

Course Catalog Grades 9-12 2024-2025

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Sewanhaka Central High School District

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In compliance with the law, "The Sewanhaka Central High School District, 77 Landau Avenue, Floral Park, New York 11001, hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin or handicap."

The district Title IX Coordinator, Ms. Regina Agrusa, is responsible for the activities relating to compliance with Title IX. This official may be contacted by writing to Central Administration, 77 Landau Avenue, Floral Park, New York, 11001, or by calling 516-488-9851.

Any student or employee in the school district who wishes to file a grievance (complaint) regarding alleged discrimination based upon gender (including color, weight, race, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or sex/gender, and genetics) shall make such a complaint to a Dignity Act Coordinator or school building administrator in writing on forms available in any of the School Counseling Centers.

The district Section 504 Coordinator, Ms. Regina Agrusa, Deputy Superintendent, is responsible for the activities relating to compliance with Section 504. This official may be contacted by writing to Central Administration, 77 Landau Avenue, Floral Park, New York, 11001, or by calling 516-488-9851.

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2024-2025

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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 precollege standardized testing.

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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.
- Placement in advanced and AP courses will be made according to Board of Education Policy No. 5121. Students will have small group or individual appointments to meet with their counselors and finalize course selections.
- 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.
- Please be careful in selecting courses. After June 28, a course may not be dropped except for extenuating circumstances as outlined in Administrative Regulation No. 5124. Second semester half-year courses may not be dropped after Oct. 16. **Courses denoted by (w) will be weighted in overall average.**

A FEW REMINDERS:

- a. In general, high school courses that meet one period per day, five days per week for a full year carry one credit toward graduation. Courses that meet five days per week for a semester (half year) or on alternate days for the entire year carry a half credit toward graduation. This does not include Academic Intervention Services, Resource Room or Skills Class, which carry no credit.
- b. Students in grades 7 and 8 have a NYS Education-mandated academic program.
- c. Each student must be in regular attendance to earn credits according to District Board Attendance Policy No. 5502. Attendance is a strict requirement, and reporting to all classes on time is imperative.
- d. Athletic and extracurricular activities are offered in each school.
- e. 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.

*Important note about college credits: Credits may be applied to undergraduate degree programs at the sponsoring institution or transferred, by the student, to other institutions as determined by the receiving institution. Where and when possible, students should make early inquiries to those institutions to confirm the possibility of acceptance of those credits. It is not guaranteed that these credits will be accepted at another institution.

New York State Graduation Requirements

SUBJECT	REGENTS DIPLOMA (4 Regents + 1 additional Regents or State-Approved Assessment)	REGENTS DIPLOMA WITH ADVANCED DESIGNATION (7 Regents + 1 additional Regents or State-Approved Assessment)
English (ELA)	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits	4 credits
Science	3 credits	3 credits
World Language	1 credit*	3 credits
Art or Music	1 credit	3 credits+
Financial Literacy	½ credit	1 credit
Health	½ credit	½ credit
Physical Education	2 credits	½ credit
Electives	3½ credits	2 credits
TOTAL CREDITS	22.5 credits	1½ credits 22.5 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 five units in Occupational Studies (CTE) or Arts may be exempted from the three-credit requirement in World Language (LOTE) when earning an Advanced Regents Diploma. Those students must have one 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 one 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 five-unit sequence in Occupational Studies or Arts 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.

***The Sewanhaka Central High School District Board of Education requires every student, commencing with the graduating class of 2027, to earn a ½ credit in Financial Literacy.

A Local Diploma through an appeal process pursuant to Commissioner's Regulation Section 100.5(d)(7) may be available for all students who fulfill the credits for a Regents Diploma as indicated in the chart below (including students with disabilities and English Language Learners).

**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 and Geography and/or	Global History and Geography
U.S. History	U.S. History
Science	Two Regents in Science (Living Environment and
Pathway ¹	one additional science)
Students averaging 90% or better on required Regents examinations will earn a Regents Diploma with Honors.	World Language (LOTE Regional Exam) 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).

CLASS OF 2025

To be considered a member of the senior class, a student:

- Must be in good standing 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 (passed or be in position to pass).
- Must have satisfied the Mathematics Regents requirement (passed or be in position to pass).
- Must have satisfied the Science Regents requirement (passed or be in position to pass).
- Must have one credit in Physical Education.
- Must be programmed for at least five credits and Physical Education.

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 New York State 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 No. 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 No. 5121, to be placed in the advanced or Advanced Placement class, a student must meet two of the following criteria:

1. Consistent classroom achievement at or above 85% in the subject area.
2. Recommendation of subject area teacher.
3. Evidence that the student possesses a superior degree of interest, aptitude and motivation for the curriculum area.

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 adjust their schedule.

LIBRARY MEDIA CENTER 2024-25

The library media centers in the Sewanhaka Central High School District are equipped with high-speed internet access, independent learning spaces and a teaching room to help each student reach his or her potential. In addition, each library houses a STEAM Makerspace Center which supports curriculum-driven, project-based assignments as well as independent endeavors. 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 postsecondary education.

The library media specialists also teach digital and media literacy, guiding their students to think critically and use technology in a safe, responsible and mindful way. The program includes, but is not limited to, instruction in digital citizenship, cyberbullying, online safety and various methods of online evaluation.

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.

WORKING TOGETHER FOR SCHOOL SUCCESS

When it comes to working hard in school and earning good grades, your child holds the responsibility. Parents can boost their children's learning by getting involved in their education.

Studies show that parent participation often declines once students move on from middle school. Your child and school still need your support. Here is how you can help:

- We leverage the Infinite Campus Parent and Student portals to provide real-time information about academic performance, attendance, schedule, contact information and more. You can install the Campus Parent app to your personal phone or device from both the Apple and Google Play stores, and the Campus Student app is available on all school-issued devices. Please visit the District's website for additional information.
- Contact your child's teacher and school counselor by telephone or email. To email any district employee type: first initial, last name@sewanhaskaschools.org.
Example: jdoe@sewanhaskaschools.org
- Attend evening grade-level parent meetings.
- Attend your child's athletic events and/or extracurricular activities.
- Join the PTSA/SEPTA and attend their meetings.
- Let your child know that you are interested in what they do daily. Post the school calendar on your refrigerator; it is your guide to all school events.
- Check their homework and help them for projects and reports that are due. Quiz them before they take a test.

HIGH SCHOOL PLANNING DOCUMENT

Name _____ Diploma: Regents _____ Advanced Regents _____

Courses taken in eighth grade for high school credit:

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

Grade 9

Subject Area	Course Name
English	
Social Studies	
Math	
Science	
Physical Education	
World Language	
Art/Music	
Elective	
Elective	
Total Credits This Year:	
Total Credits to Date:	

Grade 10

Subject Area	Course Name
English	
Social Studies	
Math	
Science	
Physical Education	
World Language	
Health	
Elective	
Elective	
Total Credits This Year:	
Total Credits to Date:	

Grade 11

Subject Area	Course Name
English	
Social Studies	
Math	
Science	
Physical Education	
World Language	
Elective	
Elective	
Elective	
Total Credits This Year:	
Total Credits to Date:	

Grade 12

Subject Area	Course Name
English	
Social Studies	
Physical Education	
Elective	
Elective	
Elective	
Elective	
Elective	
Elective	
Total Credits This Year:	
Total Credits to Date:	

Grades received on Regents/Proficiency examinations:

Algebra I	_____
Algebra II	_____
Chemistry	_____
Earth Science	_____
English	_____
Geometry	_____
Global History	_____
Living Environment	_____
Physics	_____
U.S. History	_____
World Language	_____

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 African American Studies
AP Art History
AP Biology
AP Calculus
AP Capstone
AP Chemistry
AP Comparative Government
AP Computer Science
AP Environmental Science
AP European History
AP French
AP Government
AP Human Geography
AP Italian

AP Language and Composition
AP Literature and Composition
AP Music Theory
AP Physics
AP Psychology
AP Spanish
AP Statistics
AP Studio Art: Drawing
AP 2D Art and Design
AP United States History
AP World History

Art

Studio in Art

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

Studio in Art is a comprehensive foundation course that includes the study of the principles of design, the expanding role of art within our global cultures, art movements and trends in the art world. Students develop abilities to express themselves through experiences in a wide array of both digital and traditional art that may include drawing, painting, design, sculpture, printmaking and/or collage. Major movements of art will be introduced and explored. This course also introduces images created by diverse artists that may include Amy Sherald and Bridget Riley. Students will be guided through an appreciation of art history as well as contemporary art, developing their ability to critique works of art and exercise their problem-solving skills when creating their own art. Successful completion of this course will satisfy the fine arts graduation requirement for one unit of credit.

Drawing and Painting

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

Drawing and Painting is an elective course that includes two areas of study: development of observational approaches to drawing and painting as well as the exploration of media and techniques. Drawing involves visual study of still-life, landscapes and portraiture 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 through artists such as Chuck Close and Kehinde Wiley. (Students interested in AP Studio are strongly encouraged to enroll.)

Fashion Illustration

(Grades 10-12): ½ year/½ credit

Fashion Illustration is an elective half-year course that introduces basic illustration styles and techniques necessary to design creative fashion illustrations. Drawing, sketching and textile rendering skills will be developed. Basic anatomy proportion, composition, color and pattern will be explored to create original images of apparel, shoes and/or accessories. Students will advance their visual vocabulary and attain knowledge of clothing styles through the ages, popular trends and designers such as Alexander McQueen and Johana Hernandez. Introduction to careers in fashion, including designer, product developer, seamstress and buyer, will be explored.

Illustration and Design

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

Illustration and Design is an elective course that focuses on art that often contains a narrative and/or commercial aspect to it. Illustration combines personal expression with pictorial representation to convey ideas from social and political commentary to story interpretation. The illustrator's art brings written text to life with visual expression. A variety of techniques will be explored through drawing, painting and two-dimensional design. Illustrators from Norman Rockwell to Banksy will be explored through units in fashion, comics, graphic design, editorial, conceptual, narrative, scientific and children's illustration.

Photographic Arts

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

Photographic Arts is an elective course where students develop aesthetic sensitivity through the study of media such as photography, film, camera angles, lighting 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, such as Ansel Adams and Cindy Sherman, art movements and trends are studied. Students are encouraged to have access to a 35mm SLR camera and a digital camera.

Sculpture

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

Sculpture is an elective course where students will be introduced to the fundamentals of creating sculptural works of art, through artists such as Ruth Asawa and Alberto Giacometti, 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 to learn formal skills relevant to the creation of three-dimensional works of art.

Digital Design I

(Grades 10-12): ½ year/½ credit

Digital Design I is an elective course where students will be introduced to the production of digital illustration and graphic design. Students will be introduced to digital artists such as Ingrid Tsy and Maggie Taylor to learn fundamental tools and techniques

The visual and media arts program of the Sewanhaka Central High School District encourages students to develop skills, to create works of art and study work within a historical and multicultural perspective; acquire abilities to identify, interpret and evaluate works of art, as well as investigate issues and questions concerning the nature and value of art. Starting in ninth grade, students may elect to further their studies in art by enrolling in our many elective courses. Studio in Art fulfills the one-credit fine arts graduation requirement mandated by New York State and is the prerequisite for all other art courses.

used in Adobe Photoshop and various apps. Techniques such as photo retouching, color correction, blending, and combining images using masks, applying filters, digital drawing and adding text to an image, will be explored. Concepts include resolution, color modes, layers, blending modes, masks, channels, paths and nondestructive editing.

Digital Design II

(Grades 11-12): 1 credit

Digital Design II is an elective course that involves solving visual problems using digital media. Students will study digital artists such as Vanessa Rivera and Yung Jake. Students will explore advanced Photoshop techniques, be introduced to Adobe Illustrator, and video editing softwares. Students are expected to have a basic understanding of the Mac OS systems.

Contemporary Artmaking

(Grades 10-12): ½ year/½ credit

Contemporary Artmaking is an elective course where students will develop a deeper understanding of contemporary art or postmodernist artwork created from 1970 to present day by artists that may include Barbara Krueger and Faith Ringgold. Students will utilize a wide range of materials, media and technologies to create works of art that convey messages about the environment, social issues, fantasy, identity and memory.

AP 2-D

Art and Design

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

Advanced Placement 2-D Art and Design is a college-level course that addresses two-dimensional design issues. Students will formulate questions or areas of inquiry that guide a sustained investigation through art and design. Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The students will create college-level art pieces through various media which may include graphic design, typography, digital imagery, both traditional and digital photography, collage, textile design, illustration, painting and printmaking. All participants will prepare a portfolio according to the requirements set forth by the College Board. Students must submit a portfolio of 15 personal artworks to the College Board in May to attain Advanced Placement standing.

Prerequisite: Successful completion of Studio in Art and one of the following Art electives including Digital Design I, Digital Design II, Photographic Arts, Illustration and Design, Drawing and Painting, or AP Drawing.

AP Drawing

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

Advanced Placement Drawing is a college-level course that explores interpretive and experimental drawing concepts. Students refine and apply skills and ideas they develop throughout the course to produce works of art. Students will formulate questions or areas of inquiry that guide a sustained investigation through art, specifically drawing and painting. Students may utilize painting, printmaking, mixed media, pencil, pen and ink, charcoal, oil pastels, collage and a variety of other media to explore abstract, observational or invented works. All participants will prepare a portfolio according to the requirements set forth by the College Board. Students must submit a portfolio of 15 personal artworks to the College Board in May to attain Advanced Placement standing.

Prerequisite: Successful completion of Studio in Art and one of the following Art electives including Illustration and Design, Drawing and Painting, or AP 2-D

AP Art History

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

Advanced Placement Art History is a college-level course that 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. Artistic skills or prior experience in art history is not required; however, 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 to attain Advanced Placement standing.

BUSINESS

App Design and Development

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

Have you ever wished there was an app for that? Well, now is your chance to design it! In this course, students will gain an understanding of app design and construction utilizing XCode. XCode is the only supported way to develop apps by Apple. Students will be able to write, compile and debug their own app and submit it to Apple's app store for review and approval.

Career and Financial Management

(Grades 9-12): ½ year/ ½ credit

This course is required to receive CTE certification for every Business and Career/ Technical Education program. Are you ready to start planning a successful future both personally and professionally? Career and Financial Management will help you with that. Students will be introduced to the concepts and skills required for success in today's workplace as well as knowledge to make financially literate decisions in life. Students will explore all aspects of career readiness such as career development, options beyond high school, the job search process, workplace regulations, transferrable skills, lifelong learning, leadership and ethics, business communications and technological innovations. The financial management module will teach students budgeting, money management, credit and loans, interest, investing, consumer options and protections, insurance and taxes.

Financial Literacy

(Grades 9-12): ½ year/½ credit

The SCHSD has mandated this class as part of the graduation requirement beginning with the Class of 2027. All students will be required to take this one-semester class between ninth and 12th grade. Seventy-five percent of American teens lack confidence in their knowledge of personal finance. This statistic is concerning, considering teens will need to make many important financial decisions in the next few years. This one-semester course will provide students with the confidence, knowledge and skills to graduate as financially responsible young adults. Topics of study include budgeting and saving money, using checking accounts and online 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.

Upon completion of this class, students can take the National Financial Literacy Certification Test, and students who pass the exam will be awarded the Wise Certified Financially Literate (CFL) credential. The credential demonstrates to colleges and employers that students have the knowledge and skills to be financially savvy. *Students are eligible to earn three college credits through Nassau Community College.

Business Communications

(Grades 9-12): ½ year/½ credit

What happens when you are tasked with delivering a presentation to an audience? Do you get butterflies in your stomach? Do you find yourself tongue twisted, or do you forget what you have to say? Then this is the course for you! Business Communications introduces the student to the importance of verbal, nonverbal and written communication. Listening, reading, problem-solving, individual and team decision-making are also presented. The students are given the opportunity to apply and reinforce these skills through assignments and oral presentations. The internet is used for research, and industry guest speakers expose our students to real-world situations that stress the importance of the concepts learned in class. This course presents life skills that are necessary for all aspects of personal and professional development.

Entrepreneurship

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

When you think of some of the most successful and powerful entrepreneurs, who immediately comes to mind? How did they become so successful? Learn all about the process in this course. Entrepreneurship covers both hard and soft skills needed for business ownership. This course not only empowers students with an entrepreneurial mindset, but the skills, knowledge and behaviors that can serve them regardless of career path – real-world learning that can set students up for long-term success. Students will explore business opportunities that impact society in a rapidly changing world, while gaining an understanding of the importance of small business ownership within the American economy. Introducing topics such as social responsibility, innovation, international business, corporate culture, economics and e-commerce will assist students in developing employable skills. The course will culminate with the development of a basic business plan and website.

The business education curriculum is a specialized area of instruction that provides students with 21st-century skills aimed at preparing them for success in a constantly changing, dynamic world.

Business Law

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

Did you know that an understanding of business law will help you spot potential legal issues as they arise in your business and personal life, saving you countless hours of worry and hefty hourly rates? This course curriculum covers aspects of legal situations that occur in personal, familial and occupational settings. Topics include crimes; torts; contract law; the application of the legal system on communications, businesses and employment; social norms in our community and relevant case studies. Students will gain a genuine respect and understanding of the law and apply legal theory to their personal and professional lives.

Students are eligible to earn three college credits through LIU Post.*

College Accounting

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

Did you know that accounting is one of the most popular business majors in college? Accountants enjoy excellent job security because businesses across all industries are always in need of their services. In this course, students will be introduced to the basic framework of accounting. It exposes students to underlying accounting concepts and constraints, and helps them in preparation of financial records, financial statements and analysis of the major financial statements. Students will learn and apply these concepts using real-world situations.

*Students are eligible to earn six college credits through LIU Post.

College Management/Marketing

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

Calling all leaders! Leadership can benefit every aspect of your life, giving you greater confidence, strengthening your communication and negotiation skills, and developing character. The values you learn as a leader can improve your personal life and relationships and set you on the fast track to success in your career and business life. This course is designed 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 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 discussed. 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 are eligible to earn six college credits through LIU Post.*

Real Estate Law and Investments

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

Did you know that by 2025, Millennials are expected to invest in more than 20 million new households? The real estate market is one of the most lucrative in the world! This class is for students interested in the exciting world of real estate. Students will learn all aspects of real estate law such as contracts, closings, zoning, land use, fair housing and environmental issues, valuation, etc. Students will also learn how to successfully invest in real estate, the construction and development of properties, the buying and selling process from both the realtors' and buyers' point of view, real estate management, obtaining financing, etc. This class satisfies the New York Department of State 77-hour Real Estate Salesperson qualifying education course. Students who successfully complete the class and meet all the NYS requirements will receive a certificate qualifying them to sit for the NYS Real Estate Salespersons Licensing Examination. Students must be 18 years old within two years of completing the course to sit for the NYS examination. Assistance will be provided in scheduling the exam.

Sports and Entertainment Marketing

(Grades 10-12): ½ year/½ credit

Want to find out more about one of the fastest-growing, most exciting industries of the future? Look no further than sports and entertainment marketing. This course explores the basic marketing principles related to the multibillion-dollar sports and entertainment industries. Topics include professional, collegiate and amateur sports marketing, entertainment (concerts, bands, movies, TV, amusement parks, etc.) marketing, social media marketing and laws related to both industries. Students will also explore how the global pandemic redefined the sports and entertainment industry.

*Students are eligible to earn three college credits through LIU Post.

Wall Street and Investments

(Grades 11-12): ½ year/½ credit

Have you ever wondered what happens at the New York Stock Exchange, how one movement in the economy could have an amazing or catastrophic impact on finances? Then sign up for Wall Street and Investments. Our investment course is an introduction to the world of finances as seen through the eyes of a Wall Street investor. Students become knowledgeable in using specific tools and strategies to successfully negotiate the

market, and to make sound, logical, informed financial decisions. They participate in stock market activities and simulations aimed at supporting their understanding of content related to the securities market (stock, bonds, futures and the foreign exchange markets). They are also exposed to concepts such as risk and return, diversification, margin investing, selling short, strategies for minimizing taxes on investment income, and real property. Students participate in The Stock Market Game, a real-life simulation that allows students to trade on the NASDAQ and New York Stock Exchange.

*Students are eligible to earn three college credits through LIU Post.

Computer Applications

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

Did you know that 92% of all households in the United States have at least one computer and that 80.5% of all businesses use computers at work? Most recently, the expansion of digital technology into almost every business and workplace has been transforming our economy and the world of work. This course explores the most useful features of Microsoft Office and Google Applications. Students will create and format personal and business documents, letters, memos, databases, spreadsheets with formulas, functions and pivot tables for sorting data, and presentations, and become proficient in the use of videoconferencing for livestreaming meetings. Hands-on practice helps students to apply and master each skill set. This course fully prepares students for the MOS Microsoft Office Certification.

*Students are eligible to earn three college credits through LIU Post.

Web Page Design

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

Have you ever wondered how the 1.8 billion websites on the internet work? How are they built? How do browsers, computers and mobile devices interact with the Web? If you have ever asked yourself these questions, then this class is for you! This advanced course is designed to provide students with the knowledge and skills necessary to pursue careers in web design and development. Students will develop an in-depth understanding and use of HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets) as well as a historical understanding of the web's evolution and key industry-standard design guidelines. Students will be able to create dynamic and interactive websites from the ground up using HTML and CSS.

*Students are eligible to earn three college credits through LIU Post.

Virtual Enterprise

(Grade 12*): 1 year/1 credit

Do you have an entrepreneurial mindset? Have you ever wanted to know what it was like to run a business? Do you have a specific skill set or interest, like communication or finance, that you've been wanting to make use of in a real-world environment? With over 32.5 million businesses in the United States alone, it's possible you will one day run or own a business yourself! Virtual Enterprise provides a simulation that allows students to assume work roles and responsibilities that exist in real businesses, which will transform them into business executives in a classroom office setting. Students will develop initiative, creativity and responsibility, enhance oral and written communication, and improve their ability to work on a team. These professional skills will prepare them for employment and postsecondary success in fields such as administration, accounting/finance, marketing, sales/purchasing, web design and human resources. Students will run a virtual business that sells their products or services to other virtual businesses domestically and internationally.

*Students are eligible to earn six college credits through LIU Post.

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

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.

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

District policy No. 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 a wide range of texts, including literature from a variety of cultures. All reading, writing, listening and speaking activities will reflect the New York State learning standards for English Language Arts.

English 9

1 year/1 credit

In English 9, students begin to develop skills necessary for achieving mastery of the New York State learning standards at the commencement level and continue to study prose, poetry and drama. Students will examine recurring themes in various literary works and make connections between texts and world events. Students will also study various genres of writing, with close attention to purpose, audience and organization. In addition, teachers will introduce the developmental skills needed to write a college-level research paper. This course is aligned with the New York State learning standards. Students will engage in higher-order examination of meaning and purpose in texts, explore structures and conventions of language and practice writing from sources to support claims.

English 9 Advanced

1 year/1 credit (w)

In English 9A, students begin to develop the skills required for success on the AP level. Students are challenged as readers and writers to be creative, analytical thinkers. As writers, students will study the development of the essay and the stylistic components of good writing in depth. The advanced student is encouraged to develop his/her ability to work independently on projects and assignments and to make connections between texts and the world. In addition, students will begin to develop the skills needed to write a college-level research paper. This course is aligned with the New York State learning standards, as well as the Advanced Placement Language and Literature assessments. Students will engage in higher-

order examination of meaning and purpose in texts, explore structures, meaning and purpose in texts, explore structures and conventions of language, and practice writing from sources to explore structures and conventions of language and support claims.

English 10

1 year/1 credit

In English 10, students continue to read selections with emphasis on world literature. As writers, students will continue to focus on the development of effectively written essays and narratives. Students continue to develop voice and point of view in their writing, as well as practice speaking and listening skills. Students also continue to develop research skills. In line with the New York State learning standards, students will engage in higher-order examination of meaning and purpose in texts, explore sophisticated structures and conventions of language and practice writing from multiple sources to support claims.

English 10 Advanced

1 year/1 credit (w)

In English 10A, a pre-Advanced Placement course, students continue to refine the skills required for success on the AP level, with particular emphasis on the study of argument and rhetorical strategies. As writers, students will focus on the development of a sustained and logical argument supported by diction, syntax and rhetorical technique. This advanced course requires students to read independently and analytically, to conduct extensive research and to present research findings. In line with the New York State learning standards, as well as the Advanced Placement Language and Literature Assessments, students will engage in higher-

order examination of meaning and purpose in texts, explore sophisticated structures and conventions of language and practice writing from multiple sources to support evidence-based claims.

English 11

1 year/1 credit

In English 11, students read and study selections from a wide range of texts from a variety of cultures and viewpoints. In addition, students enhance their skills in writing, spelling, vocabulary, reading comprehension and listening in preparation for the English Regents examination. Research skills are refined and further developed to prepare students for the demands of college-level writing. In line with the New York State learning standards, students will engage in higher-order examination of meaning and purpose in texts, explore sophisticated structures and conventions of language and practice writing from multiple sources to support evidence-based claims.

AP Language and 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 from a range 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 arguments. Students are required to take the AP examination in May. Research skills are further developed and refined to meet college standards. In line with the New York State learning standards and the Advanced Placement examination, students will engage in higher-order examination of meaning and purpose in texts, explore sophisticated structures and conventions of language and practice writing from multiple sources to support evidence-based claims.

AP Capstone Program

AP Capstone Seminar: English 10

1 year/1 credit (w)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources and work alone and in a group to communicate their ideas. This course allows students to choose topics to research what they are passionate about. Topics that have been explored include social justice, food, social media, sports and K-pop. This course fulfills the requirement of a 10th grade English course.

AP Capstone Research

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

****AP Seminar is a prerequisite for this course.**

AP Research, the second course in the AP Capstone experience, allows students to explore an academic topic, problem, issue or idea of individual interest in depth. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning advanced research methodology, employing ethical research practices, and accessing, analyzing and synthesizing information. Students reflect on their skill development, document their processes and curate the artifacts of their scholarly work through a process and reflection portfolio. This course is an elective and does not fulfill the requirement of English 11.

After completing both AP Seminar and Research with AP exam scores of 3+, students will receive the AP Seminar and Research Certificate. After completing AP Seminar and Research plus four other AP classes with AP exam scores of 3+, students will receive the AP Capstone Diploma.

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 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.

In addition, some of the courses below indicate the potential for students to earn college credits.

English 101:

(Grade 12): 1/2 year/1/2 credit

Students may have the opportunity to earn three college credits.

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. In line with the New York State learning

standards, students will engage in higher-order examination of meaning and purpose in texts, explore sophisticated structures and conventions of language and practice writing from multiple sources to support evidence-based claims.

AP Literature and 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. In line with the New York State learning standards, students will engage in higher-order examination of meaning and purpose in texts, explore sophisticated structures and conventions of language and practice writing from multiple sources to support evidence-based claims.

English 102

(Grade 12): ½ year/½ credit

Students may have the opportunity to earn three college credits.

This semester course continues to develop those skills honed in English 101. Students will continue to examine the written word through college-level research and argumentation. Building on the work of English 101, this course addresses sensitivity to complex rhetorical and stylistic choices. English 102 will also focus on analytical reading and the deconstruction of texts through literary and artistic means. In line with the New York State learning standards, students will continue to engage in higher-order examination of meaning and purpose in texts, explore sophisticated structures and conventions of language and practice writing from multiple sources to support evidence-based claims.

ALTERNATIVES

Creative Writing

(Grades 10-12): ½ year/½ credit

May be taken in place of or in addition to English 102.

Students may have the opportunity to earn three college credits.

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.

The World and Me: Society, Culture and Self-Discovery

(Grades 10-12): ½ year/½ credit

May be taken in place of or in addition to English 102.

Students may have the opportunity to earn three college credits.

Students are invited to explore their place in the world. By studying contemporary texts from different genres, students will encounter a range of voices and experiences to sharpen their understanding of how personal, societal and cultural influences have shaped themselves and others. Students will read fiction and nonfiction, prose and poetry; they will compose creative pieces and analyze course texts. In this discussion-rich environment, students will work together to understand the defining features of culture, society and self, while considering their own arc of personal growth. The course concludes by asking students to draw from course readings, class discussions and personal experience to articulate a vision for how they will leave a mark on the world.

HERstory: The Power of Gender, Culture and Activism

(Grades 10-12): ½ year/½ credit

May be taken in place of or in addition to English 102.

From the Women's Suffrage Movement to the Me Too Movement, students will explore outside of the classroom to investigate how the time period we live in drives the need for activism. In particular, this course focuses on how the four feminist movements in history have shaped the treatment of gender in modern society. In this class, students will learn the rhetoric of social change to create their own multimedia activist campaign. Students will explore the works of female writers, including Nikki Giovanni, Audre Lorde, Toni Morrison, Malala Yousafzai and many more.

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 three college credits.

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

Journalism

(Grades 10-12): ½ year/½ credit

Students may have the opportunity to earn three college credits.

This course centers on journalistic writing of various kinds, including news stories, feature articles and editorials. Students will study the layout of the newspaper as well as the function of the components of a newspaper. Students are encouraged to participate in

the production of the school newspaper and yearbook.

Broadcast Journalism

(Grades 10-12): ½ year/½ credit

Students may have the opportunity to earn three college credits.

This course allows students to explore the history of both broadcasting and journalism. This will involve the evolution of these topics from printed newspapers, television, the internet and social media. Students will learn the importance of being an informed citizen, the necessity of communicating information to the community and the value of maintaining a high moral and ethical standard. In addition, students will learn about and manipulate contemporary technology and software to produce news stories. Students will also gain experience with a wide range of media outlets. Media outlets will include but are not limited to Twitter posts, electronic newspapers, podcasts and blogs.

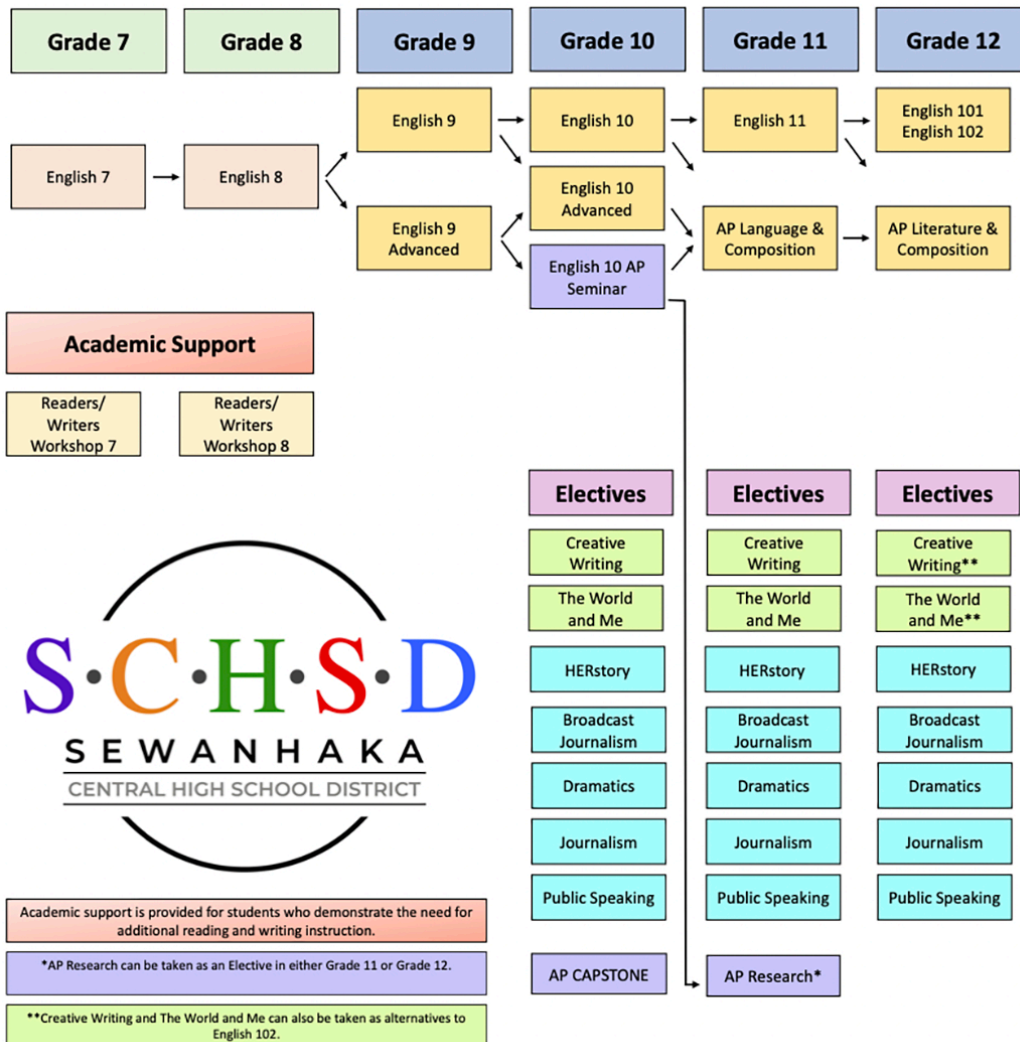
Public Speaking

(Grades 10-12): ½ year/½ credit

Students may have the opportunity to earn three college credits.

The objective of this course is to develop competency in oral presentations, such as introductory, informative, persuasive and special occasion speeches. 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 use of language, stage presence and oral interpretations.

English - Sequence of Study



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 co-teaching classes, students are supported by an ENL-certified teacher. 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 and 2

The English as a New Language classes are designed to support students at the Entering and Emerging level of English language acquisition. A great emphasis is placed on learning vocabulary and grammar of English as they acquire, utilize and interact with the English language. In addition, they will develop academic vocabulary and background knowledge needed for success in the content areas. Students are given the NYSESLAT (New York State English as a Second Language Assessment Test) each spring to help determine their language level for the following year.

FAMILY AND 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 and Development **(Grades 10-12): ½ year/½ credit**

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 be able 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.

International Foods **(Grades 10-12): ½ year/½ credit**

This course is an exploration of regional and international foods, diets and customs as they relate to the history, geography and climate of a region. Students will be able to participate in collaborative labs, preparing and sampling foods from different cultures. Through their exploration of international cuisine students will gain a deeper understanding of the interconnectedness of people and their various flavor profiles, which makes the world incredibly unique, yet amazingly similar. Careers related to the food and hospitality industry will be explored.

Real-World Living **(Grades 10-12): 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. Students prepare to successfully manage life on their own after graduating from high school, whether attending college or the workforce. 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 as young and independent adults. As a result, students will gain the knowledge fundamental for success as independent members of society.

Foods and Nutrition **(Grades 10-12): 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 be able to practice their culinary and teamwork skills in cooperative settings.

HEALTH

Health 10

½ year/½ credit

Health 10 is a required course that all senior high students must pass 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 and development, and safety and 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 and development unit. The 10th-Grade Health Course Outline, the Human Growth and Development Teacher Lesson Plan Guide, and the AIDS Curriculum Guide are all available to parents upon request.

MATHEMATICS

Algebra I

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.

Intermediate Math

1 year/1 credit

This course will focus on building algebra and geometry skills necessary to complete further Regents-level coursework. Topics will include intermediate-level algebra, geometric relationships, and coordinate

and transformational geometry. The use of a graphing calculator is encouraged for this course.

Geometry

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.

The Study of Functions

1 year/1 credit

This course will develop the algebraic techniques of those students who 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. The use of a graphing calculator is encouraged for this course.

Algebra II

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.

Precalculus

1 year/1 credit

Students taking this course may be able to earn college credits.

This rigorous mathematics course for calculus-bound students 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. Enough calculus will be studied to prepare these students for a rigorous AB/BC-level Advanced Placement Calculus course. A College Board-approved graphing calculator is required for this course. There is a midyear and an end-of-year final examination.

Contemporary Math

1 year/1 credit

Students taking this course may be able to earn college credits.

This course is designed to introduce students to a variety of applications of mathematics topics, which include logic, statistics, probability, matrices, linear programming, trigonometry, graphing calculator applications and advanced algebra. This course includes preparation for college entrance exams. The

use of a graphing calculator is encouraged for this course.

Discrete Math

1 year/1 credit

Students taking this course may be able to earn college credits.

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. A College Board-approved graphing calculator is required for this course. There is a midyear and an end-of-year final examination.

Probability and Statistics

1 year/1 credit

Students taking this course may be able to earn college credits.

This course reflects that of a typical introductory college course in probability and statistics that introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem-solving and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, probabilities, decisions and conclusions. The curriculum also consists of the themes of probability, combinatorics, exploring data, planning a study, anticipating patterns and statistical inference. A College Board-approved graphing calculator is required for this course. There is a midyear and an end-of-year final examination. Students taking this course may be able to earn college credits.

AP Calculus AB

1 year/1 credit (w)

Students taking this course may be able to earn college credits.

This course is equivalent to a first-year college calculus course. Topics include the study of limits, the derivative as a range of change, applications of differentiation, integrals as net rate of change and applications of integration. A College Board-approved graphing calculator is required for this course. Students will take the Advanced Placement Examination in Calculus AB typically offered in May. Prerequisite: Must pass Precalculus.

AP Calculus BC

1 year/1 credit (w)

Students taking this course may be able to earn college credits.

Calculus BC is a course in single-variable calculus that includes all the topics of Calculus AB (techniques and applications of the

derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar and vector functions) and series. It is equivalent to at least a year of calculus at most colleges and universities. Algebraic, numerical and graphical representations are emphasized throughout the course. A College Board-approved graphing calculator is required for this course. Students will take the Advanced Placement Examination in Calculus BC typically offered in May.

Prerequisite: Must pass Precalculus.

AP Computer Science Principles
1 year/1 credit (w)

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems work, including the internet, explore

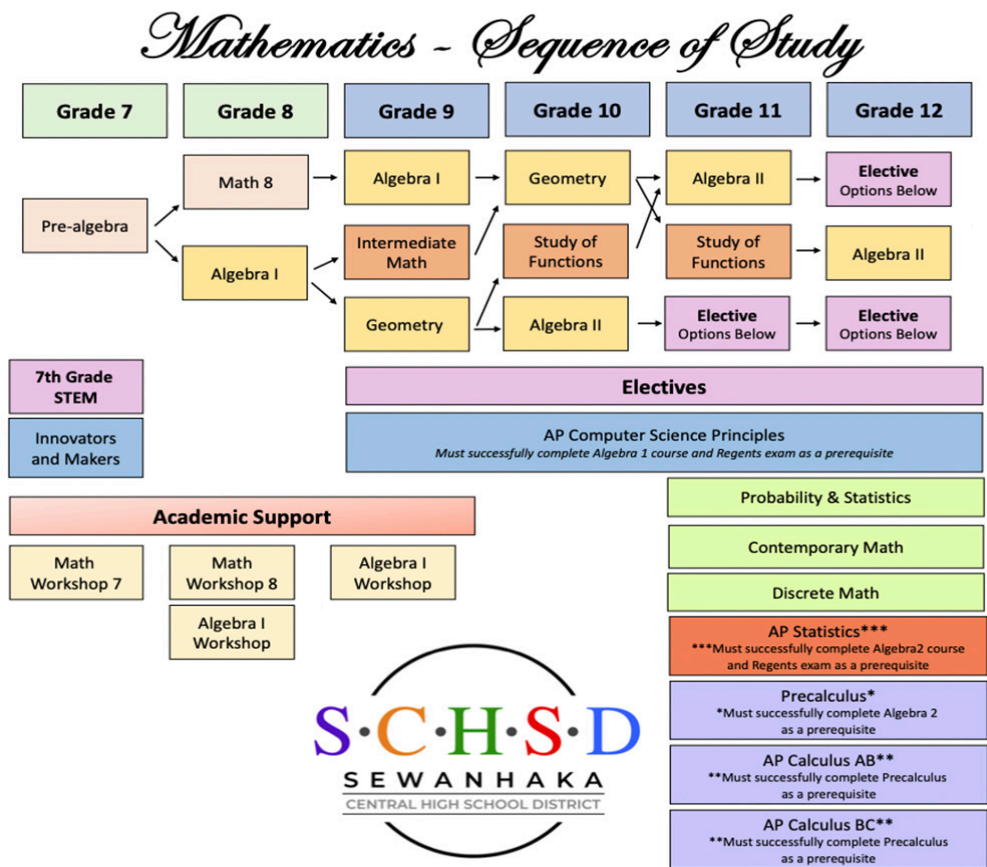
their potential impacts and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Students will take the Advanced Placement Examination in AP Computer Science Principles typically offered in May.

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

AP Statistics
1 year/1 credit (w)
Students taking this course may be able to earn college credits.

This course is equivalent to a first-year college statistics course. 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. A College Board-approved graphing calculator is required for this course. Students will take the Advanced Placement Examination in Statistics typically offered in May.

Prerequisite: Must pass the Algebra II Regents examination and Algebra II course.



Academic support may be provided to students who demonstrate need for additional mathematics instruction

MUSIC

Music education encourages the growth of students as performers and discriminating listeners. Participation in performing groups and the study of voice, instrumental music, music history and music theory promotes cultural enjoyment and self-expression through performance and an understanding of music as a fine art.

NOTE: Students enrolled in music performance courses are expected to participate in all performances. In addition, students are required to attend sectional lessons.

Band Senior High

1 year/1 credit

Senior High Band is open to all senior high school students with prior experience performing a concert band instrument. Students perform diverse repertoire, in preparation for numerous concerts and marching band performances scheduled throughout the school year. Prerequisite: Prior participation in Band 7 and 8.

Orchestra Senior High

1 year/1 credit

Senior High Orchestra is open to all senior high students with prior experience performing a string instrument. Students perform diverse repertoire, in preparation for public performances scheduled throughout the school year. Prerequisite: Prior participation in Orchestra 7 and 8.

Chorus Senior High

1 year/1 credit

Students in this ensemble perform a wide range of vocal styles and genres. Performances include school concerts as well as community events. Prerequisite: Prior participation in Chorus 7 and 8.

AP Music Theory

1 year/1 credit (w)

AP Music Theory 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.

PHYSICAL EDUCATION

Physical education is a state-mandated course scheduled on a coeducational basis. All students must successfully participate in physical education and complete a four-year program 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: A Safe and Healthy Environment, Physical Health and Fitness, 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 and 12): ½ year/½ credit

The Leadership Physical Education program is designed for juniors and seniors in the high school 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 to 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 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 in the classes in a positive and encouraging manner.

Fitness and 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 Airdyne bicycles. Strength training activities include the use of dumbbells, Olympic bars and free weights, and several strength machines including the multistack 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 class includes training in aerobic movements to enhance the cardiovascular fitness of the student. Yoga, Zumba, Pilates and 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, warmup and cool-down activities are a part of every session in this dynamic senior high elective.

Adaptive Physical Education

½ year/½ credit

Adaptive 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 general physical education program.

Adaptive physical education is provided for special education students who require physical education in groups of no more than 12 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

Biology

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 1,200 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.

Earth and Space

1 year/1 credit

This course explores concepts and principles about the dynamic nature of our planet and its environment in space. Understanding is 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 1,200 minutes of hands-on (not simulated) laboratory experience is required before students take the New York State Regents Examination in Physical Setting: Earth Science in June, which acts as the final examination for this course.

Chemistry

1 year/1 credit

Based on the New York State 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 1,200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New

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.

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 1,200 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 1,200 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 is also recommended.

Physics Advanced

1 year/1 credit

This course is based on the New York State Regents Physics Curriculum. It is designed for 11th and 12th grade students who have demonstrated achievement and an interest at a level well above average in both science and mathematics. 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 students. In this course students will also explore in detail the optional topics in the New York State Regents Physics Curriculum. A portfolio of successfully completed and documented laboratory reports representing 1,200 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 may 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 is also recommended.

AP Biology

(Grades 11 and 12): 1 year/1 credit (w)

AP Biology is an introductory, college-level biology course. Students cultivate their understanding of biological concepts through inquiry-based investigations as they explore topics such as evolution, cellular processes, ecology and genetics. 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 Earth Science, Living Environment, and their respective Regents examinations. The student must either take Regents-level chemistry as a co-requisite or must have completed chemistry and its Regents examination.

AP Chemistry

(Grades 11 and 12): 1 year/1 credit (w)

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 Precalculus. The student should also have successfully completed Living Environment, Earth Science, Chemistry and their respective Regents examinations.

AP Physics I

(Grades 11 and 12): 1 year/1 credit (w)

AP Physics I is the equivalent of 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.

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

AP Physics II

(Grades 11 and 12): 1 year/1 credit (w)

AP Physics II is the equivalent of a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, and atomic and nuclear physics. The course allows students to develop a deep understanding of foundational physics principles through an inquiry-based instructional approach. An extensive laboratory program is an integral part of the course. Students will take the AP exam in May.

Prerequisite: The student must successfully complete Algebra, Geometry, Algebra II and Precalculus (can be taken as a co-requisite) with their respective Regents examinations. The student must also have successfully completed Living Environment, Earth Science, Chemistry and their respective Regents as well as AP Physics 1 examination.

AP Environmental Science

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

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 the 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 should be taken as a co-requisite).

Anatomy and Physiology

(Grades 11 and 12): 1 year/1 credit

The human body is the 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 participate in the High School Scholars Program coordinated with LIU 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 Living Environment, Earth Science and Chemistry. Physics can be taken as a co-requisite.

Environmental Science

(Grades 10-12): ½ year/½ credit

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 one year of science and at least one science Regents examination.

Marine Science

(Grades 10-12): ½ year/½ credit

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 one year of science and at least one science Regents examination.

Forensic Science

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

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

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

Science Research is a rigorous course designed to give students who exhibit an extraordinary interest in the various fields of science an opportunity to conduct authentic scientific research in a field of the student's choice. This course has varying levels of challenges based on the student's year in the program. Students become familiar with laboratory equipment and materials and learn routine lab procedures that enable them to perform advanced scientific explorations. 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 various county and state competitions in the spring of each year.

PLTW

Principles of Biomedical Science

(Grades 9-12) 1 year/1 credit

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios, including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

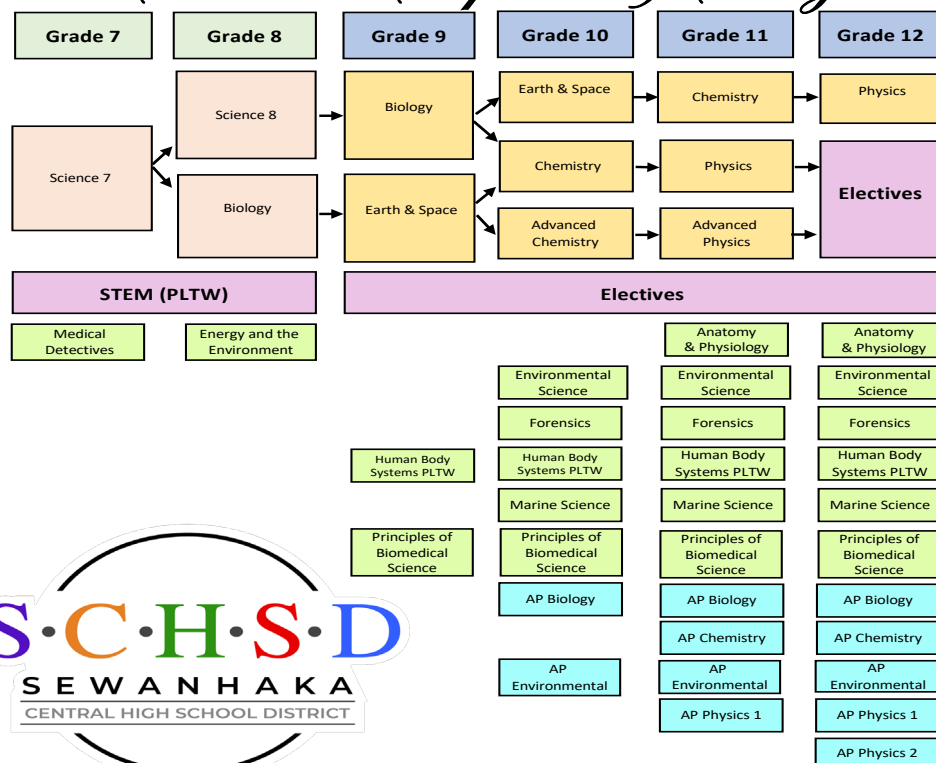
PLTW

Human Body Systems

(Grades 9-12) 1 year/1 credit

Students examine the interactions of human body systems as they explore identity, power, movement, protection and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of medical professionals to solve real-world medical cases.

Science - Sequence of Study



SOCIAL STUDIES

Global History and Geography 9 **(Grade 9): 1 year/1 credit**

This ninth grade course is the first part of a two-year sequence that emphasizes the political, economic and cultural trends throughout global history. The course begins with a unit on the first civilizations and then covers the following broad topics: belief systems, classical societies, trade networks, growth of early empires and global interactions. Students will learn about events and cultural aspects of Africa, Asia, Europe, Latin America and the Middle East. Significant emphasis will be placed on skills such as reading, writing and analyzing sources (charts, graphs, maps, political cartoons). Students will develop an appreciation of multiple perspectives in global history and cultural contributions from a variety of time periods and regions. Students will complete a project during the year that will fulfill the ninth grade component to achieve the Seal of Civic Readiness.

Pre-College World History 9 **(Grade 9): 1 year/1 credit**

This is the first of a two-year sequence in world history that will likely culminate in students preparing for the Advanced Placement Examination in May of their sophomore year. The first three units of the AP World History (Modern) curriculum will be covered: the global tapestry, networks of exchange and land-based empires. Using primary and secondary source analysis, students will develop their historical thinking skills and learn how to use evidence to support claims in their writing. This course will teach about belief systems and other historical foundations that can be applied to current events, and allow students to begin the journey of becoming global citizens. Students will complete a project during the year that will fulfill the ninth grade component to achieve the Seal of Civic Readiness.

Global History and Geography 10 **(Grade 10): 1 year/1 credit**

This 10th grade course is the second part of a two-year sequence in Global Studies, beginning with the year 1750. The Age of Revolutions, industrialism, imperialism, global conflicts (World War I, World War II, the Cold War, Modern History), decolonization and nationalism are some of the broad topics to be explored through a multicultural lens. The course will conclude with a unit on modern global issues such as globalization, human rights violations, conflicts and environmental concerns. Students will continue to focus on reading and writing skills while becoming

more worldly in their knowledge of current events. Successful completion (65 or above) of the New York State Global History Regents Examination satisfies a component of the Seal of Civic Readiness.

AP World History (Modern) **(Grade 10): 1 year/1 credit (w)**

This is the second of a two-year course study in world history. Students will continue with the AP curriculum from ninth grade by covering the following topics as defined by the College Board: transoceanic interconnections, revolutions, consequences of industrialization, global conflict, cold war and decolonization, and globalization. Historical thinking skills will be emphasized using primary and secondary source analysis. Students will learn how events during the 19th and 20th centuries have influenced the world today. Students will take the AP World History exam in May and the Global History and Geography Regents in June. Successful completion (65 or above) of the New York State Global History Regents Examination satisfies a component of the Seal of Civic Readiness.

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

Building on students' historical knowledge from seventh and eighth grade, this course will consist of a chronological study of United States history from the colonial era until present day. Units of study will include colonial and constitutional foundations, expansion, nationalism, sectionalism, the post-Civil War era, industrialization, urbanization, rise of American power, the Great Depression, World War II, social and economic trends of the postwar era, and the U.S. in a changing world. Multicultural topics will be explored across the curriculum as well. Students will read and analyze primary and secondary sources, hone their historical thinking skills and prepare for a civic literacy essay. Successful completion (65 or above) of the New York State History and Government Regents Examination satisfies a component of the Seal of Civic Readiness.

AP United States History **(Grade 11): 1 year/1 credit (w)**

Covering the time period from pre-Columbian history to the present, this course is often considered the equivalent of two introductory classes in American history on the college level. The curriculum is divided into nine time periods as students explore thematic concepts such as American identity; work, exchange and technology; geography and the environment; migration and settlement

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.

patterns; politics and power; America in the world; American and regional culture; and social structures. Students will continue to develop their critical thinking skills, analyze primary and secondary sources and master the ability to craft an argument in history. Students will take the AP United States History exam in May and the United States and Government Regents in June. Successful completion (65 or above) of the New York State United States History and Government Regents Examination satisfies a component of the Seal of Civic Readiness.

Economics

(Grade 12): ½ year/½ credit

The curriculum for this required course will include economic principles and financial literacy skills. Students will gain an understanding of concepts such as scarcity, supply and demand, inflation, taxation, economic growth and the impact of the global economy. There will also be an opportunity for students to become well-informed consumers and economic decision-makers. Students will complete a research project during the semester, as part of their final exam, that will fulfill a component to achieve the Seal of Civic Readiness.

Government

(Grade 12): ½ year/½ credit

This required course serves as a strong foundation for students to later enroll in a political science course in college and/or prepare for life beyond high school. Students will learn about political issues on the local, state and federal level. Understanding key political concepts, trends and controversies is critical for students to become well-informed citizens. Among the many topics included in the curriculum are political ideologies, federalism, democracy, the electoral college and voting rights. Students will complete a research project during the semester, as part of their final exam, that will fulfill a component to achieve the Seal of Civic Readiness.

AP United States Government and Politics

(Grade 12): 1 year/1 credit (w)

This college-level course is designed to provide seniors with a critical perspective on government and politics in the United States. The curriculum is divided into five units: Foundations of American Democracy, Interactions Among Branches of Government, Civil Liberties and Civil Rights, American Ideologies and Beliefs, and Political Participation. Students will learn how to connect political concepts to real-life situations, analyze data (both visual and text), and examine key primary documents and Supreme Court decisions. The required Economics component will be infused throughout the year and covered exclusively

after the AP exam. Students will complete two research projects during the year that will fulfill a component to achieve the Seal of Civic Readiness.

ELECTIVES

AP Human Geography

(Grades 9-12): 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 environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

AP Comparative Government and Politics

(Grades 11 and 12): 1 year/1 credit (w)

This course covers the political institutions and processes for six different countries – China, Iran, Mexico, Nigeria, Russia and the United Kingdom. Students will compare the structures of each country's political system and draw conclusions about effective means of governing. Students will analyze and interpret data while taking a course "in real time" as events unfold in each of these countries. Students must take the AP Comparative Government and Politics exam upon completion of this course. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

AP European History

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

This is a college-level elective introductory course on European history from 1450 to present. The Advanced Placement course 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 thematic essays. Students must take the AP European History exam upon completion of this course. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

AP Psychology

(Grades 11-12): 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. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

Contemporary World Issues

(Model U.N.) (Grades 8-12)

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. Students, with the approval of the Board of Education, building administration and adviser, will participate in overnight conferences both domestic and foreign. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

Criminal Justice

(Grades 10-12): ½ year/½ 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. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

Psychology

(Grades 11-12): ½ year/½ credit

This one-semester course is designed to introduce students to the field of psychology. 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. Learners will become familiar with the

principles, concepts and theories that constitute an introductory course of study. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

Sociology

(Grades 11-12): ½ year/½ credit

This course will focus on the study of social life, social change and the social causes and consequences of human behavior. Students will learn to analyze the behaviors of people as both individuals and in group settings. Emphasis will be placed on culture, race, gender, social class, family structures, criminology and other related social institutions. Students in grades 11 or 12 may earn three college credits, for a fee, through St. John's University's College Advantage Program. Credits earned are transferable to certain other colleges. If interested, students should inquire with the department chairperson. This option for college credit is only offered at Sewanhaka High School. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

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 can take ownership of each topic on a personal level, thereby sparking a sincere interest in the subject itself. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

Modern American History, 1960-Present

(Grades 10-12): ½ year/½ credit

This course will examine the history of the United States, post-1960, with a focus on presidential administrations, social movements, foreign affairs, demographic changes and economic policies. Students will complete a semesterlong project of a topic of interest. This course can be taken as part of a possible sequence with Modern Social Issues. Those two courses may be taken in either order. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

Modern Social Issues

(Grades 10-12): ½ year/½ credit

Modern Social Issues was designed to challenge students to think critically about issues in modern American society. It highlights the skills necessary to succeed in social studies and in the world today.

Specifically, students will be asked to read, write, analyze texts and consider multiple points of view. Students will examine the role different biases have played throughout history and formulate opinions on critical social issues and leave their schools more aware, global citizens. The course was framed according to various marginalized groups throughout United States history. Students will examine the historical backgrounds and the modern plights of different groups, while taking into consideration everyone's "story." The social justice causes include immigration, gender, race, people with differing abilities and religious groups. Part of a possible sequence with Modern American History. Those two courses may be taken in either order. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

Athletes as Historical Advocates (Grades 10-12): ½ year/½ credit

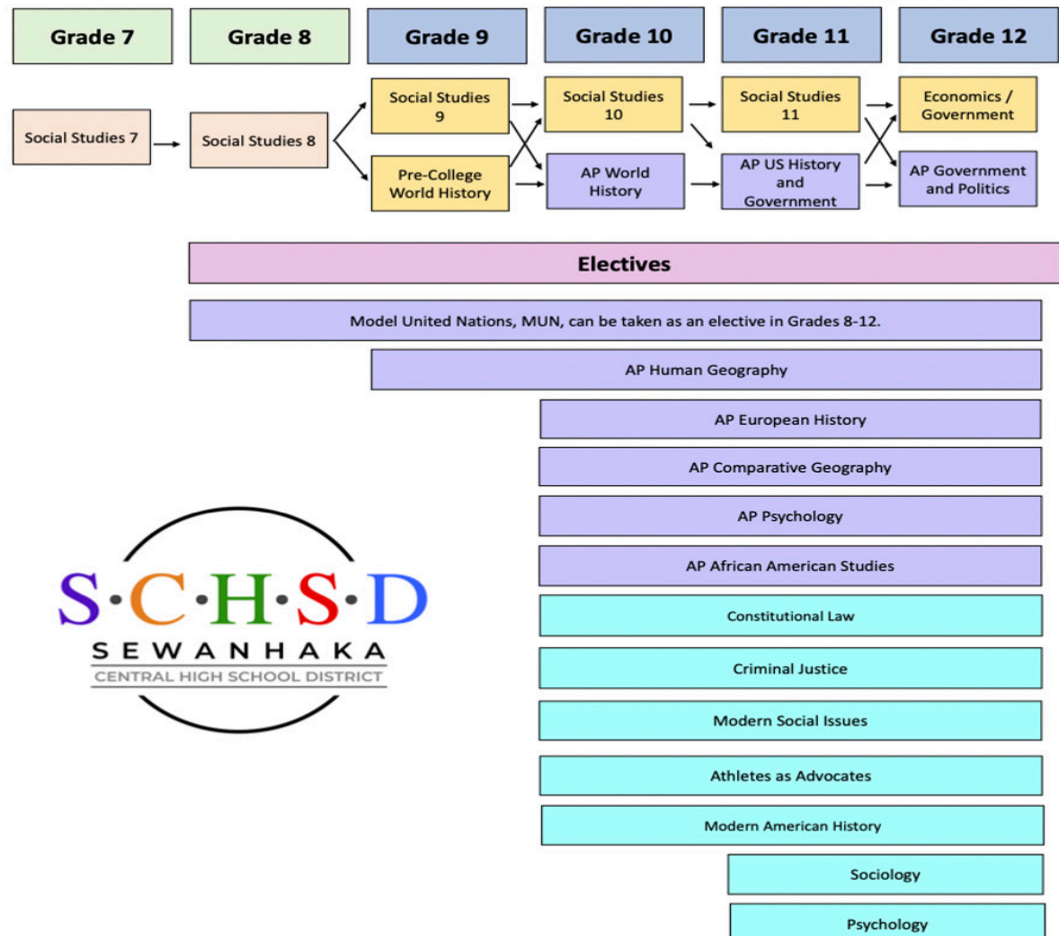
The objective of this course is to provide students the opportunity to explore beyond the headlines and immerse themselves in the study of how athletic competition shapes culture, gender roles, socioeconomic status, race relations, youth experiences, ethics and character. The course aims for students to examine the world of athletics

beyond the typical "sports talk" and enhance one's vision of the impact sports have on society. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

AP African American Studies (Grades 10-12): 1 year/1 credit

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that expand from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. The course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and African diaspora. Enrollment in this course can be used for students to achieve the Seal of Civic Readiness.

Social Studies - Sequence of Study



WORLD LANGUAGE

French I, Italian I, Spanish I

1 year/1 credit

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 during their middle school years. These courses will 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 from high school and meets the New York State Standards for Communication and Culture in French, Italian and Spanish at the Checkpoint A Level.

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, and 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. In addition, students will broaden their understanding and appreciation of cultures other than their own. Students will receive the necessary level of preparation required to help them meet with success in their post-Checkpoint B courses.

Prerequisite: One high school credit in World Language.

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. In addition, students will continue to broaden their understanding and appreciation of cultures other than their own. Students will complete the language proficiencies for the New York State Standards for Communication and Culture. The FLACS B assessment will be administered to all students enrolled in these courses.

Prerequisite: Two high school credits in world

language.

French IV, Italian IV, Spanish IV

(Grade 1): 1 year/1 credit

This course is for students in the 11th grade who have completed three years of the language they are studying and have passed FLACS B assessment. The objectives for these courses are to increase auditory and reading comprehension. In addition, the culture of many countries will be studied in depth. The course content will incorporate Checkpoint C proficiencies from the New York State Standard for Communication and Culture. Students may also opt to register concurrently for a college-credit course which receives credit through an accredited university.

Prerequisite: Three high school credits.

French IVA, Italian IVA, Spanish IVA

1 year/1 credit (w)

Students demonstrate the ability to converse on an advanced level in the target language commensurate with their experience, read nontechnical 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 New York State Standards for Communication and Culture. These courses 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.

Prerequisite: Three high school credits in world language.

French VA, Italian VA, Spanish VA

1 year/1 credit

Our Level V Language and Culture course is designed to elevate students' language proficiency and deepen their understanding of the target language's modern-day life, culture, politics and history. This course is conducted entirely in the target language and is intended for students who have completed four credits of their language of study.

Students will work towards achieving oral and written fluency in the target language. They will actively engage in presentation, conversation and comprehension activities. In addition, students will explore a variety of cultural and literary readings, enhancing their ability to express themselves accurately and

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.

fluently, both orally and in writing. The course will also delve into the political and historical structures of the target culture's society. To enhance critical thinking skills, students will leverage information and communication technologies, collaborating and problem-solving to gain insights into the global aspects of modern society in the target language's region. The qualifying project for the NYS Seal of Biliteracy is an integrated assessment within the curriculum. Presentations of these projects to the Seal of Biliteracy Panel are held in the spring. Students in French V, Italian V and Spanish V may have the option to concurrently register for a college-credit course offered through an accredited university.

Prerequisite: World Language IV or IV ADV

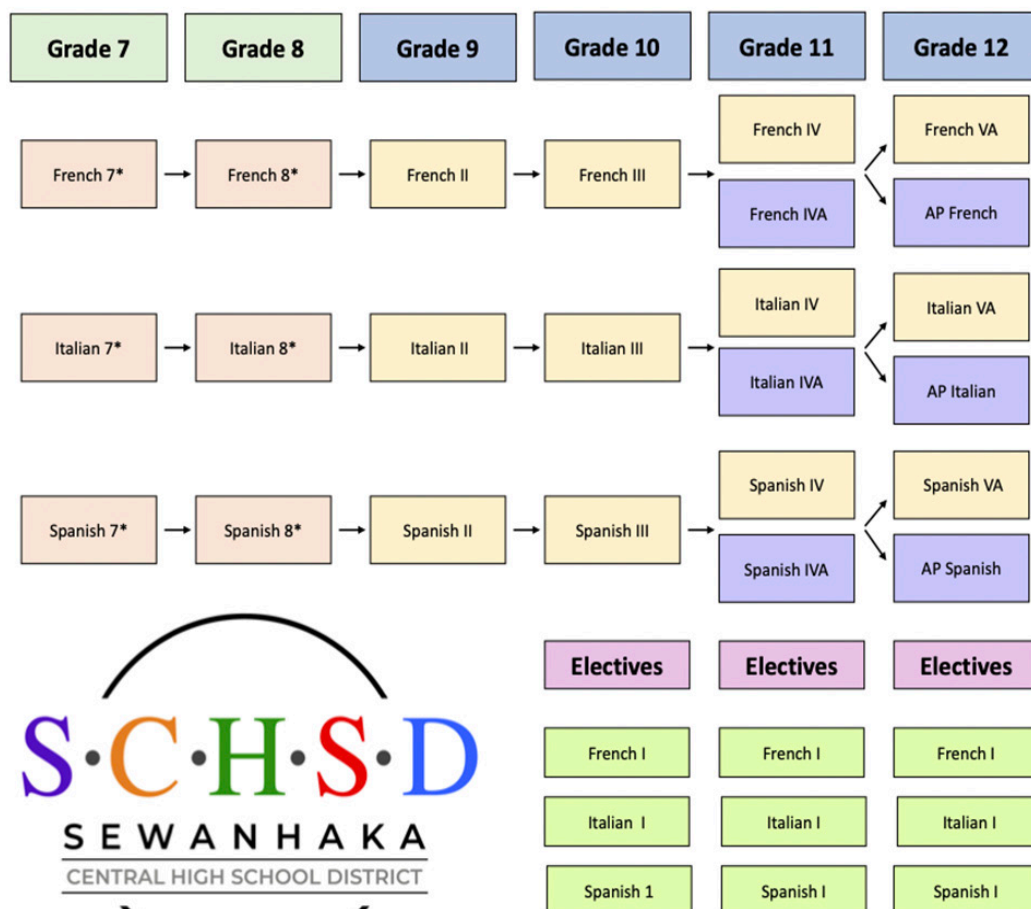
French AP, Italian AP, Spanish AP **1 year/1 credit (w)**

This comprehensive AP Spanish/Italian/French course is designed to equip students for the challenging AP exam. Throughout the program, students will focus on elevating their proficiency in listening and

reading, along with fostering advanced self-expression in both speaking and writing. The curriculum places a strong emphasis on in-depth grammar study and the acquisition of an enriched literary vocabulary. Intensive preparation is a key component, with literary works from Spanish-speaking communities and the exploration of impactful films integrated into the coursework. The qualifying project for the NYS Seal of Biliteracy is an integrated assessment within the curriculum. Presentations of these projects to the Seal of Biliteracy Panel are held in the spring. The culmination of the course involves all students undertaking the Advanced Placement Exam to showcase their language skills and cultural understanding.

Prerequisite: World Language IV ADV

World Languages- Sequence of Study



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 36 college credits through LIU Post's High School Scholars Program (<https://www.liu.edu/post/High-School-Scholars-Program>) and Nassau Community College.

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 students in the Sewanhaka Central High School District are eligible to apply by completing an Academy of Finance application form. A recommendation for admission to the Academy of Finance must be made by your school counselor and chairperson of counseling and student support services for a personal interview to be granted.

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 language 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:

AOF Digital Essentials (full year) – 1 high school credit

Grade 10:

AOF Financial Literacy (half year) – 3 college credits/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

*Principles of Management (half year) – 3 college credits/½ high school credit

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

*World Economics & Finance (half year) – 3 college credits/½ high school credit

Grade 12:

*Commercial Law I (half year) – 3 college credits/½ high school credit

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

*Personal Finance (half year) – 3 college credits/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

*Wall Street and Investments (half year) – 3 college credits/½ high school credit

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

CAREER AND TECHNICAL EDUCATION (CTE)

Career and technical education (CTE) is an umbrella term for instruction that introduces students to career opportunities and helps them develop related technical skills, academic skills and career awareness. The CTE learning environment prepares students for life after high school by teaching them the requisite skills for employment or further education across six NYS Content Areas.

Sewanhaka CTE programs of study are certified by the New York State Education Department and provide an environment for students to learn in an exciting field of their interest. These programs of study are an opportunity for students to apply what they have learned in their academic coursework in a new and authentic setting. Career and technical education at Sewanhaka is largely project-based and has a foundation in the belief that students are active producers of what they learn.

Students that enroll in career and technical education programs often become master problem-solvers. In the CTE environment, students learn and develop both trade-specific skills and “soft skills.” Soft skills, such as self-awareness, collaboration, teamwork and active listening, are vital in the fast-paced and demanding day-to-day operations of the modern workplace.

Career and technical education teachers are experts in their fields. They support CTE students in their preparation for either further postsecondary study or for today’s rigorous workforce. Whichever path students decide to take, successful outcomes are high-wage, high-skill and high-demand careers in established and emerging industries. High school students involved in CTE are generally more engaged, graduate at higher rates, and typically continue on to postsecondary education.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS OF STUDY AT SEWANHAKA BY NYS CONTENT AREA

Trade and Technical Education

- Architectural Technology.
- Construction Trades.
- Automotive Technology.

Technology Education

- Design Animation and Production (CCDI).
- Computer Technology/Networking.
- Pre-Engineering.

Family and Consumer Sciences

- Culinary Arts.
- Cosmetology.

Health Sciences

- Medical Assisting.

Work-Based Learning (WBL)

- Future Ready.

ARCHITECTURAL TECHNOLOGY

Architectural Technology applies concepts from physics and math to the design of structures. This program of study allows students to develop their creative and practical skills by designing, drawing and modeling structures and other architectural projects.

Many graduates of the Architectural Technology course continue on to further education, but the course is versatile and prepares students for industry work as well. Far from focusing only on Architectural Technology, the course of study includes a well-rounded curriculum for those who choose to go on to liberal arts or engineering colleges.

Architectural Technology I (Grade 10):

In the first year of this sequence students will learn fundamental skills associated with architectural drafting. The focus will be on learning basic manual drafting skills, manual sketching and model making, as well as computer aided drafting (CAD) using industry-standard software such as AutoCAD. Students will also be introduced to the principles of design and structural theory. Basic construction methods will be covered.

Architectural Technology II (Grade 11):

In the second year of this sequence students will learn advanced skills associated with modelmaking, architectural drafting, sketching and CAD. An emphasis will be placed upon developing concept and design

skills. Students will design various projects incorporating these skills and developing complete sets of conceptual renderings as well as working drawings. In addition, students will be trained in the use of 3D printers, laser engravers/cutters, and the Sketchup Software Design Suite. Topics such as history of architecture, beam design and loads, estimating and structures will be covered.

Architectural Technology III **(Grade 12):**

In the final year of this sequence students will continue to enhance their fundamental skills associated with architectural design and drafting. More complex design problems will be presented, challenging the student to develop high-level design solutions and

to support these solutions using advanced presentation skills. Students will work both independently and as teams to develop innovative solutions to very complex design problems. Students will learn to use AutoDesk REVIT, which is used throughout the industry as a commercial design, drafting and 3D rendering tool. Topics taught include plumbing, electrical, HVAC, estimating and building codes. Students will develop personal portfolios suitable for the college application process.

Related postsecondary opportunity: Upon successful completion of the three-year program students may be eligible to receive three college credits from Farmingdale State College.

CONSTRUCTION TRADES

Construction Trades is a two-year career education sequence covering a broad range of carpentry and construction skills. The program curriculum will cover site selection, foundation construction, windows and doors, siding, and roofing. The first year of the sequence is dedicated to general skills, while the second emphasizes the development of employable competencies and interior finishes such as electrical, drywall, interior trim and cabinet making. Much of the students' time will be spent on hands-on "live work" projects, in which they will develop practical construction experience and independent work skills. Upon successful completion of the program students may be eligible for advanced standing at SUNY Delhi.

Construction Trades 1

The first course in the sequence introduces students to the carpentry knowledge needed

for building and construction careers. Students learn to interpret blueprints, estimate construction costs and use essential tools. Emphasis is placed on residential construction, repair and maintenance. Hands-on projects will teach skills on site selection, surveying, wall layout and roofing. This course meets for three periods.

Construction Trades 2

The second and final course in the sequence exposes students to advanced carpentry and electricity techniques and topics, as well as an introduction to the building trade. Students will complete hands-on group and independent projects to develop experience in building alterations, model house construction, interior finishes, repairs, maintenance and electrical work. This course meets for three periods.

AUTOMOTIVE TECHNOLOGY

The Automotive Technology Program is a two-year program designed to provide an understanding of automotive diagnostic procedures, the automotive industry and potential career opportunities within that industry. Courses emphasize the application of mathematical and scientific concepts relating to automobiles.

General program objectives include employment skills, the development of responsible service, pride in workmanship, and professional and safe workplace practices. Students are given the opportunity

to apply fundamental and advanced techniques of modern electronic testing and computerized diagnostic equipment.

Students in their junior and senior years will participate in a customer repair servicing program to develop good trade practices. Paid positions in the form of internships as entry-level technicians at service facilities may be available for eligible rising seniors. Successful completion of the program satisfies some of the requirements for a N.Y.S. Inspector's License.

Automotive Technology 1

Topics covered include the theory, construction, inspection, diagnosis and repair of internal combustion engines and related systems. Emphasis is placed on principles of shop safety, service information, automotive careers, engine performance, brakes, steering, suspension (both standard and electronically controlled), and the use of power tools, hand tools and shop equipment.

Automotive Technology 2

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

DIGITAL ANIMATION AND GAME DESIGN (FORMERLY CCDI)

Today's advanced computer graphics and digital imaging technologies allow unprecedented levels of realism in all applications, from film animation to video game design. The Digital Animation and Game Design program is a rigorous, fast-paced course sequence that focuses on the conception, creation, composition and applications of 2D and 3D digital imaging. Projects include animation projects, 3D modeling and special effects. This class is open to anyone with an interest in learning how to use and apply digital media and anyone with a passion for entertainment studies. Digital Animation and Game Design is a challenging course where the emphasis is placed on the same digital techniques used in films, television shows and video games. Students will complete the course having developed a well-rounded and thorough understanding of computer software and image editing techniques and prepared for a career in related fields.

Digital Animation and Game Design I (formerly CCDI-I): Grade 11

The first year concentrates on film production, storytelling and 3D animation. Students learn the processes of pre-production, production and postproduction pipelines of creating an animated film. Students learn the foundations of 2D animation using Adobe Animate and the Adobe Suite. Autodesk Maya is utilized for

3D animation, and topics include rendering with Arnold (realistic and NPR), polygonal modeling, 3D animation principles, utilizing graph editors and rigging using inverse/forward kinematics. For postproduction, the students will learn Adobe Premiere and After Effects. The final project is a short, animated film that can be fully 3D or hybrid 2D and 3D animation.

Digital Animation and Game Design II (formerly CCDI-II): Grade 12

The second year concentrates on VFX and Game Design. In VFX we utilize Autodesk Maya's simulation solvers, including Bifrost liquid emitter, fire/smoke emitter and visual programming. Students will learn how to juxtapose 3D objects and animations with live footage using Adobe After Effects and Autodesk Maya. The project for VFX is to create a VFX utilizing live footage and 3D computer graphic elements such as fluid/fire simulations, 3D models and/or animations. In Game Design, students will learn the elements of creating a game. Students will learn the phases of game development and the different roles in a game design studio. The game design section will focus on creating a game using Unity, a game engine and Autodesk Maya. The course will also touch upon the uses of VR in Unity and Maya. The final project is to create a game using Unity, Maya and other necessary software.

A+ COMPUTER TECHNOLOGY

The A+ Computer Technology program is a two-year program for students interested in the constantly growing and changing computer tech field. Emphasis is placed on hardware, software and the installation management, troubleshooting and repairs of personal computer components including

system components and peripheral devices (such as a keyboard or computer monitor). The second half of the course has students working with essential software related to cybersecurity, mobile devices, operating system management, file management and troubleshooting.

Students will learn operating systems such as Linux, Mac and Windows via the Testout PC Pro training system. Testout PC Pro works to create a simulated environment where diverse learners can practice related skills in each of these virtualized operating systems. Completion of the latest CompTIA A+ exams is expected, and students will be prepared for the Testout PC Pro certification.

A+ Computer Technician

Upon completion of the course, students have the option of taking the Testout PC Pro exam, as well as the A+ Certification exam, which is offered at various exam centers to which the teacher can direct students. For those interested, the exam should be taken after completion of the second year of the Computer Networks class. Students who

successfully complete the A+ program will receive a Career Education A+ Computer Technician certificate and will be prepared for entry-level positions and the Testout PC Pro Certification.

Related industry-recognized credential: Because Sewanhaka is an A+ authorized academy, students enrolled in this program who successfully pass the A+ assessment are considered to have two years of industry experience.

Related postsecondary opportunity: Those students who choose to study at Nassau Community College may be eligible for four college credits upon completion of the course.

PRE-ENGINEERING

The Pre-Engineering program is a rigorous, multidisciplinary, sequential course of study in the technology education field. The program emphasizes real-life applications of mathematical, scientific and engineering principles.

First-year students focus on learning fundamental computer science principles and also are introduced to basic electronic circuits. Second-year students build on these topics and explore advanced applications of programmable microcontrollers in the fields of robotics, biomedical engineering and environmental engineering. Second-year students build on these topics and explore microcontrollers and sensors with biomedical engineering and robotics applications. Focus will also be on printed circuit board fabrication and application.

The Pre-Engineering Program is a perfect foundation for students who hope to pursue a career in engineering, computer science, the sciences, or medicine. Graduates of the program have gone on to attend Cooper Union, Cornell University, Massachusetts Institute of Technology, New York Polytechnic University, Rensselaer Polytechnic Institute, Stanford University and the University of Pennsylvania, and many more.

Pre-Engineering I

In the first year, students focus on developing foundational computer science skills and computer programming literacy. Students develop the ability to abstract problems and write algorithms to solve them using Microsoft Excel, MIT App Inventor, MIT Scratch and Python. Students are introduced to basic electronic circuits using the Arduino microcontroller platform.

Pre-Engineering II

Second-year students continue learning about microcontrollers and also gain familiarity with advanced sensors and closed-loop control systems. Students are expected to complete individual projects by the end of the year to include in an engineering portfolio.

AP Physics/Pre-Engineering III

This is an advanced course that builds on both Pre-Engineering I and II. It is designed for those who hope to develop a more in-depth understanding of their previous work. Students in this course will individually choose and design their lab experiments. Third-year students have the option of taking an AP Physics C exam preparatory course. For those students currently in Physics, calculus concepts will be used to cover the Mechanics and Electricity and Magnetism sections of the exam.

*Only available to cohorts graduating through the 2024-25 school-year.

CULINARY ARTS

This two-year program prepares students for the demands of food service careers. Students will be trained in food safety and sanitation procedures as well as safe food handling practices. This program is tailored particularly to students who enjoy hands-on work such as catering and competitive food labs.

Culinary Arts 1

This course introduces students to the basics of culinary arts and the hospitality industry. Students learn principles of safety, sanitation and food preparation in a state-of-the-art industrial kitchen. This course meets for three periods.

Culinary Arts 2

This course provides advanced training in food preparation and the culinary arts, including catering experience and management skills. Real-world customer service and menu planning are required for successful completion of the program. This course meets for three periods.

COSMETOLOGY

Pursuing a cosmetology education at Sewanhaka offers interested students a first step toward a fulfilling and exciting career in cosmetology. The two-year curriculum is designed to provide training in the fundamentals and techniques of hair, skin care and nails. The education will include both theoretical and practical learning experience. All tasks are performed on mannequins in state-of-the-art labs. Pre-employment and salon-level standards are reinforced in the senior-level classes via weekly clinics in which district residents make appointments for professional salon services.

Ultimately, over two years, successful students will meet the 1,000-hour requirement mandated by New York State through the three hours of coursework per day. Upon completion of the program, students will take a written and Practical exam to become New York State-licensed cosmetologists. Students may seek employment immediately or pursue further education.

Cosmetology Lab I

First-year students follow a sequence that begins with Cosmetology Lab I. In this course, students will master the practical foundations that are integral to any cosmetology career and engage in the hands-on applications

and techniques of skin care, nail care and hairdressing. The level of instruction correlates to that of industry expectations and New York State licensing standards. First-year cosmetology students at Sewanhaka take a co-requisite theory course in which students study the complex scientific, chemical, anatomical and decontamination practices required in the field of cosmetology.

Cosmetology Lab II

Second-year students continue their cosmetology education with Cosmetology Lab II. Students focus on advanced, industry-level salon services such as hairstyling, haircutting, permanent waving, hair coloring and chemical retexturizing, as well as developing professional salon management skills such as management and client service. This part of the course is designed specifically to sharpen student skills ahead of the New York State Board practical exam. Second-year cosmetology students at Sewanhaka take a co-requisite theory course that discusses advanced cosmetology techniques and principles, including the material science of cosmetology. Specific emphasis is placed on job readiness and New York State licensing exam preparation. The Sewanhaka Central High School district will provide the students with the needed supplies, lab coats, junior and senior kits.

MEDICAL ASSISTING

On Long Island and nationwide, medical assisting is one of the fastest-growing fields in the United States — and an exciting opportunity for Sewanhaka students. Medical assisting offers a pathway to the top five health care professions in the region, including support occupations such as home health aides, personal care aides, or healthcare practitioners such as physicians assistants. Medical assistants provide administrative and clinical support in hospital and ambulatory settings, helping ensure a safe and effective office operation for hospitals, clinics, doctors and other health care providers.

Upon completion of Sewanhaka's Medical Assisting program, successful students will be prepared for the modern, technologically advanced health care workplace through extensive theory and hands-on instruction.

Medical Assisting I

First-year students follow a sequence that begins with Medical Assisting I. In this course, students will gain the skills required to assist in all phases of medicine for both medical and allied health careers. They will become familiar with anatomy, physiology and nutrition terminology, human growth and development, and emergency preparedness. Students will learn the nuances involved in

conducting hearing and vision screenings, allergy tests, administering medications orally and through injection, identifying medical equipment and assisting in physical and gynecological exams and capillary puncture. They will become familiar with clinical and administrative tasks, perform equipment sterilization, and gain a solid understanding of patient records, insurance procedures, admissions forms, assigning referrals and coordinating laboratory services.

Medical Assisting II

Second-year students continue their medical assisting education with Medical Assisting II. In this course, students will gain real-world experience through supervised clinical experiences in areas that may include radiology, physical therapy, respiratory therapy, surgical nursing, pharmacology and other disciplines relevant to medical assistants. At the successful conclusion of their second year in the program, qualified students in good standing will have the opportunity to sit for the Nationally Registered Certified Medical Assistant exam. Those who pass and graduate high school will receive certification. Students who successfully complete this course will also have the opportunity to be certified in CPR and Heartsaver First Aid through the American Heart Association.

FUTURE READY

Students have the opportunity to earn a half credit each up to a max of three credits through various state-regulated work-based learning programs.

The Future Ready Work-Based Learning (WBL) program combines classroom instruction with real-world experiences and influences that are directly related to a program of study or desired career path. Opportunities in the Future Ready program can lead to additional transcript credit upon the successful completion of the identified experience and other requirements determined by the work-based learning coordinator.

Students who are interested in learning more about the Future Ready Work-Based Learning program should reach out to Michele Leonardo at mleonardo@sewanhakaschools.org for further information about eligibility and program requirements.

Program Goals:

- Increase student awareness of how their interests, skills and abilities relate to post-high school options.
- Support students in the development of their professionalism and outlook on the workforce of tomorrow.

Benefits for Students:

- Potentially earn income while gaining valuable experience.
- Enhance communication skills and critical thinking in real-world situations.
- Explore interests to support college, career and community readiness.
- Build your résumé and employability skills to be a competitive candidate beyond high school.

SPECIAL EDUCATION

The special education programs provide instruction and support to students with special learning needs who 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 nondiploma high school exiting credential may be recommended by the CSE for students who achieve the goals prescribed by their Individual Educational Programs (IEPs) and do not earn high school credits.

In addition to special education instruction, students may receive instruction in general educational and/or career and technical education 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. The Resource Room teacher assists in academic skills and supplies compensatory strategies that will assist students in successfully accessing instruction. Progress is monitored on an ongoing basis. Resource Room services are offered one period a day within small groups.

Integrated Co-Teaching

The integrated co-teaching program provides special education students with specialized academic instruction to meet the needs of students with disabilities within the general education class. Two certified teachers teach the class. All students participate in NYS assessments and curriculum is equivalent to mainstream courses. Integrated co-teaching is provided in certain subject areas and courses.

Special Education Classes

This program provides special education instruction to students in the major curricular areas of science, social studies, mathematics

and English. 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. Small-group instruction is provided to a maximum of 15 students per class. Each class is taught by a certified special education teacher.

PACE – The PACE Program

(Promoting Academics and Career Exploration) provides specialized instruction in all content areas and is designed for students who present with cognitive and academic weaknesses. This program provides a higher level of individualized and differentiated instruction through a modified curriculum. Students will simultaneously work towards earning a diploma and the CDOS credential. Small-group instruction is provided to a maximum of 12 students per class. Each class is taught by a certified special education teacher and a teaching assistant.

As students enter their 10th grade year in the PACE Program, they will have the opportunity to participate in the following introductory career exploration course:

Career Exploration

This course was created for the hands-on exploration of careers through the FACS, Business and CTE coursework. Students will be provided with the opportunity to accrue work-based learning hours through participation in student-run endeavors such as the school garden and FACS cafe. A cross-curricular approach will provide students the opportunity to delve into multiple career pathways, empowering students to discover their interests and strengths as they master the 21st-century skills needed to succeed after high school.

DISTRICT PROGRAMS

Non-Diploma Programs:

Activities for Daily Living (ADL)

This program provides skill-based instruction aligned with students' IEP goals. The ADL classes are comprised of a 12:1:1 class size ratio with emphasis on functional academics in reading, writing, math, communication skills, life skills, pre-employment, vocational skills, travel training and social skills. Students who are 16 and over attend this program for a half-day and are in vocational preparation programs or Community-Based Internship Programs for the remainder of the day to prepare for future employment. Students

also have access to the District's PAES Lab. Additional school vocational programs are located at Sewanhaka High School or in the community. This program culminates in the Skills and Achievement Commencement Credential and is located at New Hyde Park Memorial High School.

Career Development Program (CDP)

This program is designed for students to engage in skill-based instruction with an emphasis on functional academics, community experiences, acquisition of daily living skills and development of vocational skills. The CDP classes are comprised of a 12:1:1 class size ratio. Students are instructed using functional language-based curriculum to improve their receptive and expressive language. Students also have access to the District's PAES Lab. This program culminates in the Skills and Achievement Commencement Credential and is located at New Hyde Park Memorial High School.

Developmental Learning Center (DLC)

This program is designed for students to engage in skill-based instruction with an emphasis on communication, socialization, acquisition of daily living skills and development of vocational skills. The DLC classes are comprised of an 8:1:2 class size ratio. Students are instructed using a functional language-based curriculum to improve their receptive and expressive language. Students also have access to the District's PAES Lab. This program culminates in the Skills and Achievement Commencement Credential and is located at New Hyde Park Memorial High School.

Promoting Academics through Life Skills (PALS)

This program is designed for students with autism spectrum disorder and/or cognitive and social pragmatic language needs. The program incorporates both academics and acquisition of daily living skills. Curriculum and instruction are based on individual needs and abilities. Students participate in large

group, small group and individual instruction. Language and social skills are emphasized as a major component throughout instruction. Vocational training will be introduced as students enter their high school years. Students also have access to the District's PAES Lab. This program culminates in the Skills and Achievement Commencement Credential.

Career Exploration

This course was created for the hands-on exploration of careers through the FACS, Business and CTE coursework. Students will be provided with the opportunity to accrue work-based learning hours through the participation in student-run endeavors such as the school garden and FACS cafe. A cross-curricular approach will provide students the opportunity to delve into multiple career pathways, empowering students to discover their interests and strengths as they master the 21st-century skills needed to succeed after high school.