

Course Content Catalog

2025-2026



Massapequa High School – Main Campus

Massapequa High School – Ames Campus

MASSAPEQUA PUBLIC SCHOOLS

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It is the policy of this District to provide equal education and employment opportunities without regard to sex, race, color, national origin or disability. The Massapequa Board of Education has appointed Superintendent, Dr. William Brennan, Massapequa Public Schools, 4925 Merrick Road, Massapequa, New York, Telephone (516) 308-5001, and the administrative staff as the District officials responsible for the coordination of activities relating to compliance with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

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SUPERINTENDENT'S MESSAGE

January 2025

We are pleased once again to offer you this updated Course Content Booklet which will enable you to thoughtfully choose the best academic path through Massapequa High School- Ames Campus and Massapequa High School- Main Campus for the 2025-2026 school year.

In Massapequa, we take pride in offering a vibrant academic environment with a variety of pathways and opportunities for every student. Our commitment is to ensure that all students are future-ready as Massapequa Learners and Leaders. We encourage students to embrace a challenging high school program that paves the way for happiness and success after graduation. Whether your passion lies in the arts, sciences, humanities, or vocational pursuits, we have curated a selection of courses designed to ignite your curiosity and inspire lifelong learning.

Our district's vision, "Creating Leaders...One Child at a Time," is at the heart of everything we do. This rich and engaging high school experience is designed to prepare you for the challenges and opportunities that lie ahead.

Think of this catalog as more than just a list of classes; it's a roadmap to unlocking your potential, opening doors, fostering growth, and shaping bright futures. Beyond coursework, these opportunities provide a personalized and holistic education that fosters leadership skills, teamwork, and a sense of civic responsibility—key elements of the Profile of a Massapequa Learner and Leader.

We recognize the pivotal role parents play in supporting their child's educational journey. We encourage you to explore the catalog together, engage in meaningful conversations about aspirations, and work collaboratively to create a roadmap for success.

The experiences you have and the decisions you make during your high school years will impact your future. Make your choices wisely and with careful consideration. Our administrators, guidance counselors, and teachers are ready and willing to assist you. Best of luck, and I look forward to following your journey of success.

With Massapequa Pride,



Dr. William Brennan
Superintendent of Schools

HIGH SCHOOL GRADUATION REQUIREMENTS

I. CLASS MEMBERSHIP REQUIREMENT

At the senior high school, students will be placed on class level according to the number of credits they have earned. To be classified as a sophomore, a student must have a minimum of two credits; to be classified as a junior, a student must have a minimum of eight credits; and to be classified as a senior, a student must have a minimum of fourteen credits.

II. HIGH SCHOOL DIPLOMA REQUIREMENTS

All information in this section reflects the Commissioner of Education's regulations currently in effect. Students and parents will be notified, in a timely manner, of any subsequent changes or revisions to the new graduation requirements.

22 total designated regents or elective credits are required for graduation.

REGENTS DIPLOMA

Course Requirements

- **English:** 4 Years, 4 Credits
- **Social Studies:** 4 Years, 4 Credits
- **Science:** 3 Years, 3 Credits
 - Life Science (i.e., Biology), 1 Credit
 - Physical Science (i.e., Earth Science, Chemistry), 1 Credit
 - Life Science or Physical Science, 1 Credit
- **Mathematics:** 3 Years, 3 Credits
- **Fine Arts** (Art, Music, Theater or Technology - Design and Drawing for Production), 1 Credit
- **Health:** .5 Credit
- **Physical Education:** 4 years, 2 Credits
- **World Language:** 1 Credit
 - A student identified as having a disability which adversely affects the ability to learn a language may be excused from this requirement if such student's individual education program indicates that such a requirement is not appropriate to the student's educational needs. The student will be expected to substitute one credit in elective courses for the World Language requirement.
- **Elective Courses:** Students must select from available electives (designated regents credit or elective credit) to complement required courses and successfully earn a minimum of 22 credits for graduation.

Regents Diploma Exam Requirements

- **Algebra 1, Geometry or Algebra 2**
- **Global History and Geography**
- **English**
- **U.S. History and Government**
- **One (1) Life Science** (i.e., Biology) **or one (1) Physical Science** (i.e., Earth Science, Chemistry)

Other Information

- Students who have not achieved a minimum grade of 65% on any of the 5 Regents examinations required to earn a Regents diploma, are strongly encouraged to retake the exam(s) at the very next administration that the exam is offered. Currently all required Regents exams are offered during the months of January, June, and August. The Regents testing schedule is subject to change during the school year by the NYS Education Department.
- Regents exams retaken for graduation requirements or for attempts to obtain a higher score on a particular exam, will not be re-calculated into the final grade of the previous course associated with that exam with the exception of the ELA Regents, which is first administered in January. The new Regents exam score will be listed on a student's transcript but will not factor into any final course grade that was previously completed.
- New York State Education Department offers students the option of removing a lower Regents exam score from a transcript for an exam that has been taken more than once. All Regents exams scores must be kept in the student's permanent record; however, we are permitted to remove the lower score from the actual transcript upon a student or parent's written request. Students and parents are reminded of this option when given the opportunity to review their high school transcript before it is designated official for college application purposes.
- Students with disabilities (Special Education and Section 504) who have the safety net option on their accommodation plan and who achieve a score of 55% - 64% on any of the required Regents examinations and successfully complete all academic course and credit requirements will be awarded a local diploma.
- Compensatory Option – Special Education students who score 45% through 54% on their Regents exams may still qualify for a local diploma, provided that they score 65% or higher on at least one of these exams. Speak with your school counselor and see NYSED website for more details.

“4+1” Option for NYS High School Diploma

Under the “4+1” pathway assessment option, students must take and pass four required Regents Exams or Department- approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate. The fifth assessment required for graduation may include any one of the following assessments:

- Either an additional Regents assessment, or a department approved alternative, in a different course in Social Studies or in English (Humanities Pathway); or
- One additional Regents Examination in a different course in mathematics or science or a department- approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway); or

- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway)

The regulations approved by the Board of Regents include a change to credit requirements in social studies. Students first entering grade 9 in September 2016 and thereafter will be required to earn two units of credit in global history and geography as part of the four units of social studies credit currently required of all students.

REGENTS DIPLOMA WITH ADVANCED DESIGNATION

Course Requirements

- **English:** 4 Years, 4 Credits
- **Social Studies:** 4 Years, 4 Credits
- **Science:** 3 Years, 3 Credits
 - Life Science (i.e., Biology), 1 Credit
 - Physical Science (i.e., Earth Science, Chemistry), 1 Credit
 - Life Science or Physical Science, 1 Credit
- **Mathematics:** 3 Years, 3 Credits
 - Algebra 1 Common Core, 1 Credit
 - Geometry Common Core, 1 Credit
 - Algebra 2 Common Core, 1 Credit
- **Fine Arts** (Art, Music, Theater or Technology - Design and Drawing for Production), 1 Credit
- **Health:** .5 Credit
- **Physical Education:** 4 years, 2 Credits
- **World Language:** 3 Credits **or** 1 Credit + 5 Credit Sequence in CTE or the Arts
- **Elective Courses:** Students must select from available electives (designated regents credit or elective credit) to complement required courses and successfully earn a minimum of 22 credits for graduation.

Exam Requirements

A student must pass the following Regents examinations with a minimum grade of 65%:

- **Math**
 - **Algebra 1**
 - **Geometry**
 - **Algebra 2**
- **Global History and Geography**
- **World Language Checkpoint B Assessment**
- **English**
- **U.S. History and Government**
- **Science**
 - **Life Science** (i.e., Biology)
 - **Physical Science** (i.e., Earth Science, Chemistry)

Other Information

- A student identified as having a disability which adversely affects the ability to learn a language may be excused from this requirement if such student's individual education program indicates that such a requirement is not appropriate to the student's educational needs. The student will be expected to substitute one credit in elective courses for the World Language requirement.
- If a student chooses to complete a 5 credit extended Regents sequence in Business, Technology, FACS, Art, Music or through the BOCES or Levittown vocational programs, the student is required to complete only one credit in a World Language.
- Students who have not achieved a minimum grade of 65% on any of the 5 Regents examinations required to earn a Regents diploma, are strongly encouraged to retake the exam(s) at the very next administration that the exam is offered. Currently all required Regents exams are offered during the months of January, June, and August. The Regents testing schedule is subject to change during the school year by the NYS Education Department.
- Regents exams retaken for graduation requirements or for attempts to obtain a higher score on a particular exam, will not be re-calculated into the final grade of the previous course associated with that exam with the exception of the ELA Regents, which is first administered in January. The new Regents exam score will be listed on a student's transcript but will not factor into any final course grade that was previously completed.
- New York State Education Department offers students the option of removing a lower Regents exam score from a transcript for an exam that has been taken more than once. All Regents exams scores must be kept in the student's permanent record; however, we are permitted to remove the lower score from the actual transcript upon a student or parent's written request. Students and parents are reminded of this option when given the opportunity to review their high school transcript before it is designated official for college application purposes.

Special Note

Students who first enter grade nine in September 2009 and thereafter who complete all coursework and testing requirements for a Regents Diploma with Advanced Designation who pass, with a score of 85 or better, three commencement 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.

NYSED DIPLOMA REQUIREMENTS PDF

NYSED CDOS COMMENCEMENT CREDENTIAL

The Career Development and Occupational Studies (CDOS) Commencement Credential is a certificate that is intended to indicate a student's readiness for entry-level jobs. **The CDOS Commencement Credential can only be awarded to those who attend and successfully complete a BOCES vocational program.** It can be either in addition to a Regents or Local diploma or a stand-alone credential given to a student who is unable to earn a Regents or Local diploma.

Credential Requirements

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment.

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; and

- The student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and
- The student must have 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); and
- The student must have 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.

Students with disabilities may have the option to graduate with the NYS CDOS Commencement Credential as a supplement to their regular diploma (Regents or Local diploma). Students who are unable to earn a regular diploma because of their disability, may graduate with the NYS CDOS Commencement Credential as the student's only exiting credential, provided they meet the requirements for award of the credential and have attended school for at least 12 years, excluding Kindergarten. If the NYS CDOS Commencement Credential is the student's only exiting credential and he/she is less than 21 years of age, the parent must be provided prior written notice indicating that the student continues to be eligible for a free appropriate public education until the end of the school year in which he/she turns age 21.

GRADING POLICY

Final Average

The final average reflects the quality of a student's performance in course work throughout the year. When midterm, final, or Regents examinations are used in the calculation of the final average, such calculation shall be computed as follows:

Grade 9 - 12 Course	Marking Period	Midterm	Final	Regents
Full Year Course - Ends in Final Exam	20%	8%	12%	NA
Full Year Course - Ends in Regents Exam	20%	8%	NA	12%
Semester Course	40%	NA	20%	NA

When no final examination, midterm examination, or Regents examination is administered (due to an excused absence), remaining grades will be recalculated to determine the final average. Consistent with the District's Attendance policy, such absence must be verified with written medical or official documentation specifically substantiating the reason for the absence.

Scores obtained on subsequent administrations of Regents examinations after the course has been completed will not affect the final course grade.

Progress Reports and Mid-Quarter Appraisals

Report cards are issued every 10 weeks. Recorded on the report will be a numerical grade and an absence and lateness report. Absences in each subject matter class are also recorded.

Questions regarding absences should be referred to the attendance office. A student who receives a grade between 65-70 should realize this is borderline failure and thus apply extra effort to the subject areas at once. Teachers may issue five-week mid-quarter appraisal reports to certain students. Parents are encouraged to contact the teacher and guidance counselor when a student receives a mid-quarter appraisal which indicates less than satisfactory progress.

Minimum Grade

For secondary school students, 50% shall be considered the minimum grade for a student's quarterly course average. However, the teacher has the discretion to give a grade lower than 50% when the situation so warrants. If a quarterly course average of 50% or lower is given, direct communication must occur between the teacher and the student's parent/guardian. It is also important that communication occur between the teacher, their immediate supervisor, and the student's guidance counselor. The teacher also retains the discretion to assign a higher final average than the one provided by formula. Therefore, a grade lower than 50% for a marking period will not preclude a student from passing a course should his/her performance improve significantly.

Regents Retakes

Students who retake Regents exams have the option of having only the higher exam grade appear on their transcript. Obtaining a higher or lower grade on a retake of a Regents exam after the course has been completed will not affect the final course grade.

Grading Systems

- Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled. The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades.
- The District will use a uniform grading system. Classroom teachers will evaluate students and assign grades according to the established system.
- Grading will be based upon student academic achievement, improvement, and participation in classroom discussions and activities. Parent(s)/guardian(s) will be informed regularly, at least four (4) times a year, of their child's progress. The use of marks and symbols will be appropriately explained.
- Grading will not be used for disciplinary purposes, i.e., reducing a test grade for being disruptive in class, although a lower grade may be given for failure to complete assigned work or for lack of class participation.
- All students are expected to complete the assigned class work and homework as directed by the teacher. Students are also expected to participate meaningfully in class discussions and activities. If work is missed, the student is expected to make up the work in accordance with the Board's policy on student attendance.

Grading Systems Regulation

- Consistent with Board policy, student grades shall be based on academic performance on tests, quizzes and other assessments, homework assignments, reports, projects, laboratory reports, effort, preparedness, and class interaction and participation, which shall be consistent with course goals and New York State Learning Standards, thus providing the student and their parent(s)/guardian(s) information about his/her level of content and skills mastery.
- *Grading:* The calculation of a student's marking period grade shall be based on multiple measures consistent with those previously noted. Written procedures regarding the weight and distribution of measures shall be provided to teaching staff by the building principal/department supervisor at the beginning of each school year. Teaching staff shall establish grading systems in accordance with these procedures and provide to their immediate supervisor their grading system for approval prior to distribution to students and parents.
- All secondary teachers shall be required to distribute their grading system to students within the first month of the commencement of the class. Elementary teachers shall provide to students and their parents/guardians a grade-appropriate explanation of their grading system by the end of parent-teacher conferences in the Fall.

- Student's grades shall be permanently recorded by the teacher consistent with procedures established by the building principal or his/her designee at designated times throughout the school year. Once a grade has been assigned, it shall not be altered except upon conferral with the teacher, the teacher's immediate supervisor, and/or the building principal.
- For students in the Class of 2013 and thereafter (students first entering ninth grade in 2009 and thereafter) in computing grade point average, our new weighting system would include an addition of five points for AP courses and three points for all Pre-AP courses and all College Level program courses.
- *Transfer Students:* Students who transfer to the District from other districts or private/parochial schools shall have grades and course credits earned at their previous school identified as such on their transcript. Only grades and course credits earned through the District shall be used in calculating the student's grade point average (GPA).

HONOR ROLL AND WEIGHTED COURSE INFORMATION

All high school and middle school students are eligible for Honor Roll, High Honor Roll, and Principal's Honor Roll each marking quarter. All courses, except Physical Education and courses graded Pass/Fail are included in determining the grade point average. **A student may not have any failing grades, nor incompletes.**

The following are the required cumulative grade point averages a student must earn.

- Honor Roll = minimum GPA 84.5
- High Honor Roll = minimum GPA 89.5
- Principal's Honor Roll = minimum GPA 94.5

Information concerning failing subjects will be determined by report card grades and mid-quarter appraisals. All coaches and advisors will receive a list of students who are placed on academic probation for their particular sport, club, or activity.

Subjects to be Weighted for Honor Roll

All subjects completed in grades 9 through 11 (except Physical Education and courses graded Pass/Fail) and accelerated subjects taken in grade 8 will be used for the purpose of determining the valedictorian and salutatorian at graduation exercises. No other calculations or ranking shall be identified or maintained by the district.

Advanced Placement (AP) courses will be given an additional 5 GPA points upon completion of all course requirements, including participation in the course AP Examination in May. ***Note: Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

Pre-Advanced Placement and College Level courses (contain the term "college" in the course title) will be given an additional 3 GPA points.

All subjects designated Accelerated (ACC), except Pre-Calculus AB Accelerated and Pre-Calculus BC Accelerated, are NOT weighted.

Advanced Placement (AP) courses: *Course Quarterly GPA = Quarter Grade + additional 5 points*

- **English:** AP Language & Composition, AP Literature & Composition, AP Capstone Seminar, AP Capstone Research
- **Fine Arts:** AP Art & Design
- **Math:** Pre-Calculus/AP Calculus AB, AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science A, AP Computer Science Principles
- **Science:** AP Physics 1, AP Physics 2, AP Physics C, AP Chemistry, AP Biology, AP Environmental Science
- **Social Studies:** AP U.S. Government & Politics, AP Comparative Government & Politics, AP Macroeconomics, AP Microeconomics, AP Human Geography, AP World History, AP U.S. History, AP European History
- **World Language:** AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Spanish Language and Culture

Pre-Advanced Placement courses: *Course Quarterly GPA = Quarter Grade + additional 3 points*

- English 9 Pre-AP, English 10 Pre-AP, Social Studies 9 Pre-AP (World History), Pre-Calculus AB Accelerated, Pre-Calculus BC Accelerated

College-Level Courses: *Course Quarterly GPA = Quarter Grade + additional 3 points*

- Adelphi University
 - College Introduction to Sports Medicine
- Hofstra University
 - College Engineering Methods
- LIU/Post/High School Scholars Program
 - College Business Law, College Criminal Justice, College Film Studies, College Forensic Technology, College Introduction to Business, College Introduction to Health Professions, College Marketing Principles, College Marine Biology, College Psychology, College Public Speaking, College Virtual Enterprise
- Molloy College
 - College Calculus, College Pre-Calculus, College Sociology
- Nassau Community College
 - College Music Theory
- St. John's University
 - College Accounting, College Algebra and Trigonometry, College American Sign Language, College Mandarin Chinese, College Composition, College Economics, College European History (AP European History), College French, College German, College Government, College Spanish, College Statistics
- Stony Brook University
 - College Anatomy and Physiology
- SUNY Cobleskill
 - College Art of Baking, College Creative Food Prep
- SUNY Farmingdale
 - College Computer Aided Design 2, College Digital Photography, College Principles of Engineering and College Robotics
- SUNY Oneonta
 - College Children in Families

NCAA GUIDELINES

To be successful in college, students need to be prepared for college coursework. In Division I and Division II, the NCAA sets academic initial-eligibility standards that take into account GPA, standardized test scores, core courses taken in high school and the grades earned in those core courses. Division III schools hold student-athletes to the same overall standards for the institution in which they're enrolling.

Student Responsibilities

- All student-athletes also must meet the unique acceptance requirements of the college or university they plan to attend (which may exceed NCAA standards).
- All student athletes must be certified by a central clearinghouse to establish their eligibility for Divisions I and II schools. Students are required to register for the Clearinghouse online at www.eligibilitycenter.org.
- Since the rules and regulations governing prospective student athletes are subject to change by the NCAA, students and parents are encouraged to check for the latest information online at www.NCAA.org.
- A detailed listing of the academic courses offered at Massapequa High School which meet the NCAA requirements for core courses are available for review in the guidance office or online at www.eligibilitycenter.org.
- All students are responsible for meeting with their guidance counselor to ensure that they are enrolled in only academic courses which meet the NCAA requirements for core courses.

[NCAA Division I Academic Requirements](#)

[NCAA Division II Academic Requirements](#)

STUDENT BEHAVIOR AND RESPONSIBILITY

Students' primary responsibility in school is to prepare themselves for the future. They should be aware of and take advantage of the opportunities offered to them. Students are expected to conduct themselves in a manner conducive to learning. The Massapequa Public Schools Code of Conduct sets specific guidelines and procedures on matters of behavior. Copies of the Code of Conduct and attendance policy are available in the General Office and on the District Website.

MODIFIED OPEN CAMPUS PROGRAM – MAIN CAMPUS ONLY

Student participation in these programs is contingent upon an acceptable academic, discipline and attendance profile.

GRADES 10 & 11

Only students who meet the academic standard to participate in extracurricular activities will be eligible to participate in this program. Eligible students will be permitted to leave the school building and campus during their assigned lunch period. All students will be scheduled into study halls during those periods that they do not have regularly assigned classes or lunch. Students who are enrolled in a work-study program and are scheduled for Study Hall period 9 are eligible to apply for early release from school privilege. Applications are available from the work experience coordinator.

GRADE 12

Only seniors who meet the academic standard to participate in extracurricular activities will be eligible to participate in this program. Seniors must be scheduled into a minimum of six class periods and physical education. Eligible seniors are not scheduled into Study Halls or Lunch.

During unscheduled class periods, eligible seniors will be permitted to:

- Utilize the school library, study hall, or Cyber Cafe.
- Leave the school building and campus.
- Leave for home if closing period(s) of day is unscheduled.

MODIFIED OPEN CAMPUS PRIVILEGES

All students who leave the campus at lunch or during an unscheduled class period are advised that the school administration reserves the right to continue to monitor their behavior while they are exercising this privilege, whether they are in the school building, on or off campus. Students who are not conducting themselves in an appropriate manner will be referred to the Dean of Students for disciplinary action and risk having their open campus privileges suspended or revoked. In the event that this program or parts of this program are deemed to affect the efficient operation of the school, the school administration reserves the right to cancel the program.

Participation in these programs may be withheld, suspended or revoked by either a parent or school authorities. The parents/ guardians of eligible students may request the school district to withhold their child's participation in this modified open campus program. Those parents/guardians choosing not to permit their child to participate in this program are to inform the school in writing. All "opt-out" declarations are to be sent directly to: Massapequa High School, Executive Assistant's Office, 4925 Merrick Road, Massapequa, NY 11758

MODIFIED OPEN CAMPUS PROGRAM "OPT-OUT" DECLARATION

I have read the "Modified Open Campus Program" and request that my child,
not participate in this program:

Student Name: _____

- ☐ My child is in Grade 10 or 11: Student will be assigned a Supervised Lunch
- ☐ My child is in Grade 12: Student will be assigned a Supervised Lunch and Study Hall(s)

Parent Name: _____ Telephone: _____

Parent Signature: _____ Date: _____

Return this form to:
Massapequa High School General Office
4925 Merrick Road, Massapequa, NY 11758

HONOR SOCIETY

National Honor Society

At Massapequa High School, students are selected for induction into the National Honor Society in the spring semester of 11th grade.

Eligibility for induction into the MHS Chapter of the National Honor Society is based on criteria established by the National Association of Secondary Schools Principals. The process of selecting candidates for induction complies with the national chapter of the organization. Membership in the National Honor Society is a privilege rather than a right. Induction will be based on the recommendations of the MHS Faculty Council to the Principal, for those students who meet the following criteria:

- **Scholarship** - Requisite weighted Grade Point Average of 88.000 (or higher) based on the final GPA for any accelerated subjects taken in grade 8 and academic work completed in grade 9, grade 10, and the GPA for the first two quarters of grade 11.
- **Character** - Attendance and disciplinary records are reviewed and judged according to the standards established by the MHS Faculty Council. Students are expected to have exemplary attendance and disciplinary records with no history of infraction.
- **Service and Leadership** - Students must document participation in at least two clubs, interscholastic athletic teams or community-based service activities during the 9th, 10th or 11th grades at MHS. Participation in these activities must be documented by the candidate and include the signature of the activity advisor and/or coach.

Candidates not selected in their junior year for induction can appeal to the National Honor Society advisor in the fall semester of their senior year. Seniors must meet the same criteria stated above as well as fulfilling the additional requirements listed below:

- **Scholarship** - Requisite weighted Grade Point Average of 88.000 (or higher) based on the final GPA for any accelerated subjects taken in grade 8 and all academic work completed in grade 9, 10, and 11.
 - **Submit** a written appeal to the National Honor Society Advisor.
-

National Art Honor Society

The National Art Honor Society provides avenues for recognition of artistic talents and opportunities for leadership roles for visual art students, while spotlighting the success and community work of our school's art program. Students are creators, innovators, and leaders.

The NAHS program is more than just an "art club." Students are required to meet the following eligibility criteria for membership, with inductions held in the spring:

- Must demonstrate art scholarship/leadership, service, and character.
- Must be a student enrolled in grade 9, 10, 11, or 12, and have completed a period equivalent to one semester of art.
- Minimum art average of 89.49 from the previous art year.
- Currently be enrolled in a Massapequa High School or Ames art course.
- Maintain a report card average of 84.49 or higher.
- Have the endorsement of a current Massapequa art educator.

Tri-M Music Honor Society

Modern Music Masters is an international music honor society sponsored by the Music Educators National Conference. Eligibility requirements for membership are as follows:

- Students must currently be enrolled in a Massapequa High School or Ames credit bearing music course.
- Students in Grades 10-12 must have performed a NYSSMA Solo from the previous year on level 5 or 6 with a numerical grade of 90 points or higher. Students in Grade 9 must have performed a NYSSMA Solo Level 4 (score of 28) OR have met the above criteria.
- Students must achieve a 90 average or higher in their previous year's music classes.
- Students must achieve a report card average of 85 or higher.
- Students must demonstrate leadership, service and character.
- Students must have an endorsement of a current Massapequa school music teacher.
- Members must complete a set number of performance and service hours each year to maintain eligibility.

Any Ames student wishing to be considered for Tri-M membership at the High School level must submit an application.

Business & Marketing Honor Society of New York State

The Business & Marketing Honor Society of New York State recognizes those students who have demonstrated outstanding achievement in a secondary business/marketing program.

Eligibility requirements for membership are as follows:

- Students must be currently enrolled in a business/marketing course.
- Seniors must complete 3 units in business/marketing by the end of the current school year.
- Sophomores/Juniors must complete 2 units in business/marketing by the end of the current school year and should be planning to continue for at least one additional credit prior to graduation.
- Students selected for recognition must also demonstrate, both in the classroom and through extracurricular involvement, the following:
 - **Character** - evidenced by teachers attesting to this quality.
 - **Leadership** - evidenced by committee chair positions, officer/chair or other lead positions, officer/chair or other lead positions in student organizations, civic/community leadership roles, etc.
 - **Service** - evidenced by volunteer activities in the school and/or community.
- GPA Criteria:
 - GPA Business Marketing Courses - 85 or higher
 - GPA Overall - 80 or higher

The ASL National Honor Society (sponsored by the National ASL Honor Society)

Eligibility requirements for National ASL Honor Society membership are as follows:

- Enrolled in ASL 2 or higher.
 - Currently a junior or senior
 - First year inductee must maintain at least a 90 average in ASL, an 85 or higher in all core classes AND earn ten (10) hours of community service within the Deaf Community
 - Seniors already inducted
 - Laurent Clerc Medal: maintain at least a 90 average in ASL, 85 or higher in all core classes AND ten (10) additional hours of community service within the Deaf Community
 - Honor Cord: maintain at least a 90 average in ASL, 85 or higher in all core classes AND five (5) additional hours of community service within the Deaf Community
-

The National Chinese Honor Society (sponsored by the Chinese Language Association of Secondary-Elementary Schools)

Eligibility requirements for National Chinese Honor Society membership are as follows:

- Currently a junior
 - In 9th through 11th grade, maintained at least a 90 Overall GPA average and at least a 90 average in Mandarin Chinese courses
 - Complete 15 community service hours - 10 hours in Mandarin Chinese and 5 general
 - Complete a Mandarin Chinese course during senior year
-

The French Honor Society / Société Honoraire de Français (sponsored by the American Association of Teachers of French)

Students who meet the following criteria will be invited to apply for membership:

- Exemplifies behavior as described in the “Four Pillars of SHF”
- Enrolled in French 4 or French 4 Accelerated
- GPA French Courses: 90 or higher in every quarter, beginning in 10th grade
- GPA Overall: 85 or higher
- Service Credits
 - Complete five (5) service credits within SHF to be inducted
 - Complete an additional ten (10) service credits after induction
 - 15 total, with at least 10 credits within SHF
- Maintain a 90 average in French every quarter during senior year

The Delta Epsilon Phi German Honor Society - New York Upsilon Chapter (sponsored by the American Association of Teachers of German)

Eligibility requirements for Delta Epsilon Phi German Society membership are as follows:

- Currently a junior
 - Maintained an overall 90 average in German in previous 6 quarters (10th grade and Q1/Q2 of 11th grade)
 - Complete 15 community service hours, with at least 5 hours in German
 - Complete a German course during senior year
 - Maintain a 90 average in German during senior year
 - Maintain good attendance and active engagement in Honor Society meetings
-

The Spanish Honor Society / Sociedad Honoraria Hispánica (sponsored by the American Association of Teachers of Spanish and Portuguese)

Eligibility requirements for Spanish Honor Society membership are as follows:

- Juniors currently enrolled in a Spanish course, intending to enroll in a Spanish course senior year
 - Maintain an overall GPA average of an 85
 - Maintained a 90 weighted average in the previous year of Spanish study (10th grade)
 - Maintain a 90 average in Spanish 4R or an 88 average in Spanish 4 ACC for Q1, Q2, and midterm exam (11th grade)
 - Complete 15 community service hours, with at least 5 hours in Spanish
-

New York State Seal of Biliteracy

NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, recognizes the value of both foreign and native language instruction in schools and encourages students to pursue language study. The recognition of attaining biliteracy becomes part of the high school record and appears on the diploma for these students. It is a statement of accomplishment for future employers and for college admission.

In order to be eligible for the NYSSB in junior year, and potentially graduate with this prestigious honor, a student must meet the following requirements

- Preliminary Requirements - 11th Grade
 - Earn a 90 or higher on the English Language Arts Common Core Regents exam
 - Maintain a 95 weighted average or higher in the English 11 course (e.g. 11R, AP Research)
 - Maintain a 95 weighted average or higher in ASL 3, Chinese 4, French 4, German 4, or Spanish 4
- During senior year, all eligible students will be invited to apply for the Seal of Biliteracy. They must demonstrate proficiency in English and another world language during their senior year. The world language project will be completed during the first semester and the English project will be completed during the second semester. Additionally, candidates must maintain a weighted average of 95 in both

their 12th grade English course and in the 5th year course sequence of World Language. All students who meet these criteria will graduate with the NYS Seal of Biliteracy affixed to their diplomas and receive honor cords for graduation.

- Requirements for current or former English Language Learners may vary. Those students will receive information from their Guidance Counselors.

New York State Seal of Civic Readiness

The Massapequa School District has implemented the New York State Seal of Civic Readiness (NYSCR) initiative. The New York State Seal of Civic Readiness acknowledges the importance of being civic minded and promotes active participation in our local and national government. Having a generation of informed and involved citizens, engaged in our community, will help them all work together to define and address problems as they develop workplace skills and become more employable and productive.

All seniors, by virtue of successfully moving through the sequence of our social studies program beginning in 9th grade, are eligible for the New York State Seal of Civic Readiness, with the final requirement being the submission of a civics capstone project assigned to them by their 12th grade social studies teacher. The project will be specific to the 12th grade social studies course they are enrolled in and must be submitted to the student's respective teacher. Teachers will review the requirements with students at the beginning of the school year and those who are interested in qualifying for this recognition must let their teachers know.

Students working towards this distinction will have their candidacy become part of their high school transcript and once this recognition is bestowed upon successful completion of the course work, a NYS Seal will be affixed to their diplomas. The seal will serve as a symbol of accomplishment for future employers and for college admission.

SECONDARY SPECIAL EDUCATION and SECTION 504

The Special Education Department offers a variety of programs designed to meet the academic, social, emotional, physical, and management needs of students with disabilities. Referrals are made in writing to the Executive Assistant for Pupil Personnel Services:

Ms. Danielle Helfand
Executive Assistant for Pupil Personnel Services
dhelfand@msd.k12.ny.us
(516) 308-5051

Placements are made by the Committee on Special Education (CSE). Recommendations to appropriate programs are made in the least restrictive environment based on students' strengths and needs. All secondary level students participate in general education classes, to the maximum extent appropriate, in the academic areas and have the opportunity to participate in courses in the foreign language, physical education, art, music, technology and home and careers departments. Most secondary level students with disabilities in Massapequa participate in a departmentalized program. At both the middle and high school levels, each student has a special education teacher assigned as his or her case manager. This teacher, through ongoing communication with the mainstream teachers, the student's parents, and the other special education department members, provides a source of support for the student.

The programs listed below are offered by the Massapequa School District after individual recommendations have been made by the Committee on Special Education (CSE).

- **Related Services:** Classified students may be eligible for a variety of related services which may include occupational therapy, speech therapy, physical therapy, counseling and services for the visually and hearing impaired.
- **Resource Room Program:** Resource Room Services on the secondary level consists of identification and diagnostic assessment, and direct individualized, small group instruction in strategic behaviors that students need to master concepts and information. These include time management skills, organization skills, priority goal setting, appropriate study skills, academic reinforcement, and communication skills. Transfer of the skills or strategies acquired to the academic demands of general education setting is provided. Students are prepared to become self-advocates in expressing academic needs and are aided in identifying and utilizing services to support academic needs. Ongoing consultation with regular education teachers is an integral part of these services.
- **Integrated Co-Teaching (ICT) Services:** This model pairs a special education teacher and a certified content area teacher (i.e., English, math, science, social studies) to team-teach Regents curriculum to students with disabilities. All secondary level students participate in general education classes, to the maximum extent appropriate, in the academic areas and have the opportunity to participate in courses in the foreign language, physical education, fine arts, music, and practical arts departments.
- **Special Classes:** The secondary special education classes are non-categorical and currently serve students who are classified as being disabled through the Committee on Special Education. Students are grouped according to similarity of need and as of the four grouping criteria - levels of academic achievement, social development, physical development, and management needs. The 8:1:4 and 12:1:2 ratio special classes for students with intensive needs have been developed for students with developmental disabilities. The 8:1:4 classes are staffed by one certified teacher and 4 teaching assistants. There are no more than eight students per class roster and the age span between the youngest

and oldest student is less than or equal to 36 months. The 12:1:2 classes are staffed by one certified teacher and 2 teaching assistants. The 12:1:1 ratio special class have no more than twelve students per class roster, one teacher and 1 teaching assistant. These classes lead to a high school diploma or other exiting credential. Support classes are also offered as part of these programs. It should be noted that some students receive a combination of services (e.g., integrated co-teaching and special class) based on their needs and learning difficulties. Students who are developmentally disabled follow a course of instruction which leads to the Skills and Achievement Commencement Credential for Students with Severe Disabilities.

VOCATIONAL TRAINING

When appropriate, students may enter vocational training programs. These include programs offered through Nassau Board of Cooperative Education Center (Barry Tech) and Nassau BOCES Long Island High School for the Arts.

SECTION 504

Massapequa Union Free School District prohibits discrimination against individuals on the basis of disability in all aspects of its programs and services. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, the Massapequa School District provides appropriate accommodations for students who have a mental or physical disability that results in a substantial limitation of a major life activity. Parents who suspect their child may be eligible for accommodations under Section 504 may make a referral to the child's building principal who shall serve as the 504 chairperson or to the 504 Compliance Officer as listed below.

Massapequa High School – Ames Campus
Ms. Tania Willman, Principal
twillman@msd.k12.ny.us
516-308-5800

Massapequa High School – Main Campus
Ms. Barbara Lowell, Principal
blowell@msd.k12.ny.us
516-308-5900

Ms. Danielle Helfand, Executive Assistant for Pupil Personnel Services
504 Compliance Officer
dhelfand@msd.k12.ny.us
516-308-5051

VOCATIONAL EDUCATION

Students in grades 11 and 12 may choose from a wide variety of approved vocational programs offered **only** through the Nassau Board of Cooperative Education Services (BOCES) at the Joseph M. Barry Career and Technical Education Center (Barry Tech), Gerald R. Claps Career and Technical Center in Levittown (GC Tech), or Long Island High School for the Arts. Eligibility for admission into any of the approved vocational programs is restricted to students entering the 11th grade.

Students who successfully complete a two-year course of vocational study will meet the requirements for a 5-credit sequence in Occupational Education which may be used as an alternative to the 3-credit requirement in a World Language required for a Regents Diploma with Advanced Designation.

In compliance with law, all occupational education courses offered at the BOCES Barry Tech, BOCES GC Tech, and Long Island High School for the Arts are open to eligible students regardless of sex, race or disability. Students are urged to follow their major interests in making a choice. In counseling students, vocational equity is a prime concern. Admission decisions to all programs are made by BOCES.

PROCESS IN PLACEMENT IN A VOCATIONAL EDUCATIONAL PROGRAM

- Students must select an approved vocational education course when meeting with their counselor to choose their courses for next year.
- Individual meetings may be needed to determine the appropriateness of placement in a vocational program. The student's attendance record and grades will be reviewed and taken into consideration.
- It is expected that the parent/guardian and student will visit the Career & Technical Center that the student will be attending.
- Together, the student and parent will complete their part of the specific vocational program application and return the application form to the Guidance Office.
- **The deadline for returning the new student application is February 28, 2025.**

[Barry Tech and GC Tech: 2024 – 2025 Catalog](#)
2025-2026 catalog will be posted as soon as it becomes available.

[Long Island High School for the Arts 2022-2024 Catalog](#)

ACADEMIC SUPPORT PROGRAMS

The secondary schools provide a full range of support programs to assist students in specific areas of learning. For some students these are required subjects which are mandated by the State Education Department based on pupil's prior performance and standardized tests. Parental assistance in encouraging student participation is of great importance.

- **Reading Support:** Reading Support is a supplemental literacy program in which students receive intensive, systematic and explicit instruction that focuses on the key components of reading. This class meets on alternate days and requires consistent attendance, daily reading, and practice. Students are recommended for this class based on multiple data, including NYS English Language Arts assessments, standardized reading assessments, and teacher recommendations.
- **Literacy Workshop:** The Literacy Workshop is designed to assist students in grades seven through twelve in elevating their reading and writing skills. The course serves as a vehicle for students to explore a variety of writing strategies and styles, various genres, and rhetorical devices. It also provides students with a variety of reading opportunities designed to strengthen informational reading techniques, improve and reinforce comprehension strategies and build academic vocabulary across all content. Students are recommended for this class based on multiple data, including NYS English Language Arts assessments, standardized reading assessments, and teacher recommendations.
- **Regents Math Support:** Regents math support classes are offered for Algebra 1, Geometry and Algebra 2. These classes focus on the skills necessary for success in these courses and on their corresponding Regents examinations. Placement is recommended based on performance on the state assessment, performance in his/her current math class, and by teacher recommendation.
- **English as a New Language (ENL):** For students whose native language is other than English, support services may be provided to assist the student to become proficient in English language skills.
- **Regents Science Support:** Regents science support classes are offered for Earth Science, the Living Environment and Chemistry to focus on the skills necessary for success in the course and the Regents examination. Placement into support is based upon performance in science classes, state exams and teacher recommendation.
- **Regents Social Studies Support:** Social Studies remediation for those students who must pass the required Regents exams in Global History and Geography and U.S. History and Government, is provided by assigning a student to a special social studies support class.
- **Regents Prep Classes:** English CC Regents prep classes are offered after school for several weeks prior to the ELA CC Regents examination in January. In June, Regents prep classes are available after school for English, science, math, US History and Government, and Global History and Geography.
- **Summer School Regents Prep Classes:** Two-week sessions, offered prior to the administration of the State tests in August, will be available for English, science, math, US History and Government and Global History and Geography.

EXTRACURRICULAR CLUBS AND ACTIVITIES

Extracurricular Clubs

A wide range of extracurricular and co-curricular activities are offered at Massapequa High School and the Ames Campus. Activities have been formulated to provide students opportunities to nurture their unique interests and talents: share experiences with classmates who have similar interests; promote personal growth, contribute to their social maturity, promote school spirit and foster both individual and team achievement. All students who meet the academic eligibility standard to participate in extracurricular activities are encouraged to participate in one or more of the activities listed below. Every student who participates in an extracurricular or co-curricular activity must have updated emergency contact information on file and a signed code of conduct contract to the activity advisor prior to participating in the club, event, or activity. All clubs are held at MHS-Main Campus unless otherwise noted.

MASSAPEQUA HIGH SCHOOL CLUBS	
American Sign Language Club	GSA
Art Association	History Club
Best Buddies Club	Jazz Ensemble
Black Student Association	Key Club
Broadcasting Club	Marine Science Club
Book Club	Massapequa Dog Rescue Club
Chess Club	Mathletes
CAAKE Club	Mock Trial Team
Car Care Club	Model UN
Chiefs Challenge	National Art Honor Society
Chinese Club	Peer A.I.D.S.
Class of 2025 (Seniors)	Pickle Ball Club
Class of 2026 (Juniors)	Poparazzi
Class of 2027 (Sophomores)	S.A.A.D Club
Comic Book Club - Graphic Novel	Science Olympiad
Environmental Club	Science Research
DECA	Spanish Club
Forensic Science	Stage Crew
French Club	Teddy Bear Club
Gaming Club	"The Chief" Newspaper
General Organization	Visions Art and Literary Magazine
German Club	Weightlifting Club
Greek Club	Yearbook

Academic Standards to Determine Eligibility to Participate in Extracurricular Activities

The Board of Education has the statutory authority to establish reasonable academic standards as a prerequisite for eligibility for extracurricular activities.

It is the policy of the district to provide students with an opportunity to develop their own interests and to work cooperatively in groups through the sponsorship of a variety of extracurricular activities. While participation in these activities is desirable, it is also important that students maintain an acceptable level of academic performance and behavior. The eligibility requirements discussed in this policy have been established toward that end. For the purpose of this policy, extracurricular activity is defined as participation in any non-credit bearing club, organization, athletic team, or performing group. This policy applies to all students grades 9-12.

Grades and Eligibility

A student must maintain a 70 Grade Point Average and cannot be failing two or more subjects. Any student who has a Grade Point Average under 70 or is failing two or more subjects, will be placed on Academic Probation.

Information concerning failing subjects will be determined by report card grades and mid-quarter appraisals. All coaches and advisors will receive a list of students who are placed on academic probation for their particular sport, club, or activity.

A mark of “incomplete” or “no credit” in any subject will count as a failure. This includes Physical Education. All subjects have equal status in determining eligibility status. Probationary or ineligible status will commence on the day following distribution of report cards or mid-quarter appraisals.

Student Responsibilities:

It is the student’s responsibility to meet the standards of academic eligibility. A letter will be sent home to parents detailing the policy and the student’s responsibilities. The student must be passing all courses at the next mid-quarter appraisal or meet the eligibility criteria at the next report card to be eligible to participate. During the period of probation, the student can practice with the group but cannot participate in any scheduled games, scrimmages or scheduled events. The student must attend extra help classes during the probationary period.

Fall Eligibility Criteria:

Final averages for the year will be used to determine eligibility for extracurricular activities the following Fall. Successful completion of summer school courses will satisfy eligibility shortcomings provided all other eligibility requirements are met.

Attendance:

Full day attendance is expected. A student must be signed into school by the end of his/her first period class to be eligible to participate in any practice, game, scrimmage, or performance that day. If a student is absent from school or has not signed into school before his/her first period class, he/she will not be permitted to participate in a practice, game, scrimmage, or performance that day.

Student athletes including cheerleaders, kickline, and ice hockey team members who are unprepared or who do not participate in regularly scheduled physical education class may not participate in an after-school game, scrimmage or competition.

Student athletes including cheerleaders, kickline, and ice hockey team members who consistently sign in late or are consistently absent from school may be dropped from their respective activities.

Discipline:

Any student athlete who receives an in-school suspension or out of school suspension will not be permitted to compete in practices, scrimmages, games or performances occurring during the period of suspension. A suitable penalty for all activities outside of athletics will be determined by a building administrator or advisor. For purposes of this policy, the period of suspension begins from the time the student is notified that (s)he is suspended.

Extenuating Circumstances:

In the event of serious, extenuating circumstances, the particulars of the situation will be brought to the attention of the building administrators or the Athletic Director who will make a determination in an individual student's case if the circumstance warrants a modification of the above requirements. The Superintendent must be notified in writing by the building administrator or Athletic Director of any student who is granted a modification of this policy along with the reason(s) for such modification.

PROGRAMS OF STUDY

Students and parents should review the courses now in progress, read the course descriptions in this booklet and plan next year's program. During the year, guidance counselors will meet with each student individually to plan next year's program. Students are encouraged to discuss a course with teachers who will explain the courses in their departments. Students and parents are encouraged to talk with the guidance counselor either by telephone or calling for an appointment.

Students and parents should plan carefully a program for the following year. Each student enrolled in high school must take a minimum of six (6) full periods of instruction plus physical education each semester. School district policy does not permit a student to drop or add a course or change a course unless ample educational reasons are presented. Any and all requests to drop classes and/ or request for class changes must have administrative approval and must adhere to the deadlines as outlined under "Request for Change of Schedule or Program" (see page 4). All students will be assigned a lunch period. Students and parents should meet with counselors to review programs. Deadlines for finalizing programs and procedures for changing selections will be announced to students and parents. Students and parents should be aware that classes are formed based upon the number of students who sign up for a subject; therefore, students are not free to change at will from one subject to another.

PROGRAMS FOR ADVANCED STUDY

At the high school level, students who seek Advanced Academic Study opportunities receive information concerning unique pro- grams and activities inside and outside the framework of the school day. The main thrust is in the accelerated, Pre-AP, Advanced Placement courses and College-Level courses in which they are enrolled; however, summer courses, college campus-based courses, Saturday programs and other similar activities will be explored as the individual need arises.

Students seeking to obtain academic credit for coursework completed outside of Massapequa High School (e.g., NYS Summer School for the Arts), must obtain approval from the school principal prior to enrollment in any coursework.

Academic credit will only be awarded for pre-approved coursework successfully completed at an accredited college/university (e.g., Nassau Community College, SUNY Stonybrook) or a summer program approved by the New York State Board of Regents (e.g. NYS Summer Academy of the Arts). All interested students should seek out the assistance of their guidance counselor prior to enrolling in such coursework/programs.

Any academic credit awarded is considered elective credit and may not be used to fulfill any core academic coursework required to obtain a high school diploma.

DEPARTMENTAL OFFERINGS

All courses unless otherwise stated carry Regents credit or elective credits upon successful completion. The transcripts of students sent to colleges, employers and the armed forces always include the freshman, sophomore, junior and senior year grades, as well as the grades from any accelerated courses completed in eighth grade. Courses in all departments must be chosen in sequence. See individual department offerings for further information.

PLANNING STUDENT PROGRAM SCHEDULES

Student programming and subject selections will begin in January and continue through February. Students and parents are urged to investigate courses, subjects and future plans thoroughly so that schedule changes are unnecessary.

The following policy is required in order to maximize our capability to plan an efficient program. Students' requests for change of schedule and requests to drop or add classes must be kept at a minimum. We, therefore, ask that parents and students carefully plan their programs in accordance with the following:

1. The Organization of Classes-Grades 10-12 (MHS), Grade 9 (AMES)

Classes listed in the Course Content Booklet will be formed and organized on the basis of information received from students and parents during the scheduling process. Classes normally will be organized only if students indicate that they wish to enroll in a course on their program request forms by that date. Counselors will advise students in the event that a course selected does not have the required enrollment and the students will be afforded an opportunity to select an alternative course.

2. Requests for Early Release Schedules - Massapequa High School - Main Campus only:

It is understood that students may choose to be employed part time while enrolled in a full-time high school program. However, the student's FIRST obligation is to the school program. Requests for approval of early dismissal programs for reasons of employment are subject to review by administration. Proof of employment and/or other documentation may be needed.

3. Request of Change of Schedule or Program

No changes will be considered without parental approval. After the start of the school year, change of course requests for either adding or dropping a course will not be considered unless the student presents ample educational reasons for the requested change. Parents must have a discussion with the teacher before the process of review may begin.

- a. If a student has an approved course drop after the first marking period (10 weeks) in any SEMESTER course, a "WF" (Withdrawn-Failing) or a "WP" (Withdrawn-Passing) will be recorded on the student's current report card and the student's official transcript.
- b. If a student has an approved course drop in a FULL YEAR course* after the first 15 weeks (2nd mid-quarter appraisal), a "WF" (Withdrawn-Failing) or a "WP" (Withdrawn-Passing) will be recorded as a final average on both the current report card and the student's official transcript.
- c. **EXCEPTION** - any course drop that is considered to be a "Track" or "Level" change (i.e., Accelerated to Regents). **NOTE** - No track changes will be approved after the conclusion of the first semester.

4. EARLY GRADUATION

In accordance with the New York State Regents Action Plan requirements, students may request to accelerate and finish their high school careers at an earlier date. Any student contemplating early graduation should consult with their guidance counselor for additional information.

COURSE EXPLANATIONS

ELECTIVES

An elective is a course chosen by students which may be applied toward the diploma requirements. Electives may be taken in a variety of academic subject areas.

PREREQUISITES

Some courses have prerequisites listed with the course description. A prerequisite means a previous course is required before you may enroll. It is advised that students set for themselves a minimum grade of 70 or better to enroll in a sequential course. Experience has shown that students who do not receive a minimum grade of 70 in a first level course, have difficulty experiencing success in advanced level courses.

BUSINESS

Ms. Patricia LiVecchi

Supervisor of Career and Technical Education

plivecchi@msd.k12.ny.us

516-308-5975



BUSINESS DEPARTMENT

A Business Education in the Massapequa School District will provide students with the necessary educational experiences to enable them to make better career choices by preparing them for the world of business and/or college studies by having each student demonstrate a mastery of the foundation skills and competencies essential for success in the workplace and/or advanced college-based studies.

BUSINESS COURSE OBJECTIVES

- Develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- Understand and demonstrate how academic content is applied in real-world and workplace settings
- Provide students with the necessary educational experiences to enable them to make better career choices, preparing them for the world of business and college studies
- Demonstrate mastery of the foundation skills and competencies essential for success in the workplace and advance college-based studies.
- Provide students with the opportunity to earn a 5-credit sequence in (CTE) Career and Technology Education as an alternative to the 3 credit requirements in a World Language and the Checkpoint B assessment in a World Language for a Regents Diploma with Advanced Designation. New York no longer has specified course sequences that must be used in order to meet this requirement. Five units of any CTE course in any CTE area taught by a certified CTE teacher (business, FACS, and technology) may be used.

BUSINESS COURSES

Accounting: 1 Credit, MHS

Students are instructed to the double-entry concept of debit and credit entries. Focus is given to generally accepted accounting principles, journals, ledgers, accounts payable, accounts receivable, and overall bookkeeping functions. Successful completion of Accounting gives students a solid foundation in accounting concepts to be used either in entry-level employment or to enrich post-secondary study after high school. Concepts of electronic accounting are introduced with hands-on experience. This course is available to students in grades 10, 11 and 12. It is recommended that students complete this accounting course in 10th or 11th grade if they are considering enrolling in College Accounting as a junior or senior.

Business Office Applications: .5 Credit, MHS

NOT offered at MHS in 2025-2026

Do you want to be College or Career ready after High School? Well, this course is essential for all High School Students. Students who take this course are equipped with skills in business office applications, covering widely used software such as Microsoft Office Suite and Google Workspace. Topics include word processing, spreadsheet analysis, presentation design and effective use of email and collaboration tools. Practical exercises and real-world scenarios enhance proficiency, preparing you for a dynamic business or college environment.

Career and Financial Management: .5 Credit, Ames/MHS

NOT offered at MHS in 2025-2026

Start taking control of your future! This course will help students acquire knowledge of the world of work and basic financial management concepts. The first component will help students to explore careers available to them and understand the education, training and other requirements necessary for these careers. Students will focus on choosing a future career that aligns with their Career DNA - their personality, interests, values and natural talents and abilities. In the second component, students will be introduced to basic financial management concepts that will help them make wise financial decisions. Real world money management topics will include income, credit, spending, saving and investing. Students will learn how to set financial goals, create budgets, maintain a checking account, and choose between various savings options. They will understand the necessity of establishing and maintaining an excellent credit rating while evaluating various sources of credit, credit laws and FICO scores, and the cost of credit. This is a must take class for ALL students!

Computer MAGIC (Media, Applications, Gaming, Innovation, Coding): .5 Credit, Ames/MHS

NOT offered in 2025-2026

Computers are the tools and people make the MAGIC. In this project-based course, students will learn how to use programs and coding to develop social media websites, computer apps., and games used on computers and smartphones. Some additional skills taught, to compete in today's workplace, are digital photography, graphic design and video communications. Students will collaborate and be creative. They will be introduced to career options such as engineering and entrepreneurship.

Entrepreneurship and Marketing: 1 Credit, MHS

Entrepreneurship is a one-year course designed to provide students with a background in managing a small business. Content of this course will include selected entrepreneurial skills as well as management and marketing functions related to the operations of a business. The marketing, merchandising, and management skills which make up the course content are presented in a format that emphasizes the small business. A step-by-step approach will provide students with knowledge of starting and operating a business. Students successfully completing this course will have a solid foundation in entrepreneurial concepts that may be applied to entry-level employment after high school or enrich post-secondary study. No previous business courses are required.

Fashion Marketing: .5 Credit, MHS

Fashion is all around us! Get ready to learn about one of the most exciting and competitive businesses in the world. Fashion Marketing focuses on how the basic marketing principles apply to a range of activities, from textiles and apparel production to methods of distribution and promotion of fashion merchandise. Students will learn about the creators of fashion and explore careers in the fashion industry.

Money, Wall Street and You: .5 Credit, MHS

Students will learn about managing their personal finances, how the stock market works and the many types of investments available to build a well-diversified financial portfolio. They will explore various investment strategies for stocks, bonds, mutual funds, insurance and real estate. Students will be introduced to the fundamentals of financial planning and learn about budgeting, debt management and retirement planning to grow their money. They will have the opportunity to participate in *The Stock Market Game*, a stock simulation competition using virtual money and real market prices to practice trading stocks.

Sports Marketing: .5 Credit, MHS

The goal of the Sports Marketing course is to educate students to become problem solvers and creative thinkers with the motivation and potential to be leaders in the field of sports marketing and sports management. Business managers play an increasingly important role in the field of professional sports. Course topics will include sports ethics, management issues and trends, sports related career choices along with the college path required to reach these goals. No previous business courses are required for this course.

COLLEGE BUSINESS COURSE INFORMATION

The Business Education Department at Massapequa High School offers 11th and 12th grade students the opportunity to earn college level credits through the Long Island University High School Scholars Program and St. John's University. Upon successful completion of a course in which all attendance and grade requirements have been met, students will receive college credit from Long Island University or St. John's University and will also receive Massapequa High School credit.

COLLEGE BUSINESS COURSES

College Accounting: 1 Credit, MHS; *Optional 6 College Credits, St. John's University*

Accounting is the language of business! This is an accelerated, fast-paced, college level accounting class offering students the opportunity to earn up to 6 college credits from St. John's University. Any student interested in accounting, or any business field should take this course. Financial records and accounting reports tell the story of how a company is doing financially. Income, expenses, debt, liabilities, assets are all components of a financial document that must be understood by anyone wanting to communicate clearly in the business world. Whether you're looking at a large multinational company like Apple or a small single-owner business like a local boutique, knowing the fundamentals of accounting will help you to better understand your business. This course starts with basic accounting concepts, including Generally Accepted Accounting Principles. The steps of the accounting cycle are covered for both service and merchandising businesses. The class focuses on accounting for sole proprietorships, while also introducing accounting for partnerships and corporations. No previous business courses are required.

College Business Law: 1 Credit, MHS; *Optional 3 College Credits, LIU*

NOT offered in 2025-2026

Enter the world of business law through this introductory level course. The topics introduced include torts, liability, offers and acceptance, contracts, agency, partnership law, corporation law, securities regulations, sales contracts, product liability and law of commercial papers. No previous business courses are required.

College Introduction to Business: 1 Credit, MHS; *Optional 3 College Credits, LIU*

Learn all about what makes a business successful, from management, operations, and marketing, to building profit and driving revenue growth. Students also learn all the basics of how to manage a real business with lots of hands-on experience, working on projects and competitions such as *Shark Tank*, *Knowledge Matters Virtual Business Management Simulation*, and the Nassau County Comptroller's Entrepreneurial Challenge. A robust, year-long curriculum includes business ethics, global business, employee motivation, financial statements, product development, information technology to name a few. The curriculum is updated annually to include recent consumer trends and technologies. No previous business courses are required.

College Marketing Principles: 1 Credit, MHS; *Optional 3 College Credits, LIU*

This course will provide students with a survey of the field of marketing, with particular emphasis on segmentation and target marketing, differential advantage, product life cycles, positioning, marketing mix decisions, and product development. No previous business courses are required.

College Virtual Enterprise: 1 Credit, MHS; *Optional 6 College Credits, LIU*

Pre-requisite: One full year business course.

This course operates as a simulated business in a virtual environment. That environment consists of hundreds of other high schools in the US and abroad. Students play a role in the company such as CEO, COO, CFO, accountant, or sales representative, to name a few. Students apply for these jobs. With the guidance of a teacher

facilitator and real-world business partners, the company will create their own products and brands, finance their business, create a website, create product prototypes and come to class every day and get to work in their jobs. Students will participate in field trips to trade shows, and enter contests related to every aspect of the business. Students even earn a paycheck and make purchases from other virtual companies at other schools.

SCHOOL TO CAREER PROGRAM

The mission of the School to Career programs is to help students make connections between what they are learning in school and the skills and competencies required to be successful in the 21st century workplace. These partnership programs provide students with the kind of work experiences that will enable them to make better career decisions. They are designed to enable the community and the school district to partner in providing quality education that prepares students for the workplace and higher education.

The following programs may only be taken as an additional elective beyond the minimum enrollment of six (6) full periods of instruction plus physical education each semester. Students participate in these programs after school hours and must provide their own transportation to and from the work site. These programs are available during the school year and over the summer. Students will meet with the program coordinator on a scheduled basis and will be required to complete additional related instruction through the Career & Financial Management course or Independent Study Project.

SCHOOL TO CAREER COURSES

Career Exploration Internship Program (CEIP): .5 or 1 Credit, MHS

Students will receive .5 Regents credit for 54 hours or 1 Regents credit for 108 hours of interning within a particular career field. The focus of the internship is career exploration, not skill development. The job site must plan an appropriate variety of job tasks or responsibilities geared toward the enhancement of the educational experience of the student. This is a non-paid internship.

General Education Work Experience Program (GEWEP): .5 or 1 Credit, MHS

A student may participate in the General Education Work Experience Program and earn 1/2 Regents credit for 150 hours of work or 1 Regents credit for 300 hours of work. Students who elect to enroll in the program must have their job approved by the Work Experience Coordinator, must be getting paid on the books, and must receive satisfactory job performance evaluations throughout the school year.

DECA Business Club (Distributive Education Club of America)

DECA is an association of marketing students at Massapequa High School. Goals of this organization are to enable students to develop leadership qualities, to make students aware of, to develop, and to refine skills necessary in the decision-making process, which are essential in managerial positions in the marketplace. Competitive events are sponsored locally, statewide, and nationally to challenge DECA members in academic and vocational excellence, which are the building blocks to successful careers and demonstrates the relationship between the business curriculum and the needs of business and industry. More than 60 national corporations sponsor the competitions with cash prizes or stock portfolios.

5 CREDIT BUSINESS EDUCATION SEQUENCE

Students have the opportunity to earn a 5-credit sequence in (CTE) Career and Technology Education as an alternative to the 3 credit requirements in a World Language and the Checkpoint B assessment in a World Language for a Regents Diploma with Advanced Designation. New York no longer has specified course sequences that must be used in order to meet this requirement. Five units of any CTE course in any CTE area taught by a certified CTE teacher (business, FACS, and technology) may be used.

Examples of a 5 Credit CTE Sequence in Business Education

Example 1

- Career and Financial Management, .5 Credit
- Computer MAGIC, .5 Credit **or** Business Office Applications, .5 Credit
- College Accounting, 1 Credit
- College Virtual Enterprise, 1 Credit
- College Engineering Methods, 1 Credit
- College Art of Baking/College Creative Food Prep., 1 Credit

Example 2

- Career and Financial Management, .5 Credit
- Computer MAGIC, .5 Credit **or** Business Office Applications, .5 Credit
- Entrepreneurship and Marketing, 1 Credit
- College Marketing, 1 Credit
- Sports Marketing, .5 Credit
- Architectural Drawing, .5 Credit
- Design and Drawing for Production, 1 Credit

Example 3

- Career and Financial Management, .5 Credit
- Money, Wall Street and You, .5 Credit
- Accounting, 1 Credit
- College Marketing, 1 Credit
- College Introduction to Business, 1 Credit
- Cooking for Today/International Cooking, 1 Credit

ENGLISH LANGUAGE ARTS

Ms. Tina Farrell

ELA and Library-Media Curriculum Associate K-12

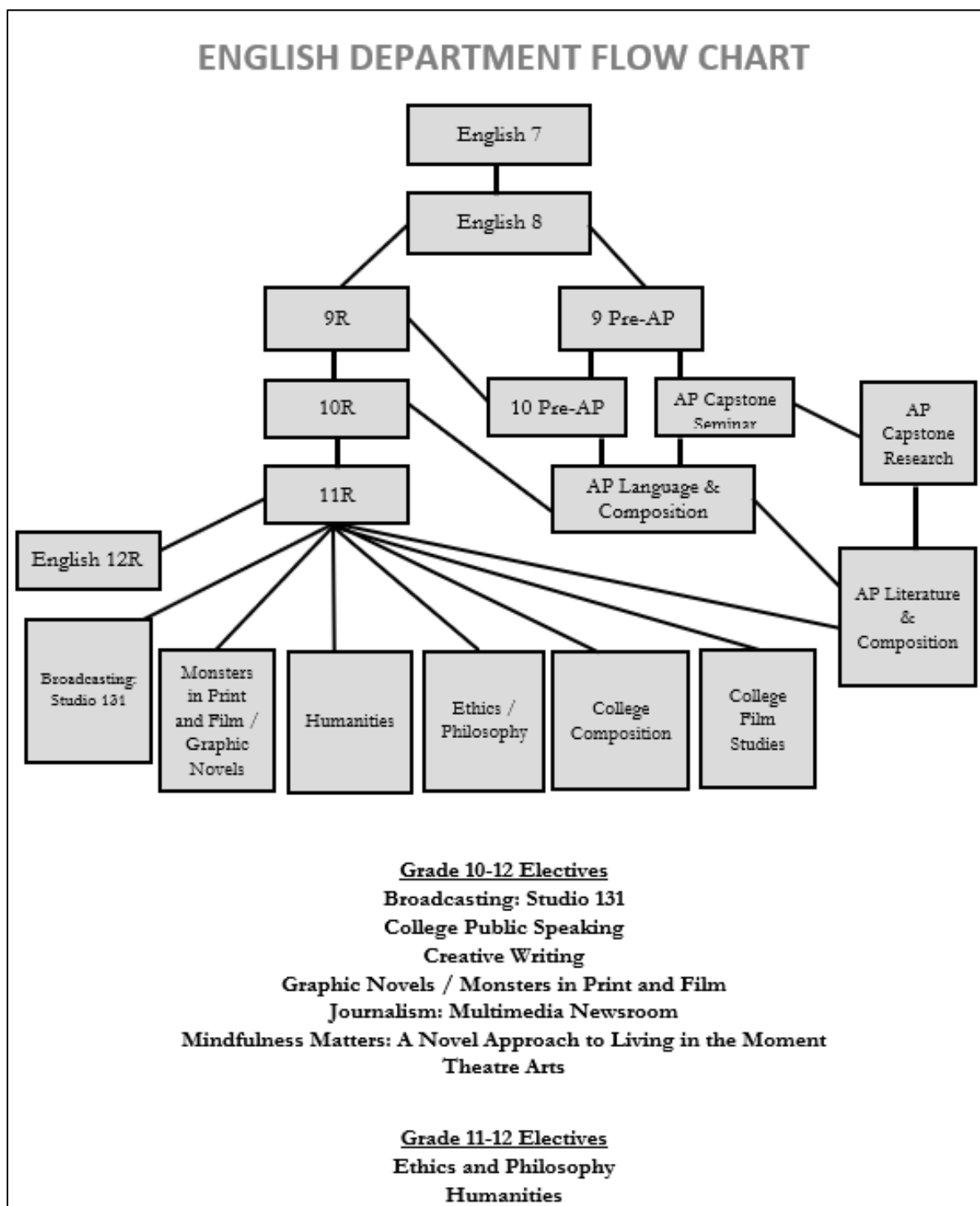
tfarrell@msd.k12.ny.us

516-308-5970



ENGLISH LANGUAGE ARTS DEPARTMENT

The English Language Arts Department is dedicated to fostering student success by providing a solid academic foundation and maximizing the intellectual potential of each individual within a nurturing and academically challenging environment. Our mission is to develop and foster a life-long appreciation of literature while equipping students with essential reading, writing, listening, and communication skills. Such skills empower students to thrive as productive and compassionate members of our global society. Four years of English are required for graduation, and all students must pass the NYS English Language Arts Regents administered in junior year.



ENGLISH 9 CREDIT COURSES

English 9 Regents: 1 Credit, Ames

Students will engage in an exciting, dynamic study of world literature and its connections to contemporary society. This literacy rich environment will support student growth through active reading skills, critical thinking routines, and differentiated strategies to reach all learners. By focusing on student-centered activities, adolescents will develop independence and confidence in their abilities as readers, writers, speakers, and listeners.

English 9 Pre-AP: 1 Credit, Ames

In the Pre-AP English classroom, texts take center stage by inspiring and preparing all students for close, critical reading and analytical writing. In order to prepare Pre-AP students for college-level curriculum, teachers engage students in a variety of analytical strategies, higher level texts from multiple genres, opportunities for dialogue and discussion, and critical perspectives regarding current issues. The course also teaches writers to focus on crafting complex sentences by building foundational skills that lead to more sophisticated, longer-form analyses. This course is designed to make the demands of the AP English courses accessible to as many students as possible.

ENGLISH 10 CREDIT COURSES

English 10 Regents: 1 Credit, MHS

Students will explore and understand universal themes, patterns, and controversies throughout literature. Learning opportunities will be centered on relevant historical and contemporary social issues. Students will recognize and understand the significance of a wide range of literary elements and techniques used to enhance various modes of writing, including, but not limited to expository, narrative, and argumentation. A variety of modern songs, poems, short stories, news articles, and student choice independent reading, designed to motivate and foster understanding of the curriculum, will be incorporated.

English 10 Pre-AP: 1 Credit, MHS

What is persuasive rhetoric? Where and how is it used? How do close readings of fiction and informational texts enhance one's ability to think and write critically? The 10 Pre-AP course benefits students who are developing a passion for English Language Arts and are looking to enhance their knowledge and skills at an accelerated level. This course offers a study of classic literature and informational texts, with an approach that also analyzes language for meaning. Students will also develop formal research skills, as well as refine their ability to write arguments in preparation for the 11AP exam.

AP Capstone Seminar: 1 Credit, MHS

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop a deep understanding of complex issues as they make connections between these issues and their own lives. This course is aligned with the Common Core State Standards, and upon successful completion of the course, students will be awarded AP Credit and are qualified to take the AP Research course. Students who earn scores of three or higher in AP Capstone Seminar, AP Capstone Research, and four other AP courses will be awarded with AP Capstone Diploma from College Board. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

ENGLISH 11 CREDIT COURSES

English 11 Regents: 1 Credit, MHS

Students will explore texts from a medley of American authors, as well as, the works of Shakespeare, and a selection of informational texts while drawing connections between relevant themes and universal truths. Students will be exposed to a combination of literature, writing instruction and word study in preparation for the NYS Common Core Regents exam and SAT which are taken this year. Students will refine literacy skills through close reading, engage in the writing process, and conduct research while fine tuning presentation strategies. A culminating authentic assessment gauges student achievement while allowing for more student choice.

AP Language & Composition: 1 Credit, MHS

Advanced Placement Language and Composition is a challenging, enlightening course which, through rigorous academic work, will expose students to a wide array of ideas and writing styles. The literary selections are grouped thematically to enable students to compare ideas and techniques in their oral and written analyses of the works. All students are required to take and pass the mandatory English Common Core Regents examination and the Advanced Placement examination in May. It is recommended that students currently enrolled in English 10 Pre-AP, who wish to take this course, should maintain a minimum grade of B in English. A summer project will be completed by all students scheduled for AP Language & Composition. This course is recommended to students who plan to take AP Literature & Composition in 12th grade. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

AP Capstone Seminar: 1 Credit, MHS

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop a deep understanding of complex issues as they make connections between these issues and their own lives. This course is aligned with the Common Core State Standards, and upon successful completion of the course, students will be awarded AP Credit and are qualified to take the AP Research course. Students who earn scores of three or higher in AP Capstone Seminar, AP Capstone Research, and four other AP courses will be awarded with AP Capstone Diploma from College Board. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

AP Capstone Research: 1 Credit, MHS

Prerequisite: AP Capstone Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long mentored, research-based investigation to address a specific question. In this course, students further develop the skills acquired in the AP Seminar course by learning about and understanding research methods; employing ethical research practices; and assessing, and analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper, presentation, performance, or exhibition with an oral defense. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

ENGLISH 12 CREDIT COURSES

Broadcasting: Studio 131: 1 Credit, MHS

This year-long course enhances 21st century skills with real world experiences in the field of broadcasting and communications. Students will produce live radio segments to be aired daily via Studio 131. In addition, students will produce video features, podcasts, radio shows, commercials, public service announcements and interviews using the editing and publishing features of Adobe Audition. Recordings will be done in our state-of-the-art radio and video studio. Students will be fully immersed into the creation of today's media. They will personalize their broadcasting experience by focusing on the aspects of the fields which appeal most to them: planning, editing, announcing, engineering or producing.

AP Literature & Composition: 1 Credit, MHS

In this course, students will read classic literature and poetry from the British and American literary tradition. While exploring these masterpieces through close reading and careful analysis, they will be preparing themselves to take the Advanced Placement Examination in English Literature and Composition for college credit. Students will learn to read critically, not only for content but also for form and structure. In so doing, students will learn to appreciate literature as an enriching art form. Students seeking a rigorous yet rewarding literary experience in preparation for college are encouraged to register. It is recommended that students enrolling in this program have already taken AP Language & Composition. Students are required to complete a summer project and to sit for the Advanced Placement Examination. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

AP Language & Composition: 1 Credit, MHS

Advanced Placement Language and Composition is a challenging, enlightening course which, through rigorous academic work, will expose students to a wide array of ideas and writing styles. The literary selections are grouped thematically to enable students to compare ideas and techniques in their oral and written analyses of the works. All students are required to take and pass the mandatory English Common Core Regents examination and the Advanced Placement examination in May. It is recommended that students currently enrolled in English 10 Pre-AP, who wish to take this course, should maintain a minimum grade of B in English. A summer project will be completed by all students scheduled for AP Language & Composition. This course is recommended to students who plan to take AP Literature & Composition in 12th grade. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

AP Capstone Research: 1 Credit, MHS

Prerequisite: AP Capstone Seminar

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College Composition (Fall and Spring): .5 Credit/.5 Credit, MHS; optional 6 College Credits, St. John's University

- **College Composition (Fall)** - This is a college level course in exposition designed to promote clear thinking and effective prose. Writing assignments include description, narrative, cause/effect, argument, and comparison and contrast.
- **College Composition (Spring)** - This is a course in argumentation and analysis focusing on rhetoric and stylistic techniques. The examination of texts forms a basis for writing essays of analysis, interpretation, evaluation, and persuasion.

College Film Studies (Fall and Spring): .5 Credit/.5 Credit, MHS; optional 6 College Credits, LIU/Post

This course is intended to explore the craft and art of film creation, film's impacts on audiences, and its connections to advertising, television, and society.

- **College Film Studies (Fall)** - The first semester provides the fundamentals of analyzing the medium of film and develops an understanding of the art and craft of film through applied film analysis regarding narration, mise-en-scene, cinematography, and editing of selected award-winning contemporary long and short films.
- **College Film Studies (Spring)** - The second semester examines non-fiction documentary films and relationships between TV, movies, and advertising. It will culminate with an original, student-created documentary project on a topic of student interest.

Humanities - How we see ourselves and others, and what it could mean for our future: 1 Credit, MHS

This course is an interdisciplinary investigation of human culture where we ask and answer questions about how we experience, process, and document human life through stories. In this course we will explore questions of what it means to be human by thinking about ourselves, our relationships with others, and our place in the world. Using the mediums of literature, art, music, television, social media, pop culture, and history we will develop critical thinking skills about how our ideas evolve, impact, and contribute to us becoming more mindful people and valuable members of society. Using journal writing, Socratic Seminars, discussions, and collaboration, we will document and reflect on the human experience.

Monsters in Print and Film (Fall) and Graphic Novels (Spring): .5 Credit/.5 Credit, MHS

- **Monsters in Print and Film (Fall)** - This class explores how monstrous characters show us as readers/viewers about our own human flaws, fears and perceptions by looking at "monsters" (both figurative and literal) in myths, literature, film, and assorted other texts. Particular attention will be paid to the most successful monsters in our own culture: vampires, werewolves, Frankenstein's monster, mummies, and zombies.
- **Graphic Novels (Spring)** - Since the 1980s, the graphic novel, or long-form comic, has become a popular and accomplished literary and artistic form. Transcending its origins in pulp fantasy and adolescent entertainment, this evolving and hybrid medium represents, in the words of author and artist Eddie Campbell, "an emerging new literature of our times in which word, picture, and typography interact meaningfully and which is in tune with the complexity of modern life." This course offers a survey of some of the best graphic novels of the last thirty years and provides the skills for reading comics and graphic novels critically in terms of what they say and how they say it.

Making Decisions: An Ethics Approach and Philosophy: .5 Credit/.5 Credit, MHS; Grade 11 and 12 students only

NOT offered 2025-2026

- **Making Decisions: An Ethics Approach** - designed to offer 11th and 12th grade students the opportunity to investigate some of the most difficult questions concerning what it is to be human. Topics may include business ethics, medical ethics, political corruption, and personal honesty. Students will read from a wide variety of selections and discuss the ethical questions involved in human behavior.

Student choice of an independent research project will determine if course credit is applicable for social studies elective credit or English elective credit.

- **Philosophy** - “The unexamined life is not worth living.” These words, famously uttered by the Greek philosopher Socrates during his trial for heresy, lie at the heart of philosophy. This introductory course in philosophy focuses on the examination of life. “Who is Man?” “Why is he here?” “What are his responsibilities to those around him?” “Can we truly know anything for certain?” “Is there an essential meaning to life?” Questions such as these will be explored in this course. While such questions may be unanswerable, students who find lively discussions about such topics interesting are encouraged to take the course. We will begin with an introduction to Metaphysics (the study of being or reality) and Epistemology (the study of knowledge). We will then explore how philosophy relates to the practical reality we experience every day. The course will emphasize discussion, both in the form of debate and Socratic seminar. Students who question the world around them and would appreciate a forum to share those questions will find this a worthwhile course.

English 12: 1 Credit, MHS

A survey of the various literacy demands that one will experience throughout adult life, English 12 prepares students for both college English and the rigorous reading and writing required in general college courses. Through both contemporary and traditional literature, students will make connections to their own lives and the world around them. There is a focus on increasing literacy by examining informational texts and creating authentic writing pieces that further prepares students for life after high school. Quarterly, self-selected readings cover the themes of social development, interpersonal communication, war and human rights. Students demonstrate understanding and learning by creating presentations, portfolios, and formal writing pieces. (This class is listed as English 12 Regents on a student’s transcript).

ENGLISH ELECTIVE COURSES

Broadcasting: Studio 131: 1 Credit, MHS

This year-long course enhances 21st century skills with real world experiences in the field of broadcasting and communications. Students will produce live radio segments to be aired daily via Studio 131. In addition, students will produce video features, podcasts, radio shows, commercials, public service announcements and interviews using the editing and publishing features of Adobe Audition. Recordings will be done in our state-of-the-art radio and video studio. Students will be fully immersed into the creation of today’s media. They will personalize their broadcasting experience by focusing on the aspects of the fields which appeal most to them: planning, editing, announcing, engineering or producing.

Making Decisions: An Ethics Approach (Fall) and Philosophy (Spring): .5 Credit/.5 Credit, MHS; Grade 11 and 12 students only

NOT offered 2025-2026

- **Making Decisions: An Ethics Approach (Fall)**- designed to offer 11th and 12th grade students the opportunity to investigate some of the most difficult questions concerning what it is to be human. Topics may include business ethics, medical ethics, political corruption, and personal honesty. Students will read from a wide variety of selections and discuss the ethical questions involved in human behavior. **Grade 11 and 12 students only**
- **Philosophy (Spring)** - “The unexamined life is not worth living.” These words, famously uttered by the Greek philosopher Socrates during his trial for heresy, lie at the heart of philosophy. This introductory course in philosophy focuses on the examination of life. “Who is Man?” “Why is he here?” “What are his responsibilities to those around him?” “Can we truly know anything for certain?” “Is there an essential meaning to life?” Questions such as these will be explored in this course. While such questions may be unanswerable, students who find lively discussions about such topics interesting are encouraged

to take the course. We will begin with an introduction to Metaphysics (the study of being or reality) and Epistemology (the study of knowledge). We will then explore how philosophy relates to the practical reality we experience every day. The course will emphasize discussion, both in the form of debate and Socratic seminar. Students who question the world around them and would appreciate a forum to share those questions will find this a worthwhile course.

Monsters in Print and Film (Fall) and Graphic Novels (Spring): .5 Credit/.5 Credit, MHS

- **Monsters in Print and Film (Fall)** - This class explores how monstrous characters show us as readers/viewers about our own human flaws, fears and perceptions by looking at “monsters” (both figurative and literal) in myths, literature, film, and assorted other texts. Particular attention will be paid to the most successful monsters in our own culture: vampires, werewolves, Frankenstein’s monster, mummies, and zombies.
- **Graphic Novels (Spring)** - Since the 1980s, the graphic novel, or long-form comic, has become a popular and accomplished literary and artistic form. Transcending its origins in pulp fantasy and adolescent entertainment, this evolving and hybrid medium represents, in the words of author and artist Eddie Campbell, “an emerging new literature of our times in which word, picture, and typography interact meaningfully and which is in tune with the complexity of modern life.” This course offers a survey of some of the best graphic novels of the last thirty years and provides the skills for reading comics and graphic novels critically in terms of what they say and how they say it.

Creative Writing: .5 Credit, MHS

The elective course in Creative Writing allows students to explore the format of the short story, drama, and poetry (both traditional and contemporary), and to create original works in those genres. Students are encouraged to become increasingly sensitive to situations in daily life and to words that will express their sensibilities. They are required to read a variety of works, to maintain a journal of writing, and to experiment with various writing techniques.

Journalism: Multimedia Newsroom: .5 Credit, MHS

Students who take this course will be immersed in a high energy newsroom. They will explore the core principles of field researching, interviewing, and reporting to write journalistic pieces that include topics such as news, sports, opinions, and reviews. Students will be active participants in the process of creating digital journalism through a series of multimedia experiences that reflect media outlets today including digital narratives, blogging, vlogging and photojournalism. Projects will enable students to explore topics relevant to Massapequa High School and the surrounding community. Articles will be published in Massapequa’s very own Chief Newspaper!

Mindfulness Matters - A Novel Approach to Living in the Moment: .5 Credit, MHS

Want to lead your best life, but feel you’re held back by life’s challenges? If so, then you’ll appreciate this elective course where mindfulness matters. Through a study of literature and meditative approaches, this course provides an in-depth look at the universal factors of success to help students get into the habit of behaving intelligently and mindfully. Students will practice strategies suggested by authors to develop a positive growth mindset, respond vs react to challenging situations, and be present in the moment. They will develop the attitudes and dispositions to become better thinkers and problem solvers who know what to do when the answers, in school and in life, are not immediately apparent. Through journal writing and group discussions, students will study the current research on mindfulness and practice these methods to fulfill their potential and lead their best life!

College Public Speaking: .5 Credit, MHS; optional 3 College Credits, LIU/Post

This course will help students present themselves and their ideas more effectively through a workshop environment. Students will develop communication skills that will help them feel more comfortable talking in front of a group. Additionally, they will learn how to organize a variety of speeches clearly, write them

memorably, and deliver them confidently. This course will touch upon, various types of speeches such as informative, impromptu, persuasive, argumentative/debate, memoir, and specialty speeches. By the end of the course, students should be able to significantly reduce their fear of public speaking, use rehearsal techniques to develop a strong, vibrant speaking voice, and perform speeches with dynamic movement and gestures. Finally, students will demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings and in their community.

Theatre Arts: .5 Credit, MHS

This every other day elective course is designed for students who are passionate about storytelling, creativity, and performance. Whether you're an aspiring actor, a theatre fan, a budding playwright, or simply curious about the world of theatre, this class offers something for everyone. On our stage, you will explore the fundamentals of acting (including voice projection, body language, and character development), learn how to interpret and bring scripts to life and understand the behind-the-scenes magic that makes a production possible!

Humanities - How we see ourselves and others, and what it could mean for our future: 1 Credit, MHS

This course is an interdisciplinary investigation of human culture where we ask and answer questions about how we experience, process, and document human life through stories. In this course we will explore questions of what it means to be human by thinking about ourselves, our relationships with others, and our place in the world. Using the mediums of literature, art, music, television, social media, pop culture, and history, we will develop critical thinking skills about how our ideas evolve, impact, and contribute to us becoming more mindful people and valuable members of society. Using journal writing, Socratic Seminars, discussions, and collaboration, we will document and reflect on the human experience. **Grade 11 and 12 students only**

FAMILY AND CONSUMER SCIENCE EDUCATION

Ms. Patricia LiVecchi

Supervisor of Career and Technical Education

plivecchi@msd.k12.ny.us

516-308-5975



FAMILY AND CONSUMER SCIENCE DEPARTMENT

Family and Consumer Sciences classes prepare students for careers in the largest industries in our country: food, education, and healthcare. Students practice skills and explore careers in culinary arts, nutrition, fitness, education, social work, psychology, and other healthcare opportunities. Students learn fun and interesting life skills that better prepare them for the 21st Century.

FAMILY AND CONSUMER SCIENCE COURSE OBJECTIVES

- Prepare students for family and work life
- Allow student to explore careers in areas such as culinary arts and education
- Provide students with opportunities to develop the knowledge, skills, attitudes and behaviors needed to make the transition to the world of work and college
- Provide students with the opportunity to earn a 5-credit sequence in (CTE) Career and Technology Education as an alternative to the 3 credit requirements in a World Language and the Checkpoint B assessment in a World Language for a Regents Diploma with Advanced Designation. Students may combine courses in CTE disciplines (Business, FACS, and Technology) to create a cohesive CTE concentration. Students would need 3 units in FACS and 2 units in another discipline. The 5 units must include Career and Financial Management (CFM).

FAMILY AND CONSUMER SCIENCE COURSES

Food and Nutrition (Fall) and Food for Fitness (Spring): .5 Credit/.5 Credit, MHS

- **Food and Nutrition (Fall)** - Want to keep up with the latest food trends? Want to learn how to cook healthy foods and snacks? In this class you will get to use popular cooking equipment, such as air fryers, to modify traditional recipes. Cooking labs will focus on the six major nutrients and the importance of including them in your diet. You will also learn basic cooking skills and knife skills to prepare a variety of foods.
- **Food for Fitness (Spring)** - Want to take charge of your health? Want to learn how to eat for various diets and lifestyles? In this class you will learn how to connect food to your health and fitness goals. Participate in cooking labs to prepare healthy versions of your favorite foods and snacks, compete in cooking challenges, and make healthy foods that taste great!

Cooking for Today (Fall) and International Cooking (Spring): .5 Credit/.5 Credit, MHS

- **Cooking for Today (Fall)** - Do you enjoy watching cooking shows? Ever want to learn how to cook like they do on TV? In this course you will learn the basics of culinary arts to become proficient in the kitchen. You will learn to prepare a variety of recipes including appetizers, entrees, and desserts utilizing a variety of cooking techniques. Then put your cooking skills to the test by competing in the class Chopped Challenge.
- **International Cooking (Spring)** - Utilize your knowledge from Cooking for Today to explore and prepare foods and desserts from regions across the United States and around the world. All recipes will be prepared from scratch giving you a basic understanding of cooking and baking. A variety of recipes will be prepared, including empanadas from Central America, pizza from Italy, wontons from Asia, and various desserts from around the world.

Parenting and Child Development (Fall) and Child Study (Spring): .5 Credit/.5 Credit, MHS

- **Parenting and Child Development (Fall)** - Future psychologists, pediatricians, nurses, counselors, educators, and parents: Parenting and Child Development is a perfect fit for you! This course is valuable in developing skills needed for child-oriented careers and for a healthy family. The curriculum provides an in-depth study of childhood, preparing you to mentor, care and teach the children that attend our Child Study Preschool. Spending a weekend caring for our simulated baby allows you to acquire parenting skills and realistic expectations of children's needs. This is a fun and interesting class that not only teaches you about various career choices but also about life, your family and future.
 - **Child Study (Spring)** - Would you love a class where you get to play? Would you like an opportunity to work with young children? In our Child Study course, you will work as an "Assistant Teacher" with 3–5-year-old children in our preschool. You will work in groups to write detailed lesson plans and design activities for a full preschool day of teaching! Lessons will incorporate art, music, science, reading, numbers, and games. What you learn about education will transfer to all ages and age groups, as well as psychology and parenting. We will explore career opportunities for working with children, and develop strong skills needed for success in any workplace in which children are the focus. Successful completion of this course, students may be considered for a Child Study or Elementary Internship Program in their senior year.
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COLLEGE FAMILY AND CONSUMER SCIENCE COURSE INFORMATION

The Family and Consumer Science Department at Massapequa High School is offering 11th and 12th grade students the opportunity to earn college level credits through SUNY Oneonta and 10th, 11th and 12th grade students the opportunity to earn college level credits through SUNY Cobleskill.

Students will receive MHS Regents credit and college credits from SUNY Oneonta or SUNY Cobleskill only if they successfully complete the full year courses. No partial credit will be given. Attendance and grade requirements must also be met in order to earn college credit.

COLLEGE FAMILY AND CONSUMER SCIENCE COURSES

College Children in Families: 1 Credit, MHS; *Optional 3 College Credits, SUNY Oneonta*

Grade 11 and 12 students only

Prerequisite: Parenting and Child Development and Child Study

I really like children and I want to work with them. What does this mean and what do I need to know and understand about children today to work with them? The first semester of this course will focus on the study of the holistic development of children from conception to age 12; how experiences and factors influence the way children develop; how current events, culture, and today's families impact child development; and how they compare to the past. The second semester of the course will consist of observations of preschool students enrolled in the Massapequa High School Child Study Preschool Program and the creation of developmental assessments based on those observations. Students may apply to receive 3 credits from SUNY Oneonta. These credits may fulfill the college graduation requirements in various therapy majors, health majors, psychology, social work, education or social sciences.

College Art of Baking (Fall) and College Creative Food Preparation (Spring): .5 Credit/.5 Credit, MHS; Optional 3 College Credits, SUNY Cobleskill (Both courses must be successfully completed in order to earn college credit)

- **College Art of Baking (Fall)** - Like to bake? Want to know how to bake the best cookies, cakes, and breads? In this class you will gain an in-depth understanding of baking and pastry arts by learning and demonstrating various baking techniques, mixing methods, and basic food preparation skills. You will prepare a variety of recipes including cookies, cakes, pies, biscuits, quick breads, yeast breads, and pastries, all from scratch!
- **College Creative Food Preparation (Spring)** - Using your knowledge from The Art of Baking, you will be able to be creative with ingredients to design unique and appealing flavor profiles in food. A large portion of this class is dedicated to cake decorating where you will learn how to prepare and utilize different frostings, like fondant and buttercream, to decorate cakes. You will also be able to compete against fellow classmates in various creative baking challenges, like cupcake wars and a cake decorating competition.

5 CREDIT FACS EDUCATION SEQUENCE

Students have the opportunity to earn a 5-credit sequence in (CTE) Career and Technology Education as an alternative to the 3 credit requirements in a World Language and the Checkpoint B assessment in a World Language for a Regents Diploma with Advanced Designation. Students may combine courses in CTE disciplines (Business, FACS, and Technology) to create a cohesive CTE concentration. Students would need 3 units in FACS and 2 units in another discipline. The 5 units must include Career and Financial Management (CFM).

Examples of a 5 Credit CTE Sequence in FACS Education

Example 1

- Career and Financial Management, .5 Credit
- Computer MAGIC, .5 Credit or Business Office Applications, .5 Credit
- College Art of Baking/College Creative Food Prep., 1 Credit
- Cooking for Today/International Cooking, 1 Credit
- Parenting and Child Development/Child Study, 1 Credit
- Introduction to Photoshop, .5 Credit
- Architectural Drawing, .5 Credit

Example 2

- Career and Financial Management, .5 Credit
- Computer MAGIC, .5 Credit or Business Office Applications, .5 Credit
- Parenting and Child Development/Child Study, 1 Credit
- College Children in Families, 1 Credit
- Cooking for Today/International Cooking, 1 Credit
- College Accounting, 1 Credit

Example 3

- Career and Financial Management, .5 Credit
- Architectural Drawing, .5 Credit
- Parenting and Child Development/Child Study, 1 Credit
- College Children in Families, 1 Credit
- Cooking for Today/International Cooking, 1 Credit
- Digital Photography/College Digital Photography, 1 Credit

HEALTH

Ms. Denise Baldinger
Health Education Chairperson
dbaldinger@msd.k12.ny.us
516-308-5984



HEALTH COURSES

Health Education: .5 Credit, Ames/MHS; *Required for Graduation*

This course combines physical, mental, emotional, and social health and how this combination of areas contributes to overall wellness and longevity. The enjoyment of a full and productive life, free from disease, depends on the individual's state of health within their particular environment. Students will learn how to make responsible, intelligent decisions and how to resist peer pressure when it relates to substance abuse, relationships, and other health-related issues they may face on a daily basis. They will also develop an appreciation for their role within their family, community, and in society at large. The state required HIV/AIDS and Parenting units are incorporated into the Family Life unit of study within the framework of this class. In addition to Health 9 offered at the Ames Campus, this course will be offered at MHS for new students, and students whose schedules would not permit them to take the course in 9th grade. Health Education is a prerequisite for taking the other three health electives.

College Introduction to Health Professions: 1 Credit, MHS; *Optional 6 College Credits, LIU*

Prerequisite: Health Education

One of the fastest growing employment areas for the future is in the health care industry. Due to changes in demographics, new medical technology and the ever-changing methods of treatment, our society will need trained professionals with the appropriate skills to fill these positions. The course is designed to offer an overview of all health-related professions.

Interpersonal Relationships: .5 Credit, MHS

Grade 11 and 12 students only; Prerequisite: Health Education

This course is a comprehensive study of human sexuality and its implications in a healthy lifestyle. Students will gain a greater insight of topics such as media influence, gender roles, and reproductive health. Students will learn through a combination of student-centered tasks, open discussion, and project-based assessments. Interpersonal relationships and family living will also be an integral part of the curriculum.

Go Green-Environmental Health: .5 Credit, MHS

Prerequisite: Health Education

This newly created, Go Green-Environmental Health Education elective, will strive to promote environmental responsibility for students individually, as well as within their school community. Students will focus on implementing practices consistent with sustainable living. Conservation of resources, waste reduction, recycling and increased reliance on renewable energy will be the core components of this class. Students will engage in hands on experiences with potential lifelong careers and/or hobbies in gardening, aquaponics and hydroponics. The holistic approach of becoming socially, emotionally and mentally balanced through alignment with our ecosystem, will be the primary goal of this health course.

- Gardening for life as a hobby, therapy or a career
- Outside activities that will last a lifetime
- Greenhouse, aquaponics, hydroponics
- Reduce, reuse, recycle
- Emotional, social and mental wellness through eco-friendly living
- Educating students about decision making and building proper stress reducing activities
- Need for more students to play an active role in the environment

MATHEMATICS

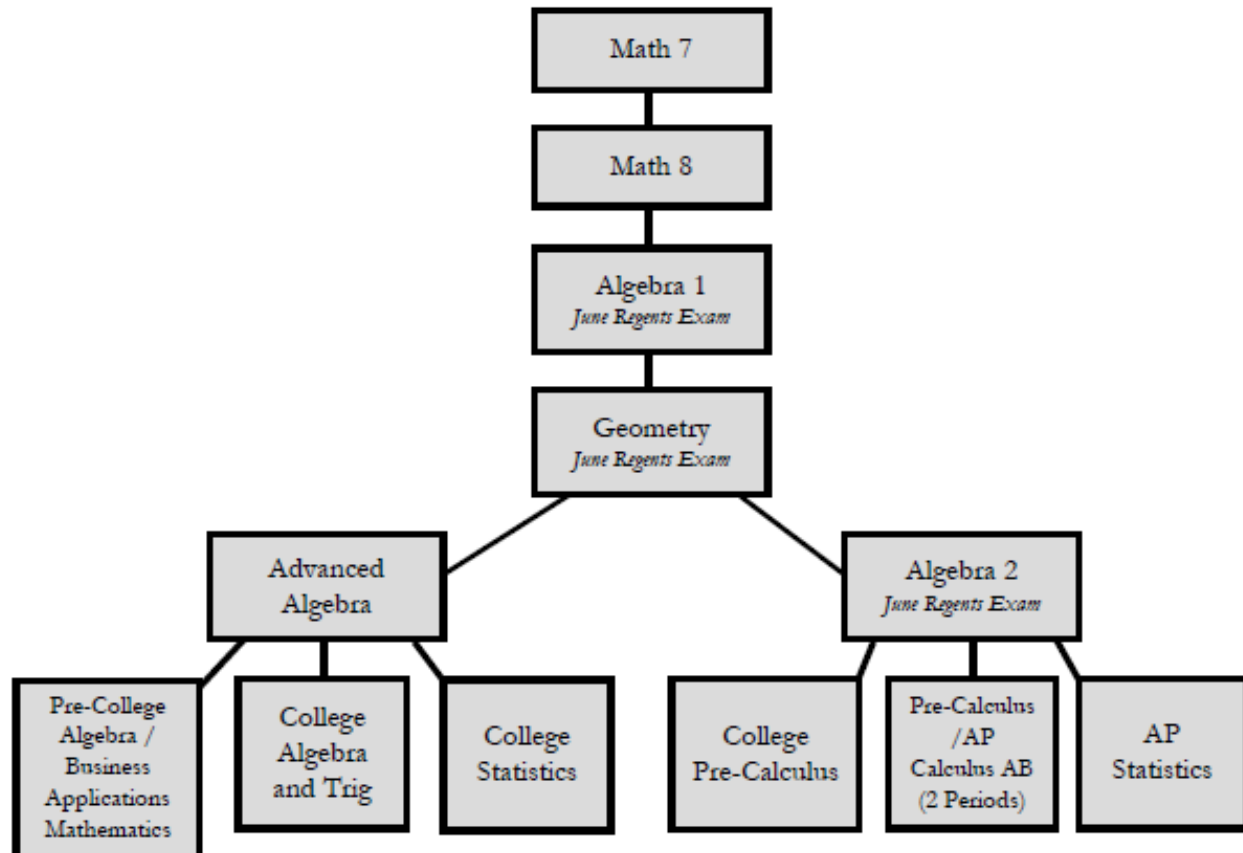
Mr. John Watson
Supervisor of Mathematics 6-12
jwatson@msd.k12.ny.us
516-308-5972



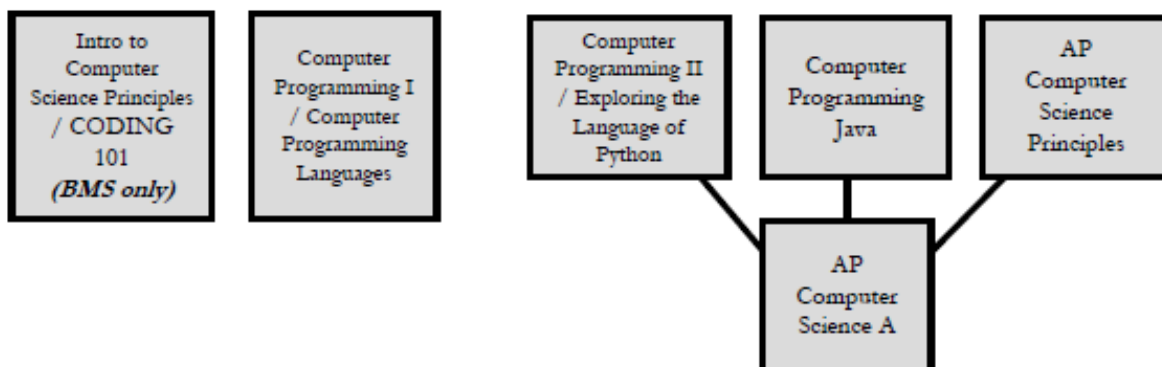
MATHEMATICS DEPARTMENT

The Mathematics Department offers a variety of required and elective math and computer programming courses. While only three years of mathematics are required for a Regents diploma, college bound students are strongly recommended to take a fourth or fifth year. The majority of college majors require students to take mathematics courses as part of their core curriculum. Taking mathematics as a senior provides a smoother transition to the pace and rigor of a college mathematics course.

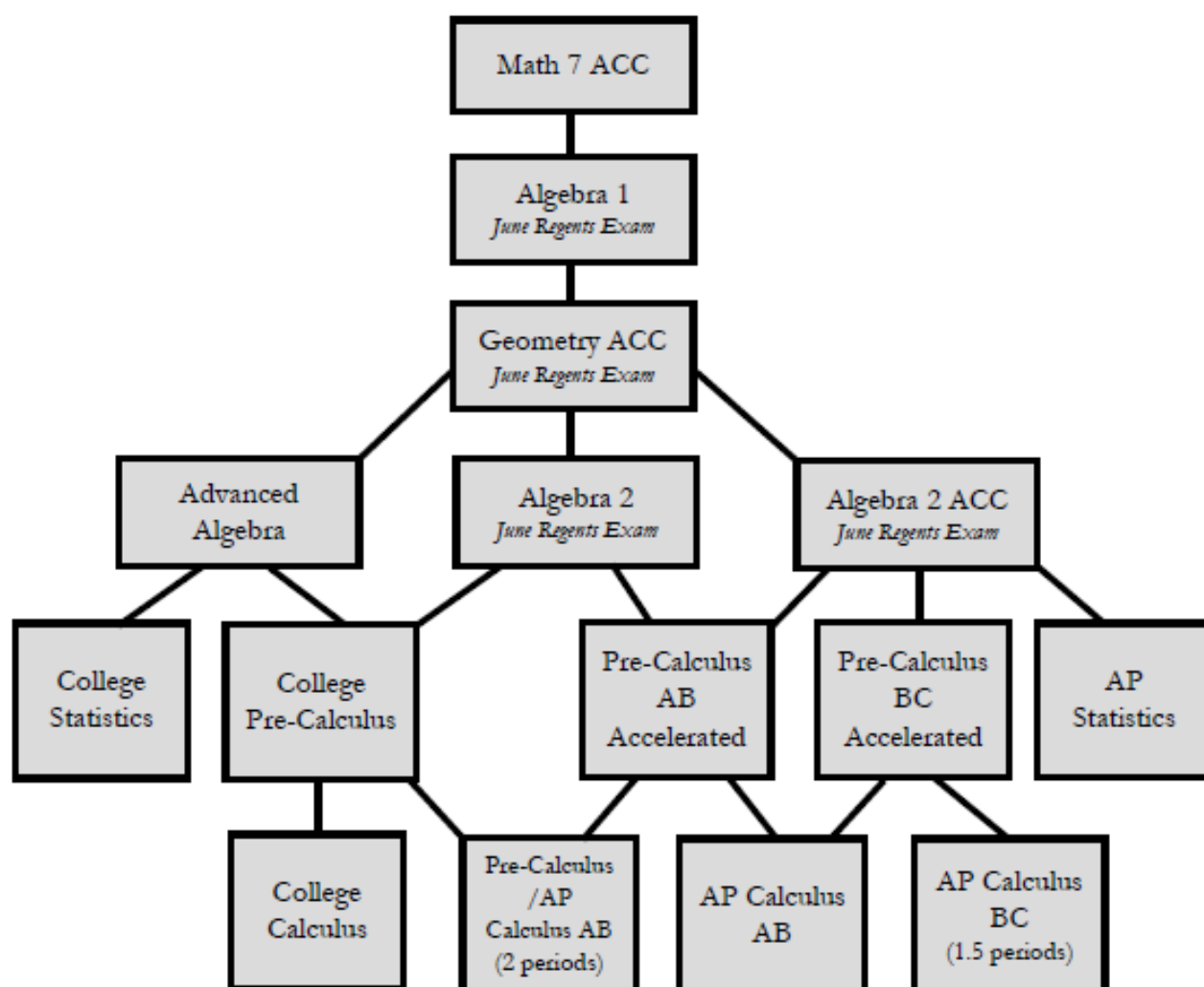
MATH FLOW CHART



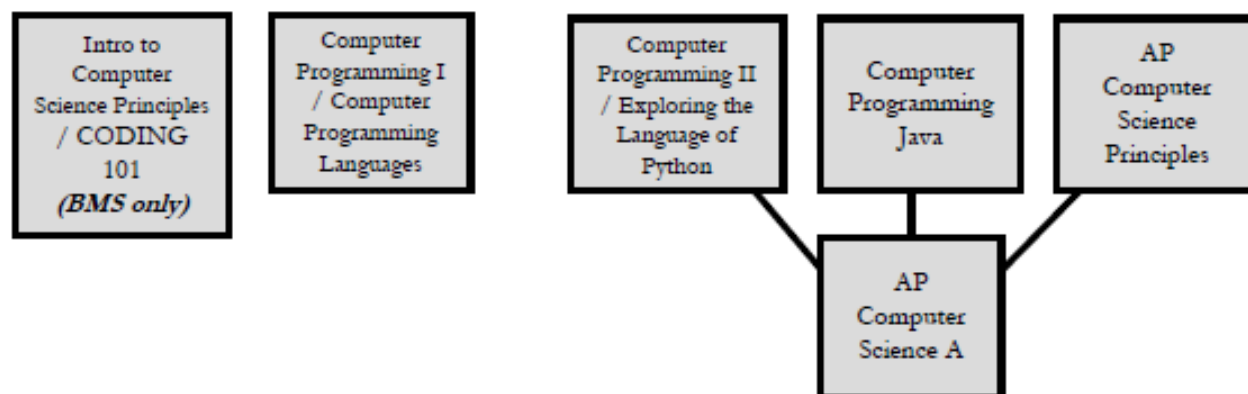
COMPUTER SCIENCE FLOW CHART



MATH ACCELERATED FLOW CHART



COMPUTER SCIENCE FLOW CHART



REGENTS MATH COURSES

All courses end in a NYS Regents Assessment

Algebra 1: 1 Credit, Ames/MHS

The fundamental purpose of this course is to formalize and extend on the middle grades Next Generation Mathematics Learning Standards. This course will deepen and extend on students' understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. The NGLS Mathematical Practice Standards apply throughout this course and, together with the NGLS Algebra 1 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 will be required to take the New York State Algebra 1 Regents in June. Passing the Algebra 1 Regents Exam satisfies the exam requirement for a New York State Regents diploma.

Geometry: 1 Credit, MHS

Prerequisite: successful completion of Algebra 1

The fundamental purpose of this course 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. The Next Generation Mathematical Learning Practice Standards apply throughout this course and, together with the NGLS Geometry 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 will be required to take the New York State Geometry Regents in June. Passing the Geometry Regents Exam satisfies the second out of three mathematics exam requirements for a New York State Regents Diploma with Advanced Designation.

Geometry Accelerated: 1 Credit, Ames

Prerequisite: Mastery completion of Algebra 1 Accelerated or permission of the department.

This course is designed for ninth grade students who have demonstrated mastery of Algebra 1 Accelerated. This is a rigorous course because, due to the Next Generation Learning Standards compaction which occurs in middle school students, are seeing many geometric relationships for the first time. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The NGLS Mathematical Practice Standards apply throughout this course and together with the NGLS Geometry 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 will be required to take the New York State Geometry Regents Exam in June. Passing the Geometry Regents Exam satisfies the second out of three exam requirements for a New York State Regents Diploma with Advanced Designation.

Algebra 2: 1 Credit, MHS

Prerequisite: Successful completion of Geometry

The fundamental purpose of this course is to build on students' prior knowledge of linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Next Generation Learning Standards apply throughout this course and, together with the NGLS Algebra 2 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 will be required to take the Algebra 2 Regents in June. Passing the Algebra 2 Regents Exam satisfies the third out of three mathematics exam requirements for a New York State Regent Diploma with Advanced Designation.

Algebra 2 Accelerated: 1 Credit, MHS:

Prerequisite: Successful completion of Geometry Accelerated at Ames or permission of the department.

This course is designed for tenth grade students that demonstrate mastery in Geometry Accelerated. The fundamental purpose of this course is to build on students' prior knowledge of linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The NGLS Mathematical Practice Standards apply throughout this course and, together with the NGLS Algebra 2 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 will be required to take the New York State Algebra 2 Regents in June. Passing Algebra 2 Regents Exam satisfies the third out of three mathematics exam requirements for a New York State Regent Diploma with Advanced Designation.

COLLEGE MATH COURSES

College Pre-Calculus: 1 Credit, MHS; optional 3 College Credit, Molloy College

Prerequisite: Proficiency of Algebra 2 as demonstrated by a 75 or higher on the Algebra 2 course and Regents examination or permission of the department.

This course is designed for the college bound student and provides an essential pre-calculus background for many college majors including math, science, engineering, and business. The curriculum includes the topics of advanced algebra, elementary analytic geometry, and introduction to calculus and matrix algebra. Students have the option of applying to Molloy College in February for college credit. Students that apply will be granted college credit upon successful completion of the course, payment of all required college fees, and meeting all college registration deadlines. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly.

College Algebra and Trigonometry: 1 Credit, MHS; optional 3 College Credit, St. John's University

Prerequisite: Successful completion of Advanced Algebra or equivalent or permission of the department.

This course is designed for the college bound student who needs an enhanced foundation in Algebra and Trigonometry for the study of business and other non-mathematical fields. The topics include algebraic, logarithmic, exponential, and trigonometric functions and their graphs, systems of equations and inequalities. Students that apply and are accepted by St. John's University will be granted college credit upon successful completion of the course and payment of all required college fees. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly.

College Statistics: 1 Credit, MHS; optional 3 College Credit, St. John's University

Prerequisite: Successful completion of three years of high school mathematics or permission of the department

This course is designed for the college bound student and provides a background in the appropriate and inappropriate uses of statistics, measures of central tendency and variability, basic concepts of probability, the binomial, normal and "t" distribution, testing hypotheses, estimation, chi square, linear regression, and correlation. Students that apply and are accepted by St. John's University will be granted college credit upon successful completion of the course and payment of all required college fees. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly.

College Calculus: 1 Credit, MHS; optional 4 College Credit, Molloy College

Prerequisite: Successful completion of College Pre-calculus

This is a rigorous college level course of study. The course covers topics normally covered in a college Calculus 1 course: linear, logarithmic, power, polynomial and rational functions; inverse functions; trigonometric functions; limits and continuity; derivative definition and formulas; maxima and minima, concavity, curve sketching; definite and indefinite integrals; applications. Technology support using a graphing calculator is integrated throughout the course. Students have the option of applying to Molloy College in February for college credit. Students that apply will be granted college credit upon successful completion of the course, payment of all required college fees and meeting all college registration deadlines. Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance. If a student has questions about college credit, it is recommended to contact the college/university directly.

MATH COURSES

Algebra 1 Lab: No Credit, Ames

This course is a non-credit bearing class, which meets every other day. Instruction will focus on providing students with support in their Algebra 1 class. 9th Grade students at AMES will be scheduled for this course if they do not pass Math 8 at BMS, based on the results of the New York State Math 8 Assessment and/or teacher recommendation. Students at MHS will be scheduled for this course if they do not pass Algebra 1 at Ames.

Geometry Lab: No Credit, MHS

This course is a non-credit bearing class, which meets every other day. Instruction will focus on providing students with support in their Geometry class. Students will be scheduled for this course based on the results of the New York State Common Core Algebra 1 Regents and/or teacher recommendation. Students will also be scheduled for this course if they do not pass Algebra 1 during the school year but attend summer school and pass.

Algebra 2 Lab: No Credit, MHS

This course is a non-credit bearing class, which meets every other day. Instruction will focus on providing students with support in their Algebra 2 class. Students will be scheduled for this course based on the results of the New York State Algebra 1 and Geometry Regents and/or teacher recommendation. Students will be also be scheduled for this course if they do not pass Geometry during the school year but attend summer school and pass.

Advanced Algebra: 1 Credit, MHS

Prerequisite: Successful completion of Algebra 1 and Geometry or permission of the department.

This course satisfies the third year of mathematics requirement for a New York State Regents Diploma. The focus of this course is the study of Algebra and Trigonometry, but concepts in Probability and Statistics are explored. The course builds on students' prior knowledge of linear, quadratic, and exponential functions and 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 the exponential equations using the properties of logarithms. The CCSS Mathematical Practice Standards apply throughout this course.

Pre-Calculus AB Accelerated: 1 Credit, MHS

Prerequisite: Successful completion of Algebra 2 Accelerated or permission of the department

This course is designed for students that have demonstrated mastery in Algebra 2 Accelerated and are considering taking AP Calculus AB as a senior. The curriculum includes the topics of advanced algebra, elementary analytical geometry, matrix algebra and the beginning units of AP Calculus.

Pre-Calculus BC Accelerated: 1 Credit, MHS

Prerequisite: Successful completion of Algebra 2 Accelerated or permission of the department

This course is designed for students that have demonstrated excellence in Algebra 2 Accelerated and are considering taking AP Calculus BC as a senior. The curriculum includes the topics of advanced algebra, elementary analytical geometry, matrix algebra and the beginning units of AP Calculus. This course moves beyond topics covered in Pre-Calculus and the pace of this curriculum prepares students for the BC Advanced Placement Calculus Course.

Pre-College Algebra (Fall) and Mathematics Applications in Business (Spring): .5 Credit/.5 Credit, MHS

- **Pre-College Algebra (Fall):** is a fourth-year mathematics course for college bound students exiting Advanced Algebra. It extends on algebraic and trigonometric concepts introduced in Advanced Algebra and prepares students for freshmen college mathematics courses.
- **Mathematics Applications in Business (Spring):** this course will enhance students' mathematical skills while providing an introduction to accounting, finance, insurance, statistics, taxation and other math-related subjects. Consumer math applications such as bank reconciliation, discounting, markups and markdowns, installment purchases and simple and compound interest are covered in depth.

AP Pre-Calculus/Calculus AB: 1 Credit, MHS

Prerequisite: Successful completion of Algebra 2 or permission of the department

This course is designed for non-accelerated students who demonstrated excellence in Algebra 2 and wish to take AP Calculus as a senior. This two-period, two-credit Advanced Placement Calculus course first develops pre-calculus topics, followed by differential and integral calculus, and terminates with a variety of linear algebra and advanced algebra topics. Students will be required to take the Advanced Placement exam in May. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

AP Statistics: 1 Credit, MHS

Prerequisite: Successful completion of Algebra 2 or permission of the department

This course is a rigorous college level course of study which introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to the following four board conceptual themes: exploring data: observing patterns and departures from patterns, planning a study: deciding what and how to measure, anticipating patterns in advance: producing models using probability and simulation, and statistical inference: confirming models. Students will be required to take the Advanced Placement exam in May. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

AP Calculus AB: 1 Credit, MHS

Prerequisite: Successful completion of Pre-Calculus AB or BC Accelerated. A summer assignment is required for this course

This course is a rigorous college level course of study which covers the major topics of differential and integral calculus. The aim of this course is to develop an understanding of the concepts of Calculus, as well as, an ability to apply these concepts in solving related problems. Theoretical concepts will also be presented and developed. The use of the graphing calculator is an integral part of this course. Students will be required to take the Advanced Placement exam in May and a local final examination in June. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

AP Calculus BC: 1 Credit, MHS

Prerequisite: Successful completion of Pre-Calculus BC Accelerated or permission of the department

This course is designed for students of exceptional ability who have demonstrated excellence in Pre-Calculus Accelerated. This course meets daily, with an additional period every other day. This course is extremely rigorous and fast-paced as it covers the major topics of differential and integral calculus as well as the topics of sequences, series, vectors, parametric equations and polar equations. The aim of this course is to develop an understanding of the concepts of Calculus, as well as an ability to apply these concepts in solving related problems. Theoretical concepts will also be presented and developed. The use of the graphing calculator is an integral part of this course. Students will be required to take the Advanced Placement exam in May and a local final examination in June. A summer assignment is required for this course. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

COMPUTER SCIENCE COURSES

Computer Programming Languages: .5 Credit, Ames

Formerly known as Computer Programming I - A Look into Computer Programming Languages

The goal of this course is to allow students to be exposed to a variety of different programming languages that they may encounter in their future careers. It will fill the gap that occurs for students who are not ready to commit to (or do not have room in their schedule for) AP Computer Science Principles in 9th grade but wish to start and/or continue with computer programming. It will also help prepare them to take other computer courses at MHS. This is an alternate day, full year course that will touch on a variety of different programming languages through hands-on computer programming projects. It will allow students to become better problem solvers and critical thinkers as they have fun exploring the world of programming.

Exploring the Language of Python: 1 Credit, MHS

Formerly known as Computer Programming II - Python

Python is a programming language with a simple syntax and is beginner friendly. It is commonly used for developing websites and software, data analysis, and data visualization. This course in Python teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. The course takes a mainly graphical approach, creating games and other interactive programs. As would be done in real-world applications, these programs are built up in stages, adding layers of complexity as new concepts are introduced.

Computer Programming - Java: .5 Credit, MHS

This course is designed to introduce students to the concepts of computer programming in the Java language. Developers use Java to construct applications in laptops, data centers, game consoles, cell phones, and other devices. Major topics to be covered include programming methodology, problem solving, and data manipulation. The enhancement of problem-solving skills and reasoning abilities will assist students in every subject area. The course takes a textual approach. Code will be written utilizing both application and applet interfaces. This is a recommended course for those students who elect to take AP Computer Science A in a subsequent year.

AP Computer Science Principles: 1 Credit, Ames/MHS

Prerequisite: Successful completion of Algebra I or Intro to Computer Science Principles

This course is designed to introduce students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. This

rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. To appeal to a broader audience, including those often underrepresented in computing, this course highlights the relevance of computer science by emphasizing the vital impact advances in computing have on people and society. By focusing the course beyond the study of machines and systems, students also have the opportunity to investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies. The major areas of study in the course are organized around 7 big ideas: creativity, abstraction, data and information, algorithms, programming, the Internet, global impact. Students will be required to take the Advanced Placement exam in May and the local final examination in June. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

AP Computer Science A: 1 Credit, MHS

Prerequisite: Successful completion of Computer Programming II/ Exploring the Language of Python, Computer Programming - JAVA or AP Computer Science Principles

This course is designed for students who have a particular interest in computer programming. Students planning on pursuing computers after high school will have an excellent foundation upon completing this course. The development of algorithms strengthens students' problem-solving skills and reasoning abilities. The curriculum includes programming methodology using the JAVA language, data manipulation, and introduction to data structures, computer systems, and computer ethics. Case studies are used to familiarize students with software design. Students will be required to take the Advanced Placement exam in May and the local final examination in June. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

MUSIC

Mr. Vincent Green
Director of Fine and Performing Arts
vgreen@msd.k12.ny.us
516-308-5085



MUSIC DEPARTMENT

The overall objectives of the Music Department are: to offer students an understanding of music through the study of its structure and component parts; to extend his/her musical preferences through the presentation of a broader range of music of the world; to widen their sensitivity and emotional response to music, to stimulate and encourage creative thought and activity; and to provide performance opportunities for in-depth understanding of music and individual musical development.

MUSIC COURSE OBJECTIVES

- Offer students an understanding of music through the study of its structure and component parts
- Extend a student's musical preferences through the presentation of a broader range of music of the world
- Widen a student's sensitivity and emotional response to music
- Stimulate and encourage creative thought and activity
- Provide performance opportunities for in-depth understanding of music and individual musical development

BAND PROGRAM COURSES

Freshman Band: 1 Credit, Ames

This course is open to students after successful completion of 8th Grade Band or by audition. Students must have previous band training. Freshman Band is designed for those instrumentalists who have demonstrated knowledge of basic musicianship. It provides an opportunity to study and perform the musical works of major composers. A variety of performance experiences is offered, including formal concerts, solo, and small ensemble experience. Students attend Freshman Band each day with an additional mandatory weekly rotating small-group lesson. Additional home study is required. All band members are required to participate in all school-sponsored performances.

MHS Band: 1 Credit, MHS

This course is open to students upon successful completion of 9th Grade Band or by audition. Students attend Band each day with an additional mandatory weekly rotating small-group lesson. Practice at home is required for success in this course. Grades are based on successful participation in performances, rehearsals and lessons. An audition each fall determines whether students will participate in Symphonic Band or Wind Ensemble. All students participate in the Massapequa High School Marching Band and must meet all attendance requirements for weekend and evening performances. Students participating in the MHS Band program are provided the opportunity to study and perform a wide variety of compositions and arrangements for both concert and marching ensembles.

Jazz Ensemble: No Credit, *Open to students in Grades 9 - 12*

The Massapequa High School Jazz Ensemble is a co-curricular select performing group. Members are chosen through an audition process held at the beginning of each school year. The ensemble performs a variety of jazz music, including both traditional and contemporary works, with an emphasis placed on jazz phrasing, style, and improvisation. The ensemble is generally open to saxophones, trumpets, trombones, and rhythm section (piano, acoustic or electric bass, guitar, drums), but this is subject to change based on the needs of the ensemble. Jazz Ensemble rehearses one night each week for two hours. Wind and brass students wishing to participate must be enrolled in the MHS/Ames instrumental program. Piano, guitar, and electric bass players may audition without being enrolled, but preference will be given to students enrolled in curricular music courses.

CHORAL PROGRAM COURSES

Freshman Choir: 1 Credit, Ames

Students are admitted to the Freshman Choir after successful completion of 8th Grade Chorus or by audition indicating superior ability in sight-reading and vocal production. Throughout the year, Freshman Choir students work toward an autonomous musical experience. Study includes a variety of musical genres, sung in large and small ensembles, with solo opportunities that include the NYSSMA Solo Festival. Students attend Freshman Choir each day with an additional mandatory weekly rotating small-group lesson. Grading is based on progress in a number of musical disciplines, including history, theory, vocal-production, and most importantly, music reading skills. Attendance is mandatory for all school-sponsored performances.

Treble Choir: 1 Credit, MHS; *open to all Treble Voices in Grade 10*

Students are admitted to Treble Choir after successful completion of Freshman Choir or by audition. Vocal production and musical sensitivity are further developed for all, with emphasis on analysis and performance of the larger works of major composers. Works may include four-part unaccompanied literature and major works with English and foreign texts. A variety of performance experiences are offered, including small ensemble and solo opportunities that include the NYSSMA Solo Festival. Members are required to participate in all scheduled performances. Students attend Treble Choir each day with an additional mandatory weekly rotating small-group lesson. Practice at home is required for success in this course. Grading is based on musical development in rehearsals, performances, and lessons.

A Cappella Choir: 1 Credit, MHS; *open to male students in Grades 10 - 12 and female students in Grades 11 and 12*

This course is open to students after successful completion of Freshman Choir Program (for 10th grade tenors and basses) or Treble Choir (for 11th grade altos and sopranos) or by audition indicating superior ability in sight-reading and vocal production. Vocal production and musical sensitivity are further developed for all, with emphasis on analysis and performance of the larger works of major composers. Works may include eight-part unaccompanied literature and major works with English and foreign texts. A variety of performance experiences are offered, including small ensemble and solo opportunities that include the NYSSMA Solo Festival. Members are required to participate in all scheduled performances. Students attend A Cappella Choir each day with an additional mandatory weekly rotating small-group lesson. Practice at home is required for success in this course. Grading is based on musical development in rehearsals, performances, and lessons.

Crooners: No credit, *Open to Tenor and Bass students in Grades 9 - 12*

Massapequa High School Crooners is a co-curricular ensemble and is an extension of the studies that take place in the choral classroom. This ensemble is geared toward more advanced singers. For this reason, anyone who wishes to audition for Crooners must be in one of the curricular choral ensembles offered at the high school level (Ames Campus or MHS Main Campus). Students wishing to audition for Crooners must meet the following criteria:

- Membership in one of the MHS choral ensembles with a minimum average of a 90
- Possess sight reading skills at Level 5 or 6 NYSSMA as determined by **one** of the following:
 - a NYSSMA solo evaluation (earning a minimum sight-reading score of 7 out of 10 and a cumulative minimum score of 93
 - the recommendation of the current school chorus teacher attesting to the fact that the student's sight-reading ability meets the aforementioned criteria

Chordettes: No Credit, *Open to Soprano and Alto students in Grades 9 - 12*

Massapequa High School Chordettes is a co-curricular ensemble and is an extension of the studies that take place in the choral classroom. This ensemble is geared toward more advanced singers. For this reason, anyone who wishes to audition for Chordettes must be in one of the curricular choral ensembles offered at the high school level (Ames Campus or MHS Main Campus). Students wishing to audition for Chordettes must meet the following criteria:

- Membership in one of the MHS choral ensembles with a minimum average of a 90
- Possess sight reading skills at Level 5 or 6 NYSSMA as determined by **one** of the following:
 - a NYSSMA solo evaluation (earning a minimum sight-reading score of 7 out of 10 and a cumulative minimum score of 93
 - the recommendation of the current school chorus teacher attesting to the fact that the student's sight-reading ability meets the aforementioned criteria

ORCHESTRAL PROGRAM COURSES

Freshman Symphony: 1 Credit, Ames

The Orchestra is open to students after successful completion of 8th Grade Orchestra or by audition. Students must have had previous orchestral experience. The objectives are to develop and emphasize ensemble playing, orchestral techniques, tone production, sight reading and musicianship. Members are required to participate in all school sponsored performances. Students attend Freshman Symphony each day with an additional mandatory weekly rotating small-group lesson. Additional home study is required. Grading is based on musical development in performances, rehearsals, and lessons.

MHS Orchestra: 1 Credit, MHS

This course is open to students after successful completion of 9th Grade Orchestra or by audition. Students must have previous orchestral training. All students must demonstrate a knowledge of basic musicianship. Students attend MHS Orchestra each day with an additional mandatory weekly rotating small-group lesson. Additional home study is required. All orchestra members are required to participate in all school sponsored activities. Grading is based on musical development in performances, rehearsals, and lessons. All students are provided the opportunity to study and perform the musical compositions of major composers.

Poparazzi: No Credit, *Open to students in Grades 9 - 12*

Poparazzi is a co-curricular string ensemble and is an extension of studies that take place in the orchestral classroom. This ensemble performs Rock and Pop music. Students must be in one of the curricular orchestra ensembles offered at the high school level (Ames Campus or MHS Main Campus).

MUSIC ELECTIVE COURSES

Music in Our Lives: 1 Credit, Ames

This course is an extension of the 8th grade General Music curriculum and is offered for those desiring a broad general background in the musical arts as part of their general education. The course offers a wide variety of musical experiences based upon the understanding, knowledge, appreciation, and application of the fundamental elements and principles of music. **The ability to perform on various instruments and in various styles will be explored and developed.** It is a full year course. The State Education Department recommends this course to meet the Art/Music requirement for the high school diploma.

COLLEGE LEVEL MUSIC ELECTIVE COURSES

The following course is open to 11th and 12th grade students as a college level course. Students who have a general overall average of 80 and acceptable scores on the PSAT/NMSQT examination are eligible for these courses. Upon successful completion, students will receive college credit from Nassau Community College, which is transferable to many colleges. Students must apply and to NCC and will have registration and per credit costs for enrollment. Upon successful completion of the two semester courses, they will receive Massapequa High School credit as well as college credit. Students are not permitted to sit for these courses without making application and payments to NCC. Note- Transfer credit practices vary from college to college and therefore cannot be guaranteed in advance.

College Music Theory I and II: .5 / .5 Credit, MHS; *mandatory 6 College Credits, Nassau Community College*

- **Semester 1 (Fall) and Semester 2 (Spring)** - This college-level course combines Music Theory with Keyboard Harmony and Sight Singing. Students will study intervals and inversions, chord analysis using figured bass symbols, harmonic analysis, and part-writing. Basic keyboard skills include the ability to perform at the keyboard through a familiarity with close-position chord usage while developing hand/hand, hand/eye, and hand/ear coordination. Students will sing and identify diatonic chords, inversions and intervals with good intonation and supported vocal production necessary to maintain such intonation. Students will develop the ability to conduct a meter and understand how counting can be used to understand rhythmic structure, as well as the ability to take dictation of rhythms and melodies. **Students enrolling in College Music Theory must have a strong background in performing music or a history of private music instruction to be successful.**

PHYSICAL EDUCATION

Mr. Brian Rath

Physical Education and Athletics Chairperson

brath@msd.k12.ny.us

516-308-5980



PHYSICAL EDUCATION DEPARTMENT

The Physical Education program is a required subject area that makes an integral contribution to the entire educational process. It is based upon the acquisition of knowledge, skills, attitudes and values that are the foundation for engaging in physical activity. Every student is required to obtain 2 credits of Physical Education in order to graduate.

PHYSICAL EDUCATION COURSES

Grade 9: Semester 1 (.25 Credit) / Semester 2 (.25 Credit), Ames

Grade 10:

- **Semester 1 - Personal Fitness and Wellness Component (.25 Credit), MHS**
 - Personal fitness and wellness has been a focus of study that has been well established during the past thirty years. It is a balance between physical fitness, lifetime activities, disease prevention, stress management, nutrition and safety. The Personal Fitness and Wellness course is designed to incorporate classroom instruction and laboratory activities to reinforce cognitive concepts of exercise science and physiology. It will include a written record of the students' own personal fitness and physical education activities. The program emphasizes individual personalities and attitudes to actively involve students in their learning experience. The cumulative goal for this course is that all students understand that they can be active, healthy and physically literate.
 - The course will provide the opportunity for each student to develop knowledge and patterns of physical activity consistent with lifelong maintenance of overall health. Students will learn to monitor and assess their fitness level, design their own personal fitness program and maintain a desired level of fitness. This course will motivate students to understand the concepts of health-related fitness and the importance of one's health and fitness.
- **Semester 2 (.25 Credit), MHS**

Grade 11: Semester 1 (.25 Credit) / Semester 2 (.25 Credit), MHS

Grade 12: Semester 1 (.25 Credit) / Semester 2 (.25 Credit), MHS

Physical Education Leadership: Full Year, Alternate Day, (.5 Credit), MHS

Students in this course will, in addition to the regular physical education curriculum, be involved in a variety of workshops, initiatives and events to raise awareness of critical academic, athletic and social issues in today's society. Participants will develop valuable leadership skills and create a connection with other student groups (i.e.: elementary and middle school students) in the Massapequa community. This course aims to provide a platform to create meaningful positive change throughout the Massapequa School District. ***Note: this course is for students in Grade 12 only and will take the place of their regular grade 12 physical education course.***

Prerequisites:

- Recommendation from Physical Education staff
- Completion of PE Leadership application form
- Final average of 90 or above in Semester 1 and Semester 2 physical education courses of previous school year
- Average of 90 or above in Quarter 1 of physical education course of current school year

PHYSICAL EDUCATION ELECTIVE COURSES

Advanced Fitness for Life: .5 Credit, MHS

This course will introduce students to various concepts and principles of advanced fitness and athletic enhancement in order to improve health, fitness, and overall wellness. Students will be provided with the skills and knowledge necessary to safely perform various exercises while utilizing different equipment in the weight room. Students will review and incorporate various exercise programs and progressions and their usage towards different fitness goals. Students will explore basic principles of flexibility training, mobility work, and recovery concepts to provide students with an all-encompassing program that promotes healthy lifestyle.

Students will be provided with a digital notebook that will be used to take notes, research various exercise programs, and track their personal workouts. Students will have the opportunity to create personal workouts around the various exercise programs that they will perform and provide self-reflection afterwards. Students will have the opportunity to research and present various fitness apps/tracking devices as well as fitness/nutrition influencers on social media. This will expose students to the technology side of fitness as well as prominent figures in the fitness industry. The fitness notebook will serve as a final project for the students.

Prerequisite: Students must have received a Grade of 80 or better in 10th Grade Personal Fitness Class. ***Grade 11 and 12 students only***

College Introduction to Sports Medicine: .5 Credit, optional 3 College Credits, Adelphi University

This full year, alternate day course will introduce the scope of sports medicine and all the related professions associated with this field of study. Applications of theoretical concepts in anatomy, physiology and exercise science will be the focus of this program. Students will learn about the prevention, evaluation, and treatment of athletic injury and illness and will be provided the opportunity to acquire field experience hours within a local professional setting. Certification for CPR/AED and First Aid will be made available to all students.

This rigorous and relevant course has been approved for three college credits through Adelphi University and will be offered to the students participating in this class. Review of literature in sports medicine, exercise science, conditioning and training, injuries, nutrition and weight control is essential. Applicable to students pursuing a career or further study in physical education, pre-med, physical therapy, nursing, exercise science and coaching.

Prerequisites: Students must have received an 80 average or higher in both Regents Living Environment and in the Physical Education Personal Fitness and Wellness Course. ***Grade 11 and 12 students only***

PHYSICAL EDUCATION DEPARTMENT INFORMATION

Activities

Activities or modification of activities will be selected from the following categories:

- Team Passing Sports: basketball, field hockey, floor hockey, football, lacrosse, speedball, soccer, team handball and ultimate Frisbee
- Net/Wall Sports: badminton, handball, paddleball, pickleball, tennis, volleyball
- Striking/Fielding Sports: baseball, softball

- Target Sports: archery, bowling, golf, frisbee golf
- Dance: aerobic, square; Gymnastics/Tumbling
- Personal Performance Activities: circuit training, physical fitness and conditioning, karate, self-defense, project adventure activities, weight training; pilates rings; physioball; kettlebell; fitness bands and fitness bars; track and field; recreational and lawn game activities

Grading and Evaluation

Physical Education is a semester course. Each student will receive a grade for the first and the second quarter. The cumulative average of the two quarters will result in the semester grade. If a student fails for the semester, then that student must repeat the entire semester to receive credit. Assessment and evaluation based on learning outcomes and standards is an integral component of the physical education program. Evaluation will include end of the unit performance tasks, formative assessments of skills, knowledge and attitudes, preparedness, participation and attendance. Any student who is unprepared for class shall not be allowed to participate in any activity. Participation is required and will be defined as “being actively and cooperatively engaged in the activity.” Students are required to attend all scheduled physical education classes to receive credit. Student athletes who do not participate in the regularly scheduled physical education class may not participate in an after-school event that specific day. All students are required to complete the Physical Best Fitnessgram Assessment during the first and fourth quarters.

Make-up Classes

Students will be afforded the opportunity to make-up any legal absences and legal excuses from class. The make-up class will be arranged in advance between the student and teacher and only during the activity in which the legal excuse occurred. Students may only make-up one class per day. Teachers will inform the students of their scheduled after school make-up day at the beginning of the first marking period. The students can make up a class with their teacher of record on the assigned make-up day or with the teacher of record during the student’s free period that coincides with the teacher’s teaching schedule. In the event of a conflict the student with prior approval may attend any after school make-up session with the assigned teacher of the day. Any classes that are not made up will result in a zero grade for that day. Students who have illegal absences, illegal excuses and cuts will not be permitted to make up any classes.

PEX Program

Students who will be medically excused from physical education class will be assigned a study hall during their regularly scheduled class. These students are required to attend PEX study hall and complete PEX assigned written work in order to receive credit for their physical education class. The students are responsible for obtaining the assignments and pass code from their physical education teacher. All work will be downloaded from the District Physical Education website and returned to the teacher of record by the assigned due date. A doctor’s note is required at the onset of the illness or injury which will be accepted by the nurse’s office as valid. Teachers will then be notified by the nurse’s office of the PEX assignment. The physical education teacher will assign a PEX study hall and notify the PEX study hall teacher of the duration of this assignment.

Students with a temporary disability will be excused from participation after presenting a note from their parent or guardian and will be required to physically make-up the class or classes. A doctor’s note is required for non-participation over a one-week period of time with the specific duration of exemption indicated by the doctor. At this point, the student will be required to complete the assigned PEX work. In the event a return date or the duration of non-participation is not provided, the student will report to the assigned study hall until further notification by the nurse.

Lockers and Security

All students are provided with a lock and locker assignment. Students may not share lockers and will receive an un-prepared for each class that this condition exists. It is the responsibility of each student to lock up his/her locker during the class period. The Physical Education Department will not be responsible for any items left in an unlocked locker or out on the floor. Personal items found can be picked up before or after school in the chairperson's office.

Jewelry/Cell Phone

All jewelry and cell phones are prohibited and must be removed and securely stored away before participating in any activity to ensure each student's safety.

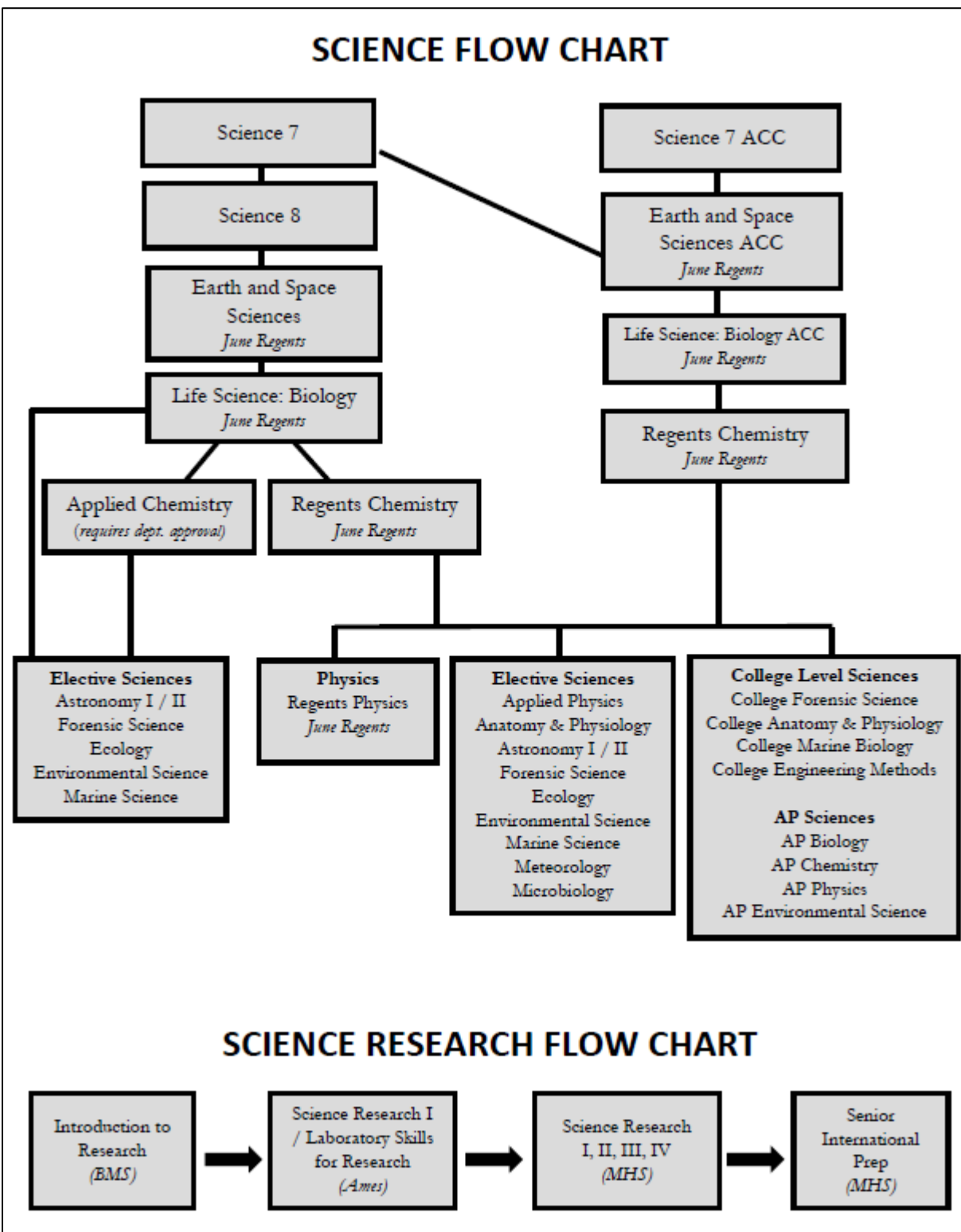
SCIENCE

Mr. Daniel Mezzafonte
Supervisor of Science 6-12
dmezzafonte@msd.k12.ny.us
516-308-5973



SCIENCE DEPARTMENT

A variety of courses are available to students through the science department. These courses often differ in approach and depth. Selection of courses should be made after consultation with parents, counselors, and current science teachers. Students should be aware of the requirements for each course and consider their own interests and abilities. The usual sequence for Regents courses is Earth Science, Biology, Chemistry, and Physics.



All courses end in a NYS Regents Assessment
All Regents science classes are full year courses that meet daily with a laboratory section meeting on alternate days.

Regents Earth and Space Sciences: 1 Credit, Ames

This course covers the fundamentals of geology, meteorology, and astronomy. This Regents-level course will focus on all areas of the New York State Earth and Space Sciences curriculum. The course will emphasize reading comprehension and critical thinking. Regents Earth and Space Sciences will begin the Regents science sequence. This full year course meets daily with a laboratory section meeting on alternate days. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination.

Regents Life Science: Biology Accelerated - 1 Credit, Ames

This course provides a broad understanding of the fundamentals of biology. This Regents-level course will follow the New York State Life Science: Biology curriculum, with the inclusion of enrichment activities for those students that have completed Accelerated Earth Science. Students in this course are expected to proceed to Regents Chemistry the following year. This full year course meets daily with a laboratory section meeting on alternate days. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination.

Regents Life Science: Biology - 1 Credit, MHS

This course provides a broad understanding of the fundamentals of biology. Students should take this course after completing Earth Science to continue their Regents science sequence. This Regents-level course will follow the New York State Life Science: Biology curriculum. This full year course meets daily with a laboratory section meeting on alternate days. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination.

Regents Chemistry: 1 Credit, MHS

Prerequisite: Successful completion of Earth Science, Biology, Algebra 1 and Geometry* and current science teacher recommendation. Corequisite: Algebra 2 or Advanced Algebra**. A recommended minimum 80 average in science and math. (*Students who are co-enrolled in Geometry require the Science Supervisor's approval. **Students should be programmed for Chemistry Support.)

This course presents the general principles of chemistry, including a study of how matter interacts. The course will follow the New York State Physical Setting: Chemistry curriculum. This full year course meets daily with a laboratory section meeting on alternate days. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination.

Regents Physics: 1 Credit, MHS

Prerequisite: Successful completion of three Regents science courses and current science teacher recommendation. It is highly suggested that students are co-enrolled in OR have successfully completed Algebra 2. If a student has not completed Algebra 2 or is enrolled in a math course of lesser rigor than Algebra 2, Science Supervisor approval is needed. A recommended minimum 80 average in science and math.

This course emphasizes the concepts that underlie the study of physics, including mechanics, waves, electricity, and atomic structure. The course will follow the New York State Regents Physics Core curriculum and it requires a superior understanding of mathematical concepts. This full year course meets daily with a laboratory section meeting on alternate days. A successful completion of 1200 minutes of laboratory experience with satisfactory written reports is a prerequisite for admission to the Regents examination.

COLLEGE LEVEL SCIENCE COURSES

AP Environmental Science: 1 Credit, MHS

Prerequisite: Successful completion of Regents Earth Science, Biology, and Chemistry and current science teacher recommendation. Students may be co-enrolled in Regents Chemistry.

This is a rigorous college-level course offered to students who have excelled in previous science courses and have an interest in environmental issues. Environmental Science examines the local and global environment to study how informed choices will improve the quality of life in the future. Field trips, guest speakers, and field work are integral parts of this course. This full year course meets daily with a laboratory section meeting on alternate days. Students must take the Advanced Placement exam in May. Students must complete a summer assignment. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

AP Biology: 1 Credit, MHS

Prerequisite: Successful completion of Regents Earth Science, Biology, and Chemistry AND current science teacher recommendation. Minimum Biology Regents grade of 85 with an average of 80 in two additional Regents Science courses.

This is a rigorous college-level course offered to those students who have excelled in Regents Science courses. This course meets for two periods each day. Students who take this course must have the necessary time and interest in doing the outside work necessary for success. Those successfully completing this course may be eligible for college credit. Students must take the Advanced Placement exam in May. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

AP Chemistry: 1 Credit, MHS

Prerequisite: Successful completion of Regents Earth Science and Biology and current science teacher recommendation. It is highly suggested that students have successfully completed or are co-enrolled in Algebra 2. If a student is enrolled in a math course of lesser rigor than Algebra 2, Science Supervisor approval is needed.

This is a rigorous college-level course offered to those students who have excelled in Regents Earth Science, Biology, and Chemistry. This course meets for two periods each day. Students who are accelerated in science and mathematics may take this course during their sophomore year with science teacher recommendation. In addition to taking the Advanced Placement exam in May, such students will also sit for the Regents Chemistry exam in June. This course is also offered to students who have successfully completed Regents Chemistry. Students who take this course must have the necessary time and interest in doing the outside work necessary for success. Students must take the Advanced Placement exam in May. Those successfully completing this course may be eligible for college credit. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

AP Physics 1: 1 Credit, MHS

Prerequisite: Successful completion of Earth Science, Biology, and Regents or AP Chemistry; Chemistry grades equal to or above 85 and current science teacher recommendation; student should have completed Algebra 2; for students not accelerated in mathematics, Science Supervisor approval is needed.

This is a rigorous course designed to give students experience with college-level algebra based introductory physics while meeting the Regents Physics standards as well. This course meets for two periods each day. Students must take the AP Physics 1 exam in May and the Regents exam in June. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

AP Physics 2: 1 Credit, MHS

Prerequisite: Regents or AP Physics 1; Precalculus is a prerequisite or a corequisite

This year long introductory college course in algebra-based physics is open to students that have completed a prior Physics course. Students will explore topics such as fluids, thermodynamics, electric force, optics and quantum, atomic and nuclear physics. This full year course meets daily with a laboratory section meeting on alternate days. Students must take the AP Physics 2 exam in May. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

AP Physics C: 1 Credit, MHS

Prerequisite: Minimum of 85 in Regents Physics or 80 in AP Physics 1 and 2 and Pre-Calculus AB or BC Accelerated; Corequisite: AP Calculus AB or BC

This is a rigorous college level course offered to seniors who excelled in Regents Physics/Physics 1 and 2 and Pre-Calculus Accelerated. This course meets for two periods each day. The AP Physics C (physics with calculus) curriculum is followed, including one semester each of classical mechanics and electromagnetic phenomena, integrating calculus applications to solve physics problems. Students must take the AP exam in May, and a midterm exam. Students may be eligible to receive one or two semesters of college credit. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

College Anatomy and Physiology: 1 Credit, MHS; optional 8 College Credits, Stony Brook University

Prerequisite: Successful completion of Regents Biology, Regents or AP Chemistry and recommendation by current science teacher. Students who have NOT completed Anatomy & Physiology require Science Supervisor approval.

This course is available to students in grades 11 and 12 who meet the criteria established by Stony Brook University. The goal of this two-semester course is to develop a detailed understanding of the structure and function of the human body and the mechanisms to maintain homeostasis. Students will study the body in depth from the chemical and cellular level to the body systems. Dissections are required in this course as part of the laboratory experience. This full year course meets daily with a laboratory section meeting on alternate days. Students in this course are required to purchase a laboratory manual.

College Forensic Technology: 1 Credit, MHS; optional 6 College Credits, LIU/Post

Prerequisite: Successful completion of Regents Biology, Regents or AP Chemistry, successful completion of Forensic Science and recommendation by current science teacher. Students who have NOT completed Forensic Science require Science Supervisor approval.

Students who meet the criteria established by LIU/Post Center may take this course. Students must apply to and be accepted by the LIU/Post Center. The goal of this SCALE (Secondary Collegial Articulated Learning Experience) is to expand on the concepts and techniques acquired in the Forensic Science course and provide an in-depth study of crime scene investigations, forensic psychology, toxicology, DNA evidence and their role in the criminal justice system. Students will receive one Massapequa High School science credit as well as college credit upon successful completion of this two-semester course.

College Marine Biology: 1 Credit, MHS; optional 4 College Credits, LIU Post

Prerequisite: Successful completion of Regents Biology, Regents Chemistry, and recommendation by current science teacher.

Students who meet the criteria established by LIU/Post Center may take this course. Students must apply to and be accepted by the LIU/Post Center. This course introduces students to life in marine waters. Topics include physical and biological properties of marine waters, identification and characterization of major groups of marine plants and animals as well as adaptive modifications to marine environments they have, and the special nature and diversity of marine ecosystems. Field and laboratory work emphasizes methods of collecting, sampling, and analyzing marine organisms.

College Engineering Methods: 1 Credit, MHS; optional 3 College Credits, Hofstra University, Grade 11 and 12 Student only

In this Science, Technology, Engineering and Math (STEM) course students will study, design, build and test electro-mechanical systems. Students will learn computer programming in MATLAB and then use the software to solve authentic engineering problems. This course includes "hands on" exercises where students work in teams to build electro-mechanical systems. Students will use mathematical equations, apply engineering principles and use MATLAB software to study the systems and predict system performance.

This course is a required freshman course for all Hofstra engineering students. Most engineering programs at other colleges require a similar course integrating MATLAB software as a computational tool for solving engineering problems as a first-year course. Students interested in college credit must apply to Hofstra and pay a fee. Upon successful completion, students will be granted 3 credits. This course meets for one period daily. **Prerequisite or Corequisite: Physics**

SCIENCE ELECTIVE COURSES

Applied Chemistry: 1 Credit, MHS

Prerequisite: *Regents Earth Science and Living Environment and departmental approval from the Science Supervisor*

This course is designed to provide students with an overview of basic chemical concepts and laboratory practices. Students will study the relationship between matter and energy and the applications to the physical world. Demonstrations, hands-on and laboratory activities are integral components of the course. This full year course meets daily with a laboratory section meeting on alternate days.

Ecology: .5 Credit, MHS

This course is designed for students that are interested in learning more about ecological systems, specifically Long Island Ecosystems, reducing the use of plastics in the environment and practical ways that they can make a difference in the environment. Students must enjoy project-based learning and working in small groups. Projects may include a recycling initiative, making products such as soaps, and other personal use items to reduce the consumption of plastics. This course is not to be used to fulfill a third-year science requirement and meets as an alternating day course.

Environmental Science: 1 Credit, MHS

This course will explore the environmental problems that the world is facing with respect to human population growth, climate change, energy consumption, human demand and resources, recycling and pollution from both a scientific perspective as well as the sociological perspective. The course will use a hands-on approach when possible to explore the concepts. Students will learn the interconnectedness of life, energy flow and the effect of human impact on the environment while learning science skills such as data analysis, graphing and the use of technology.

Meteorology: .5 Credit, Ames

Prerequisite: *Accelerated Earth Science; Corequisite: Accelerated Biology*

This course will allow students to further develop their understanding of the atmospheric sciences learned in Accelerated Earth Science and apply their skills to forecast the weather. Students will learn to read and interpret weather maps, surface data, upper air data and computer forecasting models. In class weather forecasting competitions will be conducted during the second semester to allow students to perfect their forecasting skills using real-time data.

Astronomy I (Fall) and Astronomy II (Spring): .5 Credit/.5 Credit, MHS

Prerequisite: *Successful completion of two Regents Science courses as well as Geometry, or departmental permission.*

- **Astronomy I: The Night Sky (Fall)** - This course applies the basic concepts of the physical sciences to the study of the universe. Topics include the movements of the sun and moon, stars of the night sky, the celestial sphere, constellations with Greek mythology, and modern constellations. This course can also be taken individually as an alternate day course.
- **Astronomy II: The Solar System and Beyond (Spring)** - In this course students will study the solar system, planets, spectra, star classification, galaxies, deep sky objects, cosmology, and the search for extraterrestrial life.

Applied Physics: 1 Credit, MHS

Prerequisite: *Successful completion of two years of science, as well as Geometry.*

An activities-oriented laboratory course that emphasizes the applications of physics principles to the technologies of the modern high-tech world. Some topics included in the course are mechanics, electricity, magnetism and waves. This full year course meets daily with a laboratory section meeting on alternate days. Laboratory experiences are an integral component of the course.

Microbiology: .5 Credit, MHS

Prerequisite: *Minimum average of 80 in two (2) Regents Science courses*

Microorganisms are everywhere. What role do they play in health and medicine? How are they studied? The curriculum uncovers the role of microbes and their relationship to human health. Laboratory activities include microbiological techniques to study bacteria and viruses as well as the application of biotechnology to industry health and medicine. This course is designed for students with above average science skills with a strong understanding of lab techniques.

Marine Science: 1 Credit, MHS

Prerequisite: *Successful completion of Earth Science and Biology suggested science average of 80.*

A study of Oceanography and Marine Biology. This diverse course explores the physical ocean and interaction of organisms that must adapt to its sometimes extreme and dynamic conditions. Course of study includes hands-on lab activities and field trips. Oceanography topics include tides, waves, currents, and the ocean's role in weather and climate. Marine Biology is taught through the study of various biological phyla and their adaptations to the marine environment.

Forensic Science: .5 Credit, MHS

Prerequisite: *Successful completion of two Regents science courses in which a grade of 80 or better was attained.*

This elective is designed for students who have demonstrated above average skills in science. The curriculum develops the concepts of Forensic Science by using hands-on laboratory techniques such as: DNA analysis, fingerprinting, blood typing, hair and fiber analysis, identification of questioned documents and other methods of identifying crime scene evidence. These techniques model those used in a Criminology Laboratory. Students are required to complete written reports.

Anatomy and Physiology: 1 Credit, MHS

Prerequisite: *Successful completion of Earth Science and Biology with a recommended minimum 80 average. The completion of chemistry is also highly recommended.*

This is a rigorous course devoted to the in-depth study of the structure and function of the human body. The organization of the body from the chemical and cellular level to the different body systems will be studied. Students will discover the interconnectedness of the different systems and their role in maintaining homeostasis.

Dissections will be performed as an integral part of the course. Career exploration will be incorporated into the course for those students interested in medicine, dentistry, nursing, sports medicine or any health-related field.

SCIENCE RESEARCH PROGRAM

Students selecting this four-year course sequence will pursue individual projects. The Massapequa High School Science Research Program is a highly successful effort that supports students who strive to achieve award-winning recognition in science research. This program reinforces New York State Regents standards by emphasizing critical thinking and the integration of Math, Science, and Technology in a project-oriented research environment. Students will choose a research topic, perform library and Internet research, conduct laboratory research, and present findings in both oral and written form at local and national competitions.

SCIENCE RESEARCH COURSES

Laboratory Skills for Research: .5 Credit, Ames

The goal of the course is to develop basic laboratory skills to assist students in performing independent science research in the future. Students will complete advanced high school and college-level labs in preparation for designing their independent research projects.

Science Research 1: .5 Credit, Ames/MHS

Introduces freshman and sophomores to the methods, techniques, and presentation skills of an independent science research project.

Science Research 2: .5 Credit, MHS

Intended for sophomores and juniors who are continuing their projects and emphasizes individual coaching rather than classroom presentations.

Science Research 3: .5 Credit, MHS

Designed for juniors and seniors who are finalizing their projects. Students will be expected to enter science competitions and/or contests. Class size will be limited. Enrollment will be determined by interest and performance in science, as well as by teacher recommendation.

Science Research 4: .5 Credit, MHS

Designed for juniors and seniors who are finalizing their projects. Students will be expected to enter science competitions and/or contests. Class size will be limited. Enrollment will be determined by interest and performance in science, as well as by teacher recommendation.

Senior International Prep: .5 Credit, MHS

Limited to seniors who have completed summer research in preparation for National competitions.

SOCIAL STUDIES

Mr. Jason Gelardi

Social Studies Curriculum Associate K-12

jgelardi@msd.k12.ny.us

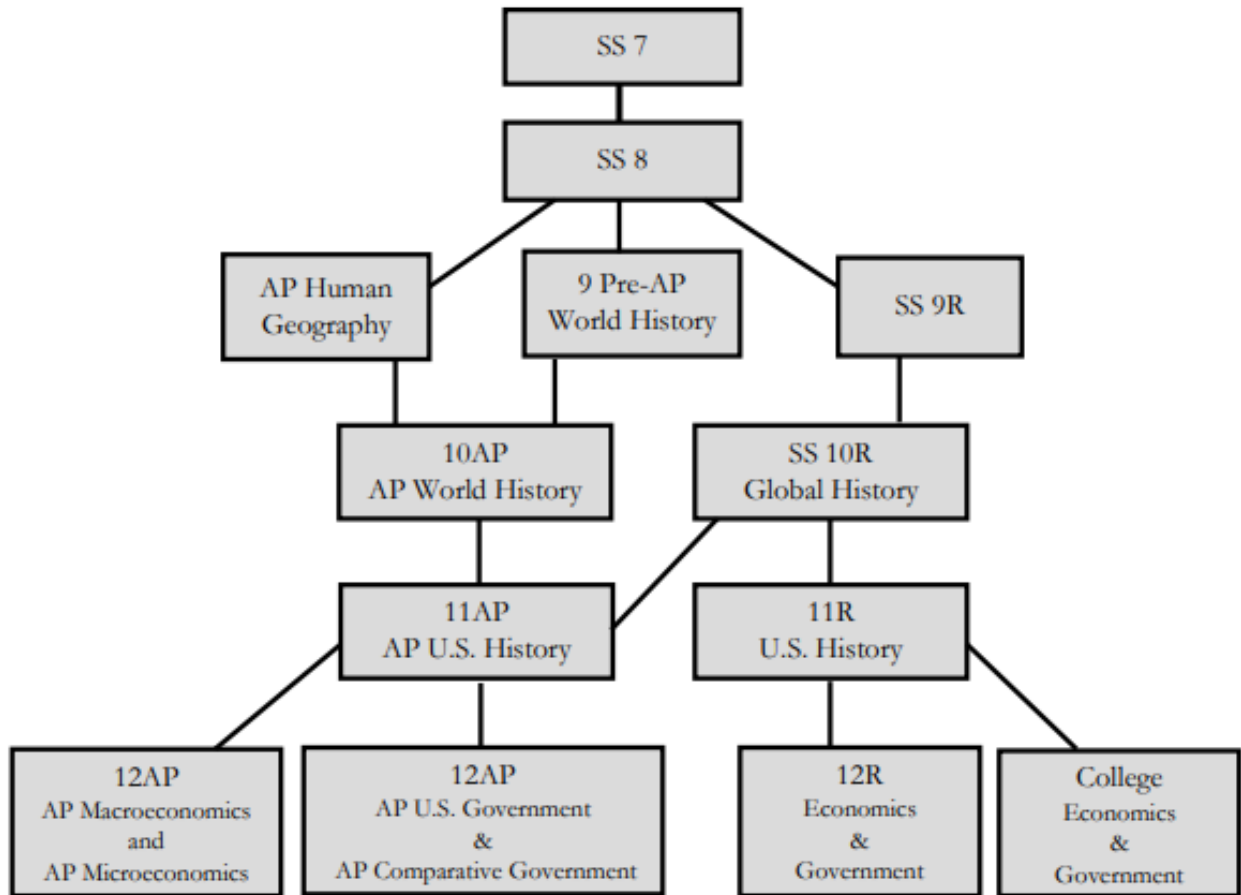
516-308-5971



SOCIAL STUDIES DEPARTMENT

Four years of social studies are required for graduation, and all courses are designed to meet the New York State Standards. In addition to the four prescribed units, electives will continue to be available for students to enrich their high school experience and advance their knowledge of social studies.

SOCIAL STUDIES DEPARTMENT FLOW CHART



Grade 10-12 Electives

Law 1

Law 2

Sports in American Culture

Grade 11-12 Electives

AP European History

College Sociology

Law III

Navigating New York

Psychology

Grade 12 Electives

College Criminal Justice

College Psychology

SOCIAL STUDIES 9 CREDIT COURSES

Social Studies 9 Regents - Global History and Geography: 1 Credit, Ames

This is a required course and constitutes the first half of the New York State Global History and Geography requirement. This curriculum begins with a unit on ancient civilizations and ends with “Renaissance, Reformation and Exploration.” Global History and Geography culminates in the 10th grade with a Global History Regents for all students. The Regents exam will assess the historical concepts, content, and skills learned in the course.

Social Studies 9 Pre-AP World History: 1 Credit, Ames

Although this is not an AP course, it is an introduction to the skills needed to succeed in AP history while fulfilling the requirement for the Grade 9 New York State Global History and Geography credit. The curriculum begins with the Pre-History Period and ends with the time period of Renaissance, Reformation and Exploration. Students will be introduced to historical research and independent study. They are encouraged to read critically and analytically from various interpretations of World History as they apply historical thinking skills when evaluating historical concepts and content.

Admission to this class will be open to students who have the recommendation of their 8th grade social studies teacher and/or their guidance counselor. If the students continue into the AP program, they will be required to take the Advanced Placement examination in May of their sophomore year and the Regents examination in Global History and Geography in June of the same year.

AP Human Geography: 1 Credit, Ames

This course is equivalent to an introductory college level course in Human Geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Specifically, through the interpretation of maps for geographical and statistical analysis. Students will learn concepts related to migration and landscape analysis to examine socio-economic organization and its environmental consequences. Students will be required to take the Advanced Placement Exam in May. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student’s transcript and AP weighting will NOT be applied.*

SOCIAL STUDIES 10 CREDIT COURSES

Social Studies 10 Regents - Global History and Geography: 1 Credit, MHS

This course is required for sophomores to meet the requirement of 10th grade Global History and Geography credit. It begins with a review of global concepts from grade nine and continues with a unit on “The Age of Absolutism” and culminates with “Modern Times”. In addition to the basic textbook, students are given opportunities to read primary sources and react to historical interpretations. Students are required to take the Global History and Geography Regents in June after completing the course. Taking, and passing, the Global History and Geography Regents examination is a requirement for graduation.

AP - World History: 1 Credit, MHS

This is an advanced level course in World History. The course meets the requirement for the 10th grade Global History and Geography credit. The focus of the course is an historical study of World History in which college texts and supplemental readings are used. Students will examine primary and secondary sources, as well as conflicting interpretations of history. Assignments and assessments will be on a rigorous college level, evaluating the historical changes in all aspects of human society in various chronological eras. Students are encouraged to read critically and analytically from various interpretations of World History as they apply

historical thinking skills when evaluating historical concepts and content. Students will be required to take the AP World History exam in May and the Global History and Geography Regents exam in June. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

SOCIAL STUDIES 11 CREDIT COURSES

Social Studies 11 Regents - United States History and Government: 1 Credit, MHS

This course is required for juniors to meet the requirement of 11th grade U.S. History and Government credit. The course is organized chronologically and emphasizes the development of the United States from the settlement of North America to its development as a global power. Additionally, constitutional and international issues are explored. Students are required to take the U.S. History and Government Regents at the conclusion of this course. Taking, and passing, a history Regents examination is a requirement for graduation.

AP - United States History: 1 Credit, MHS

This is an advanced level course in American History that meets the requirement for 11th grade U.S. History and Government. AP United States History is a rigorous college level course in which college textbooks and supplementary readings are used. Students are introduced to historical research and independent study. Essay work in this course will stress clarity of thought and expression and the ability to corroborate opinion with historical fact. Students are encouraged to read critically and analytically from various interpretations of United States History as they apply historical thinking skills when evaluating historical concepts and content. Students will be required to take the AP U.S. History Exam in May and the U.S. History and Government Regents examination in June. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

SOCIAL STUDIES 12 CREDIT COURSES

Social Studies 12 Regents: Economics and Government: .5 Credit/.5 Credit, MHS

- **Economics** - The purpose of this course is to provide an introduction to the study of economics. Economic issues will be identified, and the students will examine the topics in the context of history and current affairs.
- **Government** - This course supplements the American History course of the 11th grade by introducing through readings, films and guest speakers, a variety of timely subjects in the areas of American politics, current events and governmental issues.

College Economics and College U.S. Government: .5 Credit/.5 Credit, MHS; optional 6 Credits, St. John's University

- **College Economics** - This course provides students an opportunity to receive college credit and satisfy their 12th grade social studies requirement. Students will develop familiarity with economic performance measures, the financial sector, economic growth and international economics. This course provides an opportunity for students to receive college credit through St. John's University.
- **College U.S. Government** - This course provides students an opportunity to receive college credit and satisfy their 12th grade social studies requirement. Students will be introduced to key political ideas,

institutions, policies, roles, and behaviors that characterize the political culture of the United States. This course provides an opportunity for students to receive college credit through St. John's University. This course is co-enrolled with College Economics.

AP U.S. Government & Politics and AP Comparative Government & Politics: .5 Credit/.5 Credit, MHS

- **AP U.S. Government & Politics** - This is an advanced level course in American politics and government that must be taken along with AP Comparative Government & Politics. This is a rigorous college level course in which college level textbooks and supplementary readings are used to introduce students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The students will be required to take both the AP United States Government & Politics and the AP Comparative Government & Politics examinations in May. This course, co-enrolled with AP Comparative Government & Politics, satisfies the grade 12 social studies credit necessary for graduation. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*
- **AP Comparative Government & Politics** - This is an advanced level course in global politics and government that must be taken along with AP U.S. Government & Politics. This is a rigorous college level course in which college level textbooks and supplementary readings are used to introduce students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among various countries. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. The students will be required to take both the AP United States Government & Politics and the AP Comparative Government & Politics examinations in May. This course, co-enrolled with AP United States Government & Politics, satisfies the grade 12 social studies credit necessary for graduation. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

AP Macroeconomics and AP Microeconomics: .5 Credit/.5 Credit, MHS

- **AP Macroeconomics** - This is an advanced level course in economics that must be taken along with AP Microeconomics. This is a rigorous college level course in which college level textbooks and supplementary readings are used to provide students with an understanding of the principles that apply the behavior of individuals within an economic system. This course places particular emphasis on the study of the factors that drive the behavior of consumers and businesses. Students will also determine how markets function. Students will learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. The students will be required to take both the AP Macroeconomics and the AP Microeconomics examinations in May. This course, co-enrolled with AP Microeconomics, satisfies the grade 12 social studies credit necessary for graduation. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*
- **AP Microeconomics** - This is an advanced level course in economics that must be taken along with AP Macroeconomics. This is a rigorous college level course in which college level textbooks and supplementary readings are used to provide students with an understanding of the principles that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price level determination. Students will learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. The students will be required to take both the AP Macroeconomics and the AP Microeconomics examinations in May. This course, co-enrolled with AP Macroeconomics, satisfies the grade 12 social studies credit necessary for graduation. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

SOCIAL STUDIES ELECTIVE COURSES

Introduction to Law I (Fall) and Introduction to Law II (Spring): .5 Credit/.5 Credit, MHS

- **Intro to Law I: Civil Law (Fall)** - This elective course is designed to allow the student to gain an understanding of a citizen's legal rights and responsibilities. It will provide practical knowledge of civil laws such as contracts, torts, and family law. Students also learn and practice the basic skills of public speaking, debate, and crafting arguments. All students will participate in mock trial competitions as attorneys or witnesses. These competitions culminate in the law night competition that takes place at Village Court in Massapequa. This course can also be taken individually as an alternate day course.
- **Intro to Law II: Criminal Law (Spring)** - This course is designed for those students who have successfully completed Introduction to Law I - Civil Law. Using mock trial as a vehicle, students will participate in in-depth studies of criminal law, such as crimes against the person and against property. This course provides students with the opportunity to develop their ability to use expert testimony and evidence during a trial. It also allows students to further develop and practice their skills of public speaking, debate, and crafting arguments. All students will participate in mock trial competitions as attorneys or witnesses. These competitions culminate in a Law Day celebration which takes place in the Massapequa High School courtroom in front of practicing judges and attorneys.

Introduction to Law II (Fall) and Introduction to Law III (Spring): .5 Credit/.5 Credit, MHS

- **Intro to Law II: Criminal Law (Fall)** - This course is designed for those students who have successfully completed Introduction to Law I - Civil Law. Using mock trial as a vehicle, students will participate in in-depth studies of criminal law, such as crimes against the person and against property. This course provides students with the opportunity to develop their ability to use expert testimony and evidence during a trial. It also allows students to further develop and practice their skills of public speaking, debate, and crafting arguments. All students will participate in mock trial competitions as attorneys or witnesses. These competitions culminate in a Law Day celebration which takes place in the Massapequa High School courtroom in front of practicing judges and attorneys.
- **Intro to Law III: Model Supreme Court (Spring)** - After successful completion of Law I: Civil Law and Law II: Criminal Law, students will examine what happens to a case after trial through an in-depth study of the dual court system, and the U.S. Supreme Court. Along with the continuation of the Mock Trial activities developed in Law I and Law II, students will learn the art of Moot Court oral arguments, where students will act as both judges and lawyers in Supreme Court simulations.

Sports in American Culture: .5 Credit, MHS

Grade 10 - 12 students

This course will examine the nature of various sports and their role in American society, from an historical and contemporary perspective. Issues such as gender, race, class, ethnicity, nationalism and the role of the media will be examined. Students will also have the ability to explore the opportunities offered by the sports world on and off the field.

Navigating New York City: .5 Credit, MHS

Grade 11 and 12 students only

This course focuses on the social, economic and political history of New York City. This course will require outside readings, research papers and projects. It will also include a trip into Manhattan to see historical landmarks and navigate the New York City subway system.

Psychology: .5 Credit, MHS

Grade 11 and 12 students only

This course concentrates on areas such as learning, motivation, perception, experimentation, research methods, child development, and abnormal behavior. The course includes an evaluation of Piaget's Stages of Development through interaction with pre-school and elementary school children.

SOCIAL STUDIES COLLEGE ELECTIVE COURSES

College Sociology: .5 Credit, MHS; *optional 3 College Credits, Molloy College*

Grade 11 and 12 students only

This is an introductory course in sociology which will evaluate the consequences of human relations. Topics include cultural growth, social institutions, the adolescent individual and the group, and social problems such as crime, poverty, addiction and race relations.

College Psychology: 1 Credit, MHS, *optional 3 College Credits, LIU/Post*

Grade 12 students only

This course may be taken for college credit as it aligns with the expectations required by LIU/Post. The goal of this course is to introduce students to the methods, theory and research of psychology. Students will explore the facts, principles, and phenomena associated with each of the major subfields within psychology. The course includes an evaluation of Piaget's Stages of Development through interaction with pre-school and elementary school children.

College Criminal Justice: .5 Credit, MHS; *optional 6 College Credits, LIU/Post*

Grade 12 students only

This course may be taken for college credit as it aligns with the expectations required by LIU/Post. The goal of this course is to provide students with an in-depth study of the criminal justice system. Focusing on police investigation, criminal trials, the appellate process, and the ways in which society has sought to prevent crime. A strong understanding of the U.S. Constitution is a must for this course.

AP European History: 1 Credit, MHS; *optional 3 College Credits, St. John's University*

Grade 11 and 12 students only.

This course is equivalent to an introductory college level course in European History. The course examines the development of Western civilization from a European perspective. College level readings are used to evaluate time periods from the Renaissance through Contemporary Europe. Students will be required to take the Advanced Placement Exam in May. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

TECHNOLOGY EDUCATION

Ms. Patricia LiVecchi

Supervisor of Career and Technical Education

plivecchi@msd.k12.ny.us

516-308-5975



TECHNOLOGY DEPARTMENT

Technology Education courses are project-based learning environments where students learn new skills, systems thinking, the design process, and apply knowledge from core academic courses for success in both college and careers.

TECHNOLOGY COURSE OBJECTIVES

- Apply the latest scientific discoveries to improve the quality of people's daily lives
- Operate and comprehend today's technologies
- Introduce students to the latest technologies currently utilized by business and industry, and help prepare students by means of hands-on experiences, working with these technologies
- Learn many career-oriented applications of technology
- Provide students with the opportunity to earn a 5-credit sequence in (CTE) Career and Technology Education as an alternative to the 3-credit requirement in a World Language and the Checkpoint B Assessment in a World Language for a Regents Diploma with Advanced Designation. New York no longer has specified course sequences that must be used in order to meet this requirement. Five units of any CTE course in any CTE area taught by a certified CTE teacher (business, FACS, and technology) may be used.

TECHNOLOGY COURSES

Architectural Drawing: .5 Credit, MHS

Architectural Design is designed as an introductory course into architecture and its related fields. Students will be acquainted with the role of the architect in contemporary home design by means of classroom presentations and individual guidance. Students will be directed through the architectural design process, tools of the trade, drawing techniques and terminology. Students' skills will progress from basic sketches to technical floor plans. Students will be exposed to the career path taken by modern architects from middle school through college to licensing. Those students interested in developing a better understanding of the construction techniques, materials, and skills required to build houses should take the course titled "Residential Structures and Computer Aided Designs."

Automotive Maintenance (Fall) and Advanced Automotive Maintenance (Spring): .5 Credit/.5 Credit, MHS

- **Automotive Maintenance (Fall)** is for all young adults who will soon drive and own an automobile. This consumer-oriented course will place emphasis on car buying, choosing repair shops, routine maintenance, and the proper and safe use of hand tools and equipment. These projects will be presented by means of lecture, demonstrations, and student activities centered around cars students will be encouraged to bring into the lab. Open to 11th and 12th grade students.
- **Advanced Automotive Maintenance (Spring)** will provide to the interested student an opportunity to explore the operation and maintenance requirements of the various systems found on today's complex automobiles. Topics will include the following systems: Fuel, Ignition, Cooling, Braking, Suspension and Electrical. Course work will be divided between lecture and hands-on activities. There will be

discussion related to careers available in the automobile service industry, along with the background and educational requirements necessary to succeed in this rapidly changing technology. The course is designed so that 11th and 12th grade students who have access to an automobile, learn proper procedures for the safe maintenance of that vehicle. ***Prerequisite: Automotive Maintenance***

Computer Aided Design I (Fall) and College Computer Aided Design II (Spring): .5 Credit/.5 Credit, MHS; *optional 3 College Credits from SUNY Farmingdale*

- **Computer Aided Design (Fall)** is a required area of study for all students entering the fields of design, engineering, architecture, and their related disciplines. This introductory course will expose the student to the latest software programs currently used for designing, drawing and reproducing technical drawings. This course is highly recommended for students considering careers in engineering, design concepts, architecture, interior design or drafting.
- **College Computer Aided Design (Spring)** is an advanced course that will allow students to fully explore the capabilities of CAD. Student activities will encompass individual design projects utilizing 3D drawings and isometric views, permitting the student's individual career and future educational interest to be investigated. Students have the option of applying for 3 college credits through Farmingdale State College's University in High School program. ***Prerequisite: CAD I***

Computer Aided Design III: .5 Credit, MHS

NOT offered 2025-2026

A capstone course that will allow students to fully explore the capabilities of the design software utilized in CAD I, College CAD II and Video Game Design. Student activities will encompass group design projects utilizing design software to develop Capstone Projects to showcase their knowledge and abilities while building a college portfolio. ***Prerequisite: College CAD II or Video Game Design.***

Design and Drawing for Production: 1 Credit, Ames/MHS

This course is a yearlong exploration into our universal graphic language, through which engineers, designers and students can express their ideas with creativity, clarity and exactness. It encourages visual problem-solving using drafting techniques to describe forms in our man-made environment. This course will provide students with an opportunity to express themselves and display their talents in a variety of ways. Students will produce drawings and projects on their own as well as assigned exercises. Design and Drawing for Production is recommended for students interested in taking CAD, Principles of Engineering or Architectural Drawing. This course will satisfy the Fine Arts graduation requirement.

Digital Photography (Fall) and College Digital Photography (Spring): .5 Credit/.5 Credit, MHS; *optional 3 College Credits from SUNY Farmingdale*

- **Digital Photography (Fall)** provides students with the opportunity to learn basic photographic skills and practices as defined by the age of digital electronics. The digital photography students will learn the historical connections to earlier photographic methods and will be introduced to the photographic elements of camera handling, camera operation, photographic composition and lighting. After shooting, they will download their raw pictures to a digital photo-editing program where the students will learn to use software to touch up, resize and do basic image manipulation before printing their pictures.
- **College Digital Photography (Spring)** is the intermediate digital photography course that allows students to build on the photographic skills and concepts introduced in Digital Photography I. Greater emphasis will be placed on the students' use of shutter and aperture priorities and ISO settings during the process of picture taking. They will become more acquainted with action and sports photography techniques as well as advanced studio lighting, portraiture and night photography. Photos will be downloaded to state-of-the-art editing software that will enable students to generate and print higher quality images. Students have the option of applying for 3 college credits through Farmingdale State College's University in High School program. ***Prerequisite: Digital Photography***

Electricity (Fall) and Digital Electronics (Spring): .5 Credit/.5 Credit, MHS

NOT offered 2025-2026

- **Electricity (Fall)** is a hands-on half-year course is an introduction to electricity, its generation and use in the home, at work and in related career fields. Students are offered the opportunity to explore one of today's most essential, fascinating and fastest growing fields in a classroom/laboratory environment. Working individually and in small groups, students will learn the basics of electricity and electrical devices beginning with electron theory, the basis of design for all electrical and electronic equipment. They will participate in activities and experiments that demonstrate the effects of electricity and assemble useful projects. Students will explore the relationships of how electricity is measured and controlled. This course is the foundation course for the many 5 Credit Technology Sequences and is a prerequisite for the Digital Electronics course. It is strongly recommended for students interested in the 5 Credit Technology Sequences, Principles of Engineering, transportation, architecture, engineering and communications as well as those with an interest in robotics.
- **Digital Electronics (Spring)** is a hand-on course that allows students to explore an important and rapidly growing field. Students will build and experiment with examples of circuits considered to be the "building blocks" of the information age. The topics for study include binary code, diodes, transistors, decision-making gates, logic circuits and related areas necessary for understanding the digital circuits and systems found in computers, transportation, entertainment devices and many other areas of our lives. This course is the part of the many 5 Credit Technology Sequences and is strongly recommended for students interested in the Principles of Engineering, transportation, architecture, engineering and communications as well as those with an interest in robotics. *Prerequisite: Electricity*

Introduction to Photoshop - Graphic Communication: .5 Credit, MHS

NOT offered 2025-2026

Students learn to use the Adobe Photoshop software program. Adobe Photoshop is the industry standard in the field of graphic design and photo editing. This is a hands-on, project-oriented course in which students learn real world skills and produce professional quality images and documents. Students learn Adobe Photoshop basics such as the toolbox, palettes, menus, and the options bar. Students also learn graphic design concepts to create logos, postcards, magazine covers and more. There is no prerequisite for this course, and it is open to students in grades 10-12.

Production Systems (Fall) and Residential Structures (Spring): .5 Credit/.5 Credit, MHS

- **Production Systems (Fall)** is an introduction to the methods and materials utilized by the manufacturing and construction industries. Students will be introduced to these processes as they "mass produce" a class designed product. The students will also be introduced to the materials, tools, and technologies of residential and light construction, providing them with a broad view of many possible future careers.
- **Residential Structures (Spring)** will introduce the student to the many systems and skills involved in the construction of residential housing. Course content will introduce construction materials, architectural planning, construction finance and actual hands-on experience in the trades of framing, roofing, siding, plumbing, electrical, and drywall installation.

Technical Drawing: .5 Credit, MHS

NOT offered 2025-2026

Technical Drawing will introduce the student to the language designers, engineers and architects use to describe their ideas. The course will employ a problem-solving approach to increase the student's ability to visualize and describe objects through two and three view drawings. This course is recommended for students interested in CAD, Principles of Engineering, Architectural Drawing, but who have NOT taken Design and Drawing for Production. This course may be used to partially fulfill the 1 credit requirement for a technology sequence.

Transportation Systems: .5 Credit, MHS

Transportation Systems is an overview of the aerospace, marine and land transportation systems with an emphasis on the tremendous daily benefit they provide. Students will be introduced to a variety of tools and equipment through hands-on design projects as they explore the three categories of transportation (ex. design and build a scaled down dragster, design and build a scaled down boat hull). During this course students will be introduced to careers in the transportation industry with each area of study as well as history and landmark events that have taken place. Through use of the Systems Model, similar to the scientific method, students will be introduced to a method of problem solving appropriate to transportation systems. Transportation systems is highly recommended as background for advanced transportation course work and is required for students seeking a five-credit technology sequence.

Video Game Design: 1 Credit, MHS

This full-year high school elective will afford students the opportunity to learn computer gaming and programming in a 3D, object-oriented environment utilizing Unity 3D software. The course will integrate business concepts including marketing, consumer research, critical problem-solving, collaboration and management to complement acquired technical skills.

Video Production I (Fall) and Video Production II (Spring): .5 Credit/.5 Credit, MHS

NOT offered in 2025-2026

- **Video Production I (Fall)** will introduce students to the rapidly expanding field of video production technology and related career opportunities. Classroom instruction will include discussions concerning the planning and comprehensive script writing that must be done before a video production can be made. We will use digital cameras, electronic editing techniques and methods for image transfer to electronic storage media. The motivated student will achieve the most success because a significant amount of work is done outside of the classroom. A diverse variety of assignments is included to challenge students to complete high quality productions.
- **Video Production II (Spring)** will expand upon skills introduced in Video Production I. Students will devote more attention to script writing and pre-production planning, including filming locations and other logistical concerns. Camera techniques will be examined and will include various shooting angles, multi-camera usage and mobile cameras. Students will achieve a higher standard of editing techniques intended to improve the quality and appeal of their productions. These will include, but are not limited to, wipes, dissolves and special effects as they are used in television, commercial productions and motion picture productions.

COLLEGE TECHNOLOGY COURSE INFORMATION

The Technology Department at Massapequa High School offers students in 10th, 11th, and 12th grade the opportunity to earn college level credits through the Farmingdale University in High School program and students in 11th and 12th grade to earn college level credits through Hofstra University. Upon successful completion of a course in which all attendance and grade requirements have been met, students will receive college credit from SUNY Farmingdale or Hofstra University and will also receive Massapequa High School credit.

COLLEGE TECHNOLOGY COURSES

Computer Aided Design I (Fall) and College Computer Aided Design II (Spring): .5 Credit/.5 Credit, MHS; optional 3 College Credits, SUNY Farmingdale

- **Computer Aided Design (Fall)** is a required area of study for all students entering the fields of design, engineering, architecture, and their related disciplines. This introductory course will expose the student to the latest software programs currently used for designing, drawing and reproducing technical drawings. This course is highly recommended for students considering careers in engineering, design concepts, architecture, interior design or drafting.
- **College Computer Aided Design (Spring)** is an advanced course that will allow students to fully explore the capabilities of CAD. Student activities will encompass individual design projects utilizing 3D drawings and isometric views, permitting the student's individual career and future educational interest to be investigated. Students have the option of applying for 3 college credits through Farmingdale State College's University in High School program. **Prerequisite: CAD I**

College Engineering Methods: 1 Credit, MHS; optional 3 College Credits, Hofstra University, 11th and 12th Grade students only

In this Science, Technology, Engineering and Math (STEM) course students will study, design, build and test electro-mechanical systems. Students will learn computer programming in MATLAB and then use the software to solve authentic engineering problems. This course includes "hands on" exercises where students work in teams to build electro-mechanical systems. Students will use mathematical equations, apply engineering principles and use MATLAB software to study the systems and predict system performance.

This course is a required freshman course for all Hofstra engineering students. Most engineering programs at other colleges require a similar course integrating MATLAB software as a computational tool for solving engineering problems as a first-year course. Students interested in college credit must apply to Hofstra and pay a fee. Upon successful completion, students will be granted 3 credits. This course meets for one period daily. **Prerequisite or Corequisite: Physics**

College Principles of Engineering (Fall) and College Robotics (Spring): .5 Credit/.5 Credit, MHS optional 5 College Credits, SUNY Farmingdale

What is an engineer? How does an engineer solve design problems? This course will, by means of hands-on activities, provide students with answers to these questions. Utilizing "real world" case studies, students will be introduced to the principles, skills and techniques applied by those in the field of engineering. Students will examine the dynamics of kinetic energy, loads, and the methods of distributing forces in ways that allow us to build functional and useful buildings, bridges and vehicles. Students will be introduced to the study of material science and will learn how different materials respond to loads and stresses as they provide solutions to engineering problems. In addition, students will work in teams where they design, build, and drive robots to perform specific goals and compete in games. Topics covered include robot construction using tools, and robotic programming both with and without sensors. As an added bonus, additional topics in this course include the structure of airfoils used in modern aircraft, alternative energy fuels, truss design and construction.

Digital Photography (Fall) and College Digital Photography (Spring): .5 Credit/.5 Credit, MHS; optional 3 College Credits from SUNY Farmingdale

- **Digital Photography (Fall)** provides students with the opportunity to learn basic photographic skills and practices as defined by the age of digital electronics. The digital photography students will learn the historical connections to earlier photographic methods and will be introduced to the photographic elements of camera handling, camera operation, photographic composition and lighting. After shooting, they will download their raw pictures to a digital photo-editing program where the students will learn to use software to touch up, resize and do basic image manipulation before printing their pictures.

- **College Digital Photography (Spring)** is the intermediate digital photography course that allows students to build on the photographic skills and concepts introduced in Digital Photography I. Greater emphasis will be placed on the students' use of shutter and aperture priorities and ISO settings during the process of picture taking. They will become more acquainted with action and sports photography techniques as well as advanced studio lighting, portraiture and night photography. Photos will be downloaded to state-of-the-art editing software that will enable students to generate and print higher quality images. Students have the option of applying for 3 college credits through Farmingdale State College's University in High School program. ***Prerequisite: Digital Photography***
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5 CREDIT TECHNOLOGY EDUCATION SEQUENCE

Students have the opportunity to earn a 5-credit sequence in (CTE) Career and Technology Education as an alternative to the 3 credit requirements in a World Language and the Checkpoint B assessment in a World Language for a Regents Diploma with Advanced Designation. New York no longer has specified course sequences that must be used in order to meet this requirement. Five units of any CTE course in any CTE area taught by a certified CTE teacher (business, FACS, and technology) may be used.

Examples of a 5 Credit CTE Sequence in Technology Education

Example 1

- Career and Financial Management, .5 Credit
- Computer MAGIC, .5 Credit or Business Office Applications, .5 Credit
- Architectural Drawing, .5 Credit
- Transportation Systems, .5 Credit
- Design and Drawing for Production, 1 Credit
- Computer Aided Design I/College Computer Aided Design II, 1 Credit
- Production Systems/Residential Structures, 1 Credit

Example 2

- Career and Financial Management, .5 Credit
- Architectural Drawing, .5 Credit
- Automotive Maintenance/Advanced Automotive Maintenance, 1 Credit
- Design and Drawing for Production, 1 Credit
- Production Systems/Residential Structures, 1 Credit
- Cooking for Today/International Cooking, 1 Credit

Example 3

- Career and Financial Management, .5 Credit
- Architectural Drawing, .5 Credit
- Video Game Design, 1 Credit
- Digital Photography/College Digital Photography, 1 Credit
- College Principals of Engineering, 1 Credit
- Food and Nutrition/Food for Fitness, 1 Credit

VISUAL ARTS

Mr. Vincent Green

Director of Fine and Performing Arts

vgreen@msd.k12.ny.us

516-308-5085



VISUAL ARTS DEPARTMENT

The goals of the Visual Arts Program are to provide a sequential, cumulative program of concepts and skills from kindergarten through twelfth grade, all while promoting visual literacy through studies in art history, aesthetics, and art criticism. The program strives to provide students with experiences that meet individual learning styles while engaging them in higher level thinking skills. Students are presented with real-life art behaviors so learning the content of art becomes relevant - these include the elements and principles of art, the use of tools and media.

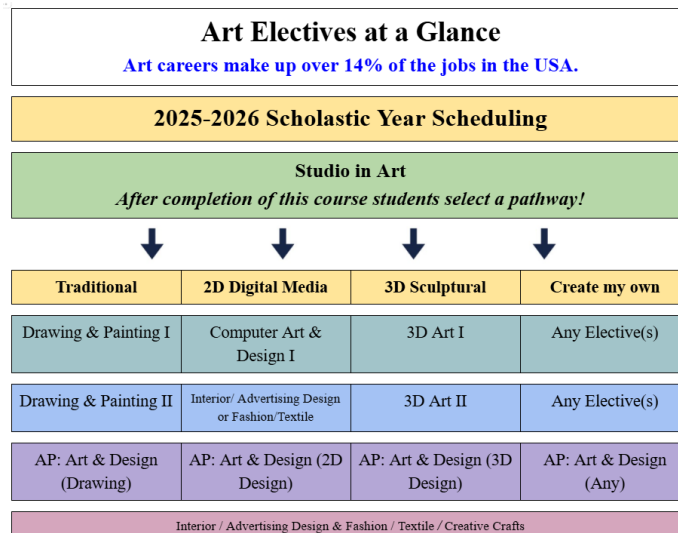
In addition, art students gain an understanding of the diverse cultures in society as reflected in the arts. The program provides cooperative and interdisciplinary experiences and meets the New York State standards-based visual arts curriculum. An Art education gives students an experience they can have from no other source and its position in the school curriculum symbolizes to the young what adults believe is important.

My High School Art Planning Sheet for 2025-2026
Art related careers make up over 14% of the job market in the USA.* More than 1 in 10 jobs is an Art job!
*United States Department of Labor, Bureau of Labor Statistics

	9th Grade	10th Grade	11th Grade	12th Grade
Option 1: Traditional Art Pathway	Studio in Art	Drawing & Painting I Any other elective	Drawing & Painting II Any other elective	AP: Art & Design Any other elective
Option 2: 2D Digital Media Pathway	Studio in Art	Computer Art & Design I Any other elective	Computer Art & Design I Any other elective	AP: Art & Design Any other elective
Option 3: 3D Art Pathway	Studio in Art Creative Crafts	3D Art I Any other elective	3D Art I Any other elective	AP: Art & Design Any other elective
Option 4: Create My Own Pathway	Studio in Art	Any art elective(s)	Any art elective(s)	AP: Art & Design Any other elective

Main Campus students enrolled in an MHS Art course in 2026-2027 may choose to participate in a trip to Disney/ Universal Studios (Florida)

MHS 2025- 2026 Offerings	MHS 2026- 2027 Offerings
Studio in Art Drawing & Paint I & II Computer Art & Design I 3D Art I & II Creative Crafts (Ames & MHS) Interior/Advertising Design AP: Art & Design	Studio in Art Drawing & Paint I & II Computer Art & Design I 3D Art I & II Creative Crafts (Ames & MHS) Textile/Fashion Design AP: Art & Design



VISUAL ARTS COURSES

Studio in Art: 1 Credit, Ames and MHS

This course is the prerequisite course for many other course offerings in the Art Pathways.

This course is for students desiring a broad background in the visual arts as part of their general education as well as students who plan to elect further courses in art. This course is an introduction to the fundamental elements, principles and processes of 2 and 3-dimensional design and uses a variety of traditional and nontraditional media with an emphasis on problem-solving, creative exploration and collaboration. Students will use and transfer traditional art making skills into digital art making skills. Through the use of digital creativity tools such as iPads and dynamic art and communication apps, students will create traditional and new media as they explore painting, drawing, photography, art critique, storytelling, animation, graphic design and movie-making. This course emphasizes 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 application of a variety of media, and the study of historical and contemporary art and artists from a worldwide perspective. This is a full year course that offers a broad scope in the making of art. The State Education Department recommends this course to meet the Art/Music requirement for the high school diploma.

3D Art I: 1 Credit, MHS

Prerequisite: Studio in Art

This course is the entry level course into the 3D Art Pathway for students seeking a sequence in art. This Sculptural course promotes expression of ideas through three-dimensional works. Students explore a study of historical and contemporary 3-dimensional art, and artists from a worldwide perspective. They will begin to develop knowledge of 3-dimensional art techniques and processes with an emphasis on design, craftsmanship, and expression. Experience includes, but is not limited to, representational and abstract sculpture through subtractive (plaster carving), additive (modeling), functional and decorative clay & ceramic works, fabrication, and assemblage techniques in one or more media.

3D Art II: 1 Credit, MHS

Prerequisite: 3D Art I or prior instruction in ceramics or sculpture

This course is the intermediate level course in the 3D Art Pathway for students seeking a sequence in art. This Sculptural course builds on a student's ability to express ideas through three-dimensional works. Students will delve deeper into historical and contemporary 3-dimensional art, as well as artists from a worldwide perspective, and instruction and practice in the critique process are addressed. They will further develop, build on and strengthen their knowledge of 3-dimensional art techniques and processes with a continued emphasis on design, craftsmanship, and expression. Experience includes, but is not limited to, representational and abstract sculpture through subtractive (rock carving), additive (life sized installations), clay & ceramic works, fabrication, and assemblage techniques in advanced sculptural media.

Anime and Cartooning: .5 Credit, Ames

This course fills a ½ credit elective slot in any of the Art Pathways. This course focuses on both the history of Anime (contemporary Japanese animation), beginning in the 1970s to its current place in Visual and Animation Arts today. Students will utilize traditional and digital tools for their creations, along with traditional materials such as Prismacolor pencils and markers, AD Markers, and Micron Ink Pens. Students will also utilize the iPad and software tools, including Procreate. Assignments and projects in this course will build from the entry-level project and culminate in a blended traditional and digital story.

Computer Art & Graphic Design: 1 Credit, MHS

Prerequisite: Studio in Art

This course is the entry level course into the Digital Media Art Pathway for students completing a sequence in art. It is designed to introduce the student to the skills necessary for a career as a graphic artist, graphic designer, digital photographer or illustrator. Digital Media Art courses explore the creative and conceptual

aspects of designing and producing digital imagery, graphics, and photography. Students study the techniques, genres, and styles from a variety of mediums and forms. Topics may include development of ideas, application of tools and technology, composing, capturing, processing, and programming of imagery and graphic information; their transmission, distribution, and marketing; and contextual, cultural and historical considerations. Students will be exposed to Digital Media techniques using iPads, PhotoShop, WeVideo, Procreate, Adobe Illustrator, and various other applications including programs for 3-D rendering and basic animation. The use of drawing tablets and iPads for more creative control will be emphasized. Students will produce graphic portfolios for use in college admission or a career in graphic art or commercial field.

Creative Crafts: .5 Credit, Ames and MHS

This course fills a ½ credit elective slot in any of the Art Pathways. In this art course students will learn about and experience a variety of materials and methods in the broad field of crafts. Crafts courses help students apply form and structure to the materials and accompanying aesthetics of crafts through a survey of a wide range of craft forms; some possibilities include fibers, ceramic work, silk-screening, mask-making, papermaking, jewelry work, and so on. 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.

Drawing and Painting I: 1 Credit, MHS

Prerequisite: Studio in Art

This course is the entry level course into the Traditional Art Pathway for students seeking a sequence in art. The objective of this art course is for students to develop skills employing observation in order to create still life, portraiture, figure studies and landscape works of art. Students will explore graphite, charcoal, chalk pastels, oil pastels, mixed media, watercolor paint and acrylic paint while investigating a variety of techniques and processes within each medium. The Elements of Art and Principles of Design will function as the framework for this inquiry to further their artistic and analytical skill development. Students will augment their learning through the use of technology, possible museum visits and the contributions developed by artists within a certain cultural context, whose creations transformed the way we view art today.

Drawing and Painting II: 1 Credit, MHS

Prerequisite: Drawing and Painting I

This course is the intermediate level course in the Traditional Art Pathway for students seeking a sequence in art. Its objective is for students to create meaningful and expressive works of art building upon previously acquired skills and new ones learned. Students will explore creative ways to use materials and processes to create original projects. The Elements of Art and Principles of Design will function as the framework for this inquiry to further their artistic and analytical skill development. Students are given more in-depth problems to solve creatively while becoming more adept through a broad exposure to various media. Students will augment their learning through the use of technology, possible museum visits and the contributions developed by artists within a certain cultural context, whose creations transformed the way we view art today.

Studio in Interior Design (Fall) and Studio in Advertising Design (Spring): .5 Credit/.5 Credit, MHS

Prerequisite: Studio in Art.

- **Studio in Interior Design (Fall)** - acquaints students with the designing of interior space. Floor plans, furniture arrangements, memo boards and individual pieces of furniture are designed and rendered, perspective drawings are emphasized. Color schemes based upon wall coverings, fabrics, flooring and lighting are developed. The study of furniture and periods, including rendering of each piece are an integral part of this course. This course is offered every other year.
- **Studio in Advertising Design (Spring)** - is designed to develop in students the knowledge and understanding of aesthetic principles and skills involved in advertising. The course covers the development of advertising, its function and the production processes involved. Experiences similar to those found in advertising agencies are simulated in the classroom. Individual approaches to the

problems and the study of current trends in advertising are encouraged. Assignments include the areas of Ad campaigns, logos, newspaper advertisement, magazine layouts, package design, brochures, stationery, and television commercials. This course is offered every other year.

Studio in Textile Design (Fall) and Studio in Fashion Design (Spring): .5 Credit/.5 Credit, MHS

Prerequisite: Studio in Art.

NOT offered in 2025-2026

- **Studio in Textile Design (Fall)** - introduces students to the multifaceted world of designing fabrics. The curriculum introduces students to designing women's, men's and children's wear as well as decorative, plaids, florals and woven design. The history of textiles, color theory, terminology and use of materials are covered in the course. Students will be working with an assortment of media and will incorporate technology tools as they explore fashion and design trends. This class is recommended for any student interested in further studies in Fashion Design.
- **Studio in Fashion Design (Spring)** - aims to develop and encourage students in the designing of clothing for the human figure. Principles of drawing the human figure and simple action figures are taught. The history of fashion is studied along with its influence on our everyday dress. Students will design for the female and male figure and for children. Students will experience working in a variety of media, including acrylics, tempera, colored pencils, mixed media and pen and ink. Students will also utilize technology tools to explore fashion and design trends.

AP Art & Design (Drawing, 2D Design & 3D Design): 1 Credit, MHS

Prerequisite: Any level II Art course or Special Permission from Department Director

This course is the culmination course for all Art Pathway for students seeking a sequence in art. Students will explore their own art through a sustained investigation process. The AP Art & Design course is designed for students with a professional or academic interest in either Traditional Art, Digital Media Arts, or 3-Dimensional Art. This course focuses on the development of a personal investigation in a chosen art pathway, enabling the students to demonstrate mastery of media, technique, problem-solving, and depth of ideas. Such conceptual variety can be demonstrated through either the use of one or the use of several media. Students will have access to all mediums/tools from previous years and courses including, but not limited to iPads, Adobe Suite, Airbrushing, Sewing machines and any traditional medium needed for their sustained investigation. Students refine their skills and create artistic works to submit via a portfolio to the College Board for evaluation. The course culminates with a major art exhibit, installed and curated by and for the student artists. ***Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.***

WORLD LANGUAGE

Mr. William Anderson

World Language and ENL Curriculum Associate

wanderson@msd.k12.ny.us

516-308-5974



WORLD LANGUAGE DEPARTMENT

The objectives of the World Languages Department are to enable each student to speak and understand a language other than English, and to create an understanding and appreciation of civilizations and cultures other than his/her own.

Special Advisory: due to lower class enrollment in select World Languages, certain language/level courses may be combined to form one class. For example, in the 2023-2024 school year, the following language/level classes were combined: German 4 and College German; Mandarin 4 and College Mandarin.

AMERICAN SIGN LANGUAGE COURSES

American Sign Language 1: 1 Credit, Ames/MHS

This is a beginning course in American Sign Language. It includes basic vocabulary, sentence structure and an introduction to Deaf culture. The emphasis is on comprehension and communication of statements, questions and short messages. *9th and 10th grade students may only take this course as a 2nd World Language. They are required to continue studying their main World Language.*

American Sign Language 2: 1 Credit, MHS

This course is the second phase of a three-part sequence in American Sign Language. It continues the development of receptive, expressive and interactive skills as a foundation for effective communication in ASL. Cultural goals will enable students to develop greater understanding appreciation of Deaf culture.

American Sign Language 3: 1 Credit, MHS

This is the third phase of a three-part sequence in American Sign Language. Students will be able to communicate receptively and expressively on all topics of the New York State checklist. All students will take the Checkpoint B ASL Assessment in June.

College American Sign Language: 1 Credit, MHS; 6 College Credits, St. John's University

Students will have the opportunity to explore the arts, literature, and history of the Deaf community and use the target language for in-depth discussions and conversation. Students will comprehend messages and extended conversations performed by native signers, understand idiomatic expressions and use context clues to gain meanings of unknown signs, express themselves clearly and fluently, using a variety of vocabulary, ASL grammar structures and appropriate non-manual behaviors, and appreciate and follow the norms of Deaf culture and interact with members of the Deaf community. This course will require successful completion of ASL 3. The students will have the option to register for six college credits with the affiliated university.

FRENCH COURSES

French 2: 1 Credit, Ames

This course builds on the grammar rules and vocabulary acquired in French I and continues on to more elaborate structures. Emphasis is on listening, speaking, reading and writing. The further study of Francophone countries enhances the students' understanding of the language and of other cultures.

French 2 Accelerated: 1 Credit, Ames

This course for ninth grade students represents the third phase of the 7-12 program begun in 7th grade. It emphasizes the speaking, reading comprehension and writing skills through a grammar more advanced than French 2 and through Advanced Placement units specially prepared for this level.

French 3: 1 Credit, MHS

Students will increase their competency in the four functions of language. All students will take the Checkpoint B French Assessment in June.

French 3 Accelerated: 1 Credit, MHS

The fourth phase of the 7-12 program. It teaches the four language skills through Advanced Placement reading selections especially prepared for sophomores. All students will take the Checkpoint B French Assessment in June.

French 4: 1 Credit, MHS

This course aims to prepare the student for College Level French. There will be special emphasis on the use of French for meaningful and more sophisticated communication both in speaking and writing (ex: discussing personal identity, relationships, social issues, etc.). There will also be four to five mini-chapters where students explore the culture and history of France through readings, research and films. Assessment will be conducted through the use of quizzes, journals, projects and oral presentations.

French 4 Accelerated: 1 Credit, MHS

The aim of this course is to begin preparation for the Advanced Placement exam. It is conducted in the target language to further listening and speaking skills. There is an emphasis on advanced grammar. In addition to the textbook, various literary and cultural selections will be studied. This course will begin to prepare students for the Advanced Placement French Exam that will be taken at the end of French 13AP.

College French: 1 Credit, MHS; 6 College Credits, St. John's University

This course is intended for students who have completed French 4R with an average of 85 or higher. The syllabus is similar to an intermediate college language course. Upon successful completion of this two-semester course, the payment of all required college fees, and the meeting of all college registration deadlines, students will be granted college credit. Although transfer credits cannot be guaranteed in advance, all but a few colleges will accept the credits. Transfer-credit policies vary from college to college. As a result, the student may be granted advanced standing, waiver of a requirement, elective credit or a combination of these. If a student has questions about credit, it is recommended to contact the college/university directly. Students are required to purchase the textbook (cost between \$100-\$150).

AP French Language & Culture: 1 Credit, MHS

This Advanced Placement language course is for students who have completed French 4 Accelerated.

This highly rigorous course focuses on enhancing the skills (listening, speaking, reading and writing) needed for the Advanced Placement French Language exam. All students will be required to take the AP exam in May.

Students must complete a summer assignment. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

GERMAN COURSES

German 2: 1 Credit, Ames

For ninth grade students signifying the third phase of the German program. The four major linguistic skills are further developed through a variety of media. Special emphasis is placed on communicating in German so that students are prepared to meet New York State standards.

German 3: 1 Credit, MHS

This course signifies the start of the fourth year of the German program. The major areas of communicating in German are reinforced by exploring a wide range of topics involving the German speaking countries. All students will take the Checkpoint B German Assessment in June.

German 4: 1 Credit, MHS

This post-Regents year allows eleventh grade students the time to prepare themselves for the AP exam for German the following year. Students use German to learn about Germany, its neighbors and related current events. German literature plays an important role in rounding out students' knowledge of German and Germanic culture. This course will begin to prepare students for the Advanced Placement German Exam that will be taken at the end of German 13 AP. This is also a prerequisite for College German.

College German: 1 Credit, MHS; 6 College Credits, St. John's University

This course is intended for students who have completed German 4 Accelerated with an average of 85 or higher. The syllabus is similar to an intermediate college language course. Upon successful completion of this two-semester course, the payment of all required college fees, and the meeting of all college registration deadlines, students will be granted college credit. Although transfer credits cannot be guaranteed in advance, all but a few colleges will accept the credits. Transfer-credit policies vary from college to college. As a result, the student may be granted advanced standing, waiver of a requirement, elective credit or a combination of these. If a student has questions about credit, it is recommended to contact the college/university directly. Students are required to purchase the textbook (cost between \$100-\$150).

AP German Language & Culture: 1 Credit, MHS

This Advanced Placement language course is for students who have completed German 4 Accelerated. This highly rigorous course focuses on enhancing the skills (listening, speaking, reading and writing) needed for the Advanced Placement German Language exam. All students will be required to take the AP exam in May. Students must complete a summer assignment. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

MANDARIN CHINESE COURSES

Mandarin Chinese 2: 1 Credit, Ames/MHS

This is the continuing sequence to the Mandarin Chinese 1. In this course, the students will practice listening, speaking, reading and writing skills. Throughout the course, students learn to express themselves using an ever-increasing vocabulary. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is incorporated in an attempt to help the learner focus on the Chinese speaking world and the culture, people, geographical locations and histories.

Mandarin Chinese 3: 1 Credit, MHS

Mandarin Chinese 3 is the continuation of Mandarin Chinese 2. Listening, speaking, reading, and writing skills will continue to be developed and expanded. Students will continue to build vocabulary and sentence patterns so that they can apply Mandarin Chinese to many everyday topics in real life. Various aspects of Chinese history, culture, current events, general social concerns, leisure, travel, entertainment, etc., will be introduced and discussed more in-depth beyond the first two years. Video, audio, and web-based materials will be used to supplement regular classroom instructions. Various field trips will provide opportunities to connect Mandarin Chinese learning with local Chinese communities and will create an authentic learning environment. All students will take the Checkpoint B Mandarin Chinese Assessment in June.

Mandarin Chinese 4: 1 Credit, MHS

Mandarin Chinese 4 is the continuation of Mandarin Chinese 3. Listening, speaking, reading, and writing skills will continue to be developed and expanded. Students will continue to build vocabulary and sentence patterns so that they can apply Mandarin Chinese to many everyday topics in real life. Various aspects of Chinese history, culture, current events, general social concerns, leisure, travel, entertainment, etc., will be introduced and discussed more in-depth beyond the first three years. Video, audio, and web-based materials will be used to supplement regular classroom instructions. Various field trips will provide opportunities to connect Mandarin Chinese learning with local Chinese communities and will create an authentic learning environment. This course will begin to prepare students for the Advanced Placement Chinese Exam that will be taken the following year (AP Chinese).

College Mandarin Chinese: 1 Credit, MHS; 6 College Credits, St. John's University

This course is intended for students who have completed Mandarin Chinese 4 with an average of 85 or higher. The syllabus is similar to an intermediate college language course. Upon successful completion of this two-semester course, the payment of all required college fees, and the meeting of all college registration deadlines, students will be granted college credit. Although transfer credits cannot be guaranteed in advance, all but a few colleges will accept the credits. Transfer credit policies vary from college to college. As a result, the student may be granted advanced standing, waiver of a requirement, elective credit or a combination of these. If a student has questions about credit, it is recommended to contact the college/university directly. (cost between \$100-\$150).

AP Chinese Language & Culture: 1 Credit, MHS

This Advanced Placement language course is for students who have completed Chinese 4. This highly rigorous course focuses on enhancing the skills (listening, speaking, reading and writing) needed for the Advanced Placement Chinese Language exam. All students will be required to take the AP exam in May. Students must complete a summer assignment. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*

SPANISH COURSES

Spanish 1: 1 Credit, Ames/MHS

This is the beginning course in the 9-12 sequence which has as its aim the New York State Standards for World Languages: the ability to use a language other than English for communication and the development of cross-cultural skills and understanding. The first-year course consists of learning the fundamentals of grammar with an emphasis on speaking and listening. The ability to converse on various topics from the New York State checklist is stressed as well as the culture of Spanish-speaking countries. In order to earn academic credit at the end of 8th grade, a student must pass the Checkpoint A Spanish Assessment in June.

Spanish 2: 1 Credit, Ames/MHS

This course builds on the grammar rules and vocabulary acquired in Spanish I and continues on to more elaborate structures. Emphasis is on listening, speaking, reading and writing. The further study of Spanish-speaking countries enhances the students' understanding of the language and of other cultures.

Spanish 2 Accelerated: 1 Credit, Ames

This course for ninth grade students represents the third phase of the 7-12 program begun in 7th grade. It emphasizes the speaking, reading, comprehension and writing skills through a grammar more advanced than Spanish 2 and through Advanced Placement units specially prepared for this level.

Spanish 3: 1 Credit, MHS

Students will increase their competency in the four functions of language. All students will take the Checkpoint B Spanish Assessment in June.

Spanish 3 Accelerated: 1 Credit, MHS

The fourth phase of the 7-12 program. It teaches the four language skills through Advanced Placement reading selections especially prepared for sophomores. All students will take the Checkpoint B Spanish Assessment in June.

Spanish 4: 1 Credit, MHS

This course is open to all students who have successfully completed Spanish 3. Students will continue to develop their language ability for college. Special emphasis will be given to the cultural and literary aspects of Spanish-speaking countries. Content will be assessed through projects and oral presentations.

Spanish 4 Accelerated: 1 Credit, MHS

The aim of this course is to begin preparation for the Advanced Placement Exam. It is conducted in the target language to further listening and speaking skills. There is an emphasis on advanced grammar. In addition to the textbook, various literary and cultural selections will be studied. This course will begin to prepare students for the Advanced Placement Spanish Exam that will be taken at the end of Spanish 13 AP.

College Spanish: 1 Credit, MHS; 6 College Credits, St. John's University

This course is intended for students who have completed Spanish 4R with an average of B+ or higher. The syllabus is similar to an intermediate college language course. Upon successful completion of this two-semester course, the payment of all required college fees, and the meeting of all college registration deadlines, students will be granted college credit. Although transfer credits cannot be guaranteed in advance, all but a few colleges will accept the credits. Transfer credit policies vary from college to college. As a result, the student may be granted advanced standing, waiver of a requirement, elective credit or a combination of these. If a student has questions about credit, it is recommended to contact the college/university directly. Students are required to purchase the textbook (cost between \$100-\$150).

AP Spanish Language & Culture: 1 Credit, MHS

This Advanced Placement language course is for students who have completed Spanish 4 Accelerated. This highly rigorous course focuses on enhancing the skills (listening, speaking, reading and writing) needed for the Advanced Placement Spanish Language exam. All students will be required to take the AP exam in May. Students must complete a summer assignment. *Failure to complete all course requirements, including participation in all AP exams, will result in the loss of AP course designation on a student's transcript and AP weighting will NOT be applied.*