confront in their own lives. Throughout the course students will analyze primary and secondary sources including documentaries and films related to the Holocaust. This course contains sophisticated films which have been edited and modified as it relates directly to the content.

**IB ECONOMICS SL** **1 Credit**  
**Grades: 11, 12** **1.10 Weighting**

The IB Economics Course is designed to provide students with a thorough understanding of micro and macroeconomics, globalization, and the problems faced by developing nations. In addition, students will develop a sound understanding of how markets develop and function. Students will enhance their critical thinking and analytical skills while becoming independent thinkers. Seniors taking the course are eligible for 3 college credits of St. John's economics which is a college-level introduction to economic analysis and examines the essential issues of economic growth, inflation, depression, and recession. Students will also investigate the impact of government on the national economy via fiscal and monetary policy. IB Economics satisfies the New York State Government and Economics requirements for Seniors. The IB program involves a major research component. This course may be taken for college credit

through St. John's University.

### **IB GLOBAL POLITICS SL**

**1 Credit**

**Grades: 11, 12**

**1.10 Weighting**

IB Global Politics provides a forum for students to focus on contemporary political issues that are relevant to their lives. The course is centered on the theme of "people, power, and politics," and consists of case studies on the crisis in Syria, Climate Change, and Peace and Conflict. The course explores fundamental political concepts by helping students gain an understanding of current events including local, national, international and global political developments. At the heart of the course is for students to develop a sense of international mindedness and enhance their awareness of multiple perspectives. It encourages critical thinking, listening, dialogue and debate. All students will complete an assessed engagement activity that provides students with the opportunity to go outside the classroom, construct their own knowledge on a political issue of their choosing, and take action. The course will culminate in the IB Global Politics Examination.

### **IB PSYCHOLOGY SL**

**1 Credit**

**Grades: 11, 12**

**1.10 Weighting**

IB Psychology introduces students to the study of human and animal behavior as a social and natural science. Fundamentals of psychology will be presented and students will explore a variety of behavioral issues from different standpoints. The scope of the course includes methods used by psychologists, various psychological perspectives, and interpretations of behavior, and examination of specific subject areas. The course involves a major research component and will culminate in the IB examination. This course may be taken for college credit through St. Joseph's University.

### **GLOBAL HISTORY ON FILM**

**0.5 Credit**

**Grades: 9, 10, 11, 12**

This course is designed to provide significant enrichment opportunities to our students of Global History in grades 9 and 10, and for those students in grades 11 and 12 who wish to broaden their understanding of Global History. It is hoped that through the audio/visual impact of film, our students will gain a more in-depth understanding of the people and events that have shaped our world. Students will be required to view, discuss, and assess the historical accuracy and relevance of such important films as *Braveheart*, *The Last Emperor*, *Cry Freedom*, *Enemy at the Gates*, *Hotel Rwanda*, *Schindler's List*, *The Last Samurai*, *Behind Enemy Lines*, *Gladiator*, as well as other films that represent a Global History perspective. This course contains sophisticated films which have been edited and modified as it relates directly to the content. The following films may also be shown in this course: *1917*, *Amistad*, *Argo*, *Black Hawk Down*, *Blood Diamond*, *Braveheart*, *Bridge of Spies*, *Captain Philips*, *Downfall*, *Dunkirk*, *Gallipoli*, *Gandhi*, *Greyhound*, *Kingdom of Heaven*, *Luther*, *Mandela*, *Master and Commander*, *Nuremberg*, *October Sky*, *Operation Finale*, *Paths of Glory*, *The Boy in the Striped Pajamas*, *The Last Emperor*, *The Mission*, *The Last King of Scotland*, *The Man in the Iron Mask*, *The Monuments Men*, *The Pianist*, *Troy*, *Unbroken*, *Valkyrie*, and *War Horse*.

### **PSYCHOLOGY AND YOU**

**Grades: 9, 10, 11, 12**

**0.5 Credit**

The Psychology elective is designed to make the student aware of the importance of psychology in a contemporary setting. The course presents how we deal with others, the individual search for identity, psychological disorders, the psychology of prejudice, and the future of psychology. Other disciplines will be examined in an attempt to discover why human beings behave the way that we do.

### **COLLEGE SOCIOLOGY (PROJECT ADVANCE) 0.5 Credit**

**Grade 11, 12**

**1.10 Weighting**

College Sociology is an opportunity for juniors and seniors interested in studying people in their social environments to potentially earn three college credits from Syracuse University. This course is an introduction to sociology that encourages students to evaluate and reflect upon their role in society. It is an analytic, skills-based course that uses source readings from social science journals and includes many student-centered learning activities. As this writing-intensive class progresses, students will develop increasing skill in analytic reading and writing, sociological reasoning, empirical research and investigation, and the ability to make generalizations about self and society in a global world. The major topics include: culture, groups and social structure, the power and influence of the media, self and identity, social inequalities based on race, class, gender and social change. **This half-year course satisfies the New York State Government requirement for Seniors. Seniors enrolled in this course will also need to enroll in the Economics course to satisfy the New York State half-credit economics requirement. Juniors who take College Sociology will receive elective credit only for that school year.**



# **SPECIAL EDUCATION**

**SAVRENA RIDDLE, DIRECTOR**  
**DR. JUSTINE DUNCAN, ASSISTANT DIRECTOR**  
**DR. KELLY SEEBECK, COORDINATOR (6-12)**  
**MECHEL BERTHOLET, LEAD TEACHER**

## **SPECIAL EDUCATION PROGRAMS AND SERVICES**

A continuum of programs and services is available for students with disabilities. Students with disabilities have been designated as such through a comprehensive referral process that includes cognitive, psychological, and academic testing. Determinations for special education services are made through the Committee on Special Education (CSE). The CSE may decide to recommend that a student participate in related services or special education programs, based on their specific strengths, needs, and goals.

### *Related Services:*

Many students with disabilities receive related services. Common related services include, but are not limited to: speech/language services, counseling, occupational therapy, physical therapy, assistive technology services, vision services, and hearing services. These services are provided at school to assist the student in accessing the general education curriculum.

### *Resource Room:*

Resource Room provides specialized supplementary small group instruction. This supplementary instruction, delivered in a maximum of a 5:1 student to teacher ratio, is provided in addition to the general education or special education classroom instruction that the student receives. It is not provided in place of the student's regular instruction.

### *Integrated Co-Teaching Classes:*

Integrated Co-Teaching Services provide academic and specially-designed instruction in the general education setting to an integrated group of students. These classes contain students with disabilities as well as general education students in an environment where collaborative teaching takes place between a general education teacher and a special education teacher.

### *Special Class:*

Special classes provide primary instruction that is specially-designed to meet the similar needs of a group of students with disabilities in a self-contained setting. These classes are taught by a special education teacher in conjunction with a teacher assistant.

## **CLINICAL SUPPORT SERVICES**

### Special Education

School psychologists conduct evaluations as recommended by the CSE, provide support to staff who are working with students with disabilities, develop behavior plans, chair CSE sub-committee meetings and provide mandated counseling services. School social workers also provide support to staff, develop behavior plans, counsel students with disabilities and conduct social history reports with students' families as needed.

### General Education Population

School psychologists and social workers also work with the general high school population. They provide crisis intervention services, counseling, parent/community outreach services and programs and general support services to the high school community.

# TECHNOLOGY DEPARTMENT SEQUENCE

Available in 9th Grade

**PLTW**  
Design & Drawing for  
Production #\*

**Cisco**  
Computer Repair  
Academy \*

Available in 10th Grade

**PLTW**  
Building, Automation &  
Robotics

**PLTW**  
Civil Engineering &  
Architecture

**Cisco**  
Introduction to  
Networking

Available in 11th, 12th Grade

**PLTW**  
Principles of  
Engineering

\* This course satisfies the Career, Computer & Technology requirement for graduation

# This course may meet the NYS graduation requirement for Art/Music

# **TECHNOLOGY DEPARTMENT**

**ALISE PULLIAM, EXECUTIVE DIRECTOR OF INSTRUCTIONAL TECHNOLOGY**

**THOMAS SHEA, LEAD TEACHER**

The technology program is designed in half and full year courses. Using activity-centered learning experiences, students discover their technical interests and capabilities. The courses enable the students to apply the knowledge from their other courses to authentic projects. The courses that are available teach practical skills useful in daily life and offer preparation for work or college.

If you are interested in Design, Engineering and/or a Technology career, it is important to take advantage of the valuable courses which are described in this section to better prepare yourself for what's ahead.

The New York State credit requirement in "the arts" for graduation may be satisfied with the following course:

PLTW Design and Drawing for Production - 1 Credit (PLTW—Introduction to Engineering Design)

## **COURSES**

**PLTW DESIGN AND DRAWING FOR PRODUCTION 1 Credit**

**Grades: 9, 10, 11, 12**

**1.10 Weighting**

**This course may meet the NYS graduation requirement for Art/Music.**

This introduction to engineering course is part of the Project Lead the Way Program and is suited for all students. It is an excellent opportunity for students to explore various aspects of engineering. Students will use the industry standard 3D solid modeling software to design and document their solutions to design problems. As the course progresses and the complexity of the design problems increase, students will learn more advanced computer modeling skills, and realize their designs with the use of 3D printers. Students will work individually and in teams to design solutions to a variety of problems, develop research and analysis skills, learn technical writing, and create engineering graphics. They will apply math, science, and technology knowledge learned in other courses to solve engineering design problems. It also provides students the opportunity to receive three credits from Rochester Institute of Technology after taking the end-of-course exam. Students interested in receiving these credits will be charged a fee by the Rochester Institute of Technology (RIT).

**PLTW CIVIL ENGINEERING AND ARCHITECTURE 1 Credit**

**Grades: 10, 11, 12**

**1.10 Weighting**

**Prerequisite/Co-Requisite: Geometry**

Civil Engineering and Architecture (CEA) is one of the engineering specialization courses in the Project Lead the Way (PLTW) high school pre-engineering program. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology. The course explores residential construction styles, landscape architecture, energy conservation, and building standards for plumbing, heating and electrical systems during the design of their own home. Students will work individually and in teams to design solutions to a variety of problems using engineering principles as well as Autodesk REVIT, a sophisticated 3D architectural design tool. Students will have the opportunity to receive three credits from Rochester Institute of Technology (RIT) after taking the end-of-course exam. Students interested in receiving these credits will be charged a fee by RIT.

**PLTW BUILDING, AUTOMATION & ROBOTICS 1 Credit**

**Grades: 10, 11, 12**

**1.10 Weighting**

**Prerequisite/Co-Requisite: Geometry**

Building Automation and Robotics (BAR) is one of the engineering specialization courses in the Project Lead The Way (PLTW) high school pre-engineering program. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology. Students will work individually and in teams to design solutions to a variety of problems through the use of VEX Robotics, Lynxmotion robotic arms, laser cutting and high-tech CNC machining techniques. As the course progresses, challenges will progressively become more and more intricate. Students apply knowledge gained throughout the course in a culminating open-ended challenge to build an integrated robotic system intended to perform a complex operation. Students will have the opportunity to receive three credits from Rochester Institute of Technology (RIT) after taking the end-of-course exam. Students interested in receiving these credits will be charged a fee by RIT.

**PLTW PRINCIPLES OF ENGINEERING**

**1 Credit**

**Grades: 10, 11, 12**

**1.10 Weighting**

**Prerequisite/Co-Requisite: Physics or permission of the instructor**

Principles of Engineering (POE) is one of the engineering specialization courses in the Project Lead the Way (PLTW) high school pre-engineering program. This course exposes students to some of the major concepts that they will encounter in a post secondary engineering course of study, such as strength of materials, machine systems, energy systems and hydraulics. POE gives students the opportunity to develop skills and understanding of course concepts through project based learning. Used in combination with a teaming approach, project based learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. To be successful in POE, students should either have completed or be concurrently enrolled in Physics. Students will employ engineering and scientific concepts in the solution of engineering design problems by using VEX robotics and industry standard modeling and analysis software. The course provides the opportunity for students to receive three credits from the Rochester Institute of Technology after taking an end-of-course exam. Students interested in receiving these credits will be charged a fee by RIT.

**COMPUTER REPAIR ACADEMY**                      **1 Credit**  
**Grades: 9, 10, 11, 12**                              **1.06 Weighting**  
**This course satisfies the Career, Computer & Technology requirement for graduation.**

This course provides a comprehensive introduction to the IT industry and in-depth exposure to personal computers, hardware, and operating systems. Students learn how various hardware and software components work and best practices in maintenance, safety, and security. Through hands-on lab activities, students learn how to assemble and configure computers, install operating systems and software, and troubleshoot hardware and software issues. This course leads to a CompTIA+ Certification, which allows students to enter the workforce as a computer technician.

**CISCO: INTRODUCTION TO NETWORKING**    **1 Credit**  
**Grades: 10, 11, 12**                                  **1.06 Weighting**

The curriculum covers a complete range of basic through advanced networking concepts - from making cables to complex concepts such as medium to large network design and troubleshooting. This course presents networking education to equip students with knowledge and skills that can be applied toward entry-level information and communications (ICT) careers. Students who complete this course will be able to take the Cisco Certified Technician (CCT) certification, which allows students to enter the workforce as a computer technician.

# WORLD LANGUAGES DEPARTMENT

BARBARA OLIVARES-LAZCANO, DIRECTOR OF WORLD LANGUAGES AND ENL

MARGARET KRONE, LEAD TEACHER

The study of a second language occupies a unique position in today's world. From the college-bound student to the future employees of a global society, the Commack High School World Languages program offers a variety of courses that meet the diverse language learning needs of our student body.

## World Languages Department Flow Chart

Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Foundations in Languages through Language 1 (Culmination of Checkpoint A)</p> <p>1 credit</p>	<p>Language* 2</p> <p>1 credit</p>	<p>Language* 3 (Culmination of Checkpoint B)</p> <p>1 credit</p>	<p>Language* IB 1</p> <p>Spanish Language/Culture 1</p> <p>Italian Language/Culture 1</p> <p>1 credit</p>	<p>Language* IB2 (up to 6 college credits available to qualified students)</p> <p>College Spanish Language/Culture 2 College Italian Language/ Culture 2</p> <p>(Up to 6 college credits available to seniors enrolled in ALL courses above) 1 credit</p>
	<p>ASL 1**</p> <p>1 credit</p>	<p>ASL 2</p> <p>1 credit</p>	<p>College ASL (3 college credits available to qualified students)</p> <p>1 credit</p>	<p>ASL 4</p> <p>1 credit</p>

Language\*=Spanish, Italian, French

\*\*Providing there is room in the course and student's schedule, study of ASL may begin in any grade, 9, 10, 11, 12.

## **COURSES**

### **SPANISH 2 Foundations 1 Credit**

**Grades: 9, 10, 11, 12**

This course is designed to review Checkpoint A topics to secure a deep understanding of the foundations of the language as well as allow students to grow their knowledge and proficiency level within Checkpoint B topics, preparing students for upper level Spanish courses. Upon successful completion of this course, students will earn one of three modern language credits necessary to earn the Advanced Regents Diploma.

### **LANGUAGE 2 1 Credit**

**Grades: 9-10**

**Prerequisite: Language 1**

Language 2 students expand upon the communicative skills acquired in previous levels, expressing themselves in a wider range of situations, using more sophisticated vocabulary and structures. Students engage in various interpersonal speaking tasks, interpretive reading and writing activities. The level 2 course is the first of the two year Checkpoint B sequence. Upon successful completion of this course, students will earn one of three modern language credits necessary to earn the Advanced Regents Diploma.

### **LANGUAGE 3 1 Credit**

**Grades: 10-11**

**Prerequisite: Language 2**

Students enrolled in level 3 continue to improve their communicative proficiency through various speaking, listening, reading and writing opportunities. At the culmination of this course, students sit for a locally developed Checkpoint B exam. Students who earn proficiency in both the course and on the exam will have satisfied the World Language requirements for an Advanced Regents Diploma.

## **ELECTIVES**

### **ASL (AMERICAN SIGN LANGUAGE) 1 1 Credit**

**Grades: 9, 10, 11, 12**

*Students must receive administrative approval in instances where they intend to utilize a sequence in American Sign Language to satisfy the core requirements in Modern Language for the Advanced Regents Diploma.*

The study of American Sign Language includes visual gesture skills that provide a means of communication with deaf people in the context of their culture. As students advance in the development of ASL communication and cross-cultural skills, they are able to engage in extended communication with native ASL signers on a broad range of topics and demonstrate an awareness of the variation among groups of deaf people. ASL 1 is the introductory course in a sequence that culminates with students taking the locally developed Checkpoint B exam in American Sign Language, typically taken at the end of the third year of study.

### **ASL 2 1 Credit**

**Grades: 10, 11, 12**

**Prerequisite: ASL 1**

This is the second of four courses offered in ASL. In Level 2, students continue to develop their receptive and expressive skills, and foster a better knowledge and appreciation of deaf culture. During this second year of study, students deepen their understanding of topics introduced in Level 1, and add new topics and skills to their knowledge base.

### **COLLEGE ASL 3 1 Credit**

**Grades: 11, 12**

**Prerequisite: ASL 2**

**1.10 Weighting**

Students enrolled in College ASL combine new communicative skills and material with those learned in levels 1 and 2. Students learn to express themselves in advanced situations, using more sophisticated vocabulary and structure as they prepare for the locally developed Checkpoint B exam in American Sign Language. Successful completion of this course, combined with a score of 65 or better on the Checkpoint B assessment may satisfy the core requirements in Modern Language for the Advanced Regents Diploma. This course may be taken for college credit through St. John's University.

### **ASL 4 1 Credit**

**Grades: 11, 12**

**Prerequisite: ASL 3**

**1.06 Weighting**

Students enrolled in ASL 4 will build on vocabulary and strategies learned in ASL, levels 1-3. This course will incorporate higher levels of vocabulary, principles of grammar and will enhance conversational skills through authentic tasks. Topics of study include, influential people and social media, earning a living, health and wellness, and customs and traditions.

## **ADVANCED COURSES**

### **SPANISH LANGUAGE/ CULTURE 1**

### **COLLEGE SPANISH/CULTURE 2**

### **ITALIAN LANGUAGE/CULTURE 1**

### **COLLEGE ITALIAN LANGUAGE & CULTURE 2**

**Grades: 11, 12**

**Language & Culture 1 Course = 1.06 Weighting**

**Italian & Spanish Language & Culture 2 Course = 1.10 Weighting**

**1 Credit per Course**

**Prerequisite for Lang/Culture 1: Spanish or Italian 3 or Beyond**

**Prerequisite for Italian & Spanish Culture 2: Spanish or Italian IB 1, Spanish or Italian Language & Culture 1**

These advanced junior/senior year courses of study will further develop the skills of listening, speaking, reading and writing, with special emphasis on the development of conversational competence. Through an assorted study of music, art, film, dance, cuisine and varied forms of literature, students will have the opportunity to broaden their skills, knowledge, understanding and appreciation of the target languages, cultures and lifestyles. Juniors and seniors are eligible to enroll in this two-year sequence.

\*These courses contain sophisticated films, which have been edited and modified, as they relate directly to the content.

\*\*Seniors enrolled in Spanish or Italian Culture 2 may take college credit through Suffolk Community College's Beacon program.

### **IB LANGUAGE 1 (FRENCH, ITALIAN, SPANISH) 1 Credit**

**Grades: 11, 12**

**1.10 Weighting**

**Prerequisite: Successful completion of the level 3 Checkpoint B course**

The main emphasis of our IB courses is on the acquisition and use of the target language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language. At the conclusion of the IB sequence, students are expected to sit for the IB examination at either the standard or higher level.

\***IB courses** contain sophisticated films, which have been edited and modified, as they relate directly to the content.

### **IB LANGUAGE 2 SL/HL (FRENCH, ITALIAN, SPANISH) 1 Credit**

**Grade: 12**

**1.10 Weighting**

**Prerequisite: Successful completion of the IB Language 1 Course**

This is the final course in the IB sequence. Students in IB 2 are expected to demonstrate diligence, and a willingness to use language as an effective tool for communication. Students are expected to work independently, and are challenged to frequently apply their language skills in original, unrehearsed situations. At the conclusion of the IB sequence, students are expected to sit for the IB examination at either the standard or high level.

\***IB courses** contain sophisticated films, which have been edited and modified, as they relate directly to the content.

\*Seniors enrolled in this course may register to earn college credit through St. John's University.

*\*IB LANGUAGE AB INITIO SL YR 1 (FRENCH/ITALIAN/SPANISH) is also available. These courses are for students that have little to no previous experience of learning the language they have chosen. It works as an independent study with a teacher advisor. Please see the Director of World Languages and ENL for more information.*

# SCHOOL-TO-CAREER CONNECTION APPRENTICESHIPS AND INTERNSHIPS

Fill out an internship application and return to the Counseling Center to begin the process.

## Guidelines for Participating in the Internship Program

The Commack School District provides a unique opportunity for students who are interested in a specific career area to obtain a non-paid, on-site career exploration experience. This program allows the student to observe and/or work with a mentor and gain insight into the profession. Interested students must be interviewed and selected for the program. These internships are available to juniors and seniors. Seniors receive preference on all internships. The program is run in partnership with Western Suffolk BOCES, Wilson Tech.

Guidelines for Eligibility:

1. Students must be in good academic standing, have good attendance and a clean discipline record to be considered for the internship program. Excessive absences may result in the student being removed from the internship program.
2. Students may participate in more than one internship based on availability.
3. All students are required to complete a Wilson Tech application.

### **ART INTERNSHIP**

**0.5 Credit**

#### **Grade Level 11-12**

Splashes of Hope offers an internship opportunity for students that have a passion for art. The organization creates murals to help transform medical and social service centers into a welcoming and positive environment for patients and staff. The art student sketch designs for the tiles used in the murals, learn about faux wood grain effect, prepare and prime panels for the murals and tie dye items for Splashes of Hope. Students participate in this internship two days a week from 3-6pm for half a year. Students must provide their own transportation. Grades are based on evaluations, weekly journals and time sheets.

### **BUSINESS INTERNSHIP**

**0.5 Credit**

#### **Grade Level 11-12**

Splashes of Hope offers an internship opportunity for students that wish to pursue a career in business. The organization creates murals to help transform medical and social service centers into a welcoming and positive environment for patients and staff. The business students will focus on business communications using various social media platforms to increase awareness of their mission and expand their sponsorship. Students will create I-movies for the art studio, learn about collaboration, working as part of a team and the importance of communication. The students will gain an understanding of how a non-profit organization operates. Students participate in this internship two days a week from 3-6pm for half a year. Students must provide their own transportation. Grades are based on evaluations, weekly journals and time sheets.

### **COUNTY LEGISLATURE INTERNSHIP**

**0.5 Credit**

#### **Grades: 11, 12**

Legislature Leslie Kennedy's Office offers internship opportunities at her Hauppauge office. Students interested in pursuing a career in political science assist with various office assignments while learning about governmental policies and procedures. Students participate in this internship two days a week from 3:00-5:30 p.m. for half a year. Students must provide their own transportation. All interested students must submit a resume. Students are interviewed and selected by the Legislature's staff. Grades are

based on weekly journals, timesheets and evaluations. Must be 16 years old.

### **DENTISTRY INTERNSHIP**

**0.5 Credit**

#### **Grades: 11, 12**

Local dentist and orthodontist offices offer internship opportunities for students interested in pursuing a career in dentistry. Students are able to observe various patient treatments, learn about the different equipment used by the dentist and the sterilization process, the safety procedures used with patients, how diseases play a role in oral health as well as the specialist in the dental field. Students participate in this internship two days a week from 3-5:30pm for half a year. Students must provide their own transportation. Grades are based on evaluations, weekly journals and time sheets.

### **ELEMENTARY SCHOOL INTERNSHIP**

**1 Credit**

#### **Grades: 11, 12**

Students interested in education or working in the field of occupational or speech therapy are transported daily, for two periods, to one of the Commack primary or intermediate schools. Students spend half the year in one classroom or with a therapist to experience the full spectrum of this educational site. Post high school plans include: Early Childhood Education, Elementary Speech/Occupational Therapy, or Special Education. Grades are based on evaluations, weekly journals and time sheets.

### **ENGINEERING INTERNSHIP**

**0.5 Credit**

#### **Grades: 11, 12**

Curtiss-Wright, Farmingdale, and VHB in Hauppauge, offer internship opportunities for students interested in pursuing a career in engineering. Students observe and work on various projects under the supervision of an engineer. Students participate in this internship two days a week from 3-5:30pm for half a year. Students must provide their own transportation. Grades are based on evaluations, weekly journals and time sheets.

### **HEALTHCARE EXPLORATION INTERNSHIP**

**0.5 Credit**

#### **Grades: 11, 12**

This 17 week program exposes students to various health careers within the St. Catherine's nursing home and hospital setting. This



lecture series is via zoom every Tuesday and Thursday evening from 5-6pm. There are different presentations from the departmental directors providing information about the duties and responsibilities associated with their careers and the educational background required to be trained in their profession. Some of the areas the students learn about are: respiratory services, speech therapy, orthopedics, neurology, physician assistant, nutritional services, pharmacy, maternal and child services, laboratory services, medical services, nursing services, imaging services and patient advocate services.

**LAW INTERNSHIP**

**0.5 Credit**

**Grades: 11, 12**

Students will intern at a local law office that specializes in administrative law. Interns will become familiar with administrative law and procedures. The practice deals with social security disability, workers compensation, veteran benefits, contractual insurance, etc. The internship will be two days a week after school for either the fall or spring semester. Must have your own transportation. Students will need to submit a resume and interview with law staff and they select the students. Opportunity available for juniors and seniors. Grades are based on evaluations, journal assignments and timesheets.

**LONG ISLAND AQUARIUM WEEKEND INTERNSHIP 1 Credit**

**Grades: 11, 12**

Long Island Aquarium (LIA) offers internship opportunities with the Aquarium's education department. Interns are teamed up with an education staff member who will act as a mentor throughout the internship experience. All high school students work with the public at the interactive touch tanks. Students interested in developing public speaking skills are encouraged to learn any or all talks and lectures done at certain exhibits during operating hours. Students may work on lesson plans for LIA's early childhood programs, family or school programs. The internship is done on weekends (either Saturday or Sunday) and you must be able to commit seven hours on the day assigned. Transportation is the responsibility of the intern. Students must submit a resume, a letter of interest explaining why they would like to intern at LIA, the LIA internship application, and a letter of recommendation from a teacher, school counselor, or school administrator. Grades are based on evaluations, weekly journals and time sheets.

**NYS ASSEMBLYMAN INTERNSHIP**

**0.5 Credit**

**Grades: 11, 12**

The Assemblyman's Office offers internship opportunities at his Long Island Regional Office located in Commack. Students interested in pursuing a career in political science assist with various office assignments while learning about governmental policies and procedures. Students participate in this internship two days a week from 3:00-5:30 p.m. for half a year. Students must provide their own transportation. All interested students must submit a resume. Students are interviewed and selected by the Assemblyman's staff. Grades are based on weekly journals, timesheets and evaluations. Must be 16 years old.

**NURSING INTERNSHIP**

**1 Credit**

**Grade: 12**

Seniors interested in the field of NURSING only may participate in

this one half year program. Students are transported daily to Huntington Hospital for three periods where they will spend each marking period in a different specialty. Specialties include: nursing, invention radiology, delivery/nursery, emergency care, patient care, and ICU. Grades are based on evaluations, weekly journals and time sheets. **It is a requirement of Huntington Hospital that all interns provide a copy of a recent physical exam, proof of immunization (including a COVID vaccination), two PPD tests and a flu shot.**

**PHARMACY INTERNSHIP**

**0.5 Credit**

**Grades: 11, 12**

Students interested in a career in pharmacy may participate in this internship program. Students assist in various tasks performed in the pharmacy department at Gurwin Nursing and Rehabilitation Center or at Long Island Apothecary in Commack. Students obtain an understanding how a pharmacy department operates and the procedures they must follow. Students are transported for two periods daily if you choose the internship during the school day or if you participate in the internship after school you must have your own transportation. Grades are based on evaluations, weekly journals and timesheets.

**PHYSICAL THERAPY INTERNSHIP**

**1 Credit**

**Grades: 11, 12**

Students interested in a career in physical therapy may participate in this internship program. Students are able to observe the treatment of patients at local therapist offices or Gurwin Nursing and Rehabilitation Center in the physical therapy department. Students are transported for two periods daily if you choose the internship during the day or if you participate in the internship after school you must have your own transportation. Grades are based on evaluations, weekly journals and timesheets.

**REAL ESTATE INTERNSHIP**

**0.5 Credit**

**Grades: 11, 12**

Students will intern at Daniel Gale Real Estate office in Northport. They will learn all that goes into selling a home. They will see how marketing and social media plays an important role in selling a house. Students participate in this internship two days a week from 3:00-5:30 p.m. for half a year. Students must provide their own transportation. All interested students must submit a resume. Students are interviewed and selected by the real estate agent staff. Grades are based on weekly journals, timesheets and evaluations.

**SECONDARY EDUCATION INTERNSHIP**

**1 Credit**

**Grades: 11, 12**

Students interested in secondary education are transported daily, for two periods, to Commack Middle School. Students rotate between different teachers in their interested subject area (english, math, science, social studies and world language). Post high school plans include Secondary Education in a specific subject area. Grades are based on evaluations, weekly journals and time sheets.

**SPECIAL EDUCATION INTERNSHIP**

**1 Credit**

**Grades: 11, 12**

Students in this Internship Program participate as student interns

at the James E. Allen JR/SR High School in Dix Hills. Students work with learning impaired, emotionally and/or physically challenged middle school and high school children on a daily basis for two periods for the full school year. Commack High School students experience a different classroom assignment each marking period. Besides their assigned primary classes, students can also observe the Speech, Physical and Occupational Therapy programs at James E. Allen. Most of these students are future professionals in the areas of Special Education, Psychology, Vision/Speech/Physical and Occupational Therapy or Social Work. Grades are based on evaluations, weekly journals and time sheets.

**WILDLIFE AND NATURE INTERNSHIP**      **1 Credit**  
**Grades: 11, 12**

Students that participate in this program attend the Outdoor Lab at Caleb Smith Park or Sweetbriar Nature Preserve each day for two periods. Students at the lab care for, work with, and learn about reptiles, small mammals, birds, and fish. Students are transported for two periods daily. Grades are based on evaluations, weekly journals and timesheets.

**SPORTS MARKETING INTERNSHIP**      **0.5 Credit**  
**Grades: 11, 12**

Students interested in a career in sports marketing may participate in this internship program. Students are able to intern at Cardboard Memories Sports Memorabilia in Commack. Through this internship students gain an understanding of how to market and sell sports memorabilia and the details involved in hosting a signing event for a professional athlete. Interns are required to have their own transportation to and from the internship. This internship is for a half year and takes place after school two days a week. Grades are based on evaluations, weekly journals and timesheets.

**VETERINARY INTERNSHIP**      **0.5 Credit**  
**Grades: 11, 12**

For Juniors and Seniors, this is an afternoon internship for half year. Local veterinarian offices offer internship opportunities for students interested in pursuing a career in veterinary medicine. Students are able to observe various patient treatments and surgeries, learn about the different equipment used by the veterinarian, and the safety procedures used with patients. Students participate in this internship two days a week from 3-5:30pm for half a year. Students must provide their own transportation.

**WCWP RADIO STATION**      **0.5 Credit**  
**Grades: 11, 12**

The WCWP Radio Internship program seeks motivated high school juniors and seniors interested in electronic media who wish to learn in a hands-on environment in a working radio station. Interns are required to have their own transportation to LIU in Brookville. This internship is for half year and takes place after school two days a week. Students must interview for the position with the LIU Director of Broadcasting. Once accepted into the program interns are assigned a mentor and begin training. Interns learn about the music business in our programming and music departments. They can work with our sportscasters on live games or sports talk shows. If an intern is interested in journalism, our news department offers an opportunity to write and anchor our weekday newscasts. Interns are expected to keep a regular weekly schedule and complete tasks assigned to them. Many of those tasks are on-air related. Interns work with LIU students and WCWP professional staff to broadcast to our local FM coverage area and on two internet streamed stations mywcwp and WCWPSports. Listen to all three stations on-line at [www.WCWP.org](http://www.WCWP.org). Grades are based on weekly journals,

# WILSON TECH OCCUPATIONAL PROGRAMS

*Dix Hills • Republic • Manor Plains • Northport*

## **Guidelines for Attending Wilson Tech Programs**

The Commack School District recognizes the importance of occupational and technical training for those students who choose to pursue this course of study. The goal of these programs is to foster lifelong learners who will develop the necessary skills to be successful citizens in the 21<sup>st</sup> century. These programs are either one or two year courses of study and are entered in the junior or senior year. Students are eligible to receive four and a half (4.5) credits for BOCES Wilson Tech course work each year. Students that attend Wilson Tech are required to take their academic classes at Commack High School unless scheduling conflicts prevent this from occurring.

## **Guidelines for Eligibility:**

1. Students must be in good academic standing and have obtained junior/senior status prior to beginning a BOCES Wilson Tech program in the fall. The BOCES Wilson Tech program will become part of the applicant's four-year plan.
2. Students must be in compliance with Commack High School's attendance guidelines. Students who accumulate greater than 18 absences over the course of the school year may have the number of credits received for their participation in the BOCES Wilson Tech program reduced to less than four and a half (4.5) credits. The following chart illustrates how credits may be reduced due to excessive absences. Excessive absences may also result in the student being removed from their program of study. To ensure that parents/guardians and students are aware of these implications, a meeting with the child's counselor, career/ internship teacher, and parent or guardian will occur upon accumulating nine absences.

Absences	Credits Reduced
Less than 18	0
19-21	.5
22-25	1
26-28	1.5
29-31	2
32-34	2.5
35-37	3
38-40	3.5
41-43	4
44+	4.5

3. All courses available at Commack High School pertaining to the particular occupational interest area offered at BOCES Wilson Tech must be completed prior to enrolling in an occupational education program.
4. Prior to acceptance into a BOCES Wilson Tech occupational education program, a student application must be completed and approved by the child's counselor and a selection committee. Students must also attend the Visitor's Day and the BOCES Wilson Tech orientation. Wilson Tech applications must be received by March 1st.

The Commack School District participates in the following BOCES occupational education programs:

<b>Description</b>	<b>Grade</b>	<b>Maximum Credits</b>
<b>Graphics and Media Occupations</b>		
Advertising/Graphic Design I, II	11-12	4.5
Audio Production I, II	11-12	4.5
Professional Photography I, II	11-12	4.5
Digital Film & Video Production I,II	11-12	4.5
<b>Construction Occupations</b>		
Architectural Design and Interior Design CAD I, II	11-12	4.5
Carpentry I, II	11-12	4.5
Construction Electricity I, II	11-12	4.5
Heating/Ventilation/A/C/Plumbing I, II	11-12	4.5
Welding I, II	11-12	4.5
<b>Health Occupations</b>		
Dental Assisting I, II	11-12	4.5
Medical Assisting I, II	11-12	4.5
Medical Laboratory I, II	11-12	4.5
Nurse Assisting I	11-12	4.5
Physical Therapy Aide I, II	11-12	4.5
Professional Health Careers I	11-12	4.5
<b>Service Occupations</b>		
Business & Hospitality Management I, II	11-12	4.5
Certified Personal Trainer I, II	11-12	4.5
Cosmetology I, II	11-12	4.5
Criminal Justice I, II	11-12	4.5
Culinary Arts I, II	11-12	4.5
Early Childhood Ed. I, II	11-12	4.5
Esthetics I,II	11-12	4.5
Fashion Merchandising/Design	11-12	4.5
Veterinary Assisting I, II	11-12	4.5
<b>Technical Occupations</b>		
Computer Game Design	11-12	4.5
Electronics/Robotics & Automation	11-12	4.5
<b>Transportation Occupations</b>		
Aircraft/Drone Technology I, II	11-12	4.5
Auto Body Repair I, II	11-12	4.5
Automotive Technology I, II	11-12	4.5
Aviation Science/Flight I, II	11-12	4.5
<b>Smaller Size Class Skills Programs (Huntington Campus)</b>		
Auto Technology Skills	11-12	4.5
Business and Customer Relations Skills	11-12	4.5
Construction Skills	11-12	4.5
Culinary Skills	11-12	4.5
Electronic/Robotic Skills	11-12	4.5
Graphic Art Skills	11-12	4.5
Health Care/Medical Assisting Skills	11-12	4.5
Small Animal Care Skills	11-12	4.5
<b>Exploratory Programs (Huntington Campus)</b>		
Hospitality & Office Procedures	11-12	4.5
Maintenance/Repair	11-12	4.5
Retail/Customer Service	11-12	4.5

# **NCAA APPROVED** **COURSES**

## **English**

COLLEGE ENGLISH COMP  
COMMUNICATIONS/PUBLIC SPEAKING  
CREATIVE WRITING  
ENGLISH 10 ENRICHED  
ENGLISH 10/R  
ENGLISH 11/R  
ENGLISH 12  
ENGLISH 9 ENRICHED  
ENGLISH 9/R  
IB ENGLISH LANGUAGE AND LITERATURE 1  
IB ENGLISH LITERATURE 1 HL  
IB ENGLISH LITERATURE 2HL  
IB LANG LIT 2HL  
LANG AND LIT 11  
WRITERS WORKSHOP

## **Social Science**

AP HUMAN GEOGRAPHY  
AP WORLD HISTORY  
CITIZEN LAW  
COLLEGE SOCIOLOGY  
ECONOMICS  
GLOBAL 1 PRE-IB/AP  
GLOBAL HISTORY 1 ENRICHED  
GLOBAL HISTORY 1/R  
GLOBAL HISTORY 2R  
GLOBAL HISTORY I/H/PRE IB  
GLOBAL HISTORY ON FILM  
GLOBAL HISTORY 2H PRE IB  
GLOBAL STUDIES 1/R  
GLOBAL STUDIES 2/R  
GOVERNMENT  
HISTORY OF THE AMERICAS 2 AP/IB  
HISTORY OF THE AMERICAS AP/IB  
IB ECONOMICS  
IB ECONOMICS SL  
IB GLOBAL POLITICS  
IB HISTORY 1  
IB HISTORY 2  
IB PSYCHOLOGY 1 SL  
PRE IB /AP WORLD HISTORY MODERN  
PRE-AP WORLD HISTORY  
PSYCHOLOGY AND YOU  
US HIST/GOVT/R

## **Math**

ADVANCED ALGEBRA  
ALG 2/TRIG/PRE IB  
ALGEBRA 1  
ALGEBRA 1 W/LAB  
ALGEBRA 1A 0.5  
ALGEBRA 1B 0.5  
ALGEBRA 2  
ALGEBRA 2 ENRICHED

ALGEBRA 2 W/LAB  
AP CALCULUS AB  
COLL CALCULUS  
COLLEGE ALGEBRA & TRIG  
COLLEGE PRE-CALCULUS  
GEOMETRY  
GEOMETRY ENRICHED  
GEOMETRY PRE-IB  
GEOMETRY W/LAB  
IB COMPUTER SCIENCE 2  
IB MATH ANALYSIS HL 1  
IB MATH ANALYSIS HL 2/AP CALCULUS BC  
IB MATH ANALYSIS SL  
IB MATH APPLICATIONS SL  
IB MATH SL  
IB MATH STUDIES SL  
IB/AP CALCULUS BC HL 2  
IB/AP COMPUTER SCIENCE 1  
INTRO TO COMPUTER PROGRAMING/  
PYTHON  
PLTW/AP COMPUTER SCIENCE PRINCIPLES  
REAL LIFE STATISTICS  
STATISTICS/AP

## **Natural/Physical Science**

LIVING ENVIRONMENT 1B & LAB  
AP IB ENV SCI  
BIOLOGY & LAB  
BIOLOGY ENRICHED  
BIOLOGY PRE-IB & LAB BIOLOGY/IB & LAB  
CHEMISTRY ENRICHED  
CHEMISTRY PRE - IB PHYS SETTING & LAB  
CHEMISTRY REGENTS PHYSICAL SETTING  
& LAB  
CHEMISTRY/IB & LAB  
COLLEGE ANATOMY AND PHYSIOLOGY  
COLLEGE CHEMISTRY – FORENSICS & LAB  
COLLEGE GEOLOGY  
COLLEGE MARINE BIOLOGY  
CONCEPTUAL PHYSICS  
EARTH SCIENCE PHYSICAL SETTING  
ENVIRONMENTAL SCIENCE/IB & LAB  
FORENSIC SCIENCE & LAB  
IB BIOLOGY 1 & LAB  
IB BIOLOGY 2 HL & LAB  
IB BIOLOGY SL & LAB  
IB CHEMISTRY 1 & LAB  
IB CHEMISTRY 2HL & LAB  
IB CHEMISTRY SL & LAB  
IB EXERCISE PHYSIOLOGY 2 SL & LAB  
IB PHYSICS 1 SL & LAB  
IB PHYSICS 2 HL & LAB  
LIVING ENVIRONMENT & LAB  
LIVING ENVIRONMENT 1B  
MARINE BIOLOGY  
MYSTERIES OF THE UNIVERSE  
PHY SET EARTH SCI & LAB  
PHYSICS/IB & LAB  
PRINCIPLES OF ENGINEERING

P/SET PHYSICS R & LAB  
SCI RESEARCH 11 & LAB  
SCI RESEARCH 2 & LAB  
SCIENCE RESEARCH 1 & LAB  
SCIENCE RESEARCH 12

## **Additional Core Courses**

ASL (AMERICAN SIGN LANGUAGE) 1  
ASL 2  
COLLEGE ASL 3  
ASL 4  
COLLEGE ITALIAN CULTURE 2  
COLLEGE SPANISH CULTURE 2  
FRENCH 1/R  
FRENCH 2/R  
FRENCH 3/R  
FRENCH 4/H  
GERMAN 1/R  
GERMAN 2/R  
IB FRENCH 1  
IB FRENCH 2  
IB GERMAN 1  
IB GERMAN 2  
IB ITALIAN 1  
IB ITALIAN 2  
IB LATIN SL  
IB SPANISH 1  
IB SPANISH 2  
IB THEORY OF KNOWLEDGE 1  
IB THEORY OF KNOWLEDGE 2  
ITALIAN 1/R  
ITALIAN 2/R  
ITALIAN 3/R  
ITALIAN 4  
ITALIAN LANGUAGE CULTURE 1  
ITALIAN LANGUAGE CULTURE 2  
LATIN 1R  
LATIN 2R  
LATIN 3/R  
LATIN AND ANCIENT GREEK 1  
LATIN AND ANCIENT GREEK 2  
SPANISH 1  
SPANISH 2  
SPANISH 3  
SPANISH 4  
SPANISH LANGUAGE CULTURE 1  
SPANISH LANGUAGE CULTURE 2

# **CLUBS AND ACTIVITIES**

## **STUDENT LIFE**

Executive Board  
Student-Faculty Advisory Committee (SFAC)

## **CLASS ORGANIZATIONS**

Class of 2025 Leadership Board  
Class of 2026 Leadership Board  
Class of 2027 Leadership Board  
Class of 2028 Leadership Board

## **SPECIAL**

ICA Chamber Choir  
ICA Chamber Orchestra  
ICA Jazz Ensemble  
ICA Jazz Messengers  
ICA Men's Ensemble  
ICA Stage Band  
ICA Vocal Jazz Ensemble  
ICA Wind Ensemble  
ICA Women's Choir  
Pep Band  
Marching Band  
School Store

## **PUBLICATIONS**

Literary Magazine— Grade 9 (Pathways)  
Literary Magazine—Grades 10-12 (Etchings)  
Newspaper (Courant)  
Yearbook (Crossroads)

## **CLUBS**

A Cause Four Paws (Students for Animals)  
Art Club  
Athletes Helping Athletes  
Best of Buds Club  
Bible Club  
Brainstormers  
Buddy Program  
Camera Club/Photography Club  
Chess Club  
Computer Science Club  
E-Sports Club  
Educators Rising  
Environmental Awareness Club  
Fashion Club  
Finance Club  
Future American String Teachers Association  
Future Business Leaders of America (FBLA)  
Future Engineers Club  
Future Healthcare Professionals Club  
Garden Club  
Gay/Straight Alliance  
Glamour Gals  
Grandfriends  
Hebrew Club

## **Honor Societies:**

American Sign Language Honor Society  
Business & Marketing Honor Society  
English Honor Society  
French Honor Society  
History Honor Society  
International Thespian Society  
Italian Honor Society  
Math Honor Society  
National Art Honor Society  
National Honor Society  
National Technology Honor Society  
Science Honor Society  
Spanish Honor Society  
Tri-M Music Honor Society  
Human Rights Club  
Interact Club  
International Cultural Society  
Math League  
Math Teams  
Masque and Wig - Drama & Musical  
Mindfulness Club  
Mock Trial  
Multimedia Club  
Muslim Student's Association (MSA)  
Pay It Forward  
Peer Leadership  
PLAN  
Political Activist Club  
SADD  
Scholar Athlete Leadership Club  
Science Olympiad  
Science Quiz Bowl  
Stage Crew  
Special Olympiad Support Club  
Student Council Leadership Board

## **INTERSCHOLASTIC SPORTS AND ACTIVITIES**

Badminton  
Baseball  
Basketball  
Bowling  
Cheerleading  
Cross Country  
Fencing  
Field Hockey  
Football  
Golf  
Gymnastics  
Kickline  
Lacrosse  
Soccer  
Softball  
Swim  
Tennis  
Track - Winter  
Track - Spring  
Volleyball  
Wrestling

# **PLANNING GUIDE CHARTS GRADES 9-12**

Dear Student:

The following academic planning sheets are inserted into the Commack High School Curriculum Guide to assist you in planning your high school academic career.

The Four Year High School Academic Plan is an individualized tentative schedule for freshman, sophomore, junior, and senior years. This plan should be developed during your eighth grade year, keeping in mind graduation requirements, college recommended courses, career plans, and for athletes, NCAA requirements. Your four-year high school plan should be reviewed and revised each year with adjustments made for academic performance, revised career plans, personal interests, and changes in curriculum offerings.

Remember to review this plan each year prior to scheduling your courses.

Please review the following hints before laying out your roadmap to academic and career success.

## **Planning Your Four-Year High School Program**

### How to plan your program of study:

- Review all requirements for graduation.
- Review the major programs of study.
- Read the information given about each course and department.
- Select courses that assist you in achieving your career goals choosing a minimum of required credits for each year.
- Seek the advice of your parents/guardians, teachers and counselors in selecting appropriate courses.
- Be prepared for the registration and scheduling process.

### Keep the Following Questions in Mind Before Completing Your Four-Year Planning Sheets:

What is my educational goal?

Have I listed all courses required for graduation? Do these courses meet the minimum requirements? Are they the most challenging courses reflective of my ability and ambitions?

Do I want to schedule a foreign language? Remember most colleges require at least 3 years of a World Language.

What elective areas interest me? What electives are necessary to investigate my career interests?

Which courses in these elective areas do I want to take?

Do I qualify for all selected courses by fulfilling the prerequisite to each course?

Do I require additional information from my counselor, subject teachers, or department heads?

Are all courses challenging enough to sustain my interest and motivation?

Is my senior year program indicative of my ability and interest? Does it provide for a transition to post-secondary learning or employment needs?

# 9th Grade

1st Semester	Course Name	Course No.	Grade	2nd Semester	Course Name	Course No.	Grade
English				English			
Social Studies				Social Studies			
Mathematics				Mathematics			
Science				Science			
Language				Language			
Lunch				Lunch			
Physical Education				Physical Education			
CFM				CFM			
Studio Art, Music or DDP				Studio Art, Music or DDP			
Total Credits				Total Credits			



# 10th Grade

1st Semester	Course Name	Course No.	Grade	2nd Semester	Course Name	Course No.	Grade
English				English			
Social Studies				Social Studies			
Mathematics				Mathematics			
Science				Science			
Language				Language			
Lunch				Lunch			
Physical Education				Physical Education			
Health				Elective			
Elective				Elective			
Total Credits				Total Credits			

# 11th Grade

1st Semester	Course Name	Course No.	Grade	2nd Semester	Course Name	Course No.	Grade
English				English			
Social Studies				Social Studies			
Mathematics				Mathematics			
Science				Science			
Language				Language			
Lunch				Lunch			
Physical Education				Physical Education			
Elective				Elective			
Elective				Elective			
Total Credits				Total Credits			

# 12th Grade

12th Grade							
1st Semester	Course Name	Course No.	Grade	2nd Semester	Course Name	Course No.	Grade
English				English			
Social Studies				Social Studies			
Mathematics				Mathematics			
Science				Science			
Language				Language			
Lunch				Lunch			
Physical Education				Physical Education			
Elective				Elective			
Elective				Elective			
Total Credits				Total Credits			

**BOARD OF EDUCATION**

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Mr. Steven Hartman, Vice President  
Dr. William Hender, Trustee  
Ms. Susan Hermer, Trustee  
Mr. Gus Hueber, Trustee

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Mr. Matthew P. Keltos, Vice Principal  
Mrs. Andrea Allen, Assistant Principal  
Mr. Eric P. Biagi, Assistant Principal

***COMMACK HIGH SCHOOL IS A TOBACCO-FREE CAMPUS***