

Fishers Island Union Free School District



PROGRAM OF STUDIES Grades 7-12 2019-2020



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Table of Contents

Board of Ed, Administrative, Faculty, and Staff	2
Introduction.....	3
Learning Standards and Diploma Requirements.....	3
Own Your Learning.....	5
College Credit Courses.....	6
The Virtual High School.....	6
Student Support Program.....	7
School Counseling Services.....	8
Post High School Planning.....	9
Comprehensive Listing Course Offerings.....	10-30
English Language Arts Courses.....	11-12
Mathematics Courses.....	12-14
Social Studies Courses.....	15-17
Science Courses.....	18-19
Spanish Courses.....	20-21
Music Courses.....	22-23
Visual Arts.....	24-26
Technology and Business Education.....	27
Family and Consumer Science.....	28
Health Education.....	29
Physical Education.....	30
Courses Selection Sheets (MUST BE RETURNED).....	31-33

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Introduction to Program of Studies

The 2019-2020 Fishers Island School Program of Studies has been prepared to help our students and their parents choose a course of study for the secondary school years. Specifically, readers will find helpful information in this publication they can use to make informed decisions about course selections for the 2019-2020 school year and beyond. Fishers Island School provides students with high quality and rigorous core curriculum in mathematics, English language arts, social studies, science, and Spanish. Additionally, a wide range of choices in required and self-selective courses in the arts, career development and occupational studies, health / physical education / family and consumer sciences, and technology (STEM) education is available to all students. *After having pre-registered for the required courses, students will want to select elective courses based on their interest, skills, and goals they have for their future beyond high school.*

Students and parents/guardians should jointly review this publication and discuss course options thoroughly. Students should plan to meet with our school counselor, Julie Arcelus, if they have questions regarding courses they should be electing to align with their post-secondary plans.

The administration, faculty, and staff of Fishers Island School are here to provide all students with the resources, support, and encouragement they will need to be successful in the next school year. Please take advantage of these resources as you plan your course of students for 2019-2020.

Learning Standards and Diploma Requirements

Fishers Island School is a New York State public school and operates under the rules, regulations and standards set forth by the New York State Department of Education. The Regulations of the Commissioner of Education for New York requires that every public school student in New York State be provided an opportunity to receive instruction in order to achieve the New York State Learning Standards. All students in New York schools should receive an engaging and developmentally appropriate education. Furthermore, school staff and parents are encouraged to collaborate on educational decisions to ensure that all students graduate from high school ready for work, higher education, and citizenship.

In order to earn a high school diploma in a New York State public school, a student must have a minimum of twenty-two (22) specific high school credits and pass five (5) identified Regents Examinations. The New York State Learning Standards and core curriculum guidance documents are the foundation upon which the New York State Regents assessments are developed and aligned. Accountability status for each local school and district is based on these State assessment scores for all students.

The State's responsibility is to set student learning expectations for what all students should know and be able to do as a result of skilled instruction. It is the responsibility of each local school district to develop curricula based on the New York State Learning Standards, select textbooks and instructional materials, develop pacing charts for learning (scope and sequence), and provide "best practices" professional development for local teachers to ensure that all students have access to "high quality" instruction leading to student attainment of these learning standards.

To that end, the administration, faculty and staff at the Fishers Island School have developed a Program of Studies that incorporates and promotes the New York State Learning Standards. Additionally, they have created elective course options for students that provide them access to multiple learning opportunities during their secondary school years.

Learning Standards Resource: Students and families are encouraged to review NYS learning standards at www.nysed.gov.

Diploma Requirements Resource: New York State has set a variety of diploma designations in which students may achieve. Families are encouraged to review these requirements at <http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>. A diploma requirements table has been provided below for your convenience.

Credit Requirements for all NYS Diploma Types	Min. Number of Credits
English	4
Social Studies- distributed as follows: U.S. History (1) Global History and Geography (2) Participation in Government (1/2) Economics (1/2)	4
Science- distributed as follows: Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
Languages other than English (LOTE)	1*
Visual Art, Music, Dance, and/or Theater	1
Physical Education (must participate 8 semesters)	2
Health	.5
Electives	3.5
Total:	22

*Students with disabilities may be excused from the requirement for 1 unit of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

Regents Requirements for Diploma Designations	
Regents Diploma	65 or better on five (5) Regents assessments as follows: one ELA Regents, one math Regents, one Science Regents, one Social Studies Regents, plus one additional Regents of 65 or better in Science, Math or Social Studies.
Regents Diploma with Advanced Designation	65 or better on eight (8) Regents assessments as follows: one ELA, three math, two Science (one life and one physical), two Social Studies Regents. Student also must have two additional LOTE credits.
Regents Diploma w/ Advanced Designation in Math	65 or better on five (6) Regents assessments as follows: one ELA, three math, two Social Studies Regents. <i>In addition to student must receive an 85 or better on three (3) math Regents assessments.</i> Student also must have two additional LOTE credits.
Regents Diploma w/ Advanced Designation in Science	65 or better on five (6) Regents assessments as follows: one ELA, two science, two Social Studies Regents. <i>In addition to student must receive an 85 or better on three (3) science Regents assessments.</i> Student also must have two additional LOTE credits.
Regents Diploma w/ Honors	Student must earn a computed average of at least a 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with designation.

Own Your Learning

Independent Study Project (SEM Type II Enrichment)

Grades 10-12 (.5 credit – TECH153)

This course option is for junior and senior high school students interested in deeply pursuing a self-selected topic of study based on an area of deep interest. Students must demonstrate the ability to work independently and a willingness to commit the time necessary for advanced study. Students who are interested in this option will need to complete and submit a Personal Learning Project Proposal to the Fishers Island School-wide Enrichment Leadership Team for review and approval. The personal learning project can be in any subject area, including the arts, but must include the following components:

- A specific topic in which you will acquire advanced level learning, or an authentic problem that you wish to investigate and solve, and your plan for achieving it. Students who wish to make a difference are encouraged to consider school and/or Fishers Island community improvement projects.
- A comprehensive summary of what you learned about your topic, using some form of self-selected technology that can best portray your learning;
- The development of a project or presentation that will have impact on a real audience. For example, after an extensive study of children's literature, a student could create a high quality children's book, work to get it published, and read that book to a group of children at a local library story hour.

Students who pursue this course will require a mentor to provide support and assistance. Students who have questions about this elective course should meet with Principal Christian Arsenault.

Internship (SEM Type III Enrichment)

Grades 10-12 (.25 or .5 credit – Tech 154)

Internship is a program that requires a semester (.25 credit/35 documents hours) or full year (.5 credit/70 documented hours) commitment and allows students to explore their career interests, gain valuable work experience, and earn credit toward their high school diploma. Students in the Internship Program participate in an internship where they become actively involved in business, government, industry, research, or social services in an authentic work setting. Internships can take place after school, on weekends, and/or during school vacations or during the school day if our schedule can be accommodated. Students interested in participating in an internship program should meet with Principal Christian Arsenault.

In order to participate in the Internship Program, students must meet the following requirements:

- Student must complete an internship application packet available from the School Counselor
- Students must have their own transportation when involved in an internship
- The internship must be approved by the School Counselor and School Principal
- Students submit a time sheet signed by their sponsor (person mentoring or overseeing their work experience) and keep a log of hours
- Students must check in regularly with the School Counselor
- Students must submit a written reflection upon completion of the internship

College Credit Courses UCONN Early College Experience (ECE) and Suffolk County Community College

The UCONN ECE and Suffolk County Community College Beacon programs at Fishers Island School seek to provide motivated students with a very cost effective way to earn transferrable college credit while still enrolled in high school. The courses are part of a concurrent enrollment program in which FIS instructors are certified as adjunct professors at UCONN and SCCC. Each of the approved college course is an exact replica of those taken by college students at UCONN or SCCC. Students benefit by taking college courses in a setting that is both familiar and conducive to learning. Presently being offered at FIS are ECE Oceanography (10th grade), ECE Modern Western Traditions (10th grade), ECE American Studies (11th grade), ECE Seminar in Writing through Literature (12th grade), Intermediate Spanish Composition (1st Semester 12th grade), Intermediate Spanish Conversation (2nd Semester 12th grade), SCCC Music Theory (10th-12th grades), and SCCC Drawing (9th-12th grades). The two Spanish courses replace the previous Spanish V course that is no longer offered. At present, the Board of Education is graciously committed to paying one half of the tuition fees for each course students enroll in. This is a wonderful savings for our families considering that these credits currently have an 87% transfer rate to other colleges and universities.

The Virtual High School

Fishers Island School is part of the Virtual High School organization whose mission is to develop and deliver standards-based, student-centered online courses to expand students' educational opportunities and access to develop 21st century skills. Online teaching is intended to augment rather than replace traditional classroom teaching.

The Virtual High School offers a wealth of trained, experienced faculty members qualified in numerous disciplines, for teaching a wide array of courses designed to meet the needs of students who qualify to take courses offered by the Virtual High School. Virtual High School offers over 200 semester courses in Art, Business, English, Language Arts, World Languages, Life Skills, Math, Science, Social Studies, and Technology. In addition, VHS offers 15 Advanced Placement (AP) full-year courses to participating students. All of the core courses are NCAA accredited.

Student-centered online courses are delivered to students to promote a high quality collaborative learning environment in which student exchange and interaction is a valued component of the instructional process. Qualified students need to be self-directed and self-motivated learners interested in pursuing a course of study that is not already offered within the Fishers Island School Program of Studies. Virtual High School offers online education to almost 260 schools located all over the world. Through VHS, schools are able to increase course offerings each semester. Space may be limited and a fee may be charged. Interested students can obtain further information from the VHS Coordinator Julie Arcelus.

Courses Fishers Island School students have taken from VHS:

Environmental Science	History and American Pop Music	Kindergarten Apprentice Teacher
Perspectives in Health	101 Ways to Write a Short Story	Business and Personal Law
AP World History	Learning to Invest in the Stock Market	Practical Law
Sociology	Web Design and Internet Research	Sign Language
Psychology	Pearl Harbor and the Pacific Thunder	Foreign Language
Entrepreneurship	Blogs, Wiki and Web Research Tools	

Student Support Program

Many students become temporarily at risk for academic and behavioral problems during their secondary school years. However, sometimes students consistently demonstrate a lack of academic, social, and emotional skills that do not allow them to be successful secondary school students. A Student Support Team (School Counselor, Special Education Providers, and a Speech Pathologist) has been developed to address these student issues. The lowest level of support starts at a Child Study Team (CST) meeting that is initiated through counseling for any student in need.

The Fishers Island Student Support Team is a school-based, problem solving team whose purpose is to assist teachers with intervention-action plans to improve students' academic and social functioning by utilizing available resources. The referring person's involvement begins with the referral and continues during the Student Support Team process, as determined by the team.

The Fishers Island Student Support Team is composed of core members including the School Counselor, two mainstream teachers, Speech Pathologist, and Special Education teacher. The team will involve the referring teacher, additional faculty, and support staff to work toward resolution of the problem. The general goals of the Fishers Island Student Support Team are as follows:

1. To promote early identification of, and assistance for, students whose personal problems interfere with school performance.
2. To establish an easy, accessible, visible system within the school that views student behavioral problems and academic difficulties as symptoms of student distress including a possible substance abuse problem.
3. To provide information and to teach coping skills to all students in order to prevent future problems.
4. To increase student awareness of resources that are available within the school and to promote a school atmosphere in which "it's okay to seek help."
5. To increase staff awareness of the type and extent of problems faced by adolescents today.
6. To increase staff awareness of resources in the school and to increase staff referrals to these resources for specific behavioral or academic problems.
7. To increase communication between school and parents regarding student problems. To provide parents with information regarding school and community resources for students and families.
8. To increase the interaction between school and community in order to provide additional resources for youth within the community.

Students who exhibit behaviors of concern should be referred to the Student Support Team. Behaviors of concern may include, but are not limited to, poor attendance, low academic performance, behavior problems and discipline, changes in behavior or performance, and personal problems. Students re-entering the high school from outside placements with behaviors of concern should also be referred to the team.

Any parent, student, teacher, or staff member who is concerned about a student's problems that interfere with school performance may make a referral by filling out a referral form obtained from the counseling office. All referral forms will be reviewed by the School Counselor and presented at the Student Support Team meeting for discussion. The Team conducts some of the following activities to promote early identification and coordination of appropriate interventions:

- Accepts referrals from teachers, administrators, parents, students, and staff
- Gathers information concerning the reported problem
- Discusses the information and develops an action plan
- Provides feedback to the referring teacher
- Refers the student to other professionals within the school
- Monitors the student's behavior through assigned support staff
- May notify parent of referral
- Arranges after-support for the student
- Advises students and families of the availability of community resources.

School Counseling Services

The Fishers Island School counseling program is evolving as a student-centered, sequential program that is consistent with the developmental stages of learning. Services are delivered to students through a counseling curriculum model which is in alignment with state and national standards. The School Counselor at Fishers Island School provides specific lessons and activities that are delivered through a variety of settings: classroom, group, and individual conferences.

The counseling program is an integral part of the total educational experience in that it provides continuous assistance, support, and meaningful experiences for all students. The services complement the instructional program by helping students realize their potential and understand their academic and personal strengths and weaknesses, thus empowering them to participate in their own development.

Given the challenges faced by students today, the focus of the Fishers Island counseling program is to enhance the learning process in three broad areas: Academic Development, Career Development, and Personal/Social Development. The following are specific program goals:

Academic Development:

- Assist students as they acquire the attitudes, knowledge and skills that contribute to effective learning
- Encourage students to employ strategies to achieve academic success and prepare students for a wide range of post-secondary options
- Help our students understand the relationship of academics to the world of work, and to life at home and in the community

Career Development:

- Assist students in acquiring the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions
- Help students employ strategies to achieve future career success and satisfaction
- Promote the understanding of the relationship between personal qualities, education and training, and the world of work

Personal/Social Development:

- Help students acquire the attitudes, knowledge and interpersonal skills to help them understand and respect themselves and others
- Assist students in making decisions, setting goals and taking the necessary action to achieve goals
- Encourage students to understand and utilize safety and survival skills

Some of the specific services and activities provided through the School Counselor's Office are:

- Planning and implementing orientation and transition programs for new students
- Counseling and scheduling of appropriate academic programs with a focus on a four-year plan
- Coordinating standardized testing programs
- Providing college and career counseling
- Organizing and presenting parent/student workshops, assemblies, and presentations on a variety of topics such as financial aid, parenting skills, time management, college and career, conflict resolution, decision making skills, study skills and test taking strategies, etc.
- Arranging student, teacher, parent, and counselor conferences
- Providing information regarding summer enrichment programs, internships, and job shadowing opportunities
- Providing group and/or individual counseling for social/emotional or academic difficulties
- Interpreting school records and standardized test scores
- Making referrals to special services staff
- Providing referral services to outside special service agencies

Post High School Planning

The Fishers Island School Career Center is located in the School Counselor's office. The district utilizes the Naviance software system as an integral part of the planning process. This system is user friendly and encourages family participation in this process. Students or families interested in learning more about post high school planning should meet with the school counselor to discuss options.

Comprehensive Listing Course Offerings*

2019-2020

*It should be acknowledged that the comprehensive listing of courses in this section reflects the offering available to students depending on the development of a final master schedule for the upcoming school year. Some elective courses may not be offered each semester or every school year limiting student availabilities.

English Language Arts Jessica Hall

Grade	Course Offerings
7	English Language Arts – Grade 7
8	English Language Arts – Grade 8
9	Introduction to Literature and Composition
10	World Literature and Composition
11	American Literature and Composition
12	British Literature and Composition or Seminar in Writing Through Literature (ECE)

Summer Reading Program

Students entering Grades 8 through 12 will be assigned a summer reading book provided by the district. In addition, each student will read another book of his or her own choosing to be completed before the beginning of school.

English Language Arts Course Descriptions

English Language Arts 7

Grade 7 (1 credit—ENG007)

This middle school level course follows NYS English Language Arts Core Curriculum with its emphasis on reading, writing, listening and speaking. Throughout the year, reading is approached with an emphasis on main idea identification and techniques to enhance understanding through class work and independent assignments. Literature study includes the promotion of reading skills, inference, and vocabulary. Composition includes the introduction of the Quote Sandwich and working towards the formal Quickwrite, mechanics of writing, and editing practice. Reading presentations are based on personal reading choices. The formal research project is introduced and taught in concert with the Social Studies department. Students in the seventh grade are required to take the NYS English Language Arts Test in the spring.

English Language Arts 8

Grade 8 (1 credit – ENG008)

The NYS English Language Arts Core Curriculum with its emphasis on reading, writing, listening and speaking is the heart of this middle school level course. Reading is a key element presented through literature and independent assignments. Centering on the themes of “Coming of Age” and Identity, selected novels, short stories, plays, and poetry are explored. Study of vocabulary in-context continues with exploration of root words, their meanings and applications. Composition continues with Quote Sandwiches and Quickwrites, complex topic sentences, introduction of the thesis and methods of paragraph development. Editing skills and mechanics of grammar are taught. Research project skills are continued with the Social Studies Department. Quarterly Independent Reading projects are required to encourage further exposure to grade-level texts and argument development. Students in the eighth grade are required to take the NYS English Language Arts test in the spring.

Introduction to Literature and Composition

Grade 9 (1 credit – ENG101)

This introductory survey course focuses on the multi-stage development of the formal essay. Vocabulary study comprises an exploration of words, their derivations, forms and uses. Highlighted genres include the novel, short stories, poetry, the study of Shakespeare and the reading of one of his plays--Romeo and Juliet--as well as a special unit on the personal essay as a literary form. Quarterly Independent Reading projects are required to encourage further exposure to grade-level texts and argument development. Research project skills are continued in connection with the Social Studies department.

World Literature and Composition

Grade 10 (1 credit – ENG102)

The focus of tenth grade English is advanced reading and writing discussion, and exposure to voices from a variety of cultures around the world. In composition, the formal essay expands with work on strengthening the thesis using precise language, additional organizational techniques, and effective introductions and closings. Vocabulary study continues in context and online. Literature focuses on understanding different perspectives formed by diverse social, cultural, and historical dimensions. Students continue cultural exploration through the short story genre by reading and presenting works from student-selected authors from another country, as well as workshopping original pieces. Research paper work continues with less teacher intervention. Quarterly Independent Reading projects are required to encourage further exposure to grade-level texts and argument development through selection of works by authors outside the United States.

American Literature and Composition

Grade 11 (1 credit – ENG103)

Culturally diverse and classic American authors comprise the studies in junior-level English. Students read a variety of works corresponding to periods in American history with the recurring theme of American identity and social criticism. “Yellow Woman,” *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *The Things They Carried* are important titles. Composition advances with literary analysis in greater depth, practice identifying and writing about the presence of figurative language in literature in preparation for the Regents Common Core Exam required of all juniors in June. Vocabulary study continues in context and online, emphasizing various definitions, shades of meaning and analogies. Formal reviews of books by American authors are required. Research project preparation continues with the focus on increasing student independence.

British Literature and Composition

Grade 12 (1 credit – ENG104)

This final year of high school English is devoted to preparing students for what they should expect in introductory college English classes, technical schools and/or the workplace. Composition involves writing effective autobiographical essays for college admission. Self-assessment and reflection with the goal of learning to edit one’s own writing is emphasized. Throughout the year, critical analysis writing assignments and culminating Socratic Seminars discussing great works are assigned. Literature is a survey beginning with the Anglo-Saxon Period and *Beowulf*, and moving through history to contemporary authors. *The Canterbury Tales*, *Paradise Lost*, *Twelfth Night*, and *Jane Eyre* are important titles. Students learn the nature of historical periods in Great Britain through literature. Quarterly book reviews of works by British authors compliment in-class reading, and the research project process continues with the inclusion of primary sources. Formal vocabulary study continues in context and online, emphasizing various definitions, shades of meaning and analogies.

English 1011: Seminar in Writing through Literature

Grade 12 (1 credit – ENG1011)

In this writing seminar, students will receive instruction in academic writing through literary reading, grammar, mechanics and style. Course assignments will emphasize interpretation, thesis development, and reflection. Through the year, we will use writing as a way to engage in academic inquiry by reading texts with the purpose of contributing to fundamental conversations. Students in this course will often take ownership of the direction of class discussion and writing. This means students are responsible for making peer interaction profoundly captivating by working through texts to develop individual interpretation. Throughout the year, students will develop long-term writing projects to challenge thinking and propose new understanding through critical analysis discussions and Opinion Editorials of selected texts. Ultimately, this course is designed for students to engage and unpack literature in relation to their own personal experiences and broader societal issues.

Mathematics

Jessica Sue

Grade	Course Offerings
7	Math 7 Common Core
8	Pre-Algebra Common Core
9	Algebra I Common Core
10	Geometry Common Core
11	Algebra II Common Core
12	Fundamentals of Calculus [Fall Semester] Probability and Statistics [Spring Semester]

Mathematics Course Descriptions

Common Core Mathematics 7

Grade 7 (1 credit – MAT007)

This is a general arithmetic course that follows the New York State Education Department’s Grade 7 Common Core Learning Standards for Math. Topics include: exponents, measurement, simple algebraic equations; operations with integers, decimals, and fractions; graphing and different types of graphs; percents; circles, polygons and geometric transformations; perimeter, area, and volume; probability; the Pythagorean Theorem; and solving basic multi-step equations. Students must take the New York State Common Core Grade 7 Math Assessment in late April. A scientific calculator is required.

Prerequisite: Successful completion of 6th grade math.

Common Core Pre-Algebra

Grade 8 (1 credit – MAT008)

This course will introduce students to the mathematical concepts and “tools” that will be required for future studies in algebra. The course follows the New York State Education Department’s Grade 8 Common Core Learning Standards for Math. Topics include: graphing lines and other equations; functions and sequences; exponents and roots; ratios, proportions and similarity; percents; foundations of geometry; perimeter, area and volume; data and statistics; probability; multi-step equations and inequalities; and polynomials. Students must take the New York State Common Core Grade 8 Math Assessment in late April. A scientific calculator is required.

Prerequisite: Math 7

Common Core Algebra I

Grade 9 (1 credit – MAT116)

Algebra is the first course of a three-year high school-level program of study in mathematics resulting in a Regents Diploma. Topics included are traditional algebra (solving equations, inequalities, and systems thereof; applying properties of exponents, etc.), graphing linear and non-linear functions, set theory, probability, radicals, and statistics. The major emphasis of Algebra is on the use of fundamental skills of algebra and algebraic strategies in solving mathematical problems. Students will take the Algebra Common Core Regents Exam in June at the end of this course. A TI-83 or TI-84 graphing calculator is required.

Prerequisite: Pre-Algebra

Common Core Geometry

Grade 10 (1 credit – MAT121)

Geometry is the second course of a three-year high school-level math program of study resulting in a Regents Diploma. Students will take an integrated approach to the study of geometric relationships. Topics will include geometric properties of planar and three-dimensional figures; measurement and relationships of points in both two and three dimensions; triangle congruence and similarity; formal and informal proof; transformational geometry; and coordinate geometry and using systems of equations in coordinate geometry proofs. Students will use both the traditional compass and straightedge, and geometric exploration software to investigate and develop their knowledge of geometric relationships and properties. Throughout the course, students will focus on applying knowledge and skills in problem solving and for practical purposes. Students will take the Common Core Geometry Regents Exam in June at the end of this course. A TI-83 or TI-84 graphing calculator is required.

Prerequisite: Algebra I

Common Core Algebra II

Grade 11 (1 credit – MAT111)

Algebra II and Trigonometry is the capstone course of the three-year high school level math program of study resulting in a Regents Diploma. This course will not only develop a student's in-depth knowledge of algebraic and trigonometric properties, but will also help students develop alternative problem-solving strategies and algorithms. Topics will include: number systems including imaginary and complex numbers; polynomial, absolute value, radical, trigonometric, exponential, rational, and logarithmic functions and their properties; direct and inverse variation; systems of equations; data analysis including measures of dispersion, regression and correlation; arithmetic and geometric sequences; probability; and right triangle trigonometry and trigonometric equations and identities. Students will take the Algebra II and Trigonometry Regents Exam in June at the end of this course. A graphing calculator will be relied on throughout the course. A TI-83 or TI-84 graphing calculator is required.

Prerequisite: Integrated Geometry

Fundamentals of Calculus

Grade 12 (.5 credit – MAT120)

This course will provide students with a thorough foundation in fundamental pre-calculus, calculus and analysis concepts and skills. Topics will include limits; continuity, derivatives (including trigonometric and logarithmic derivatives, rules, and implicit differentiation), graphing, optimization, and basic integration and integrals. All of the above concepts will be reinforced and/or developed through the use of a graphing calculator. A TI-83 or TI-84 graphing calculator is required.

Prerequisite: Grade of 80% or better in Algebra II and Trigonometry, or instructor recommendation

Probability and Statistics

Grade 12 (.5 credit – MAT122)

This course is designed for students who have completed a three-year math sequence. The goal of this course is to prepare students for college-level statistics by covering the basics of statistics. The course covers topics including: organization of data, numerical descriptive measures, probability and probability distributions, sampling distributions, and statistical inference (confidence intervals and hypothesis testing). A TI-83 or TI-84 graphing calculator is required.

Prerequisite: Grade of 80% or better in Algebra II and Trigonometry, or instructor recommendation

Social Studies Michael George

Grade	Course Offerings
7	United States History I
8	United States History II
9	Global History & Geography I <u>or</u> Global History & Geography I Honors (Elective)
10	Global History & Geography II <u>or</u> Modern Western Traditions ECE (Elective)
11	United States History and Government <u>or</u> American Studies ECE (Elective)
12	Participation in Government [Fall Semester] Economics [Spring Semester]

Social Studies Course Descriptions

United States History I

Grade 7 (1 credit – SS007)

Social studies in grade 7 focuses on a chronologically organized study of United States and New York State history. Curriculum covers the human experience in the United States from pre-Columbian times through the end of the Civil War, tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State history. Special emphasis is placed on methods of social scientists and primary source document reading.

United States History II

Grade 8 (1 credit – SS08)

This course is the second half of two-year sequence in United States history. Curriculum covers post-Civil War Reconstruction through modern times, tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State history. Special emphasis is placed on primary source document reading and social studies essay writing.

Global History and Geography I

Grade 9 (1 credit – SS009)

This course is the first half of a state-required two year sequence covering the five social studies standards and common themes that recur across time and place. Various areas of the world will be studied in chronological context. Students will learn the development of cultures, economics, and political systems from their origins in ancient and classic civilizations through the end of the 18th century.

Global History and Geography I Honors (Elective)

Grade 9 (1 credit – SS103)

Like its counterpart—Global History and Geography I—this course meets the requirements for the first half of a state-required two year sequence covering the five social studies standards and common themes that recur across time and place. Students choosing to enroll in the honors section must complete additional work, primarily in the areas of reading and writing. Students will read approximately four extra books, complete about four extra writing assignments, and will be held to a higher standard for other written work.

Global History and Geography II

Grade 10 (1 credit – SS010)

This course is the second half of a two-year sequence providing students with a global perspective covering the five social studies standards and common themes that recur across time and place. In addition, four major historical eras are studied from the late 18th century through the present day with an emphasis on incorporating global connections and interactions. Throughout the course activities including individual maps, timelines, historical documents and other social study skills will be incorporated into the curriculum. Emphasis on development of the social studies essay will be included. The course culminates with a state mandated Regents examination that tests students' understanding of key concepts from their two-year study of Global History & Geography.

Prerequisite: Successful completion of Global History and Geography I

Modern Western Traditions UCONN ECE (Elective)

Grade 10 (1 credit – SS014)

Modern Western Traditions is a UCONN survey course that covers the Western world since the period of Enlightenment. Since the course needs to meet the requirements of the NYS Regents Board—in addition to UCONN's requirements—we will also explore a few non-Western topics, such as communism in China. We will go well beyond simple rote memorization so that we can develop the skills of a historian and a deeper understanding of the Western world. With nearly 400 years of history to study, we will not be able to study everything in detail, but instead we will focus on some of the bigger themes—which we will use for the focus for each of our fourteen units. Within each unit we will use primary sources whenever possible, a lot of class discussion and relatively little traditional lecture.

Prerequisite: Successful completion of Global History and Geography I

U.S. History and Government

Grade 11 (1 credit – SS011)

The United States History and Government course is a chronological survey approach to United States History from the Colonial period through the new millennium. Students will learn about the structure and function of the United States government and the importance of being informed and active citizens in their community, states, and nation. Students will obtain an understanding of the ways our cultural heritage supports our democracy, how individuals and groups have challenged and influenced our nation's policies, and brought about constitutional change over time. Students are required to take the State Regents examination as a culminating assessment of their study of United States History and Government.

Prerequisite: Successful completion of Global History I & II

American Studies UCONN ECE (Elective)

Grade 11 (1 credit – SS015)

The primary focus of this course will be “what it means to be an American.” We will arrive there by analyzing historical documents, literature, and other secondary source materials. We will also focus on broader themes such as history, politics, economics, geography, culture, society and individual expression. While this course will prepare you for the Regents exam for social studies, it will have the academic rigor of a college level course. In addition to the half credit you will earn for FIS, you will also earn three credits from UCONN.

Prerequisite: Successful completion of Global History I & II

Participation in Government (Fall Semester)

Grade 12 (.5 credit – SS012)

This course comprises half of the required fourth year of Social Studies. This course focuses on Civics, Citizenship and Government as it relates to past and present public issues. The goal is to increase student awareness of the rights and responsibilities of a citizen. Students will be engaged in completing projects as they proceed through the content of the course. Special focus is placed on public policy, political theory and ideology as well as political participation in a democratic society.

Prerequisite: Successful completion of Global History and U.S. History & Government

Economics (Spring Semester)

Grade 12 (.5 credit – SS013)

This course comprises the second half of the required fourth year of Social Studies. This course includes the basic economic concepts and understandings which all persons need to function effectively and intelligently as participants in the economy of the United States. Emphasis will be based on macro and microeconomics.

Prerequisite: Successful completion of Global History and U.S. History & Government

Science

Carol Giles

Grade	Course Offerings
7	Life Science
8	General Science
9	The Living Environment
10	Oceanography <u>or</u> Oceanography ECE (Elective)
11-12	Chemistry

Science Course Offerings

Life Science

Grade 7 (1 credit – SCI007)

Life Sciences is a course designed to have students learn about the living world, the biological systems of its inhabitants, and their interrelationships. The dependence of life forms on their internal and external environments is stressed. The course is designed to have students actively perform laboratory exercises which get students involved in the actual practice of science rather than the accumulation of knowledge.

General Science

Grade 8 (1 credit – SCI008)

General science will explore physical phenomena, the origin of our planet, processes that continue to shape the Earth system, and the methods used to acquire scientific knowledge. Topics of study include science skills, structure of matter, state, and properties of matter, energy, astronomy, Earth’s structure and motion, resources and environment, plate tectonics, and weather. The course is designed to have students actively perform laboratory exercises that get students involved in the actual practice of science.

The Living Environment

Grades 9 (1 credit – SCI010)

This course is designed to instill an appreciation of the environment and an understanding of ecological principals and the historical discoveries that led up to modern biological understandings. Genetics and its role in evolution of species is also explored. It is coupled with a minimum of twenty hours of laboratory work to observe many of the biological principals taught in the classroom. Most importantly, the course will prepare students for more advanced biology courses in college, and possibly a career in the field.

Oceanography

Grade 10 (1 credit – SCI0013)

General Oceanography will parallel the UCONN ECE curriculum (see details below) in discipline but will be modified to reflect a high school college preparatory course. This course will include fewer cumulative exams and fewer formal lab reports than the ECE course and will also allow for STEM project exemptions.

Oceanography UCONN ECE (Elective)

Grade 10 (1 credit – SCI013)

Oceanography is an interdisciplinary science that covers biology, chemistry, geology, and physics of the ocean. Emphasis is placed on the interactions and interrelationships between these disciplines that contribute to both the stability and variability of the marine environment. Fishers Island and the surrounding waters will serve as a demonstrative illustration of the interconnecting processes. Students taking this ECE course will be expected to complete an Independent Science Technology Engineering Mathematics (ISTEM) project based on oceanography curriculum, provide written lab reports, read and analyze written journal articles/books and express their mastery in several different written and oral forms.

Course Objectives- Students will be able to:

- Describe physical and chemical characteristics of seawater
- Describe how the oceans and sea floor have changed over geological time
- Explain how oceans modify climate and heat distribution on Earth
- Explain the processes driving currents, tides, and waves
- Describe the environmental issues concerning marine resources and ecosystems
- Describe characteristics of marine life and controls on the marine trophic web
- Apply all of the above objectives to general marine environments and specifically to Fishers Island
- Develop proficient laboratory skills including data collection, analysis, evaluation of information, and oral and written communications of experimental results
- Develop critical thinking skills and apply scientific principles to solve “real life” problems

Prerequisites: A basic understanding of physics, chemistry, and biology is recommended.

Chemistry

Grade 11 and 12 (1 credit – SCI204)

This course in Chemistry presents an overview of Chemistry. The basic core of the course includes: Matter and Energy, Atomic Structure, Bonding, Periodic Table, Mathematics of Chemistry, Kinetics and Equilibrium, Acid-Base Theories, Redox and Electrochemistry, Organic Chemistry, and Application of Principles of Reaction. Students will learn how to use scientific data to solve more intricate problems. Included with the theoretical aspects is a minimum of twenty hours of laboratory work. Students will become familiar with chemical techniques and lab safety.

Spanish Language Christine Anifantakis

Grade	Course Offerings
7	Spanish IA
8	Spanish IB
9	Spanish II
10	Spanish III
11	Spanish IV
12	Spanish Composition ECE (Elective) [Fall Semester] Spanish Conversation ECE (Elective) [Spring Semester]

Languages Other Than English Course Descriptions

Spanish IA

Grade 7 (1 credit – LOTE007)

Spanish IA introduces students to the Spanish language. It is offered both to students who have learned basic Spanish previously, as well as to those who have not studied Spanish before. The emphasis is on beginning listening and speaking skills, with some work in reading and writing. Students learn through the use of contextualized thematic vocabulary used in real-life situations such as “food” and “shopping”, and some grammatical structures, such as how to form sentences. Comparisons and similarities between English and Spanish will be stressed whenever applicable. Both traditional teaching (such as grammar instruction and reading aloud) and non-traditional teaching methods (such as language games, TPRS, role-playing and internet activities) are used. In addition, some traditions and geography of Spain and Latin American culture are introduced.

Spanish IB

Grade 8 (1 credit – LOTE008)

Spanish IB is offered for students who have successfully completed Spanish IA or the equivalent. This course reviews, then expands students’ knowledge of vocabulary and grammatical structures, and emphasizes listening and speaking skills, with some work in reading and writing. Students learn through the use of contextualized thematic vocabulary, with a focus on common real-life situations. Comparisons and similarities between English and Spanish will be stressed whenever applicable. Both traditional teaching (such as grammar instruction and reading aloud) and non-traditional teaching methods (such as language games, TPRS, role-playing and internet activities) continue to be used. Traditions and practices of Spain and Latin America are taught, with the aim of acquiring some degree of cultural awareness.

Spanish II

Grade 9 (1 credit – LOTE009)

This course is offered for students who have successfully completed Spanish IB or the equivalent. This course deepens students’ knowledge of vocabulary and grammatical structures with the aim of increasing their ability to understand, speak, read and write in Spanish. Vocabulary is taught through the use of contextualized thematic vocabulary, with a focus on common real-life situations. Comparisons and similarities between English and Spanish will be stressed whenever applicable. Both traditional teaching (such as grammar instruction and reading aloud) and non-traditional teaching methods (such as TPRS, role-playing and internet activities) continue to be used. In addition, traditions, practices and some history of Spain and Latin America are taught, with the aim of deepening students’ cultural awareness.

Spanish III

Grade 10 (1 credit – LOTE010)

Taking the concepts and thematic vocabulary mastered in Spanish IA, Spanish IB and Spanish II, Spanish III aims to develop students' understanding of written and spoken Spanish and a degree of fluency in Spanish speaking and writing. Both traditional teaching (such as grammar instruction and reading aloud) and non-traditional teaching methods (such as TPRS, role-playing and internet activities) continue to be used. Students will increase their knowledge of the cultures and traditions of Spain and Latin America, with the aim of broadening their cultural literacy regarding these regions. The class is conducted mostly in Spanish.

Spanish IV

Grade 11 (1 credit – LOTE011)

Spanish IV uses the grammatical concepts and vocabulary learned in prior levels and applies them in the reading and analysis of various forms of literature, including short novels, poetry, biographies, articles and song texts. In addition, students learn through the viewing and analysis of Spanish-language films and by undertaking internet research projects using Spanishlanguage websites. An in-depth analysis of key aspects of Hispanic history and Hispanic culture are undertaken. The class is conducted solely in Spanish.

Prerequisite: A minimum grade of 85% in Spanish III.

Spanish 3178 (ECE) Composition

Grade 12 (.5 credit – LOTE05)

A college course offered through the University of Connecticut's Early College Experience (ECE) program, which allows students to transition into the rigor of university academics more easily while still in high school. Students earn one half (0.5) of a high school credit and, at the same time, three university credits that can be transferred to UCONN or another university if the student earns a minimum grade of C (70%). This course provides a thorough review of grammar and methodical practice in composition leading to a better command of the Spanish language. The focus of the compositions is the literary analysis of short stories by authors such as Gabriel García Márquez and Isabel Allende. This course is conducted exclusively in Spanish.

Prerequisite: A minimum grade of 85% in Spanish IV.

Spanish 3179 (ECE) Conversation—Magical Realism

Grade 12 (.5 credit – LOTE06)

A college course offered through the University of Connecticut's Early College Experience (ECE) program. Students earn one half (0.5) of a high school credit and, at the same time, three university credits that can be transferred to UCONN or another university if the student earns a minimum grade of C (70%). The objective of this course is the development of speaking skills through group discussions and oral presentations on short stories and films of the magical realism genre. This course is conducted exclusively in Spanish.

Prerequisite: A minimum grade of 70% in Spanish 3178.

Music Education

Chris Dollar

Grade	Course Offerings
7	Music In Our Lives: General Music 7 (Required)
8	Music In Our Lives: General Music 8 (Required)
7-12	Concert Band
7-12	Chorus
9-12	Music Technology
10-12	Music Theory SCC

Music Course Descriptions

Music in Our Lives: General Music 7

Grade 7 (.5 credit – MUS007)

This course is designed to give students a general knowledge in music theory and Western music history, while enhancing their abilities in both singing and instrumental performance.

Music in Our Lives: General Music 8

Grade 8 (.5 credit – MUS008)

This course reviews the theory and history studied in General Music 7 and then introduces more complex concepts, including clef reading, key signatures, and basic composition. Students will study music of non-Western countries, including that of Latin America, Asia, and Africa, as well as a unit on Broadway-style music.

Concert Band

Grades 7- 8 (.5 credit – MUS078)

Grades 9-12 (.5 credit – MUS0912)

This course is open to any student in grades 7 and 8 and 9 through 12 who shows proficiency in playing a recognized band instrument. Students will refine the skills of ensemble playing, which includes phrasing, balance, and interpretation of music. The band will participate in one major outside activity each year, such as a music festival or band day. Students are encouraged to take private lessons outside of school to enhance their performance. Two major concerts are performed yearly. **Prerequisite:** Recommendation from 6th grade music lesson teacher.

Chorus

Grades 7- 8 (.5 credit –MUS111)

Grades 9-12 (.5 credit – MUS108)

The chorus is made up of students who have had some previous musical experience in general music classes or vocal groups. The students will develop good sight-reading ability, proper use of the voice as an instrument, and an ability to hold their assigned part against other parts or accompaniment. Two major concerts are performed yearly.

Music Technology

Grades 10- 12 (.5 credit – MUS913)

In this course students will learn about the characteristics of sound, sound recording, editing, acoustics, and pre and post music production. Students will use the industry standard editing and recording software *Pro Tools 11* and *Finale*.

College Credit Music Theory

Grades 10-12 (.5 credit – MUS104)

This course is the capstone course in the classroom music curriculum. In this course students will learn to identify all major and minor keys, how to harmonize melodies, analyze and notate the chord progressions in musical excerpts, and aurally recognize melodic intervals and chordal qualities.

Prerequisite: Working knowledge of either Treble or Bass Clef music notation.

Visual Arts

Carrie Sawyer

Grade	Course Offerings
7	Art 7
8	Art 8
9-12	Studio in Art
9-12	Graphic Production & Layout
10-12	Studio in Drawing & Painting
10-12	Studio in Drawing
10-12	Studio in Painting
10-12	Studio in Sculpture
10-12	Studio in Fashion Design & Illustration
10-12	Studio in Creative Crafts
11-12	Advanced Studio in Art College Drawing SCC

Visual Arts Course Descriptions

Art 7

Grade 7 (.5 credit – ART007)

This is a mandatory course for all seventh grade students. The first part of this course concentrates on the use of elements and principles of art as they relate to art projects. Various materials will be used and art history is incorporated. The second portion is choice based art projects that reinforce the elements and principles.

Art 8

Grade 8 (.5 credit – ART 008)

This is a mandatory course for all eighth grade students. This course incorporates the elements and principles of art they relate to careers in the arts. Several different careers will be covered, including textile design, fiber arts, food styling, craft arts, product design, and others based on student interest.

Studio in Art: Comprehensive Foundation Course

Grades 9-12 (1 credit – ART009)

This is a year-long introduction to the nature, function, and techniques of the visual arts in the present and past. It covers drawing, painting, sculpture, and some art history. It is designed to provide basic fundamentals for each area. It is strongly recommended that this course be taken in ninth grade, as it is a required prerequisite for ANY art elective. This class fulfills the one fine arts credit requirement for graduation. The class is the prerequisite for all other art electives.

Graphic Production & Layout

Grades 9-12 (.5 credit – ART115)

This class is designed for students interested in graphic arts, primarily production and layout. The major focus of this course is the design and creation of the school's yearbook. Students will be involved in all aspects of making a yearbook from research, soliciting advertisers, creation of advertisements, layout, and picture-taking. The entire process is done online. During the course, students will also work on other design and

Studio in Drawing & Painting

Grades 10-12 (1 credit – ART118)

Students will learn aspects of drawing throughout this course, from still lives to figure drawing to three-dimensional representations. With various traditional materials, students will develop skills to reach their full potential as an illustrator. This course also develops each student's painting skills and techniques. Students will develop their own painting style as they explore the qualities of different types of paint.

Prerequisite: Studio in Art

Studio in Drawing

Grades 10-12 (.5 credit – ART125)

Students will learn all aspects of drawing throughout this course, from still lives to figure drawing to three-dimensional representations. With various traditional materials, students will develop skills to reach their full potential as an illustrator. It is a half year, half credit course. Topics covered will be shading, drawing techniques, realism, abstraction, color theory, and reviewing the elements of art and principles of design.

Prerequisite: Studio in Art

Studio in Painting

Grades 10-12 (.5 credit – ART 120)

This course also develops each student's painting skills and techniques. Students will develop their own painting style as they explore the qualities of different types of paint.

Prerequisite: Studio in Art

Studio in Sculpture

Grades 10-12 (.5 credit – ART105)

This is a class that works to develop the student's vocabulary for sculpture while working with three-dimensional materials. This is a choice-based class where the student can develop their own style as they create 6-7 works of their own choosing. Students will work with a variety of mediums and be introduced to various master sculptors

Prerequisite: Studio in Art

Studio in Fashion Design & Illustration

Grades 10-12 (.5 credit – ART117)

Fashion Design is an introductory course where students can increase their knowledge of the fashion world as well as develop design skills. Students will study fashion trends during the course of history. Students will learn how to draw and design an entire collection of work. Final project will be a fashion show featuring original garments.

Prerequisite: Studio in Art

Studio in Creative Crafts

Grades 10-12 (.5 credit – ART121)

This course is designed to expose the student to various processes, techniques and methods related to crafts. The student will not only explore art history as it relates to various crafts and cultures, but will also learn the process used to create different crafts. A variety of media will be used and combined to create projects. Areas such as mask making, sculpture, stained glass, mosaics, leather craft, jewelry, printing and wood will be covered.

Prerequisite: Studio in Art

Advanced Studio in Art / Portfolio

Grades 11-12 (.5 or 1 credit – ART105)

This class is for junior and senior students who are geared toward a career in art and have taken other art electives. This class works to develop a professional portfolio and an artist's vocabulary. Students will work to develop their own personal style and artistic statements. This course is open only to juniors and seniors.

Prerequisite: Studio in Art

College Credit Drawing 133

Grades 11-12 (1 credit/3 college credits – ART 127)

Introduction to fundamentals of drawing. Drawing of objects to develop student's understanding of proportion, value, perspective, form and shape. Develops accurate observation, understanding and memory of key forms, properties of illumination, and effective use of drawing materials.

Prerequisite: Studio in Art

Technology and Business Education

TBD

Grade	Course Offerings
7	FI 101: Study Skills
7	Introduction to Technology I: Gateway to Technology
8	Introduction to Technology II: Gateway to Technology
9	Computer Applications: MS Office
10-11	Accounting
12	Personal Finance

Technology and Business Course Descriptions

Fishers Island 101: Study Skills

Grade 7 (.5 credit – TECH070)

Seventh graders will be given this time as a guided study hall to facilitate their introduction to high school scheduling. The students will be given time to work on classwork/homework, and will be given organizational tips that will assist them in all areas of upper school.

Introduction to Technology I

Introduction to Technology I and II: Gateway to Technology

Grade 7 (.5 credit – TECH007)

Grade 8 (.5 credit –TECH008)

Seventh and eighth grade students will learn about the different aspects of the engineering design process and how it surrounds us in our everyday lives. We will also learn about different power tools and how to safely and respectfully use them to produce solutions to real world challenges.

Computer Applications: MS Office

Grade 9 (1 credit – COMP105)

This course is designed for students who have mastered the touch method of keying. Emphasis will be placed on document production using Word, Excel, Access, PowerPoint, and Publisher. Through these programs students will learn how to format business letters, reports, newsletters, flyers, tables and enhanced documents that include graphics. (This course is a required course for graduation from Fishers Island School—therefore it can be taken after Grade 9 if a student enters the school after Grade 9.)

Accounting I

Grades 10-11 (1 credit – BUS110)

This course familiarizes students with the accounting principles and practices commonly used in business. Students work with journals, ledgers, work sheets and financial statements and use Excel to facilitate the accounting process. The students will check records, bank reconciliations, and financial reports.

Personal Finance

Grade 12 (1 credit – BUS111)

Math & Financial Applications is a 1 credit specialized interdisciplinary business course related to the New York State Mathematics Learning Standards. This course is designed to prepare students for both college level business programs and/or to understand the complex financial world they will encounter during their lives. Topics will include: creating formulas; interest; budgeting and depreciation; banking and loans; credit; annuities and investment; payroll; financial statement analysis; and currency. A TI-83 or TI-84 graphing calculator is required for this course.

Family and Consumer Science

Carrie Sawyer

Grade	Course Offerings
7	Home and Career Skills 7
8	Home and Career Skills 8

Family and Consumer Science Course Descriptions

Home and Career Skills 7

Grade 7 (.5 credit – HEC007)

This is a mandatory course for all seventh grade students. The course introduces students to life skills topics. Topics covered are *You and Your World, Relationship Skills, Consumer Skills, Clothing, Sewing, Housing, and Environment*.

Home and Career Skills 8

Grade 8 (.5 credit – HEC008)

This is a mandatory course for all eighth grade students. The course is a continuation of the previous year as it further explores life skills topics. Topics covered are *Careers, Food & Nutrition, Kitchen Basics, Family & Children, and Cooking*.

Health Education

Adam Baber

Grade	Course Offerings
7	Middle School Health Education
8	High School Health Education

Health Education Course Descriptions

Health 8

Grade 8 (.5 credit –HEA008)

This Health Education course will include the following topics: mental and emotional health, family living, growth and development, nutrition and physical activity, alcohol, tobacco, and other drugs, communicable and chronic diseases, violence and injury prevention, consumer health and environmental health.

Health 10

Grade 10 (.5 credit – HEA010)

In this Health Education course, students will study units on mental and emotional health, family and social health, body systems, nutrition and physical activity, growth and development, alcohol, tobacco and other drugs, diseases and disorders, violence and injury prevention, consumer and environmental health.

Physical Education

Adam Baber

Grade	Course Offerings
7-8	Physical Education: Middle School Program
9-12	Physical Education: High School Program
10-12	Personal Fitness and Lifetime Activities

Physical Education Course Descriptions

Physical Education

Grades 7-8 (.5 credit – PE0078)

The Physical Education program is designed to prepare individuals to be active, healthy, intelligent and responsible participants in society. Opportunities are provided for physical growth and development, improving muscular strength and endurance, agility and flexibility, coordination and balance, and maximum development of physical fitness. The program is a continuation of the activities presented at the elementary level and is designed to give each student a strong background for further development in the high school. Sports: football, soccer, basketball, team handball, badminton, volleyball, floor hockey, softball, lacrosse, ultimate frisbee and rugby.

Physical Education

Grades 9-12 (.5 credit – PE0912)

Physical Education in the senior high school years is a combination of team sports and lifetime activities such as golf, tennis, bowling and archery. The students learn that the intrinsic rewards of competition outweigh the extrinsic and are not dependent upon the outcome. They realize the implications and benefits of positive health practices upon one's life. The students participate regularly in lifetime physical activities for the purpose of pleasure, socialization, recreation, and stress reduction. Muscular strength and cardiovascular fitness are always incorporated into warm-up periods. Sports include: football, basketball, volleyball, floor hockey, ultimate Frisbee, badminton, tennis, biking, bowling, lacrosse, team handball, and rugby.

Personal Fitness

Grades 10-12 (.5 credit –PE100)

This personal fitness course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will participate in a variety of workout regimens. Students can take this course as an elective one time or can take it in place of the regular high school physical education course.

Course Selection Sheet 2018-2019 Grades 7-8

Student Name: _____

Rising Grade: _____

Please Note:

- Students, working with their parents, should select courses carefully. Remember, a course may be dropped only with the written permission of the School Counselor and the School Superintendent / Principal.
- School officials will make an effort to offer every elective requested; however, a lack of sufficient enrollment, staffing or scheduling constraints may dictate that some electives not be offered. Any student who chooses an elective that is not offered will be counseled through the Counseling Office in selecting another elective that is in keeping with the student's four-year plan.

Grade 7			Grade 8		
<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>
Language Arts	ENG007	1 credit	Language Arts	ENG008	1 credit
US History I	SS007	1 credit	US History II	SS008	1 credit
Math 7	MAT007	1 credit	Math 8	MAT008	1 credit
Life Science	SCI007	1 credit	General Science	SCI008	1 credit
Spanish IA	LOTE007	1 credit	Spanish IB	LOTE008	1 credit
Home and Careers	HEC007	.5 credit	Home and Careers	HEC008	.5 credit
Intro to Tech	TECH007	.5 credit	Intro to Tech	TECH008	.5 credit
Band	MUS078	.5 credit	Band	MUS078	.5 credit
Music in Our Lives	MUS007	.5 credit	Music in Our Lives	MUS008	.5 credit
Art 7	ART007	.5 credit	Art 8	ART008	.5 credit
Physical Education	PE0078	.5 credit	Physical Education	PE0078	.5 credit
<input type="checkbox"/> <u>OPTIONAL Course (check box to elect course)</u>			<input type="checkbox"/> <u>OPTIONAL Course (check box to elect course)</u>		
<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>
Chorus	MUS111	.5 credit	Chorus	MUS111	.5 credit

Parent/Guardian Signature: _____

Date: _____

Course Selection Sheet 2018-2019 Grades 9-10

Student Name: _____

Rising Grade: _____

Please Note:

- Students, working with their parents, should select courses carefully. Remember, a course may be dropped only with the written permission of the School Counselor and the School Superintendent / Principal.
- School officials will make an effort to offer every elective requested; however, a lack of sufficient enrollment, staffing or scheduling constraints may dictate that some electives are not offered. Any student who chooses an elective that is not offered will be counseled through the Counseling Office in selecting electives in keeping with the student's four-year plan.
- All grade 9 and 10 students must take 8.0 credits.
- All grade 9 and 10 students must take all of the required courses in order to graduate

Grade 9			Grade 10		
<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>
Intro to Lit/Comp	ENG101	1 credit	World Lit/Comp	ENG102	1 credit
Global History & Geo I	SS009	1 credit	Global History & Geo II	SS010	1 credit
Algebra I	MAT116	1 credit	Geometry	MAT121	1 credit
Living Environment/Lab	SCI010	1.5 credits	Oceanography/Lab	SCI0013	1.25 credits
Computer Apps	COMP105	1 credit	Physical Education	PE0912	.5 credit
Spanish II	LOTE009	1 credit	Health	HEA010	.5 credit
Physical Education	PE912	.5 credit			
<u>OPTIONAL Course (check box to elect course)</u>			<u>OPTIONAL Course (check box to elect course)</u>		
<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>
<input type="checkbox"/> Honors History	SS009	1 credit	<input type="checkbox"/> ECE History	SS010	1 credit
			<input type="checkbox"/> ECE Oceanography	SCI0013	1 credit
<i>Sequence Courses/Electives (complete each blank):</i>			<i>Sequence Courses/Electives (complete each blank):</i>		
1. _____	4. _____		1. _____	4. _____	
2. _____	5. _____		2. _____	5. _____	
3. _____	6. _____		3. _____	6. _____	

Parent/Guardian Signature: _____

Date: _____

Course Selection Sheet 2018-2019 Grades 11-12

Student Name: _____

Rising Grade: _____

Please Note:

- Students, working with their parents, should select courses carefully. Remember, a course may be dropped only with the written permission of the School Counselor and the School Superintendent / Principal.
- School officials will make an effort to offer every elective requested; however, a lack of sufficient enrollment, staffing or scheduling constraints may dictate that some electives are not offered. Any student who chooses an elective that is not offered will be counseled through the Counseling Office in selecting electives in keeping with the student's four-year plan.
- Students are required to take one VHS course in either their junior or senior year.
- All grade 11 and 12 students must take 7.0 credits.
- All grade 11 and 12 students must take all of the required courses in order to graduate.
-

Grade 11			Grade 12		
<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>
American Lit/ Comp.	ENG103	1 credit	British Lit/Comp.	ENG014	1 credit
US History & Government	SS011	1 credit	Economics	SS013	.5 credit
Algebra II	MAT111	1 credit	Government	SS012	.5 credit
Chemistry/Lab	SCI012	1.5 credits	Personal Finance	BUS111	1 credit
Physical Education	PE0912	.5 credit	Physical Education	PE0912	.5 credit
<u>OPTIONAL Course (check box to elect course)</u>			<u>OPTIONAL Course (check box to elect course)</u>		
<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>	<u>Course #</u>	<u>Credits</u>
<input type="checkbox"/> ECE History	SS009	1 credit	<input type="checkbox"/> Physics/Lab	SCI012	1.5 credit
			<input type="checkbox"/> Statistics	MAT122	.5 credit
			<input type="checkbox"/> Calculus	MAT1200	.5 credit
			<input type="checkbox"/> ECE English	ENG1011	1 credit
<i>Sequence Courses/Electives (complete each blank):</i>			<i>Sequence Courses/Electives (complete each blank):</i>		
1. _____	4. _____		1. _____	4. _____	
2. _____	5. _____		2. _____	5. _____	
3. _____	6. _____		3. _____	6. _____	

Parent/Guardian Signature: _____

Date: _____