

# LYNBROOK HIGH SCHOOL



## STUDENT HANDBOOK AND CURRICULUM GUIDE

*2021-2022*

***GRADE 9 VERSION***

# **LYNBROOK PUBLIC SCHOOLS**

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## PRINCIPAL'S WELCOME

Dear Students,

This Handbook is meant to help you and your parent/guardian become aware of the many educational programs and practices in Lynbrook High School. It is the hope of the entire high school staff that you enjoy an enriching and rewarding educational career in Lynbrook High School. Plan for success by keeping the following in mind:

- ....Be in every class on time, seated before the bell rings to begin.
- ....Pay close attention in each class.
- ....Do your assignments with care.
- ....Always be respectful to school staff and to each other.
- ....Read good books in addition to those that are assigned to you.
- ....Join at least one activity, and come to concerts, games and plays.

Lynbrook High School is blessed with a fine staff that is always ready to assist you in becoming a successful student. You have to do your best, work hard, become involved in the life of LHS, and stay engaged in your academic course of study. If you follow these ideas, your stay at Lynbrook High School may well be among the finest years of your life.

Warm regards,  
Joseph T. Rainis  
*Principal*

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### **Title VII, Title IX and Section 504**

The Lynbrook School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin or handicap. The Lynbrook School District is an equal opportunity system. Grievance procedures are available to interested persons by contacting the individual listed below. Inquiries regarding this nondiscrimination policy may be directed to:

Mr. Gerard Beleckas  
Title VII, Title IX, Section 504 Coordinator  
Assistant Superintendent of Schools

# STUDENT ATTENDANCE

## Absences

All absences, tardiness, and early departures from class or school due to personal illness, death in the family, impassable roads or weather, religious observance, quarantine, doctor or dental appointments which cannot be arranged for another time, court appearances, school sponsored activities, college trips or job interviews (limited to three days during the junior year and three days during the senior year) are recorded as absences from school.

All absences, tardiness and early departures must be accounted for. **It is the parent's responsibility to notify the school office before 9:30 am of the start of the school day regarding the child's absence.** It is the parent's and the student's responsibility to bring a note, signed by the parent/guardian, to the school office on the first day of the student's return to school. Notes must contain the following information:

- Student's full name
- Dates of absence or tardiness
- Reason for absence or tardiness
- A home, business or cell phone number where the parent can be contacted during the day.

If the parent does not document an absence, tardiness, or early departure in writing within two days, the absence will be treated as an unexcused absence.

Unexcused absences will result in disciplinary consequences. Students who leave school during the day (other than lunch or an unassigned period) may do so with the permission of a building administrator or school nurse **and** parent or guardian.

Students who become ill or injured during the school day must report to the nurse's office, or if the nurse is unavailable, to the main office. Except for extreme medical emergencies, parental permission must be secured before a student may leave school.

It is the student's responsibility to arrange with the classroom teacher a plan to make up any missed work, within a reasonable time, for all excused absences.

## Disciplinary Consequences

Students must be in attendance in a class not less than 90% of the scheduled days of instruction in order to receive credit for the course. Absent totals reflect excused and unexcused absences. Three unexcused lateness to class will equal one absence.

## LHS ATTENDANCE POLICY – 90% of the class time

**Full Year (1 credit course)....on the 18<sup>th</sup> absence you receive no credit for the course (NC)**

**½ Year (1/2 credit course)....on the 9<sup>th</sup> absence you receive no credit for the course (NC)**

**¼ Year (1/4 credit course)....on the 5<sup>th</sup> absence you receive no credit for the course (NC)**

## Science courses

Class that have a lab that meets 3 days per cycle....on the 27<sup>th</sup> absence you receive no credit for the course

Class that have a lab that meets 2 days per cycle....on the 24<sup>th</sup> absence you receive no credit for the course

It is the obligation of the student who was absent to consult with his/her teachers regarding missed schoolwork. To ensure that parents and students are aware of the implications of this minimum attendance requirement, the parent will be contacted by telephone regarding any unexcused absence. Parent contact will be made after every five excused and unexcused absences combined.

Unexcused absences, tardiness or unexcused early departures will result in disciplinary action. A student may also be denied the privilege of participating in or attending extracurricular activities.

Intervention strategies to address patterns of student absence, tardiness or early departure will include the following:

- Teacher conferences with the student/and or parent.
- Student and or parent conferences with the guidance counselor, school psychologist or social worker.
- Meeting of the school's child study team.
- Contact with Child Protective Service Superintendent's hearing.

## COMMUNITY SERVICE

Students in grades 9 - 12 must complete community service **annually** as part of their graduation requirement as follows:

9th grade ----- 3 hrs.	11th grade ----- 4 hrs.
10th grade ----- 4 hrs.	12th grade ----- 4 hrs.

### *What is Community Service?*

**Community Service is work done by a person or group of people that benefits others.** It is often done near the area where you live, so your own community reaps the benefits of your work. **You do not get paid to perform community service**, though sometimes food and small gifts, like a t-shirt, are given to volunteers.

**Community service can help any group of people in need:** children, senior citizens, people with disabilities, English language learners, and more. It can also help animals, such as those at a shelter, and it can be used to improve places, such as a local park, historic building, or scenic area as well. **Community service is often organized through a local group**, such as a place of worship, school, or non-profit organization. You can also start your own community service projects.

Community Service benefits the community, most often outside the confines of school and the regular school day; it is not service or favors done for family, neighbors and friends; it is normally organized efforts to assist others headed by voluntary organizations; it is service to the school on Open School Night or Parent/Teacher Conference Nights; it can be completed through membership and participation in one of our service oriented club events, or through your place of worship. Community Service offers you the opportunity to help people you do not know, which is a good way of determining whether what you are thinking about doing will be considered valid. To encourage participation in service events and opportunities, Guidance posts events in the cafeteria, on the boards just outside the main office and notifies students and parents via school email and Naviance.

As you may know the Community Service Policy states that service hours must be completed by June 1<sup>st</sup> annually. In addition to the quarterly report card notation of REQ for Required and COM for Complete, a listing of each student's service hours will be posted in the cafeteria three times each year so that each student will have the opportunity to know their individual status. Finally, please note that the annual June 1<sup>st</sup> deadline will be a hard deadline. No Community Service cards will be collected after June 1<sup>st</sup> each year. This includes all students, even seniors who may wish to attend the prom and participate in graduation.

### *The Silver Cord*

At the Graduation Commencement Ceremony, we will be honoring graduating seniors who have made significant community service contributions. The Silver Cord Program recognizes the voluntary nature and importance of community service. If a student chooses to be eligible to receive the Silver Cord, they must complete a minimum of 50 hours of **voluntary and unpaid** community service each year from one or more venues for each grade level, totaling at least 200 hours at the end of their four years. Students need to submit a Silver Cord Participation Form each year documenting the community service hours, and have it verified and signed by the supervising adult. Students must abide by the Lynbrook High School Code of Conduct and Academic Integrity Policy. Parents and students must sign the form to attest to their understanding. All community service is due in guidance by June 1<sup>st</sup> of each year. Completed forms should be turned in when the hours are completed. All completed Silver Cord forms are due in the guidance office by May 15<sup>th</sup> each year. All community service performed after June 1<sup>st</sup> will be counted for the following year.

### **General Criteria for Community Service and Silver Cord Program:**

The service(s) rendered should:	Services not accepted include, but are not limited to, the following*
<ul style="list-style-type: none"><li>- benefit the larger community outside of the school day</li><li>- be outside of family members and neighbors</li><li>- be organized efforts by voluntary organizations</li><li>- be school service opportunities through clubs and activities</li><li>- be service through established community service organizations (ex: Boy Scouts and Girl Scouts)</li></ul>	<ul style="list-style-type: none"><li>- babysitting/childcare</li><li>- eldercare for family members</li><li>- work for family members in any capacity</li><li>- tutoring</li><li>- internships</li><li>- office work in a place of business</li><li>- taking care of a family member or neighbors pet</li><li>- cleaning a neighbor's property (ex: garage)</li></ul> <p><b>* this is not an exhaustive list</b></p>

Name _____					
Grade	9	10	11	12	(Circle One)

## Lynbrook High School Silver Cord Program

**Counselor** \_\_\_\_\_

All service must be completed by June 1<sup>st</sup> of each year. Hours completed after June 1<sup>st</sup> will count towards the next school year. The Silver Cord forms must be completed and handed into guidance by May 15<sup>th</sup> of each year. Be sure to check with your counselor regarding the completion of your service requirement and to look for service postings. All students must abide by the District Code of Conduct and Academic Integrity Code.

[illegible]

Student Signature/Date \_\_\_\_\_ Parent Signature/Date \_\_\_\_\_

## **CODE OF CONDUCT SUMMARY**

(The complete Code of Conduct is available in the main office and on-line at the district website)

### **Student Rights and Responsibilities**

The district is committed to safeguarding the rights given to all students under state and federal law.

### **Student Dress Code**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance.

A: student's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments, such as, but not limited to, tube tops, net tops, halter tops, short shorts, spaghetti straps, plunging necklines (front and/or back), bare midriffs and see-through garments are not appropriate for school.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include items that are vulgar, sexually explicit, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and or encourage other illegal or violent activities.
7. Not include the wearing of hats or bandanas in the building except for a medical or religious purpose.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and, if necessary or practical, replacing it with an acceptable item.

### **Prohibited Student Conduct**

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, including suspension from school, when they:

A: engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

1. Using language or gestures that are profane, lewd, vulgar or abusive anywhere on school grounds and/or at school functions.
2. Engaging in any willful act which disrupts the normal operation of the school community.
3. Computer/electronic communication misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any violation of the district's acceptable use policy.
4. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

B: engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the reasonable direction of teachers, school administrators or other school employees in charge of students, or otherwise demonstrating disrespect.
2. Lateness for missing or leaving school without permission.
3. Skipping detention.

C: engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
2. Posting, distributing, or selling material on school premises without permission from the building principal or assistant principals.
3. Engage in conduct that is violent.
4. Committing an act of violence (such as hitting, kicking, punching, and scratching) on another student or any other person lawfully on school property or attempting to do so.
5. Possessing a weapon, displaying what appears to be a weapon, or threatening to use any weapon.



6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, or other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.

D: engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include, but are not limited to:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, discrimination, harassment, intimidation, or hazing.
4. Smoking, possession of any alcoholic beverages or other illegal substances (as well as drug paraphernalia), or being under the influence of either.
5. Harassment, which is the creation of a hostile environment by conducting verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, or physical well-being. Harassment also includes conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her safety.
6. Cyberbullying, is the repeated use of information technology, such as the internet, email, instant messaging, chat rooms, blogs, cell phones, pagers, PDAs, and gaming systems to deliberately harass, threaten, or intimidate others, and may involve sending mean, vulgar or threatening messages or images; posting sensitive or private information about another person on an Internet site; pretending to be someone else in order to speak harmful untruths about that other person; or intentionally excluding someone from an Internet-based group or activity.
7. Student behavior on the internet (message boards, blogs, chat rooms, instant text messaging and image messaging) that is inappropriate and/or violates the Code of Conduct.
8. Using any type of recording device in any manner that interferes with or is disruptive of the educational process or invades the privacy of students, employees, volunteer, or visitors.

E: engage in misconduct while on a school bus.

F: engage in any form of academic misconduct. Examples of academic misconduct include:

1. Plagiarism
2. Cheating
3. Copying
4. Altering records
5. Assisting another student in any of the above actions

## ACADEMIC INTEGRITY GUIDE

The faculty, staff, and administration of Lynbrook High School believe that honesty and the maintenance of academic honesty are integral parts of the mission of the High School. There is, therefore, a responsibility to uphold all intellectual property laws and a need to base academic decisions on high ethical principles. Decisions made by students at Lynbrook that do not reflect this standard can incur serious consequences.

Examples of the types of actions Lynbrook High School students must avoid are not limited to but include:

**Plagiarism** - presenting or submitting work done by another person as one's own (including paraphrasing) without crediting or documenting the original author.

**Copying** - of homework and/or other assignments or submitting the same paper for two separate assignments without prior faculty authorization. Additionally, the copying of articles or text for the purpose of distribution without the consent of the author and/or publisher.

**Cheating** - looking at another student's test or quiz answers, sharing test or quiz answers with others, use of unauthorized materials or aids on a quiz or exam. Also, providing answers to someone on an assignment intended for an individual to complete, or the unauthorized sharing of answers on an assignment with others without the expressed knowledge of the classroom teacher.

**Improper use of the Internet** - use of paper-writing services, downloading free papers, improper documentation of an Internet source.

**Falsifying data** - in a lab report, research paper, or other assignment.

**Sharing** - of homework, assignments, research papers, projects, either digitally or in writing; accessing another student's network or cloud account in Office 365 or other platforms and databases.

Students who choose to engage in these types of actions threaten their academic standing, their reputation, and the reputation of Lynbrook High School. This type of behavior fosters a culture of dishonesty and skewed ethics and will not be tolerated.

All incidents regarding academic integrity are to immediately be brought to the attention of building administration. Students under suspicion for having violated these guidelines are entitled to their due process rights as prescribed by the Lynbrook Public Schools Code of Conduct. In all situations where unethical behavior has been established, the student and/or students will receive a zero on the assignment or exam. Additionally, the classroom teacher, in consultation with the high school administrators, may impose consequences including one, two, or all of the following: a written, disciplinary referral to administration; suspension or removal from extracurricular activities, including clubs, activities, athletic teams, and honor societies; additional disciplinary action including suspension from school.

Students in grades 11 or 12 who have been found to have engaged in unethical academic behavior will be subject to the consequences listed above and may not be eligible for any senior awards or recognition, including Valedictory and Salutatory honors.

**Discipline** – All violations of this academic integrity guide are to be reported to building administration. Students under suspicion for having violated these guidelines are entitled to their due process rights as prescribed by the Lynbrook Public Schools Code of Conduct. In situations where unethical behavior has been established, the student and/or students will receive a zero on the assignment or exam. Additionally, the classroom teacher, in consultation with the high school administrators, may impose consequences including one, two, or all of the following:

1. A written, disciplinary referral to administration.
2. Suspension or removal from extracurricular activities, including clubs, activities, athletic teams, and honor societies.
3. Additional disciplinary action including suspension from school.

## DISCIPLINE POLICY

The Lynbrook High School staff will make referrals to the high school administration regarding a student's behavior. The following infractions may result in detention or suspension, depending upon the nature of the infraction: fighting, disrespect for authority, vulgarity, weapon possession, carrying cell phones, lateness to class, defacing school property, littering, loitering, or any other behavior deemed unacceptable or inappropriate to the well-being of the school or its members. These infractions and penalties are meant to supplement existing codes of conduct as contained in this handbook and school board policies. They are not meant as replacements of those codes. Teachers are encouraged to address discipline problems through parental contact or by utilizing any other fair practice that constitutes a just consequence for a student's misbehavior.

Three unexcused lateness in a particular class will be considered the equivalent of one unexcused absence. An unexcused lateness of 15 minutes or more will be considered one full unexcused absence in a given class.

**In-School Suspension:** A student who is given in-school suspension will report to the detention room each period, as assigned by a high school administrator. This student will serve periods two through ten, except period seven, during which time the youngster may have lunch. While in the assigned room, the student will be supervised by a teacher. For this suspension, each student will be prompt, do schoolwork, and be silent. Students serving in school suspension may not leave the building, including seventh period lunch.

On the day after an in-school suspension, a parent may be requested to escort the youngster to school for a meeting with a member of the high school administration. The administrator may ask a teacher, guidance counselor, and other staff members to attend this meeting.

**Detention:** A student assigned to detention will report to the detention room as assigned by a high school administrator. This student will be supervised by a teacher. For this detention, each student will be prompt, do school work, and be silent.

Any infractions of the above may result in further assignment to detention or possible suspension. Cutting may result in an automatic detention. A student will be assigned to detention by a member of the high school administration. The detention is to take place the next school day or soon thereafter.

**Out-of School Suspension:** When considered appropriate by administration, a student may be suspended from school for a period of time. The principal may suspend students for up to five days for a given offense. For longer suspensions, a superintendent's hearing, in accordance with the due process provisions of 3214 of the Education Law will be held.

### Corporal Punishment

Acts of physical force to punish students for disciplinary infractions are not permitted. This does not prevent an individual from protecting himself/herself, a student, a teacher, or any other person from injury; preventing destruction of school or any other property; or restricting or removing a pupil whose behavior interferes with orderly school function. If the pupil refuses to comply with a request to refrain from further disruptive acts, use of force is acceptable only if other reasonable alternatives have failed.

**NOTE:**

The district *Code of Conduct* may be found on the district website ([www.lynbrookschoools.org](http://www.lynbrookschoools.org)) A copy of this document may be picked-up in the main office of the high school.

## **ACADEMIC ELIGIBILITY POLICY**

### **for**

## **Athletics and Extra-Curricular Activities**

**Preface**

We believe that athletic and extracurricular participation is an integral part of the total educational experience. Such participation provides motivation not necessarily found in the academic setting; thus, coaches and moderators are in a unique position to teach lifelong values and work ethics that enable students to be successful in many aspects of their lives. A student's desire to so participate should never negate academic responsibilities. Therefore, it is hoped that this document will enable such students to fully recognize and appreciate their responsibilities to the entire educational process.

**Purpose**

The purpose of this policy is to insure the academic success of student participants. The policy is based on the premise that the first responsibility of any student is the successful completion of academic requirements. This policy is based on providing students with appropriate support when they encounter academic difficulties and follow-up procedures once a student has been identified. The indices of academic eligibility are:

- Attendance in classes
- Academic grades
- Effort in the classroom
- Behavior in the classroom

This policy is in no way intended to be utilized as a punitive measure but rather as a support system and recognition that the student's primary responsibility is to schoolwork.

**Definition and Identification of Students**

Athletes are those students who are involved in varsity or junior varsity interscholastic programs. These students are to be supervised by the Director of Athletics.

Extracurricular participants are those students who are club members, involved in club-related activities, and those involved in Class Night. These students are to be supervised by an Assistant Principal.

Student participants refer to both athletes and extracurricular participants.

**I. Athletes**

1. Once a student's name appears on a varsity or junior varsity roster, he/she will be identified as such on the school's data base that generates report cards. This process includes student athletes from the previous spring season.
2. At the conclusion of mid-marking period progress reports and each marking period, a separate report card for student athletes will be generated, collated, and reviewed by the Director of Athletics and the coaching staff. This will enable the Director and coaching staff to review the progress of student athletes approximately every five weeks.
3. Any student failing two or more classes will be identified and may be subject to possible restrictions (probation or suspension).

**II. Extra-curricular Participants**

1. Moderators will submit a list of student participants to an Assistant Principal.
2. At the conclusion of mid-marking period progress reports and each marking period, a separate report card for student participants will be generated, collated and reviewed by an Assistant Principal. This will enable the Assistant Principal to review the progress of extra-curricular participants approximately every five weeks.
3. Any student failing two or more classes will be identified and may be subject to possible restrictions (probation or suspension).

## Failing Grades

It is assumed that failing grades may be the result of several factors. All students are expected to attend **all** classes and fulfill the responsibilities of those classes (e.g., homework). All students are expected to behave in a manner that is respectful of the classroom teacher, their classmates, and all school personnel.

Once a student participant has been identified with two or more failing grades, or mid-marking period comments indicate probable failure, the following procedure will be utilized:

1. The Director of Athletics or an Assistant Principal will hold a conference with the student participant.
2. The student will be put on probation and given a weekly progress report to be signed by the classroom teacher. This report will ascertain if improvement and effort are being demonstrated by the student to successfully pass the course. It will be the student's responsibility to hand in the progress report to the Director of Athletics or an Assistant Principal on a weekly basis. This progress report will be in triplicate with one copy to be sent to the coach/moderator and the other to the student's guidance counselor. The original will remain on file in the athletic/main office. A student who fails to turn in a progress report will be suspended from the activity.
3. If the student is still experiencing difficulty but is attending class, fulfilling homework assignments and displaying appropriate behavior in class, a second conference will be scheduled with the Director of Athletics or an Assistant Principal, the guidance counselor, the teacher and the student to develop a strategy for successful completion of the course (extra help, etc.). The major factor in the decision to permit the student to continue participation will be the **effort** demonstrated by the student in the classroom.
4. If the failure is a result of not attending classes or behaving in an inappropriate manner and weekly progress reports do not indicate any improvement the student will be suspended from participation. The decision to suspend will occur only after the student has displayed a disinterest or disregard for improvement. The suspension may last for the remainder of the current sports season, or school year in the case of a club, and may be appealed.
5. Parental contact and notification will be made by the Director of Athletics or an Assistant Principal at each step of the process.

## Appeals Process

The appeals committee will consist of the Director of Guidance and an Assistant Principal. The Director of Athletics will serve on the appeals committee for non-athletic decisions, replacing the Assistant Principal. The Director of Athletics or an Assistant Principal will recommend action to the appeals committee but will not have a vote in the appeals process. An appeal must be made by the **student and/or the coach/moderator**. If the student is permitted to continue participation, the coach **and** the Director of Athletics, or the moderator **and** an Assistant Principal, will continue to monitor progress and report such to the appeals committee. This report shall cover a two-week period. The appeals committee may be reconvened to address additional information.

## GENERAL RULES

1. There will be parental notification at each stage of the process.
2. Students are expected to attend **all** classes. If a student signs in late, that student athlete will be permitted to participate only after receiving an approval note from the Athletic Director or an Assistant Principal. The Athletic Director and an Assistant Principal shall keep a log of lateness and approval notes. All coaches/ moderators have the responsibility of checking daily attendance sheets for lateness.
3. Classroom teachers will indicate any pertinent problems **in writing** to the Director of Athletics or an Assistant Principal (not the coach/moderator). Classroom teachers are advised not to use threats of non-participation since this will be counter-productive to our efforts of support for student participant.
4. Suspended student participants may not take part in practices, activities or competitions.

## Interscholastic Athletic Physicals

Every athlete is required to take an athletic physical which must be completed on the approved Sports Physical Form. In accordance with New York State regulations physicals **MUST** be dated after June 1st of the previous school year in order to be accepted. The high school offers physicals administered by the school physician during the second week of June. For the winter and spring seasons, physicals are administered approximately one week prior to the sports season. If a student athlete has taken a physical **MORE** than thirty days before the start of a sports season, an Interval Health History Form must also be completed.

## TESTING

Testing is administered in Lynbrook High School in all subject areas. In addition to the norm, standardized tests are given to students throughout their four-year course of study. The results of these exams are used for placement in grade-level classes, the college application and acceptance process, and for personal knowledge. Although the results of the standardized tests are important, hard work, good study habits, setting goals and achieving those goals on a day-to-day basis will be true measures of success.

### Testing Schedule

#### Grade 9

June SAT Subject Test (honors students) in Biology

#### Grade 10

June SAT Subject Tests (honor students) in Science, Math, Social Studies  
PSAT if Geometry has been previously completed

#### Grade 11

October PSAT/NMSQT

May/June SAT I; Advanced Placement in U.S. History AP

June SAT Subject Tests (honor students) in Science, Math, Social Studies, English

#### Grade 12

October SAT I; SAT Subject Tests

December

May Advanced Placement Tests in English, Math, Science, Language, Social Studies

#### All grade levels

January/June New York State Regents Exams (all students enrolled in Regents courses)

New York State Language Proficiency Exams (June)

## CEEB 332935

Because the tests listed above are governed by agencies outside of Lynbrook High School, the timeline for the testing schedule is subject to change.

## High School DIPLOMAS

### NYS Options:

**Regents - 65 Pass on 5 Regents Exams** (or successful appeal 62-64)  
(ELA, 1 Math, 1 Sci, 1 SS, 1 Pathway Exam)

**Local - via Safety Net for SWD**

1. 55-64 Low Pass Option
2. Compensatory Option - Student may score 45-54 on one or more of the required exams (excluding ELA and Math) if they:
  - compensate with score higher than 65 on another exam
  - meet district attendance & course requirements (get course credit)
  - English and Math scores must be  $\geq 55$  (or successful appeal 52-54)

**Local - via Supt's Determination only for SWD w/ IEP**

1. Must pass ALL classes.
2. Sit for each of 4 Regents and 1 Pathway Exam at least 1X (for areas where no passing score achieved on any exam using safety nets or appeals)
3. If below 55 w/wo appeal for ELA & Math student must meet requirements for CDOS Credential
4. Parents initiate the review through written request.
5. Supt. and Principal review documentation to determine proficiency in each area, in absence of exam.

## Multiple Pathways to Graduation

### For All Students

**Must Pass ELA, 1 Math, 1 Sci, 1 SS, & 1 Pathway Exam**

- Humanities – Social Studies, Literature, Philosophy; Exams Approved
- STEM – 2<sup>nd</sup> Math or Science Exam; Exams Approved
- Biliteracy – Languages Other Than English (LOTE); Exams Approved
- CTE – Rigorous CTE Assessment; Many approved, list updated continually as more are approved
- Arts – Performing, Visual, Technical; Variety of Approved Exams and Performance/Portfolio Options
- CDOS – Must meet all requirements of CDOS Credential

<http://www.p12.nysed.gov/ciai/multiple-pathways>



### Student Exit

College and  
Career Ready  
Updated  
April 2018

## CREDENTIALS

(NOT High School Diplomas)

### Skills and Achievement

#### Commencement Credential

- NYSAA eligible & assessed
- Attended 12 years excluding K, or end of year attains 21
- CDOS learning standards
- Accompanied by new model of Student Exit Summary

### Career Development and Occupational

#### Studies Commencement Credential (CDOSCC)

##### For All Students

1. May be used as a Pathway for graduation,
  2. supplement diploma, or
  3. serve as exiting credential for students unable to earn a HS diploma
- Must provide opportunities to earn regular HS diploma and access to general education
  - Develop and annually review career plan
  - Career-related (CTE) coursework and WBL experiences
- At least 2 units of credit (216 hours; **must include minimum 54 hours of WBL**)
- Employability profile documenting attainment of commencement level knowledge and skills or the CDOS standards

## ENROLLMENT, PROMOTION & WITHDRAWAL FROM CLASSES

### **Enrollment:**

Lynbrook High School requires that students maintain a minimum of five credits of study plus one-half credit of physical education per year, for a total of 22 credits for graduation.

### **Promotion:**

Each school year, a student must successfully complete a **minimum** of five and a half (5.5) credits in order to be promoted to the next grade level. To be considered a tenth grader, a student must have completed five and a half (5.5) credits. Eleventh graders must have earned eleven (11) credits. Sixteen and a half (16.5) credits must have been completed to earn the rank of “senior.”

### **Summer School Requirements:**

In order to repeat a course in summer school, the student must have achieved no less than fifty-five (55) as a final grade in that course during the year. A student may not take more than two courses in summer school.

### **Withdrawals from Courses:**

#### **For semester courses:**

A student may withdraw from a one semester course up to five weeks into the semester with no grade recorded on the transcript.

A student may withdraw from a one semester course up to ten weeks with a WP (withdraw passing) or WF (withdraw failing) recorded on the transcript.

No student may withdraw from a one semester course after ten weeks.

#### **For full-year courses:**

A student may withdraw from a full-year course up to ten weeks with no grade recorded on the transcript.

A student may withdraw from a full-year course up to twenty weeks with a WP (withdraw passing) or WF (withdraw failing) recorded on the transcript.

No student may withdraw from a full-year course after twenty weeks.

### **Course Level Changes:**

Will not be honored after the end of the first making period.

In all instances of course changes, or course level changes, grades earned in the course dropped carry over to the course entered.

***Seniors who have failed more than two required courses by June will not be permitted to participate in commencement exercises.***

## INDEPENDENT STUDY PROGRAM

Independent study may be offered in a subject area not included in the student's schedule. The independent study course may not replace a course required for graduation. The maximum amount of credit earned is one quarter per semester or one half per year. The grade will be pass or fail. Transcript notation includes the project title and the credit granted. Credit will only be granted in instances where the independent study does not replace or reflect the course content of a course offered currently.

### MECHANICS OF INDEPENDENT STUDY

#### Step One

Independent study projects may be initiated by any student, in any subject area, but only with the approval of the subject teacher and the department chairperson or curriculum coordinator. Acceptance into the program is based upon careful planning and satisfactory demonstration of the student's serious intent to fulfill the requirements established at the outset. No independent study project is to be undertaken without a clearly defined contract (work requirements) and a definite time schedule. The contract should be the result of teacher-student consultation and must be acceptable to both. The teacher will set the standards and requirements for the independent study achievement.

#### Step Two

A student's decision to take part in an independent study project must be made in consultation with the guidance counselor and must include parental cooperation and consent.

#### Step Three

The student must seek final approval for his/her independent study from the principal or his designee. Each teacher assigning students for independent study must meet with an assistant principal at the beginning of the semester to work out the mechanics regarding scheduling and attendance procedures. The Assistant Principal must be notified in advance as to the type of independent study proposed so that books and other materials needed for research in the area are available.

## CALCULATING THE WEIGHTED GRADE POINT AVERAGE

The weighting of courses based on their difficulty provides for fairness when determining Grade Point Average. In order for the district to provide a fair weighting system to accurately determine a student's Grade Point Average, the Board of Education has adopted the following:

All subjects resulting in a numerical grade will be used to determine the Weighted GPA. The three levels with appropriate weighting are as follows:

- **Advanced Placement Courses** – A factor of .10 will be added
- **Honors Courses** – A factor of .05 will be added
- **Regents Courses** no weight

The Weighted GPA appears on a student's sixth, seventh and eighth semester transcript only. It is not used in calculating quarterly grades, final course grades, and does not appear on a student's report card.

## CALCULATING THE VALEDICTORIAN AND SALUTATORIAN

The valedictorian, salutatorian and the top twenty ranking students will be determined using the three-and-one-half year weighted GPA calculation.



## COLLEGE CREDIT PROGRAM & COURSES

### MOLLOY COLLEGE CREDIT PARTNERSHIP

Lynbrook High School is proud to announce an exciting partnership with Molloy College whereby students may earn credit for many of our courses currently in progress.

The following courses are offered for Molloy credit:

<u>LHS COURSE</u>	<u>MOLLOY COLLEGE COURSE</u>	<u>CREDITS</u>
<b>Journalism</b>	ENG 233 LN – Intro. to News Writing	3 cr.
<b>Sociology</b>	SOC 101 LN – Intro. to Sociology	3 cr.
<b>Psychology</b> (AP not eligible)	PSY 111 LN – General Psychology	3 cr.
<b>Financial Markets</b>	ECO 315 LN – Money & Banking	3 cr.
<b>Marine Science</b>	BIO 151 LN – Marine Biology	3 cr.
<b>Pre-Calculus</b> (R & H)	MAT 118 LN – Pre-Calculus	3 cr.
<b>College Algebra</b> (R & H)	MAT 116 LN – College Algebra & Trig.	3 cr.
<b>Calculus</b> (AP not eligible)	MAT 220 LN – Calculus for Science and Business	3 cr.
<b>Programming &amp; App Design</b>	CIS/CSC 103 - Visual Basic – Object Oriented Programming	3 cr.
<b>JAVA AP</b>	CSC/CIS 235 LN – JAVA Object Oriented Programming	3 cr.
<b>Italian 5R</b> (5H not eligible)	ITA 201 LN – Intermediate Italian	3 cr.
<b>Spanish 5R</b> (5H not eligible)	SPA 201 LN – Intermediate Spanish	3 cr.
<b>Statistics</b>	MAT 115LN – Elementary Statistics	3 cr.

#### Cost:

The fee for all courses is \$250 per 3-credit course. Registration must be completed online through the Molloy College website. Registration materials will be distributed from the Guidance department. Students must be currently enrolled in the course(s) to be eligible to register.

At the conclusion of the course, a Molloy College grade mailer will be sent home to each student. Official Molloy College transcripts are forwarded to colleges at the request of the student through Molloy's Registrar's Office. Also, A High School Scholar's Grant of a \$1,000 will be awarded to each student who has completed Molloy College course(s) while at Lynbrook High School and enrolls as a freshman at Molloy. This grant is renewable for up to four years of full-time undergraduate study and is awarded in addition to other Molloy scholarships and grants for which the student may be eligible.

We hope that you give serious consideration to this wonderful opportunity that allows you to earn college credit through courses taken at Lynbrook High School. If you are taking any course listed above, and you have any questions on how to proceed for college credit, please do not hesitate to speak with your Guidance Counselor.

## SUNY ALBANY – UNIVERSITY IN THE HIGH SCHOOL PROGRAM

### LYNBROOK HIGH SCHOOL RESEARCH PROGRAM

Lynbrook Public Schools has established a partnership between Lynbrook High School's *Science Research Program* and the *University in the High School Program* at SUNY Albany. As a result of this partnership, students enrolled in Science Research as high school Juniors and Seniors (see details below) can earn up to a total of 12 college credits.

<u>LHS COURSE</u>	<u>SUNY ALBANY COURSE</u>	<u>CREDITS</u>
<b>Summer work done</b> <b>Soph – Jun year</b>	CAS 109 Intermediate Science Research	2 cr
<b>Research Projects 2H</b>	CAS 110 Intermediate Methods of Research	4 cr
<b>Summer work done</b> <b>Junior-Senior year</b>	CAS 209 Advanced Science Research	2 cr
<b>Research Projects 3/IS</b>	CAS 210 Advanced Methods of Research	4 cr

**Cost:**

The UHS Program Fee for each course is \$150.00, regardless of the number of credits awarded for the course. Registration materials for enrollments and other pertinent information relating to the UHS Program are sent to teachers at the high school at the end of August. Summer registration materials are sent to the high school in May. It should be noted that in order to get credits from Univ. of Albany, the student must have a mentor outside of the district in the field of their research by November 30<sup>th</sup> of the school year. All accumulated credit earned through the UHS Program will result in an official college record at the University at Albany. This record, commonly referred to as a "Transcript," is a permanent, irrevocable record of all courses, credits, and final grades accumulated by individual students. Experience shows that UHS Program credits earned with a reported grade of "C" or better are accepted by a broad range of colleges and universities throughout the country, with general acceptance by State operated institutions and community colleges within the State University of New York System. While acceptance at other American colleges and universities is not and cannot be guaranteed, students are advised to contact the admissions offices of the schools they are particularly interested in attending to inquire about the transfer of University at Albany credits prior to submitting a registration form to the UHS Office. The decision to accept transfer credit from the University at Albany is at the decision of the receiving institution.

## **SUNY FARMINGDALE STATE COLLEGE**

### **UNIVERSITY IN THE HIGH SCHOOL PROGRAM**

Students successfully completing the following courses at Lynbrook High School may apply for credit from Farmingdale State College, SUNY, for the following courses:

<b><u>LHS COURSE</u></b>	<b><u>SUNY FARMINGDALE COURSE</u></b>	<b><u>CREDITS</u></b>
<b>Virtual Enterprise (year 1)</b>	BUS 111 Introduction to Business	3 cr.
<b>Virtual Enterprise (year 1)</b>	BUS 141 Contemporary Business Communications	3 cr.
<b>Virtual Enterprise (year 1)</b>	ECO 110 Introduction to Personal Finance	3 cr.
<b>Virtual Enterprise (year 2)</b>	BUS 280 International Business	3 cr.
<b>Virtual Enterprise (year 2)</b>	ECO 157 Principles of Economics (Microeconomics)	3 cr.
<b>Robotics*</b>	MET 215 Special Topics in Engineering	3 cr.
* Sophomores through Seniors only		

**Cost:**

The fee for each course is \$150.00 (\$75/course if eligible for reduced lunch program)

## **HOFSTRA UNIVERSITY**

### **FRED DEMATTEIS SCHOOL OF ENGINEERING AND APPLIED SCIENCE**

Students successfully completing the following courses at Lynbrook High School may apply for credit from Hofstra University for the following course:

<b><u>LHS COURSE</u></b>	<b><u>HOFSTRA UNIVERSITY COURSE</u></b>	<b><u>CREDITS</u></b>
<b>Principles of Engineering</b>	Engg 10 Computer Programming for Engineers	3 cr.

**Cost:**

The fee for this course is \$130.00.

## **SYRACUSE UNIVERSITY**

### **SYRACUSE UNIVERSITY PROJECT ADVANCE**

<b><u>LHS COURSE</u></b>	<b><u>SYRACUSE UNIVERSITY COURSE</u></b>	<b><u>CREDITS</u></b>
<b>Forensic Science</b>	CHE113 – Forensic Science	4 cr.

**Cost:**

The fee for this course is \$448.

## CUNY QUEENS COLLEGE

### LHS COURSE

The Science of Foods

### CUNY QUEENS COLLEGE COURSE

FNES101 The Science of Foods

### CREDITS

3 cr.

### Cost:

The fee for this course is \$270.00

## LONG ISLAND UNIVERSITY – CW POST

### HIGH SCHOOL SCHOLARS PROGRAM

Students successfully completing the following courses at Lynbrook High School may apply for credit from Long Island University for the following course:

### LHS COURSE

Accounting I

### LONG ISLAND UNIVERSITY COURSE

ACC11 – Principles of Accounting I

### CREDITS

3 cr

### Cost:

The fee for this course is \$290.00

## HONORS AND ADVANCED PLACEMENT LEVEL COURSE PLACEMENT GUIDELINES

The option of open enrollment in honors and AP courses is available to all LHS students. As parents and students consider an honors or AP program, it is very important to keep the following points in mind:

1. An honors or AP course is very demanding, requiring more time, completing extensive projects and passing more challenging examinations. This level requires more *independent* work and effort and perhaps tutoring services that you may need to arrange.
2. If you choose to participate in an honors or AP program that is not appropriate to your abilities. *Grades may suffer.*
3. If you experience difficulty in an honors or AP program, *there is no guarantee that you may be able to move out of that program* because of scheduling restrictions. *In the event that a student changes from honors or AP to regents or modified, the weighting of the earned grade will reflect the final level in which the student is enrolled.*
4. *In addition to considering the advice of your guidance counselor and teachers, when deciding to take an Honors or AP level course we recommend using your child's answers to these questions:*
  - A. Are you an *active* learner who *enjoys* reading, writing, and seeking knowledge? Are you capable of critical analysis and synthesis?
  - B. Do you possess the emotional *maturity* to handle challenging academics, and the *responsibility* to prioritize in order to cope with an increased workload?
  - C. Are you working to become an *independent learner*? Are you *self-motivated* and *responsible*?
  - D. Do you have significant after school commitments? Will you thrive on a busy schedule, or end up *overwhelmed*?
  - E. Are you planning to take one honor or AP level course or a full program of honors and or AP level courses? Will you have sufficient time to complete the array of assignments a full honors program demands?
  - F. Do you realize that *effort*, though admirable, is not a substitute for skill? In other words, do you realize that working diligently on an assignment does not guarantee a high grade if the completed work does not meet the required standard?
  - G. Do you understand that extra help should not and cannot be used as private tutoring?
  - H. Do you understand that the philosophy of high school honors and advanced placement courses do not include extra credit or “*do-overs*”, as a solution to the issue of unsatisfactory grades?

## EXIT CRITERIA FOR HONORS/AP CLASSES

- Any student with a grade below 75 at the conclusion of the first quarter will exit the AP/Honors level and enter the Regents level program as the schedule permits.
- All grades will be monitored throughout the school year for exiting purposes.

## HONOR ROLL AND PRINCIPAL'S HONOR ROLL

The Honor Roll and Principal's Honor Roll are automatically calculated at the end of each quarter and appear on a student's report card, as well as on the Parent Portal in PowerSchool. The criteria are as follows:

Honor Roll – minimum 85 un-weighted quarterly GPA with no quarterly course grade lower than 75.

Principals' Honor Roll - minimum 90 un-weighted quarterly GPA with no quarterly course grade lower than 75.

## CLUBS AND TEAMS

We at Lynbrook believe that excellence in education requires that students be exposed to a variety of experiences outside the classroom in addition to those that occur during the course of the day. Because of this, there is a wide-ranging array of athletic and extracurricular activities available to our students. Listed below are some of these additional opportunities. We urge all our students to become involved.

CLUBS/ORGANIZATIONS	CLUBS/ORGANIZATIONS	BOYS TEAMS	GIRLS TEAMS
National Honor Society National Art Honor Society Tri-M National Music Honor Society National Math Honor Society National Science Honor Society Athletes Creating Excellence (ACE) Active Citizen Teens for Lynbrook (ACT) Birthday Wishes Club Challenge Day Culinary Arts Club Culture Club Drama Club – Fall Musical/Spring Drama Environmental Club Film Club Friends Program Gay-Straight Alliance Horizon (School Newspaper) Italian Club Japanese Club Key Club Long Island Toy Lending Club Marine Club Mathletes National History Day Club Robotics SADD Science Olympiads SCOPE Speech and Debate Student Government (SGA) Student Kindergarten Intern Program (SKIP) Students Taking Active Roles Together (START) Women In STEM Yearbook Club	Girl-Up Student Diversity Council	<u><b>FALL</b></u> Cross-Country Football Soccer  <u><b>WINTER</b></u> Basketball Bowling Swim Winter Track Wrestling  <u><b>SPRING</b></u> Baseball Golf Lacrosse Tennis Track	<u><b>FALL</b></u> Cross-Country Cheerleading Kickline Soccer Swim Tennis Volleyball  <u><b>WINTER</b></u> Basketball Bowling Cheerleading Kickline Winter Track  <u><b>SPRING</b></u> Badminton Golf Lacrosse Softball Track

# CURRICULUM

**The Lynbrook School District reserves the right to withdraw any courses contained herein as a result of insufficient enrollment or some other constraint**

## **LYNBROOK HIGH SCHOOL PLANNING WORKSHEET**

<b>Graduation Requirements (Minimum 22 credits)</b>	<b>8th Grade</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>English (4 credits)</b>		English 9	English 10	English 11	English 12
<b>Social Studies (4 credits)</b>		Global 9	Global 10	US History	Econ/Gov't
<b>P.E. (2 credits - .5cr/year)</b>		Phys. Ed.	Phys. Ed.	Phys. Ed.	Phys. Ed.
<b>Math (3 credits)</b>	Algebra 1	Math	Math	Math	
<b>Science (3 credits)</b>	PhySet/Earth Science	Science	Science	Science	
<b>Foreign Language (1credit)</b>	Language	Language	Language		
<b>Art or Music (1 credit)</b>	Studio Art	Art/Music			
<b>Health (.5 credit)</b>			Health		
<b>Electives (3.5 credits)</b>		Elective	Elective	Elective	

Note: All students must maintain a minimum of 5.5 credits per year

## **SPECIAL EDUCATION**

Lynbrook High School, as a part of a long-standing commitment to excellence in education for all students, supports the provision of special education services for students with disabilities through the Committee on Special Education (CSE).

Lynbrook High School operates a variety of programs for students with disabilities. These departmentalized programs follow the same Regents Curriculum that is available to all students. Students participate in these programs as recommended on their Individualized Education Plan (IEP).

### **The Special Education Program/Services at Lynbrook High School include:**

#### **Resource Room Services:**

Resource Room Services consist of identification and diagnostic assessment, and direct individualized, small group instruction in strategic behaviors that students need to master concepts and information. These include time management skills, organization skills, priority goal setting, appropriate study skills, academic reinforcement, and communication skills. Transfer of the skills or strategies acquired to the academic demands of general education setting is provided. Students are prepared to become self-advocates in expressing academic needs and are aided in identifying and utilizing services to support academic needs. Ongoing consultation with general education teachers is an integral part of these services.

The instructional group in each resource room period does not exceed five students. Each resource room period is instructed by a special education teacher. Students shall spend a minimum of three hours per week receiving resource room services and shall not spend more than 50 percent of their time during the day in the resource room program.

#### **Integrated Co-Teaching Services**

This model pairs a special education teacher and a content area teacher to team-teach Regents curriculum to students with disabilities in the content areas of Math, English, Global Studies, U.S. History, Earth Science, and Biology. A Learning Lab supplements English, Global Studies and U.S. History grades nine through eleven that meets on alternating days taught by the special education teacher who is also in the content area class. In addition, students participate in the Earth Science and Biology Labs as a part of the overall curriculum requirements.

#### **Special Education Classes**

The secondary special education classes are non-categorical. Students are grouped according to similarity of need. There are no more than fifteen students per class roster. Each full-time class is staffed by a certified special education teacher. Teacher aides are available, as needed. \*It should be noted that some students receive a combination of services (e.g., Integrated Co-Teaching and Special Class) based on their needs and learning difficulties\*.

All secondary level students participate in general education classes, to the maximum extent appropriate, in the academic areas and have the opportunity to participate in courses in foreign language, physical education, fine arts, music, and performing arts departments.

Each student has a special education teacher assigned as his or her contact teacher. This teacher is personally responsible for the youngster's integration into the school. This teacher, through ongoing communication with the mainstream teachers, the youngster's parents, and the other special education department members, provides a source of support for the student. This teacher attends all meetings of their assigned student as well as all CSE meetings.

#### **Career Development Program**

The Career Development Program consists of students who have been grouped together because of similar individual needs for the purpose of being provided a specially designed education. Currently this class is designed as a program for up to twelve students with one special education teacher. We also have an aide in each of the core subject classes. All students must participate in the New York State Alternate Assessment, a portfolio assessment. Students may take classes outside of this program on an individual basis.

Students work on:

- Functional academics in math, science, social studies and English
- Math class focuses on banking, budgeting, mathematical operations necessary for the “real world”, as well as many other math concepts.
- Science will include “hands on” activities relating to Earth Science and Living Environment.
- Social Studies will include items relating to current events and citizenship.

All classes will be differentiated for students' individual needs.

- Pre-vocational skills focused on “how to work”. This will include in-house jobs in the high school or administration building. This will be focused on during the students’ first year in the high school Career Development Program. Attention is paid to work etiquette as well as cooking in Home and Careers and shopping/budgeting/making change.
- Job coaching internships with trained job coaches. Weekly team meetings will focus on the needs of each student. Through the Level 1 assessment and interviews, the staff and families will together discuss possible internships in the community supported by job coaches.
- Community experience will be addressed. This will include travel training (reading a train or bus schedule, learning how to access mass transit and eventually traveling as a class simulating travel), laundry (in school and in the Laundromat) and banking (using a checking account in class then at the bank).
- Language for Living will include interview skills, role playing on how to handle situations on the job, roles and responsibilities of employees and employers as taught by a push in Speech/Language Pathologist.

The goal of the Career Development Program at Lynbrook High School is to develop students’ strengths to excel in the world of work.



## ENGLISH

The Lynbrook ELA department maintains a deep commitment to fostering a love of reading in our students and providing choice to students is a proven and research-based method for accomplishing this. Book titles that are available to students in classrooms and from the school library are recognized by literacy experts as academically and developmentally supportive, and include national winners of awards such as the Newbery, Printz, Coretta Scott King, and Alex prizes, promoted by library organizations such as the YALSA and ALA, and align with the principles of the NCTE and NYS NGLS. These titles are acknowledged for their high student interest, their literary merit, and for their ability to develop critical thinking.

Students' book choices often reflect their own interests, and sometimes students choose books that contain mature themes and language, such as themes of coming-of-age (including sexuality), loss, and peer pressure. Parents are encouraged to discuss book choices with their children, as well to discuss the reading of these books. With parents as partners in a child's reading education, the Lynbrook ELA department hopes to make lifelong literacy a priority in every child's education.

Below are the typical English course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

Chairperson: **Roxanne Migliacci, 887-0230**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Required</b>	English 9R English 9H	English 10R English 10H <b>AND</b> Writing Lab (1/2cr)	English 11R English 11AP	English 12R English 12AP
<b>Electives</b>	Journalism	Journalism	Journalism	Journalism

### **012 ENGLISH 9R** - 1 year, 1 credit

This is the first English course necessary to satisfy the New York State graduation requirements. It emphasizes effective communication, both oral and written, as well as an understanding and an appreciation for the literary experience. Students are encouraged to become lifelong readers through exposure to a variety of genres as well as independent reading. Emphasis is on helping students respond to and analyze literature, and then working with them to demonstrate author's craft and develop their writing skills as they prepare writing based on the literature they have studied; therefore, composition and creative writing, based on a rich array of literature, is a regular exercise.

### **010 ENGLISH 9H** - 1 year, 1 credit

This course offers a rigorous introduction to some of the world's great literature. A spectrum of genres and styles is covered through the in-depth study and interpretation of literature. Also stressed is learning and applying the terminology of language, literature and poetry, with the goal of using this specialized vocabulary to strengthen critical analysis. Close attention is devoted to writing expository and argumentative essays in which the categories of meaning, development, organization, language use and mechanics are evaluated. Students are encouraged to strive for clarity and precision in both written and oral expression. Creative assignments and presentations are included in the required work. The literature studied, along with units on poetry and short stories, currently includes the following titles: *The Secret Life of Bees*, *To Kill a Mockingbird*, *Great Expectations*, *Of Mice and Men*, *Little Princes*, and *Romeo and Juliet*. A summer reading assignment is a requirement of this course. (Note: Due to the demands of the required reading and writing, English 9 Honors is intended for students who have demonstrated a high level of achievement in English.)

### **056 READING** – 1 year, 0 credit

This course is designed to strengthen students' reading and thinking skills in order to better equip students for success with the core curriculum. The course will focus on developing comprehension, identifying main ideas and details, and using context clues to determine the meaning of new vocabulary words. Through both full-class and independent reading assignments and teacher-led instruction and tasks, students will learn strategies to better serve them with both decoding and encoding.

### **0000050 ELA LAB** – 1 year, 0 credit (meets every other day)

This course is aimed at helping incoming, ninth-grade students meet success with the high-school curriculum by focusing on the skills required in all verbal subject areas. Through a rotation of skills-based exercises in writing, reading, listening, and vocabulary-building, students are taught techniques for targeting assignments with more confidence, structure, and organization. The goal of the course is to promote academic independence in a student's very important first year of high school.

## English Elective

### **050 JOURNALISM** - 1 year, 1 credit (up to 2 years, 1½ credits) (**Molloy College creditable**)

Career Interest: *News Writing/Reporting, Communications, Journalism, Copy Writers, Photography, Print Layout, Advertising*

This college-level course is offered to students in all grades. Journalism is a hands-on, writing intensive class featuring exposure to the complexities of producing a prize-winning school paper. Students study and master a variety of forms, including the following: the news story, the review, the feature, and the editorial. A close look is also taken at editorial policymaking, approaches to assignments, photography, layout, headlining, and advertising. Within the significant focus placed upon writing, a student can find room for developing a special area of interest: investigative reporting, news photography, advertising, or art & layout. Students should plan to write articles for each issue of the school's award-winning paper, *HORIZON*.

## **ENGLISH AS A SECOND LANGUAGE**

### **052, 053, 054 ENGLISH AS A NEW LANGUAGE (ENL)**

This is an intensive program for students whose first language is not English. Its aim is to develop competency in the four major areas of language proficiency: comprehension, speaking, reading, and writing. Specific ENL materials are used to aid the learner in the rapid development of functionality with the English language. Standardized tests, plus teacher and counselor recommendations, are used in screening foreign students for acceptance *into* and promotion *from* the program.

## **FINE ARTS**

Below are the typical Fine Arts course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

Chairperson: **Vincent Lentini, 612-5434**

<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Studio in Art</b>	<b>Studio in Art Or Digital Design</b>	<b>Studio in Art Or Digital Design</b>	<b>Studio in Art Or Digital Design</b>	<b>Studio in Art Or Digital Design</b>
	<b>Studio in Drawing &amp; Painting</b>	<b>Studio in Drawing &amp; Painting</b>	<b>Studio in Drawing &amp; Painting</b>	<b>Studio in Drawing &amp; Painting</b>
	<b>Photo Illustration</b>	<b>Photo Illustration</b>	<b>Photo Illustration</b>	<b>Photo Illustration</b>
	<b>Graphic Design</b>	<b>Advanced Drawing &amp; Painting</b>	<b>Advanced Drawing &amp; Painting</b>	<b>Advanced Drawing &amp; Painting</b>
		<b>Printmaking/Sculpture</b>	<b>Printmaking/Sculpture</b>	<b>Printmaking/Sculpture</b>
		<b>Graphic Design</b>	<b>Graphic Design</b>	<b>Graphic Design</b>
			<b>AP Studio Art</b>	<b>AP Studio Art</b>
				<b>Portfolio Prep/Art in Context</b>

### **610 STUDIO IN ART** - 1 year, 1 credit

Career Interest: *Drawing, Painting, Illustration, Fine Arts, Graphic Design, Multimedia*

This course is a survey involving the fundamental principles that are common to all future art curriculums.

These include basic principles of space, form, balance, and line. Principles of drawing techniques are explored to strengthen the student's ability of expression. Attention is paid to art history. An introduction to a variety of materials is also a focus, including pen and ink, pastels, and acrylic paint media.

### **612 DIGITAL DESIGN** - 1 year, 1 credit

Career Interest: *Computers, Digital Media, Animation, Graphic design, Multimedia, Intro to Programming, Fine Arts*

Utilizing a digital platform this course is a survey involving the fundamental principles that are common to all future art curriculums. These include basic principles of space, form, balance, and line. Students will explore the fundamentals of Fine Art using animation, interactive media, programming, 3D graphics, and video editing. Special attention is paid to the fusion of art history and modern technology. The software programs studied are the foundations for other advanced high school computer courses.

#### **00000613 STUDIO IN DRAWING & PAINTING - 1 year, 1 credit**

**Prerequisite:** Studio in Art or Digital Design

*Career Interest:* *Drawing, Painting, Illustration, Fine Arts, Graphic Design, Multimedia*

This course is designed to incorporate areas of interest to the fine arts student as well as those pursuing other sequences. This course covers a studio approach in rendering (in pencil, charcoal, and conte crayon) and painting (water colors, wash, and acrylics). Self-expression and creativity within two-dimensional art are strengthened as the student is strengthened in drawing and painting. Students are introduced to a variety of art mediums in this course.

#### **00000630 PHOTO ILLUSTRATION - 1 year, 1 credit**

**Prerequisite:** Studio in Art or Digital Design

*Career Interest:* *Photography, Digital Media, Reporter/Correspondence, Broadcast Journalism, Political Science, Film/Video Editing, Fashion*

Use of the digital camera, combined with the understanding of the effects of light, film, paper, lenses and special effects, is examined in this course. With the use of Photoshop software, students will manipulate their photographic materials on the computer in order to achieve a variety of technical effects. This will be translated into posters, book covers, brochures, and photographic paintings

#### **00000629 GRAPHIC DESIGN - 1year, 1 credit**

**Prerequisite:** Studio Art or Digital Design

*Career Interest:* *Digital Media, Computer Programming, Film/Video, Fashion, Graphic Design, Business, Communications, Fine Art*

Graphic Design is a computer aided design course in which the skillful combining of images and text becomes the core of the course. This is a working studio class and through demonstrations and hands on work, you will learn how to solve visual problems using *Adobe Illustrator* and/or *Photoshop*. Topics that are covered range from magazine covers to package design. Typography, image, space, color, and form will also be integrated as the year progresses. You will learn how to apply basic design concepts to the presentation of informative or persuasive materials, which is crucial to communicating with an audience. The main emphasis of the course will be on you and your work.

## **FOREIGN LANGUAGE**

Below are the typical Foreign Language course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

Chairperson: **Leonard Bruno, 887-0240**

<b>Middle School</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Spanish I & II	Spanish 1R Spanish 2R	Spanish 2R Spanish 2H	Spanish 3R Spanish 3H	Spanish 4R Spanish 4H
Italian I & II	Spanish 2H  Italian 1R Italian 2R Italian 2H	Spanish 3R Spanish 3H  Italian 2R Italian 2H Italian 3R Italian 3H	Spanish 4R Spanish 4H  Italian 3R Italian 3H Italian 4R Italian 4H	Spanish 5R Spanish 5AP  Italian 4R Italian 4H Italian 5R Italian 5AP

#### **371 SPANISH 1R - 1 year, 1 credit**

Introductory course in Spanish taught with an emphasis on authentic communication. The primary aim of the course is the development of the four skills: listening, speaking, reading, and writing, as defined in the New York State syllabus for proficiency in foreign language. In addition, there will be a focus on rudimentary aspects of the target culture of Spanish speaking countries. Instruction is provided within functional and topical contexts immediately useful to the beginning speaker. Authentic cultural materials include reproductions of advertisements, excerpts from magazines, and realia from other sources and the Internet. Students will take the FLACS Final Checkpoint "A" examination at the end of the year.

**372 SPANISH 2R - 1 year, 1 credit**

This second-year course follows the communicative proficiency model as set by the New York State syllabus. The primary focus of the course is the four communication skills: listening, speaking, reading, and writing. The skills are practiced within the context of practical topics around which the vocabulary and grammar are organized. The topics of instruction, as begun in Spanish 1R, are continued with the simultaneous reinforcement of vocabulary and expressions previously presented and the introduction of higher-level vocabulary, expressions, and idioms. Students will continue to be engaged situationally and functionally in each of the topic areas. Materials include culturally authentic reproductions of newspaper articles and ads, as well as readings and excerpts from magazines, books, and the Internet. Students will take a departmental final exam at the end of this course.

**379 SPANISH 2H - 1 year, 1 credit**

This accelerated course is recommended for students who have demonstrated extremely high academic achievement in the four language skills: listening, speaking, reading, and writing. The class is solely conducted in Spanish and is heavily grammar-based. There is strong emphasis on oral and written communication. Students will be expected to prepare and deliver many oral presentations. It is suggested that the student consult his or her 8<sup>th</sup> grade Spanish teacher prior to registration for this course.

**361 ITALIAN 1R - 1 year, 1 credit**

This course is recommended for the student who has little or no previous knowledge of the Italian language. A combination of audiovisual and traditional methods is used to accomplish the primary aim which is to help the student achieve a fundamental understanding of written and oral Italian. The approach is topical and functional in design. Topics such as the restaurant, the hotel, making a phone call etc. become units of study. Grammar is presented through topics. Cultural and vocabulary-based projects are given to further an appreciation of Italy. Italian geography is studied. Customs and mores of the country are discussed. Students will take the FLACS Final Checkpoint “A” examination at the end of the year.

**362 ITALIAN 2R - 1 year, 1 credit**

A continuation and review of the material introduced to students in Italian 1. Vocabulary from various topics and units of study from the New York State syllabus are further developed. The topics of instruction, as begun in Italian 1R, are continued with the reinforcement of vocabulary and expressions previously presented including higher level vocabulary, expressions and idioms. There is much more practice of the fundamentals studied in Italian 1. Students explore additional vocabulary and expressions for a greater mastery of the topics. Audiovisual material and role-playing techniques are used to enhance the subject matter.

**368 ITALIAN 2H - 1 year, 1 credit**

This accelerated course is limited for students who have demonstrated extremely high academic achievement in the four language skills: listening, speaking, reading, and writing. The class is solely conducted in Italian and is heavily grammatically based. There is strong emphasis on oral and written communication. Students will be expected to prepare and deliver oral presentations. It is suggested that student consult his or her 8<sup>th</sup> grade Italian teacher prior to registering for this course.

## **APPLIED MATHEMATICS**

Below are the Applied Mathematics course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

**Department Facilitator – Drew Bidart – 516-612-5418**

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Programming &amp; App Design</b>	<b>Programming &amp; App Design</b>	<b>Programming &amp; App Design</b>	<b>Programming &amp; App Design</b>
<b>Robotics</b>	<b>Robotics</b>	<b>Robotics</b>	<b>Robotics</b>
	<b>AP JAVA Programming</b>	<b>AP JAVA Programming</b>	<b>AP JAVA Programming</b>
	<b>Accounting</b>	<b>Computer Driven Engineering</b>	<b>Computer Driven Engineering</b>
	<b>Virtual Enterprise</b>	<b>Accounting</b>	<b>Virtual Enterprise</b>
		<b>Virtual Enterprise</b>	<b>Senior Seminar</b>

**00000265 PROGRAMMING & APP DESIGN- 1 year, 1 credit (Molloy College Creditable)**

Career Interest: Computer Programming, Smart Phone Technology, App Design, Multimedia, Computer Programming and Apps are in every career field.

This course is an introduction to iPhone/iPad/Droid programming. Students will start by learning Visual Basic via creating and debugging various computer games such as Concentration, Tic Tac Toe (with Artificial Intelligence), and Hangman. After an introduction to Visual Basic, students will learn Flash Action Scripting. Using Flash, they will learn to develop games for both the Android and iOS platforms. By the end of the year, they will also learn the basics of Objective C and xCode. They will be able to prepare, write, test and debug programs using Flash Action Script, Visual Basic and Objective C programming languages. They will demonstrate various skills and techniques having to do with programming such as: control arrays, random number generators, variables, and the use of multidimensional arrays. In addition, they will learn how to use sound and graphic functions and write algorithms.

**00000270 ROBOTICS – 1 year, 1 credit (SUNY Farmingdale Creditable)**

Career Interest: Mechanical Engineer, Electrical Engineer, Civil Engineer, Computer Systems Engineer, Biochemical Engineer

This course will follow Carnegie Mellon University's Introduction to Software and Mechanical Engineering Curriculum. Students will study the basics of software and mechanical engineering through a robotics-based curriculum. Students will design robots with Lego based robotic kits in an exploration of the fundamentals of mechanical engineering concepts. The students will program the robots to complete a series of different tasks; many of which will involve navigating obstacle courses. Students will learn how to use the Robot-C programming language developed by CMU, one of the nation's leading universities in robotics research. The students will apply the Robot-C language to create artificial intelligence in the Robots' CPU. This course will develop a student's decision-making skills and independent, creative thinking.

## **MATHEMATICS**

Below are the typical Math course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

**Department Facilitator – Drew Bidart – 516-612-5418**

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Algebra I</b>	<b>Algebra I</b>	<b>Geometry R</b> <b>Geometry H</b>	<b>Algebra II R</b> <b>Algebra II H</b>	<b>Algebra II R</b> <b>Algebra II H</b>
	<b>Geometry R</b> <b>Geometry H</b>	<b>Algebra II R</b> <b>Algebra II H</b>	<b>Financial Literacy</b>	<b>Financial Literacy</b>
		<b>Intermediate Algebra</b>	<b>College Algebra</b> <b>Statistics</b>	<b>College Algebra</b> <b>Statistics</b>
			<b>Pre-Calculus</b> <b>Pre-Calculus H</b>	<b>Pre-Calculus</b> <b>Pre-Calculus H</b>
			<b>Intermediate Algebra</b>	<b>Calculus</b> <b>AP Calculus AB</b> <b>AP Calculus BC</b>

**214 ALGEBRA I - 1 year, 1 credit**

Algebra I is the first course in mathematics to satisfy the diploma requirements for the NYS High School Regents curriculum. In Algebra I, students will formalize and extend their middle school mathematical experiences regarding both algebra and functions. Students will deepen their understanding of linear and exponential relationships in both functions and data analysis. Students will also engage in analyzing and solving quadratic functions. In this course students will develop their problem-solving skills in a wide variety of disciplines with emphasis on algebraic skills and functions as outlined by the NYS Common Core Learning Standards. Students enrolled in Algebra I will prepare to take the Algebra I Common Core Regents exam in June of the current school year.

**214L ALGEBRA I LAB – 1 year, 0 credit**

This course provides support for students enrolled in Algebra I. Fundamental algebraic and arithmetic skills will be strengthened, and concepts taught in Algebra I will be reinforced in Algebra I Lab, which meets every other day.

**224 GEOMETRY R** – 1 year, 1 credit**Prerequisite:** Algebra 1

Geometry is the second course in mathematics to satisfy the diploma requirements in the NYS High School Advanced Regents curriculum. In geometry, it is expected that students will identify and justify geometric relationships both formally and informally. Students will also be expected to list the assumptions that are needed in order to justify each conjectured property and to present their findings in an organized manner, culminating in formal geometric proofs. Transformation and constructions will support and reinforce basic geometric theorems. The intent of this course is to provide a variety of means for students to acquire and demonstrate mathematical reasoning ability when solving problems. Students enrolled in geometry will prepare to take the Common Core Geometry Regents Examination in June of the current school year. A passing score of 65 is required on this examination for an Advanced Regents Diploma.

**221 GEOMETRY LAB** – 1 year, 0 credit

This course provides support for students enrolled in Geometry. Geometric skills will be strengthened, and concepts taught in Geometry will be reinforced in Geometry Lab, which meets every other day.

**225 GEOMETRY H** – 1 year, 1 credit**Prerequisite:** Algebra I

The content of this course includes all the content taught in Geometry R, but additionally, students are expected to demonstrate advanced analytical skills. Students will therefore be expected to engage in critical analysis regarding advanced topics in geometry. Additional assignments will be given that will require the students to demonstrate deep conceptual knowledge and understanding. Due to these additional expectations, Geometry H is intended for students who have consistently demonstrated a high level of achievement, interest, motivation, and aptitude in mathematics.

## **MUSIC**

Below are the Music course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the director of the department if you have any questions.

Director: **Joseph Pallotta, 887-0262**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	Mixed Chorus Symphonic Band Orchestra Music Theory	Mixed Chorus Symphonic Band Orchestra Music Theory	Mixed Chorus Symphonic Band Orchestra Music Theory	Mixed Chorus Symphonic Band Orchestra Music Theory
<b>By Audition Only</b>	Concert Choir Wind Ensemble	Concert Choir Wind Ensemble	Concert Choir Wind Ensemble	Concert Choir Wind Ensemble

**601 MIXED CHORUS** - 1 year, 1 credit

The Mixed Chorus is open to all students. The Mixed Chorus performs at the high school's two primary concerts annually and may perform at a variety of other functions as opportunities arise. Students are expected to participate daily by singing with the ensemble and on occasion in solo performances. Small group/individualized instruction (lessons) will take place during the school day on a rotating schedule – a required component in all (major) departmental performing ensembles. It is strongly recommended that the student take part in the annual NYSSMA Spring Solo Festival.

**602 CONCERT CHOIR** - 1 year, 1 credit (audition required)

The Concert Choir is open to students based on an audition and recommendation process determining a student's ability to perform an advanced level of choral literature, combined with vocal balance needs of the ensemble. The choir is expected to participate with both the Mixed Chorus, as well as the Concert Choir. The Concert Choir performs at the high school's two primary concerts annually and may perform at a variety of other functions as opportunities arise. Small group/individualized instruction (lessons) will take place during the school day – a required component in all (major) departmental performing ensembles. It is strongly recommended that the student take part at the annual NYSSMA Spring Solo Festival.

**603 WIND ENSEMBLE** - 1 year, 1 credit (audition required)

The Wind Ensemble is open to students based on an audition and recommendation process determining a student's ability to perform an advanced level of band literature (NYSSMA Level V & VI), combined with instrumental balance and needs of the ensemble. During the fall, the ensemble combines with the Symphonic Band to form the LHS Marching Band, providing half-time entertainment at home football games and performing in the Newsday Marching Band Festival. The group also takes part in the annual local Memorial Day Parade and may also take part in parades or other events in the community. The majority of the school year is dedicated to rehearsing advanced level works from standard and popular band literature and performing them at the high school's two

annual concerts, assembly programs, and the commencement exercise in June. Small group/individualized instruction (lessons) will take place during the school day on a rotating schedule- a required component in all (major) departmental performing ensembles. It is strongly recommended that the student take part at the annual NYSSMA Spring Solo Festival.

#### **0006035 SYMPHONIC BAND - 1 credit, 1 year**

The Symphonic Band is open to all students based upon recommendation and/or audition. During the fall, the Symphonic Band combines with the Wind Ensemble to form the LHS Marching Band, providing half-time entertainment at all home football games and performing at the Newsday Marching Band Festival. As a marching band, the group takes part in the annual Memorial Day Parade and may also participate in various other parades in the community. For the greater part of the year, the band rehearses works from the standard and popular band literature and performs them at two annual concerts as well as at assembly programs, and the commencement exercise in June. Small group/individualized instruction (lessons) will take place during the school day on a rotating schedule – a required component in all (major) departmental performing ensembles. It is strongly recommended that the student take part at the annual NYSSMA Spring Solo Festival.

#### **605 ORCHESTRA -1 credit, 1 year**

The Orchestra is open to all students based upon recommendation and/or audition. The Orchestra performs at the high school's two primary concerts annually and may perform at a variety of other functions as opportunities arise. The ensemble rehearses works from the standard educational and popular orchestral repertoire. The Orchestra consists of both the String Orchestra and when joined by the members of the Wind Ensemble constitutes the Full Symphony Orchestra as well. Small group/individualized instruction (lessons) will take place during the school day on a rotating schedule – a required component in all (major) departmental performing ensembles. It is strongly recommended that the student take part in the annual NYSSMA Spring Solo Festival.

#### **607 MUSIC THEORY – 1 credit, 1 year**

Do you play an instrument or sing, at any level, and want to learn more about what happens “behind the scenes” of music? Do you want to deepen your appreciation of music? Have you ever wanted to try composing your own music, or wondered why one song or composition sounds so different from another? Music Theory introduces students to the fundamentals of rhythm, harmony, notation, music history, aural skills, improvisation, and composition. Music Theory also explores melody and harmony basics, and how composers use them to create musical compositions. Additionally, this course will advance students' knowledge of scales, keys, time signatures, intervals, chord structure, harmony & counterpoint, culminating in the student using music notation software to compose, arrange, and notate their own compositions. Music Theory is designed for all levels. It serves as a supplement to the performance-based electives offered and will also provide the serious music student with the materials necessary to take entrance exams when applying to music conservatories, colleges, and university music departments.

## **PHYSICAL EDUCATION & HEALTH EDUCATION**

Below are the typical Physical Education and Health Education course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Required</b>	PE Grade 9 / Personal Fitness  Owl Adventure	PE Co-Ed Team Sport  Owl Adventure  <b>AND</b>  Health (1/2cr)	PE Co-Ed Team Sport  Owl Adventure Strength Training Yoga	PE Co-Ed Team Sport  Owl Adventure Strength Training Yoga Mindfulness

#### **446 PHYSICAL EDUCATION GRADE 9/PERSONAL FITNESS – 1 year, ½ credit (odd or even days)**

This is a full year course open to all 9<sup>th</sup> grade students. Students will perform all elements of the fitness program, four times per year. This class will allow student students to demonstrate knowledge of basic health and fitness principles as they relate to the individual. Students will demonstrate sportsmanship throughout the unit that will help to create a positive atmosphere so that all can participate comfortably. This course is designed to help develop social skills necessary to work effectively in a group setting.

\*00000460 OWL ADVENTURE may be substituted for this requirement\*

**00000460 OWL ADVENTURE** - 1 year, ½ credit (odd or even days)**\*Space is limited.**

Participants involved in Owl Adventure enjoy the fast-paced action, trust and bonding between people, intriguing challenges and the atmosphere of taking risks within a safe environment. The approach has fun as its center, and has important learning objectives at heart:

- the student will develop physical, motor, mental and social skills.
- the students will learn more about personal and group strengths and weaknesses.
- the student will develop communication skills and trust among group members.
- the student will improve cooperation, decision-making, and teamwork skills.
- the student will be active in creative problem solving.
- the student will develop skillful leadership, in the best and subtlest sense of the term.

**SCIENCE**

Below are the typical **Science** course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

**Department Facilitator – Charles Vessalico 612-5435**

<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Science 8	Phy. Set. Earth Science R	Phy. Set. Chem R Phy. Set. Chem H	Phy. Set. Physics R Physics AP 1	Physics AP 1 Physics AP 2
Phy. Set. Earth Science R	Living Environment R Living Environment H	Foundations of Physical Science  Research Projects I	Research Projects 2H  Applied Science & Technology	Research Projects 3IS  Applied Science & Technology
Living Environment R	Introduction to Research	Environmental Science AP	Anatomy & Physiology  Marine Science  Forensic Science (SUPA)	Anatomy & Physiology  Marine Science  Forensic Science (SUPA)
			Biology AP Chemistry AP Environmental Science AP	Biology AP Chemistry AP Environmental Science AP
				Principles of Engineering

**0000403R PHYSICAL SETTING/EARTH SCIENCE R** - 1 year, 1 credit

This course provides an inquiry-oriented approach to the study of Earth Science. Investigations are made in the following areas: minerals and their uses, rocks and their changes, erosion and its effects, the nature of soils, life in the past, the record of rocks, topographic maps, the atmosphere, weather and its causes, climates and microclimates, astronomy, and the oceans. Satisfaction of the New York State Science lab requirement is necessary in order to take the Regents Examination.

**0000413R LIVING ENVIRONMENT R** - 1 year, 1 credit**Prerequisite:** Earth Science

This course is designed to give the student an understanding of life in all its aspects: its similarities and its differences, its stability and its change, its individuality and relationship to the living and non-living environment. Laboratory experiences are an integral part of this course. Satisfaction of the New York State Science lab requirement is required to take the Regents Examination.

**0000410H LIVING ENVIRONMENT H** - 1 year, 1 credit**Prerequisite:** Earth Science

This course will include an in-depth study of the molecular, ecological, and evolutionary dynamics of biology. The sophistication of the material presented requires that the student be motivated, dedicated, mature, and conscientious. The course is intended for students who have consistently demonstrated a high level of achievement in science. Laboratory experiences are an integral part of this course. Satisfaction of the New York State Science lab requirement is necessary to take the Regents Examination. Students who successfully complete this course can challenge the SAT II subject test.



# NEW YORK STATE LAB REQUIREMENT FOR ALL HONORS AND REGENTS SCIENCE COURSES

Laboratory experience is required for **all** Honors and Regents Science classes in Lynbrook High School. To be eligible for the Science Regents examination in June, each student must prepare **satisfactorily written reports that represent their performing a minimum of 1,200 minutes of lab experience**. All labs are to be completed with respective lab reports submitted during each marking period, as per teacher guidelines, to satisfy course and Regents Requirements. Pursuant to Section 207 of the Education Law, Section 8.2 (c) of the Rules of the board of Regents states:

**"Only those persons who have satisfactorily met the laboratory requirements as stated in the State syllabus for Science shall be admitted to the Regents Examination in such Science."**

These lab reports are kept on file by each Science Teacher. The deadline for final submission of 4<sup>th</sup> quarter lab reports is **June 1**. This will allow Science Teachers the opportunity to review and evaluate each student's labs. **Students who do not satisfy the laboratory requirements are not eligible to take the Regents Exam in June.** This means the student will not earn Regents credit for the course. An "Incomplete" will be given on their transcript and the student will be required to repeat the course in the following school year in order to satisfy their Regents requirement.

## LYNBROOK HIGH SCHOOL RESEARCH PROGRAM

*Career Interest: Biological/Chemical Sciences, Clinical Research, Mathematics, Statistician, Market Research, Social Science Research, Behavior Science Research*

The Lynbrook High School Research Program (LHSRP) consists of four year-long courses that must be taken in sequence. The program's goals are academic enrichment and entering the various research-based competitions. Although this program is open to all students, careful consideration must be given as this is an academic elective and requires considerable work and commitment. In addition, all students are expected to obtain mentors and it is strongly suggested that students be prepared to work on their research projects during their sophomore and/or junior summer. Due to these additional expectations, this program is intended for students who have consistently demonstrated high levels of problem-solving ability and achievement in Science.

### **401RESEA INTRODUCTION TO RESEARCH – (9th grade) - 1 year, 1credit**

Students are introduced to a variety of biological and chemical science research methods including experimentation on small organisms. Students learn how to read, write, and present professional-style research papers. Students are introduced to statistical analysis of data using the TI-84 and MS Excel. Students are required to enter a minimum of three research competitions including the DuPont Science Essay Challenge and the LHSRP Research Symposium. Fifty percent of the course hours are devoted to instruction of research concepts in biology, chemistry and the social sciences. Twenty-five percent of the course hours are devoted to individual projects and twenty-five percent of the course (the last quarter) is spent on an original, independent final research project. The course is intended for students who have consistently demonstrated high levels of problem-solving ability and achievement in Science.

## SOCIAL STUDIES

Below are the typical **Social Studies** course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

Chairperson: **Eric Finder, 792-5160**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Required</b>	Global History & Geography 9R  Global History & Geography 9H	Global History & Geography 10R  Global History & Geography 10H	US History & Government R  US History & Government AP	Participation in Government (1/2cr) <b>AND</b> Economics (1/2cr)  Microeconomics AP (1/2cr) <b>AND</b> Government & Politics AP (1/2cr)
<b>Electives</b>		Financial Markets/21 <sup>st</sup> Century Economy	Financial Markets/21 <sup>st</sup> Century Economy	Financial Markets/21 <sup>st</sup> Century Economy

		AP Psychology	Sociology Psychology AP Psychology	Sociology Psychology
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### **112 GLOBAL HISTORY & GEOGRAPHY 9R** - 1 year, 1 credit

This course is the first course of a two-year curriculum students will take in Global History and Geography. This course includes a chronological study of history and human development from early nomadic man through the 18<sup>th</sup> century. Through various activities students will develop an understanding of culture, the importance of key events, the contributions of historical figures, and knowledge of our worlds' geography. Global 9R culminates with the administration of the local 9<sup>th</sup> grade global history final exam.

### **110 GLOBAL HISTORY & GEOGRAPHY 9H** - 1 year, 1 credit

This is a preparatory course to the 10<sup>th</sup> grade World History Honors program. This course will introduce students to the major elements of human history from Prehistoric times to the 16<sup>th</sup> century. This course is designed for students who are self-motivated and can draw connections from a variety of data. A major goal of this course is to prepare students to face the rigors of a college history program. It will require students to analyze and evaluate a series of themes and investigate how these themes have changed over time. Using a college level textbook as a guide, students will read, interpret, and analyze a variety of written material. It is imperative that each student takes ownership of the course and their learning. The class will rely heavily on discussion where students are responsible for completing the assigned readings before the start of class. In class, the literature will be discussed as to discover deeper analysis and a greater understanding of history.

## **CAREER AND TECHNICAL EDUCATION**

### **FAMILY AND CONSUMER SCIENCE**

Below are the typical Family and Consumer Science course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the director of the department if you have any questions.

Chairperson: **Vincent Lentini, 612-5434**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Family and Consumer Science</b>	Clothing & Textiles (1/2cr)  Housing & Env. (1/2cr)	Clothing & Textiles (1/2cr)  Housing & Env. (1/2cr)  Fashion	Clothing & Textiles (1/2cr)  Housing & Env. (1/2cr)  Fashion  Food & Nutrition (1/2cr)  Gourmet Foods (1/2cr)  Science of Foods	Clothing & Textiles (1/2cr)  Housing & Env. (1/2cr)  Fashion  Food & Nutrition (1/2cr)  Gourmet Foods (1/2cr)  Science of Foods

### **704- CLOTHING AND TEXTILE (FALL)** – ½ year, ½ credit

This course is open to students of all levels and will introduces the student to the world of fashion. The students will have the opportunity to engage in various tasks that are clothing and textile related. The content includes fashion illustration, textile design, career exploration, and sewing techniques. Upon completion, students will have a thorough understanding of the many skills necessary to work within the fashion industry.

### **709-HOUSING AND ENVIRONMENT (SPRING)** – ½ year, ½ credit

This course is open to students of all levels. Design tasks are assigned as they relate to American homes. Students will learn about textiles, furnishings and interior space planning as well as explore the various careers available within the housing and environment field. They will be able to identify popular local home styles, classic textile patterns and organize space as it relates to function.

## **MEDIA AND TECHNOLOGY**

Below are the typical Computer Technology course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

Chairperson: **Vincent Lentini, 612-5434**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Computer Technology</b>	Advertising and Marketing Video and Animation	Advertising and Marketing Video and Animation	Advertising and Marketing Video and Animation	Advertising and Marketing Video and Animation

### **00000269 ADVERTISING and MARKETING - 1 year, 1 credit**

Advertising and Marketing consists of the messages and related media used to communicate with a market. This class will teach students the fundamentals of marketing through the world of sports and entertainment. Students will be involved in an interactive class that will develop skills in the area of facility design, merchandising, public relations/publicity, event marketing, sponsoring, sales promotions, and career opportunities as they relate to the entertainment and sports industries. Students will use a wide array of computer programs to make commercials, marketing presentations, advertisements, logos, sportscasts, stadium floor plans, and new product images.

### **00000634 VIDEO AND ANIMATION 1 year, 1 credit**

In this course students will learn to produce their own videos using Adobe Premiere Pro, Adobe After Effects, video equipment, green screens, and props. Students will explore a variety of movie genres and learn about lighting, sound effects, music, and dialogue tracks. This is integrated program that prepares students for career paths in computer technology, animation, and multimedia production. Students will practice creativity in design, problem-solving, production, communication, and presentation skills. At the end of course, students will have their own original video and animation portfolios.

## **TECHNOLOGY EDUCATION**

Below are the typical Technology Education course selections at each grade level. Check course descriptions for course details and prerequisites. Please contact the department chairperson if you have any questions.

Director: **Vincent Lentini, 612-5434**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Technology Education</b>	Design in Technology	Design in Technology Architectural Design	Design in Technology Architectural Design Advanced Design and Innovation	Design in Technology Architectural Design Advanced Design and Innovation  Portfolio Prep/Art in Context (For full course description, turn to Fine Art section)

### **803 DESIGN IN TECHNOLOGY - 1 year, 1 credit**

**Prerequisite:** None

**Career Interest:** *Architecture, Drafting, Engineering, Construction, Commercial Design, Landscape Design, Environmental Engineer, Geographer, Urban Design/Planning*

This full year course is designed to help students develop visual and graphic communication skills through manual and computer aided drafting. Topics include the use of drafting tools, equipment and materials; drafting techniques and conventions; sketching; lettering; 2-D multi-view drawings; auxiliary views; 3-D pictorial drawings; sectioning; geometric constructions; pattern developments; reproduction processes; careers; and reverse engineering. This course will serve as a prerequisite for Architecture and Advanced 3D CAD and replaces (802) Technical Drawing and (804) Architectural Drawing. This course fulfills the one unit of art required for graduation.

