

# **Mattituck High School**

## **Course Offering and Curriculum Guide**



# **MATTITUCK HIGH SCHOOL**

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## **ADMINISTRATORS**

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Superintendent of Schools

**SHAWN PETRETTI**  
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Assistant Principal

## **GUIDANCE STAFF**

**BRIAN LYNCH**  
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High School Counselor

**JASON MASTROPIERRO**  
High School Counselor

**MEGAN COLLINS**  
Junior High Counselor

**Jenna Colascione and Catherine Gerardi**  
Guidance Secretaries

**Accreditation: NYS Board of Regents**  
**C.E.E.B. Code No. 333-070**

## **COMMUNITY**

The Mattituck-Cutchogue School District is located in a rural resort and farming community on Eastern Long Island's North Fork. The prosperous farming community includes vineyards, sod farms, horse breeding farms, and traditional crop farms. This growing economic base has made the area a prime residential one for a number of professional and business people who energetically support the school system.

## **SCHOOL**

There are approximately 1155 students in grades K-12. The program of studies is geared to meet the needs of all students. AP work is offered in English Literature, English Composition, Calculus, Biology, Physics, U.S. History, World History, European History and Psychology. College bound students are enrolled in Regents, Honors, or AP classes.



## TABLE OF CONTENTS

Letter to Students and Parents.....	1
Requirements for Graduation.....	2
Examination Requirements for Graduation.....	3
Course Selection Process.....	4
Schedule Changes.....	4
Course Withdrawal Policy.....	5
Making Up Courses.....	5
Art.....	6
Business .....	7
English.....	8
Health.....	11
World Languages (L.O.T.E).....	11
Math.....	13
Music.....	15
N.J.R.O.T.C.....	15
Physical Education.....	16
Science.....	16
Social Studies.....	18
Technology.....	20
Special Education.....	23
Driver Education.....	24
Eastern LI Academy of Applied Sciences (Eastern Suffolk BOCES).....	25
Farmingdale State College/Adelphi University in the High School Program.....	26
Athletic Programs.....	27
Clubs & Activities.....	27
Additional Guidance Policy Information.....	28
The Guidance Program at MHS.....	29

Dear Parents,

You are the most important and influential people in your children's lives. Your children need you to be interested and involved in their academic progress, their activities and in planning for their future. As parents there are many things that you can do to ensure that your children have a successful school experience. You can have them sign up for the appropriate courses and tests as well as complete the necessary forms in a timely manner. Also, it is important to discuss with your children information that is mailed home to you and available via the Parent Portal and school website.

We believe that together we can create an environment that encourages mutual respect, supports and recognizes individual differences, and promotes student achievement. This Course Selection Guide is designed to serve as a reference book to assist you and your child in taking full advantage of their experience at Mattituck High School.

Sincerely,

*The Counseling Staff*



Dear Students,

The faculty and administration of Mattituck High School are committed to providing the best possible education for all of our students. It is every student's responsibility to take an active role in his or her education and to make informed, intelligent choices both academically and personally.

One of the ways you can become a responsible member of our school family is to read this Course Selection Guide carefully; it is a valuable guide to your experience at Mattituck High School. With the help of your family, teachers, and counselors, you can best meet not only your graduation requirements, but also take full advantage of your personal interests as well.

Your school counselor is available to assist you in making the transition to the next phase of development with the best possible preparation. Your counselor is an excellent resource who will assist you in course selection, future planning, and adjustment to school. Your school counselor may also act as a support person for you as you deal with personal concerns.

Finally, the best single piece of advice we can give you about succeeding in high school is GET INVOLVED! Mattituck High School needs your unique and special talents.

**GOOD LUCK, WORK HARD, AND  
ENJOY YOUR YEARS AT  
MATTITUCK HIGH SCHOOL**

Sincerely,

*The Counseling Staff*

# Requirements for Graduation

## CORE SUBJECTS

Students are eligible for graduation once they have successfully completed a total of 22 units of credit. In order to receive a high school diploma, students must successfully complete:

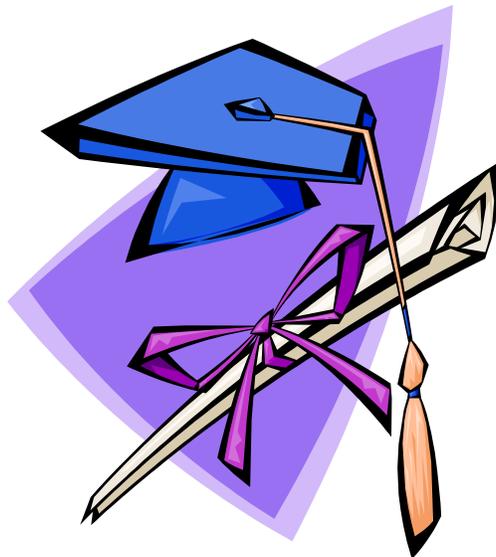
- All Required Core Subjects
- All Exam Requirements

### Required Core Subjects

All students must earn **22 units** of credit in order to meet the minimum requirements for graduation. These **22 units** of credit MUST include:

<u>Core Subject</u>	<u>Credit</u>
English	4 units
Social Studies	4 units
Mathematics	3 units
Science	3 units
Art or Music	1 unit
Health	.5 unit
Physical Education	2 units
L.O.T.E. (World Languages)	1 unit for Regents Diploma 3 units for Adv. Regents Diploma*
Additional Subjects	.5 to 2.5 depending on diploma type

\*Five units in Art or Technology may be used to replace the additional required credits in L.O.T.E. necessary for the Advanced Designation Regents Diploma.



# EXAMINATION REQUIREMENTS FOR GRADUATION

<p><b><u>Regents Diploma</u></b>                  Students must pass four/five Regents Exams*:                  One of two in Social Studies, and one each in Math, English and Science.</p>	<p><b>65% or better on the following Regents Exams:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Global History*</li> <li>• U.S. History*</li> <li>• Algebra 1 Regents</li> <li>• Science Regents</li> </ul>
<p><b><u>Advanced Designation Regents Diploma</u></b>                  Students must pass eight or more Regents Exams plus LOTE proficiency equivalent.</p>	<p><b>65% or better on the following Regents Exams:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Algebra 1 Regents, Geometry Regents &amp; Algebra 2 Regents</li> <li>• Global History*</li> <li>• U.S. History*</li> <li>• Two Science Regents (one from Physical Science and one from Living Environment)</li> <li>• World Languages (LOTE) Regents equivalent</li> </ul>

***Regents/Local Diploma Through Appeal:*** Open to all student populations. Allows student to appeal scores between 60-64 on up to two Regents exams, provided that they pass remaining Regents with a score of 65 or above and meet additional criteria.

***Low Pass Option or Appeals Option:*** For students with disabilities seeking the local diploma option can use a low pass option (55-64 passing score) on up to 5 exams. Students with disabilities can also use appeal options for up to two exams using scores between 52-55.

***Compensatory Scoring Option:*** For students with disabilities. A score of 45 to 54 on a required Regents exam (except ELA and Math) can be compensated for by a score of 65 or above on another Regents exam. In addition the student must pass the course in which he/she earned the 45 to 54 Regents score and have satisfactory attendance.

***CDOS Pathway or Superintendent’s Determination:*** Students with disabilities who don’t pass all Regents exams using these safety nets can utilize Superintendent’s Determination if they pass only English and Math Regents exams (with any of above safety nets) or the CDOS Pathway if no Regents exams are passed. CDOS requires CTE coursework and work based learning hours.

***English Language Learner Appeal:*** Allows English Language Learner Students (ELL) to use ELA exam score from 55-59 as passing score provided all other Regents exams meet graduation requirements for general ed. students.

***Local Diploma:*** Any student using the Special Education safety net options (Compensatory Scoring Option, Low Pass Option, CDOS Pathway, Superintendent’s Determination or English Language Learner) or appealing two Regents exam scores will be eligible for a local diploma.

\*May be replaced with approved CTE coursework/exam or alternate Regents exam.

## COURSE SELECTION PROCESS

This Course Selection Guide is designed to assist you in selecting courses throughout your high school career. It provides an overview of the requirements for graduation as well as a description of the courses available. Each year, you will meet with your Guidance Counselor to evaluate your educational goals, review your current performance, and select courses for the following year.

The information in this guide, combined with the assistance of your parents and counselor, will help you plan an academic program that is both realistic and challenging. By choosing and successfully completing a challenging academic program, you will be better prepared for the opportunities and obstacles that lie ahead in a college environment and the world of work.

Pre-registration for all students will occur early in the spring semester. Tentative schedules assume that you will successfully complete your current courses. Any changes to your schedule must be made before the first day of classes in September. Counselors are available if you have any questions.

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### OUTLINE OF THE COURSE SELECTION PROCESS

**Step 1:** You should review the sections in this guide titled Requirements for Graduation and Examination Requirements for Graduation. You should then read the course descriptions in this book.

**Step 2:** You will meet with your Guidance Counselor to review your current courses and plan your program for next year. Note that course offerings are dependent upon enrollment. Some courses may not be available to all students every year. In these cases, your counselor will assist you in choosing an alternative course.

**Step 3:** Your course requests will be mailed home for review, after which tentative schedules will be created. Final schedules will be mailed home in August or made available on the Parent Portal.

Any changes to your schedule must be made before the first day of classes in September. Contact your counselor with any questions.

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### SCHEDULE CHANGES

A great deal of time, care, and effort is devoted to assuring that each student is placed into an educational program that will best meet his or her individual needs. The scheduling process, therefore, is a lengthy one, extending from January through the summer months. It is the goal of the counseling staff to ensure a smooth opening of the school year, one marked by a minimum of disruptions due to schedule changes. To attain this goal, the following guidelines have been established:

- All schedule changes **must** be made before the start of the school year. Counselors are available during the **last two weeks of August** to discuss any schedule changes.
- **During the first two weeks of school, schedule changes will be honored only for educational reasons:**
  - **Graduation requirements**
  - **Errors in schedule**
  - **Incorrect placement**
- Extenuating circumstances will be reviewed by the high school principal after initial screening by your counselor

## COURSE WITHDRAWAL POLICY

Under extenuating circumstances, a student may be permitted to withdraw from a course in progress during the school year. It is school policy that a student must follow these three guidelines when withdrawing from a course:

1. The student must meet with their counselor to discuss the options.
2. The student must have **written parent approval** in order to withdraw from a core course.
3. In some cases, a conference with the parent, student, and teacher will be held.

Providing circumstances exist that permit a student to withdraw from a course, students and parents should be aware of the following consequences:

### **FULL YEAR COURSE**

1. Any full year course approved by the school for withdrawal *before* the end of the *first* marking period will be omitted from the student's record.
2. Any full year course approved by the school for withdrawal *before* the end of the *second* marking period will be recorded as such: "Spanish II (withdrawn)." It will not be counted in class rank.
3. Any full year course approved by the school for withdrawal *after* the end of the *second* marking period will receive a failing grade. It will be recorded on the transcript as such: "Spanish II (60)." It will be counted in the class rank. The only exception to the above shall be in the case of a teacher or administrator recommending the course be dropped for proper cause, in which case the procedure for (2) will be followed, stating only "Spanish II (withdrawn)."

### **HALF-YEAR COURSE**

1. Any half-year course approved by the school for withdrawal *before* the end of the *first five (5)* weeks of the marking period will be omitted from the record.
2. Any half-year course approved by the school for withdrawal *after* the end of the *first marking period* will receive a failing grade and it will be recorded on the transcript.

### MAKING UP COURSES

**If a student fails a course, one of four options to make up the credit is available:**

**Option 1** A student can repeat the course the following year.  
Note: this may affect a student's ability to graduate with their class.

**Option 2** A student can go to summer school. The procedure for enrolling in summer school is:  
**A.** Registration will be held in the Guidance Office over a two-day period. The dates will be announced.  
**B.** Complete the application and pay the registration fee.  
**C.** Both the summer school grade and the original grade will appear on transcript

**Option 3** Student may enroll at the parent's expense in an approved online credit recovery course with prior approval from district.

**Option 4** A student may be tutored at the parent's expense to make up credit. The procedure is:  
**A.** Contact a tutor who is NYS certified in the subject which the student is going to make up. The tutor must be approved by the high school principal.  
**B.** Have a minimum of THIRTY 1-hour sessions for each full credit.  
**C.** The principal must receive a letter from the tutor stating that the required 30 hours of tutoring have been completed.  
**D.** The student must then take an exam prepared by the specific high school department and receive a grade of at least 65 in order to receive credit.  
**E.** Student will receive only a grade of P/F for a course made up in this manner.

## ART

### **DIPLOMA REQUIREMENTS**

Satisfactory completion of one unit in Studio Art may be used to meet the one unit of art or music required of all students to meet graduation requirements as prescribed by the New York State Education Department.

### **Studio Art**

Unit: 1

Grade: 9 – 12 (preferably grade 9)

Studio Art is a full year introduction to basic techniques of the Visual Arts. This course is designed to meet the New York State Standards for the Visual Arts. The course offers a wide variety of art experiences based upon the understanding and appreciation of the elements and principals design, including projects in drawing and painting. In addition, the course offers an understanding of the cultural contributions to the Visual Arts as well as developing the ability to evaluate and analyze works of art. Studio Art is a prerequisite for all other electives in the Visual Arts. (Museum field trip, mid-term, final, research paper.)

### **Drawing**

Unit: .5

Grade: 10 – 12

Prerequisite: Studio Art

This course explores fundamental drawing techniques in a variety of mediums including charcoal pencil, graphite pencil, colored pencil and pen and ink. The course is designed to be a prerequisite for Drawing and Painting (not required.)

### **Drawing and Painting**

Unit: 1

Grade: 10 – 12

Prerequisite: Studio Art/Drawing preferred

Drawing and painting is designed for the student with a special interest in exploring new methods in dry and wet mediums including acrylics, watercolor, and various collage techniques. Students will apply the elements and principles of design in a variety of two-dimensional assignments. In addition, the course will emphasize an understanding of styles of a variety of artists and art history periods.

### **Sculpture/Mix Media/Crafts**

Unit: .5

Grade: 10 - 12

Prerequisite: Studio Art

This course is designed to offer a wide variety of hands on mixed-media art and craft experiences. Mediums such as printmaking, sculpture, fiber art, mosaics, and found object design will be explored in this course in 2D and 3D form. Students will have the opportunity to build, sculpt, carve, melt and assemble artwork using a variety of materials. Students who enjoy expressing themselves in a wide variety of art mediums should enroll in this course.

### **Ceramics - Working with Clay**

Unit: .5

Grade: 10 - 12

Prerequisite: Studio Art

This course explores ceramics materials and processes, emphasizing development of hand-building techniques and an introduction to the potter's wheel. This course will also provide a basic understanding of clay, glazes and kiln operation.

### **Fashion Design – Project Runway**

Unit: .5

Grade: 10 - 12

Prerequisite: Studio Art

This course will provide the students with the opportunity to explore fashion design and its many facets. Students will learn about the history, culture, illustration, layout and fabrics of the fashion world. We will discuss how clothing satisfies physical, psychological, and social needs. Students will learn the worldwide importance of the apparel industry. There will be a fashion show for a final evaluation.

### **Watercolor I**

Unit: .5

Grade: 10 – 12

Prerequisite: Studio Art

Watercolor I is designed for the beginner watercolorist. The course will explore standard watercolor techniques as well as understanding basic color theory. Students will use a variety of medium including tube watercolor, compressed watercolor and watercolor pencil. Students will explore a variety of subjects in realistic and abstract styles. (Written evaluations and techniques.)

## **Advanced Art**

Unit: 1  
Grade: 1 11 - 12  
Prerequisite: Studio Art, Drawing and Painting  
or 2 Art electives  
(Teacher recommendations)

Art Portfolio Preparation for NYSATA Portfolio and/or AP Art Portfolio: Art Portfolio Preparation is for art students who are motivated learners and are serious about developing their ability to communicate their ideas, thoughts, and feelings in visual form. Portfolio Preparation gives students framework to build a varied portfolio that showcases strengths, creativity, and interests. Students will have a completed portfolio at the end of the school year that follows the guidelines for NYSATA Art Portfolio and/or AP Art Portfolio. This course gives students extra time and guidance to prepare for NYSATA Art Portfolio and/or AP Art Portfolio. Students will create art that reflects issues related to 2-D and 3D design. Media such as Drawing, Painting, Printmaking, Mixed Media, Ceramics and Collage will be utilized. This course enables students to develop quality artwork that demonstrates strong visual ideas and significant knowledge of the elements and principles of design, and the artistic skill and ability necessary to apply them.

## **BUSINESS**

### **Senior Seminar (College Prep)**

Unit: .5  
Grade: 12

After preparing your academic game plan for the past 12 years, it's now time for college. You'll gain an understanding and be able to complete the requirements for entrance into college, as well as prepare to meet the requirements of college life. You will develop an organized file system throughout the course to include your Resume, Cover Letter and References, Personal Profile, Self-Assessment, College Research and Planning, Admissions Essay, Academics, Work Experience and Activities, and Awards and Recognition. Throughout the course, you will learn how to select majors, identify important college characteristics, research various college options, and begin completing the steps of the college admissions process. You will also learn test-taking tactics for college entrance assessments, such as the SAT's. This course will also address issues regarding college life. You'll learn effective transitioning techniques into college such as development of

good study skills, discipline and goal setting, money management, as well as an understanding of academic, social and personal responsibilities.

### **Virtual Enterprise**

Unit: 1  
Grades: 11 - 12  
*Dual Enrollment Credit offered through SUNY Farmingdale (6-12 credits)*

With an emphasis on college and career readiness, Virtual Enterprise (VE) is an in-school entrepreneurship and global business program that offers students a competitive edge in the business world. Students determine the nature of their business, design its products and services, determine CEO's and managers, and learn the daily operations of a business under the guidance of a consultant with the support of a real business partner. Products are sold virtually to other schools both nationally and internationally. Current business software packages are used for business transactions using economics as a factor in decision making. Students manage their virtual business and are transformed into young professionals and budding entrepreneurs. Get a head start on your future career. Students may take this course for two consecutive years. Students enrolled in this full year course may earn 6 college credits through SUNY Farmingdale in year VE I (first year enrolled in the program) and an additional 6 college credits in VE II (second year enrolled in the program).

VE I SUNY FARMINGDALE COURSES:  
BUS141-Contemporary Business Comm. (3 credits)  
ECO156-Principles of Economics (3 credits)

VE II SUNY FARMINGDALE COURSES:  
BUS111-Intro to Business (3 credits)  
BUS232-Ecommerce (3 credits)

### **Wall Street Investment/Personal Finance**

Unit: .5  
Grades: 11 - 12  
*Dual Enrollment Credit offered through SUNY Farmingdale (3 credits)*

Do you want to be financially independent? Do you want to live your life without financial care? **Wall Street Investment/Personal Finance** will help you achieve these goals. This course will provide students with the knowledge of the financial planning process and the components of saving and investing. Students will learn to set and reach financial goals by creating budgets, exploring various investment vehicles such as stocks, bonds,

mutual funds, and IRA's. Students will also learn the facts about credit cards, credit history, banking, insurance, and paying taxes. Students will explore the world of Wall Street by participating in Newsday's Stock Market Game. If you are interested in managing your own money, investing in the stock market or in the financial industry, then Wall Street Investment/Personal Finance is for you!

SUNY FARMINGDALE COURSE:  
ECO110-Intro to Personal Finance (3 credits)

## **ENGLISH**

### **English 9R**

Unit: 1  
Grade: 9  
Final: School Exam

The English 9 curriculum is designed to develop students' reading, writing, speaking, and analytical skills. English 9 is the first year in a 3 year sequence of English courses culminating in June of eleventh grade with the Comprehensive English Regents Examination. Students study vocabulary, interpret literature, and complete writing assignments based on the four writing tasks of the Comprehensive Exam. Students enrich reading, writing and interpretive skills through an extensive study of classic literature by authors including George Orwell, Harper Lee, and William Shakespeare, as well as contemporary young adult fiction. Students in English 9 study a broad range of literary genres including novels, memoir, poetry, plays and short stories. They also read and analyze literary criticism and non-fiction.

In English 9, students give speeches and complete creative projects throughout the year. Students are also required to complete an MLA style research paper.

### **English 9 Honors**

Unit: 1  
Grade: 9  
Final: School Exam

This course is designed for students who have shown advanced skills and interest in English language and literature throughout junior high school, and they are expected to meet pre-requisites in order to gain entrance to this class. The English 9 Honors curriculum is designed to further develop students' reading, writing, speaking, and analytical skills on an advanced high school level. English 9 Honors is the first year in a two-year sequence of

English courses culminating in June of tenth grade with the Comprehensive English Regents Examination. Throughout the year, students study vocabulary, interpret literature, and complete writing assignments based on literary analysis and personal expression. The majority of writing in this class is done independently with teacher conferences available. Students enrich reading, writing, and interpretive skills through an extensive study of a broad range of literary genres including novels, memoir, poetry, plays and short stories. The literature includes classic literature by George Orwell, Lewis Carroll, Sophocles, and William Shakespeare, as well as contemporary fiction. Students give speeches and complete creative projects throughout the year. Students are also required to complete an MLA style research paper. Class participation is a large component of the English 9H experience, and students enhance their speaking and listening skills through daily discussions and Socratic seminars.

### **English 10R**

Unit: 1  
Grade: 10  
Final: School Exam

The 10<sup>th</sup> grade curriculum stresses the analysis of world literature through class discussion and critical writing. Some of the authors students will be introduced to are George Orwell, Ray Bradbury, Elie Wiesel, Ernest Gaines, William Shakespeare, and Tennessee Williams. Students will study vocabulary, as well as read and analyze poetry throughout the year. In English 10 they will be required to write a literary MLA style term paper as well as participate in varied speeches throughout the year. The syllabus for 10<sup>th</sup> grade is geared toward the 11<sup>th</sup> Grade English Regents.

### **English 10 Honors**

Unit: 1  
Grade: 10  
Final: Regents examination

English 10 Honors is specifically geared for students with a strong aptitude in writing, as well as strong skills in the analysis of literature. The students are required to write independently at an honors level where they reveal not just an understanding of the text, but offer a fresh intellectual and introspective approach to their assignments. They will continue their study in well-known authors such as William Shakespeare, Franz Kafka, Henrik Ibsen and Elie Wiesel, as well as contemporary authors Khaled Hosseini and Sue

Monk Kidd. At the end of the school year students in 10 Honors will take the New York State Regents Exam in English where, after a year of study, they are expected to achieve mastery. Students will participate in Socratic circles, perform speeches, execute creative projects, and in addition, complete an MLA term paper by year's end. This course prepares students for 11th and 12th grade Advanced Placement English Classes where the demands are equal to college level courses.

### **English 11 Regents**

Unit: 1

Grade: 11

Final: Regents Examination

The 11<sup>th</sup> grade curriculum consists of three major areas of study: literature, vocabulary and composition. Students study literature from the Colonial period to contemporary times, highlighting such authors as Hawthorne, Poe, Twain, Hemingway, Steinbeck, and Salinger. Students will study vocabulary in preparation for the PSAT, SAT and the Comprehensive English Regents Exam. Continuing composition instruction will also prepare students for the Regents Exam.

### **English 12**

Unit: 1

Grade: 12

Final: Paper/Project

English 12 is a commencement level course that prepares students for the rigors of college writing, develops the critical thinking skills necessary for success after high school and encourages students to think critically about themselves and their place in the local and global communities. In this class, students explore the social, philosophical and historical aspects of literature by examining literary and social criticism. In the first half of the course, students will write a term paper that will serve as their midterm grade. In addition to reading literature and writing critical analysis of the works, students will participate in public speaking throughout the course of the year. Units of study revolve around essential questions like: "Are we really free?" or "Who am I?" By addressing these questions through group projects, discussions and debates, each student can define his/her personal role as an active member of society.

### **AP English Literature**

Unit: 1

Grade: 12

Final: AP Exam in May (approx. \$91 fee)

Advanced Placement English is taught at the freshman level of college English. In the summer prior to the beginning of school, students are asked to read the first two novels that will be analyzed at the beginning of the year. During the school year, students are required to offer analyses of works of literature as they work towards preparation for the AP Exam in May. Reading and writing skills are developed by the constant challenge of thematic units in literature. Students write papers for most of the works covered. Typical questions deal with implications, comparisons, or thematic evaluations. In addition to the intensive study of prose and poetry and critical evaluations of literature, students are required to write a research-based term paper.

Upon successful completion of the AP Exam, each student may receive college credit in English as determined by the collegiate institutions accepting the student for admission.

### **AP English Language and Composition**

Unit: 1

Grade: 12

Final: AP Exam in May (approx. \$91 fee)

The AP English Language and Composition Course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

### **Theatre**

Unit: .5

Grade: 10 - 12

Final: Performance

This course provides a platform from which the basics of acting and other theatrical skills such as directing, lighting, and set construction can be developed. Improvisation and mime form the basis of the course and students are required to practice these two skills almost on a daily basis. Students are also required to memorize scripts and perform in front of an audience. The first half of the course concludes with a performance by two actors presenting a 10 minute scene from an existing play. The second half of the course is devoted to the final

exam (performance) in which the class writes its own play and then presents it before an audience. Most of the classes are spent rehearsing for this ensemble final performance. Additionally, during the second half of the course each student performs two or three monologues before the class. These monologues consist of presenting various emotions during a three to four minute soliloquy.

### **Creative Writing**

Unit: .5

Grade: 9-12

The basic premise behind Creative Writing is to engage you in creating your own original poetry and prose. The course stresses the importance of writing for self-expression, as well as an emphasis on writing for an audience. Each student has a storehouse of information and experiences from which to draw creative ideas. Creative Writing balances freedom (creativity) with discipline (structure) in order to communicate with a reader. It is both a form of play and a form of work. The ultimate goal in this course is to help each one of the students gain confidence in their own writing styles of their work and through the exploration of the works of many of the world's greatest poets and artists.

### **Journalism**

Unit: .5

Grades: 9 - 12

This ½-year course is designed for students who are interested in newspaper writing, editing, layout and art production. Students should have a passion for writing and a strong interest in newspaper content. Class activities will include interviewing, quoting sources, ethics in journalism and examining the role of journalism in today's society. Journalistic writing will include news reporting, feature writing, editorial pieces, sports coverage and reviews. Students will learn how to gather information, generate stories, take photographs, cover school and local events and work in a collaborative atmosphere. Articles may appear in Mattituck High School's official student newspaper, *The Mattitalk*. Students will share and receive constructive criticism and sharpen their writing techniques, grammar, proof reading, revising and editing skills. Lastly, students will read the New York Times and Newsday as journalism models. Students who would like to continue journalism and focus on the *Mattitalk* may take a second semester as an independent project.

### **Public Speaking**

Unit: .5

Grade: 10 - 12

Public Speaking is a half-year elective. It is a class that is open to students in grades 10 through 12. This class involves learning how to plan and present an effective speech, but it is so much more than that. Students participate in group discussions, express their opinions on various topics, play games to increase their confidence, and even participate in practice interviews to prepare them for college and their future careers. The coursework involves outside work of researching and writing speeches, as well as creating multi-media presentations. This class is great for outgoing students who want to improve their speaking skills while enjoying themselves. It is also great for students who are not strong public speakers, but want to become more confident, and are willing to try something new.

### **ENL (English as a New Language)**

Unit: 1

Grade: 9-12

This course is designed for students with Limited English abilities. ELL students, English Language Learners, come from a home where a language other than English is spoken. The ELL students will be given the NYSITELL, New York State Identification Test for English Language Learners, a standardized assessment of English language. The purpose of this test is to assess the English language proficiency of new entrants whose home language is a language other than English. ELL students will receive instruction in using the English language in meaningful and authentic exchanges that are concurrent with the Common Core Learning Standards (CCLS). ELL students acquire language needed for academic success as they are engaged in language rich practices in both verbal interactions and through authentic text. The focus is on the basic skills of reading, writing, listening and speaking the English language.

### **ENL English Reading**

Unit: 1

Grades: 9-12

This course provides an opportunity for newly arrived English language learners to read and respond to instructionally leveled bi-lingual texts. Students discuss and write about character development and major themes in literature, and answer both literal and inferential questions about a

wide range of topics. Entering students work primarily in their home language, and gradually begin to use more English, with the home language as a support, in the process of articulating their thinking and understandings, as well as building their English academic vocabulary.

### **ENL Math**

Unit: 1

Grade: 9-12

The ENL math program is designed to assist our HS SIFE (Students with Interrupted Formal Education) students with basic math skills while integrating academic language. Students will eventually progress into a basic algebra class.

## **HEALTH**

### **Health**

Unit: .5

Final: School Exam

Grade: 9 - 12

Health Education is a 20 week course that examines all the factors that promote positive living. The course will focus on the major health tasks of adolescence. Each unit will be comprised of the information as well as the skills necessary for completing each health task.

As a result of participating in a quality health education program it is reasonable to expect that students will be able to:

- \* Identify and demonstrate positive lifestyle choices, wellness behaviors, and decision making skills.
- \* Understand the components and benefits of a physical fitness program and develop and participate in their own personal fitness program.
- \* Identify and explain the food pyramid and competent nutritional choices and understand the dangers in numerous fast food meals.
- \* List & explain all nutritionally related diseases.
- \* Assess & identify diseases related to poor lifestyle factors.
- \* Understand the components, dangers and regulations of tobacco.
- \* Support smoking cessation & other substance abuse prevention programs.
- \* Define, explain & understand the dangers of drug use, misuse, abuse, OTC, prescription drugs, street drugs and the six classifications of drugs.
- \* Assess drug users' effects on society today such as drug treatment, lost wages, accidents, violence and domestic incidents.

\*List and analyze alcohol and drug dangers that occur to the user such as: personal safety, casual sex, date rape, binge drinking, STD's, infections, etc.

\*Explain and identify families, relationships, dating, abstinence, birth control, teen pregnancy, and all options available to teenagers and sexuality issues.

\*Identify, understand, and explain sexually transmitted diseases, transmission, prevention and control.

\*List health related community resources.

\*Design and participate in an individual healthy lifestyle planning.

### **Sports Medicine**

Unit: .5

Grade: 11 – 12

*Dual Enrollment Credit offered through Adelphi (3 credits)*

This course will offer students the opportunity to evaluate, prevent, recognize and rehabilitate sport related injuries and conditions. Students will gain valuable hands on Sports Medicine training as it relates to the New York State Learning Standards. Students will be able to identify the anatomy, physiology and kinesiology (movement) of the human body. In addition, students will be able to identify a variety of career opportunities associated within the health care field such as athletic training, physical therapy, occupational therapy and cardiac rehabilitation.

ADELPHI UNIVERSITY COURSE: First Aid & Injury Control

## **WORLD LANGUAGES**

**All Spanish Textbooks are ONLINE** (with the exception of Spanish IV). This allows for many resources and self-activated study as well as for teacher guided formative assessment.

### **Spanish 1A & B**

Unit: 1

Grade: 7, 8, 9

Final examinations given at the end of 8<sup>th</sup> grade and a standardized exam (LOTE Proficiency Equivalent –Exam Checkpoint A) at the end of the 9<sup>th</sup> grade

Students will learn to speak, listen, read and write in the new language to meet Checkpoint A of the New York Standards for Second Language Learning. In addition, they will become familiar

with the culture of Spanish speaking peoples and the relevance of these cultures. Correct grammar will be stressed, since it is the “glue that holds the language together.” Level I students will learn regular and irregular conjugations of verbs in the present tense and past tense, commands, subject-verb agreement, personal pronouns, uses of nouns and adjectives and periphrastic tenses. The importance of spelling will be stressed.

Communication topics include greeting, introductions, weather, time, date, expressing feelings, daily activities, the family, friends, the community, pets, wishes, likes, identification, getting around town, travel, transportation and persuasion. Students will engage in formal and informal speaking in class, with each other and with the teacher, write short notes, read short readings and listen to the target language via, videos, DVD’s and song. Technologies will be integrated with the program. The textbook is an online resource and requires Internet access. Elements of literature Study will also be introduced.

### **Spanish II**

Unit: 1  
Grade: 10  
Final: School Exam

This course serves as a natural extension of the previous year, where students have the opportunity to review and expand previous knowledge as well as continue to build the four skills of speaking, listening, reading and writing. Students will continue to understand more deeply the cultures of the French speaking and Spanish speaking peoples. Grammatical constructions include additional command forms, dependent clauses, the imperfect tense for French and Spanish and, future tense, the subjunctive tense for French and Spanish and double object pronouns for French and Spanish. Dialogues and reading revolve around topics and activities of interest to young people, such as health, fashion, art, celebrations, cuisine, exercise, vacations, the environment, house and home, and hobbies. Students will learn to engage in more involved conversations and skits, read news articles, write critiques and summaries and narrate stories with the use of technology to enhance cross-cultural and linguistic understanding. Literature lessons and student generated essays about literature will be a component of these courses.

### **Spanish III**

Unit: 1  
Grade: 11  
Final: Standardized Exam LOTE Regents  
Equivalent – Exam Checkpoint B

In the third level, the study of grammar structures, vocabulary and idioms progress to a more sophisticated level. Emphasis is on conversation, compositions, letter writing and authentic readings. Students must demonstrate competency in listening, speaking, reading and writing skills in order to be successful on the NYS Regents Exam.

During this course, students will be taught to understand main ideas when listening, and to initiate and sustain conversations employing simple and complex sentences in all verb tenses. Topics of conversation will include good and bad manners, mishaps, physical and psychological states, shopping, fashion, services, employment, progress, technology, adventures, nature, the home, city traffic, highway travel, camping, wishes, preferences, feelings, emotions, opinions, doubts and hypotheses. The students will learn all verb tenses, as well as perfect usage of the other parts of speech. The study of the culture and lifestyles of Spanish speaking peoples will be continued. Literature study will be advanced using authentic texts.

The target language will be used exclusively between the teacher and the students (with the exception of explanations which are necessary in English), among students on exams and assignments, as well as in lectures.

### **Spanish IV**

Unit: 1  
Grade: 12  
Final: School Exam or Project

This course continues the studies and review of structures with more intensive speaking and writing practices. Cultural and literary selections will provide social, political and cultural aspects of the Hispanic world.

Minimum requirement is a mastery score of 85 or higher on the Checkpoint B Exam in Spanish

## **French for Fun**

Unit: 1

Grade: 10-12

Final: School Exam

“French for Fun” is a full year course designed for students who are interested in learning about the French language and culture in a relaxed and stress-free setting. In this course, students will be introduced to the basics of the French language. Students will learn to listen, read, write, and speak in French. Students will use the French language while engaging in fun, meaningful, and authentic project based learning. There will be no tests, quizzes, or daily homework assignments. A great emphasis will also be placed on learning about the French culture through a variety of fun and captivating activities, such as watching and listening to French films and music, playing games, preparing French cuisine, and exploring and celebrating French holidays and traditions. Special Course Themes: All About PARIS, French Fashion and Clothing Design, Geography and Regions of France, Famous French Artists and Art History (Monet), Cooking French cuisine, French conversation.

## **ONLINE LANGUAGE COURSES**

### **Chinese I**

### **Latin I**

### **French I**

Unit: 1

Grade: 9 – 12 (after taking admission survey)

Final: As determined by teacher

Each of the Online language courses will meet together under the supervision and guidance of a MHS World Languages teacher. The students enrolled in these courses will follow curriculum designed and assessed by an outside teacher. Communication via Chromebooks, telephone, Google Drive, and other means of correspondence will be necessary in order to facilitate and maintain the pace of each course.

## **MATHEMATICS**

### **Basic Algebra \*Not an approved NCAA core course \***

Unit: 1

Grade: 9

Final: School Exam

This course serves as a bridge from Math 8 to Algebra 1. It is designed to give students more

opportunities to deepen their conceptual understanding of linear and quadratic functions, equations and inequalities, and polynomials relationships while strengthening algebraic skills necessary for success in Algebra 1.

### **Algebra 1 (R)**

Unit: 1

Grade: 8(H), 9, 10

Final: Regents Exam

The major focus of this course is for students to extend their understanding of intermediate mathematics to analyzing, solving, and using algebraic functions. Units of study include: reasoning with linear functions and their graphs, descriptive statistics, exponential functions, polynomial and quadratic functions, and modeling with equations and functions. Students enrolled in this course will take the Algebra 1 Regents examination in June. Passing the course and passing this exam are requirements for graduation.

### **Basic Geometry \*Not an approved NCAA core course\***

Unit: 1

Grade: 10 - 12

Final: School Exam

This course is designed for students who have completed Algebra 1 (R) and would benefit from studying fundamental high school geometry study prior to taking Regents-level geometry or Math for college Success (ALEKS). Units of study include: tools of geometry, congruence and similarity, triangles and their relationships, and transformations.

### **Geometry (R)**

Unit: 1

Grade: 9(H), 10, 11

Final: Regents Exam

The purpose of this course is to explore more complex geometric situations, deepen an understanding of geometric relationships, and construct formal mathematical arguments. Units of study include: constructions and transformations, congruence and similarity, right triangles and trigonometry, expressing geometric properties with equations, and modeling with geometry. Students enrolled in this course will take the Geometry Regents examination in June. Students who pass the Algebra 1, Geometry and Algebra 2 Regents courses and exams will have met the mathematics

requirements for the Regents Diploma with Advanced Designation.

### **Algebra2 (R)**

Unit: 1  
Grade: 10(H), 11, 12  
Final: Regents Exam  
Prerequisite: Geometry Regents

The purpose of this course is for students to extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. Students work with the expressions that define the functions and expand their ability to model situations and solve equations. Solving equations includes solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students enrolled in this course will take the Algebra 2 Regents examination in June. Students who pass the Algebra 1, Geometry and Algebra 2 Regents courses and exams will have met the mathematics requirements for the Regents Diploma with Advanced Designation.

### **Math for College Success (ALEKS)\*Not an approved NCAA core course\***

Unit: 1  
Grade: 11, 12  
Final: School Exam

This course prepares students to achieve success in college mathematics by developing thorough mastery of the algebra topics necessary for students to progress into intermediate algebra and to transition to the rigors of college mathematics.

### **Precalculus**

Unit: 1  
Grade: 11, 12  
Final: School Exam  
Prerequisite: Algebra 2 Regents Exam  
*Dual Enrollment Credit offered through SUNY Farmingdale*

Precalculus is designed for students who have successfully completed Algebra 1 (R), Geometry (R) and Algebra 2 (R). It is a precalculus course with a review of algebra, axiomatic geometry and trigonometry.

### **Precalculus (H)**

Unit: 1  
Grade: 11  
Final: School Exam  
Prerequisite: Algebra 2 Regents Exam

*Dual Enrollment Credit offered through SUNY Farmingdale*

Precalculus (H) is designed for students who have successfully completed Algebra 1 (H), Geometry (H) and Algebra 2 (H). It is a pre-calculus course with a review of algebra, axiomatic geometry and trigonometry. Units on Limits of a Function and Continuity will also be included.

### **Calculus**

Unit: 1  
Grade: 12  
Final: School Exam  
Prerequisite: Precalculus (H) or Precalculus (taken simultaneously)  
*Dual Enrollment Credit offered through SUNY Farmingdale*

Calculus is a course in elementary functions and introductory calculus. Calculus can be taken together with Precalculus.

### **AP Calculus**

Unit: 1  
Grade: 12  
Final: School Exam  
Prerequisite: Precalculus (H)  
AP exam in May (approx. \$91 fee)

AP Calculus is a course in elementary functions and introductory calculus. It is designed to prepare students to sit for the AP Calculus exam AB level.

### **Algebra I Math Lab:**

The Math Lab course is a mathematics support course for Algebra I. This course provides students with additional time to build the foundations necessary for high school courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of the Algebra I Math Lab are: Relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. The cumulative goal of the course is to receive a passing grade on the Algebra I CC Regents Exam and to receive a passing score for the year.

### **Geometry Math Lab:**

Geometry Math Lab is a course for students that are in regents Geometry and are seeking additional support to enhance their understanding of the

curriculum. This class supplements topics discussed in class through independent work, group work, and teacher led examples. The goal of this course is to provide students with an opportunity to deepen their understanding of geometry while increasing their confidence and ability to be successful in this course.

### **Algebra 2 Math Lab:**

Algebra 2 builds upon the concepts taught in Algebra 1 and Geometry while adding new concepts in mathematics such as polynomial, rational, logarithmic, and trigonometric expressions. The Algebra 2 Lab is designed to support struggling Algebra 2 students by providing extra practice and reinforcement of essential math content they will encounter in their Algebra 2 class. The goal of this pass/fail course is to provide students with an opportunity to deepen their understanding of Algebra 2 while increasing their confidence and ability to be successful in Algebra 2. Students who have passed the Algebra 1 CC Regents, the Geometry CC Regents and the Algebra 2 CC Regents will have met the mathematics requirements for the Regents Diploma with Advanced Designation.

## **MUSIC**

Satisfactory completion of one unit of musical performance may be used to meet the one unit of art or music required of ALL students to meet graduation requirements as prescribed by the NYS Education Department.

### **Band**

Unit: 1

Grade: 9 – 12

Prerequisite: Audition Required

Band repertoire will include music written for concert band, as well as transcriptions of major works for orchestra. Students will attend weekly instrumental lessons focusing on improvement of the individual's musical performance skill set. Lesson attendance, class participation, quarterly playing exams, concert and parade attendance all contribute to the student's report card grade. Band activities include concerts, assemblies, festivals, exchange programs, parades, solo and major organization competitions.

### **Chorus**

Unit: 1

Grade: 12

Prerequisite: Audition required

Chorus repertoire will include four-part vocal music from all music periods, Renaissance to Modern music. Emphasis will be placed on independence of parts, correct vocal production, breath support and blend. Students will attend weekly voice lessons. Lesson attendance, class participation, quarterly singing exams and concert attendance all contribute to the student's report card grade. Chorus activities include concerts, assemblies, festivals, exchange programs, solo and major organization competitions and commencement exercises.

## **N.J.R.O.T.C. PROGRAM**

### **Naval Science I**

Unit: 1

Grade: 9 - 12

Naval Science I is a course intended to develop informed citizens, strengthen character, promote an understanding of the responsibility of citizens in a democratic society, develop an appreciation of the US Navy and the role of sea power in the national defense. These objectives are developed through concentration in the areas of:

- Orientation and Sea Power
- Naval Ships/Aircraft
- Customs and Courtesies
- Practical application
- Orientation trips

### **Naval Science II**

Unit: 1

Grade: 10-12

Prerequisite: Naval Science I

All of the basic areas studied in Naval Science I will be reviewed and extended in this course. New areas to be explored are:

- Maritime History
- Oceanography
- Maritime Geography
- Meteorology
- Astronomy
- Physical Science

### **Naval Science III**

Unit: 1

Grade: 11-12

Prerequisite: Naval Science I & II

This course explores in greater depth the areas presented in Naval Science I and II. New areas to be presented are:

- Sea Power
- National security
- Naval operations
- Military Law
- International Law
- Basic seamanship

### Naval Science IV

Unit: 1

Grade: 12

Prerequisite: Naval Science I, II, III

This course is designed to provide senior cadets with practical experience in the areas of military administration, leadership, drill, ceremonies, operations and logistics. In addition to classroom study, students will be given the opportunity to develop techniques of military instruction, personnel evaluation, and staff work. Emphasis will be given to the career opportunities available in the services at the officer, career, and enlisted levels, and to technical training opportunities.

**The curriculum is a self-paced text titled Readings in Naval Leadership.**

## PHYSICAL EDUCATION

### **DIPLOMA REQUIREMENTS**

All students must earn 2 units of credit in Physical Education over the four years. Students earn 1/2 unit per year by taking Physical Education 2 ½ days per week all year

### Physical Education

Unit: .5

Grade: 9 - 12

As a result of participation in a quality physical education program it is reasonable to expect that at the conclusion of each year, 7<sup>th</sup> through 12<sup>th</sup> grade students will be able to:

- Demonstrate the knowledge of sport specific rules when engaged in physical activity.
- Implement the sport specific rules while engaged in physical activity.
- Understand, demonstrate, and promote safe behavior and procedures while engaged in physical activity.
- Describe good personal habits and identify the components of health related fitness, and understand the relationship between physical activity and the prevention of disease.
- Demonstrate appropriate personal living skills, including character development, social skills, conflict resolution and personal management skills.

- Demonstrate the knowledge and understanding of various activity skill components.
- Identify and set short term and long term goals related to personal wellness and understand the health benefits of regular participation in activity.
- Demonstrate critical thinking and game strategies while participating in sport specific activities.
- Demonstrate good listening skills and the ability to follow directions successfully.
- Demonstrate upon graduation the ability to locate and use outside resources to maintain personal fitness and to be an informed consumer.

## SCIENCE

### Earth Science Regents

Unit: 1

Grade: 9 - 12

Final: Regents Exam

Earth Science is a full-year laboratory course covering the topics of geology, meteorology, hydrology, and astronomy with emphasis on our Earth and the processes affecting it. The student who is acquainted with Earth Science should be better able to discuss and vote intelligently on issues such as air and water pollution, desalinization plants, nuclear power plants, exploration of space, and the uses of our valuable and limited natural resources.

This course meets 7 ½ periods per week to include laboratory work.

### Biology / Living Environment Regents

Unit: 1

Grade: 8 - 12

Final: Regents Exam

Prerequisite: Thorough background in junior high science & algebra

Biology is a one-year laboratory course in modern biology. It is designed to provide broad general understanding of the fundamental principles of biology and to provide an extension of understanding in selected areas. Units include: biochemistry, animal and plant life, reproduction and development, genetics, evolution, diversity and ecological relationships.

This course meets 7 ½ periods per week to include laboratory work.

## **Bio A/B**

Unit: 2

Grade: 8, 9, 10

In this class the Regents Biology curriculum is extended over the course of two years, further allowing for greater understanding and success of Regents Biology topics, which include: biochemistry, animal and plant life, reproduction and development, genetics, evolution, diversity and ecological relationships.

This course meets 7 ½ periods per week to include laboratory work.

## **Chemistry Regents**

Unit: 1

Grade: 10, 11, 12

Prerequisite 11<sup>th</sup> Grade: Successful completion of Algebra 1 (R); Earth Science

Prerequisite/Co-requisite 10<sup>th</sup> Grade: Successful completion of Algebra 1 (R); 90% Earth Science course average; 85% Earth Science Regents; Math and Earth Science Teacher Recommendations

Chemistry is a one-year laboratory course dealing with the fundamental relationships between matter and energy and the changes which matter undergoes. This course provides students with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to chemistry and its historical development. Students will be expected to explain, analyze, and interpret the processes and natural phenomena of chemistry. The core topics of the course are: Atomic Structure; The Periodic Table; Moles and Stoichiometry; Chemical Bonding; Physical Behavior of Matter; Kinetics and Equilibrium; Organic Chemistry; Oxidation-Reduction; Acids, Bases, and Salts; Nuclear Chemistry; Chemical Laboratory Skills. This course meets 7 ½ periods per week to include laboratory work.

## **Physics Regents**

Unit: 1

Grade: 11, 12

Final: Regents Exam

Prerequisite: Successful completion of Geometry Regents.

Physics is a one-year laboratory course with the major emphasis placed on the study of the fundamental concepts of conservation of energy, momentum and charge, and the study of vectors, scalars and force fields as a way of understanding

nature. The core units include mechanics, energy, electricity and magnetism, wave phenomena and atomic and nuclear physics. The appreciation of scientific methods, and ability and willingness to change beliefs and opinions after careful weighing of new evidence, and the development of the habit of critical thinking are intangible, but important, outcomes of this course.

This course meets 7½ periods per week to include laboratory work.

## **AP Physics**

Unit: 1

Grade: 11, 12

Final: AP Exam (approx. \$91 fee)  
Physics Regents

Prerequisite: Geometry Regents

AP Physics is a physics intensive course taught for 2 periods each day. Students will be involved in lecture discussions involving Newtonian Mechanics, Energy and its transfer, Electricity and Magnetism, Fluid Dynamics, Waves and the Duality of Light. Labs will also be involved so the student will learn by hands on experiences as well as lecture. The use of modern technology is among the important aspects of this class, featuring computer simulations, data gathering devices and on-line review and work. Several projects during the year also emphasize the real world applications of Physics. Critical thinking skills as well as their uses are stressed throughout the year. Upon successful completion of the AP test in May, the student may receive credit for study in Physics determined by the student's college.

## **AP Biology**

Unit: 1

Grade: 11 or 12

Final: AP Exam (approx. \$91 fee)

Prerequisite: Recommended guidelines for enrolling in AP Biology are a minimum overall average of 85% in Chemistry and a minimum score of 80% on the Chemistry Regents.

The Advanced Placement Biology course covers molecular, cell, organism, environmental, and population biology. It is a one year laboratory course taught at the freshman level of college Biology. It utilizes college textbooks and lab manuals. The workload for AP Biology includes summer and vacation assignments and will also involve extensive outside reading, lab workbook write-ups and essay writing.

While Regents Physics is not a co-requisite, it should be emphasized that the AP Biology is not a substitute for Physics Regents. Science majors should take the Physics Regents before graduation.

Upon successful completion of the AP exam, each student may receive college credit in Biology as determined by the collegiate institutions accepting the student for admission.

### **Environmental Science**

Unit: 1

Grade: 11-12

Prerequisite: Successful completion of Earth Science and Bio/Living Environment

Environmental Science course examines the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, this course will cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.

### **Marine Biology**

Unit: .5

Grade: 10 - 12

Final: School Exam

An exciting overview of oceanography will be presented in this stimulating course designed to create an awareness and application for an environment that will be man's future. Included will be a range of interesting subjects from the dissection of a shark to the plight of the great whales. Many field trips will be taken so that first hand knowledge can be obtained that will greatly enhance classroom discussion and lab work.

### **Forensic Science**

Unit: 1

Grade: 10 - 12

Pre-requisite: Must have passed the Living Environment Regents or be enrolled in Biology

This course is designed to introduce students to the fascinating field of forensic science – the application of scientific methods and techniques to criminal investigations. Since the time of Sherlock Holmes, detectives and police have used scientific evaluation of evidence to solve mysteries. Science has become more sophisticated and this course explores current technology. Topics covered will include, but not be limited to, the history of forensics, crime scene analysis, fingerprints,

microscopic hair and fiber analysis, DNA, handwriting analysis and blood spatter. This course is limited to students who have passed the Living Environment Regents Exam or who are currently enrolled in Biology.

### **Meteorology**

Unit: .5

Grade: 10-12

Final: School Exam

This is an elective science course that deals with the physics of the atmosphere and how these physical fundamentals apply to the meteorological phenomena discussed in class.

## **SOCIAL STUDIES**

### **Global History**

Unit: 2 (1 unit per year)

Grade: 9 & 10

Final: School exam at end of 9<sup>th</sup> grade.

Regents exam at the end of 10<sup>th</sup> grade will cover the 10<sup>th</sup> grade curriculum

The Global History chronological sequence at grades 9 and 10 emphasizes the study of world history and cultures. This two-year social studies program is designed to develop historical and cultural comprehension of the Sub-Saharan Africa, Middle East, Asia, Europe, and Latin America. Students explore abstract ideas, such as those that underlie religious and political diversity, and deal with concepts such as human rights, justice, and freedom. Knowledge of the individual character of the world's separate regions, and the interdependent relationships between them is the key understanding that emerges from the courses.

Grade 9 will focus on ancient civilizations through the 17<sup>50</sup> CE. Grade 10 will continue from 1750 up to the present. The Regents exam at the end of Global History 10 includes material from 10<sup>th</sup> grade only.

### **AP World History 1**

Unit: 1

Grade: 9

Finals: School Exam

This is the first part of a 2 year sequence in World History that is taught at a level equivalent to an introductory level college course. The timeframe covers events from 10,000 B.C.E. to 1400 C.E. The course focuses on comparisons between cultures and regional changes and continuities. The building blocks of regional cultures established in the Ancient and Classical worlds will be studied in

depth, and inter-regional contacts will be examined. Students will become familiar with the intellectual demands of college texts and essays. The analytical skills needed to successfully write AP level essays will be introduced and regularly practiced. The emphasis in this course is on the non-Western World, as European content will only comprise 20-25 percent of the material to be covered.

### **AP World History 2**

Unit: 1

Grade: 10

Finals: Regents Exam

AP Exam in May (approx. \$91 fee)

Prerequisite: Permission of instructor

This is the second part of a 2 year sequence in World History that is taught at a level equivalent to an introductory level college course. The timeframe takes students from the 15th century CE up to the modern 21st Century. The course emphasis continues to be on comparisons between cultures and regional changes and continuities. The interdependence of world regions becomes a continuing focus through the establishment of new global contacts and the utilization of new technologies. The intellectual demands of college texts and essays will be continually pressed. The analytical skills needed to successfully write AP level essays will be refined and practiced. The emphasis in this course remains on the non-Western World, as European content will only comprise 20-25 percent of the material to be covered. The students take an A.P. exam in World History in May. Success on this exam may eventually lead to college credits being awarded. All students will have to take the NYS Regents Exam in Global History as their final exam in June.

### **U.S. History & Government (R)**

Unit: 1

Grade: 11

Final: Regents Exam

Grade 11 will be a course in U.S. History with emphasis on significant constitutional/legal issues, the industrial and technological development of U.S. society and the increasing involvement of the U.S. in international and global concerns. This course is to be organized chronologically as follows:

Unit I: Constitutional Foundations for the U.S.

Unit II: Industrialization of the U.S.

Unit III: The Progressive Movement

Unit IV: At Home and Abroad – Prosperity and Depression: 1917 – 1940

Unit V: The U.S. in an Age of Global Crisis

Unit VI: A World in Uncertain Times: 1950 to Present

### **AP U.S. History**

Unit: 1

Grade: 11

Final: Regents Exam

AP Exam in May (approx. \$91 fee)

Prerequisite: Permission of instructor

AP United States History is a challenging but rewarding course that is designed to be the equivalent of a freshmen college course in a high school setting. The course will use themes throughout the year to draw meaning from the content. This course is a year-long study of American History from Settlement and Colonization through Modern America. Strong reading and writing skills, along with the willingness to devote considerable time to homework and study are needed to succeed. Emphasis is placed on critical thinking skills, essay writing, and interpretation of historical documents. Students will be given frequent essay assignments that will test their knowledge through the theme bases approach which has been given to each unit of study. Upon successful completion of the AP Exam, each student may receive college credit in U.S. History as determined by the collegiate institutions accepting the student for admission. AP U.S. History students will still take the NYS U.S. History and Government exam at the conclusion of this course.

### **Government**

Unit: .5

Grade: 12

Final: School Exam

This New York State mandated grade 12 Social Studies course will emphasize the interaction between citizens and government at all levels: local, state, and federal. The course will encourage students to understand and participate in the democratic process.

### **Economics**

Unit: .5

Grade: 12

Final: School Exam

It will offer comprehensive survey of the basic economic components of the United States economy, the world economic system, and the relationship that these components share. Students

will become acquainted with the vocabulary of economics and will explore such topics as: economic decision-making, monetary policy, distribution of wealth, taxation and the role of the United States in the world economy. The course will emphasize an individual rational decision-making process that can be applied to all economic decisions.

### **AP European History**

Unit: 1

Grade: 11-12

Final: AP Exam in May (approx. \$91 fee)

Prerequisite: Successful completion of either AP World History or AP U.S. History

Period Covered: 1450 to the present

The AP European course enables willing and academically prepared students to pursue a college-level course. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit. The course will focus on cultural, economic, political, and social developments. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Students will learn to analyze historical evidence and write analytical and interpretive essays as they explore the major themes of European history. Students research the past by exploring vibrant and engaging pieces of historical evidence, such as paintings, photographs, letters, and cartoons. They will deepen their understanding of readings and concepts through regular class discussion.

### **Criminal Law**

Unit: .5

Grade: 11, 12

Final: School Exam

*Dual Enrollment Credit offered through SUNY Farmingdale*

This course is designed to provide a brief and interesting look at the American legal system. The course is divided into two sections: the first quarter provides an academic look at criminal law (felonies, arrests, and trial procedures). The second quarter involves student participation in mock trials (students learn and act out the roles of judge, lawyer, etc.). There is an annual field trip to the court at Riverhead to watch a trial. Lectures are also given by guest speakers from the Southold Town Police Department and a local law office.

### **Sports and American Society**

Unit: .5

Grade: 10-12

The course addresses the many ways that sports has had an impact on American society through the history of our country. Throughout the course we will examine topics like the Olympic Games, Civil Rights, Title IX, the economics of professional sports, the NCAA, the media, the role of athletes as role models and many other topics. Each quarter students will pick an influential athlete in American history and write a paper and create a presentation to the class on that particular athlete.

### **AP Psychology**

Unit: 1

Grade: 12

Final: AP Exam in May (approx. \$91 fee)

Advanced Placement Psychology is a college level course designed for the motivated student. The purpose of the course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other sub-fields within psychology. The sub-fields of psychology include: the science of psychology, biological basis of behavior, sensation and perception, states of consciousness, learning, memory, intelligence and mental abilities, motivation and emotion, developmental psychology, personality theories, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. Students will also learn about and practice the methods that psychologists use in studying their science.

## **TECHNOLOGY**

### **Design and Drawing**

Unit: 1

Grade: 9 - 12

This offering is an introduction to the language of architects and engineers. Ideas are expressed through sketches, drawings, and technical drawings. Problem solving is implemented through a graphic language to communicate, analyze, design, and evaluate solutions to problems. Solutions are finished using paper and pencil, technical drawing instruments, and computer aided design and drawing. The second semester continues with basic architectural design and drawing. This course fulfills the high school Art/Music requirement set forth by the state.

### **AutoCAD (Computer-Aided Drafting & Design)**

Unit: 1

Grade: 10 – 12

Prerequisite: Design and Drawing

*Dual Enrollment Credit offered through SUNY Farmingdale*

Come and take AutoCAD-MET 104. This class includes the newest software in the computer drawing field. Students are able to learn two computer programs. AutoCAD 2018 and Inventor Professional 2018, a 3D solid modeling program, during this full year class. Students who take this class are offered two special deals. First, the ability to download and run free educational versions of AutoCAD and Inventor on their own computer. Second, is the option to take AutoCAD-MET104, as a 3 credit college class through Farmingdale State College - University in the High School Program, for a reduced tuition rate. We use and follow the same textbooks that Farmingdale professors use. All of the software is the latest that actual architects and engineers are using in the real world. This course is a must for anyone pursuing a career in architecture, engineering, or a trade.

### **Television Production**

Unit: 1

Grade: 11 - 12

Prerequisite: Film I and/or Film II

Welcome to WMHS, home of The Morning Show. In this class, you will experience the excitement of putting together a live broadcast in less than 40 minutes. Students are responsible for writing script, producing news stories, creating graphics, and editing videos. Students will create video projects to be inserted into the program (a background in video editing is helpful.) On-air personalities as well as behind the scene technicians are all needed to create a successful show. If being pushed to meet a deadline first thing in the morning is your kind of thing, this is the class for you.

### **Film I**

Unit: .5

Grade: 9 - 12

Students practice camera techniques, computerized editing, and green screening as they produce projects including an instructional video, news story, and a short documentary. Adobe Premiere Pro, Photoshop and Audacity are among the

programs used to create student productions. Filming, editing, and audio mixing will be emphasized in this course.

### **Film II**

Unit: .5

Grade: 10 - 12

Prerequisite: Film I

Action and chase scenes will be created by students as they build skills leading up to the creation of an original horror film, music video, and a short story. Both video and audio computer editing as well as digital manipulation of imagery will be explored along with an emphasis on the importance of sound. Camera skills and shot selection will be closely examined as well. Film II students participate in the Long Island Media Arts Show and CW Post's film festival.

### **Digital Photography**

Unit: .5

Grade: 10 - 12

Students will learn the basics of digital photography, how to use a digital SLR camera, and basic Adobe Photoshop techniques. Students will get to use digital SLR cameras the entire semester creating a portfolio for future presentation. We will use Photoshop to enhance, correct, and manipulate the photos for better presentation. Projects include black and white photographs, photo documentary, close-ups, self-portraits and more.

### **Animation I**

Unit: .5

Grade: 9 - 12

This class deals with two dimensional animations. Students will explore the beginnings of animation from Walt Disney to the present. Students will use traditional methods of animation, as well as computer animation. Projects will include storyboarding, script development, scene layouts, and final productions.

### **Basic Metals & Welding**

Unit: .5

Grade: 9 - 12

This is a half year (1/2) class that offers students an introduction to basic metalworking. Students will learn to use AutoCAD to design, layout, and fabricate a sheet metal tool box. Students will experience how to cut internal and external threads using a tap and die set to create a thread gauge.

Students will also be exposed to basic processes of welding and cutting operations including: Shielded Metal Arc Welding (SMAW arc/stick), Gas Metal Arc Welding (GMAW mig), Spot welding, Plasma Cutting, Oxy-acetylene flame cutting, and Sweat Soldering copper pipe. This hands on course delivers necessary skills that provide a foundation for a variety of possible career pathways including: engineering, welding, plumbing, construction, and automotive repair.

### **Electricity/Electronics**

Unit: .5

Grade: 9 - 12

This is a two-part study exploring low voltage and line voltage applications. Areas covered include power sources, electronic circuitry, residential wiring, and electrical systems.

### **World of Technology**

Unit: .5

Grade: 9 - 12

This course is designed to integrate math, science and technology to study how systems work in the world around us. Using tools and machines to construct and test materials, students will apply mathematics and science to reach formal conclusions about the work they do.

### **Principles of Engineering/STEM Robotics**

**\*Course is approved for third Math credit for graduation but NOT approved NCAA core course for Math**

Unit: 1

Grade: 10 -12

This is a beginning course in robotics. The objective of this course is to introduce students to program design, algorithms, and problem solving strategies. We will utilize Lego Mindstorm kits, NXT-G and/or RobotC software and various Lego Robotics materials. Students will design, build and program a variety of robots to perform tasks. Topics may include: motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, and decision-making, timing sequences, propulsion systems and binary number systems. It is the hope that this class will provide motivation for students to continue on a career path of computer science and engineering.

### **Wood Production I**

Unit: .5

Grade: 9 – 12

This basic woodworking course is for all students interested in wood-working. Individualized instruction will be given in the safe use of hand tools and machine tools, procedures, and processes, and safety. This course is project oriented.

### **Wood Production II (Systems)**

Unit: .5

Grade: 9 - 12

This project oriented basic woodworking course covers the basic woodworking tools, procedures, and production techniques. Basic hand tools through advanced machine techniques are covered. Techniques and procedures are covered as they relate to industry and the home craftsman. This is a systems block course required for a technology sequence.

## **SPECIAL EDUCATION COURSE OFFERINGS**

All special education classes and services are recommended by the Committee on Special Education to meet the specific needs of a student with a disability. They must be identified on the student's Individualized Education Plan (IEP).

**Special Class English 9, 10, 11, 12**  
**Special Class Math 9, 10, 11, 12**  
**Special Class Social Studies 9, 10, 11, 12**  
**Special Class Science 9, 10, 11, 12**  
**Unit: 1**

The special class curriculums are aligned with the general education curriculums and the Common Core Learning Standards. These classes provide the student with differentiated instruction, instructional methodologies, interventions, in a more restrictive learning environment. The ratio is no more than 15 students to one special education teacher.

### **Special Class Daily Living Skills 9, 10, 11, 12**

The Special Class Daily Living Skills Program is defined as a class consisting of no more than 15 students to one special education teacher. This program focuses on building functional and independent communication, socialization, problem solving, self-care, and executive functioning skills.

### **Special Class Academic Skills 9, 10, 11, 12**

The Special Class Academic Skills Program is defined as a class consisting of no more than 15 students to one special education teacher. This program focuses on building basic foundational reading, writing, mathematical, and pragmatic language skills.

### **Adaptive Physical Education**

**Unit: .5**

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

The Special Class Adaptive Physical Education Program is defined as a class consisting of no more than 15 students to one physical education teacher. The Adapted Physical Education Program adapts, modifies, and/or changes a physical activity so it is as appropriate for the person with a disability, as it is for a person without a disability.

### **Special Class Support Skills 9, 10, 11**

The Support Skills Program is defined as a class consisting of no more than 15 students to one special education teacher. This program is aligned for special education students in integrated co-teaching classrooms. Students receive explicit instructional supports for their core academic subjects.

### **Special Class School to Career 11, 12**

**Unit: .5**

The School to Career Program is defined as a class consisting of no more than 15 students to one special education teacher. The "Building your Future Curriculum" fosters students' ability to design post-secondary goals and develop long range plans. This course is graded on a pass/fail basis.

### **Special Class Vocational Skills**

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

**Unit: .5 to 2.0 depending on frequency identified in the student's I.E.P.**

The Special Class Vocational Skill Class is defined as a class consisting of no more than 15 students to one special education teacher and a ratio that includes job coaches. The program provides learners opportunities to explore the world of work, career options, and assess their personal skills, aptitudes and abilities, in a variety of vocational settings to identify future career paths.

## **SPECIAL EDUCATION COURSE OFFERINGS (continued)**

### **Less Restrictive Environments:**

#### **Integrated Co-teaching English 9, 10, 11, 12**

#### **Integrated Co-teaching Social Studies 9, 10, 11**

- 9<sup>th</sup> and 10<sup>th</sup> Grades are Global Studies
- 11<sup>th</sup> Grade is United States History

#### **Integrated Co-teaching Science 8, 9**

- 8th Grade is Bio-A
- 9<sup>th</sup> Grade is Bio-B

#### **Integrated Co-teaching Spanish IA, IB for Grades 8 and 9**

#### **Integrated Co-teaching Math 9, 10, 11**

- The Co-teaching model for high school mathematics is taught with two general education math teachers or special education math teachers or special education co-teacher.

The integrated co-teaching (ICT) program is a class defined as a ratio of no more than 12 special education students within the ICT setting. This program provides specialized instruction and supports with a special education teacher and a general education teacher teaching together.

#### **Resource Room**

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

The Resource Room Program is defined as a class consisting of no more than 5 students to one special education teacher for no more/less than 180 minutes per week. This program is for students with disabilities in need of supplemental support as they transition into mainstream environments.

## **DRIVER & TRAFFIC SAFETY EDUCATION**

### **Non-Credit Course**

Grade: 11 to 12

Fee: \$420 (subject to change)

Class is held after school

Age Requirement: Students must be 16 years of age to register for the course.

This is a New York State Department of Motor Vehicles and New York State Education Department approved course to develop a basic understanding of the highway transportation system, driver and pedestrian limitation, privileges and responsibilities from both legal and social viewpoints and to develop a healthy defensive driving attitude in each student. Course content includes both classroom and in-car instruction. Successful completion of this course leads to the issuance of a certification which allows for significant insurance reduction and senior driving privileges at age 17.

Students are selected in the following manner: Seniors are selected first according to age (oldest first). After seniors, selection goes strictly by age.

Any student who drops out of the Fall or Spring Driver Education Program will automatically go to the end of the list for any subsequent registrations. (Exception: Any students who drop out for medical reasons or other reasons deemed appropriate by the high school principal will be allowed to re-register for the course and will be placed in the normal rotation).

**IMPORTANT:** Names of students who do not make it into the class **ARE NOT** automatically transferred to the list for the following semester. Each time a new signup sheet is started, students must sign up again even if they had signed up previously. As soon as a class begins, a new signup sheet is started in the Guidance Office.

**EASTERN LONG ISLAND ACADEMY OF APPLIED TECHNOLOGY  
(formerly EASTERN SUFFOLK BOCES)  
SECONDARY CAREER and TECHNICAL EDUCATION**

**HARRY B. WARD TECHNICAL CENTER  
(Riverhead)**

- Animal Science
- Audio Production
- Auto Body Repair & After-Market Accessories
- Automotive Technology
- Clinical Medical Assisting
- Cosmetology
- Culinary Arts/Restaurant Operations Management
- Early Childhood Education
- Heating, Ventilation and Air Conditioning
- Law Enforcement
- Marine/Motorsports Technology
- Nurse Assisting

**SUFFOLK AVIATION ACADEMY  
(Shirley)**

- Aviation/Airframe Mechanics
- Aviation/Professional Pilot Training

**BROOKHAVEN TECHNICAL CENTER  
(Bellport)**

- Advanced Manufacturing
- Animal Science
- Art, Design and Visual Communications
- Barbering
- Carpentry/Residential Construction & Home Improvement
- Certified Personal Trainer
- Computer Technology & Repair
- Dental Assisting
- Electrical Trade and Alternative Energy
- Engineering
- Fashion Merchandising and Design
- Licensed Practical Nursing
- Pharmacy Technician
- Plumbing and Heating
- Professional Photography/Digital Photography
- Television, Video and Digital Film Production
- Veterinary Assisting

## FARMINGDALE STATE COLLEGE - UNIVERSITY IN THE HIGH SCHOOL PROGRAM

The University in the High School program enables qualified high school juniors and seniors to earn college credit for approved courses offered in their own school. Students who register with Farmingdale State College and successfully complete the course will be eligible to earn undergraduate college credits. The fee is determined by the credits assigned to the course. A three credit course is \$150, and a four credit course is \$200 (50% discount for eligible students.)

Courses offered at Mattituck High School:

<b>MHS Dept.</b>	<b>MHS Course</b>	<b>SUNY Farmingdale Course Name</b>	<b>Credits</b>
Business	Virtual Enterprise 1	ECO156 – Principles of Economics	3
Business	Virtual Enterprise 1	BUS141-Contemporary Business Communications	3
Business	Virtual Enterprise 2	BUS232-Ecommerce	3
Business	Virtual Enterprise 2	BUS267-Small Bus Management	3
Business	Wall Street Inv./Personal Finance	BUS291-Investments	3
Math	Precalculus	MTH129-Precalc	4
Math	Calculus	MTH-150	4
Science	Marine Biology	BIO135-Oceanography	3
Social Studies	Criminal Law	CRJ204-Criminal Law	3
Technology	CADD (Computer Aided Drafting and Design)	MET104-CADD	3

Refer to individual department pages for detailed course descriptions. Course offerings subject to change.

### **Obtaining College Credit:**

Credits will be recorded on an official Farmingdale transcript and can either be used to pursue a degree at Farmingdale or a transcript can be sent to any other college the student wishes to attend for consideration. Upon successful completion of a course, a student may request a transcript from the University's website [www.farmingdale.edu](http://www.farmingdale.edu) or by contacting the Registrar at (631) 420-2776.

Acceptance by other SUNY schools is typical. While no guarantee can be offered, a grade of C or better may be accepted by a broad range of public and private institutions.

## ADELPHI UNIVERSITY HIGH SCHOOL PROGRAM

The Adelphi Program provides qualified high school juniors and seniors an opportunity to earn college credit while concurrently enrolled in High School. \$375 per course.

<b>MHS Dept.</b>	<b>MHS Course</b>	<b>Adelphi University Course Name</b>	<b>Credits</b>
Phys Ed	Sports Medicine	First Aid and Injury Control	3

Refer to individual department pages for detailed course descriptions. Course offerings subject to change.

For information, please visit: <http://admissions.adelphi.edu/high-school-students/high-school-program/>

## ATHLETIC PROGRAMS

### Fall Sports

Boys Cross Country  
Girls Cross Country  
Football  
Golf  
Boys Soccer  
Girls Soccer  
Girls Tennis  
Girls Volleyball

### Spring Sports

Baseball  
Boys Lacrosse  
Girls Lacrosse  
Softball  
Boys Tennis  
Boys Track & Field  
Girls Track & Field

### Winter Sports

Boys Basketball  
Girls Basketball  
Boys & Girls Winter Track  
Wrestling

## CLUBS AND ACTIVITIES

### Co-curricular

National Honor Society  
National Art Honor Society  
Student Council

### Performance & Stage

High School Play  
High School Musical  
Jazz Ensemble

### Senior High Clubs

Art Partners  
Art Portfolio  
Best Buddies  
Coding Club  
Community Service/Interact Club  
DECA Club  
Environmental Club  
Fishing Club  
Fitness Club  
Gaming and Chess Club  
LEO Club (Junior LIONS)  
Math League  
Mock Trial  
SADD Club  
Sailing Team  
Spanish Club  
Unity Club

### Senior High Publications

Expression Literary Magazine  
Mattitalk High School Newspaper  
Yearbook

## ***Additional Guidance Policy Information***

**Retaking a Course** – Students retaking a course will have both the original course grade and the new course grade entered on the transcript and used in determining their cumulative average.

**Open Enrollment Policy for AP Courses** - Students will be officially enrolled in an AP course only when the AP contract is signed by students and parent and returned to the guidance office. After the contract is returned, students may not drop an AP course until the completion of the first quarter. Students switching levels will carry the first quarter grade to the new course. Students dropping a course in which there is no lower level will have a “W” indicated on their transcript for “withdrawal from course”. It is expected that all students enrolled in an AP course will sit for the AP exam.

**Retaking Regents Exams** - Students who opt to retake a Regents exam may do so at any point. Class averages will not be recalculated with new Regents grade (beginning with the class of 2010). Student will have the option of replacing the Regents grade on the transcript with the new grade and the date it was taken.

**Courses taken outside MHS** - Students who take courses outside of the high school at a community college or summer program may have that course acknowledged on his/her report card and transcript but the grade will not be counted towards their cumulative Grade Point Average (G.P.A.) and rank in class.

**Incompletes** - Incompletes are to be given only in the case of a prolonged absence due to sickness or other medical condition. If the situation warrants an incomplete, students will have two weeks from the end of the quarter to make up required work. Teachers will use the grade change form (available in guidance) to notify students and Guidance office of the subsequent grade change. Failure to make up work in the prescribed time period will result in a grade change to a “60” or lower if indicated by classroom teacher.

**Independent Study** - Student wishing to take an Independent Study are required to work with a cooperating teacher to write a written plan for what will be accomplished in the Independent Study (form available in guidance office). Option for Independent Study is solely at the discretion of instructor and will be for credit and graded on Pass/Fail basis only.

**Rank in Class**- While the student G.P.A. is unweighted, rank in class is weighted in the following manner:

- All subjects with the exception of physical education, driver’s education and independent study shall be considered in class standings.
- Grades in local courses and regents level courses will be multiplied by 1.0
- Grades in Honors or Advanced Placement courses will be multiplied by 1.04

***\*Actual grades will appear on the transcript and report cards\****

Class standing is determined at the following times:

Grade 10- June;            Grade 11- January and June;            Grade 12- January

The valedictorian and salutatorian will be identified at the end of the first semester of the senior year through the weighted ranking system. To be eligible, a student must have enrolled in at least half of the Advanced Placement Courses offered at M.H.S.

**Early Graduation**- Mattituck High School requires that any student wishing to graduate prior to their original cohort commencement date needs to follow the process outlined below. This process will ensure that each student’s request is examined and that a decision is rendered that will benefit each student.

1. The students will file an application that will include the reasons why he/she wishes to graduate early. In addition, a formal letter, written by the parent, will be required.
2. Both these documents must be submitted no later than May 1st of the student’s sophomore year.

3. Once approved by the Principal, Guidance will review and complete a credit check.
4. Guidance will send out teacher input forms to all academic teachers.
5. Guidance will schedule a conference with students, student's parent(s), Guidance counselor, and Principal. All criteria listed below plus teacher input forms will be considered.
6. If Principal denies request, **parent and student** may request an appeal with the Superintendent by the last day of school of the sophomore year.

Criteria:

1. All applicants will maintain a satisfactory GPA and exemplary attendance record.
2. Student must exhibit social and emotional maturity.
3. Student's attitude toward early graduation/post high school plans will be considered.
4. Students graduating early would not be considered a senior but would be recognized as a part of their original cohort. This includes but is not limited to:
  - Consideration for valedictorian/salutatorian
  - Senior privileges
  - Class rank

## The Guidance Program at M.H.S

The Guidance curriculum is designed to assist all students in developing an understanding of their aptitudes, interests and abilities, and to learn skills necessary for responsible decision making. An organized program of guidance and counseling is designed for the benefit of each student. Students are assigned to a counselor on an alphabetical basis. Regularly scheduled interviews, small group sessions, class meetings and assemblies are held each year to assist students in making educational and vocational plans and to help in other areas of concern to students.

The guidance curriculum planned each year for students includes:

- Freshmen Year Introductory Meetings and Assembly
- Junior Year College Meetings
- Job Shadow opportunities
- Yearly Career Assessments/Inventories
- Senior Year College Application Meeting
- College/Financial Aid Night
- College Testing Programs (SAT, ACT, PSAT, PreACT AP)
- Online Test Prep
- Eastern Long Island Academy of Applied Sciences (formerly BOCES) Vocational Presentation
- Armed Forces and College Informational Visits
- Scholarship and Financial Aid Information
- Individual, Personal and Crisis Counseling
- Parent Conferences

## ACADEMIC INTERVENTION SERVICES

These courses provide additional instruction and/or student support services, which supplement the instruction provided in the general curriculum. Academic Intervention Services are intended to assist students who are at risk of not achieving the State Learning standards in English, Social Studies, Math or Science. Courses are either designed as a pull out or as a team taught model and are designed for students to strengthen skills necessary in order to pass the required Regents Exams. These are non-credit bearing courses and required for some students. No grades are given. Any testing within these courses is used for assessment purposes only.

# **Mattituck-Cutchogue Union Free School District**

## **School Board Members**

***Charles Anderson, President***

***Douglas Cooper  
MaryLynn Hoeg  
Brian O. Mealy  
Barbara Talbot  
Barbara Wheaton***

