



HERRICKS HIGH SCHOOL



NINTH GRADE COURSE SELECTION GUIDE

2024-2025

**“He who learns but does not think, is lost! He who thinks
but does not learn is in great danger.”**

Confucius

HERRICKS HIGH SCHOOL NINTH GRADE COURSE SELECTION GUIDE

2024-2025

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The Herricks Union Free School District does not discriminate on the basis of race, color, national or ethnic origin, handicapping condition, religion, age, sex, or marital status.

In compliance with Title IX of the Education Act of 1972, it is the policy of the Herricks Board of Education that there shall be no discrimination on the basis of sex, with respect to the educational program and course offerings described in this book. This means that every course is open to both girls and boys. Courses may not be offered, however, if enrollment is insufficient, subject to a review by the Board of Education.

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HERRICKS PUBLIC SCHOOLS



**Education Today
Knowledge Forever**

Herricks High School

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Dear Herricks High School Students:

This publication of the 2024-2025 Course Selection Guide conveys a rich and powerful portrait of the uniqueness of Herricks High School. We suggest that you utilize this publication as a guide as you design your high school academic experience. Within this plethora of course offerings there are outstanding educational opportunities for all students. Herricks High School is a community of learners that is special, given the values, respect, diversity, and the commitment to excellence by our students, parents and staff.

You will find that your choices of academic selections are from courses that have been developed, enhanced, or reviewed to reaffirm the reputation of the rigorous academic programming offered at Herricks. It is expected that you and your fellow students will have classroom experiences that provide continuous progress toward your mastering the necessary 21st century skills of critical thinking, collaboration, communication, and creativity.

Please note that the 2024-2025 Course Selection Guide is compiled and included on our website prior to the finalization of our school district budget. As such, we want to make certain that you and your parents understand that some of the courses listed will be offered pending the final approval of the school budget. Also, our complex scheduling process may necessitate that certain courses be canceled and/or combined based on the number of student requests. However, in all instances you will be able to take the courses that are graduation requirements.

We encourage you to review this publication of the 2024-2025 Course Selection Guide thoroughly to learn more about Herricks High School, to plan for the upcoming academic year, and begin setting goals for your high school experience. It is important to carefully prioritize your course pathways. There is a unique opportunity in high school to take advantage of the many experiences offered in our programs that will enrich your high school resume in preparation for college and career readiness in the 21st century.

Sincerely yours,

Joan Keegan.
Principal

New York State Graduation Requirements

Understanding Current New York State Diploma Requirements

To earn a NYS diploma, students must meet credit and exam requirements. These requirements are separate and distinct and do not have to happen simultaneously.

Note: School districts may create diploma requirements in addition to those required by the NYS Education Department (NYSED).

Credit Requirements

This table shows the number of credits required for each subject. It's important to note in most subjects, students choose the courses they want to take to meet the minimum requirements.

	Minimum number of credits
English	4
Social Studies	4
<i>Distributed as follows:</i>	
<i>Global History and Geography (2)</i>	
<i>U.S. History (1)</i>	
<i>Participation in Government (½)</i>	
<i>Economics (½)</i>	
Science	3
<i>Distributed as follows:</i>	
<i>Life Science (1)</i>	
<i>Physical Science (1)</i>	
<i>Life Science or Physical Science (1)</i>	
Mathematics	3
World Languages	1*
Visual Art, Music, Dance, and/or Theater	1
Physical Education	2
<i>(participation each semester)</i>	
Health	0.5
Electives	3.5
Total	22

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



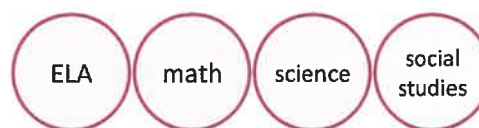
Exam Requirements

In addition to the 22 units of credit, students must also meet the NYS exam requirements to earn a diploma.

To meet the exam requirements, students must pass 4 exams + 1 pathway. All students must pass one exam (Regents exam or Department-approved alternative) in each of the four subject areas (English, mathematics, science, social studies) plus one pathway.

4

One Regents exam or Department-approved alternative in each of the subject areas:



+ 1

Pathway

Note: If students are not able to earn a passing score of 65 on Regents exams, they may be eligible for Appeals, Safety Nets, and/or Superintendent Determination. Additional information can be referenced in The New York State Graduation Requirements: Additional Options flyer.



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Pathway Requirements

Multiple pathways allow students choice in the exams they pass to earn a diploma. To complete a pathway, students must:

Arts Pathway	Earn a passing score on a Department-approved pathway exam in the Arts to earn the Arts pathway
CDOS (Career Development and Occupation Studies) Pathway	Complete 216 hours of CTE coursework that includes a minimum of 54 hours of Work Based Learning and complete a career plan and an Employability profile, <u>or</u> pass a Department-approved CDOS pathway exam
CTE (Career and Technical Education) Pathway	Successfully complete a Department-approved CTE program, including 3-5 CTE courses and earn a passing score on the 3-part technical exam
Humanities Pathway	Earn a passing score on one additional Regents exam or Department-approved alternative in English or social studies
World Languages Pathway	Earn a passing score on a Department-approved pathway exam in a world language
STEM (Science, Technology, Engineering, and Mathematics) Pathway	Earn a passing score on one additional Regents exam or Department-approved alternative in mathematics or science



Diploma Types

There are currently three types of high school diplomas: local, Regents, and Regents with Advanced Designation.

Local

All diploma types require students to earn 22 units of credit as outlined in the credit table. Students who meet the credit requirements and use appeals, safety nets, or Superintendent Determination to meet the exam requirements typically earn a local diploma.





Regents

Students who meet the credit requirements and earn passing scores on all required exams earn a Regents diploma. Students can appeal one Regents exam no more than 5 points below passing (60-64) and still earn a Regents diploma.

Regents with Advanced Designation

Students who meet the credit requirements, earn passing scores on all required exams including 2 additional math and 1 additional science, and complete a sequence in LOTE, the Arts, or CTE, earn a Regents diploma with Advanced Designation.

Resources

-  [General Education and Diploma Requirements](#)
-  [New York State Diploma Requirements](#)
-  [New York State Diploma/Credential Requirements](#)
-  [Commissioner's Regulations \(8 CRR-NY §100.5, Diploma Requirements\)](#)

Questions?

Contact the Office of Curriculum and Instruction at emscgradreq@nysed.gov or (518)474-5922

GRADUATION REQUIREMENTS

Local Diploma Required Courses Special Education Students Only		Regents Diploma Required Courses		Regents Diploma with Advanced Designation	
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math	3	Math	3	Math	3
Science	3	Science	3	Science	3
World Language*	3	World Language*	3	World Language*	3
Art/Music	1	Art/Music	1	Art/Music	1
Health	.5	Health	.5	Health	.5
Physical Education	2	Physical Education	2	Physical Education	2
Sequence/Electives	1.5	Electives	1.5	Electives	1.5
Total	22	Total	22	Total	22

Required Regents Exams Special Education Only (Passing Score 55-64)**	Required Regents Exams (Passing Score of 65 and Above)	Required Regents Exams (Passing Score of 65 and Above)
English Language Arts Exam	English Language Arts Exam	English Language Arts Exam
Algebra or Geometry or Algebra 2	Algebra or Geometry or Algebra 2	Algebra and Geometry and Algebra 2
Global History Exam or U.S. History Exam	Global History Exam or U.S. History Exam	Global History Exam or U.S. History Exam
1 Pathway Assessment***	1 Pathway Assessment***	1 Pathway Assessment***
One Science Exam (Earth Science or Living Environment or Chemistry or Physics)	One Science Exam (Earth Science or Living Environment or Chemistry or Physics)	Two Science Exams 1. Living Environment 2. Earth Science <u>or</u> Chemistry <u>or</u> Physics
World Language Checkpoint A Exam (Passing Score of 65 or higher)	World Language Checkpoint A Exam (Passing Score of 65 or higher)	World Language Checkpoint B Exam (Passing Score of 65 or higher)

* The completion of a three year sequence in World Language is a requirement of the Herricks Board of Education. This Requirement does not apply to students who enroll after completion of grade 9. Special Education students may be exempted through their IEP. Students may also be considered for an exemption through the high school's Pupil Personnel Team (PPT).

** Special Education students have Regents score compensatory options in order to earn a Local Diploma. Please consult with your school counselor for available options.

***Please consult your counselor for Pathway assessment options. Pathways may be one Humanities, STEM, LOTE, CTE or Arts-approved assessment.

New York's Multiple Pathways to Graduation

REQUIRED FOR HIGH SCHOOL GRADUATION:

**English Regents 1 Math Regents*
1 Science Regents* 1 Social Studies Regents***

+

At least one of the following:

** Any Regents exam in these subject areas.*

Arts Pathway

Completion of an arts sequence and state-approved arts assessment

Bi-Literacy Pathway

Completion of a foreign language sequence and state-approved foreign language assessment

CDOS Pathway

Complete one of two CDOS credential options (see page 2 for details)

CTE Pathway

Completion of a state-approved Career & Technical Education program and assessment

Humanities Pathway

A second social studies Regents or a social studies or English exam approved by the state

STEM Pathway

A second science or math Regents or a state-approved alternative assessment

NCAA

Potential College Bound Student Athletes

* Denotes courses approved by the NCAA Initial-Eligibility Clearinghouse for use as core courses. All potential athletes' participation in Division I and II athletics, must complete 16 core courses.

For students who are considering playing either a Division I or II level sport in college, please make sure to notify your school counselor to ensure that all your academic courses are approved. See page XX for approved courses.

Students interested in playing at a DI or DII level, must create a Certification Account. For students interested in playing at a DIII level, should create a Profile Page.

For further information about eligibility, students must register for the clearinghouse:

http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf

http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/IE_Brochure.pdf

http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an SAT or ACT score that matches your core-course GPA.

CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

DIVISION II

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

NCAA Approved Course Cheat Sheet

English

1. English 9
2. English 10
3. English 11
4. English 12
5. AP English Lang
6. AP English Lit
7. Debate (.5)
8. Creative Writing (.5)
9. Adv Creative Writing (.5)
10. Basics of Journalism (.5)
11. Advanced Journalism (.5)
12. Public Speaking (.5)

Math

1. Math 9
2. Math 10
3. Math 11
4. Math 12
5. Algebra 1
6. Geometry
7. Geometry Advanced
8. Algebra 2
9. Algebra 2 Honors
10. Algebra 2/Precalculus Adv.
11. Pre-calculus
12. Pre-Calculus Honors
13. AP Calculus AB
14. AP Calculus BC
15. AP Stats
16. Multivariable Calculus
17. College Algebra
18. College Statistics
19. College Calculus

Science

1. Earth Science/Regents
2. Living Environment/Regents
3. Living Environment Honors
4. Conceptual Chemistry
5. Chemistry/Regents
6. Chemistry Honors
7. Conceptual Physics
8. Genetics (.5)
9. Neuroscience (.5)
10. Physics/Regents

11. AP Physics 1
12. AP Physics 2
13. AP Physics C
14. Astronomy (.5)
15. Human Systems (.5)
16. Marine Biology
17. AP Biology
18. AP Chemistry
19. AP Environmental Science
20. Environmental Science
21. Forensic Science (.5)

Social Studies

1. Global History and Geography 9
2. World History 9
3. Global History and Geography 10
4. World History 10
5. US History and Government
6. American History
7. Economics (.5)
8. AP Economics
9. AP Macroeconomics (.5)
10. Man's Inhumanity to Man (.5)
11. Sociology (.5)
12. Criminal Justice (.5)
13. AP US Gov and Politics
14. Participation in Gov and Eco
15. Psychology
16. AP Psychology
17. Racial Literacy in Society (.5)
18. AP Human Geography
19. Intermediate Philosophy (.5)

World Languages

1. Spanish 1
2. Spanish 2
3. Spanish 3
4. Spanish 4 (Honors)
5. Spanish 5
6. AP Spanish 5
7. French 1

8. French 2
9. French 3
10. French 4 (Honors)
11. French 5
12. AP French 5
13. Chinese 1
14. Chinese 2
15. Chinese 3
16. Chinese 4 (Honors)
17. Chinese 5
18. AP Chinese 5
19. Italian 1
20. Italian 2
21. Italian 3
22. Italian 4 (Honors)
23. Italian 5
24. AP Italian 5

HERRICKS HIGH SCHOOL POLICY FOR ADDING AND DROPPING CLASSES

Full - Year Courses

Students may drop a full-year course, with no record, up until the end of the second quarter, or first 20 weeks of the school year, with no record. Withdrawal from a full - year course during the third quarter will be documented on the student's transcript with a designation of WP, Withdrew Passing, or WF, Withdrew Failing. No classes may be dropped after the beginning of the fourth quarter.

Students may only add a course to replace a dropped course during the first five weeks of the first semester. Extenuating circumstances and special requests beyond this time may be discussed with the appropriate department chairperson.

Half - Year Courses

Students may drop half-year courses, with no record, up until the end of the first ten weeks of the first quarter of the semester in which the class meets. Withdrawal from any half-year course after the first ten weeks of the quarter will be documented on the student's transcript with a designation of WP, Withdrew Passing, or WF, Withdrew Failing. Half-year courses may not be dropped during the last five weeks of the semester in which they meet.


Students may add a course to replace a dropped course only during the first five weeks of the semester in which the class meets. Extenuating circumstances and special requests may be discussed with the appropriate department chairperson.

Withdrawal from Courses

	10 Weeks	20 Weeks	30 Weeks	40 Weeks
Full - Year	Yes No Record Kept	Yes No Record Kept	Yes with WP/ WF Designation	No Withdrawals

	10 Weeks	15 Weeks	After 15 Weeks
Half – Year	Yes No Record Kept	Yes With WP/WF Designation	No Withdrawals

PASS-FAIL OPTION

- A. Select courses will be offered on a pass-fail credit basis during the school year under the following conditions:
1. The pass-fail option will apply only to a student's sixth subject, not including regular pass-fail courses. (Note: Physical Education is automatically taken on a pass-fail basis.)
 2. The pass-fail option may only be selected for one subject at a time. The Principal may grant exceptions.
 3. Students will have the first five weeks to determine if the pass-fail option will be chosen for half-year courses that meet every day. Students enrolled in alternate day courses and full year courses will have the first ten weeks to choose this option. At the end of that time, the choice will be binding. Teacher, counselor and administrative approval are required.
 4. Students who choose the pass-fail option will be required to do all the work required as normal standards of the course.
 5. Guidance personnel will be involved in discussing the pass-fail option with students and their parents.
 6. Parents must give approval for students to choose to take a course using the pass-fail option.
- B. Procedure
1. Courses that may be taken as pass-fail under the rules listed above are marked in the Guide with .
 2. Students interested in selecting the pass-fail option must discuss their choice with their school counselor. The counselor will give a Pass-Fail Form to the student at that time and communicate with the teacher.
 3. If a student decides to select the pass-fail option, the Pass-Fail Form must be signed by the student's parent, classroom teacher, a department chairperson and the student's counselor. The form must be returned to the counselor within the deadline.
- C. At the suggestion of a department chairperson, the principal may make specific exceptions.

STUDENT PROGRAM WORKSHEET

The Counseling Department recommends that the student, with his or her parents, plan a tentative program for the 2024-2025 school year based on the guidelines in this booklet. At the scheduling orientation, the student's counselor will discuss the tentative program and determine if it satisfies the requirements for a high school diploma, and if it agrees with the student's educational and career goals.

The courses listed in each grade are required for graduation. Students are required to take at least five credits in addition to Physical Education each semester. Ninth and tenth grade students will be scheduled for a study hall when they are not scheduled for class or lunch during periods one through nine. With parental permission, students who are assigned study hall during periods one and nine may be excused to leave the building.

GRADE 9

Subject

1. English
2. Social Studies
3. Math
4. Science
5. Phys. Ed. /Lab
6. Language
7. Lunch
8. Art/Music **OR**
9. Elective

GRADE 10

Subject

1. English
2. Social Studies
3. Math
4. Science
5. Phys. Ed. /Lab
6. Language
7. Lunch
8. Art/Music or elective if requirement is completed
9. Elective (one semester) and Health (one semester)

GRADE 11

Subject

1. English
2. Social Studies
3. Math
4. Science
5. Phys. Ed. /Lab
6. Elective or Language
(If requirement is not completed)
7. Elective (one semester)
Health (If not completed in Grade 10)
8. Elective (optional)
9. Elective (optional)

GRADE 12

Subject

1. English
2. Social Studies
3. Phys. Ed.
4. Lunch
5. Elective
6. Elective
7. Elective (optional)
8. Elective (optional)
9. Elective (optional)

ENROLLMENT IN ADVANCED PLACEMENT (AP) LEVEL CLASSES

AP level courses are rigorous college level classes that may be eligible for college credit. Students who are enrolled in an AP level class are required to complete the AP examination in May, which will provide an AP designation on their transcript, as well as an additional weighting in the course. Students who are not enrolled in an AP class that is offered through the district will not be allowed to register and test for an exam at the high school. Students may register and take an AP exam that is not offered through the district. Each individual test will require a fee which is determined by The College Board and is subject to increase. For further information on AP courses, please visit <https://ap.collegeboard.org>.

OPPORTUNITY TO EARN COLLEGE CREDITS

BUSINESS

Accounting; Business Management; Virtual Enterprise -- All approved for 3 college credits each through SUNY Farmingdale (credits transferable to other SUNY schools). **Cost: \$150 per course**

ENGLISH/SOCIAL STUDIES

News Literacy – Students may earn 3 college credits through Stony Brook University (credits transferable to other SUNY schools). **Cost: \$300 per course**

MATHEMATICS

The following Math courses may earn credits through Adelphi University as follows:

College Statistics: 3 Credits | **Cost \$390**

College Calculus: 4 Credits | **Cost \$390**

PHYSICAL EDUCATION

Physiology of Exercise – Students may earn 3 college credits through Adelphi University
Cost: \$390 per course

WORLD LANGUAGES

World Languages Levels 4/4H/4HL.I., 5/5 AP – for 11th and 12th graders – Students may earn 3 college credits through Stony Brook University. **Cost: \$300 per course**

ART DEPARTMENT

The Art Department encompasses a wide variety of disciplines and knowledge where students can foster creativity, develop problem-solving and critical-thinking skills. Through the arts, students will be able to express their individual creativity as well as collaborating with others. The Art Department offers a wide variety of courses in every medium, and students will have the opportunity to develop artistic skills, understanding of art and design, and an appreciation for the arts.

Each of the courses within the Art Department meet the New York State Learning Standards for the Arts.

Studio in Art fulfills the graduation requirement for 1 credit in Art/Music, as does Design and Drawing for Production in the Technology Department. Studio in Art is required as the foundation course in art, and serves as a prerequisite for many of the advanced courses.

While Art electives may be combined according to individual needs, students may find the following recommendations helpful in developing a program of study in the visual arts.

ART FOUNDATION COURSE

RECOMMENDED FOR ALL STUDENTS

615SA+	Studio in Art	1 Credit
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FINE ARTS COURSES

625DP	Drawing and Painting 1	1 Credit
635DP	Drawing and Painting 2	1 Credit
645DP	Drawing and Painting 3	1 Credit

APPLIED ARTS COURSES

615C1+	Ceramics & 3D Sculptural Design	1/2 Credit
625C2	Ceramics & 3D Sculptural Design 2	1/2 Credit
625F1	Fashion Illustration 1	1/2 Credit
625F2	Fashion Illustration 2	1/2 Credit

MEDIA & GRAPHIC ARTS

625PD	Digital Photography	1/2 Credit
635FM	Introduction to Filmmaking	1/2 Credit
625P1+	Photography 1	1/2 Credit
625P2	Photography 2	1/2 Credit
635P3	Photography 3	1/2 Credit
625T1+	TV Studio Techniques	1/2 Credit
625T2+	TV Studio Broadcasting	1/2 Credit
625SB+	TV Studio Sports Broadcasting	1/2 Credit
625TVL+	TV Studio Lab	1/2 Credit
625AA	Advertising Design and Computer Graphics (also listed under Business courses)	1/2 Credit

ADVANCED ELECTIVE COURSES

649SA	Advanced Placement Studio Art/2D Design	1 Credit
649PH	Advanced Placement Studio in Photography/2D Design	1 Credit

ART PORTFOLIO PREPARATION COURSES

645PW	Portfolio Workshop (Fall Semester Only)	1/2 Credit
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+Available for selection by ninth graders.

FINE ARTS

COURSES OPEN TO NINTH GRADERS

615C1 CERAMICS & 3D SCULPTURAL DESIGN

1/2 CREDIT

Grades 9, 10, 11, 12

This is a full-year, every other day course

Ceramic forms are created by the students using the pinch, coil, slab and draped methods of hand building. Techniques, such as glazing, firing, carving and etching, are also explored through the medium of clay. Additionally, students learn to create sculptures using plaster, wire, metal and found objects. This course integrates STEAM disciplines (Science, Technology, Engineering, Art, Math) and will allow students to further enhance their visual arts portfolios as they prepare for college.

615SA STUDIO IN ART

1 CREDIT

Grades 9, 10, 11, 12

This full-year course serves as an introductory art course that provides students with the fundamental understanding of fine arts. Using the elements and principles of design, students will develop observational skills and experience creative skill building methods. Students will have the opportunity to create two and three-dimensional works in a broad variety of mediums such as pencil, charcoal, acrylic and watercolor painting, sculpture and more. Exploration of creative expression, personal and collaborative work, and analysis of student artwork and art history, are all segments students will be exposed to. In addition, students will have the opportunity to visit different museum exhibitions with their class for a fulfilling learning experience. **This course satisfies the one fine arts graduation credit required by New York State and is a prerequisite course list for many of our art electives.**

625T1 TV STUDIO TECHNIQUES

1/2 CREDIT

Grades 9, 10, 11, 12

In this introductory course, students will learn how to use video and sound equipment, such as cameras, editing decks, character generators, and lighting to create video productions that are both creative and informative. Concept development, script writing, and storyboarding techniques will help students develop advertisements, commercials, film trailers, and short news events. This course will provide exposure to the more advanced broadcasting course and will expose students to careers related to the communications field.

625T2 TV STUDIO BROADCASTING

1/2 CREDIT

Grades 9, 10, 11, 12

Students in this class will act as news anchors and will broadcast from a "set" in the studio that simulates a professional news broadcasting set. They will be responsible for creating news segments and presenting the daily announcements via television monitors located in each classroom. In addition, students will develop various segments highlighting special events and prepare broadcasts to be viewed on Channel 71.

PREREQUISITE: TV Studio Techniques

625SB TV STUDIO SPORTS BROADCASTING**1/2 CREDIT****Grades 9, 10, 11, 12**

Student athletes are encouraged to take this course as well as all students interested in the exciting field of sports broadcasting. Students will develop and create the content for all programming aired. Other productions will include student athlete highlight films for college and interviews with players. Scholar Athletes, coaches, and taping award ceremonies. Students in this class will act as sportscasters and sports production teams. They will be responsible for directing, producing and videotaping sporting events for home and away games. Students will be learning Adobe Premiere for video production and Adobe Photoshop to create in house graphics for sports and sports promos as well. All programs will air on the Herricks District TV Channel (HTN) 75, Cablevision's MSG Varsity 614, Verizon's channel 47, and FIOs channel 1.

625TVL TV STUDIO LAB**1/2 CREDIT****Grades 9, 10, 11, 12**

Students in this class will work on a wide variety of shows produced in the TV Studio production area, as well as post production work from events filmed in the field. All programming developed and produced in this lab will be solely for air on Herricks Television Network in-house Channel 88, Cablevision 75, Verizon 47, PATV 20, and the new MSG Channel 614. Ninth graders taking this class must be enrolled in a current TV production class; upper classmen must have taken a production class previously.

625P1 PHOTOGRAPHY 1**1/2 CREDIT****Grades 9, 10, 11, 12**

This course is a basic introduction to black and white photography. Students will learn how to see the world through the camera and to develop a language of photography as an image-making medium. Through photography, students will learn how to use f-stops, shutter speed and lighting to create dynamic prints. This course will focus on basic darkroom procedures for developing and printing black and white film. In particular, students will learn about light, the pin-hole camera, and SLR film 35mm cameras.

BUSINESS EDUCATION DEPARTMENT

Career and Financial Management and Business Management are required as the foundation courses in Business. Business Education courses are designed to serve the needs of all Herricks students, and include an array of courses that will help students prepare for college and the business world. Students who enroll in a Business Education course have the opportunity to join the Herricks Chapter of DECA, a career-oriented business and marketing organization. The following C.T.E. (Career Tech Ed) courses listed in this department can be taken to fulfill the Career Development and Occupational Studies Commencement Credential (CDOS).

<u>COURSE TITLE</u>		<u>GRADE</u>				<u>CREDIT</u>
		9	10	11	12	
515CM	Career & Financial Management	X	X			1
515KE	Keyboarding for College and Careers	X	X	X	X	1/2
525A1	Accounting 1		X	X	X	1
525BM	Business Management		X	X	X	1
525IB	International Business		X	X	X	1/2
525PM	Principles of Marketing		X	X	X	1
535BL	Business and Personal Law		X	X	X	1
535CI	Career Internship			X	X	1/2
625AA	Advertising Design and Computer Graphics (Also listed under the Art Department)		X	X	X	1/2
G545VE	Virtual Enterprise			X	X	1

515CM CAREER AND FINANCIAL MANAGEMENT ▲▲ 1 CREDIT
Grades 9, 10

This is a full-year general business course designed to give students a broad understanding of our monetary system, credit, investments, types of business organizations, consumerism, insurance, advertising, economics and communication. In addition, students will explore a chosen career and evaluate their suitability for that career based upon an investigation of their own goals, interests and abilities. Some other activities include resume writing, budgeting, the stock market game and activities involving current business events. The course emphasizes the skills needed to succeed in business, as well as in everyday life as a citizen and consumer.

515KE KEYBOARDING FOR COLLEGE AND CAREERS ▲▲ 1/2 CREDIT
Grades 9, 10, 11, 12

This is an alternate day, full-year college and career readiness course. It is designed primarily for those students who have had some keyboarding experience at the Middle School. Given the usage of computers in school, college and beyond, keyboarding is an essential part of a student's academic life. Students will learn various types of formatting and preparing business as well as personal documents using Microsoft software. Students will focus on both increased speed and accuracy using the computer.

**HERRICKS SECONDARY ENGLISH
2024-2025**

Requirements: Four (4) credits.
At least one credit on each grade level.

GRADE 9
(1 Credit)

English 9

GRADE 10
(1 Credit)

English 10

GRADE 11
(1 Credit)

AP English Lang. and Comp.
or
English 11

*(All students will take the
English Regents.)*

GRADE 12
(1 Credit)

AP English Lit. and Comp.
or
English 12

ADDITIONAL SUPPORT

English Lab 9*

ADDITIONAL SUPPORT

English Lab 10*

ADDITIONAL SUPPORT

English Lab 11*

ADDITIONAL SUPPORT

English Lab 12*

**Admission by Invitation Only*

English Research/Independent Study: Honors Designation on Transcript (1/2 Credit)

English Scholars Program 9

English Scholars Program 10

English Scholars Program 11

English Scholars Program 12

Enrichment Electives for Grades 9, 10, 11, and 12: Elective Credit Only (1/2 Credit)

Creative Writing
Cinema Studies One
Public Speaking
Verbal Reasoning

Advanced Creative Writing
Cinema Studies Two
Debate
News Literacy

ENGLISH DEPARTMENT

Department Philosophy

The Herricks High School English Program seeks to foster a learning community dedicated to the social and academic development of each student and to the professional development of each educator. We honor and respect each student as an individual with regard to learning process, ethnicity, and cultural experiences. Since language governs our lives, our program seeks to cultivate sensitivity to the art of written expression, to promote a life-long exploration of reading and writing, and to nurture active, independent, responsible learners through varied experiences in and out of the English classroom.

NINTH GRADE

- | | | |
|------------------|---|-------------------|
| 015
* | ENGLISH 9
Ninth grade English is a literature based course connecting reading, writing, speaking and listening skills. The goal of the course is to help students achieve higher level thinking through their responses to and analysis of literature. In addition, the ninth grade program sets standards commensurate with both the Next Generation Standards and the standards set by the department to prepare students for college level work. Students are taught to write in a variety of genres and to address such issues in their writing as meaning, development, voice, audience, and mechanics. There is an emphasis on higher level thinking skills such as analysis and synthesis. <i>English 9 is also offered to qualifying students in an integrated co-teaching model or a self-contained Individual Growth model. Students may qualify for these services through a decision by the Committee on Special Education (CSE).</i> | 1 CREDIT |
| S010
* | ENGLISH 9 INDIVIDUAL GROWTH (IG)
(By Committee Recommendation Only) | 1 CREDIT |
| 017ES | ENGLISH SCHOLARS PROGRAM 9
This half credit enrichment elective allows students to self design an English Language Arts program in collaboration with a teacher of English. Students will meet with a mentor from the English Department on a regular basis to help design and implement an individual program. Students may choose from a menu of options or develop their own plan. The options might include, but are not limited to, writing for publication, creative writing projects, or research projects. Projects might be interdisciplinary and could extend from one year to another. Students who satisfactorily complete the course and projects receive Honors credit on their transcript. | 1/2 CREDIT |

ENRICHMENT ELECTIVES

These electives may be taken only in addition to previously listed courses. The student receives graduation credit for these courses, but they may not be taken to fulfill the requirement in English because of their highly specialized content.

015CW CREATIVE WRITING ▲▲ 1/2 CREDIT
*** Grades 9, 10, 11, 12**

The purpose of this course is to give the student some basic understanding of how imaginative writing differs from other kinds of writing, what problems are involved in creative writing tasks, and the skills and techniques needed in developing a writing talent. In learning how to think originally in terms of language, the student also gains some insight into the creative thinking of the artist and some appreciation of literature and other arts.

025CS1 CINEMA STUDIES: INTRODUCTION TO FILM ANALYSIS ▲▲ 1/2 CREDIT
Grades 9, 10, 11, 12

Watch films in a way you never have before by learning all the tricks that filmmakers use to create their masterpieces. Students will study some of the great directors and their techniques to better understand how to watch and even create their own films. Students will also get a chance to create their own stop-motion films using some of these techniques.

025CS2 CINEMA STUDIES: SCREENWRITING ▲▲ 1/2 CREDIT
Grades 9, 10, 11, 12

This course is designed for the student hoping to one day write a hit screenplay! Students will learn the form that successful screenwriters have used for decades. By both watching films and analyzing their written screenplays, students will pay special attention to the ways in which a writer's work comes alive on the screen. By the end of the course, students will begin to develop and write their own original screenplays.

015PS PUBLIC SPEAKING ▲▲ 1/2 CREDIT
*** Grades 9, 10, 11, 12**

This course, designed for those who would like more experience speaking in front of others, is for the beginner as well as the more advanced student. Students will have the opportunity for different kinds of experiences, from speaking in groups to delivering speeches on their own. As well as having the experience of speaking in front of others, students will also become more effective listeners. Some of the activities that might take place in class are storytelling, panel discussions, debating, and delivering speeches.

A018DB DEBATE**1/2 CREDIT*********Grades 9, 10, 11, 12**

Formal debate has existed for hundreds of years, and in this course, students will study the strategies and techniques needed for success. Students will have the opportunity to learn various types of formal debate, including Lincoln-Douglas and Public Forum formats. By the end of the semester, students will have honed their overall debate skills while learning how to be prepared for a formal debate competition.

A028NL NEWS LITERACY**1/2 CREDIT****Grades 9, 10, 11, 12**

In a time when we are constantly being bombarded with information, many find it difficult to judge the reliability and credibility of news sources. This course is designed to give students the skills to think critically about the news presented to them through print, television, and online sources. This course is offered with the support of the News Literacy Program at Stony Brook University. **Students who wish to receive 3 college credits through SUNY Stony Brook can enroll with the University for a cost of \$300. The credits are transferable to any SUNY school.**

ENGLISH AS A NEW LANGUAGE (ENL)

The ENL curriculum at Herricks is aligned with the Learning Standards for English Language Arts (ELA), which “articulate rigorous grade-level expectations in the areas of speaking, listening, reading and writing to be college and career-ready.” This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. Second-language learners benefit from instruction about how to negotiate situations outside of school so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors. We at Herricks recognize it is possible for all students to achieve the standards for reading and literature, writing and research, language development and speaking and listening.

415 * **INTEGRATED ENL/ENGLISH LANGUAGE ARTS** **1 ENGLISH CREDIT**
425 * **Grades 9, 10, 11, 12**

435 * English Language Learners (ELLs) who continue in the ENL program as well as those who

445 * have exited from the program within the past two years will be scheduled into an English class that will be co-taught by an English teacher and an ENL teacher. The integrated ENL/ELA students will follow the regular English curriculum, supported by both the English and ENL teachers. Please see the course descriptions for English 9, English 10, English 11, and English 12 in the English Department section of this document for the specifics of each course.

49-10 **ENL CONTENT SUPPORT Grades 9 & 10** **1 ELECTIVE CREDIT**
411-12 **ENL CONTENT SUPPORT Grades 11 & 12** **1 ELECTIVE CREDIT**

Through All four language areas – listening, speaking, reading, and writing – students develop both academic and communicative English language proficiency. Writing skills focus on sentence structure, paragraph formation, and essay development. The systematic study of vocabulary focuses on understanding the meanings of words in context. Respect for students’ cultures is fostered within a comfortable, nurturing environment. ELLs also receive support with the concepts and expectations in their content area courses. Students are also introduced to the custom and culture of the school setting and of the United States.

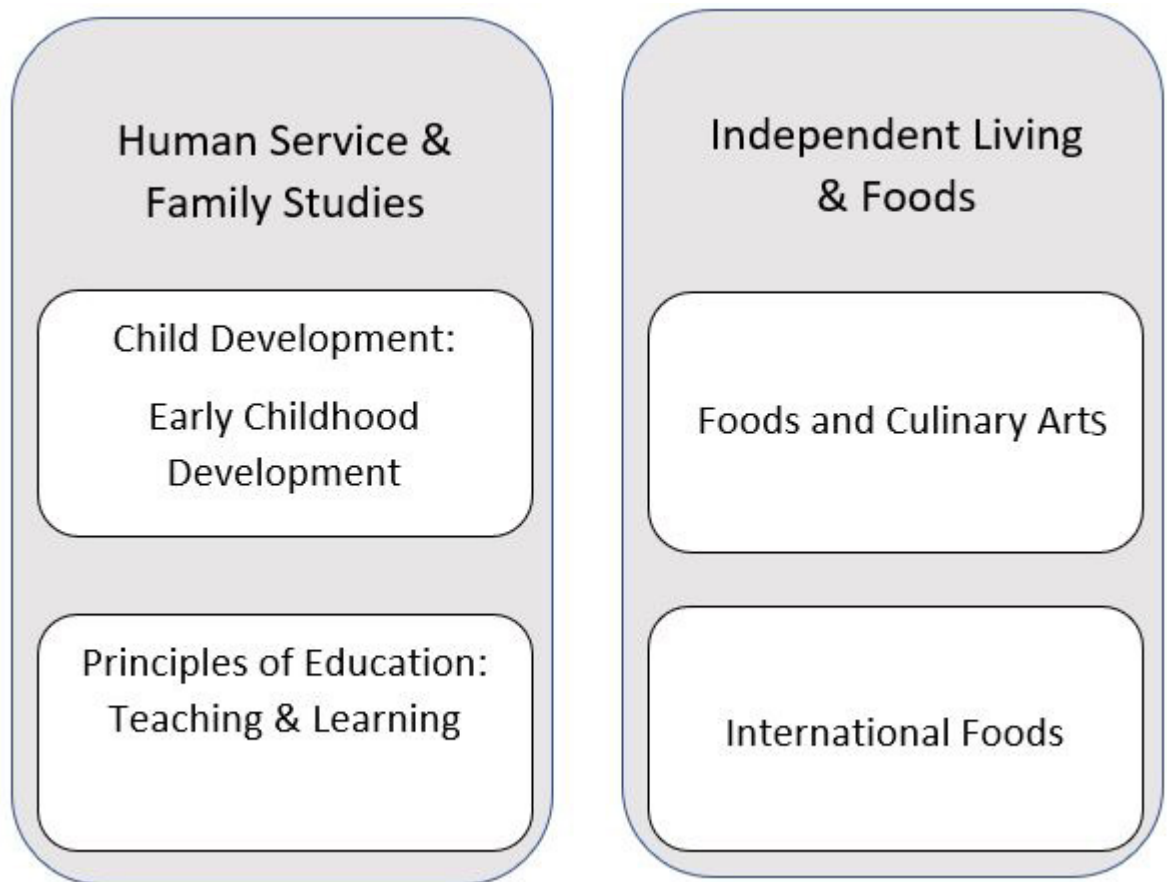
ADDITIONAL CO-TAUGHT COURSES

Please note that ENL teachers will co-teach in other content areas as needed. Language exists in all subject areas, and it is the role of the ENL and content area teacher to provide supports to ELL’s in order to balance language and content goals.

FAMILY AND CONSUMER SCIENCES

Courses in the Family and Consumer Sciences prepare Herricks students via two course clusters consistent with New York State standards in Family and Consumer Sciences commencement level education:

Family and Consumer Sciences, with its focus on Foods and Child Study, aims to empower students with essential life skills that extend beyond the classroom. By combining theoretical knowledge with hands-on experiences, students in Family and Consumer Sciences courses develop practical competencies that are crucial for personal and professional success. Whether pursuing careers in culinary arts, nutrition, early childhood education, or simply navigating family life, students gain a foundation that serves them well in various aspects of their future endeavors.



HUMAN SERVICES & FAMILY STUDIES

- 725C1 CHILD DEVELOPMENT: EARLY CHILDHOOD DEVELOPMENT ▲▲ 1/2 CREDIT**
Grades 9, 10, 11, 12
This course focuses on the social, intellectual, moral, physical, and emotional development of children from birth to age six. Learning will be focused on student-centered activities including projects, infant simulation, film study, and group discussion. Current issues in pregnancy, childcare, and parenting will be included through class activities and guest speakers. **This course provides a foundation to explore careers in Human Services, Education, Pediatrics, Counseling, and more.**
- 725C2 PRINCIPLES OF EDUCATION: TEACHING & LEARNING ▲▲ 1/2 CREDIT**
(Previously titled Child Development II)
Grades 9, 10, 11, 12
This course will build on the concepts from Child Development and focus on principles of teaching and learning. Students in this course will learn teaching strategies and have the opportunity to work with children in Elementary, Middle and High School to explore best practices. Current issues in Education and Families will be explored including Social Emotional Learning, culturally responsive classrooms, and diverse student populations. **This course enhances the foundation to pursue careers in Human Services, Education, Pediatrics, School Counseling, Mental Health professions, and more.**
PREREQUISITE: Child Development

INDEPENDENT LIVING & FOODS

- 735FF FOODS AND CULINARY ARTS ▲▲ 1/2 CREDIT**
Grades 9, 10, 11, 12
This is an introductory culinary course that includes safety and sanitation, measuring techniques, proper knife handling and use, and other skills necessary for safe cooking. Students will participate in various judged challenges such as *Food Truck Challenge*, *Restaurant Challenge*, *Wafflemania*, and more! Students will enjoy guest speakers and an exciting field trip related to foods and culinary careers. Past trips include colonial farm cooking, apple picking, and sushi making. This course will provide the basic skills and knowledge useful for pursuing careers in Culinary Arts, Hospitality Management, Nutritional Consulting, Catering, and more.

HEALTH EDUCATION

934

HEALTH EDUCATION RA

1/2 CREDIT

By Recommendation Only

This course meets the requirements of the NYS mandated health program. It is designed for students who find the pace of Health Education too challenging. Topics covered are the same as those in the regular health course. They include: physical health, sociological health problems, mental health, family health issues, human sexuality and HIV/AIDS prevention. Classes are limited in size and the teacher works closely with individual students to provide the best learning style for each student.

ACADEMIC INTERVENTION SUPPORT (A.I.S.) PROGRAMS

XL	PROGRAM EXCEL AA Grades 9, 10, 11 Excel is an intensive tutorial assistance program for students experiencing academic difficulties. Students receive supplementary individualized instruction from a team of teachers in the content of their regularly scheduled courses and in study skills related to those content areas. Bi-monthly group counseling sessions with the guidance counselor and social worker provide an opportunity for students to discuss academic and personal issues. PREREQUISITE: Faculty Nomination	1 CREDIT
AS09B	WORLD HISTORY WORKSHOP 9 AA Grade 9 This class meets on alternate days for 1 full year. This class is designed for ninth grade students who are in need of help with the skills needed to excel in World History. The focus of this scheduled class is: to improve students' reading and writing skills, to help students write and understand thesis statements, to teach students how to formulate opinions based on evidence, to help students think critically, to teach students how to compare and contrast people, places and events that have shaped world history, etc. This class is highly recommended for students who have not had previous success in social studies.	1/2 CREDIT
ASALG	ALGEBRA 1 WORKSHOP AA This class meets on alternate days for one full year This class is designed for ninth grade students who are in the need of help with skills to excel in Algebra 1. The focus of this scheduled class is: to improve skills with solving and graphing algebraic equations, to develop computational fluency, to develop deep understanding of mathematical concepts, and to practice problem solving and critical thinking with applications of algebra. This class is highly recommended for students who have not had previous success with mathematics. This course is taken in conjunction with Algebra 1.	1/2 CREDIT
ASGEO	GEOMETRY WORKSHOP AA This class meets on alternate days for 1 full year This class is designed for students who are in need of help with skills necessary to excel in Geometry. The focus of this scheduled class is: to improve skills with writing Geometry proofs, Geometric constructions, to develop computational fluency, and deep understanding of the logical and deductive reasoning skills that are necessary to be successful in the Geometry Regents course. The class will provide additional time for students to practice modeling and problem solving with Geometric representations. This class is highly recommended for students who have not had previous success with mathematics. This course is taken in conjunction with Geometry.	1/2 CREDIT
9LAB	ENGLISH 9 LAB AA This course meets on alternating days for 1 full year By Recommendation Only This class is designed as an extension from English class to support students who have struggled with reading and writing skills. Students will engage in activities that will enhance their understanding of course material. An emphasis will be placed on improving the quality of student work and building literacy skills.	1/2 CREDIT

Mathematics Course Sequence

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 6	Math 7 Accelerated	Algebra Accelerated	Geometry Accelerated	Algebra 2 Accelerated	Precalculus Honors	AP Calculus BC
					Precalculus	AP Calculus AB College Calculus AP Statistics College Statistics
			Geometry Advanced	Algebra 2 & Precalculus Advanced	AP Calculus BC	Multivariable Calculus
	Math 7	Pre-Algebra	Algebra	Geometry	Algebra 2	AP Statistics College Statistics College Algebra Precalculus
					Intermediate Algebra	Algebra 2

Electives See Course Guide for descriptions and prerequisites

Math Research Levels 1, 2, 3,

Computer Science Discoveries, CS I, CS II, AP Computer Science Principles, AP Computer Science A

MATHEMATICS AND COMPUTER SCIENCE

Department Philosophy

The learning of mathematics takes place in a student-centered environment where students are actively involved in the investigation and discovery of mathematical principles. In the process, students learn the language of mathematics, appreciate the beauty of mathematical ideas, and study the relevance of their applications across the disciplines.

S210 **MATHEMATICS 9 (IG)** **1 CREDIT**

Students who qualify through the Committee on Special Education may enroll in Math 9. This is the first year of a two-year course preparing student for the Integrated Algebra Regents. This includes a concentration on basic mathematical skills and problem solving with emphasis on pre-algebra/algebra skills. To different degrees, students will complete computational and application tasks using whole numbers, decimals, fractions, mixed numbers, ratios, percents, statistics, algebra, and geometry. Specific preparation for the Regents examination in mathematics is integrated into the course curriculum.

216 **ALGEBRA 1** **1 CREDIT**

The course formalizes and deepens the understanding of linear, quadratic and exponential functions. Students engage in modeling and problem solving with linear, exponential and quadratic functions. Descriptive statistics is introduced and students interpret, analyze and apply linear models to data. In this course students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to solve problems they encounter in the real world. Students will become fluent in solving characteristic problems involving the analytic geometry of lines, adding, subtracting and multiplying polynomials; transforming expressions, factoring, completing the square, and other algebraic calculations. **Students will take the Algebra Regents in June.** Algebra1 is also offered to qualifying students in an integrated co-teaching model. Students may qualify for these services through a decision by the Committee on Special Education (CSE).

A workshop course is available for students who need additional support.

226 **GEOMETRY** **1 CREDIT**
***** **GEOMETRY ACCELERATED****

This course formalizes and extends students geometric experience from the middle grades. Students explore geometric situations and deepen their understanding of geometric relationships, moving towards formal mathematical arguments. Triangle congruence, similarity and transformations are emphasized in this course. Students use geometric representations as a modeling tool and perform constructions using physical tools and interactive software. In this course students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to apply Math to real world situations. **Students will take the Geometry Regents in June.** Geometry is also offered to qualifying students in an integrated co-teaching

model. Students may qualify for these services through a decision by the Committee on Special Education (CSE).

PREREQUISITES: Successful completion of Algebra or Algebra Accelerated; Geometry Accelerated** - Denotes that a student has taken Geometry in 9th grade. This course continues an accelerated study of mathematics.

A workshop course is available for students who need additional support.

226ADV GEOMETRY ADVANCED

1 CREDIT

Grade 9

By Teacher Recommendation Only

The Geometry Advanced program will prepare students who have shown exceptional interest and motivation in Mathematics for an advanced math pathway which culminates in Multivariable Calculus in Grade 12. Geometry Advanced is paired with Algebra 2/Pre-Calculus Advanced to create a sequence that covers three years of mathematics into two years. Students electing to take this course should be quick learners who understand Math at a deep level. This advanced pathway is recommended for students who have a strong interest in studying Engineering or Mathematics in college. This course is compacted to include trigonometry, and other topics from Algebra 2 and Pre-Calculus. The focus of the course is two-dimensional Geometry, developing formal and informal proofs, coordinate geometry, modeling with three-dimensional Geometry and Trigonometry. The course emphasizes reasoning, critical analysis, and mathematical modeling. This course contains 16 chapters while the traditional Geometry course only contains 11 chapters. This is a fast paced and rigorous course. **Students will take the Geometry Regents in June.** Upon successful completion of the course, students will be recommended for either Algebra 2 Accelerated or Algebra 2/Pre-Calculus Advanced based on which course they meet the requirements for.

PREREQUISITE: Grade of A+ in Algebra Accelerated, Grade of 90 or higher on the Algebra I Regents

ELECTIVES

215MR MATHEMATICS RESEARCH PROGRAM – Level 1 ▲▲
Grades 9, 10,

1/2 CREDIT

Mathematical research can be an exciting and rewarding experience for students. In this course students have the opportunity to become familiar with exploring a topic of interest, experience the thrill of making discoveries on their own, and learn the value of “sticking with” a problem. Students are required to participate in the Long Island Math Fair competition. At the conclusion of this course students will receive a one-half math credit. This course is presented outside of the school day.

MUSIC

Department Philosophy

The faculty of the Department of Music and Performing Arts wishes to make the arts (specifically music and theatre) accessible to all students and give ample opportunities for the study of and participation in these artistic disciplines. Students are encouraged to develop their skills in an understanding of the arts to the highest level possible through rehearsal and performance, creative activity, scholarly study, and interaction with professional ensembles and artists, with the intent that the students will become lifelong learners in the arts.

Successful completion of a credit in the following courses or course combinations will fulfill the New York State graduation requirement in Art/Music:

- Beginner Guitar
- Treble Choir
- Mixed Choir
- Concert Band
- String Orchestra
- Advanced Placement Music Theory
- Theatre Workshop

After graduation requirements have been met, students may continue in music courses as electives until graduation.

SELECT ENSEMBLES - Some auditioned ensembles are offered as extracurricular activities for advanced music students. Interested students are invited to audition in early fall for Jazz Ensemble and Jazz Choir, Men's Choir and Women's Choir. For more information, please speak with the teacher responsible for the specific ensemble or the Director of Fine and Performing Arts.

COURSE OFFERINGS

800G	BEGINNER GUITAR ▲▲ Grades 9, 10, 11, 12 Students will learn the basics of acoustic guitar, including chords, strumming patterns, tablature, and reading of traditional notation. Music will cover a range of styles, genres, and time-periods. Students will also have an opportunity to compose their own music. Successful completion of this course will fulfill the New York State graduation requirement in Art/Music.	1 CREDIT
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This course starts with the basic building blocks of music: notation, rhythm, scales, and modes and progresses to intervals, chords, and the theory of harmony. Units will also cover sight-singing and ear training as well as basics of composition. These skills will be applied to studying both traditional and contemporary music literature. Students will be prepared to take the AP Music Theory exam in May. Piano ability and/or participation in a school music ensemble is necessary. Successful completion of this course will fulfill the New York State graduation requirement in Art/Music.

This course is an introduction to the world of theatre and performance. Students will build essential skills in collaboration, creativity, and public speaking. Students will engage with a wide variety of theatrical disciplines, including improvisation, acting, playwriting, technical theatre and theatre history. No theatre or performance experience required. Successful completion of this course will fulfill the New York State graduation requirement in Art/Music.

Audio Engineering is open to all students who are interested in music, audio recording, and live sound engineering. The class goes from the theoretical to the practical. An exciting, fast-moving curriculum combines physics, electronics and audio recording history along with hand-on applications of audio engineering techniques, ranging from mic'ing drums, instruments and vocals to tracking and mixing down digital recordings.

STAC (Student Theatre Arts Company) is a multi-disciplinary arts program which meets three periods a day, five times a week. STAC students will develop skills and create work across multiple disciplines in the fine and performing arts, including art, music, dance, drama, filmmaking, and creative writing. STAC students will work individually, as an ensemble, and in collaboration with professional artists in workshop settings. Students will engage with the broader world of the arts through film studies, trips to art museums, and live theatre and dance performances. All STAC students have dedicated fine arts classes (STAC Art) on alternate days. Admission to STAC is based on auditions and portfolio submissions. Successful completion of this course will fulfill the New York State graduation requirement in Art/Music.

MUSIC PERFORMANCE COURSE OFFERINGS

(Public Performance and Additional Sectional Rehearsals Are A Required Part Of These Courses)

- | | | |
|--------------|---|-----------------|
| 811B | CONCERT BAND ▲▲
Grade 9
<p>Concert Band is open to all students who play a band instrument. Concepts learned in Middle School Band are developed such as notation reading, ensemble skills and independent musicianship. The group rehearses music on a NYSSMA Level IV and V and performs in several regularly scheduled concerts in addition to other engagements throughout the year. Successful completion of this course will fulfill the New York State graduation requirement in Art/Music.</p> | 1 CREDIT |
| 811TC | TREBLE CHOIR ▲▲
Grade 9
<p>The Treble Choir is open to ninth grade female students. Literature will include many genres such as classical, world and folk music. The group rehearses music on a NYSSMA Level IV and V and performs in several regularly scheduled concerts in addition to other engagements throughout the year. Successful completion of this course will fulfill the New York State graduation requirement in Art/Music.</p> | CREDIT |
| 811C | MIXED CHOIR ▲▲
Grades 9, 10, 11, 12
<p>The Mixed Choir is open to students who enjoy singing and would like to develop the skills to sing in a choral performing ensemble. Skills such as notation reading, correct intonation, sound production, diction, projection and ensemble technique are taught. Literature of several genres will be explored such as classical, world and folk music. The group rehearses music on a NYSSMA Level IV and V and performs in several regularly scheduled concerts in addition to assemblies and other engagements throughout the year. Successful completion of this course will fulfill the New York State graduation requirement in Art/Music.</p> | 1 CREDIT |
| 811O | STRING ORCHESTRA ▲▲
Grade 9
<p>String Orchestra is open to students who play a string instrument. Concepts learned in Middle School Orchestra such as notation reading, ensemble skills and independent musicianship are further developed through the study, rehearsal and performance of music chosen from the standard orchestra repertoire. This group is often augmented by wind players from the Bands to rehearse and perform symphonic orchestra repertoire. Successful completion of this course will fulfill the New York State graduation requirement in Art/Music.</p> | 1 CREDIT |

PHYSICAL EDUCATION

Department Philosophy

The primary goal of the Herricks High School physical education program is the development of lifetime activities that promote the health and well-being of all our students. Through our comprehensive elective program we aim to provide every student with the knowledge and skills for healthy activities they can incorporate into their daily lives.

ATTENDANCE: All students are required to take a physical education program of instruction under State Law (Section 805:5204). The law requires attendance and active participation. The intramural and interscholastic programs, which are of great value to each student, are offered on a voluntary basis.

GRADES: Students will receive a grade of P+ (outstanding), P (pass) or F (failure).

ACTIVITIES: The following activities are taught. Some of these activities may be offered on an intramural or interscholastic basis wherever interest warrants. It should be noted that whatever activities are chosen, the physical fitness testing program is required by all students.

Aerobics	Paddleball
Archery	Pickleball
Badminton	Recreational Sports
Basketball	Self Defense
Circus Arts	Soccer
Dance	Indoor Soccer
Dance (Folk, Social, Square)	Softball
Dance Composition	Step Aerobics
Dance Performance	Team Handball
Flag Football	Tennis
Golf	Volleyball
Handball	Walking
Jogging	Weight Training
Lacrosse	Wellness/Fitness

910 PERSONAL FITNESS - AIDS COMPONENT ▲▲

1/2 CREDIT

Mandated for all 9th Graders

This is a physical education experience required of all 9th grade students. The curriculum is titled Personal Fitness: Looking Good/Feeling Good. As the title implies, Personal Fitness is an "individualized course." It includes a wide array of topics related to health and physical fitness. Students learn how to assess their own health and fitness levels and, based on that knowledge, design their own personal fitness programs. Students also learn how to maintain a desired level of fitness once they have reached an appropriate level. Students are involved in classroom lecture and discussion, as well as fitness activities in the gymnasium. The activity portion is designed to help students experience personal achievement. After completing this course, each student will be able to recognize myths, fallacies, and misconceptions

associated with exercise and fitness. Other topics include nutrition, stress management, diet, weight control, and dance.

Personal Fitness provides eight sessions in AIDS education and prevention. Lessons involve achieving a healthful lifestyle. Students are given specific information about AIDS and its implications, as well as information about the transmission factors associated with

HIV. Students are provided with techniques for developing proper decision making skills in dealing with risky behavior. Although abstinence is stressed, condom education is provided.

Another component of the Personal Fitness Program is the opportunity for ninth grade students to be part of the SWAP program. S.W.A.P. is an acronym for Share With A Peer. In this program trained student leaders will lead discussion groups and explore topics such as: substance abuse, acclimation to high school life, peer pressure, relationships, positive lifestyle choices and strategies for success in school.

912AD ADAPTED PHYSICAL EDUCATION ▲▲
Grades 9, 10, 11, 12

1/2 CREDIT

Adapted physical education is a specially designed program of developmental activities, games sports and rhythms suited to the interests, capacities and limitations of students with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

HERRICKS SECONDARY SCIENCE

2024-2025

REGENTS PROGRAM

Earth and Space Sciences Regents^

Life Science: Biology Regents^

Life Science: Biology Honors*^

Physical Setting/Chemistry Regents^

Physical Setting/Chemistry Regents
(Honors)*^

Physical Setting/Physics Regents^

AP SCIENCE OFFERINGS

AP Biology*^

AP Chemistry*^

AP Environmental Science*^

AP Physics 1^

AP Physics 2*^

AP Physics C (Mechanics only)*^

AP Physics C (Mechanics and
Electromagnetism)*^

ELECTIVES

Conceptual Chemistry [Gr. 11-12]^

Conceptual Physics [Gr. 11-12]^

Medical Technology [Gr. 10-12]

Applied Physics^

Astronomy [Gr. 9-12]

Forensic Science [Gr. 11-12]^

Genetics [Gr. 10-12]

Human Systems [Gr. 10-12]^

Neuroscience [Gr. 10-12]

Science Research-Introduction*
[Gr. 9-10]

Science Research-Intermediate*
[Gr. 10-11]

Science Research-Advanced*
[Gr. 11]

Science Research-Senior Research*
[Gr. 12]

Program Excel*

Environmental Science (IG)*^

Marine Biology (IG)*^

* By Recommendation Only

^Denotes approval by NCAA

SCIENCE

Department Philosophy

The Science Department of Herricks High School encourages all students to experience the many disciplines and aspects of science, both theoretical and experimental. Using the scientific method as our basis for teaching, our students will be capable of developing a scientific viewpoint that transcends individual science disciplines. This will result in a logical, evidence-based approach to problem solving that will allow the students to make informed decisions about personal, societal and global issues.

We promote a lifelong interest in science by:

- Modeling excellence and innovation in science teaching and learning
- Integrating technology, authentic data and data analysis into our classrooms
- Engaging students in inquiry-based learning experiences
- Promoting independent thinking in our students and our colleagues
- Building a learning environment that encourages self-directed critical thinking and problem solving
- Valuing and encouraging collaborative and collegial behavior among our teachers as well as our students
- Respecting the need for compassion, mindfulness and understanding in our relationships with students, parents and teachers
- Promoting student ownership and integrity in student work
- Encouraging all students to participate in research activities
- Providing our students with an awareness of the interconnection between local and global issues in science

All courses that are Regents courses are noted as such. The number of periods a course meets each week is noted because of the difference among the courses. The extra periods per week are due to the laboratory component in science courses.

315NG	EARTH AND SPACE SCIENCES REGENTS	1 CREDIT - 7 1/2 periods per week
*	Recommendation Only for Grade 9 - Open to Grades 10-12	

This course is aligned with the NYS Science Learning Standards, incorporating scientific and engineering practices, disciplinary core ideas and cross-cutting practices. Key concepts to be explored include: the universe and its stars, Earth and Solar System, the history of Planet Earth, plate tectonics, systems interactions, Earth materials and systems, weather and climate, water processes, natural resources and hazards. The ESS course is also offered to qualifying students in an integrated co-teaching model. This course culminates in the NYS Regents examination.

325NG **LIFE SCIENCE: BIOLOGY REGENTS** **1 CREDIT - 7 1/2 periods per week**
***** **Recommendation Only for Grade 9 - Open to Grades 10-12**

This course is aligned with the NYS Science Learning Standards, incorporating scientific and engineering practices, disciplinary core ideas and cross-cutting practices. Key concepts to be explored include: growth and development of organisms, structure and function, the organization of matter and energy flow in organisms, ecosystems, social interactions and behavior, genetics, biodiversity and humans and biogeology. The Biology Regents course is also offered to qualifying students in an integrated co-teaching model. This course culminates in the NYS Regents examination.

PREREQUISITE: Passing grade in a Science Regents examination or permission of the Director of Science

317NG **LIFE SCIENCE: BIOLOGY HONORS** **1 CREDIT - 7 1/2 periods per week**
***** **By Recommendation Only**

Open only to ninth grade accelerated Science students who have successfully completed Regents Earth Science and been recommended for the course. This course is aligned with the NYS Science Learning Standards, incorporating scientific and engineering practices, disciplinary core ideas and cross-cutting practices. Key concepts to be explored include: growth and development of organisms, structure and function, the organization of matter and energy flow in organisms, ecosystems, social interactions and behavior, genetics, biodiversity and humans and biogeology. This course culminates in the NYS Regents examination.

S330 **ENVIRONMENTAL SCIENCE (IG)** **1 CREDIT**
***** Students who qualify through the Committee on Special Education (CSE) may enroll in Environmental Science (IG). This course investigates current topics in geology, environmental, physical, and life sciences with an emphasis on student participation and experimentation. Related current events are also integrated in this course of study.

325AS **ASTRONOMY ▲▲** **1/2 CREDIT**
1 semester course every day

This course will offer a general survey of our current understanding of the wonders and mysteries of the universe. Beginning with a clear understanding of our own solar system, the course will focus on understanding stellar formation, lifespan of different types of stars, galaxies, black holes and the search for life on exoplanetary systems. The course will include a historical perspective and the role of famous astronomers. The development of telescopes and various instruments and technology used by astronomers today to study the heavens will also be discussed. Students will also learn about various missions, past and present, to the moon, Mars and other planets. The role of astronomy in various cultures will also be discussed. Material will be presented using multimedia, computer simulations, and projects. **THIS COURSE MAY NOT BE TAKEN FOR THE PASS-FAIL OPTION.**

PREREQUISITE: Regents Earth Science

315HR

SCIENCE RESEARCH: INTRODUCTION TO RESEARCH

1/2 CREDIT

Grades 9, 10 (First Year Research Students)

Class Meets Alternate Days for Full Year

This course is designed for any student who wants to learn the foundations of science research. This course emphasizes the scientific method as the foundation for all scientific research. Students will work in groups and individually to learn the importance of applying the scientific method and its applications through the design and execution of research experiments to solve scientific problems. Topics include the understanding of scientific literature, database search methods, experimental design, and scientific paper writing. Power Point presentations, scientific paper writing and poster board presentations comprise quarterly grades.

Honors weighting is dependent upon registration in Senior Independent Research in 12th grade.

PREREQUISITE: Recommendation from Science Department member.

SHELTER ROCK ACADEMY

The Shelter Rock Academy (SRA), a satellite program of Herricks High School, is an environment dedicated to developing individual and community commitment and responsibility. The program is designed to respond to a population of students at Herricks High School who would benefit from an approach to learning that builds self-esteem, addresses social-emotional needs, promotes academic independence, and values community involvement.

The staff at The Shelter Rock Academy values the pursuit of knowledge with a teaching process that emphasizes cooperation and peer-learning to foster respect for self, community, and differing opinions. This program is small in size and provides a structured environment necessary to address our students' social-emotional needs. Attention is given to individual needs, interests and talents, and efforts are made to eliminate failure. A wide variety of experiences and hands-on opportunities create a stimulating environment that promotes academic success and life-long learning.

The Shelter Rock Academy is a general education program with Regents level classes providing core requirements for a Regents diploma. All academic courses offered are consistent with courses offered at Herricks High School's main campus. All teachers are certified in their respective content areas. Courses are designed to meet graduation requirements and standards. Students participate in all standardized tests and must achieve all proficiencies for graduation.

The Shelter Rock Academy offers the following courses:

English	Social Studies	Math	Science	Misc.
English 9	Global History 9	Algebra	Living Environment	Studio Art
English 10	Global History 10	Geometry	Earth Science	Drawing & Painting
English 11	American History & Government	Intermediate Algebra	Forensic Science	Physical Education
English 12	Economics & Government	Algebra 2		Health
	US History through Film & Rock-N-Roll			Academic Workshop
				World Language

HERRICKS SECONDARY SOCIAL STUDIES

GRADE 9

1 Credit

World History 9

OR

Global Studies 9(IG)¹

·World History Workshop 9 class is recommended for students who have not had previous success in Social Studies

GRADE 10

1 Credit

Global History & Geography 10

OR

World History 10

OR

Global Studies 10(IG)¹

·All students must take, and pass, a Regents exam in Global History 10

·Academic Intervention mandated in the event of Regents failure

GRADE 11

1 Credit

U.S. History & Government 11

OR

American History 11

OR

U.S. History 11(IG)¹

·All students must take, and pass, a Regents exam in U.S. History & Gov't

·Academic Intervention mandated in the event of Regents failure.

GRADE 12

*½ Credit in Economics
½ Credit in Participation in Government*

The following fulfills the Participation in Government requirement:

Criminal Justice
Man's Inhumanity
Sociology
U.S. Gov't. & Politics AP*

AND

The following fulfills the Economics requirement:

Economics
AP Macroeconomics**
AP Economics*

OR

The following fulfills **both** the Participation in Gov't. and Economics requirement:

Gov't. & Economics*

OR

Gov't. & Economics (IG)*¹

ELECTIVES

Independent Research in Social Studies I▲▲**
Independent Research in Social Studies II▲▲**
Independent Research in Social Studies III▲▲**
Independent Research in Social Studies IV▲▲**
Psychology▲▲*
Model United Nations/ International Studies 1▲▲
Model United Nations/ International Studies 2▲▲
Model United Nations/ International Studies 3▲▲
Model United Nations/ International Studies 4▲▲
History through Film▲▲
Philosophy I▲▲
Program Excel***
Psychology AP*
World History Workshop**
Human Geography AP*
Philosophy II*
News Literacy▲▲
Racial Literacy in Society▲▲*
Racial Literacy in Society II▲▲
Racial Literacy in Society III▲▲
If Gov't and Economics requirements have been met, the following may be taken as electives:
Criminal Justice▲▲
Man's Inhumanity▲▲
Sociology▲▲

¹ CSE Recommendation

***Teacher Recommendation

*Full Year Course

**Full Year Course/meets every other day

▲▲Pass/Fail

Option Available

SOCIAL STUDIES

Department Philosophy

The goals of the Social Studies Department are to develop a student body which thinks critically and which:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret effectively;
- comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks open-mindedly and critically within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in creating solutions to complex problems.

NINTH GRADE

115	WORLD HISTORY 9	1 CREDIT
*	This first year course of a two-year sequence in World History is designed to provide students with an understanding that the world is interdependent and that events occurring in one place often have their causes or effects in another. Through a comprehensive chronological and thematic study of major historical eras from ancient civilizations into the eighteenth century, students will "analyze critical turning points" in Western and non-Western history. A final exam will be given at the end of this course. Students are also strongly recommended to take the AP World History exam at the end of Grade 10 and may receive AP credit in grade 10. World History 9 is also offered to qualifying students in an integrated co-teaching model. Students may qualify for these services through a decision by the Committee on Special Education (CSE).	
S110	GLOBAL STUDIES 9 INDIVIDUAL GROWTH (IG)	1 CREDIT
*	Students who qualify through the Committee on Special Education may enroll in Global Studies 9 IG. This first course in a two-year sequence in Global History is designed to provide students with a chronological and thematic study of major historical eras from ancient civilization into the eighteenth century. The focus of this course is to improve students' reading and writing skills, help students write and understand thesis statements, teach students how to formulate opinions based on evidence, help students think critically, and to teach students how to compare and contrast people, places, and events that have shaped world history.	

ENRICHMENT ELECTIVES/SOCIAL STUDIES

The following electives may be taken only in addition to those required courses previously listed. The student will receive elective credit, but these courses may not be taken to fulfill Social Studies requirements because of their highly specialized content.

117HR INDEPENDENT RESEARCH IN SOCIAL STUDIES I 1/2 CREDIT
Grades 9, 10, 11, 12

This course of study is designed for students interested in exploring learning beyond the classroom. Students will select a subject of interest and complete, under the direction of a teacher/mentor, a high level research project on topics ranging from ancient history to present day. The finished product can take shape in many different forms (i.e. a paper, documentary film, humanitarian project, etc.). Although students will work individually or with partners on their projects, Independent Research I will be a regularly scheduled class that meets on alternate days for one full year.

Students who satisfactorily complete the course and the projects receive honors credit.

125U1 MODEL UNITED NATIONS/INTERNATIONAL STUDIES I 1/2 CREDIT
Grades 9, 10, 11, 12

This course will provide students with a unique opportunity to research and debate global issues from the perspective of individual countries through the simulation of the central elements of the United Nations (primarily the General Assembly, the Security Council and the International Court of Justice and their related committees). It will prepare students for Model UN conferences by developing research skills, learning parliamentary procedure and through weekly debates. Each student will be assigned a country for the duration of the course and will be asked to prepare, present and debate resolutions from the perspective of his/her country. There is an average cost of \$250/conference which includes: transportation, accommodations and fees.

Students who satisfactorily complete the course and the projects receive honors credit.

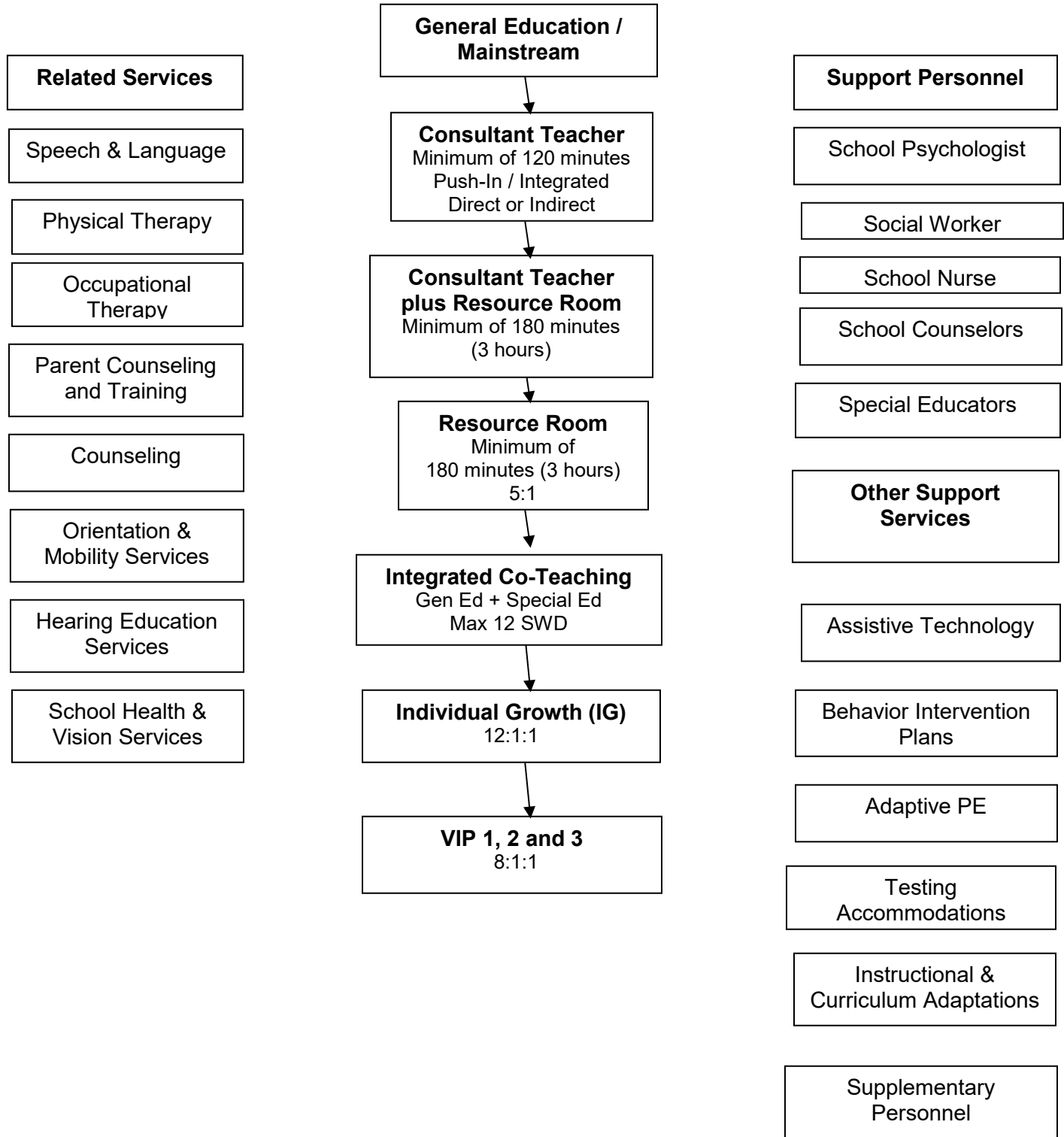
125F HISTORY THROUGH FILM 1/2 CREDIT
Grades 9, 10, 11, 12

Have you ever viewed a film and wondered about its historical accuracy? Are the people, places, and events historically correct? Or, have filmmakers distorted our view of the circumstances? This course will offer students an alternative method of exploring history - through film. We will evaluate the way film has depicted history and analyze the accuracies and inaccuracies portrayed in each film shown.

- A028NL NEWS LITERACY 1/2 CREDIT**
Grades 9, 10, 11, 12
 In a time when we are constantly being bombarded with information, many find it difficult to judge the reliability and credibility of news sources. This course is designed to give students the skills to think critically about the news presented to them through print, television, and online sources. This course is offered with the support of the News Literacy Program at Stony Brook University. **Students who wish to receive 3 college credits through SUNY Stony Brook can enroll with the University for a cost of \$300. The credits are transferable to any SUNY school.**
- A039RL RACIAL LITERACY IN SOCIETY 1/2 CREDIT**
 * **Grades 9, 10, 11, 12**
 The practice of racial literacy means to hear and appreciate diverse and unfamiliar experiences, recognize how to ask questions, view racial issues through a critical lens that recognizes current aspects of racism, and engage in difficult and awkward conversation. (Guinier)
 In this class, students will be taught: to hear and appreciate diverse and unfamiliar experiences, facilitate problem-solving, and create opportunities to discuss race issues.
- A039RL2 RACIAL LITERACY IN SOCIETY II 1/2 CREDIT**
Grades 9, 10, 11, 12
 For students who wish to continue their studies in Racial Literacy in Society.
PREREQUISITE: Racial Literacy in Society
- 125PH PHILOSOPHY I – INTRODUCTION TO PHILOSOPHY 1/2 CREDIT**
Grades 9, 10, 11, 12
 We are so busy today that we have forgotten some of the most basic questions facing humanity. Some of these questions include: Who am I? Who do I want to become? What is “happiness?” How did the universe come to be? Does God exist? These and many more questions are investigated over the course of a semester by examining the works of classical philosophers like Plato, Aristotle, and Lao Tzu, as well as contemporary “philosophers” like Jack Kerouac, Neale Donald Walsch, and the Dalai Lama. The beauty of this course is that it is not filled with incontrovertible truths. Your exciting and challenging task will be to decide what your truth is. According to Buddha, “It is you who must make the effort; the masters only point the way.” Do you want to accept the ultimate challenge of creating a better you?
- 149HG ADVANCED PLACEMENT HUMAN GEOGRAPHY 1 CREDIT**
 * **Grades 9, 10, 11**
 This demanding college level course is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students will learn about the methods and tools geographers use in their science and practice, for example: using maps and spatial data, understanding the nature of relationships including how values, politics and economic constraints work to create cultural landscapes and define regions. **In order to get credit for this course, all students must successfully complete the course work and take the Advanced Placement exam.**

HERRICKS PUBLIC SCHOOLS

CONTINUUM OF SPECIAL SERVICES FOR STUDENTS RECEIVING SPECIAL EDUCATION



****Note:** Decisions to provide Support and/or Related Services are made according to individual student needs. Available Support and Related Services include, but are not limited to, those listed.

SPECIAL EDUCATION

ENGLISH

S010	English 9*	1 Credit
S020	English 10*	1 Credit
S030	English 11*	1 Credit
S040	English 12*	1 Credit

SOCIAL STUDIES

S110	Global Studies 9*	1 Credit
S120	Global Studies 10*	1 Credit
S130	United States History 11*	1 Credit
S140	Government and Economics*	1 Credit

MATHEMATICS

S210	Mathematics 9*	1 Credit
S220	Mathematics 10*	1 Credit
S230	Mathematics 11*	1 Credit
S240	Mathematics 12*	1 Credit

SCIENCE

S355MB	Marine Biology*	1 Credit
S315	Physical Setting/Earth Science Regents*	1 Credit
S320	The Living Environment*	1 Credit
S330	Environmental Science*	1 Credit

ADDITIONAL COURSES

S888 RR	Resource Room Grades 9, 10, 11, 12	No Credit
S840TS	Transitional Seminar Grade 12	1/2 Credit
SGS9	Guided Study Grade 9	No Credit
SG10	Guided Study Grade 10	No Credit
SG11	Guided Study Grade 11	No Credit

*Approved by NCAA

SPECIAL EDUCATION

Department Philosophy

The Special Education Department of Herricks High School seeks to meet the needs of the exceptional student within the context of a diverse community of learners. The philosophy of the department holds that all students can realize their potential in the least restrictive environment when provided with the appropriate support. Our students are encouraged to challenge themselves academically and participate in a multitude of general education classes within the high school. The courses listed below refer to our Individual Growth (IG) classes and our special education support classes.

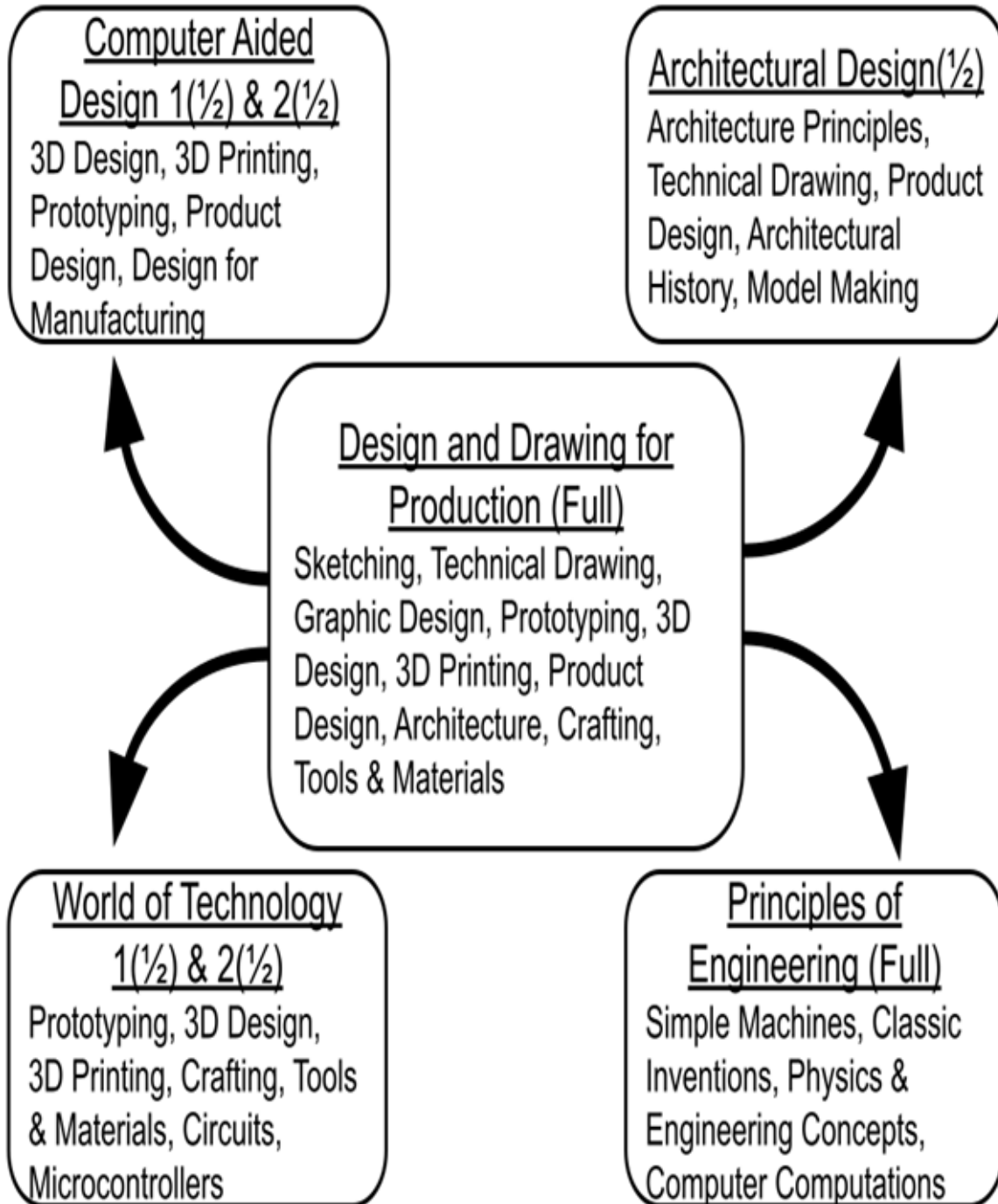
The Vocational Independence Program (VIP) consists of three age-based 8:1:1 special education classes that service our alternatively assessed 13- through 21-year-old students. The small student centered program helps guide our students to become contributing members of society. VIP 1, 2 & 3 each work on functional academics, vocational skills and life skills. The program's main goal is for students to gain independence in all aspects of their lives. Our students begin working in our classrooms and school building and then develop skills to work at internships in the community. Community-based instruction, social skills and routines of daily living are the major tenants of the program.

S320 *	THE LIVING ENVIRONMENT REGENTS (IG) Recommendation Only for Grade 9 – Open to Grades 10-11 This lecture and laboratory course uses the methods of scientific inquiry to study the structure and function of representative living organisms. The biological concepts of genetics, evolution and ecology are also explored. This course culminates in the NYS Regents examination and is recommended through the CSE.	1 CREDIT - 7 1/2 periods per week
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ADDITIONAL COURSES

S888RR	RESOURCE ROOM Grades 9, 10, 11, 12 This program is available to students with a disability. It is designed to improve the individual student's study and organization skills, as well as develop the individual's learning strategies within the content areas. In the resource room, students will receive supplemental instruction to help them fulfill the requirements of their academic classes. Class size is limited to 5 students.	NO CREDIT
SGS9 SG10 SG11	GUIDED STUDY Grades 9, 10, 11 This class is available to students with a disability who require additional support in the content areas. Students will receive supplemental instruction to address their IEP goals through the content curriculum. Class size is limited to 15 students. The class is recommended through the committee on Special Education.	NO CREDIT

STEM/TECHNOLOGY PATHWAYS



STEM and TECHNOLOGY EDUCATION

How do we create a product or physical object out of nothing? In these STEM/Technology courses, you will learn the ultimate secret of taking your ideas to a finished product. These skills are sought after in the fields of biology, dentistry, surgery, prosthetics, architecture, engineering, aerospace, art, fashion, filmmaking (props) and many more. By taking all of the STEM/Technology courses, you will gain unique skills that will allow you to create anything you can imagine. **Design and Drawing for Production** fulfills the graduation requirement for 1 credit Art/Music and is an excellent place to start. In Design and Drawing, you will be exposed to different fields of study that might interest you. Once you know what you enjoy, you can proceed to other courses that take your passion and your skills to the next level.

COURSES IN TECHNICAL DRAWING

735AD+	Architectural Design	1/2 Credit
625CD+	Computer Aided Design & 3D Printing 1	1/2 Credit
625CD2+	Computer Aided Design & 3D Printing 2	1/2 Credit
615DD+	Design and Drawing for Production	1 Credit

COURSES IN ENGINEERING

725PE	Principles of Engineering	1 Credit
725W1+	World of Technology Part 1	1/2 Credit
725W2+	Word of Technology Part 2	1/2 Credit

+Available for selection by ninth graders

735AD	ARCHITECTURAL DESIGN Grades 9, 10, 11, 12 In this course students will be introduced to the fundamental concepts of architectural design and construction. Students will learn the base skills needed to create precision technical drawings according to industry standards and specifications. The different architectural styles will be studied to build depth of knowledge. Students will design a detailed architectural model from start to finish. This will include sketching ideas, planning the project timeline, creating a virtual 3d model, making technical drawings, and finally crafting a scale model.	1/2 CREDIT
625CD	COMPUTER AIDED DESIGN & 3D PRINTING 1 Grades 9, 10, 11, 12 3D design and modeling has become one of the most sought- after skills in a wide range of 21st century career fields. Students in this course will gain experience working with professional 3D modeling software. Most of the designing will be complete using the Solidworks 3D modeling program which is an industry standard for all types of engineering and design. Students learn how to create and manipulate objects according to technical drawings and specifications. The full manufacturing design process, from idea to final product will be practiced as student designs will be 3D printed.	1/2 CREDIT

625CD2 COMPUTER AIDED DESIGN & 3D PRINTING 2 1/2 CREDIT
Grades 9, 10, 11, 12

In this second course of the computer aided design sequence students expand their 3D modeling skills into more creative and unique designs. The full design for manufacturing process will be practiced as students take into account efficiency, function, compliance, sustainability, simplicity, affordability and safety of their designs. Students will also train specifically to pass the Certified SolidWorks Associate Exam and receive a professional certificate for their resume. This is a common requirement for a wide range of engineering majors and is often one of the first level courses taken.

PREREQUISITE: Computer Aided Design and 3D Printing 1

615DD DESIGN AND DRAWING FOR PRODUCTION 1 CREDIT
Grades 9, 10, 11, 12

The ability to communicate ideas visually is a skill needed in a wide range of fields. This course aims to use the engineering design process to plan, prototype, create and present creative bodies of work. Students receive the opportunity to preview many different skills and disciplines which are then focused on in more detail in each of our other technology electives. This includes free hand sketching, technical drawing, 3D design, product design, architecture, crafting tools and materials. Overall it is a course on creativity and how to stretch our ideas to their limits. Successful completion of this course meets the fine and performing arts requirement for graduation.

725W1 WORLD OF TECHNOLOGY 1 1/2 CREDIT
Grades 9, 10, 11, 12

Technology is constantly evolving to and creating the world we live in. Studying the new and upcoming technologies of the 21st century will put students in this course in a position to be ready for the next breakthrough. Students will work with a range of tools, materials and resources to create custom projects. After being introduced to concepts such as hydraulics, aerodynamics or circuits, students will look to apply their new knowledge to a personal creative work. 3D design and 3D printing is used as another resource to help bring their ideas to life. There is a major focus on craftsmanship and design.

725W2 WORLD OF TECHNOLOGY 2 1/2 CREDIT
Grades 9, 10, 11, 12

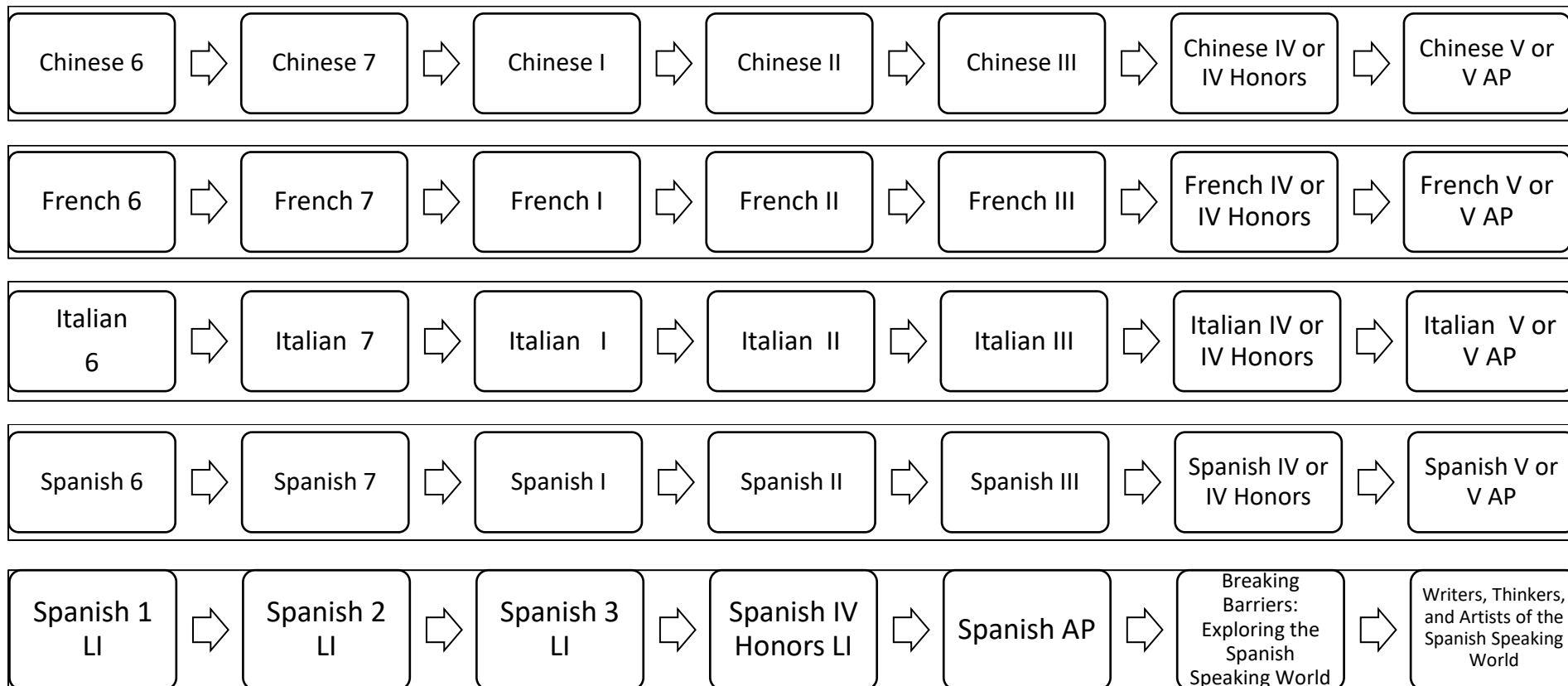
This is the second course in the World of Technology sequence. Students look to build on the knowledge and skills gained in World of Technology 1 to design and create more unique solutions to problems presented to them. Students will learn how to design electrical circuits and code microcontrollers to advance the complexity of their solutions. We will learn how to control various electrical components such as LEDs, motors, sensors and actuators. The course ends with students applying all of their gained skills to create a solution to a real-world problem. This capstone style project includes the iterative process of planning, design, prototyping, creating a final product and presenting the results.

**Successful completion of this two-course sequence provides 3 college credits to SUNY Farmingdale and their Mechanical Engineering Technology Department (MET 202)

PREREQUISITE: World of Technology 1

2024-2025 World Language Sequence

“Monolingualism Can Be Cured”



Please note the following:

- All students, with rare exceptions, must successfully complete a language sequence up to Language III and pass a Checkpoint B assessment
- Language 6, 7, and I (grade 8) are offered at HMS.
- Language II, III, IV, IV H, V, V AP are offered at HHS. Spanish I is offered at HHS for new entrants to the district, with no prior language experience, or for those that wish to study an additional language.
- Spanish LI courses are for those students in the Spanish language Immersion Program or by placement by the Director.
- Juniors, Seniors and LI Students may opt to take courses at the IV, V, IV Honors, and V AP level for college credit through Stony Brook University.
- The NYS Seal of Biliteracy is available to Seniors who meet the criteria and are enrolled in a grade 12 WL course.

WORLD LANGUAGES

Department Philosophy

“Monolingualism Can Be Cured!” Through the learning of language we build on and affirm cultural, linguistic, intellectual and personal identities. Knowledge of several languages empowers individuals by opening economic and social opportunities. It promotes tolerance and diversity as well as solidarity within our global community. Language learning allows us to bridge cultural barriers and promote ways of interpreting our diverse world while stimulating intellectual curiosity. The NYS Seal of Biliteracy is available to Seniors who meet the criteria of high levels of proficiency in English and a language other than English. The criteria will be shared in a world language class.

THERE ARE NO PASS/FAIL OPTIONS IN ANY OF THE LEVELS 1, 2 AND 3 COURSES.

Please note: District policy states that all students, with rare exceptions, are required to take up to and pass a Level 3 World Language course and a Checkpoint B assessment.

415 SPANISH 1 [411 French 1]; [413 Italian 1]; [414 Chinese 1] 1 CREDIT
Grades 9, 10, 11, 12

* Emphasis is on all the basic communication skills simultaneously: listening, speaking, reading and writing. Specific topics within each of the themes of Personal ID/Social Relationships, Communication/Science/Technology, The Arts, Global Awareness, and Contemporary Life, will be addressed. All themes are studied in each year of world language study, but the specific topics will increase in complexity each year to help increase students’ fluency with their chosen language. Students must master the following skills: comprehend simple statements and questions; initiate and respond to simple statements; engage in simple face-to-face conversations; understand simple material for informative or social purposes; express basic personal needs and compose messages on very familiar topics. The Checkpoint A assessment is offered at the completion of this course.

422 CHINESE 2; [421 FRENCH 2]; [423 ITALIAN 2]; [425 SPANISH 2] 1 CREDIT
*** Grades 9, 10, 11, 12**

In this course, students continue the work which will lead to the completion of the 3 year sequence. Specific topics within each of the themes of Personal ID/Social Relationships, Communication/Science/Technology, The Arts, Global Awareness, and Contemporary Life, will be addressed. All themes are studied in each year of world language study, but the specific topics will increase in complexity each year to help increase students’ fluency with their chosen language. Instruction is expanded here to support students in their efforts towards fluency. Students are expected to show more ability to understand and produce the target language. There is a department final exam and/or a project-based assessment at the end of the course.

PREREQUISITE: Respective Language 1

446
*

SPANISH 4 HONORS LANGUAGE IMMERSION ^^

1 CREDIT

Grade 9 Language Immersion Students

This course is the prerequisite for AP Spanish Language and Culture. As such the course will prepare students for the expectations of the AP course. Students will be expected to increase their level of language use over the course of the year, through authentic texts and challenging assignments. Spanish 4H promotes both fluency and accuracy in the context of developing strong communications skills. Students will learn about various topics within the six AP themes: Science and Technology, Global Challenges, Contemporary Life, Personal and Public Identities, Family and Communities, and Beauty and Aesthetics. This course is taught entirely in Spanish. There is a department final exam and/or a project-based assessment at the end of the course.

PREREQUISITE: Herricks Language Immersion Program

SPECIAL PROGRAMS

STAC	STAC (Student Theatre Arts Company) Grades 9, 10, 11, 12	2.5 CREDITS
<p>STAC (Student Theatre Arts Company) is a multi-disciplinary arts program which meets three periods a day, five times a week. STAC students will develop skills and create work across multiple disciplines in the fine and performing arts, including art, music, dance, drama, filmmaking, and creative writing. STAC students will work individually, as an ensemble, and in collaboration with professional artists in workshop settings. Students will engage with the broader world of the arts through film studies, trips to art museums, and live theatre and dance performances. All STAC students have dedicated fine arts classes (STAC Art) on alternate days. Admission to STAC is based on auditions and portfolio submissions.</p>		

SPANISH LANGUAGE IMMERSION PROGRAM

The Spanish Language Immersion Program is a fully articulated K-12 content and language program that assists students in reaching near-native proficiency in the Spanish language. The majority of the students are not native speakers of Spanish; they have committed themselves to the goals of the program and have been part of the program since elementary school. At different points in their K-12 experience, students are taught the content of Math, Science, Social Studies, and literacy in Spanish, without any translation. Their performance on state and national assessments is on par, and at times exceeds performance, when compared to students who take the same courses/assessments, but in English. Language immersion students are not placed in typical world language sequence courses; when language immersion students begin their formal study of a world language class in grade six, they begin the study of the AP Spanish Language & Culture themes. However, those themes are carefully selected to address their social, emotional, and cognitive development as middle school learners. Students take the AP Language & Culture Exam in grade ten and are then provided with advanced Spanish courses in grades eleven and twelve that are based on 300 level college courses. The 11th and 12th grade Spanish courses are similar to those that majors and minors take at the university level. It should be noted that the program has been recognized by NYSED as a model of excellence. It is the only such language immersion in New York State that is a fully articulated K-12 program.

STUDENT SERVICE

950LMC	LMC STUDENT LIT PICKS ^^ Grades 9, 10, 11, 12	1/2 CREDIT
<p>Calling all readers! The Library Media Center is looking for students to review, recommend, and promote books of all genres to the rest of the school. Students who take this course will read books of their choice and create promotions and buzz for books through reviews, posters, displays, the LMC's website, and the morning announcements. Reading builds vocabulary, fluency, and background knowledge while reviewing books provides a focal point for deeper thinking and an avenue through which to share those thoughts in a brief and accessible way. This program offers a way to connect students with our LMC's book collection, the school community, and the work of a Library Media Specialist.</p>		

STUDENT ACTIVITIES

Herricks High School prides itself on the many and varied extra-curricular activities available to students. Every student deserves the opportunity to develop a “niche” for himself/herself. We strongly encourage students to become active and involved members of the school community.

- Academic Quiz Bowl
- Amnesty International
- Animal Rights
- Art Club
- Asian-American Cultural Society
- Black Student Union
- Book Club
- Choir Club/Men’s/Women’s
- Christian Fellowship Club
- Club Forum (Chess, Speed Cubing, Video Gaming)
- Coding Club
- Community Club
- Cultural & Language Clubs (Chinese, French, Greek, Italian, Korean)
- Dance Repertory Club
- Dance Theatre Club
- D.E.C.A.
- Environment Club
- Ethics Club
- Euro Challenge Club
- Freshman Class
- Future Medical Frontiers
- Garden Club
- Gay/Straight Alliance
- Great Outdoors Club
- Habitat for Humanity
- HICAP (Herricks Int’l Children’s Aid Program)
- HMUNC (Herricks Model United Nations)
- Highlander
- Historical Research Club – National History Day
- International Thespian Society
- Jazz Band
- Jazz Band 9
- Jazz Choir
- Junior Class
- Justice League
- Literature Club
- Mathletes
- Mindfulness & Meditation
- Mock Trial
- Music Lovers Club
- Muslim Student Association
- National Honor Society
- Pep Band
- Robotics Club
- Rube Goldberg Club
- S.A.D.D.
- School Store
- Science Olympiads
- Senior Class
- SMYL (Students Mentoring Young Learners)
- SOLAS Club
- Sophomore Class
- South Asian Student Association
- Sports Forum/Table Tennis
- Stem Club
- Stress Management
- Student Government
- Tri-M Honor Society
- TV Studio/Broadcasting Club
- WAC (World Affairs Club)/Model Congress
- Woman Warriors
- Yearbook
- YAC (Youth Against Cancer)