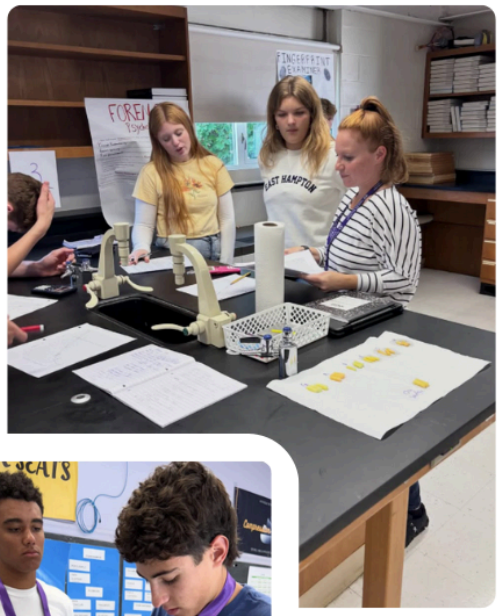
Oyster Bay Middle/High School

COURSE OFFERING GUIDE











2026 - 2027

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Oyster Bay Middle/High School
150 East Main Street
Oyster Bay, NY 11771

Oyster Bay-East Norwich Central School District

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Oyster Bay Middle/High School
150 East Main Street, Oyster Bay, New York 11771
(516) 624–6524 · Fax (516) 624–6684
www.obenschools.org

Dear Oyster Bay Students & Families,

Oyster Bay Middle/High School prides itself on providing our students with the best possible educational experience. By offering a wide variety of challenging courses and electives, small class sizes, and a wide variety of sports and extracurricular activities, we ensure our students not only have a well-rounded school experience, but that they are prepared for life after high school.

In our continuous commitment to providing our students with the best educational resources, we have developed an extensive and comprehensive course guide that not only highlights the diverse range of programs we offer but also serves as a valuable reference tool for our students and their families. The Course Offering Guide is designed to assist our students and their families in making informed decisions about their educational journey at Oyster Bay Middle/High School.

As you look through this Course Offering Guide and think about your schedule for next school year, it is important that you take into consideration the New York State Graduation Requirements. Every student must complete a minimum of 22 high school credits which are divided into specific area requirements (see Page 5.) We recommend using the High School Planning Record at the end of this guide to keep track of the courses you take to ensure you are on track with all requirements.

By providing individual support for all of our students, we strive to ensure every student is set up to succeed. Our school counselors will work collaboratively with students, teachers and families, to help each student create a schedule for next year that will meet each child's interests and needs.

At Oyster Bay Middle/High School, we strive to make learning fun and meaningful to all students. We are thrilled to be a part of your educational journey!

Sincerely,

Melissa Argaman
Principal
Oyster Bay Middle/High School

OBEN
Empowering ALL Students to Achieve Excellence

NYS GRADUATION REQUIREMENTS & DIPLOMA TYPES

LOCAL DIPLOMA*	
Required Courses	**Credits**
English	4
Social Studies	4
Math	3
Science	3
World Languages	1
Health	0.5
Music/Art	1
Physical Ed.	2
Electives	3.5
Total	22

REGENTS DIPLOMA	
Required Courses	**Credits**
English	4
Social Studies	4
Math	3
Science	3
World Languages	1
Health	0.5
Music/Art	1
Physical Ed.	2
Electives	3.5
Total	22

ADVANCED REGENTS DIPLOMA	
Required Courses	**Credits**
English	4
Social Studies	4
Math	3
Science	3
World Languages	3
Health	0.5
Music/Art	1
Physical Ed.	2
Electives	1.5
Total	22

5 Required Exams Score of 55+ on each
English Language Arts Regents
Algebra Regents
1 History Regents (Global or US)
1 Science Regents
1 Pathway Exam *(see p. 6)*

5 Required Exams Score of 65+ on each
English Language Arts Regents
Algebra Regents
1 History Regents (Global or US)
1 Science Regents
1 Pathway Exam *(see p. 6)*

9 Required Exams Score of 65+ on each
English Language Arts
Algebra, Geometry & Alg. 2
Global Studies Regents
U.S. History Regents
Two Science Regents
World Language Checkpoint B Exam

***Local Diploma**
** Only for Classified Students with Compensatory Safety Net option. (See p. 72.)*

Regents with Honors
Average of 90% or above on all 5 exams

Advanced Regents with Honors
Average of 90% or above on all 9 exams

Safety Net Options for Students with Disabilities

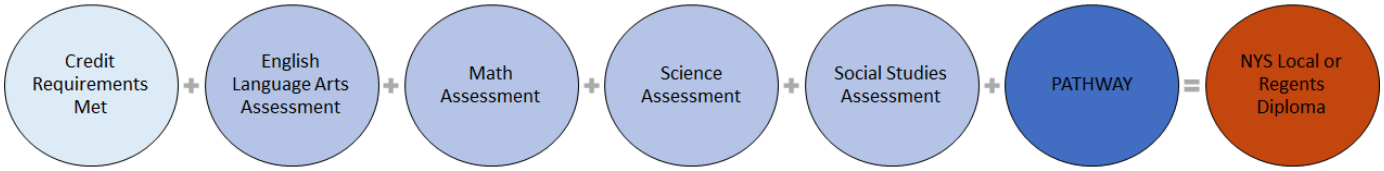
Local Diploma via Low Pass Safety Net
✓ Meets credit requirements
✓ Meets assessment requirements for a local diploma by achieving a score between **55** and 64 on one or more of the required Regents exams
✓ *May* also **appeal** up to two Regents exam scores between **52-54**

Local Diploma via Compensatory Safety Net
✓ Meets credit requirements
✓ Meets assessment requirements for a local diploma by compensating Regents exam scores between 45-54 (on any required Regents exam except for ELA and math) with a score of 65 or higher on another required Regents exam

Safety Nets apply to:

- Students with disabilities with a current IEP
- Students with a Section 504 plan, if documented on the plan
- Students declassified from special education in grades 8-12, if recommended by the CSE

Multiple Pathways to Graduation



Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The pathway options recognize students' interests in the Arts, Career and Technical Education (CTE), Career Development and Occupational Studies (CDOS), Civics, Humanities, Science, Technology, Engineering and Mathematics (STEM), and World Languages by allowing an approved pathway to satisfy students' graduation requirements.

Under the "4+1" pathway assessment option, students must take and pass four required Regents Exams or Department-Approved Alternative assessments (one in each of the following subjects: English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation.

Pathways Requirements

Pathway	Students must successfully complete
Arts	• an additional Arts course (or sequence) culminating in a department-approved pathway assessment; and • the culminating Department-Approved Pathway Assessment in the Arts; or • the Individual Arts Assessment Pathway (IAAP) requirements. • Learn more about the arts pathway here.
Career & Technical Education (CTE)	• a NYSED-Approved CTE Program; and • the culminating 3-part technical assessment.
Career Development & Occupational Studies	• the CDOS Commencement Credential requirements (Option 1 or Option 2).
Civics	• the Seal of Civic Readiness requirements.
Humanities	• an additional Social Studies or English Language Arts course culminating in a Regents or department-approved alternative assessment; and • the culminating Regents Exam or Department-Approved Alternative.
STEM	• an additional Science or Mathematics course culminating in a Regents or department-approved alternative assessment; and • the culminating Regents Exam or Department-Approved Alternative.
World Languages	• adequate World Languages coursework (based on student proficiency); and the culminating Department-Approved Pathway Assessment in World Languages.

NYS DIPLOMA ENDORSEMENTS & SEALS

CTE (CAREER & TECHNICAL EDUCATION) TECHNICAL ENDORSEMENT

Oyster Bay-East Norwich offers a NYS Approved Career & Technical Education Program in Multimedia Journalism & TV Production. Students enrolled in a NYSED-approved CTE program at a school district or BOCES who successfully complete all requirements earn a technical endorsement. The technical endorsement is imprinted on a seal to be affixed to a to a Local, Regents, or Regents with Advanced Designation diploma, and includes the phrase Career and Technical Endorsement.

NYS SEAL OF BILITERACY

Oyster Bay High School is proud to offer the NYS Seal of Biliteracy (NYSSB). The NYSSB recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society. Successful candidates will earn three points in English and three points in each world language from a points matrix, which includes course grades, national and state exams, transcripts, and culminating projects. The NYSSB takes the form of a Seal on the student's diploma and a medallion worn at graduation.

We encourage all students who are literate in a language other than English and/or who are enrolled in a College or Advanced Placement course in World Languages to apply for this prestigious program. Students may also pursue the NYSSB in a language not offered at Oyster Bay High School.

For more details about the program, visit NYSED's Seal of Biliteracy webpage.

NYS SEAL OF CIVIC READINESS

Oyster Bay High School is proud to offer the NYS Seal of Civic Readiness, a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma shows the student's understanding of a commitment to participatory government; civic responsibility and civic values; demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and recognizes the value of civic engagement and scholarship. In order to obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation.

For more information about the Seal of Civic Readiness, visit NYSED's webpage.

REQUIREMENTS FOR STUDENT COURSE LOAD

The minimum credit load at Oyster Bay High School requires that each student enroll in a minimum of six credits plus physical education each semester. This policy will be adhered to unless scheduling constraints prevent it. An exception may be made during the spring semester of senior year with administrative approval.

WITHDRAWALS FROM COURSES

Withdrawals from courses will be considered according to the deadline schedule below. Drops will not be considered after these deadlines except under extreme extenuating circumstances.

October 1	Full year and 1st semester courses ● Deadline to drop course without penalty.
December 1	Full year and 1st semester courses ● Deadline to drop course and Withdrawn-Passing (WP) or Withdrawn-Failing (WF) entered on permanent transcript. ● Deadline to change levels in a course (full year courses only.)
March 1	2nd semester courses only ● Deadline to drop course without penalty.
May 1	2nd semester courses only ● Deadline to drop course and Withdrawn-Passing (WP) or Withdrawn-Failing (WF) entered on permanent transcript

NCAA

Courses that have been approved by the NCAA Clearinghouse will include the NCAA logo. Please note that as we offer new academic courses, we will request NCAA approval. You may contact your counselor with any questions related to NCAA.

CHANGING SEQUENCE

Any student who wishes to take a course out of sequential order must have written permissions by the department supervisor/director and the high school principal.

ADVANCED LEVEL COURSE OFFERINGS

COURSE WEIGHTING FORMULA

These additional points are not reflected on the report card or the transcript but are used only for the computation of a student's weighted Grade Point Average (G.P.A.)

COURSE LEVEL	POINTS ADDED TO FINAL WEIGHTED G.P.A.
Advanced Placement	.8
College/Honors	.6
.5 Credit College	.3

HONORS-LEVEL COURSES

Honors courses are offered in most academic areas. Students enter these classes by meeting the prerequisite or through departmental approval. Honors courses are weighted in accordance with District policy. These additional points are not reflected on the report card or the transcript but are used for the computation of a student's weighted Grade Point Average.

HONORS/AP CRITERIA FOR COURSE PLACEMENT OF H.S. STUDENTS

Students should meet the requirements below to enroll in an Honors level or AP course:

1. To continue in Honors or AP classes, students should
   - Have a grade of 85 or higher
   - Receive teacher and/or department supervisor recommendation

2. To move from Regents level to Honors or AP, students should
   - Have a grade of 90 or higher
   - Receive teacher and/or department supervisor recommendation

3. To move from Honors to AP, students should
   - Have a grade of 90 or higher
   - Receive teacher and/or department supervisor recommendation

In addition to the criteria mentioned on the previous page, to prepare for advanced coursework in high school, students can focus on several areas to ensure they are ready to meet the demands of rigorous classes. Here's a list of strategies that can help:

1. Focus on Attendance and Engagement

- **Good Attendance:** Regular attendance is critical for staying up to date with the material, especially in advanced courses where each lesson builds on the previous one. Missing class can cause gaps in understanding that are hard to fill later.
- **Be Punctual:** Arriving on time ensures that you don't miss important announcements, instructions, or the start of the lesson, all of which are crucial in advanced courses.
- **Active Participation:** Engage in class discussions, ask questions, and participate in group activities. This will help reinforce learning and show your teachers that you are invested in the subject.

2. Build a Strong Foundation

- **Master Prerequisites:** Ensure you understand the prerequisites for advanced courses. For example, a solid understanding of Algebra will help you succeed in higher-level math courses. Review past content if needed to fill in any gaps.
- **Focus on Core Subjects:** Strengthen your skills in core subjects such as math, science, and English, as these often serve as the basis for more advanced coursework.

3. Develop Effective Study Habits

- **Create a Study Routine:** Develop a consistent study schedule to avoid cramming. Allocate time each day for reviewing notes, doing assignments, and preparing for upcoming lessons.
- **Use Active Learning Techniques:** Instead of passively reading, engage with the material by summarizing it, teaching it to others, or applying it to real-world situations. These techniques help reinforce learning and improve retention.
- **Utilize Study Resources:** Use online resources, study guides, or tutoring if needed to deepen your understanding of challenging topics.

4. Improve Time Management Skills

- **Prioritize Tasks**: Advanced coursework often comes with more assignments, projects, and deadlines. Prioritize tasks and manage your time wisely to avoid last-minute stress.
- **Avoid Procrastination:** Break large tasks into smaller, manageable steps and tackle them over time instead of waiting until the last minute.

COLLEGE-LEVEL COURSES

All college-level courses are given honors weighting and are offered in conjunction with a local college or university. Students will receive the credit and a transcript from the associated school if they pay for the college credit at the beginning of the school year and maintain the necessary grade average required by each college or university. Students may enroll in a college-level class by meeting the prerequisite requirement or through the approval of the department supervisor. Students must adhere to the deadlines imposed by each college or university to earn the college credit. The classroom teacher is the college contact. College courses are weighted in accordance with District policy. These additional points are not reflected on the report card or the transcript but are used for the computation of a student's weighted grade point average.

Oyster Bay High School offers the following college-level courses for dual enrollment with the affiliated college or university listed below:

Chamber Singers
Five Towns College

College ASL
Stony Brook University

College English
Stony Brook University

College French
Stony Brook University

College Marketing
Nassau Community College

College Psychology
Long Island University

College Spanish
Stony Brook University

Computer Science Essentials: Web Programming
SUNY Farmingdale

Digital Reporting Through Social Media / Field Reporting
Five Towns College

Elementary Calculus
Stony Brook University

Exercise Science & Injury Prevention & Management
Adelphi University

Financial Literacy
Nassau Community College

French 4H
Stony Brook University

Graphic Design II
Five Towns College

Jazz Ensemble
Five Towns College

Spanish 4H
Stony Brook University

SBU Engineering
Stony Brook University

Symphonic Band
Five Towns College

TV Production: Bay News Now
Five Towns College

Virtual Enterprise
SUNY Farmingdale

Wind Ensemble
Five Towns College

Writing & Producing Digital Content / Professional Skills for Media Arts Workplace
Five Towns College

Fees and deadlines are set by each individual college.

ADVANCED PLACEMENT COURSES

At Oyster Bay High School we are committed to fostering a dynamic and enriching learning environment; one of the key pathways to achieving this is through our Advanced Placement (AP) courses.

Participating in AP courses is an enriching experience that goes beyond traditional high school curriculum. These challenging and rigorous courses provide students with the opportunity to engage in college-level material, preparing them for the academic demands of higher education. Students who are enrolled in AP courses are required to sit for the corresponding AP Exam which is administered in May. There is a fee associated with each exam. Students who have concerns regarding the cost of exams should speak with their school counselor.

Some key benefits of participating in AP courses are:

- **College Readiness**: AP courses are designed to mirror the rigor of college-level classes, allowing students to develop critical thinking, time management, and study skills that are essential for success in higher education.
- **Weighted GPA:** Students who excel in AP courses have the opportunity to boost their grade point averages (GPAs) with weighted grades, showcasing their academic potential to colleges.
- **Advanced Knowledge**: AP courses delve deep into subjects, offering students a chance to explore and master complex concepts. This advanced knowledge not only benefits them academically but also fosters a lifelong love of learning.
- **College Credits**: Many colleges and universities recognize the value of AP courses and offer college credit to students who perform well on AP exams. This can lead to significant cost savings and allow students to pursue more advanced coursework sooner.The decision to award credit for AP Courses is determined by the colleges & universities and is not guaranteed.
- **Competitive Advantage**: Participation in AP courses sets our students apart in the competitive college admissions process. Admissions officers often view AP coursework as a sign of a student's dedication to academic excellence and willingness to take on intellectual challenges.

Oyster Bay High School offers the following Advanced Placement courses:

2D Art & Design	English Language & Composition	Psychology
Biology	English Literature & Composition	Research (Capstone)
Drawing	Environmental Science	Seminar (Capstone)
Calculus AB	Human Geography	Spanish Language: Culture
Calculus BC	Macroeconomics	Statistics
Chemistry	Physics 1	U.S. Government & Politics
Computer Science A	Physics 2	U.S. History
Computer Science Principles	Precalculus	World History: Modern

COUNSELING SERVICES

The Counseling Department at Oyster Bay Middle/High School is committed to serving the social, emotional and academic needs of all students in our district. An integral aspect of a successful education, our counselors work collaboratively with students, families, teachers and administrators to plan and implement programs that empower students to achieve success in their journey through middle school and high school and the planning process for post-secondary and college pathways. Students are supported through individual counseling, classroom lessons and academic advice, while families are supported through evening information sessions as well as opportunities for meetings with their counselor. Such supports are always in consultation with faculty, staff and community resources to better student chances for success.

Our experienced counselors are committed to working with and advocating for middle school and high school students including but not limited to the following practices:

- Course selection/scheduling
- Academic, social and emotional interventions
- Post-secondary planning and research
- Building individualized plans for strong academic record
- Assistance with college application processes



Dr. D'Anca
Supervisor



Ms. Cali



Ms. Lieberman



Mrs. Pollenz



Ms. Urtheil



BUSINESS



The Business Department is an essential component of the academic program in our comprehensive high school. The curriculum is intrinsically related to many academic areas affording students the opportunity to apply knowledge gained in other disciplines. Students will be taught relevant computer-based skills which can be applied in their educational, professional, and personal lives. Students who have completed or are scheduled to complete three full credits in Business Education may apply for membership in the New York State Business and Marketing Honor Society.

Grades 9-12	Grades 10-12	Grades 11-12
• Financial Literacy • College Marketing • Accounting	• Business Law	• Virtual Enterprise • Work-Based Learning Through Internships

ACCOUNTING **7785**

An introduction to the study of accounting covers the recording of transactions, knowledge of journals, ledgers and financial statements for proprietorship. It provides a substantial foundation for initial employment and potential advancement. Accounting is a necessary stepping-stone for a college-bound business student.

GRADES 9-12 1 CREDIT

FINANCIAL LITERACY **7770**

This course provides students with an overview of topics and issues from the business world. Students will develop skills and experiences that will influence them personally in the years to come - before and after graduation. Units will focus on areas such as personal finance, how to balance a checkbook, investments, how to apply for loans, and how to get car insurance. Also included is career exploration. This course also features business trends, marketing, accounting, and entrepreneurship. This class is a requirement for the CTE pathway. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships for students in grades 11 or 12.

GRADES 9-12 0.5 CREDIT

COLLEGE MARKETING **7720**

This course provides the student with a sound knowledge of the basic elements of the marketing process. Major topics include the features of consumer and organizational markets, market segmentation, and target market strategies. Product planning and development, brands, packaging and other product features are covered. Precise determination and the use of various pricing strategies are discussed. The factors in the selection of channels of distribution and the features of wholesaling and retailing are considered. Elements of the promotional process such as sales, advertising, and sales promotion are included. Ethical and legal issues in marketing, marketing of services, global marketing, and marketing on the Internet are also covered. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships for students in grades 11 or 12.

GRADES 9-12 0.5 CREDIT

BUSINESS LAW **7710**

Business Law provides students with facts and information that will be of value to them in the management of their personal business affairs, as well as in preparing for their life's work. Business law gives students a basic understanding of the law in today's society. Topics explored include: courts, torts, contracts, sales, warranties, consumer protection, agencies, purchasing and insuring an automobile, marriage and divorce, and real estate.

GRADES 10-12 0.5 CREDIT

VIRTUAL ENTERPRISE **7830**

Virtual Enterprise is a full-year business education course that gives students the opportunity to experience every aspect of a business in a simulated environment. This simulated workplace will give students exposure to human resources, accounting, production, distribution, marketing, and sales. Through this program students will gain an understanding of how employees, workplace teams, and departments interact with one another and collaborate to achieve the goals of a particular company. At the end of the course, students will engage in a business competition with virtual businesses from around the globe. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships.

Prerequisite: successful completion of one business course or departmental approval

GRADES 11-12 1.0 CREDIT

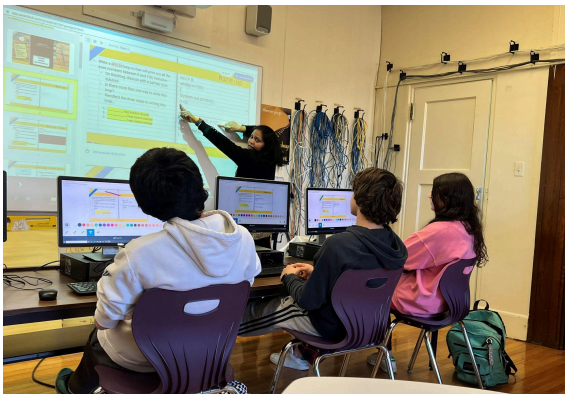
WORK-BASED LEARNING THROUGH INTERNSHIPS **7740**

Students who are seeking gainful employment within their community can participate in the Work-Based Learning Program (WBL). Students will develop their business acumen and workplace skills that can be applied on the job in their WBL experience. Students can work as an intern in a formal internship program sponsored by Oyster Bay High School.

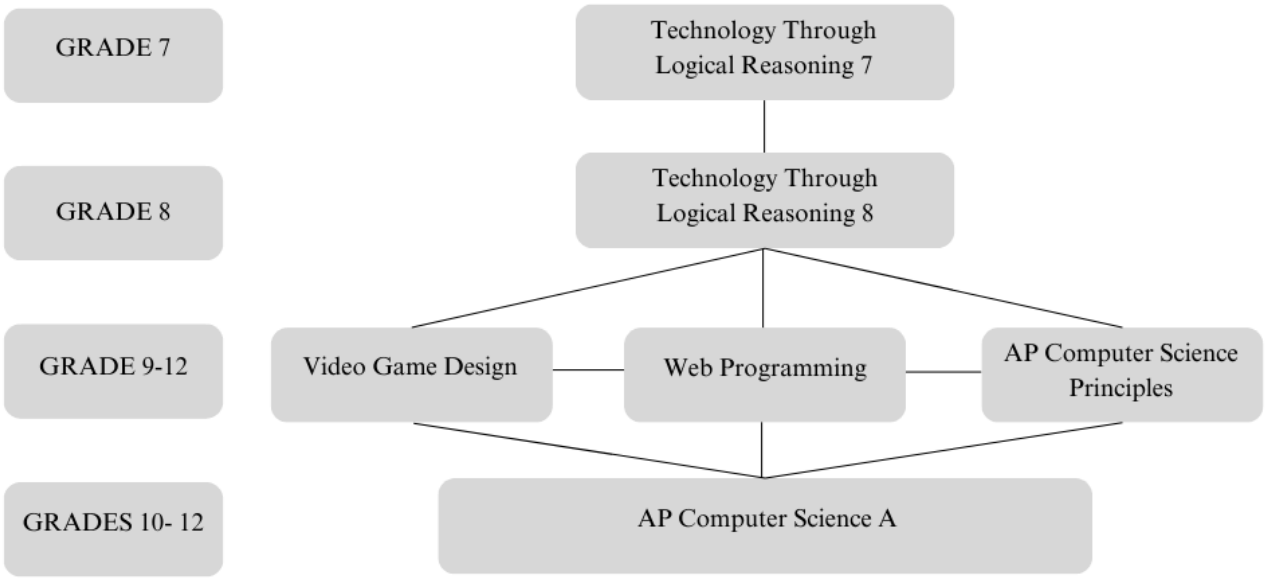
Prerequisite: Financial Literacy

GRADES 11-12 0.5 CREDIT

COMPUTER SCIENCE & TECHNOLOGY



Computer Science and Technology are essential components of high school education. Learning computer science empowers young people to compete in the global economy and pursue careers across all sectors because it teaches students computational thinking and problem-solving skills applicable in any industry. The Computer Science Department at Oyster Bay Middle/High School proactively equips our student body with the concepts and critical thinking skills required to meet the global educational and vocational challenges of the present and future.



TECHNOLOGY THROUGH LOGICAL REASONING 7 **7200**

Technology Through Logical Reasoning 7 is a middle level course focused on hands-on and real-world applications of mathematical and logical reasoning. Students will be introduced to green architecture and construction while also engaging in an introduction to computer science and digital citizenship. Through group projects and an experiential approach, students will engage in authentic problem solving to find creative solutions to complex problems of the modern world.

GRADE 7 HALF YEAR

TECHNOLOGY THROUGH LOGICAL REASONING 8 **7250**

Technology Through Logical Reasoning 8 is a middle level course focused on hands-on and real-world applications of mathematical and logical reasoning. Students will expand their knowledge of computer science, coding, networks and more. Through group projects and an experiential approach, students will engage in authentic problem solving to find creative solutions to complex problems of the modern world.

GRADE 8 HALF YEAR

COMPUTER SCIENCE ESSENTIALS: VIDEO GAME DESIGN **7130**

Using Python syntax, students will design, program, evaluate, and improve their own two-dimensional game. Interactive games will incorporate sounds and computer-controlled objects.

GRADES 9-12 0.5 CREDIT

COMPUTER SCIENCE ESSENTIALS: WEB PROGRAMMING **7135**

In this course, students will use both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) to code and modify the appearance of Web page content and layout. Students will learn Responsive Web Design and use Java- Script to create Dynamic Web Pages for optimal viewing experience irrespective of the device used to display the Web page. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships.

GRADES 9-12 0.5 CREDIT

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES **7155**

This portfolio-based course introduces students to the basic ideas of computer science. It is intended to foster creativity through computer science to solve problems or bring new ideas to life. Effective communication and collaboration skills will be a focus of coursework while harnessing the power of computer science to positively impact the community. Students will take the Advanced Placement examination in Computer Science Principles in May.

GRADES 9-12 1.0 CREDIT

ADVANCED PLACEMENT COMPUTER SCIENCE A **7150**

This is a challenging course in the programming language Java that exposes students to new material and prepares them for college computer coursework. The focus of this course is on programming concepts, algorithm design, data structures, and data abstraction. Students are expected to write programs, complete a lab book, and do a case study. Students will take the Advanced Placement examination in Computer Science A in May. This course is only offered alternate years.

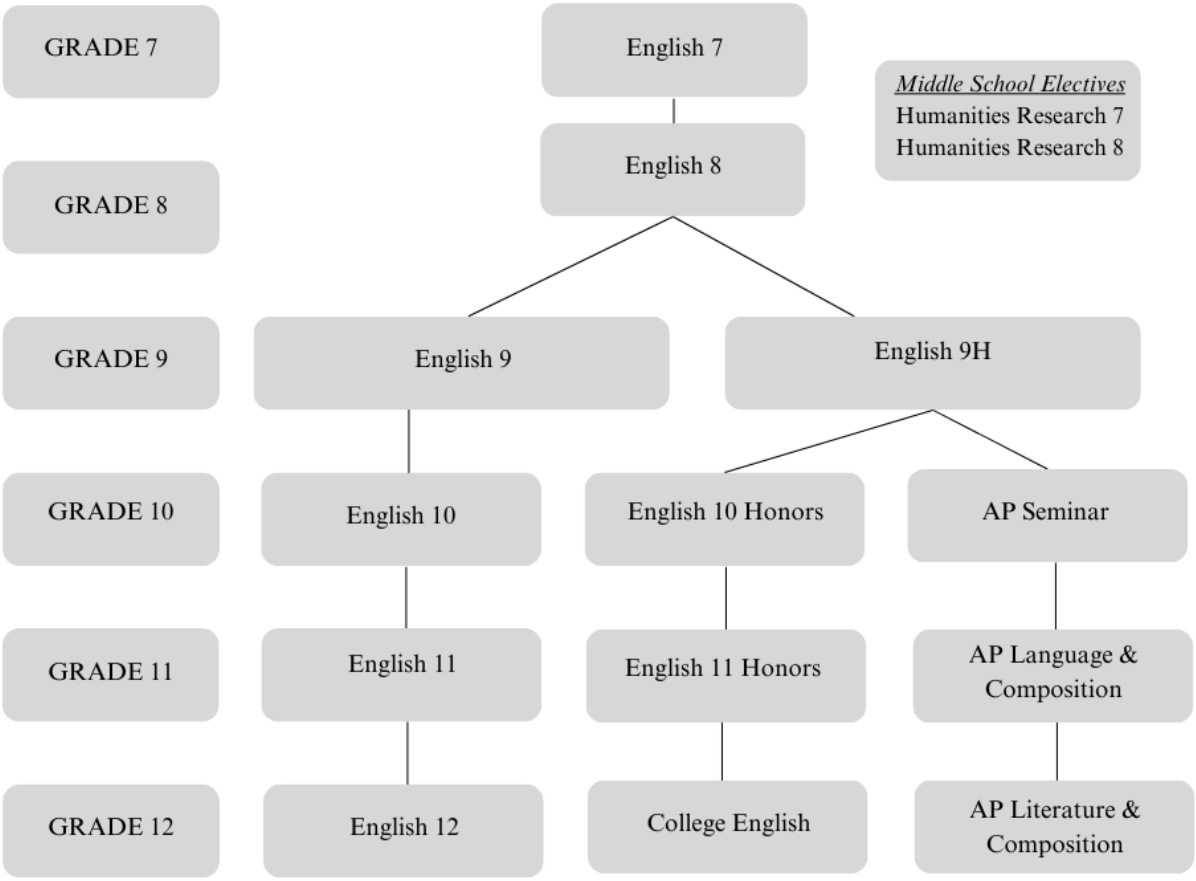
Prerequisite: AP Computer Science Principles, Video Game Design or Web Programming

GRADES 10-12

1.0 CREDIT

ENGLISH LANGUAGE ARTS (ELA)

The Oyster Bay Middle/High School English Department is committed to cultivating our young scholars' curiosity. Through the study of authors' divergent perspectives and treatments of universal themes, our young scholars, armed with an ever-increasing understanding of rhetoric, grapple with ideas, conduct research, explore their own underlying assumptions, refine, and share their perspectives, practice dialogue, and engender in themselves the habits of empathic, informed citizens. We aim to equip our students with the creative and critical thinking skills necessary to thrive beyond high school as creators and consumers of content in a society transformed by the globalization and democratization of information sharing.



Full-Credit High School Electives	Half-Credit High School Electives
AP Research (grades 11-12)	College 101: Acceptance & Beyond (grade 12) Creative Writing (grades 10-12) History & Literature through Games (grades 10-12) Cultural Mirrors in Literature and Film (10-12)

ENGLISH 7 **1000**

In English 7, students will work in multi-genre units of study designed to align with NYS Next Generation Learning Standards. Students will work through a series of texts in each unit ranging from short stories, poems, and novels to nonfiction articles, speeches, and more. Reading comprehension will be promoted by placing emphasis on annotation skills, vocabulary building, and inferential thinking. Learning will be demonstrated through a series of assessments, which include structured paragraphs, literary essays, argumentative essays, narrative writing, and a series of other performance tasks designed to encourage creativity and critical thinking. Emphasis will be placed on the writing process and its recursive nature. Students will develop 21st century skills by participating in cooperative learning opportunities that allow them to build on each other's strengths and serve as mentors to their peers**.**

GRADE 7 FULL YEAR

ENGLISH 8 **1050**

English 8 exposes students to fiction, nonfiction, and poetry while teaching critical thinking, literacy skills, and the research process with the goal of shaping students into independent thinkers, strong readers, and clear, analytical writers. Units are constructed around themes such as control, identity, and overcoming obstacles, and the lessons within each unit are crafted using the Next Generation Learning Standards. Emphasis is placed on argumentation and writing supported by accurate and relevant evidence. Revision and editing are integral components of the writing process in grade 8.

GRADE 8 FULL YEAR

ATLANTIS RESEARCH 7 **1720**

The Atlantis Research course will introduce students to the process of selecting and investigating meaningful research topics, with a focus on civic improvement and scientific inquiry. The course emphasizes the development of foundational research skills that prepare students for high school, college, and academic competitions. Students will learn to craft strong core claims and thesis statements supported by empirical evidence gathered from diverse multimedia sources, both print and digital.

Building on these foundational skills, students will explore topics of personal interest. They will learn to design and conduct research projects, analyze data, and draw conclusions to expand their knowledge base. The course will also include guidance on presenting their findings effectively, helping students prepare for participation in academic competitions. By sharing their work with their peers, school community, and broader audiences, students will develop confidence as researchers and contributors to the academic and civic landscape.

GRADE 7 HALF YEAR

HUMANITIES RESEARCH 7 **1700**

The Middle School Humanities Research course will introduce students to the process of choosing and investigating meaningful topics of research, with a focus on civic improvement. Students will build a foundation for the research skills they will employ in high school and college. This will focus on the development of core claims and thesis statements, supported by empirical evidence from varied multimedia sources, both print and digital. After learning these foundational skills, students will have opportunities throughout the year to choose topics of interest to them and research credible information on the subject, building their knowledge base and sharing it with their class and community.

GRADE 7 HALF YEAR

HUMANITIES RESEARCH 8 **1710**

The Middle School Humanities Research course will introduce students to the process of choosing and investigating meaningful topics of research, with a focus on civic improvement. Students will build a foundation for the research skills they will employ in high school and college, using Columbia University's Teachers College Reading and Writing Project practices and techniques. This will focus on the development of core claims and thesis statements, supported by empirical evidence from varied multimedia sources, both print and digital. After learning these foundational skills, students will have opportunities throughout the year to choose topics of interest to them and research credible information on the subject, building their knowledge base and sharing it with their class and community.

GRADE 8 HALF YEAR

ENGLISH 9 **1100**

English 9 is designed to help students apply the skills that they have practiced in their 8th grade reading and writing workshops to analyze works that are thematically and textually complex. Students will apply comprehension strategies and understanding of author's craft to their study of works beyond young adult fiction. In their reading and analysis of works, which focus on the theme of class struggle and coming of age, students will encounter several writing genres, including play, novel, short story, poetry, and essay. Students will continue to practice process writing with an increased focus on revision and editing as they write narratives, arguments, and literary analyses. Students will also apply their reading, writing, speaking, and listening skills to writing and presenting a research paper.

GRADE 9 1.0 CREDIT

ENGLISH 9 HONORS **1110**

Like English 9, English 9H is designed to help students apply the skills that they have practiced in their 8th grade reading and writing workshops to read and analyze works that are thematically and textually complex. English 9H, however, requires a greater time commitment from students, as they will read a greater number of complex texts. In their reading and analysis of works, which focus on the theme of class struggle and coming of age, students will encounter several writing genres, including play, novel, short story, poetry, and essay. Students will continue to practice process writing with an increased focus on revision and editing as they write narratives, arguments, and literary analyses. Students will also apply their reading, writing, speaking, and listening skills to writing and presenting a research paper.

Prerequisite: Honors criteria

GRADE 9 1.0 CREDIT

ENGLISH 10 **1150**

This course is designed to help students deepen their understanding of how authors write to express their ideas about themes and how they purposefully choose words and structures to convey their ideas. With an increased focus on intertextuality, students will study works from various media that focus on thematic ideas related to conflict. Students will study long-form texts from Greek and Elizabethan theater to contemporary fiction and short-form works including short stories, poems, essays, and articles. Students will synthesize ideas from multiple texts to develop and organize arguments as well as write literary analysis, tasks that will prepare them for the New York State Regents Examination in English Language Arts, which students will take in their junior year. Students will also apply their reading, writing, speaking, and listening skills to writing and presenting a research paper.

GRADE 10 1.0 CREDIT

ENGLISH 10H **1155**

Like English 10, English 10 Honors is designed to help students deepen their understanding of how authors write to express their ideas about themes and how they purposefully choose words and structures to convey their ideas. English 10H, however, requires a greater time commitment from students, as they will read a greater number of complex long-form texts. With an increased focus on intertextuality, students will study works from various media that focus on thematic ideas related to conflict. Students will study long-form texts from Greek and Elizabethan theater to contemporary fiction and short-form works including short stories, poems, essays, and articles. Students will synthesize ideas from multiple texts to develop and organize arguments as well as write literary analysis, tasks that will prepare them for the New York State English Regents. Students will also apply their reading, writing, speaking, and listening skills to writing and presenting a research paper.

Prerequisite: Honors criteria

GRADE 10 1.0 CREDIT

ADVANCED PLACEMENT SEMINAR **1160**

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose questions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues. Upon successful completion of the course, students receive AP credit and qualify to take the AP Research course. Students who earn scores of three or higher in AP Seminar, AP Research, and four additional AP courses will be awarded an AP Capstone Diploma from the College Board. Students' performance on three tasks determines their AP score for Seminar: an individual research paper with group project and presentation, an individual research-based paper and presentation, and an AP Exam. Students will be required to take the Advanced Placement assessment in Seminar in May.

Prerequisite: English 9 or 9H with honors criteria

GRADE 10 1.0 CREDIT

ENGLISH 11 **1200**

This course is designed to help students continue to develop their critical thinking and rhetorical skills. Using thematic ideas related to identity and power to center their inquiry, students will study long- and short-form works, considering the historical, philosophical, and psychological contexts of each work. Students will develop arguments, narratives, and literary analyses. Students will also apply reading, writing, listening, and speaking skills to conducting and presenting research. Students will take the New York State Regents examination in English Language Arts in January.

GRADE 11 1.0 CREDIT

ENGLISH 11 HONORS **1210**

Like English 11, English 11H is designed to help students continue to develop their critical thinking and rhetorical skills. English 11H, however, requires a greater time commitment from students, as they will read a greater number of complex texts. Students will study long- and short-form works, considering the historical, philosophical, and psychological contexts of each work. Students will develop arguments, narratives, and literary analyses. Students will also apply reading, writing, listening, and speaking skills to conducting and presenting research. Students will take the New York State Regents examination in English Language Arts in January.

Prerequisite: English 10/10H or AP Seminar with honors criteria

GRADE 11 1.0 CREDIT

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION 1220

This Advanced Placement course emphasizes college-level grammatical and stylistic structure, recasting sentences, advanced punctuation skills, writing and analyzing paragraphs and essays, and prose discourse. This course places rigorous demands upon students that are equivalent to a college-level course. Students will take the New York State Regents examination in English Language Arts in January. Students will be required to take the Advanced Placement examination in English Language and Composition in May.

Prerequisite: English 10/10H or AP Seminar, all with honors criteria

GRADE 11 1.0 CREDIT

ENGLISH 12 1250

This course is designed to help students strengthen reading, writing, speaking, and listening skills necessary for college and career. Centering their inquiry on thematic ideas related to finding one's place in the world, students will read and analyze works from various media and write arguments, narratives, and literary analyses. Students will also conduct and present research.

GRADE 12 1.0 CREDIT

COLLEGE ENGLISH 1230

Through Stony Brook University's Accelerated College Education Program, seniors can earn up to 6 undergraduate credits of core English: 3 credits for EGL 192: Fiction: The Art of the Story and 3 credits for EGL 194: Introduction to Film. The volume and complexity of the reading and the expectations for writing and discourse will prepare students for success in intermediate-level college English courses. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships.

GRADE 12 1.0 CREDIT

ADVANCED PLACEMENT LITERATURE AND COMPOSITION 1270

This Advanced Placement course exposes students to some of the greatest works of literature in Western Civilization, which raise universal, timeless questions of justice, search for identity, good and evil, and crime and punishment. The course is intellectually demanding, requiring students to read works from the Greeks to literature of the twentieth century. Literary works studied include The Adventures of Huckleberry Finn, Heart of Darkness, Lord of the Flies, Oedipus Rex, Antigone, Things Fall Apart, Crime and Punishment, anthologies of poetry and short stories, and books from a required summer reading list. Students will take the Advanced Placement examination in English Literature and Composition in May.

Prerequisites: Advanced Placement Language and Composition or English 11/11H, all with honors criteria

GRADE 12 1.0 CREDIT

Elective Courses in ELA

ADVANCED PLACEMENT RESEARCH **4705**

This course enables students who successfully completed AP Seminar to use their research skills to conduct a year-long study of a specific question related to a topic of interest in any academic discipline. Under the supervision of a teacher and a mentor, students will select a topic of interest, design a research question, write a review of related research, design a methodology, request IRB approval, conduct a study, and analyze collected data. Each student will submit an academic paper and complete an oral defense, which will determine his/her AP score.

Students who receive a score of 3 or higher in AP Seminar and AP Research will receive the AP Capstone Certificate. Students who receive a score of 3 or higher in AP Seminar and AP Research as well as four other AP courses will receive the AP Capstone Diploma.

Prerequisite: An AP score of 3 or higher on the AP Seminar examination.

GRADES 11-12 1.0 CREDIT

COLLEGE 101: ACCEPTANCE & BEYOND **1290**

This pass/fail course takes students through the key components of the college application process and how to navigate college life. Throughout the course, students hone the following skills: selecting target, safety, and reach schools; building a resume; sharpening interview skills; and creating essays that captivate the reader via the development of a hook, a strong voice, and a subject that matters. The course also guides students through various scholarship opportunities and assists students with drafting scholarship essays. The course will also address the skills needed to thrive independently in a college setting. The class is scheduled for the fall of senior year.

GRADE 12, FALL SEMESTER 0.5 CREDIT

CREATIVE WRITING **1820**

This course offers students an opportunity to pursue an in-depth study of their personal writing styles as they create a portfolio of work that includes poetry, lyrics, memoir, short stories, and play scripts.

GRADES 10-12 0.5 CREDIT

HISTORY AND LITERATURE THROUGH GAMES **1500**

The gaming industry is a $180 billion per year industry. While games are primarily used as a vehicle for entertainment, they can also be used for educational purposes. In this course, students will play games, both computerized and board games, to develop their skills and learn more about themselves and the world around them. Through the video game Civilization VI, students will learn about history and geography, the arts of diplomacy and negotiation, as well as the principles of warfare. Then, students will take their learning to a new level as they have the opportunity for practical application in real life situations. The games themselves will serve as springboards for students to conduct research and comparative studies of historical themes and figures as well as literary analysis.

GRADES 10-12 0.5 CREDIT

CULTURAL MIRRORS IN LITERATURE AND FILM **1510**

Embark on a literacy journey that celebrates diversity and expands your worldview. Everyone has a different story and a different way of expressing it, and this could not be more true than in the United States, one of the most uniquely diverse countries in the world. In this course, explore rich narratives from “home” and around the globe, fostering empathy and understanding. Uncover the power of storytelling to bridge cultures and ignite meaningful conversations. Challenge perspectives, ignite curiosity, and embrace the beauty of literature that reflects the mosaic of human experiences. Discover the world through the lens of captivating voices and compelling narratives. In this course, we will read narratives and graphic novels from writers like Alice Walker, Edwidge Danticat, and Thi Bui, and watch films that show the beauty of America's multicultural landscape. By the end of the course, you'll know their stories, and hopefully will make yours heard as well!

GRADES 10-12 0.5 CREDIT

ENGLISH AS A NEW LANGUAGE (ENL)



English as a New Language (ENL) is the teaching of English to students with limited English proficiency. At registration, students are interviewed and identified as requiring English as a New Language via the NYSITELL exam. The mandated periods of instruction are divided into Stand-alone ENL and Integrated ENL (co-teaching). The requirements vary according to each student's proficiency level as determined by the May 2024 administration of the NYSESLAT exam.

Proficiency levels for our Multilingual Learners (MLL)/English Language Learners (ELLs) along with mandated units of instruction are as follows:

Grades 7-8	Grades 9-12
Entering *(2 units)*	Entering *(3 units)*
Emerging *(2 units)*	Emerging *(2 units)*
Transitioning *(1 unit)*	Transitioning *(1 unit)*
Expanding *(1 unit)*	Expanding *(1 unit)*
Commanding *(½ unit)*	Commanding *(½ unit)*

Students in the Oyster Bay-East Norwich ENL program learn to communicate effectively in social and academic English so that they may take full advantage of the available academic and extra-curricular programs and prepare for future higher educational opportunities and careers.

ENL 7/8 **5640**

This course is mandatory for all 7th and 8th grade students who have scored at the entering or emerging level on the NYSESLAT or NYSITELL exam. The course provides grade- and age-level appropriate instruction in the required content area subjects in English supported by E.N.L. methodologies, employed in a systematic and structured way. This course is designed to develop cognitive skills of multilingual learners in the content areas.

Prerequisite: New York State testing determines eligibility for grades 7-8

GRADES 7-8 FULL YEAR

ENL 9/10 **5660**

This course is mandatory for all 9th and 10th grade students who have scored at the entering or emerging level on the NYSESLAT or NYSITELL exam. The course provides grade and age level appropriate instruction in the required content area subjects in English supported by E.N.L. methodologies, employed in a systematic and structured way. This course is designed to develop cognitive skills of multilingual learners in the content areas.

Prerequisite: New York State testing determines eligibility for grades 9-10

GRADES 9-10 1.0 CREDIT

ENL 11/12 **5663**

This course is mandatory for all 11th and 12th grade students who have scored at the entering or emerging level on the NYSESLAT exam. The course provides grade and age level appropriate instruction in the required content area subjects in English supported by E.N.L. methodologies, employed in a systematic and structured way. This course is designed to develop cognitive skills of multilingual learners in the content areas.

Prerequisite: New York State testing determines eligibility for grades 11-12

GRADES 11-12 1.0 CREDIT

INTEGRATED ENGLISH 7 **1000**

English Language Learners learn English Language Arts (ELA) and the language of English in an integrated setting. Academic learning goals are aligned to the Next Generation Learning Standards for ELA. Students may use their home language to discuss themes, investigate big ideas, and organize their thoughts that are then produced and communicated in English via written and oral expression. Students build and strengthen academic vocabulary, expression and structures of the English language while developing critical thinking and analysis of literature and varied genres. This course is co-taught by an English teacher and the teacher of English as a New Language.

GRADE 7 FULL YEAR

INTEGRATED ENGLISH 8 **1050**

English Language Learners learn English Language Arts (ELA) and the language of English in an integrated setting. Academic learning goals are aligned to the Next Generation Learning Standards for ELA. Students may use their home language to discuss themes, investigate big ideas, and organize their thoughts that are then produced and communicated in English via written and oral expression. Students build and strengthen academic vocabulary, expression and structures of the English language while developing critical thinking and analysis of literature and varied genres. This course is co-taught by an English teacher and the teacher of English as a New Language.

GRADE 8 FULL YEAR

INTEGRATED ENGLISH 9 **EL1115**

English Language Learners learn English Language Arts (ELA) and the language of English in an integrated setting. Academic learning goals are aligned to the Next Generation Learning Standards for ELA. Students may use their home language to discuss themes, investigate big ideas, and organize their thoughts that are then produced and communicated in English via written and oral expression. Students build and strengthen academic vocabulary, expression and structures of the English language while developing critical thinking and analysis of literature and varied genres. This course is co-taught by an English teacher and the teacher of English as a New Language.

GRADE 9 1.0 CREDIT

INTEGRATED ENGLISH 10 **EL1120**

English Language Learners learn English Language Arts (ELA) and the language of English in an integrated setting. Academic learning goals are aligned to the Next Generation Learning Standards for ELA. Students may use their home language to discuss themes, investigate big ideas, and organize their thoughts that are then produced and communicated in English via written and oral expression. Students build and strengthen academic vocabulary, expression and structures of the English language while developing critical thinking and analysis of literature and varied genres. This course is co-taught by an English teacher and the teacher of English as a New Language.

GRADE 10 1.0 CREDIT

INTEGRATED ENGLISH 11 REGENTS **EL1205**

Students develop their knowledge of the English language and use it to both read and research, through a variety of fiction and nonfiction texts, for functional purposes. Students develop arguments, narratives, and literary analyses thus expanding their proficiency to listen to, speak, read, and write English so that they may purposefully choose words and structures to convey their ideas. This course prepares English Language Learners for the NYS Regents examination in English Language Arts in January.

GRADE 11 1.0 CREDIT

INTEGRATED ENGLISH 12 **EL1255**

Students develop their knowledge of the English language and use it to both read and research, through a variety of fiction and nonfiction texts, for functional purposes. Students develop arguments, narratives, and literary analyses thus expanding their proficiency to listen to, speak, read, and write English so that they may purposefully choose words and structures to convey their ideas.

GRADE 12 1.0 CREDIT

FOUNDATIONS OF MATH **EL3510**

This course is co-taught by an English as a New Language teacher and a Mathematics teacher. This curriculum will build, explore and apply concepts, processes, and skills that are essential to successfully transitioning into the high school graduation requirements in mathematics. Through the investigation of meaningful problems individually or in cooperative groups, while using appropriate technology, students will strengthen their foundations of mathematics. They progress through carefully paced, guided instruction and engaging interactive practice. Students enrolled in this course will take the NYS Math Assessment.

GRADES 7-8 FULL YEAR

PRE-ALGEBRA **EL3515**

This course is co-taught by an English as a New Language teacher and the teacher of Algebra. The curriculum is designed to develop the Algebra skill necessary to prepare students for the Algebra 1 Regents course. Students will increase their foundational mathematics skills by exploring a variety of topics such as the real number system, expressions, equations and inequalities, as well as introductory concepts in Statistics. Students will demonstrate mathematical reasoning in a variety of ways when solving problems and developing their ability to explain the appropriateness of their answers. The use of a graphing calculator is integrated into the course to enhance students' study of mathematics.

GRADES 9-10 1.0 CREDIT

INTEGRATED ALGEBRA REGENTS **3501**

This course is co-taught by an English as a New Language teacher and the teacher of Algebra. This curriculum is that of the Algebra 1 course but includes the ENL teacher to provide support during the class so that English Language Learners are provided with the appropriate tools and strategies to be successful as they develop their language skills. Students enrolled in this course will take the NYS Regents examination in Algebra 1 in June. Please refer to the Algebra 1 course description in this book for more information about the curriculum.

GRADES 8-12 1.0 CREDIT

GEOMETRIC CONCEPTS **EL3530**

This is an introductory course that continues the integration of algebra, geometry, and transformational geometry concepts. Completion of this course prepares students to continue their study of Regents Geometry with a deep understanding of fundamental geometric concepts essential for success. The graphing calculator is used throughout the course to integrate numerical, algebraic, graphical and analytical understanding. Students will be required to use the calculator for class work, homework and for the final exam in June. This course is co-taught by an English as a New Language teacher as well as the teacher of Geometry.

GRADES 9-11 1.0 CREDIT

INTEGRATED GEOMETRY REGENTS **3560**

This course is co-taught by an English as a New Language teacher and the teacher of Geometry. This curriculum is that of the Geometry course but includes the ENL teacher to provide support during the class so that English Language Learners are provided with the appropriate tools and strategies to be successful as they develop their language skills. Please refer to the Geometry course description in this book for more information about the curriculum. Students enrolled in this course will take the NYS Regents examination in Geometry in June.

GRADES 9-11 1.0 CREDIT

INTEGRATED GENERAL SCIENCE **7th - 4020**
8th - 4050

This course is co-taught by an English as a New Language teacher and the teacher of Science. This curriculum will explore the natural environment, the living organisms that make it up, and the physics of the natural world. They will also explore Earth and Space Systems. Inquiry-based laboratory study is emphasized as students engage in various units of study. Grade 8 students enrolled in this course will take the New York State Intermediate Science Assessment.

GRADES 7-8 FULL YEAR

INTRODUCTION TO BIOLOGY **EL4555**

This course is co-taught by an English as a New Language teacher and the teacher of Science. In this course, students will investigate concepts in life science such as cell theory, matter cycling and energy flow in an ecosystem emphasizing science and engineering practices, and cross cutting concepts. Inquiry-based laboratory study is emphasized as students explore how living things interact with the environment.

GRADES 9-11 1.0 CREDIT

INTEGRATED EARTH AND SPACE SCIENCE REGENTS **4630**

This course is co-taught by an English as a New Language teacher and the teacher of Earth and Space Science. This curriculum is that of the Earth Science course but includes the ENL teacher to provide support during the class so that English Language Learners are provided with the appropriate tools and strategies to be successful as they develop their language skills. Please refer to the Earth and Space Science course description in this book for more information about the curriculum. Students enrolled in this course will take the NYSSLS Earth and Space Sciences examination in June.

GRADES 9-12 1.0 CREDIT

INTEGRATED BIOLOGY REGENTS **4590**

This course is co-taught by an English as a New Language teacher and the teacher of Biology. This curriculum is that of the Biology course but includes the ENL teacher to provide support during the class so that English Language Learners are provided with the appropriate tools and strategies to be successful as they develop their language skills. Please refer to the Biology course description in this book for more information about the curriculum. Students enrolled in this course will take the NYSSLS Life Science: Biology examination in June.

GRADES 10 - 12 1.0 CREDIT

INTEGRATED GLOBAL HISTORY II REGENTS **2150**

This course is co-taught by an English as a New Language teacher and the teacher of Global History. This curriculum is that of the Global History course but includes the ENL teacher to provide support during the class so that English Language Learners are provided with the appropriate tools and strategies to be successful as they develop their language skills. Please refer to the course description for Global History II for more information about the curriculum. Students enrolled in this course will take the NYS Regents examination in Global History and Geography II in June.

GRADE 10 1.0
CREDIT

INTEGRATED U.S. HISTORY REGENTS **2240**

This course is co-taught by an English as a New Language teacher and the teacher of United States History. This curriculum is that of the United States History course but includes the ENL teacher to provide support during the class so that English Language Learners are provided with the appropriate tools and strategies to be successful as they develop their language skills. Please refer to the course description for United States History for more information about the curriculum. Students enrolled in this course will take the NYS Regents examination in United States History and Government in June.

GRADES 11 - 12 1.0 CREDIT

FAMILY & CONSUMER SCIENCES (FACS)



Family and Consumer Sciences (FACS) education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse global society. The unique focus is on families, work, and their interrelationships.

Family and Consumer Sciences education has roots in both academic and career and technical education and reaches beyond the educational system into the community as it focuses on the needs of individuals and families. The idea that all aspects of life may be reduced to tasks--making a garment, preparing food, cleaning a room--has been replaced by an emphasis on social structures, knowledge of relationships, and achievement of mutual goals. The Oyster Bay Middle/High School Family and Consumer Sciences program encourages students to develop communication, leadership, management, and thinking skills.

GRADE 7	GRADE 8	GRADES 9-12
Home & Careers 7	Home & Careers 8	• Food Preparation & Nutrition • Global & Gourmet Foods

HOME AND CAREERS **7600**

The 7th Grade Home and Careers Course introduces students to knowledge, skills, practices, and techniques that will enable them to make responsible and informed decisions. Students will explore the following topics: personal development, consumerism, nutrition and food preparation, clothing management, and child development. Through a series of team-oriented design projects, students will develop an understanding of the decision-making process and how a consumer should evaluate product quality. Nutrition principles essential to a healthy diet will be explored. Students will acquire and demonstrate leadership and communication skills that can be used now and in the future.

GRADE 7 HALF YEAR

HOME AND CAREERS 8 **7650**

The 8th Grade Home and Careers Course provides students with an opportunity to learn about, practice, apply, and reflect on skills that are used to make decisions that impact their lives, the community, and the global society. Students will explore the following topics: career exploration, financial literacy, international cuisine, entrepreneurship, and community connections. Hands-on activities and community service within these units form the core of this course. Students will research career opportunities and become actively involved in an interdisciplinary entrepreneurial project. Students will use a wide variety of tools and technologies as they develop "real world" problems and presentations that extend beyond the classroom and community.

GRADE 8 HALF YEAR

FOOD PREPARATION AND NUTRITION **7660**

The Food Preparation and Nutrition course invites students to survey the methods of preparing food, the functions of food in the body, and the recommended dietary guidelines for individuals throughout the lifespan. Students will research the history of food preparation methods and the development of food preparation equipment. They will investigate food-related issues such as the quality, quantity, and safety of the food supply, to make connections between these food-related issues and advances in the food industry. Students will have the opportunity to examine the wide variety of career paths in the food preparation and nutrition fields and identify the knowledge and skills necessary for success within these fields.

GRADES 9-12 0.5 CREDIT

GLOBAL AND GOURMET FOODS **7665**

The Global and Gourmet Foods course introduces students to the ways in which the culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various regions and countries to compare cuisines, ingredients used, and preferred cooking methods. Students will also examine the issues and conditions which affect the availability and quality of food in the global market. Current issues related to global nutrition from production through consumption will be explored. Through this investigation, students will understand and appreciate diverse cultures. Students will have the opportunity to examine the wide variety of career paths in the global and gourmet foods fields and identify the knowledge and skills necessary for success within these fields.

Prerequisite: Food Preparation and Nutrition

GRADES 9-12 0.5 CREDIT

FINE, PERFORMING, AND MEDIA ARTS

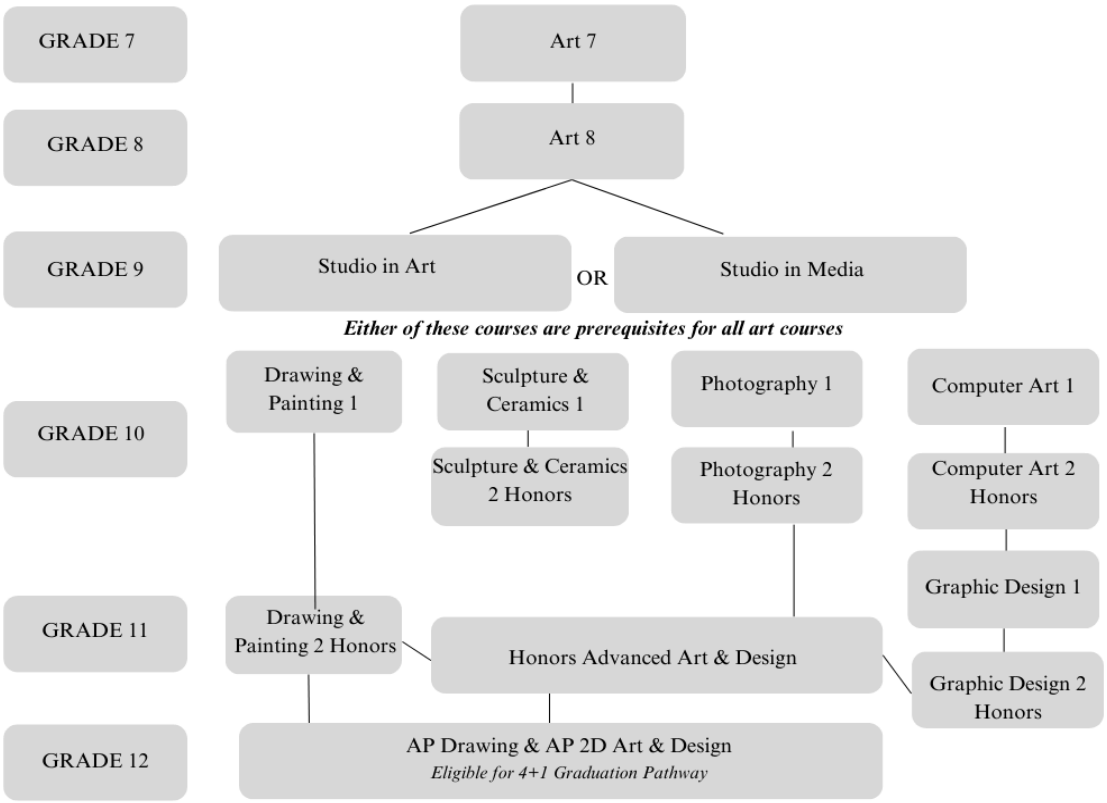
Art Department



The Art Department of Oyster Bay Middle/High School offers students an array of courses which help them achieve the New York State Learning Standards for the Arts. The courses encourage self-expression and promote skills for analyzing, critiquing, and appreciating the arts. The program cultivates students' interests in a variety of media and prepares them for advanced study or careers in the visual arts. For students in grades 9 through 12, one year of Art and/or Music is required for graduation. This may be satisfied by taking one year of Studio in Art or Studio in Media.

INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) GRADUATION PATHWAY:

Students pursuing the Individual Arts Assessment Pathway (IAAP) in the arts are encouraged to begin their sequence no later than their sophomore year in order to complete the required coursework and compile a comprehensive portfolio. This pathway allows students to demonstrate their artistic growth and skill development in a chosen discipline, with the opportunity to earn recognition through the completion of the IAAP Graduation Seal on their diploma. To be eligible for this pathway, students must complete a minimum of 4 credits across the required courses for their chosen arts discipline, plus submit a final portfolio reflecting their artistic journey.



ART 7 **6010**

Art 7 is an introductory course to the elements of art, principles of design, mixed media, and aesthetics. Students will scaffold on concepts and materials explored on the elementary level. Students develop problem-solving skills while exploring various artist styles and techniques. Hands-on art provides students with the opportunity to explore diverse materials and concepts.

GRADE 7 QUARTER YEAR

ART 8 **6060**

Art 8 scaffolds on concepts and hands-on art experiences from Art 7 and prepares students for high school art courses, beginning with Studio Art or Studio Media. Students will learn more advanced techniques and methods with materials, such as watercolor, acrylic paint, art markers and pencil. Concepts of space, line, and contrast are brought into focus for new compositions.

GRADE 8 QUARTER YEAR

STUDIO IN ART **6110**

Studio in Art is a foundation course with a focus on the Elements of Art and the Principles of Design. This course offers a broad range of studio experiences in design, history, and production of two- and three-dimensional art and covers aspects of sculpture, drawing, painting, printmaking, and collage. *This course satisfies the NYS Art and/or Music graduation requirement and is the prerequisite for advanced art courses*.

GRADES 9-12 1.0 CREDIT

STUDIO IN MEDIA **6120**

Studio in Media is a foundation course that covers a broad range of studio experiences, focusing on the Media Arts. Students will be learning and producing work with a contemporary use of technology to create art. The course will focus on Computer Art Design, Photography, and Motion Arts using programs such as Adobe Creative Suite. Emphasis will be placed on the Elements of Art and the Principles of Design. *This course satisfies the NYS Art and/or Music graduation requirement and is the prerequisite for advanced art courses.*

GRADES 9-12 1.0 CREDIT

COMPUTER ART 1 **6150**

This course is for students who wish to use the computer as an art tool, as they would any medium such as pastel or paint. Students learn how to design, draw, and manipulate images using Adobe Photoshop and Adobe Illustrator software. The principles of design are taught in conjunction with each project. No previous experience in computers is required.

Prerequisite: Studio in Art or Studio in Media or departmental approval

GRADES 10-12 0.5 CREDIT

COMPUTER ART 2 HONORS **6160**

This course builds upon the knowledge gained in Computer Art 1 using the additional software, Adobe Lightroom, to explore webpage design and custom animations. The creative use of color, shape, pattern, line, and perspective are stressed.

*Prerequisites: Studio in Media **and** Computer Art 1*

GRADES 10-12 0.5 CREDIT

GRAPHIC DESIGN 1 **6380**

These advanced classes build upon students' prior experiences in Computer Art 1 and 2. Students will use the computer and related technologies to solve challenging advertising and design problems, gaining experience and technical proficiency while working within the format of a real advertising and graphic design agency. Projects will be researched, brainstormed, sketched out, and implemented using state-of-the-art computer programs and technologies, including Adobe Illustrator, Adobe Photoshop, Adobe InDesign, and iMovie.

Prerequisite: Studio in Media and/or Computer Art 2 Honors or departmental approval

GRADES 10-12 0.5 CREDIT

GRAPHIC DESIGN 2 HONORS **6390**

These advanced classes build upon students' prior experiences in Graphic Design 1. Students will use advanced computer and related technologies to solve challenging advertising and design problems, gaining experience and technical proficiency while working within the format of a real advertising and graphic design agency. Projects will be researched, brainstormed, sketched out, and implemented using state-of-the-art computer programs and technologies, including Adobe Illustrator, Adobe Photoshop, Adobe InDesign, and iMovie. This course will provide the opportunity to work on portfolio development as well consumer-based artwork such as advertising and communications work. This course is eligible for college credit through Five Towns College.

*Prerequisites: Studio in Media **and** Graphic Design 1*

GRADES 10-12 0.5 CREDIT

SCULPTURE AND CERAMICS 1 **6260**

This course provides the student with hands-on experience in sculpture and ceramics. Aspects of three-dimensional design are investigated, and students learn the sculptural techniques of carving, modeling, coil building, slab building, glazing, and firing. *Prerequisite: Studio in Art or Studio in Media or departmental approval*

GRADES 10-12 0.5 CREDIT

SCULPTURE AND CERAMICS 2 HONORS **6265**

This course provides the student with advanced experiences in sculpture and ceramics. Students explore sculptural techniques of carving, modeling, coil building, slab building, glazing, firing, and constructing three-dimensional design in greater depth. *Prerequisite: Studio in Art or Studio in Media **and** Sculpture and Ceramics 1*

GRADES 10-12 0.5 CREDIT

DRAWING AND PAINTING 1 **6200**

This class is for students who wish to improve their skills and explore new areas in drawing and painting. The course introduces a wide range of materials and techniques including acrylics, oils, tempura, watercolor, charcoal, and pastels. The subjects of student work are both abstract and realistic as students explore the relationships between painting and music, still life, figure drawing, portraiture, landscape, etc. *Prerequisite: Studio in Art or Studio in Media or departmental approval*

GRADES 10-12 1.0 CREDIT

DRAWING AND PAINTING 2 HONORS **6230**

Students expand their techniques in drawing and painting while developing a portfolio that demonstrates mastery in at least one medium. Emphasis is placed on the use of oils, watercolors, acrylics, charcoal, and pastels. Students explore color mixing and learn how to apply color in painting for expressive impact. *Prerequisite: Studio in Art or Studio in Media or departmental approval*

GRADES 10-12 1.0 CREDIT

PHOTOGRAPHY 1 **6320**

Students enrolled in Photography explore basic analog and digital capture, the history of photography, and looking at photographs with a critical eye. Students learn about the functions of the camera and the digital workflow, including the use of scanners, printers, and Adobe Photoshop software. The elements of design are employed to create images that have strong compositions and interesting subjects. Photography is also explored for its range of potential purposes, including its use as an expressive medium. *Prerequisite: Studio in Art or Studio in Media or departmental approval*

GRADES 10-12 0.5 CREDIT

PHOTOGRAPHY 2 HONORS **6350**

Students master the technical skills learned in Photography 1, including metering/exposure control, improving print quality, using film and digital capture, and preparing work for presentation. Aesthetic properties of photographs are explored in depth as students analyze images with respect to their design, content (subject matter), and expressive qualities.

Prerequisite: Studio in Art or Studio in Media or departmental approval

GRADES 10-12 0.5 CREDIT

HONORS ADVANCED ART AND DESIGN **6360**

This course is a prerequisite for enrollment in AP Studio Art. This class is for serious art students who have completed foundation courses in art and wish to work on more in-depth projects, developing mastery in the use of specific media and processes. Students in this course are encouraged to think creatively and to develop a personal style while they continue to explore the principles of art and design in the execution of visual ideas. As part of this course, students will be aided in developing a portfolio for art school/college and with scholarship applications.

Prerequisites: Drawing and Painting and/or Photography, Computer Art/Graphic Design; departmental approval

GRADES 11-12 1.0 CREDIT

ADVANCED PLACEMENT DRAWING
ADVANCED PLACEMENT 2-D ART & DESIGN **6400**

AP Drawing is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course. Highly motivated high school students who wish to earn college credit for art have the option of submitting a portfolio for Advanced Placement credit. Students refine and apply drawing skills to ideas they develop throughout the course. Students who enroll in this course are expected to devote considerable time to out-of-class and summer assignments. Students will be required to submit a portfolio in May as part of the Advanced Placement Drawing Course.

AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply 2-D skills to ideas they develop throughout the course. Highly motivated high school students who wish to earn college credit for art have the option of submitting a portfolio for Advanced Placement credit. Students must be willing to make a significant commitment to a focused investigation in two-dimensional media that results in the production of a large body of original, expressive, and high-quality work. Students who enroll in this course are expected to devote considerable time to out-of-class and summer assignments. Students will be required to submit a portfolio in May as part of the Advanced Placement 2-D Art & Design Course

Prerequisites: Drawing and Painting and/or Photography, Computer Art/Graphic Design, Honors Advanced Art & Design, and/or departmental recommendation.

GRADES 11-12 1.0 CREDIT

Media Arts

Multimedia Journalism & TV Productions



Career & Technical Education:
Multimedia Journalism & TV Production

Are you a high school student with aspirations to pursue a career in Multimedia Journalism & TV Production? OBEN's new Multimedia Journalism & TV Production Program draws upon the highest standards of the profession, is versatile in education, and prepares students for diversified careers as journalists, news reporters, TV News Anchors, Sports Announcers, TV Producers, and Camera Operators. This program will focus on the traditional tenets of journalism: objectivity, accuracy, credible sourcing, and strong writing. Students will work alongside industry veterans and will learn to tell their stories through a combination of text, images, sound, video, and graphics.

Career & Technical Education Endorsement from New York State/ Seal on Diploma:
Students interested in completing the CTE (Career & Technical Education) Pathway in Multimedia Journalism & TV Production are suggested to start the sequence no later than their sophomore year to earn a CTE Endorsement from NYS in Multimedia Journalism. To be eligible for this endorsement students must complete all 3.5 required credits.

Required Sequence for CTE Endorsement

Required Course Title	Credits Required for Pathway	When Course is Offered
TV PRODUCTION: Bay News Now!	1.0	
Digital Reporting Through Social Media	.5	Every other fall - not offered 2026-2027
Writing & Producing Digital Content	.5	Every other spring - not offered 2026-2027
Field Reporting	.5	Every other fall
Professional Skills in Media Arts Workplace	.5	Every other spring
Financial Literacy	.5	Annually (through Business Dept)
Total Required Credits for CTE Technical Endorsement:	**3.5**	

SURVEY OF BROADCASTING **7000**

In this hands-on, pass/fail course, students will explore the exciting world of broadcast journalism by working behind the scenes of *BAY NEWS NOW*. Students will gain real-world experience in creating professional news content through activities such as developing on-screen graphics, script writing, preparing studio cameras, filming, editing, and producing complete news packages. This course offers a dynamic introduction to the skills and teamwork required in a live news production environment.

Prerequisite: Students are eligible to take this course once they have completed their required credits of music study

GRADE 8 HALF YEAR

TV PRODUCTION: BAY NEWS NOW! **7920**

Over the course of the year students will work toward producing a daily newscast. Each week students will rotate to a different newsroom role, i.e., director, producer, switcher, audio, anchor, reporter, camera, and so on. Special focus will be given to writing, story selection and development, building a lineup, pacing, flow, and anchoring techniques. Deadline pressures are emphasized because broadcasts must hit their scheduled marks on time. Students will gain a working knowledge of pre-production preparation, basic concepts of video shooting and operations of professional cameras, approaches, techniques, and styles of video editing and the operation of video editing software. This course is eligible for college credit through Five Towns College for students in grades 11 or 12.

This course will be offered annually.

GRADES 9-12 1.0 CREDIT

FIELD REPORTING **7940**

Students will have the opportunity to respond to breaking news in the school community, cover Oyster Bay-East Norwich's sporting events, fine and performing arts showcases and concerts, understand working under deadline, learn best camera practices, and learn how to exercise good news judgment when telling stories. Students will also learn the art of live shots, interviewing techniques, story elements and story selection. This is a hands-on, team oriented course where students will work in teams when in the field covering events. This course is eligible for college credit through Five Towns College for students in grades 11 or 12.

This course alternates each fall with Digital Reporting Through Social Media.

GRADES 9-12 0.5 CREDIT

PROFESSIONAL SKILLS FOR THE MEDIA ARTS WORKPLACE **7950**

Students will craft a professional online presence, consisting of a website containing a portfolio of work as well as an engaging social persona. Students will refine cover letters and resumes. Students will put together a "reel", including a capstone news piece, to showcase their on-camera reporting and editing skills. Students will be exposed to industry professionals to learn what they're looking for and what to avoid. This course is eligible for college credit through Five Towns College for students in grades 11 or 12.

This course alternates each spring with Writing & Producing Digital Content.

GRADES 9-12 0.5 CREDIT

MUSIC



The Music Department of Oyster Bay Middle/High School offers students courses which help them meet the New York State Learning Standards for the Arts. The courses encourage self-expression and promote skills for analyzing, critiquing, and appreciating music. Students in performance courses also develop interpersonal skills and self-confidence as they prepare for and participate in performances. For students in grades 9 through 12, one year of Art and/or Music is required for graduation.

INDIVIDUAL ARTS ASSESSMENT PATHWAY (IAAP) GRADUATION PATHWAY:

Students pursuing the Individual Arts Assessment Pathway (IAAP) in the arts are encouraged to begin their sequence no later than their sophomore year in order to complete the required coursework and compile a comprehensive portfolio. This pathway allows students to demonstrate their artistic growth and skill development in a chosen discipline, with the opportunity to earn recognition through the completion of the IAAP Graduation Seal on their diploma. To be eligible for this pathway, students must complete a minimum of 4 credits across the required courses for their chosen arts discipline, plus submit a final portfolio reflecting their artistic journey.

MIDDLE LEVEL BAND **6510**

Band members begin to develop more mature performance skills on their instruments, learn foundational concepts of music, play music of a variety of styles, and participate in performances in school. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required.

Prerequisite: Students enrolled in Middle Level Band must have either two years prior experience playing in the Vernon Bands or demonstrate a comparable understanding, knowledge, and ability on their instrument via a playing assessment prior to the beginning of the school year.

GRADES 7-8 HALF YEAR

MIDDLE LEVEL CHORUS **6530**

This course is designed to engage students to use their voices effectively in singing and enjoy the excitement of first-hand involvement with music. Students sing a variety of choral repertoire and participate in public performances. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required.

GRADES 7-8 HALF YEAR

MIDDLE LEVEL ORCHESTRA **6520**

Orchestra members begin to develop more mature performance skills on their instruments, learn foundational concepts of music, play music of a variety of styles and participate in performances in school. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required.

Prerequisite: Students enrolled in Middle Level Orchestra must have either two years prior playing experience or demonstrate a comparable understanding, knowledge, and ability on their instrument via a playing assessment prior to the beginning of the school year.

GRADES 7-8 HALF YEAR

GENERAL MUSIC **6610**

This non-performing music class meets every other day for the school year and is designed to be a music appreciation course that teaches students fundamental elements of music such as melody, harmony, notation, texture, style, rhythm, and form. Students will explore the basics of music as well as sing, perform on classroom instruments, and listen to various examples of music from around the world, including musical theater.

GRADES 7 & 8 HALF YEAR

MUSIC THEORY AND COMPOSITION **6820**

Students gain experience in the fundamental elements common to all music: notation, chords, melody writing, rhythm and meter. Basic harmony using Two, Three, and Four-part writing is explored. Once the fundamentals are mastered, students progress into the area of original music composition and arrangement. This course may be taken for more than one year and is highly recommended for students considering a major in any aspect of music.

Prerequisite: Some previous musical experience with basic knowledge of note reading.

GRADES 10-12 1.0 CREDIT

STRING ORCHESTRA **6720**

The String Orchestra is designed for students in grades 9 - 12 who play violin, viola, cello, or double bass and wish to continue developing their musicianship in a collaborative, performance-based setting. Students will refine technical and expressive skills through the study and performance of a wide range of repertoire, including classical masterworks, contemporary compositions, and music from diverse cultures and genres. Rehearsals emphasize ensemble balance, intonation, tone production, phrasing, and interpretation, while also fostering music literacy through the study of music theory, sight-reading, and ear training. Students will engage in public performances throughout the school year, representing the high school at concerts, festivals, and community events. Participation in all scheduled lessons, rehearsals and performances is a required component of the course.

Prerequisite: Prior string performance experience or teacher recommendation.

GRADES 9-12 1.0 CREDIT

SYMPHONIC BAND **6700**

Band members develop performance skills on their instruments, learn the elements of music, play music of a variety of styles, and participate in performances in school, at OBHS football games, and in the community at large. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required. This course offers college credit for a fee through Five Towns College. This course satisfies the NYS Art and/or Music graduation requirement.

Prerequisite: Middle Level Band or demonstrated skill as a performer on a band instrument at NYSSMA Level 3 or higher or permission of the instructor

GRADES 9-12 1.0 CREDIT

CHAMBER SINGERS **6800**

Chorus students learn to use their voices effectively in singing and enjoy the excitement of first-hand involvement with music. Students sing a variety of choral compositions and participate in public performances. In addition to concerts in school, Chamber Singers perform in the larger community and take field trips for the purpose of performance or study. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required. This course offers college credit for a fee through Five Towns College. This course satisfies the NYS Art and/or Music graduation requirement.

Prerequisite: Middle Level Chorus; Demonstrated ability to sing on pitch

GRADES 9-12 1.0 CREDIT

JAZZ ENSEMBLE **6810**

Members of the Jazz Ensemble study and perform compositions in a variety of jazz forms. Students learn proper style in the performance of this music and study material leading to improvisation. In addition to concerts in school, the Jazz Ensemble takes field trips for the purpose of performance and for study. Attendance at all designated performances is required. Meeting times outside the school day are arranged cooperatively with the instructor and attendance is mandatory for credit. This course offers college credit for a fee through Five Towns College.

Prerequisite: Successful audition

Co-requisite: Band

GRADES 9-12 0.5 CREDIT

WIND ENSEMBLE **6710**

Wind Ensemble is a rigorous course that moves at a faster pace than Symphonic Band. This ensemble has specific instrumentation needs that may dictate student participation. Band members develop performance skills on their instruments, learn the elements of music, play music of a variety of styles, and participate in performances in school, at OBHS football games, and in the community at large. One rating small-group sectional lesson per week is required. Attendance at all designated performances is required. This course offers college credit for a fee through Five Towns College. This course satisfies the NYS Art and/or Music graduation requirement.

Prerequisite: Symphonic Band or demonstrated skill as a performer on a band instrument at NYSSMA Level 4 or higher

GRADES 10-12 1.0 CREDIT

MUSIC ENSEMBLES FOR HONORS CREDIT **6711**

This course includes either the Chamber Singers, String Orchestra, Symphonic Band, or Wind Ensemble curriculum, and goes beyond it by integrating additional musicianship and performance skills in an in-depth manner. Enhanced units of study include performance techniques and criticism, music history, and music analysis and research. NYSSMA Solo/Ensemble participation is required.

Prerequisite: Departmental approval

GRADES 10-12 1.0 CREDIT

*****In order to be eligible to be nominated for All-County and/or All-State ensembles students must participate in the corresponding ensemble. In addition, students must have a completed NYSSMA evaluation on file from the previous school year.***

HEALTH & PHYSICAL EDUCATION



The Health and Physical Education Department of Oyster Bay Middle/High School contributes to each student's growth and development in a movement-based curriculum incorporating the psycho-motor, affective, and cognitive domains. Teachers deliver a planned, sequential K-12 instructional program that aids students in attaining levels of skill development that allows them to participate competently in physical activities. Our students are educated in a caring, safe environment that provides successful experiences for all students. We instill an appreciation for physical activity and wellness and promote the "joy of effort" while providing an element of challenge and enjoyment through participation. Our program develops positive social skills and attitudes including independence, responsibility, leadership, cooperation, fair play, teamwork, and respect amongst students and staff. The Physical Education program is based on National Standards and the New York State Learning Standards.

PHYSICAL EDUCATION 7/8 **8710**

7th and 8th grade Physical Education is designed to introduce middle school students to a wide variety of physical activities. These activities include both team and individual sports, such as badminton, basketball, Project Adventure activities, football, floor hockey, soccer, softball, volleyball, and more. This course also uses the sports education model for several of the team activity units. This course also introduces the 7th and 8th grade students to the facilities at the middle/high school such as the tennis courts, the weight room, the high ropes, and the turf field. This course meets on alternate days for the year and will satisfy the NYS Physical Education requirement.

GRADES 7-8 FULL YEAR

HEALTH EDUCATION 7/8 **7th -8010**
8th -8060

The 7th and 8th grade Health Education curriculum is a student-centered curriculum focused on providing learning opportunities that increase interest and meet the needs of different kinds of learners. Special attention will be provided for students to build and practice skills in the areas of goal setting, decision making, practicing healthful behaviors, analyzing influences, communication skills, refusal skills, stress management, and conflict resolution.

GRADES 7-8 QUARTER YEAR

HEALTH EDUCATION 1 **8100**

The purpose of this course is to provide learning opportunities that increase interest and meet the needs of different kinds of learners regarding their health and wellness. The objective is to equip students with the skills and knowledge to make informed decisions to promote their own lifelong health and well being. This course will satisfy the NYS Health Education requirement

GRADES 9-12 0.5 CREDIT

PHYSICAL EDUCATION 1 **8800**

Physical Education 1 is designed to introduce students in Grades 9 and 10 to a wide variety of physical activities. These activities include both team and individual sports, such as badminton, basketball, Project Adventure activities, football, floor hockey, soccer, softball, tennis, volleyball, and more. This course meets on alternate days for the year and will satisfy the NYS Physical Education requirement.

GRADES 9-10 0.5 CREDIT

PHYSICAL EDUCATION 2 **8810**

Physical Education 2 is designed with an emphasis on lifetime sports activities for students in grades 11 and 12. The following areas are stressed: team sports, individual sports, weight training, Project Adventure activities, and aerobics. This course meets on alternate days for the year and will satisfy the NYS Physical Education requirement.

GRADES 11-12 0.5 CREDIT

MINDFULNESS-BASED PHYSICAL EDUCATION **8875**

Students will participate in health filled exercises that have numerous physical and mental benefits. This course is designed to provide the students with an understanding of how their body works and how to get their body to function at its best. It will help students understand how to cope with stress and engage in practices that support whole body health. Activities include Yoga, Pilates, Tai Chi, Bosu Ball, and mind-body integration fitness activities. This elective may be taken up to two times by a student. This course meets on alternate days for the year and will satisfy the NYS Physical Education requirement.

GRADES 10-12 0.5 CREDIT

WEIGHT & FITNESS TRAINING **8840**

This course focuses on student strength and conditioning through a comprehensive weightlifting, conditioning, and agility building program. This course will introduce the sport of competitive fitness, which has been popularized through CrossFit. Lifetime fitness, weight room safety, and designing sport-specific training programs will be the focus. Student progress will be recorded and monitored throughout the course. Nutrition and healthy eating are also discussed, along with individual wellness. This elective may be taken up to two times by a student. This course meets on alternate days for the year and will satisfy the NYS Physical Education requirement.

GRADES 10-12 0.5 CREDIT

EXERCISE SCIENCE AND INJURY PREVENTION & MANAGEMENT **8850**

This is a college-level Physical Education course, providing students the opportunity to earn college credit through our college partner for a fee. Exercise Science looks at the scientific methods and responses to how we move, through interactive projects, lessons, and trips, as well as fun unique games and activities. This course builds upon the curriculum of *Weight & Fitness Training* and expands on them in greater detail, while introducing many new concepts and ideas. In this course, students will learn about the body's most basic functions, as well as body composition and injury prevention. This course takes an in-depth look at the world of exercise science, discussing how physiological stress imposed by the demands of aerobic and anaerobic exercise affects each bodily system (musculoskeletal, cardiovascular, respiratory, immune, etc.). In addition, this course will examine fuel sources, oxygen consumption and other metabolic functions, as well as the wellness needs of various populations. This course meets on alternate days for the year and will satisfy the NYS Physical Education requirement.

Prerequisite: *Weight & Fitness Training or departmental approval*

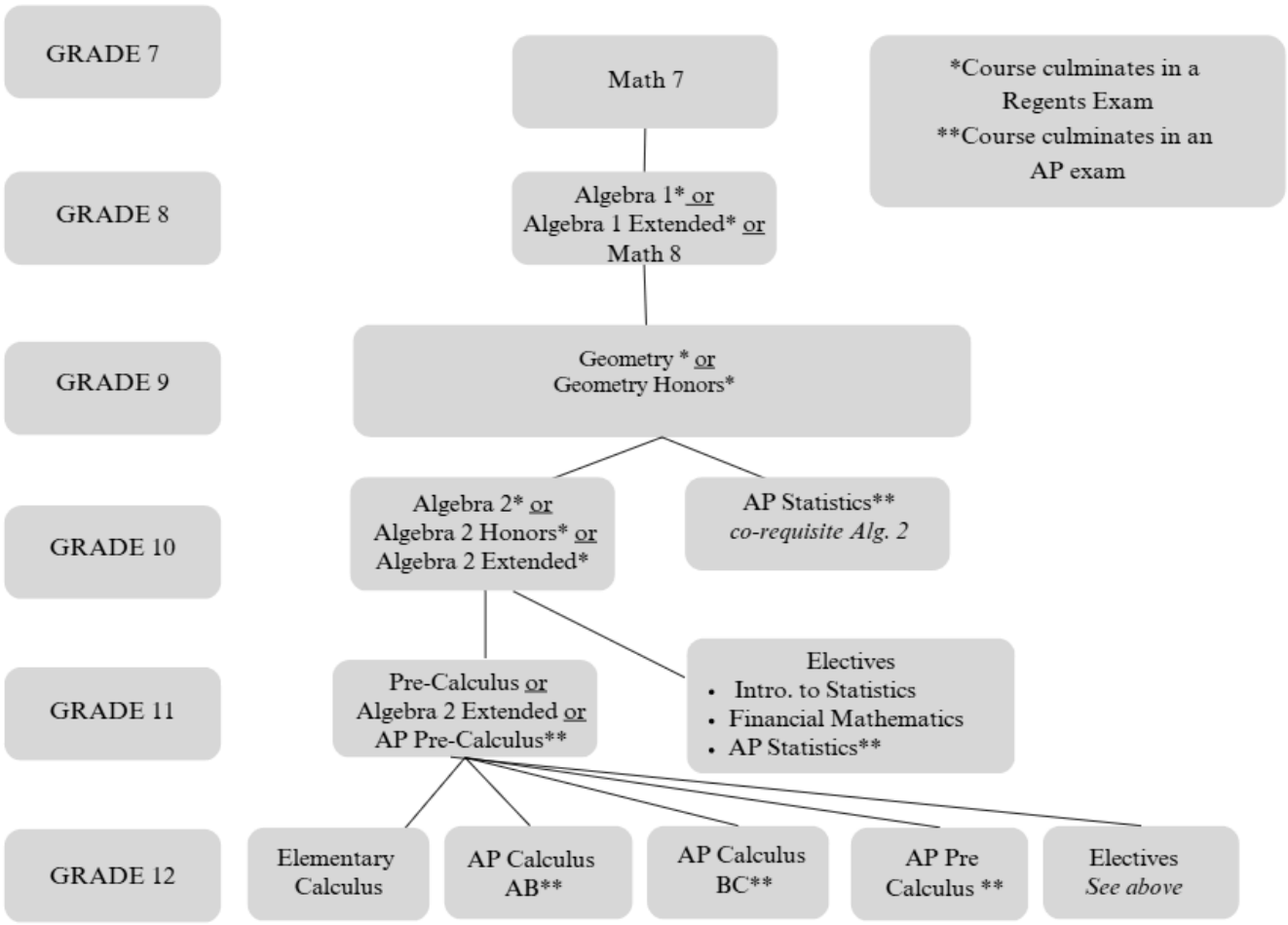
GRADES 11-12 0.5 CREDIT

***Make-ups for any physical education classes missed because of absence or being unprepared are offered the last 2 weeks of each marking quarter.**

MATHEMATICS



The Mathematics Department of Oyster Bay Middle/High School strives to provide our students with the type of learning required in a 21st century classroom. Through our math courses students develop their critical thinking, problem solving, and mathematical communication skills. We are committed to empowering all students to learn, appreciate, and see the relevance of mathematics in their everyday lives. Students will study the overarching topics of Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Calculus. Within our courses students not only develop their procedural fluency in mathematics, but they also deepen their conceptual understanding, model, and apply mathematics, and use technology as a tool to enhance their learning.



MATH 7 **3020**

Math 7 is a course where students apply and develop their understanding of proportional relationships, operations with rational numbers, expressions, linear equations, and draw inferences about populations based on samples. Additionally, students formulate and reason about expressions and equations, graph linear equations and develop their understanding about the concept of a function.

GRADE 7 FULL YEAR

MATH 8 **3030**

Math 8 is a comprehensive course designed to deepen students' understanding of key mathematical concepts and prepare them for high school-level mathematics. Building upon the foundation laid in earlier grades, this course emphasizes the development of problem-solving skills, mathematical reasoning and critical thinking. Students will explore a variety of mathematical topics that align with the New York State Mathematics Standards, with a focus on both abstract concepts and real world applications.

GRADE 8 FULL YEAR

ALGEBRA 1 REGENTS **3500**

Algebra 1 is an introductory course which culminates with the Algebra 1 Regents examination that is required for high school graduation. This course formalizes the mathematics that students learned in earlier grades. The course deepens student understanding of algebraic relationships and extends their understanding of algebraic processes, linear, quadratic, and exponential functions, as well as introductory concepts in statistics. The course prescribes students to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will develop their ability to explain the appropriateness of their answers in addition to their ability to articulate the methods used to arrive at their solution. The use of a graphing calculator is integrated into the course and is permitted during all parts of the Regents examination, which will be administered in June. Successful completion of this course and a passing score on the Algebra 1 Regents examination provides students with the first of three Regents mathematics course credits necessary to earn a New York State Regents Diploma with Advanced Designation**.**

GRADES 8-10

ALGEBRA 1 REGENTS EXTENDED **8th - 3450**
9th & 10th - 3501

Algebra 1 Regents Extended is equivalent to the Algebra 1 Regents course. Students will meet for one period every day and a lab period every other day with the same teacher. The lab period is a required portion of the course that will be devoted to the reinforcement of the skills necessary for student success on the Algebra 1 Regents examination, which will be administered in June. Successful completion of this course and a passing score on the Algebra 1 Regents exam provides students with the first of three Regents mathematics course credits necessary to earn a New York State Regents Diploma with Advanced Designation.

GRADES 8-10 1.0 CREDIT

GEOMETRY REGENTS 3560

The fundamental purpose of the course in Geometry is to formalize and extend students' geometri experiences from the middle grades. Students explore more complex geometric situations and deepe their explanations of geometric relationships, moving towards formal mathematical arguments. Th course continues the integration of algebra, geometry, transformational geometry, and trigonometr topics, and prescribes students to experience mathematics in a coherent, useful, and logical manner tha makes use of their ability to make sense of problem situations. The graphing calculator is use throughout the course to integrate numerical, algebraic, graphical, and analytical understanding Students will be required to use the calculator for class work, homework and on all parts of th Geometry Regents examination which students must take in June. Successful completion of this cours and a passing score on the Geometry Regents examination provides students with the second of thre Regents mathematics course credits necessary to earn a NYS Regents Diploma with Advance Designation. Geometry Regents meets one period every day and a double period every other day.

Prerequisites: Algebra; Algebra 1 Regents examination

GRADES 9-11 1.0 CREDIT

GEOMETRY REGENTS HONORS 3510

This academically rigorous course builds upon the mathematics that students have learned and requires students to experience the geometry content in greater depth and complexity. The course continues the integration of algebra, geometry, transformational geometry, and trigonometry topics, and prescribes students to experience mathematics in a coherent, useful, and logical manner that makes use of their ability to make sense of problem situations. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The graphing calculator is used throughout the course to integrate numerical, algebraic, graphical, and analytical understanding. Students will be required to use the calculator for class work, homework and on all parts of the Geometry Regents examination which students must take in June. Successful completion of this course and a passing score on the Geometry Regents examination provides students with the second of three Regents mathematics course credits necessary to earn a NYS Regents Diploma with Advanced Designation.

Prerequisites: Algebra with honors criteria; Algebra 1 Regents examination

GRADES 9-11 1.0 CREDIT

ALGEBRA 2 REGENTS 3520

This academically rigorous course continues the integration of algebra and geometry into the study of trigonometry, advanced algebra topics, transformational geometry, and statistics. The graphing calculator is used throughout the course to integrate numerical, algebraic, graphical, and analytical understanding. Students will be required to use the calculator for class work, homework and for the Algebra 2 Math Regents exam in June. Successful completion of this course and a passing score on the Algebra 2 Regents examination provides students with the third of three Regents mathematics course credits necessary to earn a NYS Regents Diploma with Advanced Designation.

Prerequisites: Geometry; Geometry Regents examination

GRADES 10-12 1.0 CREDIT

ALGEBRA 2 REGENTS EXTENDED 3522

Algebra 2 Regents Extended is equivalent to the Algebra 2 Regents course. Students will meet for one period every day and a lab period every other day with the same teacher. The lab period is a required portion of the course that will be devoted to the reinforcement of the skills necessary for student success on the Algebra 2 Regents examination, which will be administered in June. Successful completion of this course and a passing score on the Algebra 2 Regents examination provides students with the third of three Regents mathematics course credits necessary to earn a NYS Regents Diploma with Advanced Designation.

Prerequisites: Geometry; Geometry Regents examination

GRADES 10-12 1.0 CREDIT

ALGEBRA 2 REGENTS HONORS 3570

This academically rigorous course builds upon the mathematics that students have learned and requires students to experience the Algebra 2 content in greater depth and complexity. The course continues the integration of algebra and geometry into the study of trigonometry, advanced algebra topics, transformational geometry, and statistics. The graphing calculator is used throughout the course to integrate numerical, algebraic, graphical, and analytical understanding. Students will be required to use the calculator for class work, homework and for the Algebra 2 Math Regents examination in June. Successful completion of this course and a passing score on the Algebra 2 Regents exam provides students with the third of three Regents mathematics course credits necessary to earn a New York State Regents Diploma with Advanced Designation.

Prerequisites: Geometry with honors criteria; Geometry Regents examination

GRADES 10-12 1.0 CREDIT

PRE-CALCULUS **3240**

This academically rigorous course is devoted to the study of pre-calculus topics for students who intend to study college level mathematics. Topics from Advanced Placement Calculus AB are incorporated into units of study when appropriate. Functions are emphasized as mathematical models for real-world behavior which can be categorized into various families of functions. Functions are represented symbolically, numerically, graphically, and algebraically. Students are expected to master concepts from calculus and apply them to solve the more challenging problems. A large number of the examples and problems that students see in this pre-calculus course are given in the context of real-world problems. Our goal is to enable students to create mathematical models that will help them understand and explain the world in which they live through the discipline of mathematics. Our pre-calculus syllabus and materials reflect the standards established by the National Council of Teachers of Mathematics (NCTM). Technology is used appropriately to create mathematical models and permit the analysis of data.

Prerequisites: Algebra 2; Algebra 2 Regents examination

GRADES 11-12 1.0 CREDIT

FINANCIAL MATHEMATICS **3615**

This course is designed to address the most essential applications of business and consumer mathematics. Students will apply algebra, geometry, and trigonometry concepts to real-world financial situations. Units of study may include budgeting, investing, credit, insurance, and arithmetic skills for your career and everyday life.

*Prerequisites: Successful completion of two high school math credits **and** passing grade on the Algebra 1 Regents examination*

GRADES 11-12 1.0 CREDIT

ELEMENTARY CALCULUS **3300**

This course unifies and extends the high school math program into a study of calculus. Students learn the power of calculus as a tool for solving problems relating to the physical environment. Topics of study include limits and continuity, derivatives, maxima and minima, antiderivatives, definite integral, Fundamental Theorem of Calculus, and techniques for integration. This course includes real-life examples, projects, and activities to help captivate students' interest and prepare them to use calculus in college courses.

Prerequisite: Pre-Calculus

GRADE 12 1.0 CREDIT

INTRODUCTION TO STATISTICS 3603

This course offers an introduction to statistics and probability applications. Topics to be discussed include analyzing and collecting data, probability, sampling distributions, testing claims, and inference for categorical variables and regression. This course includes lively real-life examples, projects and activities to help captivate students and prepare them to use statistics in college courses and in any career.

Prerequisite: Completion of Algebra 2

GRADES 11-12 1.0 CREDIT

ADVANCED PLACEMENT STATISTICS 3601

This is an Advanced Placement course that reflects current and important developments in statistical analysis. The course follows the College Board-prescribed AP Statistics curriculum. The topics of study include sampling and experimental design, the role of graphical displays as an important component of data analysis, transformations, residual analysis, normal probability plots and simulation. The analysis of data will include the use of real data extracted from journal articles, newspapers, and other published sources. Application of statistical methods will examine a wide range of disciplines and subject areas. Students will also demonstrate proficient use of appropriate statistical methods in a research project they will design and implement. Students will be required to take the Advanced Placement examination in Statistics in May.

*Prerequisites: Algebra 2 or Geometry Honors **and** a score of 85 or better on the Geometry Regents exam*

GRADES 10-12 1.0 CREDIT

ADVANCED PLACEMENT PRECALCULUS 3220

This is an Advanced Placement course that focuses on deepening understanding of functions - including polynomial, rational, exponential, logarithmic, and trigonometric functions - and exploring how these functions model real-world phenomena. The course follows the College Board-prescribed AP Precalculus curriculum. Students analyze graphs, interpret and manipulate expressions, and solve a wide range of equations and application problems. Throughout the course, students develop proficiency in mathematical reasoning, communication, and problem-solving. They learn to use multiple representations of functions, employ technology strategically, and justify their thinking using clear mathematical arguments. Students will be required to take the Advanced Placement examination in Precalculus in May.

Prerequisites: Algebra 2 with honors criteria; Algebra 2 Regents exam

GRADES 11-12 1.0 CREDIT

ADVANCED PLACEMENT CALCULUS AB 3380

This is an Advanced Placement course in calculus consisting of a full academic year of work in calculus, comparable to the first semester course given in colleges and universities. The course follows the College Board-prescribed AP Calculus AB curriculum. It is expected that students who take an AP course in calculus will seek credit or placement, or both from a higher education institution. Technology is used on a regular basis by students and teachers to reinforce the relationships among the multiple representation of functions, to confirm written work, to implement experimentation and to assist in interpreting results. Through the use of the unifying themes of derivative, integrals, limits, approximation and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. Students will take the Advanced Placement examination in Calculus AB in May.

Prerequisites: Pre-Calculus or Pre-Calculus H with honors criteria

GRADE 12 1.0 CREDIT

ADVANCED PLACEMENT CALCULUS BC 3505

This is an Advanced Placement course in Calculus consisting of a full academic year of work in calculus, which is presented at a much faster pace than in AP Calculus AB. The course content is comparable to having completed two semester courses given in colleges and universities. The course follows the College Board-prescribed AP Calculus BC curriculum. It is expected that students who take an AP course in calculus will seek credit or placement, or both from a higher education institution. Students who take the AP Calculus BC examination will receive an overall exam score but will also receive an "AB subscore" on the subset of exam questions which are included in the AP Calculus AB topics. Technology is used on a regular basis by students and teachers to reinforce the relationships among the multiple representation of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivative, integrals, limits, approximation and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. Students will take the Advanced Placement examination in Calculus BC in May.

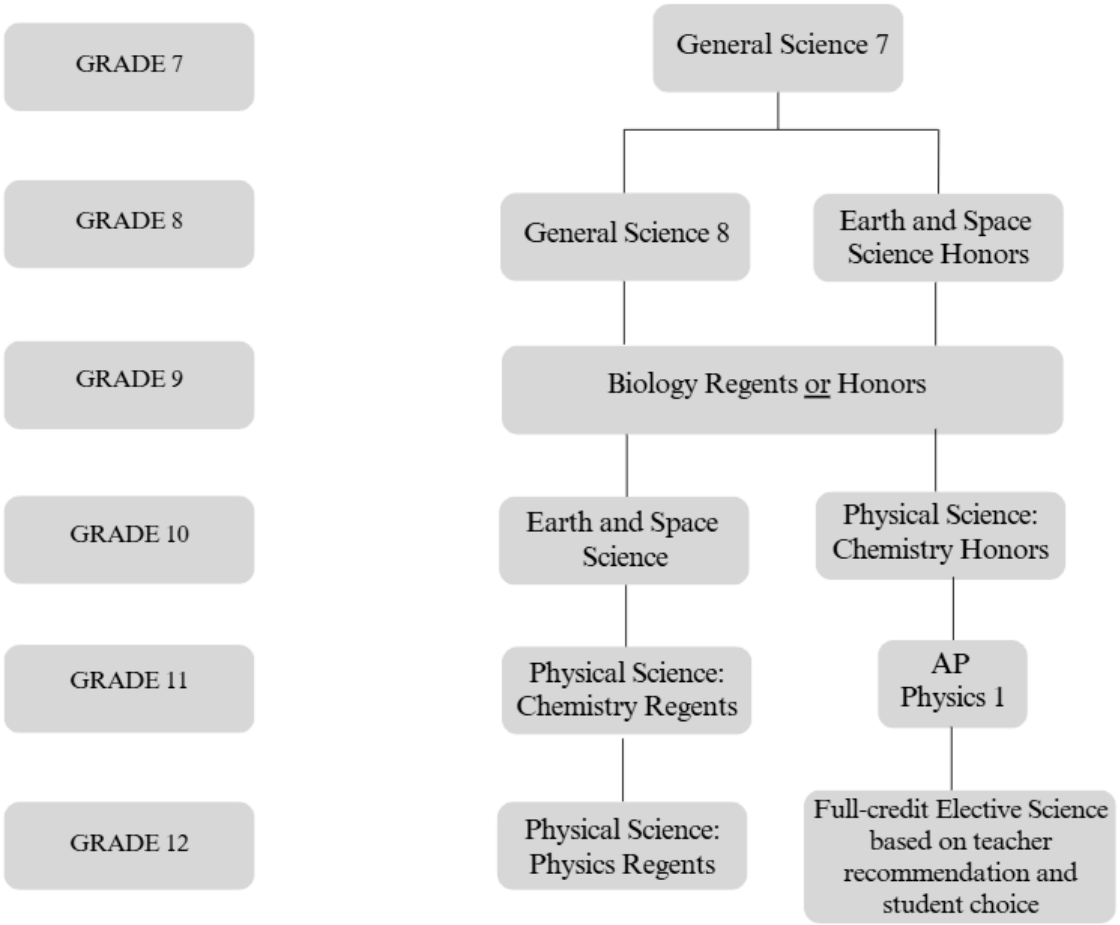
Prerequisites: Pre-Calculus Honors with honors criteria

GRADE 12 1.0 CREDIT

SCIENCE



The Science Department of Oyster Bay Middle/High School encourages students to master skills and concepts across the disciplines of Life, Earth, and Physical Science. Our department encourages four years of high school science for all, offering a variety of electives and Advanced Placement courses to meet the diverse needs and interests of our students. Students regularly design and perform experiments, enabling them to gain practical laboratory knowledge and skills. Opportunities for field studies, guest lecturers, distance learning, and work at Cold Spring Harbor Labs are offered to students through a variety of courses.



Full-Credit Electives	Half-Credit Electives
AP Biology (grades 10-12)	Engineering 1 or 2 (grades 9-12)
AP Chemistry (grades 11-12)	Astronomy (grades 9-12)
SBU Engineering (grades 11-12)	Forensic Science (grades 11-12)
AP Environmental Science (grades 11-12)	Marine Biology & Oceanography (grades 11-12)
AP Physics 2 (grade 12)	Human Anatomy (grades 11-12)

GENERAL SCIENCE 7 **4020**

In this course, students will explore the natural environment, the living organisms that make it up, and the physics of the natural world. Students will learn about topics such as evolution, ecology, genetics, reproduction, the human body systems, and physics. Inquiry-based laboratory study is emphasized as students engage in the various units of study. Additionally, students will spend the first semester of the course working on a science fair project that will be presented at the annual 7th grade science fair. The course will culminate in a written final examination.

GRADE 7 FULL YEAR

GENERAL SCIENCE 8 **4050**

In this course, students will explore Earth and Space Systems. They will also learn about living things and how they interact with the environment. Inquiry-based laboratory study is emphasized as students engage in geology, meteorology, astronomy, and ecology. Science 8 students are required to take the New York State Intermediate Science examination in June.

GRADE 8 FULL YEAR

EARTH AND SPACE SCIENCE HONORS **4635**

This course is required for graduation for all students. Students will use mathematical analysis, scientific inquiry, and engineering design to study the Earth and Space sciences. Key ideas include that the Earth and celestial phenomena can be described by principles and relative motion and perspective and that many of the phenomena we observe on Earth involve interactions among components of air, water, and land. Students will uncover how the different Earth systems have various sources of energy and how matter cycles within and among these systems in various ways and over time. Students will learn how small changes in these systems can have large and sudden consequences or may have little to no effect at all. This course is accompanied by a lab, which meets every other day. Students are required by NYS to complete a minimum number of lab activities to be eligible to sit for the Regents exam. **Honors component will see students involved in an independent or small group research investigation.** Students will take the NYSSLS Earth & Space Sciences examination in June.

GRADE 8 1.0 CREDIT

BIOLOGY **4590**

This course is required for graduation for all students. Students will use mathematical analysis, scientific inquiry, and engineering design to study the natural and living world. Throughout the course, students will actively investigate many aspects of the life sciences that will answer the following questions: (1) How do the structures of organisms enable life's functions?, (2) How are the characteristics from one generation related to the previous generations?, (3) How do organisms obtain and use energy they need to live and grow, and how do matter and energy move through ecosystems?, (4) How do organisms interact with the living and non-living environment to obtain matter and energy?, (5) How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms?, and (6) How does biodiversity affect humans and how have humans affected the biodiversity of Earth? This course is accompanied by a lab, which meets every other day. Students are required by NYS to complete a minimum number of lab activities to be eligible to sit for the Regents exam. Students will take the NYSSLS Life Science: Biology examination in June.

GRADES 9 - 12 1.0 CREDIT

BIOLOGY HONORS **4595**

This course is required for graduation for all students. Students will use mathematical analysis, scientific inquiry, and engineering design to study the natural and living world. Throughout the course, students will actively investigate many aspects of the life sciences that will answer the following questions: (1) How do the structures of organisms enable life's functions?, (2) How are the characteristics from one generation related to the previous generation?, (3) How do organisms obtain and use energy they need to live and grow, and how do matter and energy move through ecosystems?, (4) How do organisms interact with the living and non-living environment to obtain matter and energy?, (5) How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms?, and (6) How does biodiversity affect humans and how have humans affected the biodiversity of Earth? This course is accompanied by a lab, which meets every other day. Students are required by NYS to complete a minimum number of lab activities to be eligible to sit for the Regents exam. **Honors component will see students involved in an independent or small group research investigation.** Students will take the NYSSLS Life Science: Biology examination in June.

GRADES 9 1.0 CREDIT

EARTH AND SPACE SCIENCE REGENTS 4630

This course is required for graduation for all students. Students will use mathematical analysis, scientific inquiry, and engineering design to study the Earth and space sciences. Key ideas include that the Earth and celestial phenomena can be described by principles and relative motion and perspective and that many of the phenomena we observe on Earth involve interactions among components of air, water, and land. Students will uncover how the different Earth systems have various sources of energy and how matter cycles within and among these systems in various ways and over time. Students will learn how small changes in these systems can have large and sudden consequences or may have little to no effect at all. This course is accompanied by a lab, which meets every other day. Students are required by NYS to complete a minimum number of lab activities to be eligible to sit for the Regents exam. Students will take the NYSSLS Earth and Space Sciences examination in June.

GRADES 10 - 12 1.0 CREDIT

PHYSICAL SCIENCE: CHEMISTRY REGENTS 4580

This course is a detailed study of matter and energy. Atomic structure, chemical bonding, rates of reaction, and acids-base chemistry are among the many concepts that will be investigated. Real-world connections, and inquiry-based laboratory exercises are integral parts of the course. The New York State Regents Chemistry curriculum includes three required hands-on investigations that support inquiry-based learning and real-world problem solving. These investigations are designed to help students develop key science and engineering practices such as asking questions, analyzing data, and constructing explanations. Each investigation is embedded into classroom instruction and contributes to the 1,200 minutes of lab experience required for the course. Completion of all investigations is mandatory for students to be eligible to sit for the NYSSLS Physical Science: Chemistry examination in June.

Prerequisite: Earth and Space Science and/or departmental approval

GRADES 11-12 1.0 CREDIT

PHYSICAL SCIENCE: CHEMISTRY HONORS 4610

This course is a detailed study of matter and energy. Atomic structure, chemical bonding, rates of reaction, and acids-base chemistry are among the many concepts that will be investigated. Additional units may apply as a foundation for AP Chemistry. Real-world connections, and inquiry-based laboratory exercises are integral parts of the course. The New York State Regents Chemistry curriculum includes three required hands-on investigations that support inquiry-based learning and real-world problem solving. These investigations are designed to help students develop key science and engineering practices such as asking questions, analyzing data, and constructing explanations. Each investigation is embedded into classroom instruction and contributes to the 1,200 minutes of lab experience required for the course. Completion of all investigations is mandatory for students to be eligible to sit for the NYSSLS Physical Science: Chemistry examination in June.

*Prerequisite: Honors criteria **and** Earth and Space Science and/or departmental approval*

GRADES 10-12 1.0 CREDIT

PHYSICAL SCIENCE: PHYSICS REGENTS 4620

This course invites students to explore and explain the wonders of the physical universe through hands-on investigation and problem solving. Together, we will uncover how the laws of motion, forces, energy, waves, sound, light, heat, and electricity shape the world around us. Students will apply these principles to real-world situations such as racing cars, modern technology, sports performance, and space exploration. Emphasis is placed on understanding how scientific models describe everyday phenomena and how physics connects to engineering and innovation. Inquiry-based laboratory work including three required investigations contributes to the 1,200 minutes needed for the course. This is an essential part of the course, providing opportunities to design experiments, collect and analyze data, and draw meaningful conclusions. Students will take the NYSSLS Physical Science: Physics examination in June.

Prerequisite: Physical Science: Chemistry and/or departmental approval

GRADES 11-12 1.0 CREDIT

ADVANCED PLACEMENT BIOLOGY 4510

This course is the equivalent of a first-year college course in General Biology. It is designed to give motivated students the chance to pursue detailed study of biological concepts. Areas of emphasis include biochemistry, cytology, human physiology, molecular genetics, evolution, and ecology. Laboratory procedures will incorporate advanced techniques and will require student decision-making. Featured experiments include amino acid chromatography, gel electrophoresis, and large mammalian dissection. Students will be required to take the Advanced Placement examination in Biology in May. Independent research and lab work will be emphasized following the exam

Prerequisites: Biology, honors criteria and/or departmental approval

GRADES 10-12 1.0 CREDIT

ADVANCED PLACEMENT CHEMISTRY 4520

This course is the equivalent of a first-year college course in Inorganic Chemistry. It is designed to give motivated students the chance to pursue detailed study of chemical concepts. Areas of emphasis include stoichiometry, atomic structure and bonding, periodicity, kinetics and equilibrium, gasses, solutions, electrochemistry, and more. Laboratory procedures will incorporate advanced techniques; accuracy and precision are emphasized. Students will be required to take the Advanced Placement examination in Chemistry in May. Independent research and lab work will be emphasized following the exam.

Prerequisites: Physical Science: Chemistry, strong mathematical skills, honors criteria and/or departmental approval

GRADES 11-12 1.0 CREDIT

ADVANCED PLACEMENT PHYSICS 1 **4601**

This course is equivalent to a first-semester college course in introductory, algebra-based physics. The course covers Newtonian mechanics, work, energy, and power, mechanical waves, and sound. Electric circuits and electromagnetic radiation are taught, and inquiry-based laboratory study is an integral part of the course. Students will be required to take the Advanced Placement examination in Physics 1: Algebra-Based in May. The New York State Physical Setting: Physics Regents serves as the final examination.

Prerequisites: Physical Science: Chemistry, honors criteria and/or departmental approval

GRADES 11-12 1.0 CREDIT

ADVANCED PLACEMENT PHYSICS 2 **4602**

This course is equivalent to a second-semester college course in introductory, algebra-based physics. This course builds on students' understanding of physics and expands it to explore topics such as fluids, thermodynamics, electric force, field and potential, electric circuits, magnetism and electromagnetic induction, geometric and physical optics, and quantum, atomic and nuclear physics. Students will be required to take the Advanced Placement examination in Physics 2: Algebra-Based in May. Independent research and lab work will be performed following the exam.

Prerequisites: AP Physics 1, honors criteria and/or departmental approval

GRADES 12 1.0 CREDIT

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE **4800**

Advanced Placement Environmental Science is designed to be the equivalent of an introductory college course in Environmental Science. Environmental science is the study of the natural sciences in an interdisciplinary context that always includes people and how they influence the system. It includes many aspects of biology, earth science, fundamental principles of chemistry and physics. This course will provide students with scientific principles, concepts, and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Topics include scientific analysis, interdependence of earth systems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and their consequences, environment and society. Field and laboratory investigations are an integral part of the curriculum. Students will be required to take the Advanced Placement examination in Environmental Science in May.

Prerequisite: Physical Science: Chemistry

GRADES 11-12 1.0 CREDIT

SCIENCE ELECTIVES

ASTRONOMY **4710**

This hands-on course is dedicated to the study of astronomy which includes the following topics: Planets, the Sun and other Solar System objects, formation of the Universe and the possibility of extraterrestrial life. Students will be required to complete several presentations.

Prerequisite: Earth and Space Science and/or departmental approval

GRADES 9 -12 0.5 CREDIT

ENGINEERING 1 **4715**

Case studies will convey the principles, skills, techniques, and attitudes necessary for the field of engineering with a focus on civil and mechanical engineering. Activities in this course include computer-aided design, inventions, constructing cantilever beams, energy technologies, studying the strength of materials and joints, simple machines, and reverse engineering an existing product.

Prerequisite: Earth and Space Science

Co-Requisite: Physical Science: Chemistry and/or departmental approval

GRADES 9 -12 0.5 CREDIT

ENGINEERING 2 **4716**

The second semester of the engineering course was designed for students to explore the technological processes employed in the field of engineering in greater depth. More challenging problems will provide in-depth opportunities for students to draw, design, fabricate products, and improve prototypes using creative and critical thinking.

Prerequisite: Engineering 1 and/or departmental approval

GRADES 9-12 0.5 CREDIT

FORENSIC SCIENCE **4390**

Forensic Science is defined as the use of science and technology to investigate and establish facts in legal matters. Students will apply biological and chemical concepts to analyze evidence and determine its validity in criminal investigations. Sample units of study will include types of evidence, DNA profiling, fingerprinting and witness reliability. A field trip to the Dolan DNA Learning Center will allow students to use the state-of-the-art equipment to perform DNA testing.

Prerequisites: Physical Science: Chemistry and/or departmental approval

GRADES 11-12 0.5 CREDIT

HUMAN ANATOMY **4400**

An elective where students can learn how each of the body systems function (ex: digestive, circulatory, nervous, etc.). Students will learn about diseases associated with these systems. Students may also compute dissections to support learning.

GRADES 11-12 0.5 CREDIT

MARINE BIOLOGY AND OCEANOGRAPHY **4370**

This course is designed to provide students with the principles needed to understand relationships among biological, chemical, and physical components of marine ecosystems. Human effects on the marine environment will also be emphasized. The local estuarine environment will be utilized in long-term investigations. Field trips will be an integral part of the course.

Prerequisites: Biology, Earth and Space Science and/or departmental approval

GRADES 11-12 0.5 CREDIT

STONY BROOK UNIVERSITY ENGINEERING **4717**

Through interdisciplinary case studies, students will formulate solutions to engineering problems in context. To expose students to the fields of mechanical and civil engineering, students will analyze the forces, moments and stresses on structures, thermodynamics, heat transfer and fluid dynamics. Students will additionally be provided with electrical engineering challenges to build and evaluate RLC circuits and binary logic circuits. Problem solving will be conducted in teams and will require computer software-based modeling and formal written and oral presentations of both the processes and products of collaborative work. This course offers college credit for a fee through Stony Brook University's college partnership.

Prerequisites: Physical Science: Physics, Algebra2, and Introduction to Engineering 1 and 2 or departmental approval

GRADES 11-12 1.0 CREDIT

SCIENCE RESEARCH

Students have the opportunity to pursue a pathway in Science Research. Students enrolled in this program earn elective credit in science and learn science and engineering principles as applied to authentic research.

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Middle Level Research	Introduction to Research	Honors Science Research 1 (Methods & Practice)	Honors Science Research 2 (Adv. Design & Statistical Analysis)	Advanced Methodology in Research

MIDDLE LEVEL RESEARCH **4070**

Middle Level Research seeks to foster interest in the research process and understand the basic skills in research and presentations which are interdisciplinary. Students collaborate on group research projects, individual research projects, and participate in local action research with our partner organizations.

Prerequisite: Teacher recommendation

GRADE 8 HALF YEAR

INTRODUCTION TO RESEARCH **4700**

Introduction to Research focuses on two major learning objectives. The first is to understand the research process in the high school setting. The second is to understand basic research and communication skills, specifically in written or oral presentations, an interdisciplinary skill that is applicable to all subject areas and careers. Some skills include evaluating sources; research using electronic databases; writing a research paper; oral presentations. Students are required to enter at least one competition.

Prerequisite: Middle Level Research preferred

GRADE 9 0.5 CREDIT

HONORS SCIENCE RESEARCH 1 (METHODS AND PRACTICE) **4910**

Students will engage in authentic research methods and practices including developing a research question, constructing a literature review, developing hypotheses and methodology to collect data, data analysis, communicating results and findings, etc. In practicum, students will be involved in research projects that meet criteria for entry in a variety of competitions.

Prerequisite: Commitment to three-year program

GRADE 10 1.0 CREDIT

HONORS SCIENCE RESEARCH 2 (ADV. DESIGN AND STATISTICAL ANALYSIS) **4920**

Students will focus on research design, data analysis, and statistical modeling. Students will focus on the design and execution of a research project. Class time will focus as appropriate on establishing professional relationships with research institutions and professional mentors who can assist in guiding students through the research process. 11th grade students will be required to enter multiple fairs/contests.

Prerequisite: Honors Research; must conduct summer research between 11th and 12th grade

GRADE 11 1.0 CREDIT

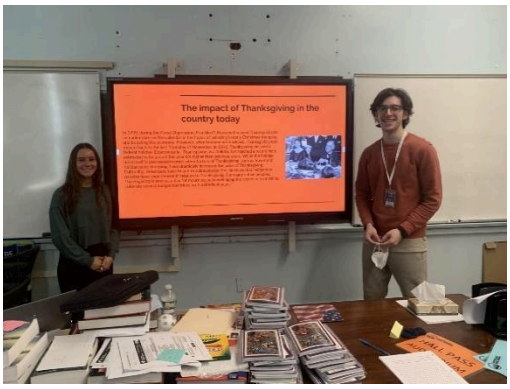
ADVANCED METHODOLOGY IN RESEARCH **4930**

Seniors will complete their research project that began in 11th grade, write their papers, and prepare presentation materials. Seniors will enter senior-level contests/fairs appropriate to their area of study, such as the Regeneron Science Talent Search (STS), SUNY Stony Brook's Junior Science and Humanities Symposium, Long Island Science and Engineering Fair, Long Island Science Congress, New York State Science and Engineering Fair, and others.

Prerequisite: Honors Science Research 2

GRADE 12 1.0 CREDIT

SOCIAL STUDIES



The commencement level Social Studies program builds upon the previous knowledge, skills and aptitudes developed in our K-8 program that are essential for students in becoming responsible citizens in our multicultural society and interdependent world. The Social Studies Department provides a variety of programs to satisfy the requirement of four credits of social studies for a Regents or Advanced Regents Diploma. In addition to required credits and courses necessary for graduation, students have the opportunity to choose a variety of electives in the social sciences.

GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Social Studies 7	Social Studies 8	Global History 1 or Advanced World History	Global History 2 or AP World History	US History & Government or AP U.S. History	Participation in Gov. and Eco. or AP US Gov. & Pol.

Full-Year Electives	Half-Year Electives
AP Human Geography (grade 9-10) AP Psychology (grades 11-12) AP Macroeconomics (grades 12)	American History Through Film (grades 9-12) Global History Through Film (grades 9-12) College Psychology (grades 10-12) Criminal & Civil Law (grades 10-12) Ethics & You: What Would You Do? (grades 10-12) Sociology: Contemp. Social & Political Issues (grades 10-12)

SOCIAL STUDIES 7 **2000**

The 7th grade Social Studies curriculum focuses on early world history and geography with a deliberate focus on content literacy. Students begin their exploration into world history with a focus on historical thinking. By unpacking historical and geographic thinking, students learn how these disciplines are distinct in how they ask questions and frame problems to organize and drive inquiry. Students learn that historians must have some evidence to support the claims they make in their accounts. They investigate how these social scientists select, analyze, and organize evidence, and then use that evidence to create accounts that answer questions and problems. The content is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight key ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable. Throughout the course, teachers will help students see connections across time and tie those connections into current events.

GRADE 7 FULL YEAR

SOCIAL STUDIES 8 **2050**

The 8th grade Social Studies curriculum is a continuation of the American History course taught in 7th-grade. Students journey through Reconstruction, the Industrial Age, Immigration, the eras of Reform and Imperialism, World War I, the 1920s and Great Depression, World War II, Cold War, Civil Rights, and the Modern Era. Students also work to develop historical thinking skills through the use of primary source document analysis and historical inquiry. Students are expected to express knowledge of American History through written and verbal expression, as well as to connect historical events over time. Students integrate information from multiple texts, often from differing perspectives, building relevant knowledge, and providing opportunities to encounter the new academic vocabulary in multiple semantic contexts. By bringing the conflict closer to students' lives, and providing them with tools to identify the claims, reasons, and evidence associated with the perspective, students are equipped with both the background and the tools to engage in argumentation.

GRADE 8 FULL YEAR

GLOBAL HISTORY 1 **2100**

From the days of nomadic roaming tribes in 10,000 B.C.E. to the meeting of hemispheres throughout the 15th, 16th, and 17th centuries, Global 1 explores the impacts of civilizations gaining, consolidating and losing power in an increasingly interconnected world. Using reference materials, maps, documents, cartoons, video clips, and other materials, teachers encourage students to think and write critically, develop a global perspective of world history, and define culture and civilization from the lens of a social scientist.

GRADE 9 1.0 CREDIT

ADVANCED WORLD HISTORY 9 2110

Advanced World History is a course of study for students whose ability and academic performance qualify them for this experience. Students will explore six overarching themes that emphasize human endeavors such as the impact of intellectual and technological developments and the emergence of the modern nation-state. These themes provide a framework to make comparisons over time and across cultures. The students will explore the time periods from 8000 B.C.E. to 1400 C.E.

Prerequisite: Honors criteria

GRADE 9 1.0 CREDIT

GLOBAL HISTORY II REGENTS 2150

Global II explores the impacts of power consolidation and power loss in an increasingly interconnected and technologically advanced world over 275 years from 1750 C.E. to the present. Using reference materials, maps, documents, cartoons, video clips, and other materials, teachers encourage students to think and write critically, develop a global perspective of world history, and define culture and civilization from the lens of a social scientist. Key concepts/themes such as imperialism, nationalism and interdependence are emphasized. Students will take the NYS Regents examination in Global History and Geography II given in June**.**

GRADE 10 1.0 CREDIT

ADVANCED PLACEMENT WORLD HISTORY 2175

Students are expected to develop their analytical and critical thinking skills and to understand historiography. This course will also instill in students the habits of mind identified by the Advanced Placement program that students will need in order to be successful on the examination. The students will explore the time period 1400 C. E. to the present. Students who take AP courses will be required to take Advanced Placement examinations in May. Students must pass the NYS Regents examination in Global History and Geography II given in June**.** Students will take the Advanced Placement examination in World History: Modern in May.

Prerequisites: Advanced World History 9, honors criteria and/or departmental approval

GRADE 10 1.0 CREDIT

UNITED STATES HISTORY AND GOVERNMENT REGENTS 2240

This course strongly emphasizes the Constitutional foundations of the United States. Using the U.S. Constitution as the basis of our governmental process and our freedom, this course traces American History from the nation's inception to becoming a major industrial power through to the present. Students must pass the NYS Regents examination in United States History and Government given in June**.**

GRADE 11 1.0 CREDIT

ADVANCED PLACEMENT UNITED STATES HISTORY 2220

The Advanced Placement Program in United States History is designed to develop the critical thinking and analytical writing skills necessary to deal with the factual and interpretive problems inherent in the study of American History. Students explore major interpretive questions in both a chronological framework and a study of specific historical themes. The goal of the program is to prepare students for intermediate and advanced college courses by making demands upon them that are the equivalent to those of full year introductory college courses. Students will take the Advanced Placement examination in United States History in May. Students will take the NYS Regents examination in United States History and Government given in June**.**

Prerequisites: AP World, honors criteria and/or departmental approval

GRADE 11 1.0 CREDIT

ECONOMICS 2260

This course provides students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and the world. The course is designed to use rational decision making and encourages students to become wiser consumers as well as better citizens. Successful completion of this course is a graduation requirement.

GRADE 12 0.5 CREDIT

PARTICIPATION IN GOVERNMENT 2290

This course engages students in the study of specific government policy issues and directs students in a wide range of relevant, practical participatory experiences. These experiences range from writing letters to the editor to group experiences such as participating in public discussions. Students are encouraged to examine the impact of current political issues on their local community. Successful completion of this course is a graduation requirement.

GRADE 12 0.5 CREDIT

ADVANCED PLACEMENT US GOVERNMENT & POLITICS **2280**

This is an integrated two-semester course that combines the study of economic theories, concepts, and policies in conjunction with an analysis of government policies regarding public, social, and political issues. Relevant economic issues such as fiscal policy, international trade and labor relations are studied as well. The "public policy analysis model" is utilized in this course offering. Students will be required to take the Advanced Placement examination in United States Government & Politics in May.

Prerequisites: AP US History, honors criteria and/or departmental approval

GRADE 12 1.0 CREDIT

SOCIAL STUDIES ELECTIVES

ADVANCED PLACEMENT HUMAN GEOGRAPHY 2190

The purpose of this full year AP course in Human Geography is to help students to become more geo-literate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction. This is an AP elective course. Students will take the Advanced Placement examination in Human Geography in May.

Pre/co-requisite: enrollment in one honors or AP course and/or departmental approval

GRADES 9-10 1.0 CREDIT

ADVANCED PLACEMENT MACROECONOMICS 2270

The purpose of this college-level course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on national income and price determination and develops students' familiarity with economic performance measures, economic growth, and international economics. Current events are a critical part of this course. This is an AP elective course. Students will take the Advanced Placement examination in Macroeconomics in May.

GRADE 12 1.0 CREDIT

ADVANCED PLACEMENT PSYCHOLOGY 2180

The purpose of this full year AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. This is an AP elective course. Students will be required to take the Advanced Placement examination in Psychology in May.

Pre/co-requisite: enrollment in one honors or AP course and/or departmental approval

GRADES 11-12 1.0 CREDIT

AMERICAN HISTORY THROUGH FILM **2560**

The history of the United States is a rich tapestry of people and events unique in the history of the world. This course will allow students to delve into that history via numerous media representations of our nation's history. Students will watch, analyze, and critique various media portrayals of U.S. history. This course is designed to highlight and reinforce the United States History and Government curriculum and will focus on events such as the American Revolution, the Civil War, Westward Expansion, the Civil Rights Movement, the War on Terror, and more. A variety of films such as The Patriot, Glory, Mississippi Burning, Forrest Gump, and Frost/Nixon are used to teach students about our nation's past and to develop in our students a lifelong interest in our nation.

GRADES 9-12 0.5 CREDIT

ETHICS AND YOU: WHAT WOULD YOU DO? **2530**

This course explores the fundamental principles of ethics and their application in today's society. Students will engage in thought-provoking discussions, critical analysis and real world case studies to develop a deeper understanding of ethical decision making and its impact on behavior, relationships and communities. Students will engage with texts, court rulings and movie clips such as What Would You Do?, Mean Girl, The Outsiders, The Diary of a Young Girl by Anne Frank, Eating Animals by Jonathan Safran Foer and Boots on the Ground: America's War in Vietnam by Elizabeth Partridge. This course equips students with essential ethical tools to navigate the complex ethical challenges they may encounter in their personal and professional lives.

GRADES 10-12 0.5 CREDIT

GLOBAL HISTORY THROUGH FILM **2550**

The history of the world comes alive through the active viewing and the written analysis of educational and entertaining films. Designed to highlight and reinforce the Global History and Geography Curriculum, this course will focus on the cultural and narrative history of Europe, Latin America, Asia, and Africa. This course seeks to inform as well as to develop critical tools of analysis. A variety of films such as Gladiator, Elizabeth I, Khartoum, Gandhi, Pretorius, Hotel Rwanda are used to teach the students about our world's complex past and to develop in our students a lifelong habit of historical inquiry.

GRADES 9-12 0.5 CREDIT

COLLEGE PSYCHOLOGY 2505

This half-year course is designed to give students the opportunity to explore human behavior. The field of psychology explores what people do, how they think, and why they act the way they do. Areas of study include theories of psychology, human sexuality, abnormal and developmental psychology. Class time is devoted to observations, demonstrations, and seminars. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships.

GRADES 10-12 0.5 CREDIT

CRIMINAL AND CIVIL LAW 2520

This course is an introduction to the basic concepts of the American criminal and civil law systems. In criminal law, topics include the organization and functions of the criminal justice system, the role of corrections in the legal system, the role of the police in the legal system, and the rights of society vs. the rights of the accused. In civil law, topics include the nature of torts, family law, and contract law. Career opportunities in the field of law are also discussed. Mock trials are incorporated into the curriculum.

GRADES 10-12 0.5 CREDIT

SOCIOLOGY: CONTEMPORARY SOCIAL AND POLITICAL ISSUES 2510

This course focuses on the major troubles and concerns of our time. The nation and the world face incredible challenges, such as crime, poverty, political instability, environmental crises, racial and gender issues, technology and privacy, and others. Students in this class will examine, research, and debate these vital issues. This class will prepare students to work with others to solve these problems. This course will also address the ways these issues are discussed by the media, elected officials, experts, and others, which will help students to build their analytical skills and to deepen student interest and knowledge of these critical social and political issues.

GRADES 10-12 0.5 CREDIT

SPECIAL EDUCATION

Students with disabilities are provided with a specialized program of instruction, as per their Individualized Education Program (IEP). The programs are challenging and designed to ensure student achievement and success within our school community. The special education services listed below are provided by the Oyster Bay-East Norwich CSD after individual recommendations have been made by the Committee on Special Education (CSE).

Related Services: include counseling, speech and language therapy, occupational therapy, physical therapy, and services for the deaf and hard of hearing or visually impaired. Services may include consultation and/or direct services.

Consultant Teacher Services: may be provided to a student with a disability in the student's regular education classes and/or to a student's regular education teachers.

Resource Room Program (5:1): a special education program for a student with a disability who is in need of specialized supplementary instruction provided in a small group setting for one period per day.

Integrated Co-Teaching (ICT): specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled peers. This class is taught by both a general and special education teacher.

Special Class: consists of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided with specially designed instruction.

WORLD LANGUAGES



Oyster Bay Middle/High School is proud to offer American Sign Language, Mandarin Chinese, French, and Spanish. The Mandarin Chinese program begins in grade 5 at the James H. Vernon School. Students in grade 6 explore French, Mandarin Chinese and Spanish for 12 weeks each.

Students in the Oyster Bay-East Norwich World Languages program learn to communicate effectively in a new language and demonstrate the cultural competency necessary to interact with people who share linguistic and cultural backgrounds of the target language and culture of study.

Heritage speakers of Spanish must receive approval of the department supervisor to enroll in the Heritage Spanish class.

	FRENCH	SPANISH	HERITAGE SPANISH	MANDARIN CHINESE	ASL
Grade 7	French 1A	Spanish 1A	Heritage Spanish MS	Mandarin 1A	
Grade 8*	French 1B	Spanish 1B	Heritage Spanish MS	Mandarin 1B	
Grade 9	French 2	Spanish 2	Heritage Spanish 2	Mandarin 2	ASL 1
Grade 10**	French 3	Spanish 3	Heritage Spanish Adv.	Mandarin 3	ASL 2
Grade 11	French 4 Honors: College French 1	Spanish 4H or College Spanish 1	College Spanish 1 or AP Spanish Language	Mandarin 4H	ASL 3 / College ASL 1
Grade 12	College French 2	College Spanish 2 or AP Spanish Language	College Spanish 2 or AP Spanish Language	Mandarin 5	ASL 5 / College ASL 2

* Students enrolled in level 1B, ASL I & 8th graders enrolled in Heritage Spanish MS will take the FLACS Checkpoint A exam in June. Students earn one required credit of high school World Languages following the successful completion of levels 1A, 1B and the Checkpoint A exam.

** Students enrolled in level 3 or Heritage Advanced will take the FLACS Checkpoint B exam in June. Through the successful completion of this sequence and a passing grade on the Checkpoint B exam, students earn one of the necessary credits towards the Regents Diploma with Advanced Designation.

FRENCH 1A **5000**

This introductory course assumes no prior knowledge of French. The standards for instruction are aligned to the NYS Standards for World Languages (2021). Themes are aligned to the NYS Checkpoint A curriculum in World Languages as students learn and practice communicating in French in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students become aware of the products, practices, and perspectives of Francophone culture and how unconscious cultural perspectives impact all human interactions.

The study of a language must begin by grade 8 unless a student is exempt as per his/her IEP.

GRADE 7 FULL YEAR

FRENCH 1B **5030**

This is the second half of the Checkpoint A course. Themes are aligned to the NYS Checkpoint A curriculum in World Languages as students learn and practice communicating in French in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students become aware of the products, practices and perspectives of Francophone culture and how unconscious cultural perspectives impact all human interactions. Students take the FLACS Checkpoint A exam in June. Students earn the required one credit of high school World Languages upon the successful completion of level 1A, 1B, and a passing grade on the FLACS Checkpoint A exam in French. *The study of a language must begin by grade 8 unless a student is exempt as per his/her IEP.*

GRADE 8 1.0 CREDIT

FRENCH 2 **5040**

This course is the first in the Checkpoint B sequence of language study. Students continue to further their French language skills and expand their ability to communicate in French in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students begin to develop the ability to understand and discuss events that occurred in the past, present, and future so that they can share information, reactions, feelings, and opinions utilizing appropriate cultural markers and honoring different perspectives. Students deepen their understanding of the products, practices, and perspectives of the Francophone world.

Prerequisite: French 1B

GRADE 9 1.0 CREDIT

FRENCH 3 **5050**

Students in this course expand their ability to converse and communicate around a wider variety of themes and topics and become more adept at navigating among past, present, and future temporal frames across the three modes of communication: interpretive, interpersonal, and presentational. Students interpret, discuss, and present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media. Students adapt communication to various audiences of listeners, readers, or viewers and utilize appropriate cultural markers that honor different perspectives by examining the products, practices, and perspectives of the Francophone world. The FLACS Checkpoint B exam is given at the end of this course and serves as the final exam.

Prerequisite: French 2

GRADE 10 1.0 CREDIT

FRENCH 4 HONORS **5100**

Students at this level work towards *Intermediate-level* proficiencies in understanding, interpreting, analyzing, and communicating on a variety of themes and topics across the three modes of communication: interpretive, interpersonal, and presentational. As a regular part of this Checkpoint C course, students are expected to communicate almost exclusively in French as they utilize film, short stories, essays, and current media to learn more about the French language and associated cultures. Students begin to anticipate and plan to manage cultural differences during interactions. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships.

Prerequisite: French 3

GRADE 11 1.0 CREDIT

COLLEGE FRENCH **5160**

Students move towards *higher Intermediate-level* proficiencies in understanding, interpreting, analyzing, and communicating on a variety of themes and topics across the three modes of communication: interpretive, interpersonal, and presentational. As a regular part of this Checkpoint C course, students are expected to communicate almost exclusively in French as they utilize a variety of mediums to learn more about the French language and associated cultures. Students become more adept at anticipating and managing cultural differences, recognizing the unconscious impact of their own perspectives and acculturation. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships.

Prerequisite: French 4H

GRADE 11-12 1.0 CREDIT

SPANISH 1A **5200**

This introductory course assumes no prior knowledge of Spanish. The standards for instruction are aligned to the NYS Standards for World Languages (2021). Themes are aligned to the NYS Checkpoint A curriculum in World Languages as students learn and practice communicating in Spanish in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students become aware of the products, practices, and perspectives of the culture of the Spanish-speaking world and how unconscious cultural perspectives impact all human interactions. *The study of a language must begin by grade 8 unless a student is exempt as per his/her IEP.*

GRADE 7 FULL YEAR

SPANISH 1B **5230**

This is the second half of the Checkpoint A course. Themes are aligned to the NYS Checkpoint A curriculum in World Languages as students learn and practice communicating in Spanish in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students become aware of the products, practices, and perspectives of the culture of the Spanish-speaking world and how unconscious cultural perspectives impact all human interactions. Students take the FLACS Checkpoint A exam in June. Students earn the required one credit of high school World Languages upon the successful completion of level 1A, 1B, and a passing grade on the FLACS Checkpoint A exam in Spanish. *The study of a language must begin by grade 8 unless a student is exempt as per his/her IEP.*

GRADE 8 1.0 CREDIT

SPANISH 1 **5250**

This introductory course introduces students to the Spanish language and the products, practices, and perspectives of the Spanish-speaking world. Themes are aligned to the NYS Checkpoint A curriculum in World Languages as students learn and practice communicating in Spanish in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students become aware of the products, practices and perspectives of Spanish-speaking culture and how unconscious cultural perspectives impact all human interactions. Students earn the required one credit of high school World Languages upon the successful completion of the course.

GRADE 9-12 1.0 CREDIT

SPANISH 2 **5260**

This course is the first in the Checkpoint B sequence of language study. Students continue to further their language skills in Spanish and expand their ability to communicate in Spanish in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students begin to develop the ability to understand and discuss events that occurred in the past, present, and future so that they can share information, reactions, feelings, and opinions utilizing appropriate cultural markers and honoring different perspectives. Students deepen their understanding of the products, practices, and perspectives of the Spanish-speaking world.

Prerequisite: Spanish 1B or 1

GRADE 9 1.0 CREDIT

SPANISH 3 **5300**

Students in this course expand their ability to converse and communicate around a wider variety of themes and topics and become more adept at navigating among past, present, and future temporal frames across the three modes of communication: interpretive, interpersonal, and presentational. Students interpret, discuss, and present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media. Students adapt communication to various audiences of listeners, readers, or viewers and utilize appropriate cultural markers that honor different perspectives by examining the products, practices, and perspectives of the Spanish-speaking world. The FLACS Checkpoint B exam is given at the end of this course and serves as the final exam.

Prerequisite: Spanish 2

GRADE 10 1.0 CREDIT

SPANISH 4 HONORS **5360**

Students at this level work towards *Intermediate-level* proficiencies in understanding, interpreting, analyzing, and communicating on a variety of themes and topics across the three modes of communication: interpretive, interpersonal, and presentational. As a regular part of this Checkpoint C course, students are expected to communicate almost exclusively in Spanish as they utilize film, short stories, essays, and current media to learn more about the Spanish language and associated cultures. Students begin to anticipate and plan to manage cultural differences during interactions. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships.

Prerequisite: Spanish 3

GRADE 11 1.0 CREDIT

COLLEGE SPANISH **5400**

Students move towards *higher Intermediate-level* proficiencies in understanding, interpreting, analyzing, and communicating on a variety of themes and topics across the three modes of communication: interpretive, interpersonal, and presentational. As a regular part of this Checkpoint C course, students are expected to communicate almost exclusively in Spanish as they utilize a variety of mediums to learn more about the Spanish language and associated cultures. Students become more adept at anticipating and managing cultural differences, recognizing the unconscious impact of their own perspectives and acculturation. This course offers college credit for a fee through one of Oyster Bay High School's college partnerships.

Prerequisite: Spanish 4H

GRADE 11-12 1.0 CREDIT

ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE **5401**

This college-level course is designed to prepare students for the Advanced Placement Spanish Language examination, which requires understanding, interpreting, analyzing, and communicating on a variety of themes and topics across the three modes of communication: interpretive, interpersonal, and presentational. Students will strengthen their knowledge of the Spanish-speaking world in relation to the AP Spanish Language themes and subthemes. Students will acquire the skills necessary to express themselves, orally and in writing, on practical and cultural topics while making cultural comparisons across these same themes. Auditory and reading comprehension in both formal and informal language is stressed. In addition to the Advanced Placement examination in AP Spanish Language and Culture in May, there will be a midterm examination in January.

Prerequisite: Spanish 4H, Heritage Advanced

GRADE 11-12 1.0 CREDIT

HERITAGE SPANISH MS 5430

Native and heritage speakers of Spanish have the opportunity to sharpen their ability to read and write in their home language, utilizing appropriate mechanics for formal communication. Students read foundational texts in Spanish on themes such as social identity, global issues, and historical and current issues for Latin Americans. Students research and present findings as they practice critical reading, organization of information, and presentation of findings in both written and oral format. Students sharpen their skills across the three modes of communication: interpretive, interpersonal, and presentational modes while examining the products, practices, and perspectives of their home culture and that of the Spanish-speaking world. Spanish is used exclusively in this course. Students take the FLACS Checkpoint A exam in June. Students earn the required one credit of high school World Languages upon the successful completion of the 8th grade course and a passing grade on the FLACS Checkpoint A exam in Spanish.

Prerequisite: Departmental approval

GRADE 7-8 1.0 CREDIT

HERITAGE SPANISH 2 5420

Native and heritage speakers of Spanish have the opportunity to expand their ability to read and write in their home language, utilizing appropriate mechanics for formal communication. Students read foundational texts in Spanish on themes such as social identity, global issues, and historical and current issues for Latin Americans. Students research and present findings as they practice critical reading, organization of information, and presentation of findings in both written and oral format. Students sharpen their skills across the three modes of communication: interpretive, interpersonal, and presentational modes while examining the products, practices, and perspectives of their home culture and that of the Spanish-speaking world. Spanish is used exclusively in this course.

Prerequisite: Completion of Heritage Spanish MS or departmental approval

GRADES 9-12 1.0 CREDIT

HERITAGE SPANISH ADVANCED 5411

This course is a continuation of Heritage Spanish at the Checkpoint B level of language. Students who speak Spanish at home will have the opportunity to expand their ability to read and write in their home language, utilizing appropriate mechanics for formal communication. Students read authentic texts in Spanish on themes such as social identity, global issues, and historical and current issues for Latin Americans. Students research and present findings as they practice critical reading, organization of information, and presentation of findings in both written and oral formats. This course will prepare students to take College or AP Spanish next year. Spanish is used exclusively in this course. The FLACS Checkpoint B exam in Spanish is administered at the end of this course.

Prerequisite: Successful completion of Heritage Spanish 2

GRADES 10-12 1.0 CREDIT

MANDARIN CHINESE 1A **5540**

This introductory course assumes no prior knowledge of Chinese. The standards for instruction are aligned to the NYS Standards in World Languages (2021). Themes are aligned to the NYS Checkpoint A curriculum in World Languages as students learn and practice communicating in Chinese in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students become aware of the products, practices, and perspectives of the culture of the Chinese-speaking world and how unconscious cultural perspectives impact all human interactions. The pinyin system will be studied in conjunction with simplified characters. *The study of a language must begin by grade 8 unless a student is exempt as per his/her IEP.*

GRADE 7 FULL YEAR

MANDARIN CHINESE 1B **5541**

This is the second half of the Checkpoint A course. Themes are aligned to the NYS Checkpoint A curriculum in World Languages as students learn and practice communicating in Chinese in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students become aware of the products, practices and perspectives of Chinese culture and how unconscious cultural perspectives impact all human interactions. The pinyin system will be studied in conjunction with simplified characters. Students take the FLACS Checkpoint A exam in June. Students earn the required one credit of high school World Language upon the successful completion of levels 1A, 1B and a passing grade on the Flacs Checkpoint A exam in Chinese. *The study of a language must begin by grade 8 unless a student is exempt as per his/her IEP.*

GRADE 8 1.0 CREDIT

MANDARIN CHINESE 2 **5560**

This course is the first in the Checkpoint B sequence of language study. Students continue to further their language skills and expand their ability to communicate in Mandarin Chinese in familiar and everyday contexts across the three modes of communication: interpretive, interpersonal, and presentational. Students begin to develop the ability to understand and discuss events that occurred in the past, present, and future so that they can share information, reactions, feelings, and opinions utilizing appropriate cultural markers and honoring different perspectives. Students deepen their understanding of the products, practices, and perspectives of the Chinese-speaking world. There will be an increased focus on simplified Chinese characters as students expand on their writing skills in the language.

Prerequisite: Mandarin Chinese 1B

GRADE 9 1.0 CREDIT

MANDARIN CHINESE 3 **5600**

Students in this course expand their ability to converse and communicate around a wider variety of themes and topics and become more adept at navigating among past, present, and future temporal frames across the three modes of communication: interpretive, interpersonal, and presentational. Students interpret, discuss, and present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media. Students adapt communication to various audiences of listeners, readers, or viewers and utilize appropriate cultural markers that honor different perspectives by examining the products, practices, and perspectives of the Chinese-speaking world. The FLACS Checkpoint B exam is given at the end of this course and serves as the final.

Prerequisite: Mandarin Chinese 2

GRADE 10 1.0 CREDIT

MANDARIN CHINESE 4 HONORS **5620**

Students at this level work towards intermediate level proficiencies in understanding, interpreting, analyzing, and communicating on a variety of themes and topics across the 3 modes of communication: interpretive, interpersonal, and presentational. As a regular part of this Checkpoint C course, students are expected to communicate almost exclusively in Mandarin as they utilize film, short stories, essays, and current media to learn more about the Chinese language and associated cultures. Students begin to anticipate and plan to manage cultural differences during interactions.

Prerequisite: Mandarin Chinese 3

GRADE 11 1.0 CREDIT

MANDARIN 5 **5640**

Students in Mandarin 5 move toward higher intermediate-level proficiency in understanding, interpreting, analyzing, and communicating on a variety of themes and topics across the three modes of communication: interpretive, interpersonal, and presentational. As a regular part of this Checkpoint C course, students are expected to communicate almost exclusively in Mandarin as they explore film, literature, essays, and current media from the Chinese speaking world. Coursework emphasizes authentic cultural engagement and the development of nuanced, contextually appropriate communication skills. Students also engage in comparative cultural analysis, examining how language shapes values, traditions, and social interactions across global contexts. By the end of the course, students can confidently discuss abstract topics, express and defend opinions, and demonstrate cultural competence in both spoken and written Mandarin.

Prerequisite: Mandarin Chinese 4 Honors

GRADE 12 1.0 CREDIT

AMERICAN SIGN LANGUAGE (ASL) 1 **5510**

This course is designed to develop Novice expressive and receptive skills using American Sign Language. Students will build confidence in understanding and communicating in a nonverbal language. Students learn vocabulary, word order, fingerspelling, and communication practices distinct to those who approach the world from a visual perspective. Students begin to learn about the norms of and appropriate terminology to be used with the Deaf Community.

GRADES 9-12 1.0 CREDIT

AMERICAN SIGN LANGUAGE (ASL) 2 **5520**

This course is designed to expand students' expressive and receptive skills in ASL so that they can share information, reactions, feelings, and opinions in ASL. Students learn about and discuss the norms, attitudes, and values of Deaf people; dilemmas of linguistic minority groups; and issues such as access to society faced by the Deaf Community. Class activities, research, guest lecturers, and field work (when available) engage students towards these goals.

Prerequisite: ASL 1

GRADES 10-12 1.0 CREDIT

AMERICAN SIGN LANGUAGE (ASL) 3 **5522**

Students interpret, discuss, and present information, concepts, and ideas in ASL to inform, explain, persuade, and narrate on a variety of topics across the three modes of communication: interpretive, interpersonal and presentational. Students adapt communication and utilize appropriate cultural markers that honor different perspectives by examining the products, practices and perspectives of the Deaf and Deaf communities. At the end of this course, students will take a checkpoint B assessment.

Prerequisite: ASL 2

GRADES 11-12 1.0 CREDIT

COLLEGE ASL **5525**

Students move towards *higher Intermediate-level* proficiencies in signing, understanding, analyzing and communicating on a variety of themes and topics across the three modes of communication: interpretive, interpersonal, and presentational. This course delves significantly into Deaf History and Culture, including the arts, literature and history of the deaf community. Students will become familiar with the concept of audism - the belief that the ability to hear makes one superior to those with a hearing loss and how hearing individuals assimilate themselves into the deaf community. This course offers college credit for a fee through one of Oyster Bay High Schools' college partnerships.

Prerequisite: ASL 3

GRADE 12 1.0 CREDIT

OTHER STUDY OPPORTUNITIES

ACADEMIC INTERVENTION SERVICES (ELA) **7 - 1940**
8 - 1950

Academic Intervention Services (AIS) are defined as additional support services and instructional interventions which supplement the instruction delivered in the general curriculum. All schools are required to provide academic intervention services to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards. AIS is mandated and built into the schedule. This course is not credit-bearing.

GRADES 7 & 8 NO CREDIT

ACADEMIC INTERVENTION SERVICES (MATH) **1960**

Academic Intervention Services (AIS) are defined as additional support services and instructional interventions which supplement the general curriculum instruction. AIS is designed to assist students in achieving the New York State math learning standards. All schools are required to provide academic intervention services to students who score below the State designated performance level and/or who are at risk of not gaining the knowledge and skills needed to meet or exceed the State learning standards. AIS is mandated and built into the schedule. This course is not credit-bearing.

GRADE 7 & 8 NO CREDIT

W.I.N. PROGRAM **9999**

The W.I.N. program is designed for students in need of credit recovery. Students recommended for this program are required to enroll in courses required for graduation. Instruction is tailored to the needs of individual students in an effort to meet this graduation goal. Students are recommended for this program by their guidance counselor.

GRADES 10-12

BOCES

The courses listed below are those available at the Board of Cooperative Education Services (BOCES) training centers for our students. Students enrolled in these courses attend Oyster Bay High school for a half-day for their academic subjects and spend the other half-day at the center for specialized training. These programs aim to prepare high school students for entry into post-secondary programs and/or careers upon program completion. BOCES staff members work closely with Long Island industry and businesses to ensure that programs keep pace with current business practices. Interested students should obtain an application from their school counselor ***no later than February 13, 2026.*** At that time, program specific requirements will be shared and discussed.

Prerequisite: Successful Completion of Grade 10

GRADES 11-12 4.0 CREDITS

ARTS & HUMANITIES	
Animation and Digital Media Skills	Fashion Design Technology and Merchandising
Computer Game Design & Programming Skills	

INFORMATION SCIENCES & BUSINESS
Retails Skills

ENGINEERING TECHNOLOGIES	
Auto Collision Technician	Auto Skills
Automotive Technology	Aviation Operations
Carpentry	Computer Technology
Construction Electricity	Plumbing
Construction Trades Skills	Power Sports & Small Engine Repair
Network Cabling Technician/Home Tech Integration, HTI	Welding

SERVICES	
Dental Assisting	E.M.T.
Esthetics and Skin Care	Health Care Skills
HVAC	Medical Assisting
Medical Laboratory Assistant	Nurse Assisting
Personal Trainer & Sports Medicine	Physical Therapy Aide & Rehabilitation Medicine

HUMAN & PUBLIC SERVICES	
Barbering Technician	Cosmetology
Criminal Justice & Law Enforcement Admin.	Culinary Arts
Culinary Arts Skills	Early Childhood Education
Nail and Waxing Technician	Teacher Aide Preparation

NATURAL & AGRICULTURAL	
Animal Care	Animal Care Skills
Horse Science & Management	Veterinary Science
Horse Science Skills	

LONG ISLAND H.S. FOR THE PERFORMING ARTS

As an extension to our regular high school program, attendance at this BOCES program is open to 11th and 12th grade students who have exhausted all related course offerings at Oyster Bay High School and have demonstrated exceptional talent in fine and performing arts. Auditions required. Interested students should obtain an application from their school counselor ***no later than February 13, 2026.***

GRADES 11-12 4.0 CREDITS

LONG ISLAND H.S. FOR THE PERFORMING ARTS PROGRAMS	
3D Animation	Audio Production
Game Design	Multimedia Film and TV
Performing Arts	Production Managerial Arts
Scenic Construction & Production Design	Visual Arts



OYSTER BAY HIGH SCHOOL

PLANNING RECORD



Name_____Year of Graduation: _____

	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade		REGENTS
ENG							
SOCIAL STUDIES							
MATH							
SCIENCE							
WORLD LANG							
PE & HEALTH							
ART							
ELECTIVE							
ELECTIVE							
CREDITS							