

**Commack
High School
Curriculum Guide**

2021-2022

Revised 12/21/20

9th GRADE COURSES

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ADMINISTRATIVE MESSAGE

Dear Members of the Commack High School Community:

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

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

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

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

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

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

Sincerely,

The Administrative Team, Mrs. Boritz, Mr. Keltos, Mrs. Allen, and Dr. Santorello

MESSAGE FOR PARENTS/GUARDIANS

The purpose of this guide is to assist you and your child in selecting their academic program for their freshman year at Commack High School. For a full listing of all course offerings, sequence options, flow charts and four-year planning sheets, please refer to our complete Commack High School Curriculum Guide, available online through the Counseling Center website:

<http://www.commackschools.org/CounselingCenter.aspx>

COURSE REQUIREMENTS FOR GRADUATION

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

***Students may substitute an approved five-credit sequence of courses in Art, Business, Music or Technology for the three-year sequence of courses in LOTE. Each student must have successfully completed a minimum of (1) credit in LOTE, must pass both level 1A and 1B, and must receive a passing score on the regional Checkpoint A exam.

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

ASSESSMENT REQUIREMENTS FOR GRADUATION

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

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

ADVANCED REGENTS DIPLOMA

Assessments Required:

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

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

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

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

ADVANCED REGENTS DIPLOMA WITH HONORS

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

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

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

ADVANCED REGENTS DIPLOMA WITH MASTERY IN MATHEMATICS AND/OR SCIENCE

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

ADVANCED REGENTS DIPLOMA AND INTERNATIONAL BACCALAUREATE DIPLOMA

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

REGENTS DIPLOMA

Assessments Required:

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

- a. **Traditional Combination:** 5 required Regents exams⁽³⁾ with a score of **65 or better** as follows: 1 math, 1 science, 2 social studies, 1 ELA
- b. **Pathway Combination:** 4 required Regents exams⁽³⁾ with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, 1 ELA and 1 **Pathway Assessment**⁽⁴⁾ or complete the requirements for the CDOS Credential.

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

REGENTS DIPLOMA WITH HONORS

Students may earn a “Regents Diploma with Honors” by passing 5 required Regents exams⁽³⁾ with a computed average score of **90 or better** as follows: 1 math, 1 science, 1 social studies, ELA and 1 **Pathway Assessment**⁽⁴⁾ (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)

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

REGENTS DIPLOMA AND INTERNATIONAL BACCALAUREATE DIPLOMA

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

GRADUATION REQUIREMENTS FOOTNOTES:

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

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

- Art (Studio A plus an additional art course—See Art Department offerings)
- Design and Drawing for Production
- Chorus
- Orchestra
- Band
- Comprehensive Music Theory

⁽³⁾In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at

<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

⁽⁴⁾**Pathway Assessment Options:** A student must either complete all the requirements for the CDOS Commencement Credential at <http://www.p12.nysed.gov/specialed/publications/2016-memos/cdos-graduation-pathway-option.html>; or

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

approved CTE program; or

- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

See Multiple Pathways at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

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

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

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

OPTION 1

The student must have:

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

OPTION 2

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

- National Work Readiness Credential (<http://www.workreadiness.com>);
- Skills USA Work Force Ready Employability Assessment (<http://www.workforcereadysystem.org>);
- National Career Readiness Certificate WorkKeys (<http://www.act.org/certificate>); and

- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System (<https://www.casas.org>).

APPEAL TO GRADUATE WITH A LOWER SCORE ON A REGENTS EXAMINATION

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

English Language Learners

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

Students with Disabilities

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

Approval

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

Eligible English language learners who are granted an appeal with a score between 55 and 59 on the required Regents examination in English language arts and who fulfill all other course and testing requirements will receive a local diploma.

Eligible English language learners who are granted an appeal with a score between 55 and 59 on the required Regents examination in English language arts and an appeal with a score between 60 and 64 on one other required Regents examination and who fulfill all other course and testing requirements will receive a local diploma.

Students with disabilities who are granted an appeal with a score between 52 and 54 on one or two Regents examinations and who fulfill all other course and testing requirements will be determined to have met all graduation requirements and, thereby, earn a local diploma. Students with disabilities who avail themselves of the Compensatory Safety Net Option may not appeal scores of 52-54 on ELA and Mathematics:

<http://www.p12.nysed.gov/specialed/publications/safetynetcompensatoryoption.html>

to graduate with a local diploma.

Eligible Applicants

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

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

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

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

CREDIT BY EXAMINATION

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

- based on the student's past academic performance, the Superintendent or his/her

designee, determines that the student will benefit academically by exercising this alternative, and

- the student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State-developed or State-approved assessment pursuant to section 100.2;
- the student passes an oral examination or successfully completes a special project to demonstrate proficiency, in such knowledge, skills and abilities normally developed in the course but not measured by the relevant Regents examination or State-approved examination if used, as determined by the principal; and
- the student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Education Law, until the age of 16, pursuant to sections 3204 and 3205 of the Education Law.

Upon completion of the requirements, the credit by examination will reflect with a “P” grade for the school year in which the credit was earned.

SPECIAL EDUCATION SAFETY NET

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

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

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

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

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

Superintendent Determination of Graduation with a Local Diploma

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

Conditions:

1. The parent/guardian submitted a written request that their child be considered for a superintendent determination;
2. The student has a current IEP and is receiving special education programs and/or related services;
3. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option [section 100.5(b)(7)(vi)(c) and (d)(7)];
4. The student has earned the required course credits and has passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents exam areas (ELA, math, social studies, and science);
5. The student has earned a minimum score of 55 on both the Regents ELA and math exams or a successful appeal of a score between 52 and 54;
6. There must be evidence that the student participated in the other Regents examinations (science and social studies) but has not passed one or more of these examinations as required for graduation [section 100.5(a)(5)]; and
7. The student has otherwise demonstrated competency in the subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examination.

A superintendent may only make a determination whether an eligible student has met the requirements for graduation through the superintendent determination pathway option upon receipt of a written request from an eligible student's parent or guardian. This option requires that the student and the parent/guardian of the student receive written notice of the superintendent's determination with the copy of the completed superintendent's determination form and, where the superintendent determines that the student has met the requirements for graduation, the district must provide prior written notice that the student is not eligible to receive a free appropriate public education after graduation with a local diploma. Where the superintendent determines that the student has not met the requirements for graduation, the written notice shall inform the student and his/her parent/guardian that the student has the right to attend school until receipt of a local or Regents diploma or until the end of the school year in which the student turns age 21, whichever shall occur first. In addition, in order to ensure appropriate transition planning, amendments to section 200.4(d)(2)(ix) are proposed to require that, for students of transition age, the development of transition goals and services at a CSE meeting must include a discussion with the student's parents/guardians of the student's progress toward receiving a diploma and that parents/guardians be provided with information explaining graduation requirements, including eligibility criteria and process for requesting the superintendent determination.

SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL FOR STUDENTS WITH SEVERE DISABILITIES

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

TECHNOLOGY AND PARENTING LEARNING STANDARDS

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

TECHNOLOGY LEARNING STANDARD

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

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

PARENTING LEARNING STANDARD

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

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

COMMUNITY SERVICE & INVOLVEMENT PROGRAM (CSIP)

One of Commack High School's missions is to promote extracurricular opportunities and to encourage students to become creative, active participants in their high school, the local community and in our democratic society. This experience contributes to the positive growth and development of our students. Commack High School has always taken the initiative in regard to implementing the standards and requirements set forth by the New York State Education Department. The Community Service & Involvement Program (CSIP) is a graduation requirement for all students and has a tradition dating back over thirty years. To fulfill this requirement, the district requires completion of 65 units/hours of CSIP over a period of four years for all students not enrolled in the IB Diploma Program. Throughout high school, students are expected to earn community service credits through involvement in the many programs and activities presented by the variety of clubs, organizations, and teams within the high school, as well as service credits through their involvement in the many community, local, county, and state organizations eager to accept volunteer assistance. As a local graduation requirement, students are required to accumulate a minimum total of 65 units/hours of CSIP activity during their four years of high school. The CSIP Program requires a minimum of 15 hours/points in each of grades 9, 10, and 11. Seniors are required to earn a minimum of 20 units. Each student will be scheduled for a CSIP section each year in order to facilitate the completion of this requirement.

ELECTIVES

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

PROGRAM LEVELS

REGENTS

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

PRE-IB/PRE-AP/ENRICHED

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

ADVANCED PLACEMENT (AP)

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

INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate (IB) Program is an internationally recognized curriculum that offers 11th and 12th grade students the opportunity to earn an IB Diploma. The program is offered in over 4,954 schools in 153 different countries worldwide as of November 2018.

The IB Program is:

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

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

To earn the IB Diploma, students must:

- Complete and test in six IB subjects
- Write an extended essay of independent research on a topic chosen by the student and guided by a faculty mentor

- Complete 150 hours of Creativity, Activity, and Service activities (CAS)
- Participate in a critical thinking course called Theory of Knowledge (TOK)

Students will receive 10% weighting and IB credit if they take the IB examination. If a student does not register for the IB exam and/or does not take the IB exam, then a 6% weighting is applied. No weighting is applied for IB Math Studies SL and IB Language *Ab initio*. Students who take IB courses without completing the entire program may earn IB certificates by testing in selected IB courses. The cost of taking an IB examination is absorbed by the student.

International Baccalaureate Diploma Program

4-year plan

	9 th grade	10 th grade	11 th grade	12 th grade
English A1	English 9 Enriched English 9 Enriched	English 10 Enriched English 10 Enriched	IB Literature 1 OR Language & Literature 11	IB Literature 2 HL OR IB Language & Literature 2 HL
Language B (French, Italian or Spanish)	French 2 Italian 2 Spanish 2	French 3 or 4 Italian 3 or 4 Spanish 3 or 4	IB French Year 1 IB Italian Year 1 IB Spanish Year 1	IB French Year 2 SL or HL IB Italian Year 2 SL or HL IB Spanish Year 2 SL or HL
History	Global History 1 (Pre-IB/AP) Enriched OR Global History 1R	AP World History: Modern Global History 2R	IB History 1 IB History 1 IB History 1	IB History 2 HL IB History 2 HL IB History 2 HL
Science Choose 1 or 2 (2 nd Science will satisfy IB elective)	Biology "Enriched" Biology "Enriched" Biology "Enriched" Biology "Enriched" Biology "Enriched" Biology "Enriched"	Chemistry Chemistry Chemistry "Enriched" Chemistry "Enriched" Chemistry "Enriched" Chemistry "Enriched"	IB Physics SL Physics R IB Bio. Yr 1 w/Phys. R or IB Phys. SL IB Chem. Yr 1 w/Phys. R or IB Phys. SL IB Biology SL IB Chemistry SL	IB Physics HL IB Bio. SL or Chem. SL IB Biology Year 2 HL IB Chemistry Year 2 HL Physics R Physics R
Mathematics	Integrated Algebra Geometry "Enriched" Geometry "Enriched"	Geometry Algebra 2 "Enriched" Algebra 2 "Enriched"	Algebra 2 IB Math Analysis SL or IB Math Applications SL IB Math Analysis HL Year 1	IB Math Analysis SL or IB Math Applications SL AP Stats or AP Calc. AB or College Calc. IB Math Analysis HL Year 2 / AP Calc. BC
Phys. Ed./TOK	PE	PE	PE/Theory of Knowledge 11	PE/Theory of Knowledge 12
Lunch	Lunch	Lunch	Lunch	Lunch
Elective (Choose 1) If taking and completing an SL Math and an SL Science in 11 th grade, the IB elective must be completed in the 12 th grade.	CFM/Art/Music Comprehensive MT Intro to Acting Studio A Computer Science Creative Design	Health Advanced Music Theory Acting II Studio B AP Computer Science Electronics A & B	IB Dance 1 and... IB Music SL or HL 1 and... IB Theatre 1 and ... IB Visual Arts SL or HL 1 and ... IB Bus. & Man. SL or HL 1 and ... IB Economics SL or ... IB Global Politics SL or ... IB Psychology SL or ... AP Comp. Sci. or IB Comp. Sci. SL or ... IB Design Technology 1 and ... College Sports Medicine and ... IB Language B <i>ab initio</i> SL (level 2) Latin 3	IB Dance 2 SL or HL IB Music SL or HL 2 IB Theatre 2 SL or HL IB Visual Arts SL or HL 2 IB Bus. & Management SL or HL 2 IB Economics SL IB Global Politics SL IB Psychology SL IB Computer Science SL IB Design Technology 2 SL or HL IB Sports, Exercise & Health Science SL IB Language B <i>ab initio</i> SL (level 3) IB Latin SL
Elective	Latin and Ancient Greek 1 (formerly Latin 1) Band/Chorus/Orchestra	Latin and Ancient Greek 2 (formerly Latin 2) Band/Chorus/Orchestra	IB Language B <i>ab initio</i> SL (level 2) Latin 3 Band/Chorus/Orchestra	IB Latin SL Band/Chorus/Orchestra

ART

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

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

This department offers courses that can be taken as electives or part of a five (5) credit sequence (replacing World Language). To complete a five (5) credit sequence in lieu of the World Language requirement, students must complete Studio Art and an additional 4.5 art credits.

ART COURSES

STUDIO ART 0.5 Credit

Grades 9-12

Prerequisite: None (This course is a Prerequisite for many courses listed below)

This foundation course is designed to acquaint students with various forms of art expression, and to develop their skills for giving form to their ideas. The areas of study include drawing, painting, print-making and construction. This course is the first course in the two class requirement designed to meet the 1 unit of credit in Art and/or Music, and must be taken for one full year to meet the Regents requirement for an Art sequence. Study includes study of art history and critique of master works of the pre-renaissance era.

INTRO TO ADVERTISING DESIGN 0.5 Credit

Grades 9-12

Prerequisite: Studio Art

This course is designed to help students develop an understanding of the principles and skills involved in advertising design and to develop an awareness of the impact of the advertising media on the consumer. Experiences similar to those found in advertising agencies are simulated. Skillful use of tools and materials, as well as an individual approach to problems involving techniques in layout, lettering, illustration and packaging, will be developed.

INTRO TO SCULPTURE AND CERAMICS DESIGN

Grades 9-12 0.5 Credit

Prerequisite: Studio Art

This is a foundation course designed to familiarize students with a variety of hand building techniques as well as 3-dimensional art materials. Areas of study include but are not limited to: pinch, coil construction, slab building, using an armature, concepts such as additive and subtractive sculpture, plaster/plaster gauze, clay, paper clay, paper sculpture, wire, aluminum, wood, stone, foam, various non-traditional materials, found objects, packing tape, etc. There will also be a focus on surface detail using paints, drawing, glazes, and faux finishes.

INTRODUCTION TO COMPUTER ILLUSTRATION

Grades 9-12 0.5 Credit

Prerequisite: Studio Art

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

DESIGN AND DRAWING FOR PRODUCTION 1 Credit

(PLTW—Introduction to Engineering Design) 1.10 Weighting

Grades 9-12

Prerequisite: None

This introduction to engineering course is part of the Project Lead the Way Program and is suited for all students, as it is interdisciplinary in focus. It is an excellent opportunity for students to explore various aspects of engineering. Students will work

individually and in teams to design solutions to a variety of problems, develop research and analysis skills, learn technical writing, and create engineering graphics. They will apply math, science, and technology knowledge learned in other courses to solve engineering design problems. Students will use the industry standard 3D solid modeling software “Autodesk Inventor” to design and document their solutions to design problems. As the course progresses and the complexity of the design problems increase, students will learn more advanced computer modeling skills. This course may meet the NYS graduation requirement for Art/Music. It also provides students the opportunity to receive three credits from Rochester Institute of Technology after taking an end-of-course exam. Students interested in receiving these credits will be charged a fee by the Rochester Institute of Technology (RIT). **(Purchasing the credits from RIT is optional)**. Registrant will receive credits once grade is posted.

INTRODUCTION TO DIGITAL PHOTOGRAPHY

Grades 9-12

0.5 Credit

Prerequisite: Studio Art

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

INTRO TO FASHION ILLUSTRATION

0.5 Credit

Grades 9-12

Prerequisite: Studio Art

The work of the class is directed toward giving students a greater appreciation and understanding of the functions of the fashion illustrator. Developing the individual’s tastes in matters of dress, as well as the ability to design fashion ads, are practical goals for the student.

INTRO TO PAINTING AND DRAWING

0.5 Credit

Grades 9-12

Prerequisite: Studio Art

This course will introduce the student to a wide variety of painting and drawing media and techniques. Tempera, watercolor, acrylic, and oil painting will be fully explored. Drawing media include pencil, conte, charcoal, pen and ink, and pastels. Students will be exposed to the famous painters and their works for a better understanding and appreciation of art

INTRODUCTION TO PHOTOGRAPHY

0.5 Credit

Grades 9-12

Prerequisite: Studio Art

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

MIXED MEDIA

0.5 Credit

Grades 9-12

Prerequisite: Studio Art

This course is designed to explore the possibilities of many different 2D and some 3D art materials in combination with traditional drawing and painting techniques. Materials used include but are not limited to: various dry media: charcoal, graphite, pastel, colored pencil; wet media: ink, ink washes, water based paints; gauche, watercolor, and acrylic, as well as photo transfers and collage. Students will learn to use mixed media as a vehicle for artistic expression.

BUSINESS

BUSINESS COURSES

CAREER & FINANCIAL MANAGEMENT 0.5 Credit

Grade: 9

Prerequisite: None

Fulfills Careers, Computer & Technology Graduation Requirements

This course will give students basic knowledge about the realities of the working world and will provide specific strategies for aligning their own talents with various occupational choices. It will also ensure that each student is competent in MS Word, PowerPoint presentations, and effective Internet searches. This course satisfies the State parenting/technology mandate as new technology tools are incorporated into projects, examines the character issues of ethics in the workplace, and integrates the elements of character education being emphasized in the earlier grades.

INTRODUCTION TO WEB PAGE DESIGN 0.5 Credit

Grades: 9-12

Prerequisite: None

Want to learn how to create an amazing website? This is the course for you. The World Wide Web has completely taken over our lives in a very short time frame. Learn how to be an active traveler on the information superhighway - not just a bystander! Using Microsoft FrontPage, students will learn how to create effective, usable, and visually appealing websites. Emphasis on site content and the user experience will allow the student to create professional looking sites in no time!

SPORTS & ENTERTAINMENT MARKETING 0.5 Credit

(Principles of Marketing)

Grades: 9, 10, 11, 12

This half-year course is designed for students with an interest in the sports industry and its related careers. Through this course, students gain an understanding of basic marketing principles found in the sports and entertainment industries. The exploration of these principles is studied in a "hands-on" project oriented environment. Classroom lectures, class project, and case studies cover topics such as marketing principles, market research, market segmentation, branding and name recognition, analysis of various product and service industries. A field trip will be scheduled to a major sports stadium/arena for a tour and seminar.

ENGLISH AS A NEW LANGUAGE

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

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

ENGLISH AND COMMUNICATIONS

COURSES

ENGLISH 9 ENRICHED

1.0 Credit

Grade: 9

1.06 Weighting

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

ENGLISH ELECTIVES

COMMUNICATIONS/PUBLIC SPEAKING 0.5 Credit

Grades: 9-12

Humans are, by nature, social beings and those who are advanced in communications, such as public speaking, are able to gain the respect of peers, friends, colleagues, and employers. The Communications elective is dedicated to developing students' speaking, listening and critical thinking skills. This course is a combination of fun and work, providing a range of performance activities, formal and informal discussions, and material that will help today's high school student gain confidence and expertise in verbal self-expression. By the end of the semester, you can emerge from the class having overcome America's biggest fear, which is no small feat. After you've done that, think of what else you'll be capable of doing.

INTRODUCTION TO ACTING 0.5 Credit

Grades: 9, 10, 11, 12

Introduction to acting is designed to stimulate an understanding and appreciation for the basics of acting. This course includes improvisation, mime, characterization, script analysis, scene study, and direction—for their principles, procedures, and development. Emphasis will be placed on personalization and utilization of these techniques and skills in theatre through performance.

INTRODUCTION TO VIDEO PRODUCTION 0.5 Credit

Grades: 9-12

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

LANGUAGE AND MUSIC 0.5 Credit

Grades: 9-12

"I don't know how to function without music. When I'm not making it, I'm listening to it. It gives me courage and it takes care of my mind." – Billie Eilish

Music motivates us, it inspires us, and it helps us to make sense of our world. In Language and Music, we will explore this art form through investigating the relationships between music, writing, and culture. We will discuss the lyrics of artists ranging from Kendrick Lamar to Bon Iver and Adele. We will come to understand the ways that poetic structure and form influence music, and we will discuss the cultural exchanges that result. Ultimately, we will work to listen to, appreciate, and create music in new and original ways, in an effort to better understand the ways that this essential art form lifts up our lives.

WRITER'S WORKSHOP

0.5 Credit

Grades: 9-12

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

FAMILY AND CONSUMER SCIENCES

ADOLESCENT PSYCHOLOGY 0.5 Credit

(FAMILY DYNAMICS)

Grades: 9-12

Prerequisite: None

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

DEVELOPING CHILD 0,5 Credit

(Formerly Child Development)

Grades: 9-12

Prerequisite: None

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

HEALTH AND PHYSICAL EDUCATION

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

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

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

In January, the student body has the opportunity to select a block of activities for the following school year. These activities are designed to develop their cardiovascular system, improve flexibility and posture, increase muscular strength, endurance, and more importantly, provide your child with the skills to lead a life of good health and wellness.

Our courses are an introduction to physical fitness, health and wellness development. The students will acquire the necessary skills and knowledge that is required to develop personalized fitness plans and routines that may be applied to everyday experiences. Each student will engage in physical activity and may achieve adequate fitness to enjoy health benefits. This program is designed to help all students find lifetime activities based on personal needs and interest. Our focus will be on personal decision making, self-reflection and making comparisons to oneself instead of others.

“Owning Up”

The Owning Up curriculum supports the social and emotional development of students. It is designed to help adolescents look at the way culture shapes their attitudes about themselves and others and how these attitudes influence their behavior. Owning Up classes rely on hands-on activities, role-play, writing exercises, question and answer sessions, and discussions to expose the root causes of violence in schools. Students are actively encouraged to speak their minds and the concepts of “safe space,” respect for oneself and others, self-esteem, support systems, and relationships are stressed. Other important topics include: stereotypes of beauty, popularity, social isolation, gossip, cyberbullying, sexual harassment, and healthy friendships. The program emphasizes the role of the bystander in violent situations and teaches young people concrete strategies to use when in conflict with others.

Basic Life Support

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

GRADING POLICY

Physical Education grades are determined based on the following system:

Psychomotor: 15 Points

A psychomotor assessment will be based on a student's ability to re-create a sequence of skills/techniques in a specific unit

Cognitive: 10 Points

A cognitive assessment will be a written assignment evaluating the knowledge learned in a specific unit

Affective: 75 Points

Preparation/Participation: 25 Classes, 3 points per class

Additional: Students can receive from 1 to 5 additional points for good citizenship, superior class effort, and/or demonstrating exceptional leadership skills.

Total: 100 Points

Attendance/Class Make-ups

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

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

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

If a physical activity make-up cannot be achieved, the students will have the opportunity for an assignment related to the lesson or unit we are presently teaching. Possibilities include: review articles, completion of handouts, research on that physical education topic using eBooks from our Destiny library catalogue. These assignments will cover the 3 points earned each day for preparation, participation and effort. Students will still be responsible for any information or assignment that may have been covered in class. The cognitive assignment when completed by the student should be a **typed, 1-page document**, using the modern language association format (MLA) or the actual written test from class.

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

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

If a student is unable to participate for any reason, they must do cognitive or reflective work. Examples include: taking notes related to the lesson or a reflective critique. If possible, the teacher will encourage the student to referee, coach, assist, etc. Students will be required to be **prepared** in the event that they are not able to participate physically or they lose a point for being unprepared.

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

- Illegal Absences
- Inconsistent Preparation, Participation, and/or Effort
- Poor Performance of Cognitive Assessments
- Poor Performance on Psychomotor Assessments

Excessive Absences without Making Up Appropriate Assignments or Activity Time

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

ADAPTIVE PHYSICAL EDUCATION

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

MEDICAL EXCUSES

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

1. A note from home should first go to the teacher and will normally excuse a student for a period of one day. Anything beyond one day's excuse **must** come from a doctor. A student will receive a written assignment if a medical note is received for 2 weeks or longer.
2. All doctors' notes must be brought to the Nurses' Office, not to the Physical Education teachers.
3. A form giving permission for student wearing **glasses or contacts** to participate must be filed with the nurse.
4. A student must check with the Physical Education teacher to obtain permission and a pass to leave the class for medical reasons.
5. All students must be fully "cleared" by a doctor in order to participate in Physical Education.

LIBRARY MEDIA CENTER

CHARLES SCHULZ, DIRECTOR

LIBRARY MEDIA CENTER

The Library Media Center is the information hub of Commack High School. Our mission is to promote high-level research and problem solving skills that will prepare students for college and a future of life-long learning.

To accomplish this the Library Media Specialists teach essential information literacy skills such as:

- How to access and utilize online reference sources
- Cultivating an appreciation of fiction and non-fiction literature

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

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

Today, there is a vast amount of information; the challenge is to learn how to sift through it in order to efficiently locate, evaluate, and use relevant, accurate and reliable sources. The school library media specialists are available during operating hours to help students with all their information needs.

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

MATHEMATICS

COURSES

ALGEBRA 1

1 Credit

Grade: 8

This is the beginning of the high school mathematics Enriched program. Students enrolled in this class will cover the same material as the Algebra 1 curriculum with several topics being expanded upon for depth and enrichment. Students in this course will sit for the Common Core Algebra 1 Regents in June.

ALGEBRA 1 WITH LAB

1 Credit

Grade: 9

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. The major emphasis of study includes: Seeing Structure in Expressions, Arithmetic with Polynomials and Rational Expressions, Creating Equations, Reasoning with Equations and Inequalities, Interpreting Functions, Interpreting Categorical and Quantitative Data. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students enrolled in this course will sit for the Common Core Algebra 1 Regents in June. This course meets every day with a double period every other day.

ALGEBRA 1A

1 Credit

Grade 9

This course is intended as the first year of a two year course of study. Half of the essential five Common Core Units will be taught in this first year. Students enrolled in this course will take the Algebra 1 Common Core Regents at the end of the second year of study, which is generally at the end of tenth grade.

GEOMETRY WITH LAB

1 Credit

Grades: 9 and 10

Prerequisite: Passing Algebra 1 and the Algebra 1 Regents

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The major emphasis of study includes: Congruence, Similarity, Right Triangles, and Trigonometry, Expressing Geometric Properties with Equations, and Modeling with Geometry. The Mathematical Practice Standards apply throughout each course and, together with the 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. The students in this course will sit for the Common Core Geometry Regents exam in June of the school year that they take the course. This course meets every day with a double period every other day.

GEOMETRY ENRICHED

1 Credit

Grade: 9

1.06 Weighting

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The major emphasis of study includes: Congruence, Similarity, Right Triangles, and Trigonometry, Expressing Geometric Properties with Equations, and Modeling with Geometry. The Mathematical Practice Standards apply throughout each course and, together with the 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. It is required that students in this course write a research paper. The students in this course will sit for the Common Core Geometry Regents exam in June of ninth grade.

MATH ELECTIVES

INTRODUCTION TO COMPUTER PROGRAMMING USING PYTHON

Grades: All

0.5 Credit

Prerequisite: None

The goal of this course is to introduce software development and computer science concepts to students. The students who have completed this course will be well prepared to continue into the IB/AP Computer Science. In this course the students will learn the basics of programming with Python. The course will cover the Python language and critical library modules for writing useful programs. A major focus of the course is on computer science principles using Python. This course satisfies the Career, Computer &

Technology requirement for graduation.

PLTW/AP COMPUTER SCIENCE PRINCIPLES

1 Credit

Grades: All

1.10 Weighting

Prerequisite: Python or Gaming& Coding (Middle School)

This introductory level course is being offered through the Project Lead the Way program and is designed to develop computational thinking and problem solving skills. Students will create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and collaborate to create and present solutions that can improve people's lives. The course is project-oriented and designed to develop computational thinking, introduce a variety of computational tools, and increase students' awareness of the breadth of skills that are developed in a computer science course of study. The course includes programming with the focus on developing algorithmic thinking and the ability to use abstraction rather than mastery of a single language. Students practice problem solving with a variety of projects working in industry standards languages including Scratch, App Inventor, and the Python programming language. Major units include algorithms, graphical user interfaces, operating in the Internet, big data, and artificial intelligence. This course is part of the Project Lead the Way program and may be particularly valuable for students considering careers in computer science, engineering or other technical fields. Students will have the opportunity to receive three credits from the University of Iowa based on their score on an end of year exam. This course satisfies the Career, Computer & Technology requirement for graduation. Students have the opportunity to earn college credit in two ways:

- 1) If the student earns "6" or higher on the required PLTW End of Course Assessment, they can receive 3 college credits through the University of Iowa College of Engineering;
- 2) As a result of their score on the Advanced Placement examination.

*Fees apply to both college credit opportunities.

MATH RESEARCH GRADE 9

0.5 Credit

1.06 Weighting

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

MUSIC

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

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

Music lessons: In addition to the daily full group practice sessions, all students that perform in band, choral and orchestral ensembles are scheduled for small group instructional lessons on a rotating class period basis throughout the school day, approximately once per week. These music lessons are an expectation of the music program throughout the district, and are an extension of classroom instruction, providing students the ability to work on individualized parts and concepts with their music teacher.

Members of all performing groups may be considered for participation in All-County, All-State, All-Eastern, and National Festivals by participating in NYSSMA Solo and Ensemble Festivals.

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

FIVE CREDIT SEQUENCE IN MUSIC INCLUDES:

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

Comprehensive Music Theory – 1 Credit

AP Music Theory - 1 Credit

IB Music SL or IB Music HL Y1 - 1 Credit

IB Music HL Y2 – 1 Credit

COURSES FOR 9TH GRADE MUSIC STUDENTS

The following recommended course of study is designed for students who are intending to pursue a major in music in any College, University or Conservatory. Emphasis is placed on performance, aural skills, dictation, ear-training, music theory, history, composition, analysis, and technology.

GRADE 9

Music courses of study would include:

Performance Ensemble (Band, Chorus, Orchestra)

ICA Ensemble (If applicable)

Comprehensive Music Theory

Music Elective (If applicable)

COURSES

BAND 9

1 Credit

Grade: 9

Prerequisite: Teacher Recommendation

Band 9 is comprised of 9th Graders who wish to continue in the band program. A variety of music is selected. Members are required to perform at the Mid-Winter and Spring Concerts as well as Graduation. Members are encouraged to participate in NYSSMA and SCMEA events. Band 9 members are required to attend instrumental lessons on a rotating schedule, as they are an integral part of the total instrumental program. This course meets the one unit of credit in fine arts and/or music required for graduation.

Marching Band: The department considers the Marching Band an important and integral part of the total band program. The Marching Band performs at home football games, the Memorial Day Parade, the Newsday Marching Band Festival, and other community events. The outstanding quality of the Marching Band's precision drills and accompanying music is recognized throughout the world. Marching Band rehearsals are held after school from September through the end of

the season. A schedule of rehearsals will be provided to all students at the beginning of the school year. Upon successful completion of the Marching Band season, students are awarded community service credit. A Marching Band clinic is held during a predetermined weekend in September, and all band members are required to attend. **Marching band is mandatory for all band members, grades 9-12, with the exception of those students participating in a school fall sport. Only students in the music program can participate in Marching Band.**

CHORUS 9

1 Credit

Grade 9

Prerequisite: Teacher Recommendation

Members are required to perform at the Mid-Winter and Spring Concerts. Members are encouraged to participate in NYSSMA and SCMEA events. Members are required to attend vocal lessons on a rotating schedule, as they are an integral part of the total choral program. The breakdown of the marking period and final grades are as follows: 40% daily ensemble participation and proper rehearsal techniques, 30% music lessons, 30% music performance assessments. This course meets the one unit of credit in art and/or music required for graduation.

COMPREHENSIVE MUSIC THEORY 1 Credit

Grades: 9-12

Prerequisite: Teacher Recommendation

This course provides a study of the mechanics of music, including the exploration of the science of sound, the history and technique of music notation, and a broad survey of music history through the use of film and recordings. Basic elements of music theory and composition (such as scales, chords, and musical form) will be studied. Elementary keyboard, music sight-reading, and dictation will be practiced. The course will include student music-writing and performance. A Regents examination is offered in June. This course meets the one unit of credit in art and/or music required for graduation.

ORCHESTRA 9

1 Credit

Grade: 9

Prerequisite: Teacher recommendation

Orchestra 9 is comprised of 9th graders who wish to continue in the orchestral program. Members are expected to attend all performances including the Winter and Spring Concerts. Members of Orchestra 9 are expected to attend instructional lessons on a rotating basis, as they are an integral part of the program. The grade obtained in lessons is part of the total grade and is combined with rehearsal and performance test grades. This course meets the one unit of credit in art and/or music required for graduation.

GUITAR ENSEMBLE I

1 Credit

Grades: 9-12

Participation in the Guitar Ensemble would provide students an opportunity to perform a guitar where music reading and skills are developed. Members are expected to perform at the Winter and Spring Concerts as well as any other related performances as scheduled. Guitar Ensemble members are expected to attend lessons on a rotating schedule. These lessons are an integral part of the total program. The grade earned in lessons is part of the total Guitar Ensemble grade, combined with rehearsal and performance test grades.

PIANO CLASS I

1 Credit

Grades: 9-12

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

INDEPENDENT CREATIVE ARTS PROGRAM

Grades: 9-12

Prerequisite: Participation in the Commack High School music program, auditions, and teacher recommendation.

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

ICA CHAMBER CHOIR**1 Credit****Prerequisite: Participation in the Commack High School music program, auditions, and teacher recommendation.**

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

ICA CHAMBER ORCHESTRA**1 Credit****Prerequisite: Participation in the Commack High School music program, auditions, and teacher recommendation.**

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

ICA INSTRUMENTAL JAZZ ENSEMBLE**1 Credit****Prerequisite: Participation in the Commack High School music program, auditions, and teacher recommendation.**

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

ICA WIND ENSEMBLE**1 Credit****Prerequisite: Participation in the Commack High School music program, auditions, and teacher recommendation.**

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

ICA JAZZ MESSENGERS**1 Credit****Prerequisite: Participation in the Commack High School music program, auditions, and teacher recommendation.**

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

ICA STAGE BAND**1 Credit****Prerequisite: Participation in the Commack High School music program, auditions, and teacher recommendation.**

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

ICA VOCAL JAZZ ENSEMBLE**1 Credit****Prerequisite: Participation in the Commack High School music program, auditions, and teacher recommendation.**

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

ICA WOMEN'S CHOIR**1 Credit****Prerequisite: Participation in the Commack High School music program, auditions, and teacher recommendation.**

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

SCIENCE

COURSES

EARTH SCIENCE – PHYSICAL SETTING

1 Credit

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

BIOLOGY

1 Credit

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

BIOLOGY ENRICHED

1 Credit

1.06 Weighting

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

SCIENCE ELECTIVES

SCIENCE RESEARCH 1

(for 9th and/or 10th grade students)

0.5 Credit

1.06 Weighting

Prerequisite: Application and department approval

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

SOCIAL STUDIES

COURSES

GLOBAL HISTORY 1 (R) 1 Credit

Grade: 9

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

GLOBAL HISTORY 1 ENRICHED 1 Credit

Grade: 9 1.06 Weighting

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

SOCIAL STUDIES ELECTIVES

GLOBAL HISTORY ON FILM 0.5 Credit

Grades: 9-12

This course is designed to provide significant enrichment opportunities to our students of Global History in grades 9 and 10, and for those students in grades 11 and 12 who wish to broaden their understanding of Global History. Through the audio/visual impact of film, our students will gain a more in-depth understanding of the people and events that have shaped our world. Students will be required to view, discuss, and assess the historical accuracy and relevance of such important films as *Braveheart*, *The Last Emperor*, *Cry Freedom*, *Enemy at the Gates*, *Hotel Rwanda*, *Schindler's List*, *The Last Samurai*, *Behind Enemy Lines*, *Gladiator*, as well as other films that represent a Global History perspective. This course contains sophisticated films which have been edited and modified as it relates directly to the content. The following films may be shown in this course: *Amistad*, *Argo*, *Black Hawk Down*, *Blood Diamond*, *Braveheart*, *Enemy at the Gates*, *Gladiator*, *Kingdom of Heaven*, *Schindler's List*, *The Last King of Scotland*, *The Last Samurai*, *The Pianist*, *Troy*.

PSYCHOLOGY AND YOU 0.5 Credit

Grades: 9-12

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

HOLOCAUST STUDIES 0.5 Credit

Grades: 9-12

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

SPECIAL EDUCATION

SPECIAL EDUCATION PROGRAMS AND SERVICES

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

Related Services:

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

Resource Room:

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

Integrated Co-Teaching Classes:

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

Special Class:

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

CLINICAL SUPPORT SERVICES

Special Education

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

General Education Population

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

TECHNOLOGY

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

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

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

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

See your counselor for details.

COURSES

PLTW DESIGN AND DRAWING FOR PRODUCTION 1 Credit
(PLTW—Introduction to Engineering Design) 1.10 Weighting

Grade Level: 9-12

Prerequisite: None

This introduction to engineering course is part of the Project Lead the Way Program and is suited for all students. It is an excellent opportunity for students to explore various aspects of engineering. Students will work individually and in teams to design solutions to a variety of problems, develop research and analysis skills, learn technical writing, and create engineering graphics. They will apply math, science, and technology knowledge learned in other courses to solve engineering design problems. Students will use the industry standard 3D solid modeling software “Autodesk Inventor” to design and document their solutions to design problems. As the course progresses and the complexity of the design problems increase, students will learn more advanced computer modeling skills. This course may meet the NYS graduation requirement for Art/Music. It also provides students the opportunity to receive three credits from Rochester Institute of Technology after taking the exam at the end of the course (Optional RIT registration fee is required and can be selected after the grade is posted.)

COMPUTER REPAIR ACADEMY 1 Credit
Grades: 9, 10, 11, 12 1.06 Weighting

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

WORLD LANGUAGES

COURSES

AMERICAN SIGN LANGUAGE 1 1 Credit

Grade Levels: 9-12

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

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

LATIN AND ANCIENT GREEK 1 (formerly LATIN 1)

1 Credit

Grade Levels: 9-12

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

This course provides motivated students with the basic vocabulary and structures of the Latin language. The course also helps students to improve their English vocabulary through a study of the many Latin root words, prefixes, and suffixes. Students explore the classical language and ancient culture through study of the lives and experiences of a community in pre-eruption Pompeii.

SPANISH 1

1 Credit

Grade Levels: 9-12

The Level 1 Spanish course is designed to challenge and support the diverse needs of our introductory-level through second-year Spanish students. The course is communicatively based, and the topics covered are similar to those included in Level 1 at the middle school, providing an opportunity for exploration of concepts, vocabulary and structure in context. Upon successful completion of this course, students will earn one of three modern language credits necessary to earn the Advanced Regents Diploma.

LANGUAGE 2

1 Credit

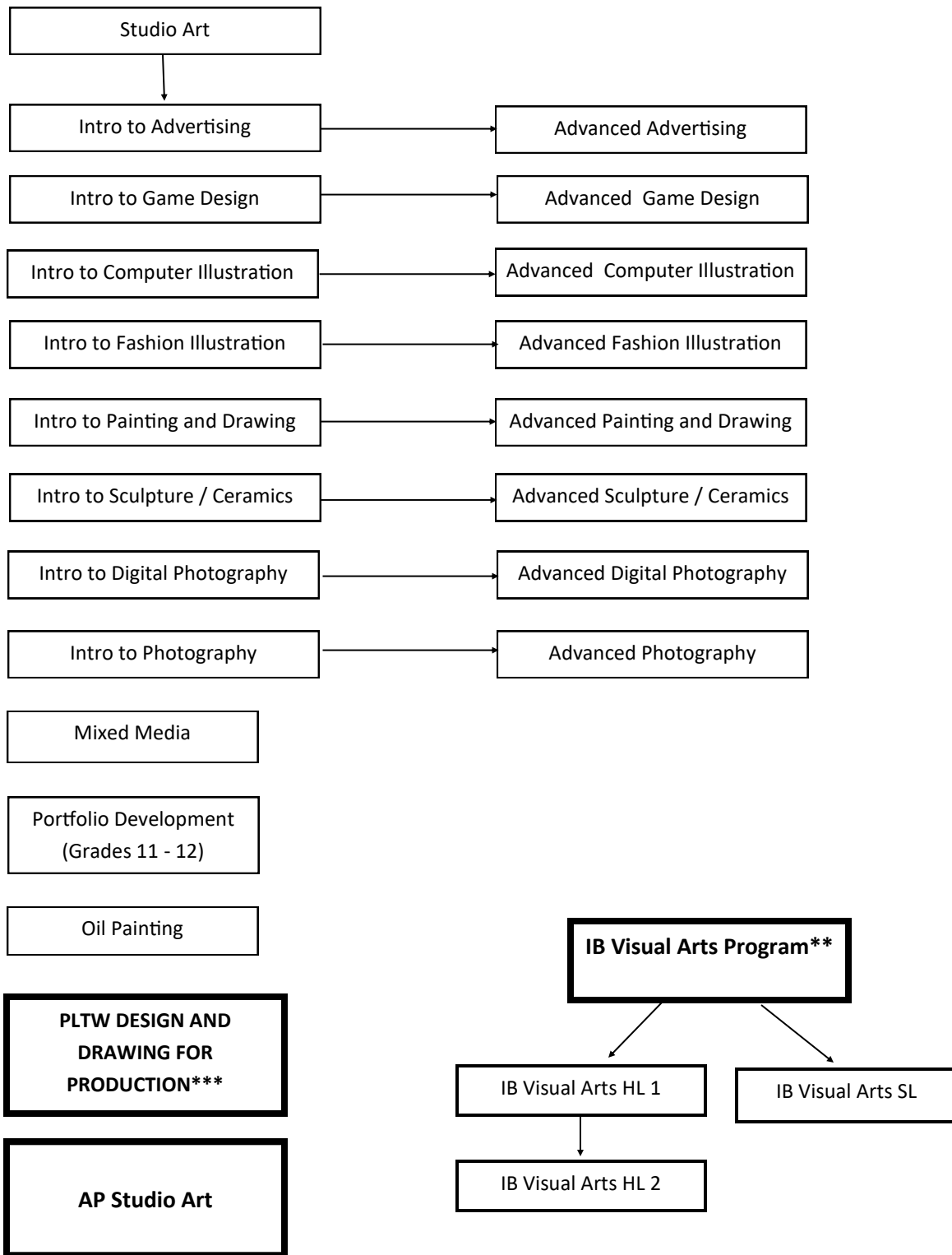
Grade Levels: 9-10

Prerequisite: Language 1

Language 2 students expand upon the communicative skills acquired in previous levels, expressing themselves in a wider range of situations, using more sophisticated structures. An emphasis is placed on oral performance, and students also engage in the exploration of various target language texts. The level 2 course is the first of the two year Checkpoint B sequence. Upon successful completion of this course, students will earn one of three modern language credits necessary to earn the Advanced Regents Diploma.

ART DEPARTMENT

MR. ROBERT RAEIHLE, LEAD TEACHER



**IB Visual Arts may be taken following successful completion of a Studio Art A. It is recommended that students experience the breadth of the elective program before entering the program. A Regents Exam in art is offered at the conclusion of each school year.

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

BUSINESS DEPARTMENT

CTE PROGRAMS (CAREER & TECHNICAL EDUCATION) CAREER & TECHNICAL EDUCATION ENDORSEMENT Sequence Title: Business Administration—Requires 3.5 - 5 Credits

Required Course:

Career & Financial Management	0.5 Credit	General
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Plus: Select at least one from this career cluster:

College Accounting A or 1	1 Credit	Accounting/Finance
College Accounting B or 2	1 Credit	Accounting/Finance
Wall Street	0.5 Credit	Accounting/Finance

Plus: Select at least one from this career cluster:

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

Plus: Select at least one from this career cluster:

Entrepreneurship	0.5 Credit	Marketing
Virtual Enterprise (formerly Real World Business)	1 Credit	Marketing
Sports & Entertainment Marketing	0.5 Credit	Marketing

Elective Area:

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

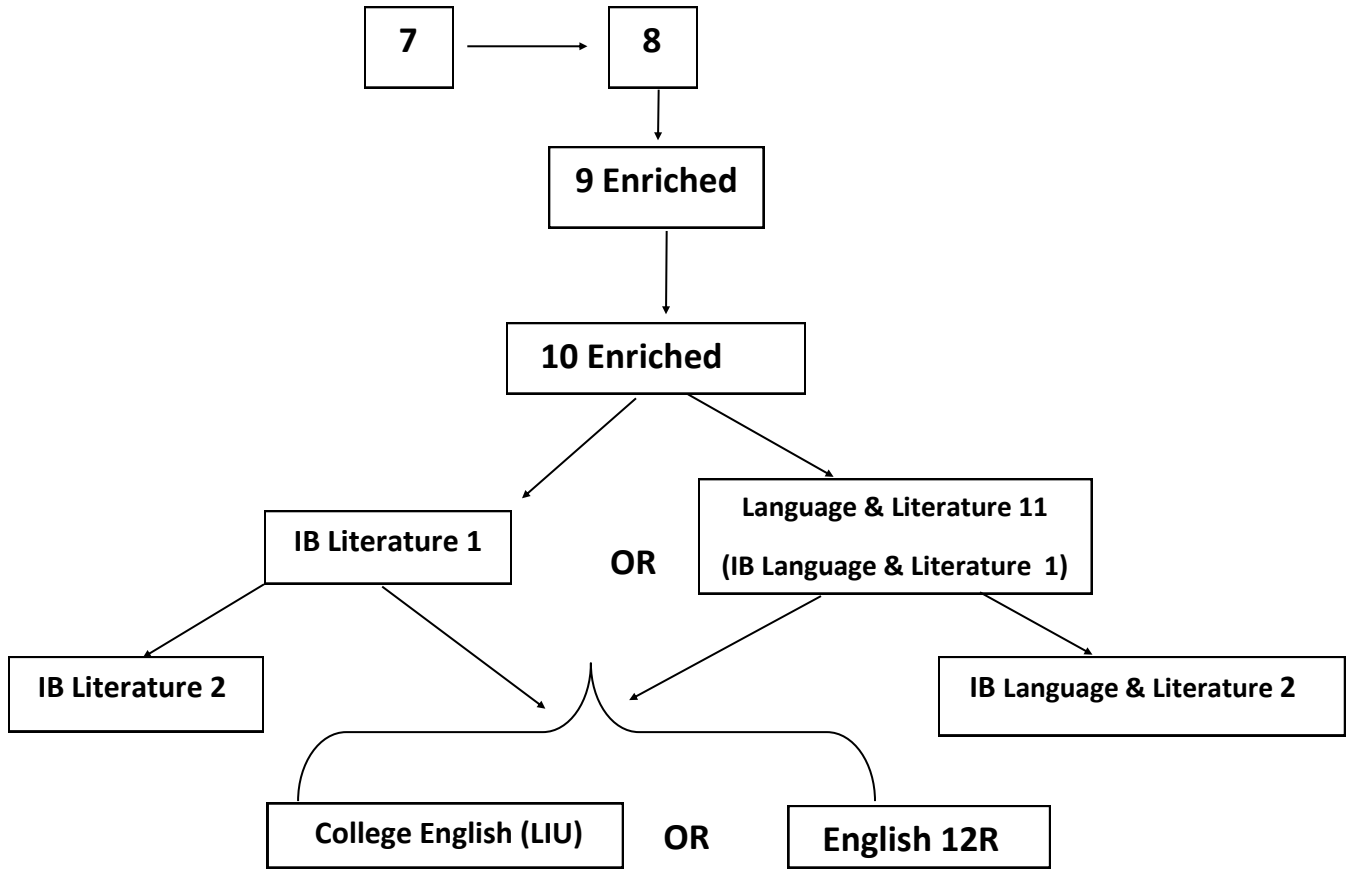
Additional Requirements include:

1. Internship—0.5 Credit
2. Assessment:

*IB Business Management Certificate SL or HL **or** NOCTI & SkillsUSA Assessment

ENGLISH DEPARTMENT

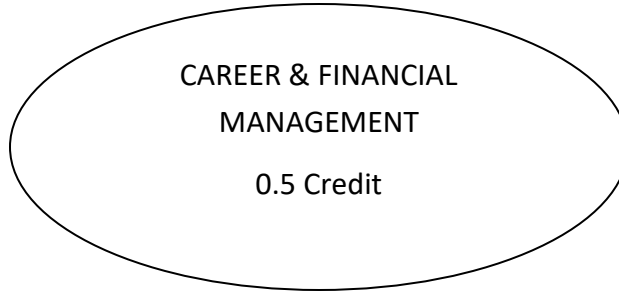
Secondary English Language Arts Sequence



FAMILY AND CONSUMER SCIENCES

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

Required Course:



Elective Options:

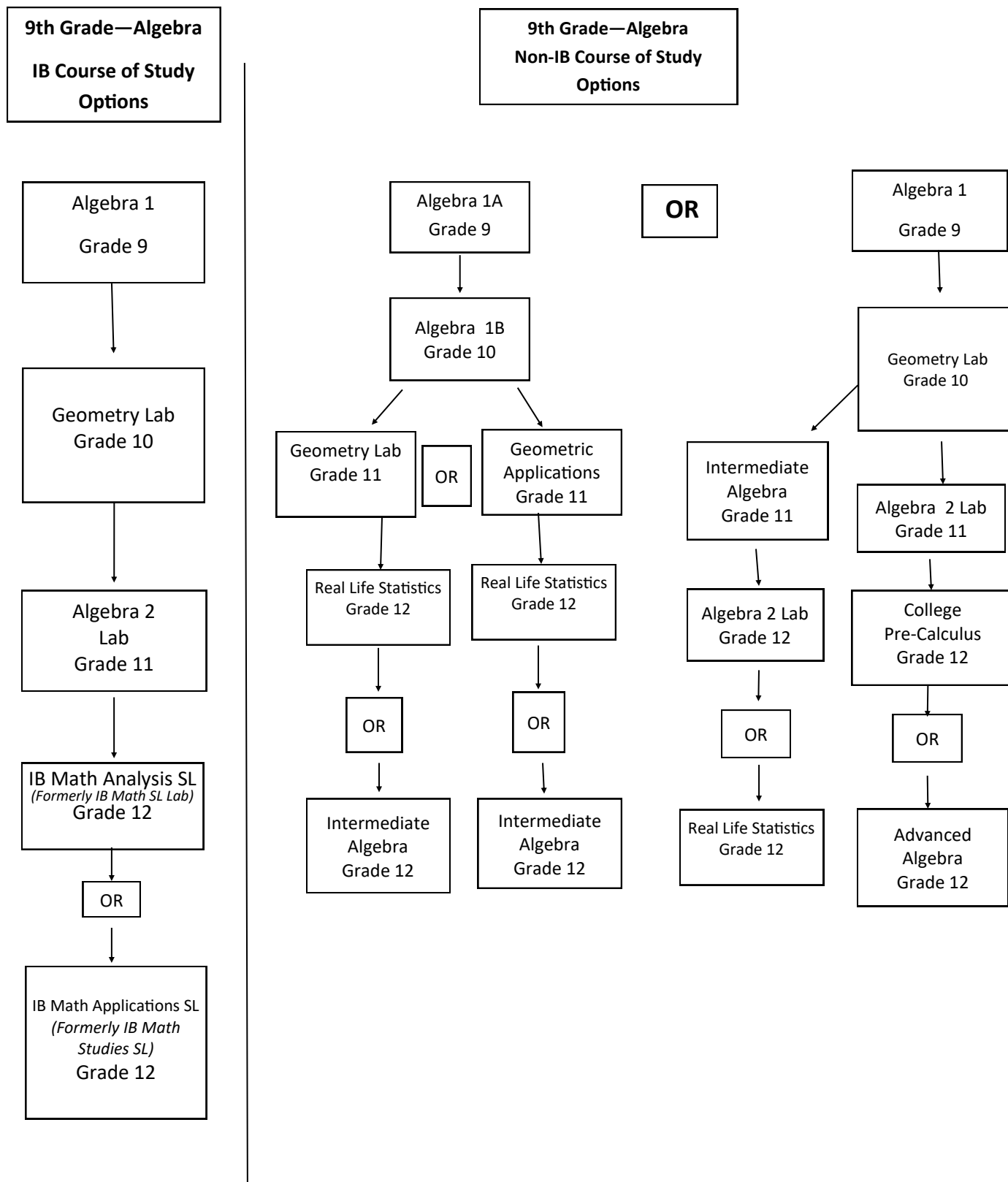
Adolescent Psychology

0.5 Credit

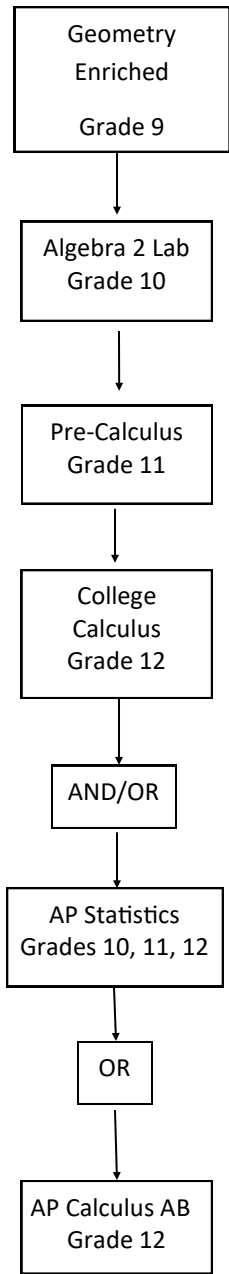
Developing Child

0.5 Credit

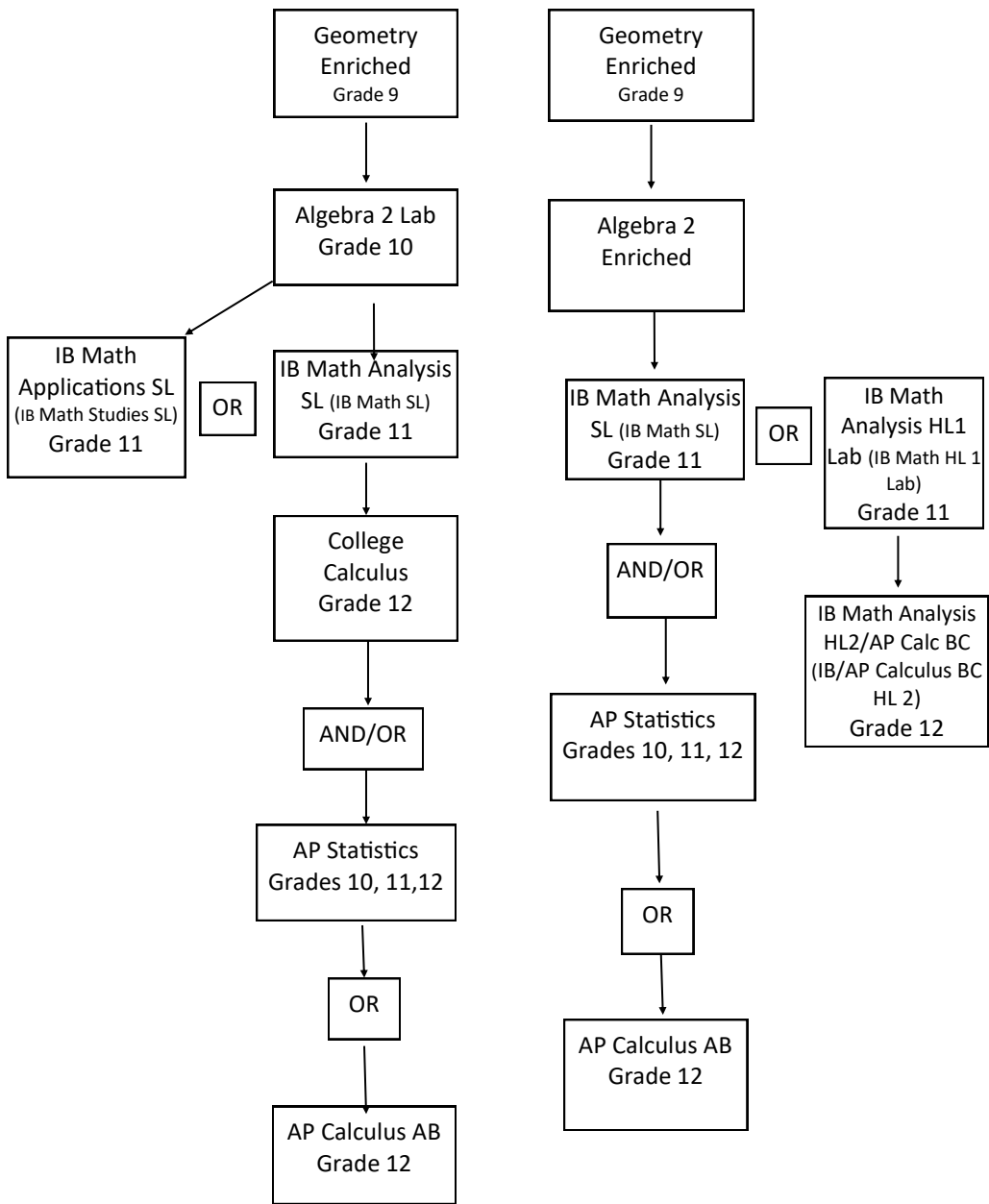
MATHEMATICS DEPARTMENT
Mathematics Flow Chart for Commack High School
2019-2020



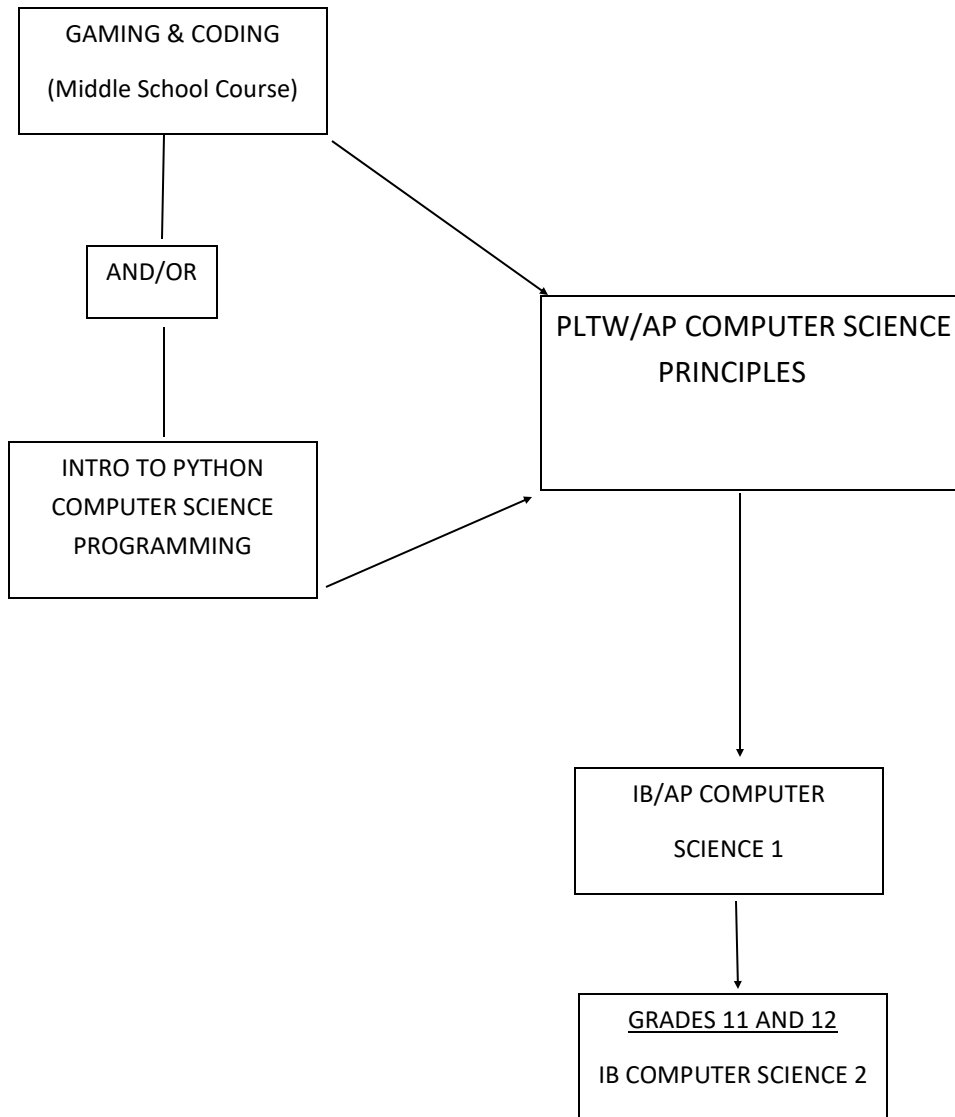
**9th Grade—Geometry
Non-IB Course of
Study Options**



**9th Grade—Geometry
IB Course of Study
Options**

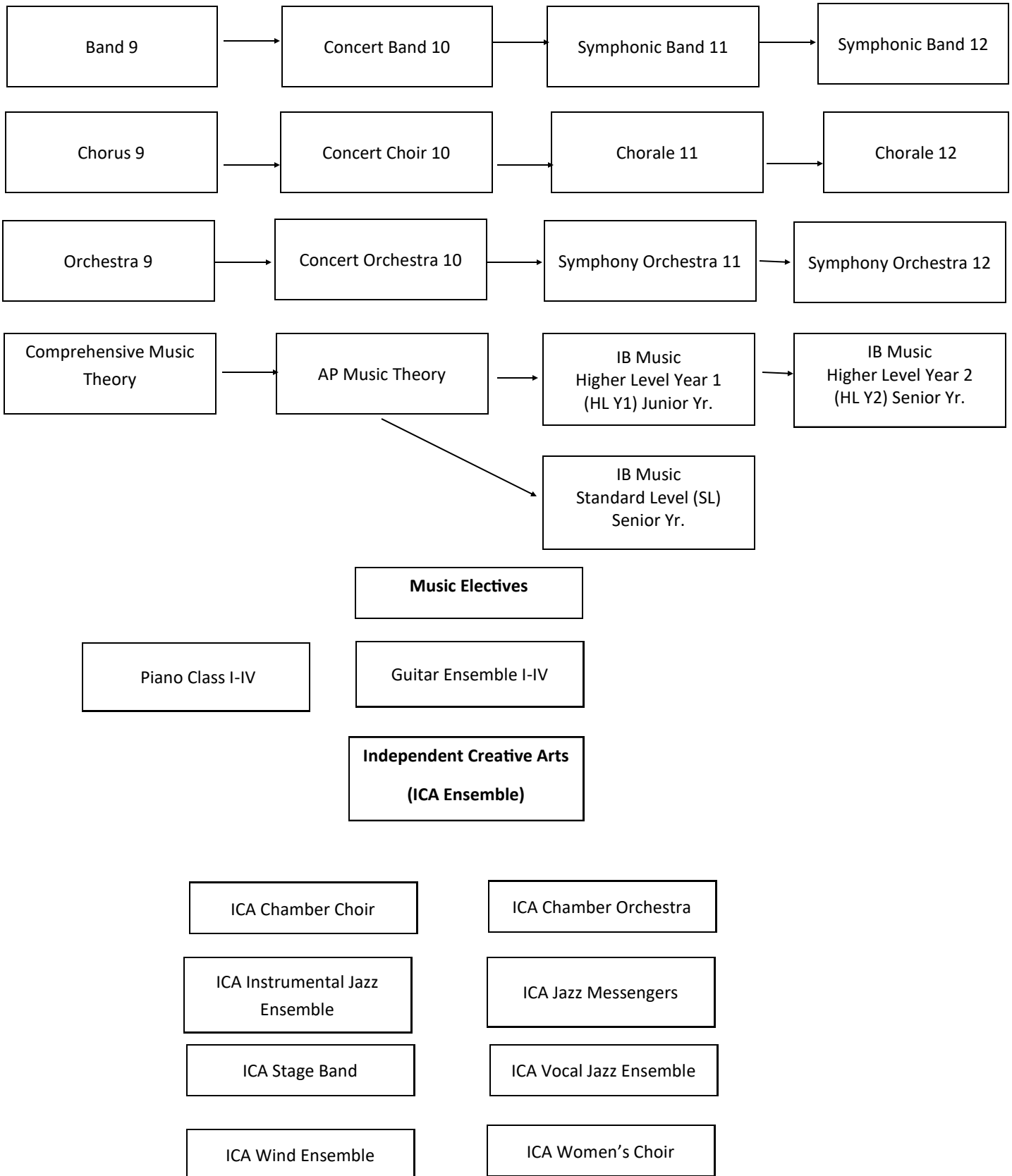


Mathematics Flow Chart For Elective Computer Science Courses



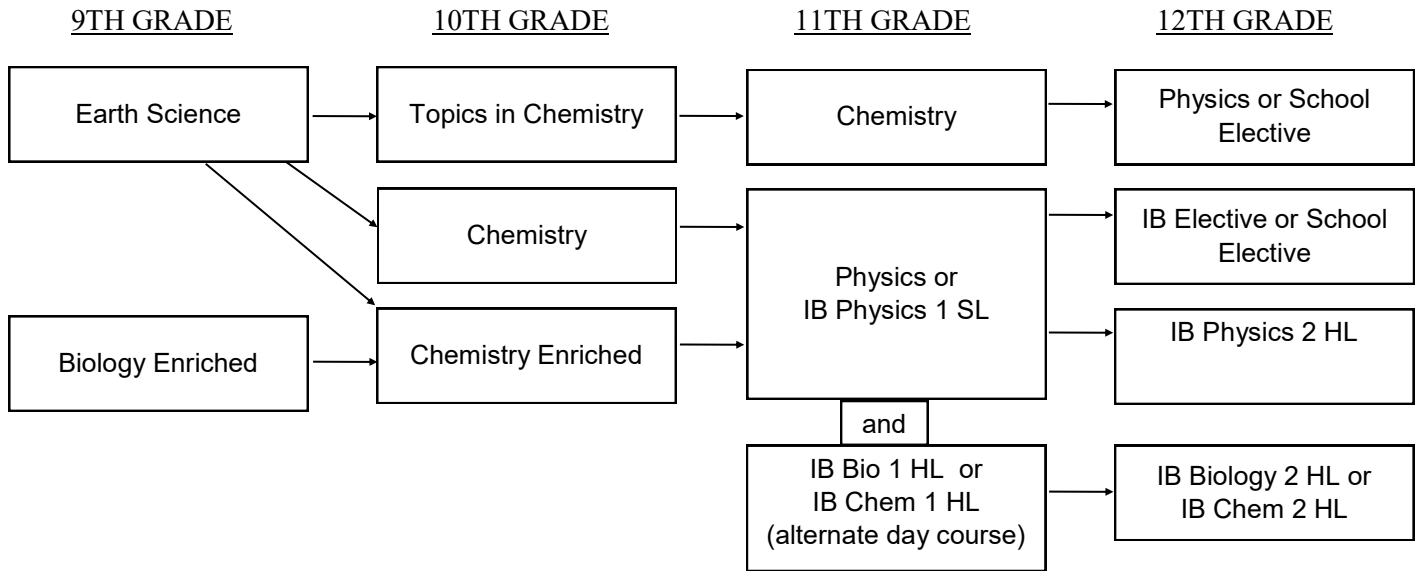
MUSIC DEPARTMENT

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



SCIENCE DEPARTMENT

Typical Core Science Course Sequences



9th Grade Electives

Science Research 1

10th Grade Electives

Green Thumb
Marine Biology
Mysteries of the Universe
Research 1 or 2

11th Grade Electives

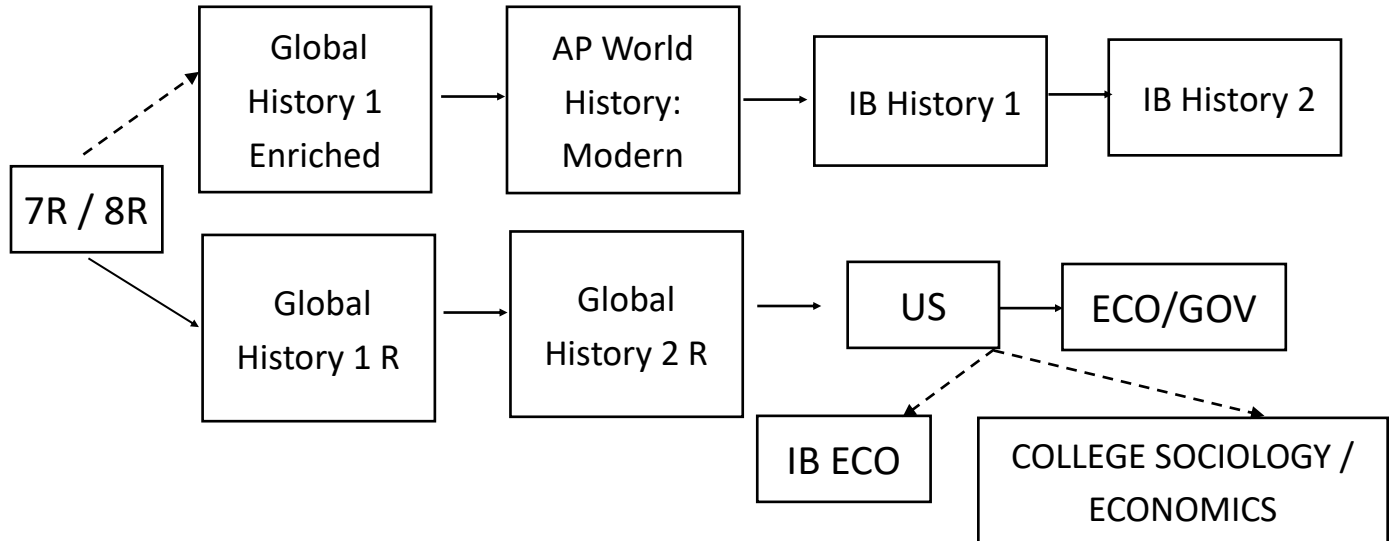
College Marine Biology
College Human Anatomy and Physiology I and II
Conceptual Physics: Roller Coasters and Rockets
Forensic Science
Green Thumb
College Geology
IB Biology SL
IB Biology 1 HL
IB Chemistry SL
IB Chemistry 1 HL
IB Physics 1 SL
IB Sports, Exercise and Health Science SL
IB Environmental Systems and Society SL
Marine Biology
Mysteries of the Universe
Research 11

12th Grade Electives

College Chemistry Forensics
College Human Anatomy and Physiology I and II
College Geology
College Marine Biology
Conceptual Physics: Roller Coasters and Rockets
Forensic Science
Green Thumb
IB Biology SL
IB Biology 2 HL
IB Chemistry SL
IB Chemistry 2 HL
IB Physics 1 SL
IB Physics 2 HL
IB Sports, Exercise & Health Science SL
IB Environmental Systems and Society SL
Marine Biology
Mysteries of the Universe
Research 12

SOCIAL STUDIES DEPARTMENT

Secondary Social Studies Course Sequence



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

9th Grade Social Studies Electives:

Global History on Film

Holocaust Studies

Psychology and You

WORLD LANGUAGES DEPARTMENT

World Languages Department Flow Chart

Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Foundations in Languages through Language 1 (Culmination of Checkpoint A)</p> <p style="text-align: center;">1 credit</p>	<p>Language* 2</p> <p style="text-align: center;">1 credit</p>	<p>Language* 3 (Culmination of Checkpoint B)</p> <p style="text-align: center;">1 credit</p>	<p>Language* IB 1 (up to 6 college credits available to qualified students)</p> <p>Spanish Language/ Culture 1</p> <p>Italian Language/ Culture 1</p> <p style="text-align: center;">1 credit</p>	<p>Language* IB2</p> <p>Spanish Language/ Culture 2</p> <p>Italian Language/ Culture 2</p> <p>(Up to 6 college credits available to seniors enrolled in ALL courses above)</p> <p style="text-align: center;">1 credit</p>
	<p>Spanish 2</p> <p style="text-align: center;">1 credit</p>	<p>Spanish 2</p> <p style="text-align: center;">1 credit</p>	<p>Spanish 3 (Culmination of Checkpoint B)</p> <p style="text-align: center;">1 credit</p>	<p>Spanish IB 1 (Up to 6 college credits available)</p> <p>Spanish Language/ Culture 1</p> <p style="text-align: center;">1 credit</p>
	<p>Latin & Ancient Greek 1 (formerly Latin 1)**</p> <p style="text-align: center;">1 credit</p>	<p>Latin and Ancient Greek 2 (formerly Latin 2)</p> <p style="text-align: center;">1 credit</p>	<p>Latin 3 (3 college credits available to qualified students)</p> <p style="text-align: center;">1 credit</p>	<p>Latin IB (3 college credits available)</p> <p style="text-align: center;">1 credit</p>
	<p>ASL 1**</p> <p style="text-align: center;">1 credit</p>	<p>ASL 2</p> <p style="text-align: center;">1 credit</p>	<p>ASL 3</p> <p>1 credit (3 college credits available to qualified students)</p> <p style="text-align: center;">1 credit</p>	

Language*=Spanish, Italian, French

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

CLUBS AND ACTIVITIES

STUDENT COUNCIL

Executive Board
Student-Faculty Advisory Committee (SFAC)

CLASS ORGANIZATIONS

Class of 2020 Leadership Board
Class of 2021 Leadership Board
Class of 2022 Leadership Board
Class of 2023 Leadership Board

SPECIAL

Caroling Choir
IB Student Liaison Committee
ICA Chamber Choir
ICA Chamber Orchestra
ICA Jazz Ensemble
ICA Jazz Messengers
ICA Men's Ensemble
ICA Stage Band
ICA Vocal Jazz Ensemble
ICA Wind Ensemble
ICA Women's Choir
Marching Band
School Store

PUBLICATIONS

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

CLUBS

A Cause Four Paws (Students for Animals)
American Sign Language Honor Society
Art Club
Astronomy Club
Athletes Helping Athletes
Best of Buds Club
Bible Club
Boys Scholar Athlete Leadership Club
Brainstormers
Buddy Program
Business & Marketing Honor Society
Camera Club/Photography Club
Chess Club
Computer Science Club
Educators Rising
English Honor Society
Environmental Awareness Club
Fashion Club
French Honor Society
Future American String Teachers Association
Future Business Leaders of America (FBLA)
Future Engineers Club

Future Healthcare Professionals Club
Garden Club
Gay/Straight Alliance
Girls Scholar Athlete Leadership Club
Glamour Gals
Grandfriends
Habitat for Humanity Club
Hebrew Club
History Honor Society
Human Rights Club
In The Spotlight/Radio Club
International Cultural Society
International Thespian Society
Italian Honor Society
Latin Honor Society
Marching Band
Math Honor Society
Math Teams
Masque and Wig - Drama & Musical
Mock Trial
Model UN
Multimedia Club
National Art Honor Society
National Honor Society
National Science Quiz Bowl
Pay It Forward
Peer Leadership
PLAN
SADD
Science Honor Society
Science Olympiad
Spanish Honor Society
Stage Crew
Student Council Leadership Board
Technology Honor Society
Tri-M Honor Society
Yearbook
Young Democrats
Young Republicans

PLANNING GUIDE CHARTS GRADES 9-12

Dear Student:

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

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

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

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

Planning Your Four-Year High School Program

How to plan your program of study:

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

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

What is my educational goal?

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

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

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

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

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

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

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

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

9th Grade

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

10th Grade

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

11th Grade

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

12th Grade

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

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