

COURSE CATALOG

2017-2018

GRADES 9-12



SEWANHAKA CENTRAL HIGH SCHOOL
DISTRICT

[WWW. SEWANHAKA.K12.NY.US](http://WWW.SEWANHAKA.K12.NY.US)

**THE AVAILABILITY OF COURSES LISTED IN THIS CATALOG IS SUBJECT TO
CHANGE, PENDING FORTHCOMING BUDGETARY INFORMATION FOR THE
2017-18 SCHOOL YEAR.**



SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT
A National District of Excellence

ELMONT • FLORAL PARK • FRANKLIN SQUARE • NEW HYDE PARK

Sewanhaka Central High School District
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January 2017

Dear Student:

Our Course Catalog is the tool you most need to assist you in your decision-making process. It outlines the programs and courses we offer and contains the latest information about our New York State graduation requirements.

While this catalog is an important tool, your school counselor is the most valuable resource available to you. Our counselors are extremely knowledgeable about the content of each of our courses and programs of study. Their knowledge and experience in assisting students and parents during the college and career planning processes will serve you well. Take advantage of their help as you develop your schedule for the upcoming year.

When planning your schedule, also keep in mind that becoming involved in school activities, clubs and athletics will provide you with learning opportunities that you won't have in your classes. The personal rewards you can additionally obtain through participation in community service and volunteer work are unique to those experiences. Learning to cooperate with others in the pursuit and achievement of a common goal is a vital part of your educational experience during high school.

Planning your schedule for the coming year provides you with an opportunity to learn how to select courses from those available; share ideas with professionals to ensure your unique needs are met; learn how to identify and achieve your goals; and develop an understanding of time management and the establishment of challenging, yet realistic, expectations for yourself.

May your choices pave the way to future success.

Yours truly,

A handwritten signature in black ink that reads "Ralph P. Ferrie".

Ralph P. Ferrie, Ed. D
Superintendent of Schools

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USING THIS CATALOG FOR PROGRAM PLANNING

Why Students Should Plan a Program of Study

The decisions you make about the courses you take in high school will affect you for the rest of your life. The teaching faculty, your school counselor, the school administrators, and your parents can all advise you in the course selection process, but you should be fully involved in making the final decision and ready to bear the responsibility for those decisions. For this reason, we ask you to read this course selection book with considerable thought and care. In selecting your courses for next year, you should consider several factors. These factors include your previous academic success, state graduation requirements, and your college and career goals.

Your post high school or future career plans should influence your course selections in high school. Talk about your future with your parents, school counselors, and teachers. In your junior year, attend a college fair, visit job sites, and research or visit a college. Talk with the various college and career representatives when they visit your school. Only after you have done all these things will you be able to make sound decisions relative to course selection.

The Role of School Counselors

The school counselors of the Sewanhaka Central High School District extend their knowledge and expertise in assisting you in planning a successful high school experience. They are knowledgeable in the graduation requirements, changes in Regents requirements and changes in our district's course offerings. Let them help you!

Parents and students should participate annually in review conferences and attend grade level meetings with their school counselor. Take advantage of this opportunity to learn more about the rigorous shift in curriculum requirements in New York State and the many courses and programs available to you in our District. At the same time, you can find out about school activities, college admissions requirements, career inventories and pre-college standardized testing. Parents also have the opportunity to learn about the Common Core Learning Standards through grade level meetings and district newsletters.

Equal Educational Opportunity

Each student will have equal educational opportunities and will not be excluded from participating in, or having access to, any course offerings, school services or activities on the basis of race, color, creed, sex, national origin, religion, age, marital status or handicapping condition. Anyone with a complaint concerning sex discrimination should contact the District's Title IX Compliance Officer, Ms. Regina Agrusa at 488-9851. Complaints concerning discrimination on the basis of disability should also be directed to Ms. Regina Agrusa, Assistant Superintendent for Pupil Personnel Services.

Courses and Scheduling Procedures

The course catalog is divided into sections based upon subject areas. Each subject area first lists the required course offerings and then elective course offerings. **Be aware that not all courses will be offered every year and some courses are offered in alternating years and may not be available in every school.**

THE COURSE SELECTION PROCESS

- Counselors will meet with students and parents, as necessary, to discuss the course selection process, dates, and timelines. The scheduling process also provides an opportunity to review graduation and course requirements.
- Students will be given course selection planning sheets. Placement in advanced and AP courses will be made according to Board of Education Policy #5121. Students will have small group or individual appointments to meet with their counselors and finalize course selections. Students must hand in their course selection sheets during this scheduling time period. Departmental or parental permission may be required for some courses.
- After all students' requests have been tallied, courses will be tabulated and a master teaching schedule prepared.
- Students who have schedule conflicts will be notified, and where possible, such conflicts will be resolved.
- Students will receive their course listing for their final review. Students' schedules will be adjusted accordingly after summer school, if applicable.

COURSE SUPPLIES:

Students at times need to purchase their own supplies. In certain English, math, science and social studies courses, review books are needed. In certain math and science courses, graphing calculators are needed, while in other courses, scientific calculators are required. Enrollment in music theory and certain art classes necessitates the purchase of specific materials. In addition, some business and career education programs also require the purchase of supplies.

After receiving a schedule for the 2017-18 school year, parents and/or students should contact the departmental chairpersons at their school to ascertain which, if any, supplies are needed.

A FEW REMINDERS:

- a. In general, high school courses that meet one period per day 5 days per week for a full year, carry one credit toward graduation. Courses that meet 5 days per week for a semester (1/2 year) or on alternate days for the entire year carry a half credit toward graduation. This does not include Academic Intervention Services, which carry no credit.
- b. Students in grades 7 and 8 have a NYS Education mandated academic program.
- c. Please be careful in selecting courses. After **June 25**, a course **may not be dropped** except for extenuating circumstances as outlined in Administrative Regulation #5124. **Second semester half-year courses may not be dropped after October 15.**
- d. Each student must be in regular attendance in order to earn credits according to District Board Attendance Policy #5502. Attendance is a strict requirement, and reporting to all classes on time is imperative.
- e. Athletic and extra-curricular activities are offered in each school.
- f. Each school has its own student handbook. Students and parents should become familiar with their school's handbook. Most of your questions will be answered in that document.

NEW YORK STATE GRADUATION REQUIREMENTS
Classes of 2017 – 2019

SUBJECT	REGENTS DIPLOMA (4 Regents + 1 additional Regent or State Approved Assessment)	REGENTS DIPLOMA WITH ADVANCED DESIGNATION (7 Regents + 1 additional Regent or State Approved Assessment)
English (ELA)	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits	3 credits
Science	3 credits	3 credits
World Language (LOTE)	1 credit*	3 credits+
Art or Music	1 credit	1 credit
Health	½ credit	½ credit
Physical Education	2 credits	2 credits
Electives	3 ½ credits	1 ½ credits
TOTAL CREDITS	22 credits	22 credits

- * World Language credit can be received by passing a proficiency examination upon completion of required middle school World Language or by passing a high school course in World Language.
- + Students acquiring 5 units in Occupational Studies (CTE) or Arts may be exempted from the 3 credit requirement in World Language (LOTE) when earning an Advanced Regents Diploma. Those students must have 1 credit in World Language, which can be earned by passing a proficiency examination or by passing a high school course.

Note:

Students with a disability may be excused from the requirement for 1 unit of credit in World Language (LOTE) if so indicated on the IEP or 504 Plan but must still earn 22 units of credit to graduate. A LOTE exempt student does not have to complete the 5 unit sequence in Occupational Studies or Arts in order to meet the assessment requirements for the Advanced Diploma.

The Sewanhaka Central High School District Board of Education requires that all students take three years of study of Mathematics and Science or an approved STEM alternative during grades 9-12.

CLASS OF 2018

In order to be considered a member of the senior class, a student:

- Must be in posture for June graduation
- Must have earned 14 **units of credit** in mandated areas
- Must have a credit in English 11 and satisfied the English Regents Requirement (have passed or be in position to pass)
- Must have satisfied the Mathematics Regents Requirement (have passed or be in position to pass)
- Must have satisfied the Science Regents Requirement (have passed or be in position to pass)
- Must have 1 credit in Physical Education
- Must be programmed for at least 5 credits and Physical Education

**REQUIRED REGENTS EXAMS

Students must earn a score of 65 or above on the following required Regents exams:

Regents Diploma	Regents Diploma with Advanced Designation
English Language Arts	English Language Arts
Math	Algebra, Geometry, and Algebra 2
Global History & Geography and/or	Global History & Geography
U.S. History	U.S. History
Science	Two Regents in Science (Living Environment and one additional science)
Pathway ¹	World Languages (LOTE Regional Exam)
Students averaging 90% or better on required Regents examinations will earn a Regents Diploma with Honors.	Students averaging 90% or better on all Regents examinations required for a Regents Diploma with Advanced Designation will earn a Regents Diploma with Advanced Designation with Honors.

¹ Pathway assessments are any of the following:

- Additional math Regents examination in a different course or Department Approved Alternative; or
- Additional science Regents examination in a different course or Department Approved Alternative; or
- Additional social studies Regents examination in a different course or Department Approved Alternative; or
- Additional English assessment in a different course selected from the Department Approved Alternative list; or
- A Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- A Department approved pathway assessment in the Arts; or
- A Department approved pathway assessment in a Language other than English (LOTE).

ADDITIONAL EXPLANATIONS

1. Passing a Regents examination does not in itself merit a school credit towards graduation requirements. The course credit is only granted as a result of the computation of the four marking periods and the final examination grade / regents grade as per Board of Education Policy #5124.
2. Please note that elective courses not offered in a student's home building may be taken in the building where the course is offered. A student who wishes to take an elective course in another building must consult his/her school counselor so that arrangements can be made and all requirements met. The District will supply transportation between buildings provided that the student's schedule allows for the extra time that is necessary. Whenever possible, unique or special courses are offered at the beginning or end of the school day.

ACADEMIC INTERVENTION SERVICES (AIS)

AIS is designed to help students achieve the NYS Learning Standards in English, mathematics, social studies, and science. The District uses NYS assessment, Regents results, and assessment data, along with teacher and counselor recommendations, as the basis for placing students in the AIS program. Please refer to Board of Education Policy #5121.

AIS programs include two components:

- Additional instruction that supplements regular classroom instruction;
- Student support services needed to improve academic performance.

Academic Intervention Services are mandated by New York State. Students identified as qualifiers for AIS are required to attend services as scheduled by the school.

PLACEMENT IN ADVANCED AND AP COURSES

As per Board Policy #5121, placement in advanced and AP courses will be based on a combination of the following: consistent classroom achievement at or above 85 % in the subject area; teacher recommendation; and student interest, aptitude, and motivation.

HIGH SCHOOL PLANNING DOCUMENT

Name _____ Diploma: Regents _____ Advanced Regents _____

Courses taken in 8th grade for high school credit:

World Language _____ Mathematics _____ Earth Science _____ Living Environment _____ Total Credits _____

Grade 9	Grade 10
<i>Subject Area</i> <i>Course Name</i>	<i>Subject Area</i> <i>Course Name</i>
English	English
Social Studies	Social Studies
Math	Math
Science	Science
Physical Education	Physical Education
World Language	World Language
Art/Music	Health
Elective	Elective
Elective	Elective
Total Credits this year:	Total Credits this year:
Total Credits to Date:	Total Credits to Date:

Grade 11	Grade 12
<i>Subject Area</i> <i>Course Name</i>	<i>Subject Area</i> <i>Course Name</i>
English	English
Social Studies	Social Studies
Math	Physical Education
Science	Elective
Physical Education	Elective
World Language	Elective
Elective	Elective
Elective	Elective
Elective	Elective
Total Credits this year:	Total Credits this year:
Total Credits to Date:	Total Credits to Date:

Grades received on Regents Examinations:

English Common Core _____ World Languages _____ Algebra 2 Common Core _____
 Living Environment _____ Algebra 1 Common Core _____ Geometry Common Core _____
 US History _____ Global History _____ Earth Science _____
 Chemistry _____ Physics _____

GRADING PROCEDURES

Consistent with sound educational philosophy and with efforts to measure and report on each student according to grade standards and the student's ability, the report card will indicate both achievement and effort of the student for each marking period. Please refer to the Board of Education Policy #5124, Recording and Reporting of Classroom Performance.

Achievement will be reported by numerical grade

Excellent	Good	Fair	Poor	Failure
100	89	79	69	60
99	88	78	68	55
98	87	77	67	50
97	86	76	66	
96	85	75	65	
95	84	74		
94	83	73		
93	82	72		
92	81	71		
91	80	70		
90				

- The numerical average will be carried out to two decimal places.
- Advanced Placement classes culminating in a completed Advanced Placement examination will receive a weighting of 1.08. Advanced classes will receive a weighting of 1.05 in grade point average. The weighting factor will only be applied when the grade point average is calculated in senior year and will be calculated by multiplying grades received in those classes by the appropriate weighting.
- All classes receiving a weighting increment are so indicated at the top of the course description with a "w."
- All subjects, except physical education, will count for ranking purposes including failures and repeats. The computation of the average is based on the number of credits attempted, not credits earned towards graduation.
- Final rank in class will be determined as of October of senior year. New students whose records are received subsequent to the above date will be assigned the same rank as the student with an equivalent average.

ASSIGNMENT OF GRADES

Present Board of Education Policy #5124 provides the following guidelines:

- No student will be assigned a grade of less than 50 for a marking period or as a final grade.
- In terms of the athletic eligibility policy, an incomplete or a failing grade will be treated the same. Students receiving the grade of incomplete will have two weeks to make up required work.
- The grade of incomplete will be assigned only for extended illnesses and/or extenuating circumstances. Students receiving the grade of incomplete have two weeks to make up required work.
- For final ranking in a class, a student must have received four marking period grades in the junior year in the Sewanhaka Central High School District.

Final Examinations

- The final examination will comprise one-fifth of the final grade.
- A student who fails to take a final examination (school exam) without proper excuse will be assigned a grade of "0" for the examination.
- A Student who fails to take a Regents exam will be assigned an incomplete for the course until such time as they take the Regents exam.
- Students enrolled in AP classes are required to take the AP examinations in May. There is a fee for Advanced Placement courses. If a student does not take the AP exam, the course title and weight will be removed from the student's transcript.

Final Grades

- For each of the marking periods a numerical grade shall be assigned.
- For the final examination a numerical grade will also be assigned. (This shall be 20% of the final grade.)
- Final grades will be assigned on the basis of the numerical average.
- Teachers are encouraged to give maximum consideration to the quality of the year's work rather than to the final examination score.
- When extenuating circumstances exist, such as long period of illness, a principal may exercise judgment in determining the final grade to be given to a student for a single course. It is expected that the principal's prerogative will be infrequently used and only with the knowledge of the teacher.
- Students will receive report cards four times a year. Each report card period will be approximately ten weeks.

WITHDRAWAL FROM CLASSES

The selection of courses, by students, is one of the most important processes in a student's high school career. It is not only important because it affects career goals, but it also determines staffing and how financial resources are allocated. For these reasons the dropping or adding of courses in a student's schedule will be considered only under extenuating circumstances. Therefore, it is strongly recommended that students and parents thoroughly review required course offerings and elective course offerings. Please note that students have until **June 25** to make adjustments to their schedule.

LIBRARY MEDIA CENTER

The Library Media Centers in the Sewanhaka Central High School District are equipped with networked computers and a teaching room to help each student reach his or her potential. The library media specialists teach hundreds of classes per year in a diversity of subject areas and grade levels. The librarians and subject teachers collaborate on lesson planning to facilitate student understanding of the techniques and strategies needed to satisfy their informational needs as well as prepare them for post secondary education.

The library media specialists distribute and maintain the print and electronic resources that support the curriculum. The five schools of the District form a network of exchange, and in addition are part of several library networks (school, public, academic and special library groups), allowing for greater student access to information and resources.

Programs of Study

9th through 12th Grade

Advanced Placement Courses

Placement in Advanced Placement classes is based on teacher recommendations, student achievement, and student interest, aptitude and motivation. Prerequisites are determined by individual subject area departments for entrance into these classes. Parents are encouraged to speak with their child and his/her teachers to understand the expectations and requirements of an Advanced Placement course so that students are willing and able to do the work required. Upon completion of these courses students are required to take the Advanced Placement examination given in May, in addition to any state examination required for that course.

Sewanhaka Central High School District offers the following Advanced Placement courses. These courses can be beneficial when applying to highly selective universities and students are encouraged to take advantage of these opportunities.

- AP Art History
- AP Biology
- AP Calculus
- AP Chemistry
- AP Comparative Government
- AP Environmental Science
- AP European History
- AP French
- AP Government
- AP Human Geography
- AP Italian
- AP Language & Composition
- AP Literature & Composition
- AP Music Theory
- AP Physics
- AP Psychology
- AP Spanish
- AP Statistics
- AP Studio Art: Drawing
- AP 2 - Dimensional Design
- AP United States History
- AP World History

AP Exams are scored on the following scale:

- 5 – Extremely qualified
- 4 – Well qualified
- 3 – Qualified
- 2 – Possibly Qualified
- 1 – No Recommendation

Art

The art program of the Sewanhaka Central High School District encourages students to develop skills, to create works of art and study works of art within a historical and multi-cultural perspective; acquire abilities to identify, interpret and evaluate works of art; and investigate issues and questions concerning the nature and value of art. Starting in ninth grade, students may elect to further their studies in art. **Studio Art is the required course that meets the New York State graduation fine arts mandate and is the pre-requisite for all other art courses.**

Studio in Art (Grade 9-12): 1 year/ 1 credit

Studio in Art is a comprehensive course that includes the study of elements and principles of design, the role of art within our global cultures, and movements and trends in the art world. Students develop abilities to express themselves through experiences in drawing, painting and sculpture. Major movements of art will be introduced. Successful completion of this course will satisfy the fine arts graduation requirement for one unit of credit.

Drawing & Painting (Grade 10-12): 1 year/1 credit

This course includes two areas of study: development of observational approaches to drawing and painting and the exploration of materials and techniques. Drawing involves visual study of interior spaces, landscapes and the human figure using various drawing and painting media, procedures, and techniques. Painting is explored through the study of watercolor and acrylic painting techniques. Traditional and current trends in drawing and painting will be studied.

(Students interested in AP Studio are strongly encouraged to enroll.)

Prerequisite: Successful completion of Studio in Art

Illustration & Design (Grades 10-12): 1 year/1 credit

This is an intermediate course that deals with creating art with a message. Illustration combines personal expression with pictorial representation to convey ideas from social and political commentary to story interpretation. The illustrator's art is the visual language by which a person communicates on a daily basis. A variety of techniques will be explored through drawing, painting, printmaking, and two-dimensional design. Illustration assignments will include units in fashion, comics, graphic design, editorial, conceptual, narrative, scientific, and children's illustration.

Prerequisite: Successful completion of Studio in Art

Photographic Arts (Grades 10-12): 1 year/1 credit

Students develop aesthetic sensitivity through the study of media such as photography, film, video and digital imaging. Photographic arts are introduced through practical experiences in traditional black and white film processing and darkroom printing, camera techniques and digital image making. Major photographers, art movements and trends are studied. Students are encouraged to have access to a 35mm SLR camera and a digital camera.

Prerequisite: Successful completion of Studio in Art

Three-Dimensional Design I & II (Grade 10-12): 1 year/1 credit

Students will be introduced to the fundamentals of creating sculptural works of art to explore issues dealing with space, depth, and structure. Students will learn about a variety of sculptural techniques and use materials including wood, plaster, fabric, paper, mixed media, metal, found objects, and plastic in order to learn some formal skills relevant to the creation of sculpture.

Prerequisite: Successful completion of Studio in Art

**Digital Design I (Grades 10-12) ½ year/
½ credit**

Learn how to use assorted programs to retouch, create, and alter original artwork. Students will be using Mac or PC platforms to produce projects such as: book designs, typography, poster illustrations, textile designs, and Internet design. Traditional media may be employed. Programs included in the course may be Adobe InDesign, Photoshop, Adobe Illustrator, and iMovie. A digital portfolio will be created by each student.

Prerequisite: Successful completion of Studio in Art

Digital Design II (Grades 11-12):1 year/1credit

This course involves solving visual problems through the use of digital media. Students will continue exploring design problems in transformation/selection layers, color adjustment, filtration, videography, digital photography, and photo-retouching/manipulation. The programs that may be used to complete these tasks are iMovie, Adobe Illustrator and Photoshop.

Students are expected to have a basic understanding of the Mac or PC computer platforms.

Prerequisite: Successful completion of Studio in Art and Digital Design I or Photographic Arts.

**Contemporary Artmaking (Grades 10-12):
½ year/½ credit**

Students will develop a deeper understanding of Contemporary Art or Post Modernism artwork created from 1970 to present day. Students will utilize a range of materials, media, and technologies to create works of art that convey messages about the environment, social issues, fantasy, identity, and memory.

Prerequisite: Successful completion of Studio in Art

**Advanced Placement 2-Dimensional Design
(Grades 11-12): 1 year/1 credit (w)**

This course will address two-dimensional design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The students will develop skills in a number of art forms which may include: graphic design, typography, digital imagery, photography, collage, textile design, illustration, painting and printmaking. A variety of approaches to realism, abstraction, and expressionism will be incorporated into the course work in order to meet the requirements set forth by The College Board. Students must submit a portfolio of 24 personal artworks to the College Board in May in order to attain Advanced Placement standing.

Prerequisite: Successful completion of Studio in Art and Digital Design I, Digital Design II, Photographic Arts, Illustration & Design, Drawing & Painting or AP Drawing.

Advanced Placement Drawing (Grades 11-12): 1 year/1 credit (w)

This course is designed to address a broad interpretation of drawing issues and media. Students may utilize painting, printmaking, mixed media, pencil, pen and ink, charcoal, oil pastels, collage, etc. Abstract, observational, and invented works may demonstrate drawing competence. All participants will prepare a portfolio according to the requirements set forth by The College Board. Students must submit a portfolio of 24 personal artworks to the College Board in May in order to attain Advanced Placement standing.

Prerequisite: Successful completion of Studio in Art and Illustration & Design, Drawing & Painting or AP 2-Dimensional Design.

Advanced Placement Art History (Grades 10-12): 1 year/1 credit (w)

This course is designed to provide students with an understanding of architecture, sculpture, painting and other art forms from a variety of cultures and time periods. Students will examine artworks from ancient civilizations to contemporary time. No artistic skills or prior experience in art history is required but there must be a commitment to academic excellence. Reading and writing skills are very important. Students interested in history, literature and/or art are strongly encouraged to enroll. Field trips to museums and galleries are scheduled to reinforce classroom lessons. Students must take the AP examination in May in order to attain Advanced Placement standing.

Business

The business education curriculum is a specialized area of instruction that can prepare students for entry into the job market upon graduation or for entry into university degree programs.

Career & Financial Management (Grades 9-12): ½ year/ ½ credit

This course is required in order to receive CTE certification for every Business and Career/Technical Education program. The course will provide students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and begin to become financially literate. Business Systems and Economics, Career Planning, the Career Selection Process, Career Success, Resume Writing and Interview Skills, and Financial Literacy are topics covered in this course.

Business Communications (Grades 9-12): ½ year/½ credit

This course emphasizes the understanding of the language of nonverbal and verbal communication, reinforces reading and listening skills, develops voice usage and speaking skills through team building activities, polishes writing skills in a business environment, and trains students to give business presentations. Vocabulary, word power, and language arts skills are reinforced throughout the curriculum. Students will have the opportunity to use the Internet to improve their communication skills.

Computer Essentials (Grades 9-12): 1 year/ 1 credit

Students will learn touch-typing keyboarding skills using intermediate and advanced features of Microsoft Word. A variety of skill-building routines are used to train students to develop competency with the alphabetic/numeric keyboard. Students will produce business letters, memoranda, outlines, tables, bulleted and numbered lists, newsletters, and MLA reports. Students will review language rules governing the use of punctuation, plurals and sentence structure. Formatting techniques presented will include centering (horizontal and vertical), search and replace, copy and paste, mail merge, borders, text & paragraph formatting, and a graphics unit including clipart, wordart, and smartart. Students will also utilize Google Docs.

Internet-related topics have been integrated into the curriculum to alert and inform the students of current, relevant, and significant issues: Internet Safety, cyberbullying, cyberstalking, identity theft, “netiquette” and digital citizenship.

Entrepreneurship (Grades 10-12): 1 year/ 1 credit

This course explores the exciting facets of business ownership including: owning a business, researching and planning a venture, managing market strategies, managing business processes, managing the finances of businesses, and growing the business. Each student will have an opportunity to create a business plan and prepare a website for their business.

Ninth grade students are considered upon recommendation of the department chairperson.

Accounting I (Grades 10-12): 1 year/ 1 credit (Elmont only)

This first-year accounting course is designed to give the student competency in the application of accounting theory and to provide the student with an overview of the complete accounting cycle. Students will be introduced to automated accounting through hands-on applications using the computer and general ledger software.

Journal entries, the use of source documents, posting to the ledgers, preparation of year-end financial statements, banking procedures, payroll entries, and other employment related topics are part of this curriculum. Office simulations may be used to provide the student with an opportunity for hands-on experience in the daily activities of a bookkeeper in an entry-level accounting position.

Business Law (Grades 10-12): 1 year/1 credit

Students may be eligible to earn 3 college credits. This curriculum emphasizes aspects of law situations that students may encounter in their personal, family, and occupational life. Students gain a genuine respect for the law and the ability to apply the knowledge learned to their personal and professional lives.

Topics covered include: Understanding Our Legal System, Criminal and Civil Law, Personal Contracts, Consumer Protection Laws, Family Law, Labor Laws, Landlord and Tenant Contracts, and Insurance Contracts. Students may participate in mock trial activities during the year.

**Personal Finance (Grades 11-12):
½ year/½ credit**

Juniors and seniors are strongly urged to enroll in the Personal Finance course that was specifically designed for them. This essential one-semester course equips students with the financial knowledge and expertise necessary to survive in the ever-changing economy. Topics of study include: budgeting and saving money, using checking accounts and on-line banking,

using credit cards wisely and avoiding debt, buying vs. leasing a car, purchasing insurance, college planning, renting an apartment, owning a home, investing money, and preparing for the future so that a desired lifestyle and financial independence can be achieved.

In addition, the college unit allows students to research prospective colleges, introduces students to the FASFA application process, assists with college financing, and various grants/scholarship opportunities available.

**College Accounting (Grades 11-12):
1 year/ 1 credit**

Students may be eligible to earn 3-6 college credits. The major objective of this course is to teach the student the dual responsibility of modern accounting: recording transactions and report the results of decisions made by management; communicating useful information to both management and investors which will assist them in the decision-making process.

Because of automation in the world of business, information processing is presented as a basic business concept in organization and management and not merely as a process of handling data more rapidly. In summary, students acquire a sound understanding of the sources of financial information, and a better comprehension of how this information is processed. Students may be able to use computers and the Internet for the accounting applications.

College Management/Marketing (Grades 11-12): 1 year/1 credit

Students may be eligible to earn 3-6 college credits. The major objective of the course is to make students aware of the ways and means by which businesses in the United States are organized and managed, and to explore the methods, which are employed to earn profits by satisfying the needs of people. The methods, policies, and activities involved in the distribution of goods and services from producer to consumer are evaluated.

The course is divided into two sections. The first semester researches, on a college level principles of management, with an emphasis on planning, organizing, directing/leading and controlling. Topics such as decision-making, recruitment, and human resources will be stressed. The second semester covers an in-depth study of the principles of marketing. Topics include consumer behavior, advertising, wholesaling, retailing, and channels of distribution. The concepts of global and international marketing will also be studied. Students will be required to work on individual research projects using the Internet.

Sports Marketing (Grades 10-12):
1/2 year/1/2 credit

This semester course will introduce students to the world of sports marketing. Products, name logo recognition, patents, copyrights, branding, trademarks, and its economic impact will be covered. Other topics will include mascots, slogans, location, demographics, endorsements, product licensing, and the effect of sports media.

Entertainment Marketing (Grades 10-12):
1/2 year/1/2 credit

This semester course will introduce students to the world of entertainment marketing. Students will learn how to advertise and market within the music, television, movie, fashion, and theatre industries. In addition, they will also explore careers in entertainment marketing.

Computer Applications (Grades 10-12):
1 year/1 credit

Students may be eligible to earn 3 college credits. Students completing the computer applications course will have extensive MS Office Suite training in Excel, Access, PowerPoint and Publisher. The students will also learn the skills of integration by combining software.

Prerequisite: Computer Essentials (9th grade considered upon recommendation of the department chairperson).

Web Page Design (Grades 11-12):
1 year/1 credit

Students may be eligible to earn 3 college credits. In this course, students will be able to create attractive and organized web sites by coding HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Students will be introduced to the concepts of animation on the web.

Prerequisite: Computer Essentials

College Notetaking (Grades 11-12):
1 year/1 credit

The college notetaking course will provide college-bound students with marketable skills for the business world and for notetaking purposes for future college use. This speedwriting system uses the alphabet as the basis for notetaking. Students will learn step-by-step techniques for developing a simple, efficient notetaking system. Speedwriting is easy to learn and easy to write. Students will polish their English skills as they learn the speedwriting system. Transcription will be accomplished using Microsoft Word.

Students interested in civil service employment may use it for examination purposes. Speedwriting is a life-long skill.

Virtual Enterprise (Grade 12*):
1 year/2 credits

Students may be eligible to earn 6/9 college credits. This two period course offers a unique opportunity that allows students to understand and implement all aspects of a successful business. This program is a simulation that allows students to take work roles and responsibilities that exist in real businesses and transform them into business executives in a classroom office setting. Students participate in the areas of Administration, Accounting/Finance, Marketing, Sales/Purchasing, Web Design, and Human Resources. The students will run a virtual business that actually sells their products or services to other virtual businesses around the world. Students will also participate in many competitions.

This course empowers and motivates participants to develop a range of academic, business, technology and professional skills that prepare them for success in post-secondary education, employment and the community.

*Students in 11th grade may be considered upon chairperson approval.

Prerequisite: Any business course

Enrollment requirement: Students must apply for the program and participate in an interview for acceptance.

Driver Education

Driver Education (Grade 12): ½ year/no credit

This is a comprehensive course in driver education, which includes theory, in-car practice, and observation. The overall objective is to have our graduates enter the community as competent, responsible, and capable defensive drivers.

The Driver Education Program is not part of the regular school day. The fee for this course will be determined annually.

Pre-requisite: Must be 16 years of age. Eleventh grade students will be scheduled in order of age, space permitting.

District policy #6154 outlines the order of selection and eligibility requirements as follows:

1. First priority will be given to students in their senior year, in order of descending chronological age.
2. Second priority will be given to students (who are not seniors) enrolled in Cooperative Work Training Programs.
3. Assignment of categories of students other than those above is prohibited unless authorized by the Board of Education or the Superintendent of Schools through the District Director of Driver Education.

English

The study of literature, grammar, developmental reading, writing and speaking, which comprise the four-year sequence in English, develops the students' ability to communicate effectively, to think logically and critically, and to understand and appreciate our literary heritage. All reading, writing, listening, and speaking activities will reflect the new Common Core State Standards for English Language Arts.

English 9: 1 year/1 credit

The English 9 student begins to develop skills necessary for achieving mastery of the Learning Standards at the commencement level and continues to study prose, poetry, and drama. The importance of recurring themes in many literary works is studied. The ninth grade writing unit focuses on various types of essays and features the importance of purpose, audience and organization. An emphasis is also placed on the developmental skills needed to write a college level research paper. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity have been implemented, as well as shifts in textual complexity and writing from sources.

English 9 Advanced: 1 year/1 credit (w)

The English 9A student is introduced to the skills required for success on the AP level. The imagination of the individual is stressed, not only in student reading, but also in student writing. The 9th grade expository writing unit continues to stress the development of the essay and the stylistic components of good writing. The advanced student is encouraged to develop his/her ability to work independently on projects and assignments. Students will begin to develop the skills needed to write a college level research paper. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and

language conventionality and clarity have been implemented, as well as shifts in textual complexity and writing from sources.

English 10: 1 year/1 credit

The English 10 student continues to read selections with emphasis on world literature. The tenth grade writing unit focuses on the development of effectively written essays. Students continue to develop voice and point of view in their writing, as well as practice speaking and listening skills. Students in English 10 prepare for the PSAT, the Preliminary Scholastic Aptitude Test. Students also continue to develop research skills. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity have been implemented, as well as shifts in textual complexity and writing from sources.

English 10 Advanced: 1 year/1 credit (w)

The English 10A student continues to study skills required for success on the AP level. The study of argument and rhetorical strategies are highlighted in this course as well. The 10th grade writing unit focuses on the development of a sustained and logical argument supported by diction, syntax and technique. This advanced course requires students to read independently and analytically, to conduct extensive research, and to present research findings. This course will prepare students for the PSAT, the Preliminary Scholastic Aptitude Test. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity have been implemented, as well as shifts in textual complexity and writing from sources.

English 11: 1 year/1 credit

The English 11 student reads and studies selections primarily from American and British literature. In addition, students enhance their skills in writing, spelling, vocabulary, reading comprehension, and listening in preparation for

the Common Core English Regents Examination. Students will also prepare for the SAT by practicing exercises in reading comprehension, grammar usage, and essay writing. Research skills are refined and further developed to parallel with college level writing. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity have been implemented, as well as shifts in textual complexity and writing from sources.

Advanced Placement Language & Composition (Grade 11): 1 year/1 credit (w)

Advanced Placement English Language and Composition serves the needs of juniors who wish to pursue college-level studies while they are still in high school. The course is designed to train students to become skilled readers of prose written in a variety of periods, disciplines and genres. Students will be trained to become skilled writers who can compose in a variety of modes and for a variety of purposes. Students are trained in the analysis of writer's craft and in the construction of sound argument. Students are required to take the AP examination in May. Research skills are further developed and refined to meet college standards. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity have been implemented, as well as shifts in textual complexity and writing from sources.

IMPORTANT MESSAGE TO SENIORS

Three mandates in English are required for graduation. You must:

- a. Complete four credits in English courses. These do not include electives.
- b. Pass the Common Core English Regents
- c. Complete a research paper in senior year under the following guidelines:
 1. AP Literature and Composition students must complete and pass the research paper by the end of the third marking period.

2. Students in English 101 must complete and pass the research paper in the first semester.

English 101:
½ year/½ credit

Students will have the opportunity to earn 3 college credits through LIU Post College and/or meet the mandated graduation requirement with this class. This semester course is required for seniors in the fall semester. It focuses on the skills necessary for success in college and careers. This course concentrates on college writing, particularly the personal essay and the mandatory research paper that is required to pass senior year English. Students in English 101 will develop research skills by using the library and its print and electronic sources. This course enhances students' abilities to critique, analyze, and deconstruct literature as well as prepare students for the SAT exam. To align this course with the new Common Core State Standards, shifts in levels of meaning and purpose, structure and language conventionality and clarity have been implemented, as well as shifts in textual complexity and writing from sources.

Regents Prep 9-12

This course is provided on alternating days for students in grades 9-12 who take this in addition to the English 9, 10, 11 or 12 courses. This support class is provided for students who require academic intervention services. Emphasis will be placed on mastering skills required to pass the New York State Common Core English Regents. This course also supports students with their English 9, 10, 11, 12 course work. After the successful completion of the Regents exam, the course will address reading comprehension, grammar usage and essay writing in preparation for the SAT exam. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity have been implemented, as well as shifts in textual complexity and writing from sources.

Advanced Placement Literature & Composition (Grade 12): 1 year/ 1 credit (w)

Advanced Placement Literature and Composition serves the needs of seniors who wish to pursue college-level studies while still in high school. The course is designed to promote student achievement through an intensive study of literature and the study and practice of specific writing techniques. Through the analysis of texts and the development of writing skills, the students will become aware of language and stylistic (rhetorical) devices. Students are required to take the AP examination in May and produce a college-level research paper. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity have been implemented, as well as shifts in textual complexity and writing from sources.

Alternatives

NOTE: Not all the following courses are offered in all schools in any one year.

Bible as Literature (LIU Post: Eng. 52)
(Grade 12): ½ year/½ credit

Students will have the opportunity to earn 3 college credits through LIU Post College. May be taken in place of or in addition to English 102.

The study of the Bible as a literary text helps students to appreciate meaning within the classics and today's best sellers, through the use of biblical allusions. The course has three segments: The Old Testament, the New Testament, and the Bible in classic and modern literature. In addition, students read short modern works based on biblical symbolism and themes. This course is especially helpful for those taking AP Literature and Composition.

Contemporary Drama (LIU Post: Eng. 15)
(Grade 12): ½ year/½ credit

Students will have the opportunity to earn 3 college credits through LIU Post College. May be taken in place of or in addition to Eng. 102.

Students in this course study contemporary drama. Contemporary plays are read as they relate to themes such as Mankind's Inhumanity,

the Will to Survive, the American Dream, Drama in Revolt, and Drama to Escape.

Creative Writing (LIU Post: Eng. 182) (Grade 12): ½ year/½ credit

Students will have the opportunity to earn 3 college credits through LIU Post College. May be taken in place of or in addition to Eng. 102.

This course enables students to write a variety of pieces such as short stories, poems, plays, diary entries, biographical essays, and children's stories. Students are encouraged to create their own writing styles, develop their own voices, and submit their work for publication.

Film Study (LIU Post: Eng. 44) (Grade 12): ½ year/½ credit

Students will have the opportunity to earn 3 college credits through LIU Post College. May be taken in place of or in addition to Eng. 102.

In this course, students will learn the history of film, as well as its genres, including comedy, drama, musical, suspense and horror. Students will be introduced to the language of film and will use this language to write comparative critical analyses of the literature and films under consideration. To stimulate critical analysis, short stories, novels, plays, and screenplays will be read and discussed. Topics for analysis include how a literary work is adapted for film and how the various genres are represented in film and literature. Students are required to produce a short film and an accompanying screenplay as the culminating activity for the course.

English 102 (Grade 12): ½ year/½ credit

Students may be eligible to earn 3 college credits through LIU Post College. This course enables students to examine the written word through college-level research and argumentation. An emphasis is placed on scholarly research and the citation of information supporting sustained, rhetorically effective arguments. Building on the work of English 101, this course addresses sensitivity to complex rhetorical and stylistic choices. Students will learn to use sources and resources effectively and ethically, including library databases and abstracts. Students will focus on the art of rhetoric through presenting their conclusions in a

seminar forum. English 102 will also focus on analytical reading and the deconstruction of texts through literary and artistic means.

Modern Novels (LIU Post: Eng. 16) (Grade 12): ½ year/½ credit

Students will have the option of earning 3 college credits through LIU Post College. May be taken in place of or in addition to Eng. 102.

The study of the modern novel appeals to the literary interest of 12th grade students, while developing their thinking, writing, reading, and listening skills. The course fosters a life-long appreciation of literature by including the study of modern novels and widely-read best sellers. The modern novels covered possess literary, social, and ethical values that are relevant to today's students.

Women Writers (LIU Post: Eng. 48) (Grade 12): ½ year/ ½ credit

Students will have the option of earning 3 college credits through LIU Post College. May be taken in place of or in addition to Eng. 102.

This course is divided into nine units, each centered on a particular genre and theme. Along with introducing students to major women writers and the themes they often wrote about, this course explores the minor genres of diaries, letters, speeches, histories, and other literary forms, which women often used to express their thoughts.

ELECTIVES

NOTE: These courses do not satisfy the 12th grade English requirement.

Dramatics (Grades 10-12): ½ year/½ credit

Students may have the opportunity to earn 3 college credits through LIU Post College.

This course is designed to meet the beginner's needs in such fundamentals of dramatic art. A brief history of drama, play structure, elementary principles of pantomime, voice, diction, stage craft, and dramatic criticism will be studied.

Journalism (Grades 10-12): ½ year/½ credit

Students may have the opportunity to earn 3 college credits through LIU Post College.

This course centers on journalistic writing of various kinds, including news stories, feature articles, and editorials. The layout of the newspaper as well as the function of the

components of a newspaper will be studied. Students are encouraged to participate in the production of the school newspaper and yearbook.

Public Speaking (Grades 10-12):

½ year/½ credit

Students may have the option to earn 3 college credits through LIU Post College.

The objective of this course is to develop competency in oral presentations. This course will focus on oral reading, panel discussions, and extemporaneous and prepared presentations. The course in public speaking will also include research and its incorporation into oral presentations. Evaluation will be based on stage presence and oral interpretations.

English as a New Language

Students who are screened and identified as English Language Learners are provided with classes in accordance with State Education Department guidelines. In the ENL classes, students are provided a strong English foundation with a focus on the Common Core Learning Standards for English Language Arts. Students learn to read, write, speak and actively listen to English as well as become acclimated to their new school and country. Students are encouraged to participate fully in the life of the school by joining athletic teams and school clubs.

English as a New Language Levels 1-5

The English as a New Language classes are designed to help students whose first language is other than English. The classes range from the entering student to the advanced level. A great emphasis is placed on the students' necessity to acquire, utilize and interact with the English language and all of its components as well as introduce students to the required grade level literature. Students are given the NYSESLAT (New York Statement English as a Second Language Assessment Test) each spring to help determine their language level for the following year.

Family & Consumer Sciences

Family and Consumer Sciences is a part of the total continuum in occupational education. Students enrolled in these courses will be able to use the process skills of decision-making, problem solving and management, and learn to apply them to daily living skills and career choices.

Child Psychology & Development:

½ year/½ credit

Students may be eligible to earn 3-6 college credits through Adelphi College. This course is designed to give students an opportunity to investigate the many choices and challenges associated with the care of children and parenting. As part of this course, students will have the opportunity to observe young children in action and to participate in their care and education. They will explore career possibilities and identify personal characteristics necessary for these careers. This course will also incorporate community service opportunities for students to experience working with young children in real-world settings.

Human Development: ½ year/½ credit

The focus of this course is on the adolescent, how she/he relates to influences, and supports peers and adults. Career opportunities are identified within the human development field and student suitability for such careers is explored.

Independent Life Skills: ½ year/½ credit

This course was created for the young adult who will soon become self-sufficient. Its overall goal is to prepare these students for effective independent living and survival skills. The course will supply students with hands-on approaches to problem solving and personal resource management. The curriculum will be practical to meet the needs of young adults as they prepare for their new responsibilities either as college students or wage earners.

Food & Nutrition: ½ year/½ credit

The content of this course will focus on food preparation techniques, nutritional awareness, the importance of food appearance, meal management, food purchasing, and the use of specialized equipment. Careers related to food journalism, culinary arts, and food service management will be explored. Students will have an opportunity to practice their culinary and teamwork skills in cooperative settings.

Culinary Arts I: 1 year/2 credits

Students may be eligible to earn 3-6 college credits through Suffolk Community College.

This double period course will be a combination of Food and Nutrition, International Foods and preparation for the field of Culinary Arts. This course is open to students by special permission.

Hhealth

Health 10: ½ year/½ credit

Health 10 is a required course that all senior high students must pass in order to graduate. The aim of this health course is to help students achieve the mutual goals of developing proper attitudes toward physical and mental wellness and developing appropriate health behavior for life. This course will also address issues that are of particular concern to adolescents. The Health 10 course includes units on Mental Health, Family Life, Nutrition, Substance Abuse, Responsible Driving for Teenagers, Consumer Health, Environmental Health, Community Health, Diseases and Disorders, AIDS Prevention, Human Growth & Development, and Safety & First Aid.

NOTE: A parent must submit a written request if he/she does not want his/her child to participate in the AIDS Prevention and Human Growth & Development unit. The 10th-Grade Health Course Outline, the Human Growth & Development Teacher Lesson Plan Guide, and

the AIDS Curriculum Guide are all available to parents upon request.

Teenage Issues: ½ year/ ½ credit

This senior high elective is offered to high school juniors and seniors. This course will help students discover critical options and help them make responsible decisions concerning serious health issues. In addition to a comprehensive overview of Health 10, additional topics will be covered: CPR Certification, First Aid Instruction & Sports Injuries, Personal Fitness, Stress Management, and Sexual Harassment & Sexual Discrimination.

Prerequisite: Health 10

Math

Algebra I Common Core: 1 year/1 credit

This is the first mathematics course in the Regents curriculum. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical units deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The focal point of this course is the algebra content standards, thus preparing students for the Algebra I Regents examination in June. This rigorous course also mandates the use of a graphing calculator.

Prerequisite: Math 8

Algebra I Common Core with Lab:

1 year/1 credit

This is the Algebra course with one period of additional instructional support on alternating days.

Prerequisite: Must pass Math 8, as well as a departmental recommendation.

Geometry Common Core 9 Advanced 1

year/1 credit (w)

This advanced Geometry course is the second mathematics course in the Regents curriculum for capable ninth graders. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The focal point of this course is the geometry content standards, thus preparing students for the Geometry Regents examination in June. This rigorous course mandates the use of a graphing calculator.

Prerequisite: Must pass the Algebra I Regents examination **and** the Algebra 8 Advanced course.

Intermediate Math: 1 year/1 credit

This course will concentrate on algebra and geometry skills for college-bound student. Topics will include intermediate level algebra, geometric relationships, coordinate and transformational geometry.

Prerequisite: Must pass the Algebra I Regents examination **and** the course leading to that Regents.

Geometry Common Core:

1 year/1 credit

This is the second mathematics course in the Regents curriculum. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of

geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The focal point of this course is the geometry content standards, thus preparing students for the Geometry Regents examination in June. This rigorous course mandates the use of a graphing calculator.

Prerequisite: Must pass the Algebra I Regents examination **and** Algebra course.

Geometry Common Core with Lab:

1 year/1 credit

This is the Geometry course with one period of additional instructional support on alternating days.

Prerequisite: Must pass the Algebra I Regents examination **and** the Algebra course.

Algebra II Common Core 10 Adv:

1 year/1 credit (w)

This advanced Algebra II course is the third mathematics course in the Regents curriculum for capable tenth graders. This mathematics course is the capstone course of the three units of credit required for a Regents diploma. This course is a continuation and extension of the two courses that preceded it. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This rigorous course mandates the use of a graphing

calculator and culminates with the Algebra II Regents examination in June.

Prerequisite: Must pass the Geometry Regents examination and the Geometry 9 Advanced course.

The Study of Functions:

1 year/1 credit

This course will develop the algebraic techniques of those students that continue their study of mathematics. It will also help the student develop alternative solution strategies and algorithms. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include: polynomial, absolute value, radical, trigonometric, and exponential functions. Right triangle trigonometry will be expanded to include the investigation of circular functions. This course mandates the use of a graphing calculator.

Prerequisite: Must pass the Algebra course, the Algebra I Regents examination and either the Geometry or Intermediate Math course.

Algebra II Common Core:

1 year/1 credit

This course is the third mathematics course in the Regents curriculum. This mathematics course is the capstone course of the three units of credit required for a Regents diploma. This course is a continuation and extension of the two courses that preceded it. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This rigorous course mandates the use of a graphing calculator and culminates with the Algebra II Regents examination in June.

Prerequisite: Must pass the Geometry Regents examination and the Geometry course.

Algebra II Common Core with Lab:

1 year/1 credit

This is the Algebra II course with one period of additional instructional support on alternating days.

Prerequisite: Must pass the Geometry Regents examination and the Geometry course.

Precalculus 11 Advanced: 1 year/

1 credit (w)

Students taking this course may be able to earn college credits through St. John's University. This advanced mathematics course for capable eleventh graders will deal with functions, sequences, series, limits, theory of equations, conic sections, and an introduction to calculus. Students will use the graphing calculator to solve problems experienced in science and industry. Students will take an end-of-year final examination. Enough calculus will be studied to prepare these students for a rigorous AB level Advanced Placement Calculus course.

Prerequisite: Must pass the Algebra 2 Regents examination and the Algebra 2 10 Advanced course.

Precalculus 12: 1 year/1 credit

Students taking this course may be able to earn college credits through St. John's University. This course will prepare students for college level mathematics. Students will study problem solving with real world applications, real analysis, theory of equations, matrices and determinants, conic sections and limits. Students will use the graphing calculator as a basic tool throughout the course. Optional topics include mathematical induction, linear programming, sequences and series, polar coordinates, derivatives, vectors, and statistics.

Prerequisite: Must pass the Algebra 2 course.

Contemporary Math: 1 year/1 credit

This course is designed to introduce students to a variety of mathematics topics, which include: logic, statistics, probability, matrices, linear

programming, trigonometry, graphing calculator applications, and advanced algebra.

Prerequisite: Must pass the Intermediate Math or Intermediate Algebra2 (The Study of Functions) course, as well as a departmental recommendation.

Discrete Math: 1 year/1 credit

Students taking this course that plan on majoring in Liberal Arts in college, may be able to earn college credits through St. John's University. This college-level course provides a quantitative approach to an understanding and interpretation of mathematics in the contemporary liberal arts. The course will provide a foundation for practical decision-making through a discussion of topics from finite and discrete mathematics. Topics include: decision theory, matrix operations and applications, game theory, linear programming, graph theory, counting, probability, and recursion techniques. There is a mid-year and an end-of-year final examination.

Prerequisite: Must pass the Precalculus 11 Advanced or Algebra 2 or Precalculus 12 course, as well as a departmental recommendation.

AP Statistics: 1 year/1 credit (w)

The course content of this Advanced Placement program reflects that of a typical introductory college course in statistics. The corresponding examination appropriately measures the skills and knowledge set forth by the College Board Advanced Placement Program. The curriculum consists of four basic themes: Exploring Data, planning a study, anticipating patterns and statistical inference. Students pursuing certain college majors such as social sciences, health sciences and business would benefit from this course.

Students will take the Advanced Placement Examination in Statistics typically offered in May.

This course may be taken as a co-requisite with Precalculus 11 Advanced.

Prerequisite: Must pass the Algebra 2 Regents examination **and** the associated math courses, as well as department chairperson's approval.

AP Calculus: 1 year/1 credit (w)

Students taking this course may be able to earn college credits through St. John's University. This course is a college level program in analytic geometry and calculus. Both the differential and integral calculus is studied as described in the College Board Advanced Placement program. Topics include: functions and limits, the derivative, applications of derivatives, anti-derivatives, techniques of integration, definite integral, and applications of the integral. Students will use the graphing calculator as a basic tool throughout the course.

Students will take the Advanced Placement Examination in either AB or BC Calculus typically offered in May.

Prerequisite: Must pass Precalculus 11 Advanced, as well as department chairperson's approval.

Music

Music education encourages the growth of students as performers and discriminating listeners. The study of voice, instruments, notation, music history and theory, and participation in musical groups (Band, Orchestra, and Chorus) promotes cultural enjoyment, self-expression through performance, and an understanding of music as a fine art.

NOTE: All students who are enrolled in a music performance course must participate in all performances or receive a failing grade in the course for that marking period. In addition, students are required to attend sectional lessons.

Band Senior High: 1 year/1 credit

This organization provides the experienced woodwind, brass, and percussion performer the opportunity to explore a wide range of musical literature. Carefully planned rehearsals enable the student to develop technically and musically through performance and various genres of music. Numerous public performances at

concerts and marching in parades/athletic events are scheduled throughout the school year.

Prerequisite: Teacher recommendation or audition.

Orchestra Senior High: 1 year/1 credit

This organization, open to all experienced string players, explores a wide variety of traditional and contemporary orchestral literature. Emphasis is placed upon proper string performance in terms of orchestral style and musical understanding. Woodwind, brass and percussion players may be added to the string orchestra, thus forming a full symphonic orchestra. Many public performances for school and community are scheduled throughout the school year.

Prerequisite: Teacher recommendation or audition.

Chorus Senior High: 1 year/1 credit

Students in this ensemble study intermediate and advanced choral literature encompassing a wide range of vocal styles and genres. Advanced vocal techniques are taught and sight singing is introduced in four-part harmony. Performances include school concerts, as well as community events.

Prerequisite: Teacher recommendation or audition.

Music Theory I & II is offered as a full year/one credit course.

Music Theory I: First Semester

This is an introduction to writing, composing and analyzing the language of music through listening, singing and playing. This course covers the basic rudiments of music and prepares the student for the further study of harmony, composition, and musical performance. It is open to all students interested in the technical aspects of music and musical notation.

Music Theory II: Second Semester

Although it primarily deals with diatonic harmony, this course encourages creative composition and artistic appreciation development. Two, three, and four-part instrumental and vocal writing techniques are introduced and developed through ear training and harmonic and melodic dictation. Members of the class regularly perform student exercises and compositions with an ear toward critical analysis of each work.

AP Music Theory: 1 year/1 credit (w)

This is an Advanced Placement music course. The curriculum includes: advanced music theory, composition writing, conducting, arranging, improvisation, advanced music dictation and sight singing. Students will take the Advanced Placement examination in May.

Prerequisite: Successful completion of a full year of music theory and teacher recommendation.

Physical Education

Physical education is a State mandated course scheduled on a co-educational basis. All students must successfully participate in physical education and complete a four-year program in order to receive a diploma. The curriculum focuses on the physical activities, skills, knowledge and attitudes that will allow students to attain an optimal quality of life and well being.

Physical Education: ½ year/½ credit

The scope of the curriculum for the total physical education program is very diversified. An organized activity schedule will include: physical conditioning and body mechanics, endurance testing activities, gymnastics, aerobics and aerobics activities, weight training, team and individual games and sports, rhythms and dance, Project Adventure, and lifetime sports.

The following three New York State standards will be linked to the Physical Education Program, Physical Health & Fitness, A Safe and Healthy Environment and Resource Management.

Through a selective elective process, many of the students can further explore and experience an assortment of activities. As a result of this broad physical education program, many students will want to improve their proficiency in activities of their choosing. An impressive intramural and interscholastic program is offered in all the schools.

Leadership Physical Education (Grades 11 & 12): ½ year/½ credit

The Leadership Physical Education program is designed for junior and senior high school students who have excelled in the physical education classes in grades 7-10. Students must apply for the entry into the program with permission from the chairperson of physical education and his/her guidance counselor. As a junior, students will participate in a program specifically designed too prepare for entering the gymnasium setting as a senior to be an assistant to the teacher. Juniors will actively participate in all units taught in the physical education curriculum and learn terminology, teaching cues and strategies in an effort to be prepared for the assistantship senior year.

As a senior, students will be placed into the gymnasium setting to assist an assigned teacher in the Physical Education Department. Leaders are expected to aid the teacher in the execution of daily lessons. Physical education leaders are expected to interact with students of the classes in a positive and encouraging nature.

Fitness & Conditioning (Grades 9-12): ½ year/ ½ credit

The Fitness and Conditioning course includes a variety of activities. The focus of the course is on personal fitness and strength training. Activities include training on the cardiovascular machines such as the CYBEX Arc trainers, elliptical machines, treadmills and air dyne bicycles. Strength training activities include the use of dumbbells, Olympic bars and free weights, and several strength machines including the multi-stack gym, universal gym,

weight bar training, medicine ball training and kettle bell exercises. In addition to the weight and cardio training components of this course, there is an extensive stretching and yoga program. Instructions on personal fitness and health habits, as well as instruction on human anatomy, physiology and kinesiology, are all part of this elective course.

Cardio Fitness (Grades 9-12): ½ year/ ½ credit

The Cardio Fitness includes training in a variety of aerobic movements to enhance the cardiovascular fitness of the student. Yoga, Zumba, Pilates and a variety of modern dance programs are included in the curriculum. The training focuses on the development of a stronger heart and lungs, increased stamina, resistance to fatigue and acquiring lean body mass. Movements in this class are both low and high intensity. Stretching, warm up, and cool down activities are a part of every session in this dynamic senior high elective.

Adapted Physical Education: ½ year/ ½ credit

Adapted physical education is offered as a specifically designed program of developmental activities including: games, sports, and rhythms structured to the interests, needs, capabilities and limitations of pupils with disabilities (short term or long term) who may not safely or successfully engage in the activities of the regular physical education program.

Adaptive physical education is provided for special education students who require physical education in groups of no more than twelve students. This type of physical education program must be mandated on each student's I.E.P. It is different from mainstream physical education because it is individually prescribed for students who need a definitive plan to address their specific needs.

Science

The science department offers a wide array of courses designed to instill in students a genuine interest for science and how it applies to our world. Such courses prepare students for future success in college and the workforce.

Living Environment: 1 year/1 credit

This course provides a core of broad, general understandings of the fundamentals of biology with an extension of these understandings in several specific areas. Students learn proper laboratory techniques while attaining an appreciation for the beauty of the many life forms that share our planet. Among the topics covered are: The Study of Life, Maintenance in Plants and Animals, Reproduction and Development, Genetics, Evolution and Ecology. Extended areas of study include: Biochemistry, Human Physiology, and Modern Theories of Evolution. Students meet six times in a four-day cycle. A portfolio of successfully documented and completed laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination, which is the final examination for this course.

Introduction to Living Environment: 1 year/1 credit

This pre-Regents course is designed to prepare students requiring extended time and assistance to be successful on the Living Environment Regents exam. Students study selected topics including the scientific method, basic biochemistry, cell biology, genetics, evolution and ecology through a variety of teaching methodologies. Students will be familiar with the unit content needed to be successful on the Living Environment Regents exam. Improving student reading and writing skills will be stressed throughout the course. Students who successfully complete this course will take Living Environment the following year.

Earth Science: 1 year/1 credit

This course explores concepts and principles about the dynamic nature of our planet and its environment in space. Understandings are developed through an investigative approach that emphasizes cooperative learning during laboratory activities. Students meet six times in a four-day cycle so that time for discovery is made available to these students. Topics include: Investigating Processes of Change, The Earth and its History, Energy Exchanges and Budgets, The Rock Cycle, Erosion and Deposition, and The Earth's Changing Environment. A portfolio of successfully documented and completed laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination in Physical Setting: Earth Science in June which acts as the final examination for this course.

Earth Science Advanced: 1 year/ 1 credit (w)

This course explores concepts and principles about the dynamic nature of our planet and its environment in space. Students meet six times in a four-day cycle so that time for lab work is made available. Topics include: Investigating Processes of Change, The Earth and its History, Energy Exchanges, The Rock Cycle, Erosion and Deposition, and the Earth's Changing Environment. Successful completion of 1200 minutes of hands-on lab experience is required before students take the New York State Regents Exam. Students who pass this class will receive one high school credit.

Chemistry: 1 year/1 credit

Based on the NYS Regents Chemistry Curriculum, this is an introductory course covering a wide array of topics relating to the nature of matter. This course provides an important foundation for further science studies while developing a general understanding of some of the major scientific issues of today. The theoretical and quantitative aspects of chemistry are stressed. Students meet six times in a four-day cycle. A portfolio of successfully

completed and documented laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination, which is the final examination for this course.

Preferred Recommendation: The student must successfully complete the Living Environment and Earth Science courses and Regents examinations.

Chemistry Advanced: 1 year/1 credit (w)

This course, based on the New York State Regents Chemistry Curriculum, is designed for those students who have demonstrated achievement and interest at a level well above average. Emphasis is on the basic principles of chemistry, often described mathematically and derived from laboratory experiences. The core topics as well as the "optional" topics given in the New York State Curriculum are covered in depth. Students meet six times in a four-day cycle. A portfolio of successfully completed and documented laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination, which is the final examination for this course.

Preferred Recommendation: The student must successfully complete the Living Environment, Earth Science courses, and their respective Regents examinations.

Physics: 1 year/1 credit

This course is based on the New York State Regents Physics Curriculum. The application of problem solving skills utilizing mathematical techniques is emphasized and used to reinforce concepts. Students learn many basic principles through their own laboratory experiences. Students meet six times in a four-day cycle. A portfolio of successfully completed and documented laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination, which is the final examination for this course.

Preferred Recommendation: The student must successfully complete Algebra, Geometry and Algebra II (or must be currently enrolled in this course as a co-requisite). Successful completion of Living Environment, Earth Science and Chemistry courses and their respective Regents examinations are also recommended.

Physics Advanced: 1 year/1 credit (w)

This course; based on the New York State Regents Physics Curriculum, is designed for 11th and 12th graders who have demonstrated achievement in both science and mathematics and interest at a level well above average. This course emphasizes the basic principles of physics which are frequently described quantitatively. Concepts are discovered through direct observations and the analysis of laboratory data obtained by the student. Students also explore in detail the optional topics in the New York State Regents Physics Curriculum. Students meet six times in a four-day cycle. A portfolio of successfully completed and documented laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination, which is the final examination for this course.

Preferred Recommendation: The student must successfully complete Algebra and Geometry, and Regents examinations. Students must also be enrolled in Algebra II. Successful completion of Living Environment, Earth Science and Chemistry courses and their respective Regents examinations are also recommended.

Advanced Placement Biology: 1 year/ 1 credit (w) (Grades 11 & 12)

AP Biology is a first year, college-level course in biology. The course is designed for students who have completed a course in high school Earth Science, Living Environment, Chemistry, and Physics, and have demonstrated superior ability in science. Students meet six times in a four-day cycle. An extensive laboratory program is an integral part of the course. Students must take AP exam in May.

Prerequisite: The student must successfully complete Earth Science, Living Environment,

Chemistry, and Physics (which can be taken as a co-requisite) and their respective Regents examinations

Advanced Placement Chemistry:
1 year/ 1 credit (w) (Grades 11 & 12)

AP Chemistry is a first-year, college-level course in chemistry. The course is designed for students who have completed a course in high school chemistry and have demonstrated superior ability in science. Students meet six times in a four-day cycle. An extensive laboratory program is an integral part of the course. Students must take the AP exam in May.

Prerequisite: The student must successfully complete Algebra, Geometry, and Algebra II with their respective Regents examinations and be enrolled in Pre-calculus. The student must also have successfully completed Earth Science, Living Environment, Chemistry, and Physics (which can be taken as a co-requisite) and their respective Regents examinations.

Advanced Placement Physics 1: 1 year/
1 credit (w) (Grades 11 & 12)

AP Physics 1: AP Physics is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. The science practices of this course enable students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. An extensive laboratory program is an integral part of the course. Students will take the AP exam in May.

Advanced Placement Environmental
Science: 1 year/1 credit (w) (Grades 10 - 12)

AP Environmental science is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course is designed for students who have completed courses in high school Earth Science and Living Environment, and have demonstrated superior ability in science. Students meet six times in a four-day cycle. An extensive

laboratory/field investigation program is an integral part of a course. Students must take the AP exam in May.

Prerequisite: The student must successfully complete Earth Science, Living Environment, and their respective Regents examinations (Chemistry can be taken as a co-requisite).

Anatomy & Physiology: 1 year/1 credit
(Grades 11 & 12)

The human body is the main focus of this course. It covers topics from the muscular and skeletal systems that move the body to the nervous and circulatory systems that control and maintain the body. **Students may take a New York State University Examination to earn college credit.** Students become familiar with basic anatomical and physiological terminology and concepts and the structure and function of body cells, tissues, organs, and systems. Many concepts are learned through practical application.

Preferred Recommendation: The student must successfully complete Earth Science, Living Environment, and Chemistry. Physics can be taken as a co-requisite.

Environmental Science: ½ year/½ credit
(Grades 11 & 12)

Environmental science is the study of the relationships between living things and their environments. It is designed to develop an understanding of the balance of nature; to identify and analyze environmental issues (such as man's dependence on nature); to examine our widespread pollution problem; and to view problems associated with population. Field trips and laboratory investigations are an important part of this course.

Prerequisite: Successful completion of two years of science and at least one science Regents examination.

Marine Science: ½ year/½ credit
(Grades 11 & 12)

This course is a study of life in the oceans and the marine environment, which dominates 75%

of our Earth's surface. Marine Science includes the identification and study of various animals that live in our local waters. Field trips and laboratory exercises are an extensive part of the curriculum.

Prerequisite: Successful completion of two years of science and qualifying for high school graduation with at least one science Regents examination.

Forensic Science: 1 year/1 credit
(Grades 11 & 12)

This course provides students with the scientific principles, techniques and skills used today to link a crime suspect with the victim and crime scene. It will also provide the opportunity to stimulate interest in science using the probing questions of crime scene investigators. Seeing science through the eyes of an investigator will allow students to apply the knowledge gained through their study of biology, chemistry, physics and earth science. Through their investigations, students will improve their critical reading and thinking skills and learn principles and concepts of chemical and drug analysis, as well as the techniques used in DNA typing. The nature of physical evidence will be emphasized along with practices relating to the proper collection and preservation of evidence. Microscopic investigation of hair, fibers and trace evidence will be conducted. Forensic aspects of arson, serology, entomology, fingerprints, weather-related fatalities, document and firearm investigation will be explored. Criminal case studies, as well as issues of a sensitive nature will be discussed as part of the coursework.

Prerequisite: Successful completion of two years of science and at least one science Regents examination.

Science Research Methods: 1 year/1 credit
(Grades 11 & 12)

This course introduces students to scientific research and problem solving. Students become familiar with laboratory equipment and materials and learn routine lab procedures that enable them to perform experiments, manipulate variables and assess the effects. They access information from retrieval systems and collect and analyze data. Students choose an

independent topic, write a scientific paper and do an oral presentation using presentation software. All students will be required to enter the Long Island Science Congress Senior Competition in the spring.

Prerequisite: Department Chairperson's permission.

Social Studies

The main purpose of the state-required four-year sequence in social studies is to develop a knowledge base for students to help them become involved citizens. To this end, social studies courses are designed to enable students to gain a better understanding of the world in which they live. They study political, economic, geographic and social concepts in the United States, as well as other regions in the world. Emphasis is placed on the analysis of factual data and documents and the skills needed to best understand the social sciences.

Global History & Geography 9: 1 year/1 credit

This ninth grade course of study is the first part of a two-year global history course covering the chronological history of major regions of the world. The global history curriculum is divided into 8 eras, with grade 9 focusing on eras 1 through 4. The topics for these eras are: methodology of global history, the ancient world, expanding zones of exchange, global interactions and the first global age. While the course is organized around these eras, the curriculum includes information from all five Learning Standards.

Global History & Geography 9 Advanced:
1 year/1 credit (w)

This is the first year of a two-year course of study in world history. The ninth grade advanced course will cover three time periods including:

- a. 800 B.C.E. to 600 B.C.E.
- b. 600 B.C.E. to 1450
- c. 1450-1750

Students will be able to compare and contrast changes over time. This course addresses group patterns, comparisons within and among societies, and understanding of ideas and values. It also begins to prepare students for the Global History and Geography Regents and the Advanced Placement World History exam administered at the end of the tenth grade.

Global History & Geography 10: 1 year/ 1 credit

This tenth grade course of study is the second part of the two-year global history and geography course covering the chronological history of major regions of the world. The grade 10 curriculum is divided into eras five through eight which include the topics: Age of Revolution, Crisis and Achievement, Twentieth Century since 1945, and Global Connections and interactions. While the course is organized around these eras, the curriculum includes information from all five Learning Standards. This course ends in the NYS Global History Regents Examination required for graduation.

Advanced Placement World History: 1 year/ 1 credit (Grade 10) (w)

This is the second year of a two-year course of study in world history. This 10th grade course will cover two major time periods including:

- a. Circa 1750-1900
- b. 1900 to present

The course begins with a review of key themes and concepts in world history prior to 1750. Students will be able to compare and contrast changes over time. This course addresses group patterns, comparisons within and among societies, and understanding of ideas and values. It culminates in the Advanced Placement World History exam and the Global History and Geography Regents which are administered in May and June, respectively. Students must take the AP World History exam upon completion of this course.

U.S. History & Government: 1 year/ 1 credit (Grade 11)

Social studies in grade 11 is a chronologically organized study of United States history. The course traces the American experience from colonial times to the present tying in political, economic and social trends in United States history. Geography of the United States is emphasized. The course reflects the five Learning Standards for Social Studies. This course ends in the NYS History Regents exam.

Advanced Placement U.S. History: 1 year/ 1 credit (Grade 11) (w)

The Advanced Placement Program in U.S. History is a college-level course equivalent to an introductory U.S. History course given at a college or university. Juniors learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. Students must take the AP U.S. History exam upon completion of this course.

Economics: ½ year/½ credit (Grade 12)

This course provides seniors with economic knowledge and skills that will enable them to function as economically literate citizens. Students will gain an understanding of economic concepts such as scarcity, supply and demand, inflation, taxation, economic growth and interdependence. Major emphasis is on the economy of the United States, but significant attention will be given to the interdependent world economy as a whole, and to other economic systems. This course is required for graduation.

Government: ½ year/½ credit (Grade 12)

Designed as a capstone activity, the course draws from the senior's total high school experience. The student's responsibility will be to analyze, synthesize and evaluate issues that

impact on local, state and national governments. The objective is to involve the student as an active participant in the democratic process, now and in the future. This course is required for graduation.

**AP U.S. Government & Politics: 1 year
1/2 credit (w) (Grade 12)**

This is a college-level course designed to give seniors a critical perspective on government and politics in the United States. The course involves both a study of general concepts used to interpret American politics and analysis of special case studies. The course also requires a familiarity with the various institutions, groups, beliefs, and ideas that make up the American political system. This course culminates with the AP exam. Students must take the AP Government and Politics exam upon completion of this course. **The students will also receive instruction to meet the New York State Economics requirement for which they will receive an additional half credit.**

**AP Comparative Government: 1/2 yr./1/2 credit
(Grade 12) (w)**

AP Comparative Government provides an introduction to politics outside the United States. The course explores the political structures and social policies of foreign countries. Typically study focuses in governmental issues of Mexico, Russia, Great Britain, Iran, China, and Nigeria. Using these countries as a basis of study, students examine how societal problems are addressed. This course culminates in the A.P. Examination, which students are required to take in May.

Electives

**Advanced Placement European History:
1 year/1 credit (w)**

This is a college-level elective introductory course on European History from 1450 to 1970. The Advanced Placement Program is designed to enable students to understand some of the principal themes in modern European history; to be aware of Europe's changing position in the world; and to be able to analyze historical

evidence. Requirements include college-level readings with heavy emphasis on the development of theme essays. Students must take the AP European History exam upon completion of this course.

Contemporary World Issues (Grade 10 - 12)

This course provides an opportunity to study current world issues before the United Nations. Students will be able to develop an understanding of the purposes and functions of the United Nations. They will also gain insight into specific international issues through investigative research and assess international political systems and forces, which determine a nation's world policy. They will also analyze the impact of global geography on national and regional interests and acquire an understanding and appreciation of diverse cultures. Students will prepare for and participate in a Model United Nations where they will demonstrate such skills as persuasive writing and extemporaneous speaking, the art of compromising, caucusing, consensus building and use of parliamentary procedures.

(Incoming 9th grade students are considered upon recommendation of the department chairperson.)

**Criminal Justice (Grades 10-12):
1/2 year/1/2 credit**

This course will investigate the different aspects of the criminal justice system and process. Students will study the history of American law, the administration of criminal justice, and the nature and problems of crime in contemporary society. The course content is divided into the following general units: The Criminal Justice System and Process, The Adversary System, Lawmaking, Crime, Corrections and Police Procedures and Criminal Justice as a profession.

**Global Connections (Grades 10-12): 1/2 year/
1/2 credit**

This course will enable the students to understand and appreciate the major themes in world history that connect the present to the past, and one world region to another. More

importantly, students will be able to express their abilities in writing. Emphasis will be placed on mastering thematic essays and document-based questions (DBQ's). The five Learning Standards in Social Studies are infused into each unit, and performance indicators provide the basis for lessons.

American Connections (Grades 11-12):

½ year/½ credit

This course will enable students to develop connections between issues, themes, decisions and developments in American History from one era to another. More importantly, students will be given extensive practice in analyzing and evaluating documents, and in writing thematic essays and document-based questions. The five Learning Standards in Social Studies are infused into all units. New York State performance indicators provide the basis for lessons and projects. This class is offered zero period.

Psychology (Grades 10-12): ½ year/ ½ credit

This one-semester course is designed to introduce students to the field of psychology. Students will become familiar with the principles, concepts and theories that constitute an introductory course of study.

Advanced Placement Psychology (Grades vary by school): 1 year/1 credit (w)

AP Psychology is a college-level elective course. Students will be exposed to a range of facts, principles and phenomena associated with the major subfields within psychology, including research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, abnormal psychology, personality and treatment of psychological disorders. Students must take the AP Psychology exam upon completion of this course.

Sociology (Grades 11-12): ½ year/ ½ credit

This course will allow students to investigate social trends in modern societies and their impact on socialization and personality

development. The family, the school, peer groups, religious groups and mass media will be examined. Other areas of investigation will include class structure, ethnic stratification, contemporary social problems and social change. **Students in grades 11 and 12 may earn 3 college credits through St. John's University for a fee.**

Constitutional Law (Grades 10-12):

½ year/ ½ credit

Constitutional Law is a course where students learn about the freedoms granted to them by the United States Constitution. While the major elements of constitutional law are covered and landmark cases thoroughly reviewed, the course goes one step further by encouraging students to explore issues relevant to their lives. By using current national issues, students are able to take ownership of each topic on a personal level, thereby sparking a sincere interest in the subject itself.

America: 1960-Present (Grades 10 – 12):

½ year/ ½ credit

This course will examine American History from 1960 to the present. It will focus on dominant economic, social and political events, as well as contemporary issues in American society. Students are expected to utilize library resources and the worldwide web to become familiar with issues that affect American domestic and world policy. Students are also expected to complete a required project.

Advanced Placement Human Geography (Grades vary by school): 1 year/1 credit (w)

The purpose of this college-level Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environment consequences. They also learn about the methods and tools geographers use in their science and practice. Students must take the AP Human Geography exam upon completion of this course.



Technology

Technology education is an exploratory program of instruction in resources, systems, and impacts of technology, assisted by computers and high-tech equipment. Students study the major technological systems of the world and our society. Various components or processes that are fundamental to technological systems, are studied in detail. Courses have been designed to meet the needs of all academic levels and are taught through laboratory-based “hands on” learning activities.

Technical Drawing-DDP (Grades 9-12):
½ year/½ credit

This course emphasizes the basic concepts and principles of technical drawing, projection, size description, basic techniques and tools, and pictorial representation. Students who have an interest in the three-year Architecture Drafting Technical Program are encouraged to take this course. This course satisfies ½ credit of the Art graduation requirement when taken in conjunction with Architectural Drawing-DDP.

Architectural Drawing-DDP (Grades 9-12):
½ year/½ credit

This course utilizes knowledge of the evolution of design and its roots in history. Cultural influences that affect architectural design must be taken into consideration by the architect. This course addresses those historical and cultural influences that are considered by the architects as they impact the architectural designs of today. This course is recommended for the student who is interested in pursuing the three-year Architectural Drafting Technical Program. This course satisfies ½ credit of the Art graduation requirement when taken in conjunction with Technical Drawing-DDP.



World Languages

In an increasingly interdependent world, the ability to communicate in languages other than English is an integral part of all students’ educational experience.

The primary aims of world language instruction are to develop functional communication skills in listening, speaking, reading, and writing in the target language, to broaden the students’ understanding and appreciation of different cultures, and to provide students with additional skills which will be useful in career selection.

Italian I, Spanish I: 1 year/1credit

This course is for students who have not studied a second language or who have not received a credit for studying a second language previously. These courses develop fundamental skills in a second language for Checkpoint A of the NYS Languages Other Than English (LOTE) Standards. These courses will continue to emphasize the communicative language proficiencies of listening, speaking, reading, and writing in contextual settings. Cultural concepts of the target language studied will be integrated into all communicative skills. This course satisfies the one credit requirement necessary to graduate with a Regents diploma.

Prerequisite: None

French II, Italian II, Spanish II: 1 year/1 credit

This course is for students who have completed one credit of the language they are studying. The objectives for these courses are to increase speaking, listening and reading comprehension skills, and develop correctness of written expression in the target language. Students will be able to understand and talk about informational bulletins, interact with providers of common public services, elicit facts, feelings and attitudes in correspondence from peers and adults. They will also be able to demonstrate the conventions of formal and informal written expression. Students will complete the first half of Checkpoint B of the NYS Languages Other Than English (LOTE) Standards.

Prerequisite: 1 high school credit in World Languages.

French II ADV, Italian II ADV, Spanish II ADV: 1 year/1 credit (w)

This course is for students in the ninth grade who have completed one credit of the language they are studying. They are in the advanced English classes with an average of 90% or higher and have been recommended by their teachers. The objectives for these courses are to increase receptive skills, oral proficiency, reading comprehension and written expression. Students will be able to interact with providers of public and private services, understand descriptive and narrative authentic materials within topical contexts, compose unified and organized texts with topical vocabulary and idiomatic expressions on an advanced level consistent with the goals and proficiencies for the first half of Checkpoint B of the NYS Languages Other Than English (LOTE) Standards.

Prerequisite: 1 high school credit in World Languages.

French III, Italian III, Spanish III: 1 year/1 credit

This course is for students who have completed two credits of the language they are studying. Students will demonstrate communicative proficiencies in speaking, listening, reading, and writing as well as cultural concepts of the target language studied. The course content includes extensive paired speaking practice, a comprehensive review of salient grammatical structures and tenses, as well as informal and formal letter writing. Students will complete the language proficiencies for the second half of the NYS Languages Other Than English (LOTE) Standards. The LOTE Regional exam will be administered to all students enrolled in these courses.

Prerequisite: World Languages II

French III ADV, Italian III ADV, Spanish III ADV: 1 year/1 credit (w)

This course is for students in the tenth grade who have completed two credits of the language

they are studying and passed the LOTE Regional exam. Students will demonstrate communicative proficiencies in oral communication, listening and reading comprehension skills, formal and informal writing, and cultural concepts of the target language studied. Students will be able to understand and identify factual information, deduce inferential information in non-technical writing, and be able to express complex ideas sequentially, incorporating basic idiomatic structures into formal and informal compositions. The course content will also include extensive paired speaking practice and a comprehensive review of salient grammatical structures and tenses. Students will complete the language proficiencies for the second half of Checkpoint B of the New York State Standards. The LOTE regional exam will be administered to all students enrolled in these courses.

Prerequisite: World Language IIA

French IV, Italian IV, Spanish IV: 1 year/1 credit

This course is for students in the eleventh grade who have completed three years of the language they are studying and have passed the Regional LOTE exam. The objectives for these courses are to increase auditory and reading comprehension as well as verbal ability on an advanced level while developing grammatical concepts necessary to sustain these skills and further develop the students' ability to write compositions and short critiques in the target language. Short stories and other literary forms will be used as a vehicle to develop reading comprehension and the ability to analyze a work of literature. The culture of many countries will be studied in depth. The course content will incorporate Checkpoint C proficiencies from the NYS Standards. **Students may also opt to register concurrently with several universities for a course, which carries three college credits per semester.**

Prerequisite: World Language III or department chairperson's approval.

French IV ADV, Italian IV ADV, Spanish IV ADV: 1 year/1 credit (w)

Students will demonstrate the ability to converse on an advanced level in the target language

commensurate with their experience) read non-technical contemporary authentic materials, and incorporate (in their written expression) idiomatic structures which reflect control of the syntax and morphology of the target language. Students will also demonstrate the ability to discuss and summarize (orally and in writing) plays, films, short stories and topics of cultural interest. The course content will incorporate Checkpoint C proficiencies from the NYS Standards and will prepare students for the Advanced Placement Exams on the next level of instruction.

Students may also opt to register concurrently for a college credit course which receives credit through an accredited university. The course content may vary from semester to semester, but normally includes intermediate conversation, composition, analysis of contemporary literature, poetry, and cinema arts of the target culture studied.

Prerequisite: World Language III, World Language III ADV or department chairperson's approval.

French V, French V ADV or AP(w), Italian V, Italian V ADV or AP(w), Spanish V, Spanish V ADV or AP(w): 1 year/1 credit

a. This course is for students who have completed four credits of the language they are studying. The V ADV or AP Language courses emphasize the use of the target language for active communication and have the objective of developing the following skills:

1. Using vocabulary, grammar, and syntax with a high degree of proficiency.
2. Understanding the spoken target language in both formal and informal conversational situations.
3. Reading newspaper and magazine articles, contemporary fiction, and non-technical writings without the use of a dictionary.
4. Expressing ideas accurately, and fluently both orally and in writing.
5. Organizing and writing compositions.

Course content will reflect intellectual interests shared by the students and instructor (the arts, current events, literature, sports, etc.) Instructional materials will include recordings, films, newspapers, and magazines. If the course is designated V AP, the students will take the Advanced Placement examination.

Prerequisite: World Language IV or IV ADV or department chairperson's permission.

b. The AP Literature course emphasizes the use of the target language for oral and written communication with the objective of developing the following skills:

1. Critical thinking in oral and written expression.
2. Analysis of contemporary and classical works of literature in the target language.
3. Using vocabulary, grammar, and syntax with a high degree of oral and written proficiency.
4. Interpreting (in writing) of literary works discussed in class and assigned as outside reading.

Course content will reflect classical and contemporary works recommended by the AP Exam Committee. Course content will reflect the intellectual interests of the students, wherever possible. The course content in Spanish V ADV, French V ADV, and Italian V ADV may vary from semester to semester, but usually includes intermediate to advanced levels of conversation, composition, analysis of contemporary literature, poetry, and cinema arts of the target culture studied.

Students in French V ADV, Italian V ADV and Spanish V ADV may also opt to register concurrently for a college credit course which receives credit through an accredited university.

Prerequisite: World Language IV ADV or department chairperson's permission.

Independent Study French V ADV, Italian V ADV, Spanish V ADV: 1 year/1 credit (w)

The Independent Study course can only be taken if the regular FRENCH V ADV or AP ITALIAN V ADV or AP or SPANISH V ADV or AP course cannot fit into the student's schedule and there is an instructor available to the student. At the end of the course, students will submit a research paper on a topic approved by the teacher and department chairperson.

Prerequisite: World Language IV or IV ADV and department chairperson's permission.

Career and Technical Programs

The career and technical courses given at Sewanhaka High School in the Sewanhaka Central High School District offer students who have completed the ninth grade the opportunity to combine academic education with career and technical education.

Sewanhaka Central High School District students in grades ten through twelve have the opportunity to prepare for careers while attending a regular school day. Having career and technical courses embedded into a student's schedule allows him/her the chance to receive a solid quality academic education in addition to learning a trade that will help the student to thrive in an ever-changing competitive job market. Students will learn how to integrate such concepts learned from mathematics, science and English in courses such as Cosmetology, Architecture, and I&A and develop skills necessary for today's job market. In addition to the "hard skills" that will be taught, "soft skills" are emphasized as well. Students will learn how to communicate effectively, and to write with purpose and meaning. Students will be taught leadership skills and problem-solving skills that align with their chosen trade.

Students interested in applying to the Career and Technical Education Program must first visit with their guidance counselors to discuss program possibilities and to begin the application process. Once the application has been completed and signed by both parent and student, the application is then submitted to the student's guidance counselor. The guidance counselor then generates a student packet, which includes the student's academic record, attendance history and discipline record (if any). The completed packet is sent to the Career and Technical Education District Office where a committee of teachers and counselors from throughout the district meet to review each student's packet. At the conclusion of the committee review, each student who submitted an application will be notified by mail as to whether he/she was accepted, rejected or placed on a waiting list for the program of his/her choice for the next year. The application process begins in December and students are notified of their status by March 1.

Please keep in mind the supply requirements for the following programs:

Automotive Program

Coveralls	Approximate Cost \$35
Work Boots	Approximate Cost \$50

Construction Trades Program

Work Boots	Approximate Cost \$50
Tool Apron	Approximate Cost \$30
Tools	Approximate Cost \$60

Cosmetology/Beauty Culture

Junior Kit	Approximate Cost \$350
Lab Coat	Approximate Cost \$30
Senior Kit	Approximate Cost \$150

Most of our career and technical graduates continue their education in colleges or in other schools of higher learning beyond high school. Our graduates have been accepted by prestigious colleges and universities such as Massachusetts Institute of Technology, Columbia University, Polytechnic University, Cornell University, the Rochester Institute of Technology and Cooper Union as well.

As part of the Career and Technical Education application process, a committee of guidance counselors, teachers and administrators from throughout the district review each student application packet to determine the student's admittance into the program. Students begin the application process in December and are notified of their acceptance into the program in March.

In addition to the committee evaluating a student on academics, attendance and discipline, students are also assessed on the following criteria:

- The ability to synthesize data and draw sound conclusions.
- Having sufficient and effective interpersonal abilities.
- The ability to manually operate tools and equipment or to perform diagnostic tests.
- The ability to work under various weather and shop related conditions.
- Makes a conscious effort to be on time to class each day.
- The ability to focus and pay attention for periods at a time and follow directions.
- The ability to work and function well independently.
- Is self-motivated and eager to learn.
- Communicates a demonstrated interest or passion for the program to which he/she applied,
- Has a basic knowledge of technology (i.e. saving files, basic navigation within an operating system, downloading software)
- **For the I&A Program:** Is on track to take Regents Physics in 11th Grade
- **For the I&A Program:** Is on track to take Calculus in 12th Grade

AN OVERVIEW OF THE CAREER AND TECHNICAL EDUCATION PROGRAMS

Through career education courses, students develop skills and learn related information for employment or further study following graduation.

Technical Education is a pre-engineering curriculum that prepares students for two or four-year collegiate engineering or science programs.

The Career and Technical education courses listed below are only offered at the Sewanhaka High School Campus.

All students enrolled in career education courses and technical programs must take Career and Financial Management offered through the Business Department in each home school.

CAREER EDUCATION PROGRAMS

<u>Grade Level</u>	<u>Credits</u>	
<u>A+ COMPUTER TECHNOLOGY/COMPUTER NETWORKING</u>		
9-12	½	Career and Financial Management
11	2	A+ Computer Tech
12	2	Networking

AUTOMOTIVE TECHNOLOGY

<u>Grade Level</u>	<u>Credits</u>	
9-12	½	Career and Financial Management
11	3	Automotive I
12	3	Automotive II

COSMETOLOGY (N.Y.S. Licensing Exam)

<u>Grade Level</u>	<u>Credits</u>	
9-12	½	Career and Financial Management
11	3	Beauty Culture I
11	1	Cosmetology I
12	3	Beauty Culture II
12	1	Cosmetology II

CONSTRUCTION TRADES

<u>Grade Level</u>	<u>Credits</u>	
9-12	½	Career and Financial Management
11	3	Construction I
12	3	Construction II

CORPORATE COMMUNICATIONS - DIGITAL IMAGING

<u>Grade Level</u>	<u>Credits</u>	
9-12	½	Career and Financial Management
11	2	Corporate Comm. - Digital Imaging I
12	3	Corporate Comm. - Digital Imaging II

TECHNICAL PROGRAMS

Grade Level Credits ARCHITECTURAL TECHNOLOGY

<u>Grade Level</u>	<u>Credits</u>	
9-12	½	Career and Financial Management
10	2	Architectural Technology I
11	2	Architectural Technology II
12	3	Architectural Technology III

INSTRUMENTATION AND AUTOMATION

<u>Grade Level</u>	<u>Credits</u>	
9-12	½	Career and Financial Management
10	1	Instrumentation & Automation I
11	2	Instrumentation & Automation II
12	2	*Instrumentation Physics (AP Physics C) or
12	2	Instrumentation & Automation III (Independent Research)

*In place of Instrumentation and Automation III.

Career Education Programs

All students enrolled in Career & Technical Education courses and programs must take Career and Financial Management offered through the Business Department in each home school. Business Communications is integrated into the specific program of study.

A+ COMPUTER TECHNOLOGY

The A+ Computer Tech program is a two year sequence for students interested in the Information Technology field. This career area has consistently shown growth throughout the years, and the Information Technology Field is always changing. Students will learn about the function and installation of personal computer components, as well as relevant current topics, such as System Components and Peripheral Devices, printing, mobile devices, Windows system management, system implementation, file management and troubleshooting. Students will also learn about a variety of operating systems including Windows, Linux, and Mac. The Testout PcPro training system is used in class, which aligns to the latest CompTIA A+ exams. The A+ exams are optional, but all students will be prepared for the Testout PC Pro certification in their junior and senior years. **Students who choose to study at Nassau Community College may be eligible for 4 college credits for this class.**

A+ Computer Technician (Grade 11): 1 year/2 credits

Students attend a 40 week program consisting of two periods each day. At the completion of the course students have the option of taking the A+ Certification Exam which is recognized nationwide. The exam is given at dedicated exam centers and the teacher will instruct students on how to sign up for the exam. The approximate cost of the exam is \$350. Students who wish to take the A+ Certification exam are advised to do so after completing the second year Computer Networks class. At the end of the year students who complete the A+ program successfully will receive a Career Education A+ Computer Technician certificate. Previous students have found the Career Education certificate helpful in obtaining an entry level position. In addition, A+ students will prepare for the Testout Pc Pro Certification. They will take this exam at the end of the following year, after completing Networking.

Networking (Grade 12): 1 year/2 credits

In the networking class students learn how wired and wireless networks are designed and built, how to make a network cable, and how connectivity devices route information. They also learn when to use switches and routers in network design and how to draw a network plan in Microsoft Visio. The A+ pre-requisite basics of data communications and network administration with Windows Server is covered. Network security basics are also part of the curriculum along with an introduction to Cisco routers and switches. This class includes significant hands on work. The A+ end of the year students will take the Test Out PcPro Certification Exam. There is no cost to the student for the PcPro Exam. Previous knowledge of computers and operating systems is mandatory. Students must be seniors and have successfully completed A+ Computer Tech before enrolling. **Students who choose to study at Nassau Community College may be eligible for 4 college credits for this class.**

AUTOMOTIVE TECHNOLOGY

The Automotive Technology Program is a two-year sequence, which is designed to provide a basic knowledge of various types of automobiles, the automotive industry, and the opportunities offered to students in the industry. The courses provide a thorough theoretical knowledge of the automobile with specific applications of mathematics and science that are related to the modern auto. General objectives include the development of proper work habits and attitudes, and a sense of responsibility and pride in good workmanship. Safety through proper work practices is emphasized. The student is given the opportunity to develop fundamental and advanced techniques using modern electronic testing and computerized diagnostic equipment. In the junior and senior years, the development of good trade practice is reinforced through a program of direct customer repair work and servicing. Employment skills are stressed at every level. Seniors can obtain N.Y.S. Inspector's License upon graduation from the program. Qualified students may be eligible for paid internships during the summer between junior and senior year. Qualified students are placed at new-car dealerships to work alongside an "A" technician. Students successfully completing the program may be eligible for advanced standings at Suffolk Community College and Lincoln Technical Institute. Students who successfully complete this program as well as the Assessment can use this Assessment toward meeting the Regents diploma exam requirement.

Auto Technology 1 (Grade 11):
1 year/3 credits

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. This course covers principles of shop safety, service information, automotive careers, use of power tools, hand tools and shop equipment, automotive electronics and electricity, engine performance, brakes, steering and suspension. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. This course meets for three periods.

Auto Technology 2 (Grade 12):
1 year/3 credits

This is continuation of trade practices of automobile repair (engine mechanical repair, brake service, transmission repair, front end alignment, engine performance diagnosis, electronic ignition, fuel injection, emission control, and alternative fuel systems). Major emphasis will be placed on the use of electronic diagnostic equipment to solve automotive malfunctions.

CONSTRUCTION TRADES

Construction Trades is a two-year career education sequence, which covers a very broad range of skills associated with the carpentry and construction trades. The first year of the program is devoted to the introduction of general skills, and the second is used to develop student skill competencies for employment. The curriculum covers site selection, foundation construction, framing, siding, windows and doors, and roofing. A good portion of the second year will be devoted to finishing the interior of the building including electrical, drywall, interior trim, and cabinet making. Two-thirds of a student's time will be spent completing hands-on "Live work" projects. In addition to construction experience, students will enhance skills focusing on independent projects. **Students successfully completing the program may be eligible for advanced standings at SUNY Delhi.**

Construction Trades 1 (Grade 11):
1 year/3 credits

This course is an introduction to carpentry as related to building and construction trades.

Students will learn to read and interpret blueprints, estimate building costs, and use tools of the trade. Emphasis is placed on residential construction and repair and maintenance with "hands-on" development of most phases of structure, from site selection and surveying, to wall layout and roofing. **(A purchase of tools for carpentry work is recommended for all students costing approximately \$140.)** This course meets for three periods.

Construction Trades 2 (Grade 12):
1 year/3 credits

Students are exposed to an advanced study of carpentry and electricity as related to the building trade. Emphasis is placed on "hands-on" building alterations, construction of a model house, complete in all phases of construction, focusing on interior finishing, repair, maintenance and electrical work. Additionally, students will work on various independent projects throughout the year. This course meets for three periods.

COSMETOLOGY

New York State Licensing Preparation Program

Cosmetology is a lucrative field of appearance enhancement in career and technical education. The structured two-year curriculum is designed to provide training in the fundamentals of skin, anatomy, hair care, hair design, hair coloring, haircutting, chemical texture services, nail care and salon business management with both classroom and salon instruction. The high level of instruction in the classroom lab at Sewanhaka High School prepares the student to become a New York State licensed cosmetologist and employable in the industry. Pre-employment and salon standards are reinforced in the senior year through a community client service program. The course is flexible and encourages those who so desire to pursue a college degree upon graduation. **Students successfully completing the program may be eligible for advanced standings at Douglas Education Center, PA.**

Sewanhaka's Cosmetology Program consists of more than 1,000 hours of instruction required by New York State for a cosmetology license. The field of cosmetology offers employment in a variety of positions, including a number of opportunities in the related cosmetic and manufacturing industry, which requires the technical knowledge and training of the licensed

cosmetologist. **The purchase of a cosmetology kit is required. In junior year, the cost of the kit is approximately \$350; in senior year, the cost of the kit is approximately \$150. The uniform is purchased in junior year only and the approximate cost is \$30.**

Course Sequence

**Grade 11: Two Courses/4 Credits –
Approximately 520 Hours**

Beauty Culture I (Lab): 1 year/3 credits
Classes end at 3:32 P.M.

The student will be engaged in mastering the basic and contemporary cosmetology skills through an intense training program. Practical cosmetology fundamentals are an integral part of the cosmetology program which provides a good foundation in industry standards. All phases of skin care, nail care and basic hairdressing skills are practiced in depth. This class meets for three periods.

Cosmetology I: 1 year/1 credit
Classes end at 3:32 P.M.

This course involves the study of related science, basic chemistry, anatomy and decontamination in relation to the cosmetology industry and salon practices. It provides the scientific basis for the application of salon services. This class meets for one period.

**Grade 12: Two Courses/4 Credits –
Approximately 520 Hours**

Beauty Culture II (Lab): 1 year/ 3 credits

The student concentrates on industry-level salon work. Advanced techniques and skills are applied in all areas including hairstyling, haircutting, permanent waving, hair coloring and chemical retexturing. Salon management and client service experience are provided in the school salon. The New York State Board practical exam is emphasized strongly in preparation for licensing. This class meets for three periods.

Cosmetology II: 1 year/1 credit

This course consists of advanced fundamentals and principles, including the chemicals and composition of cosmetic materials. Emphasis is

also placed on job readiness skills. Students are well prepared for the written exam as required by the New York State Division of Licensing. This class meets for one period.

CORPORATE COMMUNICATIONS/DIGITAL IMAGING (CCDI)

Computer graphic technology has progressed to the point where nothing you see can be believed, from digitally altering any imperfection on a celebrity's face and body, to fully realized digital characters in the movies or videogames. Digital imaging has come to the point where anything you can imagine can be created.

The Corporate Communications/Digital Imaging (CCDI) Program is an ambitious, rigorous course focused on the industries that use digital media. Students are trained to conceive, create, and compose visual images for various projects that use 2D animation, film, 3D modeling and animation, and special effects.

If you are a young person with an active imagination and have hoped to see your ideas come to life in the form of a unique character you conceived, or an animated short film, or a live action movie; this is the class to consider. The more a student is passionate about media and the entertainment fields, the more they will enjoy CCDI. It is possible to imagine anything, visualize it, work out the details of the idea, and make it a reality. CCDI is taught as a college level course in which the student learns the same techniques that are used in his/her favorite movies, shows, or games. The multi-period classes allow students to graduate with an impressive catalog of work far beyond what most high school students produce. The potential for success is limited only by one's ability to visualize what can be imagined, the student's technical ability in understanding computer software and image editing techniques, and his/her motivation to work hard and bring one's visions to life. CCDI is a great learning experience, and an excellent start to a rewarding career. **Students successfully completing the program may be eligible for 6 college credits at Five Towns College.**

**Corporate Communications/
Digital Imaging (CCDI I): (Grade 11)**
1 year/2 credits

The first year of the class is focused on developing the necessary skills in the software that are used throughout this class. The course progresses rapidly through basic composition to creating motion comics and animations. The software used are Photoshop, After Effects, and Flash. Projects are created that are meant to train students in the methods used in the industry. Motion Graphics and special effects compositing is used to combine multiple elements into a single moving image. The skills learned are storytelling and concept development, keyframe animation, frame by frame animation, motion tracking, creating effects over filmed footage, rotoscoping, and audio recording and processing for media.

**Corporate Communications/
Digital Imaging (CCDI II): (Grade 12)**
1 year/3 credits

Senior year begins with immersion into 3D technology and filmmaking techniques. Models of environments, everyday objects, vehicles and characters are created and animated. These can be combined with film as students create content for various video contests and projects. The best colleges and universities that have digital media and animation curriculums require a thesis project and CCDI students will do the same. The thesis project will take the majority of the year and can be created using any of the techniques learned in class. The topics are presented as pitches. This should be an impressive demo reel piece that students can use to promote themselves or get into the school of their choice upon completion of the class. Graduates have gone onto careers in the gaming, 3D content, and video production fields.

TECHNICAL PROGRAMS

Architectural Technology

Architectural Technology is the application of basic physical and mathematical concepts to the design, drafting, and fabrication of homes and other structures, including the selection and testing of materials. Major emphasis is placed on a student's ability to create buildings of his/her own design. At the conclusion of the course, students take a comprehensive examination that

covers the three years of study. During the three-year curriculum, students develop term projects and complete building plans for homes and industry.

Students successfully completing the program may be eligible for 6 college credits at SUNY Farmingdale.

College and Career Ladders

Most graduates in the Architectural Technology course go on to higher education. However, the program has the two-fold purpose of preparation for either college or industry. The course of study includes all of the preparatory subjects required for liberal arts or engineering colleges.

**Architectural Technology I (Grade 10):
1 year/2 credits**

The course presents architectural drafting problems related to fundamental construction involving rough framing, exterior finishing, foundations, and Model Making. Emphasis in drawing on conventional plans and elevation views is a course feature. Students also learn AUTOCAD software and Computer Operations with the direct application to architecture.

**Architectural Technology II (Grade 11): 1
year/2 credits**

The course offers intermediate AUTOCAD and drawing board techniques used by architects. Related drawings for homes and light commercial buildings based on architectural standards are presented. Architectural model-making is presented to class.

Students will also become aware of the physical properties and behavior of engineering materials. Emphasis is on beam design, torsion and fatigues of materials. Students also estimate building materials.

**Architectural Technology III (Grade 12):
1 year/3 credits**

This class concentrates on a study of lettering and drawing techniques. Emphasis is on architectural design. Also, a study of architectural orders, perspective drawings, and the use of shade and shadowing techniques are presented.

Students will also study heating systems, plumbing, electrical, advanced estimating of building materials, examine construction methods in wood, masonry, and other materials following the building code.

INSTRUMENTATION & AUTOMATION PROGRAM (ADV)

The Instrumentation & Automation Program (I & A) is a rigorous multidisciplinary course of study for college-bound students. The program emphasizes real world applications of mathematics and science and is intended to introduce students to various aspects of engineering. **First-year students** focus on computer science and are introduced to analog electronics. **Second-year students** build on their understandings and investigate microcontrollers and sensors with applications in biomedical engineering and robotics. Second-year students will also be introduced to printed circuit board fabrication and other practical uses of technology. **Third-year students** have the option of taking a course preparing them for the Advanced Placement exam in Physics (AP Physics C) or conducting independent research. Material for both the Mechanics and Electricity & Magnetism parts of the exam will be covered using concepts from Calculus for students taking AP Physics. At the conclusion of the course, students take a comprehensive exam that covers the three years of study.

College and Career Ladders

The I & A Course serves as an excellent basis for students who are interested in careers in engineering, computer science, science or medicine. I & A graduates have been accepted by fine schools such as the Massachusetts Institute of Technology, Stanford University, Cornell University, the University of Pennsylvania, Rensselaer Polytechnic Institute, New York Polytechnic University, and Cooper Union. Some graduates have entered these colleges with sophomore status.

Instrumentation & Automation I (I & A I) (ADV) **- (Grade 10): 1 year/1 credit**

(Mathematics Prerequisite: Geometry)
(Science Prerequisite: Living Environment)

In the first year, students will investigate fundamental concepts in computer science and begin to develop proficiency in programming using ALICE, Python and versions of BASIC. Students also have access to an up-to-date laboratory facility to explore projects in both analog and digital electronics.

Instrumentation & Automation II (I & A II) **(ADV) (Grade 11): 1 year/2 credits** **(Students are strongly advised to take Advanced Physics while enrolled in this course.)**

In the second year, students will investigate microcontrollers and sensors with applications in biomedical engineering and robotics, printed circuit board design and fabrication, and other practical uses of technology. Approximately half of the class time will be devoted to laboratory project and at least one laboratory project will be a "comprehensive" project involving several weeks of work.

Instrumentation & Automation III (I & A III) **(ADV) (Grade 12): 1 year/2 credits**

This is a continuation of IA & IA2 on a more advanced level. It is designed to aid the student who wishes to complete a more in-depth investigation of previous work. Emphasis is on individual choice of lab experiments.

Advanced Placement Physics C (ADV) **(Grade 12): 1 year/2 credits**

[Course Requirements: Co-enrolled in Calculus (AB or BC) and should have already taken Physics.]

In the third year, students have the option of taking a course preparing them for the Advanced Placement exam in Physics (AP Physics C). For students taking Physics, material for both the Mechanics and the Electricity & Magnetism parts of the exam will be covered using concepts from Calculus.



THE ACADEMY OF FINANCE

Since 1988, New Hyde Park Memorial High School has offered a highly successful program of excellence known as the Academy of Finance. The Academy of Finance is a program that gives high school students an opportunity to learn about and prepare for careers in financial services. It is one of several model programs established to promote educational excellence by the National Academy Foundation (www.naf.org). The Academy of Finance is a partnership that links the

resources of education, business, and the community.

The Academy of Finance bridges the gap between the classroom and the workplace. It helps students develop career skills, evaluate their own potential for success and establish personal goals. It provides an enriched, elective four-year comprehensive academic program for high school freshmen, sophomores, juniors and seniors.

A highlight of the Academy of Finance academic program is the college credit component. **Academy students can earn up to 24 college credits through various universities.**

After Academy students fulfill the academic requirements of the junior year, they are screened and interviewed for summer work-based learning experiences in local companies and institutions. The experience typically lasts from four to six weeks. The candidates are evaluated and selected by the employers and assume entry-level responsibilities. Many students are later hired to work part or full time by their sponsoring employers.

Academy students get to know the people and organizations involved in the financial services industry within the community. They attend field trips, hear guest speakers in their classes, and meet local business leaders. They also receive extensive advice on career opportunities and alternatives.

All eighth grade **Regents-level** students in the Sewanhaka Central High School District with a combined first and second marking period *academic average* of 75 are eligible to apply by completing an Academy of Finance application form and submitting it to their guidance counselor. (Please note: an *academic average* includes only Math, Science, Social Studies and English.) A personal interview will be granted based upon a pre-screening of your application by your guidance counselor and the chairperson of Pupil Personnel Services in your home school. A recommendation for admission to the Academy of Finance must be made by your guidance counselor for a personal interview to be granted. For a recommendation, your guidance counselor will consider your combined *academic average* for the first and second marking period and your

discipline record. Requests for AP courses cannot be accommodated for students enrolled in this program.

Upon the successful completion of all requirements for graduation, the student will receive his or her New York State High School Regents Diploma and a Certificate of Financial Studies from the National Academy Foundation.

ACADEMY OF FINANCE COURSE OF STUDY

During grades 9, 10, 11, and 12, the student will study courses in English, Social Studies, Mathematics, Sciences, World Languages, and various electives.

In addition, the following courses of study comprise the curriculum of the Academy of Finance, for which detailed descriptions are found in the Academy of Finance Program catalogue.

Grade 9:

Computer Essentials (full year) – 1 high school credit

Grade 10:

Business Concepts and Practices (half year) ½ high school credit

***Computer Analysis & Information Processing** (full year) – 3 college credits/
1 high school credit

Grade 11:

***Advanced Computer Applications** (full year), 3 college credits – 1 high school credit

Banking and Credit (half year) – ½ high school credit

***Introduction to Business** (half year), 3 college credits – ½ high school credit

World Economics & Finance (half year) - ½ high school credit

Grade 12:

***Commercial Law I** (half year), 3 college credits - ½ high school credit

Financial Planning (half year) – ½ high school credit

***Principles of Accounting I** (half year), 3 college credits – ½ high school credit

***Principles of Accounting II** (half year), 3 college credits – ½ high school credit

***Principles of Management** (half year), 3 college credits - ½ high school credit

Securities & Operations (half year) – ½ high school credit

***Principles of Marketing** (half year) – 3 college credits - ½ high school credit

***Courses that provide the opportunity for students to earn college credit.**

pecial Education

SPECIAL EDUCATION OVERVIEW

The Special Education programs provide instruction and support to students with special learning needs that have been identified by the District's Committee on Special Education (CSE). Students pursue courses of study with equivalent curricula to those offered in the general education program. Special Education students are given every opportunity to achieve a New York State sanctioned high school diploma and, in fact, most of our students do receive high school diplomas at the conclusion of their courses of study. A non-diploma high school exiting credential may be recommended by the CSE for students who achieve the goals prescribed by their Individual Educational Programs (IEP's), but cannot pass credited programs.

In addition to Special Education instruction, students may receive instruction in general educational and/or vocational programs according to their abilities, needs, and interests. Each student's progress and placement are closely monitored and evaluated by the individual school subcommittee or the Central Committee on Special Education. Ongoing parent/teacher conferences keep parents informed and involved in the formation of educational goals.

SPECIAL PROGRAMS

Resource Room

The Resource Room offers remedial instruction and support to students who are otherwise fully

mainstreamed, or are beginning the mainstream process. The Resource Room teacher provides assistance in academic skills and supplies compensatory strategies that will assist students to circumvent their disabilities. Progress is monitored on an ongoing basis. Resource Room services are usually offered one period a day within small groups. The amount of service is determined by CSE recommendation.

Special Education Classes

This program provides special education instruction to students in the major curricular areas of science, social studies, mathematics, and English. In most cases, a teacher and teacher assistant are in the class. Small group instruction is provided to a maximum of 15 students per class. The course content of each credit bearing class is equivalent to courses in the general education program and in no way precludes a student from receiving a high school diploma.

Integrated Co-Teach

The integrated co-teaching program provides special education students with specialized academic instruction to meet the needs of a student's IEP within the general education class. Two certified teachers will teach the class. All students are NYS assessed and the curriculum is identical to those classes not co-taught. Integrated co-teaching is provided in certain English and math classes.

Career Development Program (CDP)

This program is designed for students whose intellectual potential is in the moderately deficient range. The CDP is currently a 12:1:1 class. Students are instructed using functional language-based curriculum to improve their receptive and expressive language. Intensive related services are provided in accordance with the student IEP.

Developmental Learning Center (DLC)

This program is designed for students whose intellectual potential is in the deficit range. The DLC is currently an 8:1:2 class. Students are instructed using a functional language-based curriculum to improve their receptive and expressive language. Intensive related services

are provided in accordance with the student IEP.

Activities for Daily Living (ADL)

This program is also for students who are non-diploma-bound and require development of skills and behaviors appropriate for independent living. The program provides remediation in reading, writing and math, communication skills, food preparation, life skills, pre-employment, vocational skills, travel training and social skills. Students who are age 16 and over attend this program for a half-day and are in vocational preparation programs or Career Based Internship Programs for the remainder of the days. Some school vocational programs are located at Sewanhaka High School or out-of-district programs. Any student in our district may be eligible for the ADL, DLC and CDP program. All three programs culminate in the Skills and Achievement Commencement Credential.

Promoting Academics through Life Skills (PALS)

This program is designed for students on the autistic spectrum. The program incorporates both academics and life skills. Curriculum and instruction are based on individual needs and abilities. A combination of large group, small group and individual instruction are utilized. The program stresses language and social skills. Students will be given the opportunity to be mainstreamed when appropriate. Vocational training will be introduced as students enter the high school years. The program culminates in the Skills and Achievement Commencement Credential.