

BHS

2024

COURSE
OF
STUDIES



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BETHPAGE HIGH SCHOOL
Bethpage, New York 11714
www.bethpagecommunity.com

Dear Students and Parents:

Welcome to the 2024-2025 academic year at Bethpage High School.

The *Course of Studies* booklet provides you with a comprehensive overview of Bethpage High School, a learning environment designed to celebrate each student's academic and personal achievements.

Our *Course of Studies* booklet contains important information about high school graduation requirements, descriptions of courses that we anticipate offering next year, important school policies and the role that each person in the high school plays in the education of our student body.

Bethpage High School is a distinguished and distinctive four-year learning institution because of the quality of the programs we offer, and the respect accorded to each person. We provide an atmosphere that fosters academic, physical, social, and emotional growth. Our nationally recognized 21st Century Learning Program provides an opportunity for our students to grow in the world beyond the classroom. Over the past few years, Bethpage High School has been recognized by *Newsweek*, *The Washington Post* and *U.S. News and World Report* as one of the finest high schools in the country. In addition, Bethpage High School has recently been recognized as a *National Blue Ribbon School* by the U.S. Department of Education.

In selecting an appropriate course of study, each student's individual goals and learning styles are of importance. Course decisions should be made in collaboration with school officials, along with input from both the student and his/her parents. Our counselors and teachers are available to assist students in selecting classes that meet their needs, abilities and interests. Please choose your high school courses wisely so that you can acquire the knowledge and skills needed to meet the demands of college, careers and all challenges that lie ahead.

The administration, faculty and guidance team welcome any questions you may have concerning course selection and the scheduling process.

Nicholas Jantz, *Principal*
Thomas Kenny, *Director of Guidance*

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Charlotte Hirsch-Beckman, *Assistant Principal*

Ralph Tocco, *Assistant Principal*

HIGH SCHOOL COUNSELING DEPARTMENT

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Meg Scanlon, *Counselor*

James Benjamin, *Counselor*

Kathleen Gagliardi, *Counselor*

Sarah Glassman, *Social Worker*

Suzanne Vera, *Psychologist*

Mackenzie Miller, *Psychologist*

MISSION STATEMENT

Through a commitment to educational excellence in a secure and supportive environment, the Bethpage Public School Community shall inspire students to develop a strong sense of individual worth and respect for others, to become lifelong learners and independent thinkers, and to fulfill themselves as concerned, responsible citizens in a diverse world.

THE PROCEDURE FOR NEW ENTRANTS

Parents of New Entrants should call the Central Registration Office at 516.644.4060 to obtain a Registration Packet. Proof of residency, identity, birth, immunizations and academic records are required to enroll. After registration is completed, the Counseling Office will contact you for a screening interview and create a schedule of classes.

NOTE: Lack of pertinent records may cause a delay in registration.

SCREENING OF NEW ENTRANTS

Every new entrant to Bethpage high School is screened to determine proper academic placement. As part of the initial screening process, the School Counselor reviews the test data and the academic records from the student's previous school. *It is extremely important for parents to provide the most recent copy of a transcript and evidence of testing for students with special needs.* This helps us to encourage each student to make the best use of his/her talents in preparation for the future.

EQUAL ACCESS TO ALL CLASSES

Bethpage High School does not discriminate in any educational program or activity. It provides equal access to all students without regard to sex, race, color, creed, national origin or handicap. Students are encouraged to participate in all activities for which they are qualified.

COURSE REQUIREMENTS FOR GRADUATION

COURSE	ADVANCED REGENTS	REGENTS	LOCAL*
English	4	4	4
Social Studies	4	4	4
Mathematics	3	3	3
Science	3	3	3
World Languages	3***	1**	1**
Health	0.5	0.5	0.5
Art / Music / Theater	1	1	1
Physical Education	2	2	2
Computer Tech & Careers	0.5*	0.5*	0.5*
Financial Literary	0-1	0-1	0-1
Electives	1	3	3
MINIMUM TOTAL	22	22	22

*** Students may substitute a designated five-credit sequence of courses in Art, Business, Music, Theater and/or Technology for the three-year sequence of course in LOTE. Each student must have a minimum of one (1) credit in LOTE and must pass both level 1A and 1B and receive a passing grade on the regional Checkpoint A exam if exercising this option.

** Students with an IEP may be exempted from World Language requirement.

* Local Diploma Requirements for students with IEP's.

ASSESSMENT REQUIREMENTS FOR GRADUATION:

Regents Diploma Required Regents Exams 5 Exams Required (Passing Score of 65 and Above)	Regents Diploma with Advanced Designation Required Regents Exams 9 Exams Required (Passing Score of 65 and Above)
English Language Arts Exam	English Language Arts Exam
One Mathematics Exam: Algebra or Geometry or Algebra 2	Three Mathematics Exams: Algebra and Geometry and Algebra 2
Global History Exam*	Global History Exam*
U.S. History Exam*	U.S. History Exam*
One Science Exam: Earth Science or Living Environment or Chemistry or Physics	Two Science Exams: 1. Living Environment 2. Earth Science or Chemistry or Physics
Foreign Language Regional Assessment FLACS Checkpoint A Exam	Foreign Language Regional Assessment FLACS Checkpoint B Exam

***Multiple Pathways to Graduation:** Students may substitute one Social Studies Regents Exam with an alternate assessment. To review alternate pathways, students are advised to see their school counselor.

Honors Distinction on Regents Diplomas:

Regents Diploma with Honors or Regents Diploma with Advanced Designation with Honors is awarded if overall average on required Regents Exams is 90% or higher. In addition, students can receive Honors Distinction in Mathematics and/or Science by meeting the following criteria:

3 Mathematics Regents Examinations with 85% or above on each exam

and/or

3 Science Regents examinations with 85% or above on each exam.

Pathways for Local Diploma for Students with Special Needs

Low Pass Safety Net	Compensatory Safety Net
<ul style="list-style-type: none"> • 55-64 on ELA, One Math, One Science, Global and US History Regents examinations 	<ul style="list-style-type: none"> • Score between 45-54 on one required Regents exam other than ELA or one Math • ELA and one Math must be a minimum of 55

Non-Diploma Exiting Credentials:

Career Development and Occupational Studies Credential (CDOS)	Skills and Achievement Commencement Credential
<ul style="list-style-type: none"> • Students may qualify for this as a supplement to a diploma OR can be used as exiting credential for those students with special needs who are unable to meet above requirements. • Recognizes work readiness skills through a combination of CTE courses and/or work-based experiences. 	<ul style="list-style-type: none"> • Students with severe special needs assessed using NYSSA.

Note: Regents Exemptions and Special Appeal are considered on an individual basis

AP Capstone Diploma

Bethpage High School now offers students an opportunity to earn an AP Capstone Diploma in addition to their New York State Diploma.

What Is the AP Capstone™ Program?

AP™ Capstone is an innovative diploma program that helps you stand out in the college admission process by developing the critical skills needed to succeed in college and in life.

Two new courses—AP® Seminar and AP Research—allow you to immerse yourself in topics that matter to you while developing the analytic, research, problem-solving and communication skills that colleges seek in their applicants. This challenging program helps you deepen your passion for learning, gives you greater confidence in your academic skills, and provides a broader perspective on your world.

How AP Capstone Works

Students will take AP Seminar in the 10th grade followed by AP Research. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma™**. This signifies outstanding academic achievement and attainment of college-level academic and research skills.

Alternatively, the **AP Seminar and Research Certificate™**, signifying attainment of college-level academic and research skills, is awarded for scores of 3 or higher on the AP Seminar and AP Research Exams only.

Year One | AP & Seminar

In the first year, you'll develop and strengthen your analytic and inquiry skills, exploring deeply topics and issues chosen by you and/or your teacher. You'll learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. For example, you might explore the question of whether national security is more important than a citizen's right to privacy, or whether genetic engineering is beneficial to society.

During the course, you'll complete a team project, an individual paper and presentation, and take a written end-of-course exam. Your AP Seminar Exam score will be based on all three assessments using the usual 1-5 AP scoring scale.

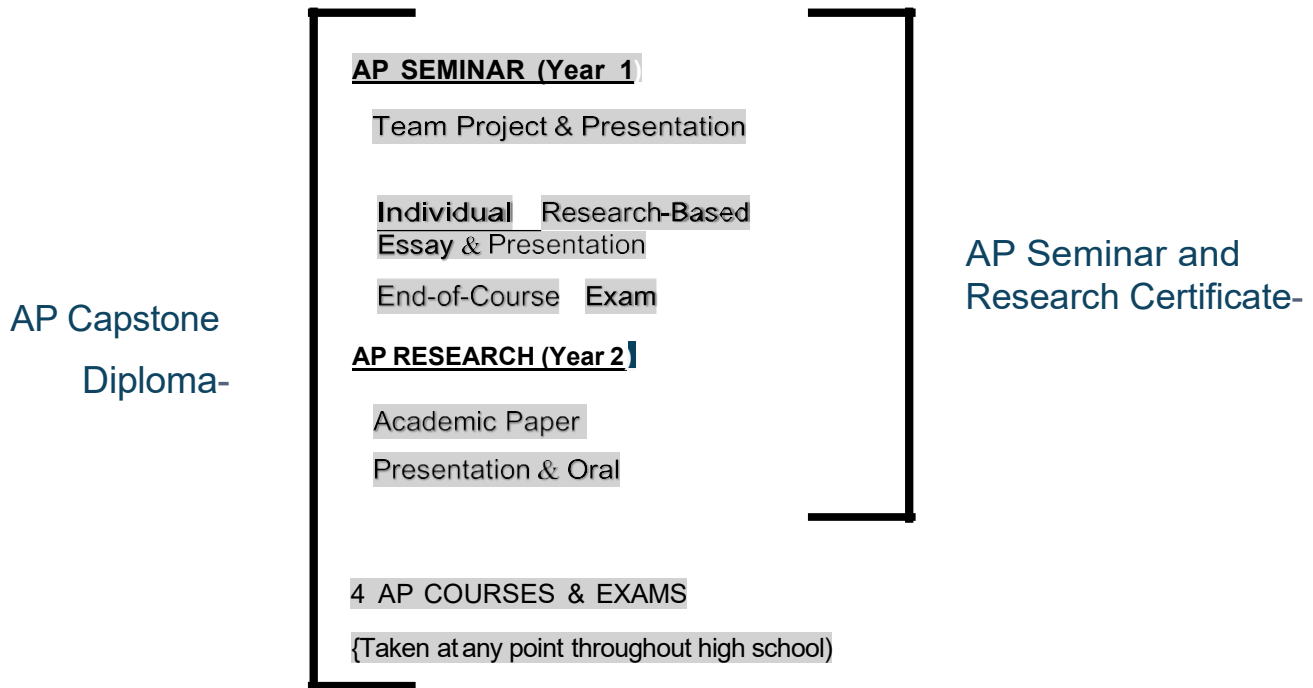
Year Two | AP Research

In this course, you'll complete an independent research project on a topic of interest to you. For example, you can:

- Dig deeper into a topic you studied in an AP course
- Work across academic areas on an interdisciplinary topic
- Study a new area of interest, perhaps one you'd like to study in college

At the end of the research project, you'll submit an academic thesis paper of about 5,000 words, present your findings, and orally defend your work. Your AP Research score will be based on your paper, the presentation, and the oral defense, using the 1-5 AP scoring scale.

Please see pages 25 and 46 for course descriptions.



The AP Capstone program offers students the opportunity to:

- Engage with rigorous college-level curricula focused on the skills necessary for successful college completion;
- Synthesize information and apply skills in new situations and cross-curricular contexts;
- Collect and analyze information with accuracy and precision;
- Craft, communicate, and defend evidence-based arguments; and
- Practice disciplined and scholarly research skills while exploring topics that appeal to their interests and curiosity.

APCapstone Students will:

1. Develop a critical questioning approach to information
2. Investigate issues from multiple, interdisciplinary perspectives
3. Craft, communicate, and defend evidence-based arguments

BETHPAGE HIGH SCHOOL
21st CENTURY SCHOLARS' PROGRAM

The Bethpage 21st Century Scholars' Program is designed to assist students to realize their full potential as students and citizens. Bethpage High School has worked with the Partnership for 21st Century Skills to design the program (<http://www.21stcenturyskills.org/>). Students maintain a portfolio of tasks that demonstrate their learning both in and outside of school. Tasks are widely varied but fall into categories of Communication, Information Technology, Health/Fitness, Financial/Business Literacy, Global Awareness and Career Awareness. The program encourages students to follow their passions and explore topics of personal interest while developing the skills to be good citizens and thinkers for the challenging 21st Century. Bethpage students completing the program are great examples of well-rounded scholars with interests in the arts, sports, literature and the world. The portfolio utilizes new 21st Century forms of learning including online courses, podcasting, video creation, blogs, discussion forums all integrated into an electronic portfolio maintained by the student with constant feedback by a dedicated faculty.

SAMPLE TASKS INCLUDE:

- After school literature circles
- Online geography course
- News discussion groups
- Visits to cultural institutions
- Support for third language acquisition
- Internships and shadowing experiences
- Personal Health Plans
- Technology Certifications
- Small group presentations
- Community Service

Students who fulfill 100 points within the portfolio receive the 21st Century Scholar Diploma and are eligible for the District's 21st Century Scholarships.

Seal of Civic Readiness



The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- shows the student's understanding of a commitment to participatory government; civic responsibility and civic values;
- demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- recognizes the value of civic engagement and scholarship.

In order to obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma and earn a total of six points from the NYSED rubric with at least two points in *Civic Knowledge* and at least two points in *Civic Participation*. More information on these requirements can be found at NYSED.gov.

**BETHPAGE HIGH SCHOOL GRADE POINT AVERAGE AND
SELECTION OF THE VALEDICTORIAN AND SALUTATORIAN**

The Board of Education of the Bethpage Union Free School District has accepted the recommendation of the Site Based Committee to eliminate class ranking commencing with the Class of 2000, except for purposes of selecting the High School's Senior Class Valedictorian and Salutatorian. The criteria listed below will be used to calculate student averages in the High School, and to determine the Valedictorian and Salutatorian.

1. Grade Point Average is based on the weighted average of final grades in all courses in the academic areas of English, Social Studies, Mathematics, Science and World Languages, college and all AP courses.
2. The grade weighting system was revised in 1987 by students, teachers and administrators to compensate for the varying difficulties in different levels of academic courses. Although the actual grades on the transcripts remain unchanged, the grade values are weighted according to the following formula:

Advanced Placement (AP) Courses _____ are factored by 1.15
Honors and College (H) Courses _____ are factored by 1.10
Regents (R) Courses _____ are factored by 1.025
Non-Regents Courses _____ are factored by 1.00

3. Although a weighted and unweighted average will be developed, only the weighted average will be entered on all official transcripts sent to colleges.
4. The weighted average will be used for purposes of identifying the student with the highest overall average and the student with the second highest overall average in the Senior Class of the High School.
5. The determination of which students possess the highest and second highest overall averages, will be made at the end of the 3rd marking period of the Senior year.
6. A new entrant must have entered Bethpage High School at the start of his/her Sophomore year to be eligible to be the High School Senior Class Valedictorian or Salutatorian.

HONOR ROLL

1. Placement on the **GOLD HONOR ROLL** is reserved for students with an unweighted average of 88 and above with no grades below 75 and passing physical education.
2. Placement on the **BLUE HONOR ROLL** is reserved for students with an unweighted average of 80 and above with no grades below 75 and passing physical education.

NATIONAL HONOR SOCIETY

Membership in the Bethpage National Honor Society is granted by the faculty council to students who exemplify the following criteria: scholarship, character, service and leadership.

Scholarship: A weighted average of 90 percent in the five academic subjects including grades 9, 10 and the third quarter of grade 11.

Those students who qualify academically must identify ten teachers who will be willing to give them a character recommendation. Significant school and community service is required prior to admission as this is a service organization. In addition, they will be asked to write an essay and to complete an information survey regarding their community service and leadership activities.

Once admitted:

- 1) Members agree to **maintain standards** in scholarship, character, service and leadership. Please note that the first and second quarter report card grades from senior year will be reviewed.
- 2) Members agree to **attend regular monthly meetings**. (Participation in the annual Trivia Challenge will replace one meeting.)
- 3) Members agree to **tutor students** at the high school at least one hour per week.
Students who do not meet the above requirements will be placed on probation.

PLEASE NOTE: Students granted deferred admission or who were ineligible after junior year may reapply after Q2 of senior year.

WORLD LANGUAGE HONOR SOCIETY

The World Language Department grants membership into the Bethpage High School World Language Society to students who have demonstrated a high level of achievement and proficiency in at least one language other than English at Bethpage High School. A 92 unweighted average in the second language from 8th grade to 12th grade is required.

NATIONAL TECHNICAL HONOR SOCIETY (NTHS)

The Family and Consumer Sciences Department grants membership into the Bethpage High School National Technical Honor Society to students who have demonstrated a high level of achievement in the following areas: academics, skills development in Early Childhood Education, leadership, honesty, responsibility, initiative, teamwork, citizenship, and good character. Applications must obtain an 88 average in Child Psychology/Child Study Workshop, as well as an overall unweighted average of 85. The students must have 5 recommendations from teachers willing to validate these traits and write an essay based on their achievements working with young children.

SCIENCE NATIONAL HONOR SOCIETY

All Juniors and Sophomores who are currently enrolled in a Regents level science or higher and have completed 2 years of high school regents level science classes. Any student who has demonstrated exceptional scientific talents by the science department. Students MUST have a minimum science scholarship average of 90% and an overall scholastic average of at least 85% (unweighted). Students MUST participate in at least 3 sustained, ongoing chapter activities above and beyond the science classroom experience. These may include but are not limited to, organized peer science tutoring, fundraising activities, promoting scientific interest in the district youth through a local science fair or performing research at a laboratory or university, and attending NSHS events. 75% of ALL meetings must be attended in order to maintain membership. All missed meetings require a signed form located on the Google Classroom with an explanation as to why you are absent. Each student MUST submit 2 faculty recommendation forms. These letters must be in sealed envelopes and turned in with a completed application. Incomplete applications will NOT be considered for membership. Do NOT have teachers submit recommendations separately! Student MUST submit the most recent transcript for grade verification from guidance with application.

STUDENT ATTENDANCE POLICY #5100 (Adoption date: 7/10/18)

I. Purpose

In accordance with New York State Education Law, the Board of Education requires that students attend school full time from the age of six (6) years old until the last day of the school year in which they turn sixteen (16), unless the student has completed an approved four-year high school course of study. Moreover, the Board of Education recognizes that attendance is an integral part of a student's performance and ability to meet New York State's academic mandates.

As such, the Board is committed to the following objectives:

- Improving student achievement;
- Fostering good attendance habits;
- Preparing students for post-graduation experience by encouraging responsibility;
- Ensuring the maintenance of an adequate record verifying the attendance of all children at instruction;
- Establishing a mechanism by which the patterns of student absence can be examined to develop effective intervention strategies to improve student attendance;
- Promoting the safety of the District's students throughout the school day; and
- Providing an intervention process to assist students and their families in improving student attendance.

As set forth more fully herein, in order to accomplish these objects, the District shall employ the following strategies:

- Developing procedures to maintain accurate and current attendance records;
- Frequently reviewing attendance records for patterns of nonattendance;
- Collaborating with students, school staff and the community to develop comprehensive intervention strategies and to review and revise those strategies when appropriate;
- Employing attendance incentives and disciplinary sanctions to discourage nonattendance, including the requirement that students meet minimum attendance standards in order to receive credit for a course; and
- Sharing this policy with local Child Protective Services (CPS) to ensure a common understanding of excused and unexcused ATED's and to work toward identifying and addressing cases of educational neglect.

II. Procedures for Recording Student Attendance

Each elementary school in the district, as well as the district's middle school and high school, shall keep a record of each student's presence, absence, tardiness and early departure, in a register of attendance. For purposes of this policy, a student shall be considered "absent" when he/she has missed all or part of a scheduled day of instruction and is late as defined in Section III (2) of this policy.

1. Each register of attendance shall set forth the following for every student:
 - A. Student's name;
 - B. Student's date of birth;
 - C. Full name(s) of student's parent(s)/person(s) in parental relation;

- D. Student's address;
- E. Phone number(s) where the parent(s)/person(s) in parental relation may be contacted;
- F. Date of student's enrollment;
- G. A record of the student's attendance on each day of scheduled instruction. For purposes of this policy, "scheduled instruction" means every period, day, or portion of a school day that a student is scheduled to attend actual instructional or supervised study activities during the course of a school day during the school year from July 1 to June 30.
 - i. Any absence for a school day or any portion of a school day shall be recorded in the register as excused or unexcused in accordance with the standards set forth in this policy.
 - ii. Any tardiness or early departure from scheduled instruction shall be recorded as excused or unexcused in accordance with the standards set forth in this policy.

2. In addition, each register of attendance shall include:

- A. A record of each scheduled day of instruction during which the school is closed for all or part of the day due to extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner.
- B. The date when a student withdraws from enrollment or is dropped from enrollment in accordance with [Education Law §3202\(1-a\)](#).

3. Student attendance shall be taken and recorded in accordance with the following:

- A. For Students in Non-Departmentalized Kindergarten through Grade eight (8):

Each student's presence or absence shall be recorded after the taking of attendance once per school day. However, if students are dismissed from school grounds during a lunch period, each student's presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from the lunch period each school day, in the main school office by clerical staff.
- B. For students in grades nine (9) through twelve (12) or in departmentalized schools at any grade level:

Each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with subsection one (1), above.

4. Entries in the Registers of Attendance:

- A. The District shall employ a coding system for identifying a student's absence, tardiness or early departure for recording in the registers of attendance, as follows: the district shall employ a recognized computer software coding system.
- B. All entries in the registers of attendance shall be made by a teacher or by clerical staff designated by the building principal. In addition, the entries made in the registers of attendance shall be verified by the oath or affirmation of the person making the entries in the register of attendance.
- C. The Board shall designate a teacher or other district employee to supervise the keeping of the register of attendance.

5. Review of Attendance Records

- A. In the elementary school buildings, the principal shall be responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departure in a manner which is consistent with this policy.
- B. In the Middle School and the High School, Assistant Principals, shall be designed as responsible for reviewing pupil attendance records. In addition, pupil attendance records shall be reviewed by the building principal who shall initiate appropriate action to address unexcused pupil absence, tardiness and early departure in a manner which is consistent with this policy.
- C. The Building Principal shall periodically analyze attendance data to identify patterns or trends in student absences and shall utilize intervention strategies to address identified patterns of unexcused absences, tardiness or early departure. Interventions may include referrals to Instructional Support Teams, the initiation of Person In Need of Supervision (PINS) petition, and the development of an attendance plan to address a student's non attendance.
- D. The designated staff member will contact local Child Protective Services (CPS) if they suspect that the child is being educationally neglected. The designated staff member will provide CPS with the information necessary to initiate a report. If other staff members suspect education neglect, they must follow the procedures outlined in Board policy and regulation 5460, Child Abuse in a Domestic Setting, and advise the [*insert appropriate title, e.g., district attendance monitor*].

III. Excused and Unexcused Absences

If a student is tardy, departs early, or is absent from school for all or part of the school day, the student must provide a reason for the absence to the building principal or his/her designee. The building principal or his/her designee shall then determine whether the absence is considered excused or unexcused.

1. Excused Absences:

A. The District recognizes the following absences as “excused” absences:

- i. Family death, illness, or emergency beyond the family’s control;
- ii. Student Illness: If a student becomes ill during school he/she must report to the nurses’ office;
- iii. Chronic/Extended Illness: For students who are absent due to a chronic/extended illness or disability, or due to a need for homebound services, the parent must complete a notification form with the principal at the time of the student’s enrollment or upon the onset of the student’s condition. Supporting documentation from the student’s physician will also be required. The principal or designee, where appropriate, shall refer the student to the District’s Section 504 Team or Committee on Special Education (“CSE”) to address the student’s education possible need for a health plan and/or IDEA and 504 eligibility, in light of his/her condition. 504 Plans, health plans and IEP’s are subject to periodic review;
- iv. Pre-arranged Appointments with the court, social service agencies or other state agencies as well as appointments with health care providers that cannot be scheduled outside of school hours. Supporting documentation of the appointment will be required to verify the student’s absence;
- v. Inclement weather that results in unsafe travel conditions;
- vi. Religious observances;
- vii. Suspensions;
- viii. Approved College Visits, for seniors preparing for college entrance, limited to two (2) days with written request from parent one (1) week in advance;
- ix. Approved School-Sponsored Trips and Activities;
- x. Pre-arranged and Approved Guidance Appointments;
- xi. Exceptional Circumstances: The principal may approve a pre-arranged absence where the absence from attendance is in the best interests of the student and his/her family. Approval for such absences must be requested of the principal, in writing. In extenuating circumstances that are supported by adequate documentation, the principal may approve an exceptional circumstances absence after it has occurred.

No more than two (2) absences per student may be approved by the principal for exceptional circumstances during a school year. For requests of greater than two (2) days the absence must be approved by the Superintendent of Schools.

B. Documentation of Absences:

Absences for any of the aforementioned reasons may be considered “excused” by the building principal or assistant principal(s) upon receipt of a written, signed explanation from the student’s parent(s)/person(s) in parental relation, together with any supporting documentation that may be required. This information should be submitted to the school by the student upon return from his/her absence. [Notes must include the date(s) and reason for the absence and must be signed by a parent/guardian. No notes will be accepted after three (3) school days following date of a student’s return to school. Failure to submit a note will constitute an unexcused absence regardless of the reason.]

A student’s parent(s)/person(s) in parental relation should notify the school, in writing, and receive approval in advance of any scheduled absence (i.e., court appearance, medical appointment that cannot be scheduled outside of school hours, religious observance, etc.). Such absences must be documented with official written verification (from courts, physicians, etc.).

Upon returning to school, or before leaving school, each student must report to the attendance office for the appropriate pass. This pass must be shown to the subject teacher to verify the absence as excused.

C. Notification of Excessive Excused Absences:

The building principal or assistant principal shall also notify a student’s parent(s)/person(s) in parental relation, of the accrual of excused absences or a pattern of excused absences that appear to be affecting the child’s academic performance. The District will take efforts to identify the reasons for the excessive absenteeism and formulate measures to address it.

2. Unexcused Absences:

A. Types of Unexcused Absences:

Absences for any reason other than those set forth as “excused absences” under this policy, shall be considered “unexcused” and may be subject to disciplinary action in accordance with law and the District’s Code of Conduct.

B. Lateness to Class: At the 6-12 Grade Levels:

- i. Any unexcused lateness to class or early departure from class beyond fifteen (15) minutes shall equal one (1) unexcused absence.
 - ii. Three (3) unexcused lateness or early departure from a single class which are under fifteen (15) minutes will equal one (1) unexcused absence.
- C. At the K-5 Levels:

Any unexcused lateness or early departure from school beyond 120 minutes shall equal one (1) unexcused absence.

D. Notification:

Parents will be notified of a student's absences in a manner consistent with the procedures set forth in this policy.

IV. Attendance Incentives and Nonattendance Disciplinary Sanctions

The District shall employ the following intervention strategies, incentives, and disciplinary measures to foster attendance and discourage student non-attendance.

1. Notification of absences on the Elementary & Middle School Level:

A. For one (1) to four (4) unexcused absences, the Principal or Assistant Principal or designee shall contact the parent.

B. After four (4) to eight (8) unexcused absences from school:

- i. The Principal or Assistant Principal shall notify the student's parent/persons and parental relations by telephone and follow up by mail.
- ii. A copy of the letter will be sent to the classroom teacher(s) and, if necessary, information will be shared with the Instructional Support Team (IST).

C. If unexcused absences exceed eight (8):

- i. The Instructional Support Team (IST) will meet and develop a plan to address the student's nonattendance, which will identify patterns and suspected courses of non-attendance, as well as intervention measures.
- ii. Principal and classroom teacher(s) will meet with parent/persons in parental relations to review the Instructional Support Team's (IST) recommended intervention measures.
- iii. Principal will follow up with a certified letter to parent/persons in parental relations outlining the Instructional Support Team's recommended intervention measures.
- iv. Principal will send a copy of the certified letter to the Superintendent, Assistant Superintendent for Instruction and the Director of Pupil Personnel Services.

D. If a student is not responding to the aforementioned interventions, the parent/person in parental relation will be requested to attend a conference with appropriate personnel to develop a course of action.

2. Notification of Absences/Denial of Course Credit: (Pertains to grades 9-12 only)

A student's final grade in a class may be based on class participation, homework, quizzes, exams, etc. Due to the importance of class participation, students in grades 9-12 must meet a minimum standard of attendance in order to be eligible for course credit. **Students must maintain at least an 89% attendance rate to earn course credit.**

All absences (excused and unexcused) are counted toward the attendance threshold for purposes of denying course credit. A maximum of two (2) college visitations which are subject to prior approval at the discretion of the principal or assistant, in accordance with this policy, shall not be counted toward the attendance threshold for purposes of denying course credit, if the student has satisfactorily completed make-up work for the missed time, by a date set by the student's teacher(s).

A. Notification Sequence

One-Credit Courses: **Course credit lost after 20 absences**

1. After five (5) absences before the end of the 1st marking period, the subject teachers will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher and guidance counselor. The subject teacher will call the parent/guardian.
2. After ten (10) absences before the end of the 2nd making period, the subject teacher will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher and guidance counselor. The guidance counselor will call the parent/guardian to discuss the student's attendance and the policy.
3. After fifteen (15) absences in one academic year the subject teacher will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher, guidance counselor, and assistant principal. The guidance counselor will call the parent/guardian to discuss the student's attendance and the policy.
4. After eighteen (18) absences in one academic year the subject teacher will speak to the student, a letter will be sent to the parent/guardian, and a copy of the letter will be sent to the subject teacher, guidance counselor, and assistant principal. The student and parent/guardian will be requested to meet with appropriate staff, which may include the students' teacher, guidance counselor, other support staff and a member of the administration. The Assistant Principal will call the parent/guardian to discuss the student's attendance and the policy.

5. After twenty (20) absences in one academic year the subject teacher will speak with the student, and a certified letter will be sent to the parent/guardian informing them that course credit is being denied. Copies of the letter will be sent to the subject teacher, guidance counselor and assistant principal. The student and parent/guardian will be requested to attend a conference with appropriate staff, which may include the student's teacher, guidance counselor, other support staff and a member of the administration. The Principal or his/her designee will call the parent/guardian to discuss the student's attendance and the policy.

Half-Credit Courses: Course credit lost after 10 absences

1. After three (3) absences the subject teacher will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher and guidance counselor. The subject teacher will call the parent/guardian.
2. After six (6) absences the subject teacher will speak to the student, a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher and guidance counselor. The guidance counselor will call the parent/guardian to discuss the student's attendance and the policy.
3. After eight (8) absences the subject teacher will speak to the student and a letter will be sent to the parent/guardian and a copy of the letter will be sent to the subject teacher, guidance counselor, and assistant principal. The student and parent/guardian will be requested to meet with appropriate staff, which may include the student's teachers, guidance counselor, other support staff and a member of administration.
4. After ten (10) absences the subject teacher will speak with the student and a letter will be sent to the parent/guardian, informing them that course credit is being denied. Copies of the letter will be sent to the subject teacher, guidance counselor and assistant principal. The student and a parent/guardian will be requested to attend a conference with appropriate staff, which may include the student's teachers, guidance counselor, other support staff and a member of the administration.

B. Content of Written Notice:

Each written notice that is sent to the student's parent(s)/person(s) in parental relation, shall, at a minimum:

Set forth the student's name, grade, number of absences/tardiness/early departures from/to class, name of the course and teacher's name;

Provide a means by which the parent(s)/person(s) in parental relation can contact the District to discuss the matter;

Advise the student's parent(s)/person(s) in parental relation of the District's attendance requirements regarding the granting of course credit.

In the event a student is being denied course credit due to absences, the written notice shall also include a statement that the student is being denied credit and set forth the procedures parent(s)/person(s) in parental relation must follow if they would like to appeal the decision to deny credit.

C. Student's Responsibility for Make-up Work/Tests for Excused Absences:

Students absent from school are expected to make-up all missed work. It is the responsibility of the student to arrange make-up work/tests with their teachers. All work missed must be satisfactorily completed within five (5) school days, unless otherwise approved by the principal of his/her designee.

D. Timing of Intervention Procedures:

Irrespective of how many absences a student has accumulated, the District reserves the right to implement any intervention procedure it deems appropriate.

E. Entrants After the Commencement of the School Year

Students who enter school after the school year begins shall have the maximum number of absences credit prorated to reflect that portion of their courses which remain after they have entered the District's schools.

F. Appeals Committee

Students faced with loss of credit in a course due to absence have the right to appeal before the Principal, Assistant Principal, Department Chairperson/Supervisor and classroom teacher no later than five (5) school days after being informed of the decision to withhold credit. The Principal as part of the appeals process may also consult the student's guidance counselor and other pertinent personnel. The Building Appeals Committee retains the right to waive the maximum allowable absence limit for "extenuating circumstances" upon the submission of satisfactory proof to the Appeals Committee" Final determination of the committee's recommendation will be made by the building principal and conveyed to the student and his/her parent(s)/person(s) in parental relations in writing. The student has the right to present a statement and position to the Committee.

An appeal of the committee's decision may be made by the student's parent(s)/person(s) in parental relation to the Superintendent within five (5) school days of being informed of the committee's decision. An appeal of the Superintendent's decision may be made by the student's parent(s)/person(s) in parental relation, to the Board of Education within five (5) school days of being informed of the Superintendent's Decision.

G. Detention or In-School Suspension

The District may impose after-school detention or in-school suspension as warranted and in accordance with the District's Code of Conduct and law. **Students may also be denied the privilege of participating in or attending extracurricular events.**

V. Students with Disabilities

Students with disabilities who receive unexcused absences shall be referred to the CSE or Section 504 team. They shall consider whether the student's absences are related to the student's disability or medical condition where appropriate. In addition, the CSE/504 team shall consider any other action it deems appropriate. The District will not apply its attendance policy to a student with a disability for purposes of denying the student course credit, where the absences are related to a student's disability/medical condition.

VI. Students Past the Compulsory Age of Attendance

A student who is past the compulsory age of attendance may be dropped from enrollment if he/she has been absent for twenty (20) consecutive days and the following procedure is complied with:

The Principal or Superintendent shall schedule an informal conference and notify, in writing, the student and his/her parent (s)/person(s) in parental relation of the conference.

The Principal or Superintendent shall make a determination at the conference regarding the reasons for the student's absences and whether reasonable changes in the student's educational program would facilitate his/her re-entry or continuance of study.

The student and his/her parent(s)/person(s) in parental relation, shall be informed orally and in writing of the student's right to re-enroll in the school maintained in the district of residence at anytime, if the student otherwise meets the eligibility requirements of [Education Law §3202](#).

If, after reasonable notice, the student and his/her parent(s)/person(s) in parental relation fail to attend the information conference, the student may be dropped from enrollment provided he/she is properly notified of the right to re-enroll.

VII. Dissemination of the Attendance Policy

The Board of Education shall facilitate community awareness of this policy by:

1. Providing a plain language summary of the policy to parents/persons in parental relation to students at the beginning of the school year.
2. Providing each teacher with a copy of the policy and any amendments thereto as soon as practicable following the initial adoption of amendment of the policy, and providing new teachers with a copy of the policy upon their employment.
3. Making copies available to all members of the community upon request.
4. A plain language summary of the policy shall be included in all student handbooks as well as the district school calendar and web-site.

VIII. Attendance Policy Report

1. The Superintendent or his designee will report at the end of each school year to the Board of Education the number of students affected by each step of the attendance policy.
2. In addition, the Board of Education shall annually review the building level student attendance records and if such records show a decline in pupil attendance, the Board shall review the student attendance policy and make any revisions deemed necessary to improve student attendance.
3. In all instances where Principal is reference he/she bears the burden of responsibility.

BETHPAGE SUMMER SCHOOL POLICIES

The Bethpage Summer School Program offers remediation for students who have not successfully passed courses and/or Regents examinations.

The following students are eligible:

- 1) A student who passes a course but fails the Regents.

- 2) A student who fails a course but passes the Regents.
- 3) A student who fails both the course and the Regents if:
 - The student's classroom attendance recorded was credited as 75 percent of total possible course attendance.
 - The student did not receive a final average less than 50.

The final grade will be entered on the permanent record and that grade, as well as the previous grade in the course. A student who has passed the course and Regents may not attend summer school to improve his or her grade. A special three-week remediation course is offered for students who failed the Regents.

**POLICY #5205—EXTRACURRICULAR AND INTERSCHOLASTIC
ATHLETICS ACTIVITIES ELIGIBILITY AND PARTICIPATION — Adopted April 28, 2015**

PREFACE

The Board of Education considers extracurricular and interscholastic athletic activities to be valuable parts of the program of the school and shall support these activities within the financial means of the District. Participation in these activities is a privilege not a right. The Superintendent will develop regulations to implement this policy.

PURPOSE

The purpose of this policy is to give every student a chance at academic success. The policy is based on the fact that students participating in school sponsored activities must successfully complete their academic requirements. All students will have a wide range of support programs if they do incur academic difficulties. Follow-up procedures will be built into this process to monitor the student's progress in the successful completion of their attendance responsibilities. Academic grades, effort in the classroom, behavior in the classroom, and attendance in school are all determining factors in a student's academic success.

This policy should in no way be intended to be utilized as a punitive measure but rather as a support system and recognition that the student's primary responsibility is to his/her education.

ELIGIBILITY

Eligibility status of students participating in school sponsored activities will be determined within ten (10) days following the end of the reporting period (Progress Report and/or Report Card).

Students who fail one (1) or more subjects at the conclusion of the school year who do not successfully make-up course work in summer school will be placed on either Provisional Eligibility or Academic Probation commencing with the following school year for the five (5) weeks. If student, at the end of the five (5) week period, demonstrates passing status he/she will be removed from Provisional Eligibility or Academic Probation.

ACADEMIC ELIGIBILITY

Provisional Eligibility - One (1) Failure: (Effective 1999-99)

If a student is failing one subject he/she will be permitted to continue to practice and participate in any school sponsored activity. However, the student should take the necessary steps to achieve passing status by the next reporting period (e.g. Progress Report or Report Card.) The student's responsibility is to ensure that this policy is followed. Once a student has been identified as failing one (1) subject the moderator, advisor, and/or coach of any activity this student is participating in must take an active role in providing direction, support, and guidance to the student as to their responsibility to achieve passing status.

Academic Probation - Two (2) Failures: (Effective 1999-2000)

When a student is failing two subjects, he/she will be placed on Academic Probation for a period of five (5) weeks.

Academic Probation is defined as: A student being able to continue to participate (practice, rehearse, etc.) in their activity **BUT NOT** being allowed to participate in any culminating activity (i.e. - concert, play, performance, competition, and or contest) for a duration of five (5) weeks or until the next reporting period.

A letter will be sent home to the parents detailing this policy and the student's responsibilities. The student and parents/guardian will meet with their moderator, advisor, coach, guidance counselor, administrator, and any additional support personnel if needed. In the case of interscholastic athletics the Athletic Director will meet with the student as well.

While on Academic Probation the student should:

- a) Assume the responsibility to achieve academic success and to achieve passing status in subject(s) failing.
- b) Attend extra-help on a regular basis with documented evidence of this being given to the moderator, advisor, and/or coach.
- c) Demonstrate satisfactory effort in all courses.

If after a five (5) week period the student has reduced his/her two (2) failures to one (1) failure he/she will be removed from Academic Probation but will be placed on Provisional Eligibility. It is the hope that the student will no longer be failing any subjects after five (5) weeks.

If after a five (5) week period the student continues to have two (2) or more failures he/she will no longer be eligible to participate in any activities until student has achieved passing status at the next reporting period.

At five (5) week intervals Moderators, Advisors, Coaches, etc., will take part of their practice time (before and/or after) to address to their student participants the importance of successful completion of their academic undertakings. Individual conferences with students who are at risk should take place at this time. Evidence of this taking place will be submitted in writing to a designated administrator the following day.

STUDENTS WITH SPECIAL NEEDS

The implementation of this policy shall not interfere with the rights of special needs students under applicable law and/or Board of Education policies.

Additional Requirements for Eligibility for Interscholastic Athletic Competition:

- a) Students provide written parental/guardian consent;

- b) Students passing satisfactorily the medical examination administered by the school physician;
- c) Students meet the requirements for interscholastic competition as set forth by the Commissioner's Regulations and the New York State Public High School Athletic Association;
- d) In order to participate in a contest on a given day that student must have been in attendance for that day. Lateness during the day will be treated according to District disciplinary rules and policy. Should lateness to school or class cutting lead to disciplinary action, the effect shall be as stated in section below;
- e) In the event of an absence on a school day immediately preceding a holiday or weekend on which a contest is scheduled, the student may participate in the contest scheduled for the holiday or weekend provided they first submit to the coach or advisor an approved absence note from the parent, guardian, or physician stating their recovery is sufficient to permit them to participate. Failure to provide an approved absence note will result in the student not being permitted to participate in the contest. All such absence notes will be submitted by the coach or the athletic director for transmission to the attendance office.
- f) On a day during which a student is serving an in-school or out-of-school suspension, that student will not participate in the activity in any form;
- g) The District discipline code will apply to students during their participating in a sports program; i.e., practice and while representing the School District as a contestant. Any disciplinary actions taken will apply to the full program.

Athletics are an integral part of a well balanced educational program. Therefore, the Board supports within its resources a broad sports program with equal access for both males and females, with emphasis on maximum participation through interscholastic and intramural activity.

The interscholastic athletic program shall conform to the Regulations of the Commissioner of Education as well as the established rules of the New York State Public High Schools Athletic Association and the State Education Department.

Athletic/Placement Process

The Board approves the use of the athletic/placement process for all secondary school interscholastic team members. The Board directs the Superintendent to implement the procedures and maintain a file of those students deemed eligible as a result of those procedures.

Student Athletic Injuries

No student should be allowed to practice or play in an athletic contest if he/she is suffering from an injury. The diagnosis of and prescription of treatment for injuries is strictly a medical matter and should under no circumstances be considered within the province of the coach. A coach's responsibility is to see that injured players are given prompt and competent medical attention, and that all details of a doctor's instructions concerning the student's functioning as a team member are carried out. No student will be allowed to practice or compete if there is a question whether he/she is in adequate physical condition.

A physician's certificate is required before an athlete is permitted to return to practice or competition.

Also refer to **Policy #5280.1 Concussion Policy.**

Athletic Program • Safety

The District will take reasonable steps to see that physical risks to students participating in the interscholastic athletic program shall be kept at a minimum by:

- a) Requiring medical examinations of participants;
- b) Obtaining certificated officials to coach all varsity, junior varsity, and modified games.
- c) Ensuring that equipment is both safe and operative within approved guidelines.

8 New York Code of Rules and Regulations (NYCRR) Section 135

Athletic Program • Supervision of Students

Students working on any activity must be supervised by the teacher in charge of the activity. This applies to all activities and permission to hold practices or meetings must not be granted unless a teacher is definitely in charge.

- a) Physical education personnel in the School District will be fully responsible for the supervision of all students in their classes or related after-school activities. The coaches will maintain supervision over the dressing rooms by personally being present during the dressing periods.
- b) Coaches are responsible for the supervision of their athletes at the end of practice. This may entail bus duty, or making sure students have transportation home.
- c) Teachers and/or assigned school personnel in the elementary grades will be responsible for the playground supervision of all the children under their jurisdiction during the recess periods and before the regular afternoon sessions. The principal will distribute the responsibility so that the playground situation will be properly controlled.
- d) Students are not to be sent on any type of errand away from the building without the consent of the principal.

Physicians Present at Interscholastic Football Games

It is the policy of the Bethpage Union Free School District that a physician and/or qualified athletic trainer must be in attendance at all levels of interscholastic football games involving District teams at home.

ART

The visual arts program on the secondary level is designed to develop a student's aesthetic sensitivity and creative potential. While the following art courses are offered to all students a sequence can be used to meet the New York State requirements for an Advanced Regents Diploma.

*To obtain a 5-unit sequence in visual art, students are required to complete the following courses: Studio in Art, and four additional credits for Advanced Art that must include Fine Arts or AP Studio Art or AP Art History or LIU Post High School Scholars Program—Pottery & Ceramic Sculpture. Students who complete a 5-unit sequence shall be recognized by the school district as achieving a **Diploma of Advanced Designation in the Visual Arts**.*

Alyssa White, Director of Fine And Performing Arts (alyssawhite@bethpage.ws)

STUDIO IN ART

1 credit

Grades 9, 10, 11, 12

Studio in Art is a survey involving the fundamental principles that are common to all future art curriculums. In this hands-on course, students are introduced to materials, techniques and methods, including drawing, painting, and design. Students will focus on the elements of art and principles of design, color theory, as well as idea development and problem-solving. Effort and participation are emphasized to foster a positive life-long appreciation for the visual arts. This course meets the Arts requirement for graduation.

ADVERTISING ART

½ credit

Grades 10, 11, 12

Advertising Art offers students the opportunity to learn the fundamentals of design and explore the world of commercial art. Students will use problem-solving and creative thinking through the use of industry standard computer software, as well as traditional drawing and painting techniques. Students will develop a diverse portfolio with projects including package design, greeting cards, t-shirt graphics, skateboard graphics, logos, menu design, surface design, future design, and more.

ANIMATION & CARTOONING

½ credit

Grades 10, 11, 12

Animation exposes students to the range of traditional and digital techniques used in 2-D and 3-D computer animation. Students learn basic theory and mechanics behind animation, develop observational and drawing skills, and study the fundamental principles of character design, layout, storyboarding, and all other aspects in the animation/cartooning process. Emphasis is placed on the hand of the artist as well as the transition through computer based art/animation.

DRAWING AND PAINTING

1 credit

Grades 10, 11, 12

This course is designed to introduce students to the tools and techniques used in Drawing and Painting. Media used will include pencil, charcoal, ink, pastel, colored pencil, and acrylic paint. Emphasis will be placed on developing the student's creativity and artistic skills while producing a body of work that demonstrates the ability to draw from observation. This class provides students with the foundation necessary for the Fine Arts course.

FASHION DESIGN AND ILLUSTRATION

1 credit

Grades 10, 11, 12

This course will provide an introduction to the world of fashion. Students will develop the ability to draw the fashion figure, known as the croquis, in a variety of poses, illustrate their own garment designs and learn how to render fabric. This course will introduce the fashion world through contemporary designers and allow students to develop a creative portfolio of designs that reflect their individual style. This class is offered on alternate years. It will run 2025-2026 school year.

DIGITAL PHOTOGRAPHY (Alternate Day)

½ credit

Grades 10, 11, 12

This course will focus on the artistic aspect of digital photography including composition, lighting and the art elements. Students will study the history of photography, as well as studio lighting set-ups for portraiture and product photography. Students will gain further understanding of the camera as an artist's tool, learning to control aperture and shutter speed for desired effects. Using Adobe PhotoShop and other software on Apple computers, the students will manipulate, alter, and improve the quality of the photographs.

COMPUTER ART & DESIGN

½ credit

Grades 10, 11, 12

This course will begin with the use of the computer as a powerful design tool, Students will be introduced to the creative and artistic techniques used by professional artists in the graphic design industry, leading into the exploration of motion and media. Students will learn the principle features and capabilities of several software applications allowing them to integrate text, graphics, animation, digital video and sound to create interactive multimedia

SCULPTURE

1 credit

Grades 10, 11, 12

Sculpture will provide an in-depth exploration into clay, plaster, wood, wire, and mixed media. The course concentrates on developing technical skills and artistic appreciation of successful three-dimensional artwork. Studio projects will be tied to discussion of art historical topics and/or uses of art in modern societies. Students will use a variety of methods, including assemblage, casting, carving, and modeling.

ARCHITECTURE & INTERIOR DESIGN $\frac{1}{2}$ credit **Grades 10, 11, 12**

Students will learn to draft architectural designs of interior and exterior spaces utilizing both 1-point and 2-point perspective. Students will be exposed to 8 different types of architectural fields and college programs. This course allows you to explore the fundamentals of architecture and interior design. From design principles to spatial planning, students gain hands-on experience in drafting and digital tools. The curriculum covers interior design elements, materials, and finishes, with real-world projects fostering creativity and problem-solving skills. Career exploration provides insights into potential paths in these dynamic fields, preparing students for future studies or careers in architecture and interior design.

COLLEGE POTTERY & SCULPTURE 1 credit **Grades 11, 12**

General study in the methods of structuring clay, hand building, throwing on the potter's wheel and experimental techniques. This course encompasses the entire ceramic process, forming, glazing, and firing techniques. The secondary-college agreement with the LIU Post High School Scholars Program gives students the opportunity to earn 3 college credits. Tuition for this program will be approximately \$300 for 3 credits.

PREREQUISITE: Completion of Sculpture

FINE ARTS 1 credit **Grades 11, 12**

This is an advanced level art course for students who are interested in continuing to develop their art skills and self-expression in an effort to expand their portfolios. Students enrolled in this course will use gained knowledge to explore advanced techniques in pencil, charcoal, pastels, and oil painting. Field trips to museums, critiques, discussions of important artists, art colleges, and art careers will be included. Students will be expected to maintain a sketchbook and students will be instructed and assisted in assembling an art portfolio for presentation. This class provides students with the foundation necessary for the Advanced Placement Studio Art Course.

AP STUDIO ART — DRAWING 2 credits **Grade 12 (AP)**

The Advanced Placement Studio Art course in Drawing is part of the College Board Program giving students the opportunity to pursue college-level studies and receive advanced placement or credit upon entering college. This credit applies to those attending both art and non-art schools and seeking both an art and non-art degree. It is an advanced studio fine arts course designed for self-motivated students who wish to pursue a rigorous college-level curriculum in the high school environment. This course is a full-year double period of studio instruction. Emphasis will be placed upon drawing and painting from direct observation, principles of design and composition, color management and theory, and the development and production of a cohesive body of work (portfolio) with an overall emphasis on quality and student voice. Students will present and submit a finished studio art portfolio (15-20 works of art) to the AP College Board for final evaluation and assessment. Group and individual critiques will enable students to learn to analyze their work and the work of their peers. Students are expected to work both in and out of class, and to maintain a sketchbook.

PREREQUISITE: Completion of Fine Arts and/or Director of Fine and Performing Arts approval

AP ART HISTORY 1 credit **Grades 10, 11, 12 (AP)**

The Advanced Placement Art History course is part of the College Board Program giving students the opportunity to pursue college-level studies and receive advanced placement or credit upon entering college. This credit applies to those attending both art and non-art schools and seeking both an art and non-art degree. AP Art History will provide students with college-level instruction in the history of art: an understanding of painting, sculpture, architecture, and other forms within diverse historical and cultural context. Students will examine major forms of artistic expression from the past and present across a span of world cultures. Students will learn to look at these works of art critically, with intelligence and sensitivity, and to articulate what they see or experience.

BUSINESS

Advances in technology have brought about significant changes in how business and industry connect in today's world. The volume of information as well as the speed of access to that information necessitates a broadening of student abilities in terms of understanding and analyzing modern business activities. Business courses are available to all students.

ACCOUNTING

Full year - 1 credit

Grades 10, 11, 12

Accounting is an introduction to manual and computerized accounting systems with emphasis on understanding accounting theory, maintaining a set of books, preparing payroll, records, completing income tax returns, and preparing financial statements. Students will work with Google Sheets, a spreadsheet program, for the majority of the year. This is an excellent course for students who plan to major in any business concentration in college.

BUSINESS MANAGEMENT

½ year - .5 credit

Grades 10, 11, 12

This course provides students with the opportunity to study the problems encountered in the ownership and operation of a small business enterprise (entrepreneurship). Business ownership structures, organizational models, and entrepreneurship are some of the topics explored. Specific application is made to determine location, purchasing practices, sales, marketing, legal issues/ethics, managing of risk, and the financial aspects of a business including the preparation of effective business plan. The students utilize various computer applications, attend field trips, hear from guest speakers, and participate in business-based competitions in order to foster "real life" experience as business owners.

COLLEGE ACCOUNTING

Full year - 1 credit

Grades 11, 12

3-6 College Credits may be awarded

This course is an accelerated, college level accounting course. Students will progress from basic accounting concepts to a complete analysis of financial statements, business organizations and generally accepted accounting principles. Students will be introduced to managerial accounting and how it affects the decision making process in businesses. They will learn how to plan and implement a budget, analyze costs and determine how companies use profit planning. This course provides students with an excellent foundation for a major in business, administration, pre-law or accounting. The secondary college agreement with LIU Post High School Scholars Program gives students the opportunity to earn 3-6 college credits. Tuition for this program will be approximately \$290 for 3 credits for the Fall Semester and \$290 for 3 credits for the Spring Semester.

Requirement: minimum GPA of 80 in academic subjects.

PERSONAL FINANCES AND WALL STREET

Full year - 1 credit

Grades 10, 11, 12

3 College Credits may be awarded

This course will teach students how to manage everyday personal finances for their future. Students will understand how to budget, implement a savings plan, use credit, manage bank accounts, and minimize income taxes, purchase assets, and use insurance to protect those assets. The course is enriched by field trips and guest speakers. Students will use the internet to access daily financial information. Do you ever imagine what it would be like to work on Wall Street? The class will also explore and analyze the basic business areas of investment management. Students will develop an introductory knowledge of the stock market and will also discuss a variety of investment instruments such as stocks, bonds, and mutual funds. Exploration of possible future Wall Street and Corporate careers will be discussed, while introducing students to world of finance. Students will relate how economic and business principles affect investments and wealth management. The secondary college agreement with LIU Post High School Scholars Program gives students the opportunity to earn 3 college credits. Tuition for this program will be approximately \$290 for 3 credits for the full year course.

PRINCIPLES OF MARKETING

½ year - .5 credit

Grades 10, 11, 12

This course examines the principles of marketing by focusing on various areas of business, such as Entertainment, Sports, Fashion, Hospitality, Travel and Tourism. This course will introduce students to advertising and marketing through concepts that include the marketing mix, demographics, and target markets. The class will focus on student-based learning projects, where students will apply advertising concepts to various brands, products and services and the surrounding community. Social media applications, promotional strategies, marketing plans, and advertising principles will allow students to create various marketing plans and projects throughout the course.

VIRTUAL ENTERPRISE

Full year - 1 credit

Pre-requisite: Completion of 1 Business class or concurrent enrollment in a Business class and an 85 average.

3-6 credits may be awarded from LIU Post

Grades 11, 12

Virtual Enterprise is a course that allows students to experience, in a simulated business environment, every aspect of a business, including human resources, accounting, production, distribution, marketing and sales. This workplace simulation enables students to understand how employees, workgroup teams, and departments interact with each other and work together for the success of the company. Students engage in virtual business with thousands of virtual firms throughout the world. Students will participate in competitions, trade shows and fairs where they will interact with students from other schools and virtual businesses. The secondary college agreement with LIU Post High School Scholars Program gives students the opportunity to earn up to 6 college credits. Tuition for this program will be approximately \$290 for 3 credits for the Fall Semester and \$290 for 3 credits for the Spring Semester.

COMPUTER & TECHNOLOGY STUDIES

Advanced Diploma in Technology

Web Design (Grade 8) (1 Semester)

Digital World (1 Semester)

AP Computer Science* (2 Semesters)

AP Computer Science Principles (2 Semesters)

Computer Art & Design** (1 Semester)

Digital Photography**(1 Semester)

Computer Music I*** (1 Semester)

Computer Music II*** (1 Semester)

Video Game Design (2 Semesters)

* See Mathematics Section

** See Art Section

*** See Music Section

BETHPAGE ACADEMY OF TECHNOLOGY

The Bethpage Academy of Technology is a unique curriculum offering for high school students built around a core of classes that place computer technology at the center of learning. Students may earn an **Advanced Diploma in Information Technology** or an **Advanced Diploma in New Media** by completing six (6) semesters (2 semesters must be an AP course) of study in either of the sequences above:

NOTE: Students enrolled in the Bethpage Academy of Technology must complete all the requirements for a New York State Regents Diploma as outlined by the New York Board of Regents).

AP COMPUTER SCIENCE PRINCIPLES

1 credit

Grades 10, 11, 12

This is an introductory computing course focusing on computing and its impact on society. In general, this course teaches students core skills and knowledge for careers that use computers. Students will design and evaluate solutions to computer science problems by learning computational thinking and basic algorithmic and programming skills (Python). Additional topics include, but are not limited to, cybersecurity, incorporating abstraction, understanding and using data, and how computing innovations and systems work (such as the Internet). Overall, students taking this class will learn the skills needed to be literate in our modern technological society. This course will also help students prepare for success in the Computer Programming and/or AP Computer Science courses by teaching them the necessary foundations of Computer Science. Students receive college credit in accordance with the examination grade and college selected.

DIGITAL WORLD

½ credit

Grade 9

In this class, students gain an understanding of how information is represented and stored on a computer or phone and how it is transmitted over the Internet. Students learn about cyber security, web design, graphics, and animation. Fundamental programming concepts are covered as students create simple animations and games.

GAMING CONCEPTS & DESIGN

1 credit

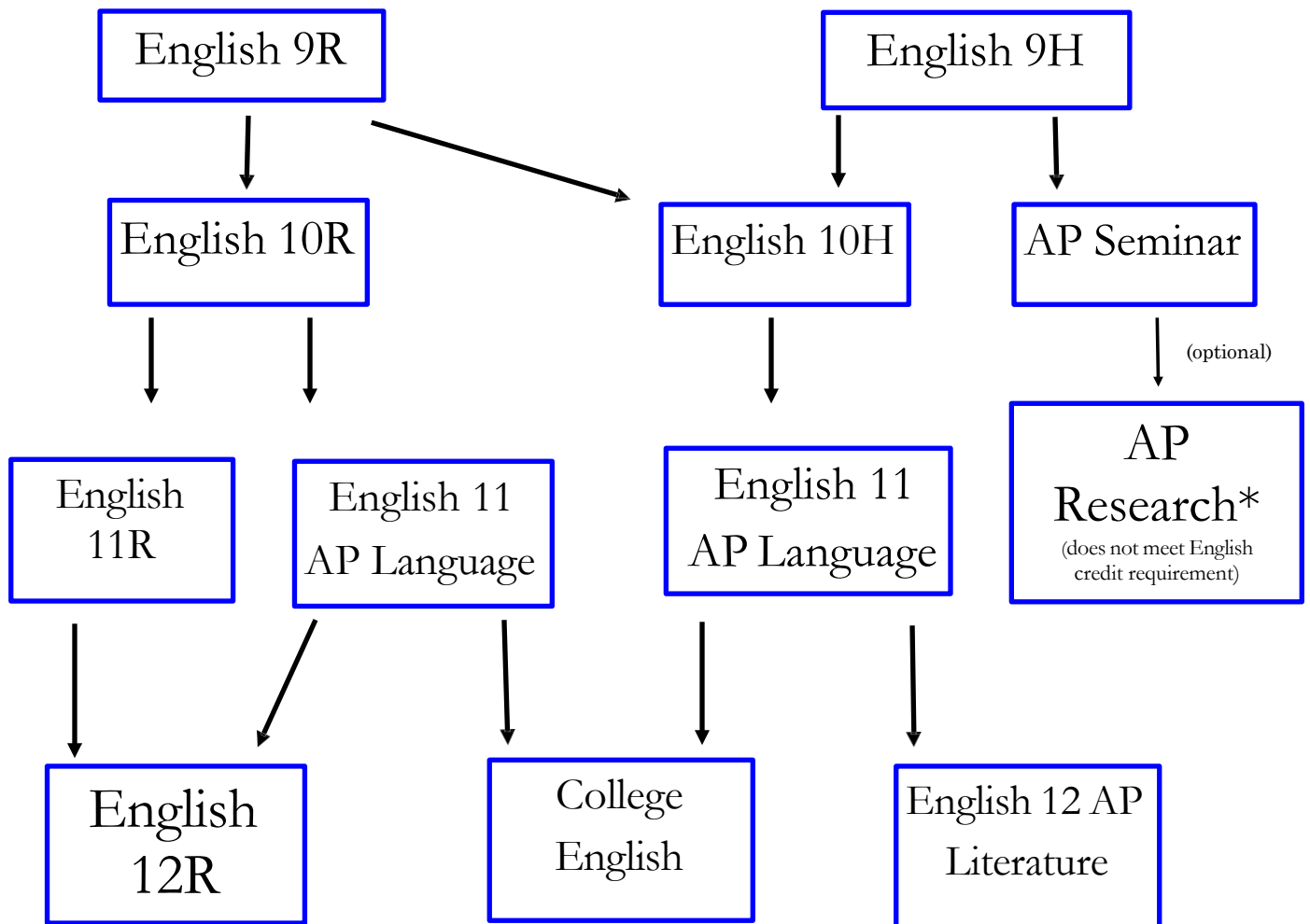
Grades 10, 11, 12

Students will explore the history of video gaming, learn genres, practice good gamer health, learn basic technology information, perform hands-on troubleshooting, explore college and career readiness with a technology focus, engage in digital citizenship, preventative mental health, teamwork, journaling, and reflection. Students will also focus on fundamentals of game design, using various game design applications to help understand the design planning process, be knowledgeable of industry related careers, and be able to navigate the gaming environments in order to create their own games.

PREREQUISITE: Digital World

Bethpage High School
English Department

Valerie J. Filbry, Director (vfilbry@bethpage.ws)



English Electives

Creative Writing
Word Play
Voice of Influence
SAT Review
Effective Communication

Fan Zone
Journalism
TV News Production
Careers in Education
Reading/Writing Lab

ENGLISH

The English component of the Bethpage High School curriculum represents a four-year continuum of instruction that integrates the strands of English Language Arts as delineated in the Common Core Learning Standards for ELA: Reading (literature and informational texts), Writing (narrative, expository and argument), Speaking & Listening (collaborative and formal) and Language (standard written English and vocabulary acquisition). All students are required to take four years of English, culminating in the Common Core English Regents examination which is taken in eleventh grade.

ENGLISH 9

1 credit

Grade 9 (H, R)

NCAA Approved Core Course

This course introduces students to high-school-level close reading and analysis of texts from a variety of genres including fiction, nonfiction, informational, and foundational documents. Students receive orientation to the Bethpage Library early in the year. Google Docs and other Chromebook applications will be employed for reading and writing instruction and collaboration. Writing instruction focuses on text-based narrative, exposition, and argument.

EFFECTIVE COMMUNICATION

¼ credit

Grade 9

This course provides students with strong foundations in writing, revising, and editing standard written English. Students receive direct instruction and guided practice in conventions, word choice, and sentence fluency with a heavy emphasis on grammar and effective presentation skills. This course is taken as part of the Freshman Experience with Reading/Writing Research & Digital World.

READING / WRITING / RESEARCH

¼ credit

Grade 9

This course expands students' knowledge of research and public speaking skills. Students receive direct instruction and guided practice including paraphrasing, MLA format, and note-taking, culminating in a research essay. Students work on expanding their confidence and skills in interpersonal communication. This course is taken as part of the Freshman Experience with Digital World and Effective Communication.

HUMANITIES LAB

No credit

Grade 9

Humanities is a full-year course designed to bolster students' literacy skills with face-to-face and online instruction via Achieve 3000. The course, which is a mandated Academic Intervention, meets every other day.

ENGLISH 10

1 credit

Grade 10 (H, R)

NCAA Approved Core Course

This course continues the development of students' strategic reading, analytical, writing and vocabulary acquisition skills. Units of instruction are built around works of literature and literary nonfiction, and vocabulary acquisition is emphasized. Students continue to develop as writers, with particular emphasis on forms of academic writing required by the SAT, ACT, and English Regents with a strong emphasis on argument.

AP SEMINAR

1 credit

Grade 10 (H)

NCAA Approved Core Course

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. This course is aligned with the Common Core State Standards, and upon successful completion of the course, students will be awarded AP credit and are qualified to take the AP Research course. Students who earn scores of three or higher in AP Seminar, AP Research, and four other AP courses will be awarded an AP Capstone Diploma from College Board. Students who take this course will receive English 10 credit. Please visit the College Board AP Capstone website for additional information: <https://advancesinap.collegeboard.org/ap-capstone>.

AP RESEARCH

1 credit

Grade 11, 12

AP Research allows students to delve deeply into an academic topic, problem, or issue of individual interest. During this exploration, students design, plan, and conduct a year-long mentored, research-based investigation addressing a specific question. As they answer their research question, students further develop the skills acquired in the AP Seminar course by learning about research methods, employing ethical research practices, and accessing, analyzing, and synthesizing appropriate information. The course culminates in an academic thesis paper, presentation, performance, or exhibition with an oral defense. Students who earn scores of three or higher in AP Seminar, AP Research, and four other AP courses will be awarded an AP Capstone Diploma from College Board.

ENGLISH 11**1 credit****Grade 11 (R)*****NCAA Approved Core Course***

This course continues the development of students' reading and analytical skills with a stronger focus on expository, text-based arguments using strong evidence and cogent analysis. Much of the literature read is American—including plays, poems, novels, and literary nonfiction, including foundational documents. Students hone their reading and writing skills as they prepare for the SAT, ACT, and English Regents. Students may also begin their college application essays.

AP ENGLISH LANGUAGE AND COMPOSITION 1 credit**Grade 11 (AP)*****NCAA Approved Core Course***

Advanced Placement English Language and Composition offers students advanced study in language, rhetoric, and the art of writing. This course focuses on the style, structure, and content of literature selections as well as language theory. Students will explore all aspects of writing—building from multiple meanings of a single word choice to the various sentence constructions, to paragraph and essay structure. Based on the underlying philosophy that good writers must be good readers, reading selections will be various and wide-ranging. Students take the Common Core English Regents exam, a requirement for graduation, and the AP Language and Composition exam in May.

ENGLISH 12**1 credit****Grade 12 (R)*****NCAA Approved Core Course***

This course continues the development of students' reading and analytical skills and written expression. The first semester focuses on college readiness and the second on more current works of fiction.

AP ENGLISH LITERATURE AND COMPOSITION 1 credit**Grade 12 (AP)*****NCAA Approved Core Course***

Advanced Placement English Literature and Composition is a challenging, rigorous, yet enriching course designed to provide students with the intellectual challenges and work ethic consistent with those of a typical undergraduate English literature course. The works of literature chosen and syllabus implemented are in accordance with College Board recommendations, and most of the selections contain sophisticated subject matter. Works by the following authors are typically included: Shakespeare, Orwell, Ralph Ellison, Zora Neale Hurston, Beckett, Shelley, Kate Chopin, and many others.

COLLEGE ENGLISH — LIU Post**1 credit****Grade 12 (H)*****NCAA Approved Core Course***

This English 12 class is comprised of two college-level courses: **English I** is an introductory writing course that uses interpretation and analysis of texts to promote clear thinking and effective prose. Students will learn the conventions of academic writing. In addition, students will learn how to adapt their writing for various audiences and rhetorical situations, focusing on the following rhetorical modes of organization: narration, description, exemplification, cause and effect, comparison and contrast, classification and division, definition, and argumentation. **English II** focuses on analyzing the evolution of literature from Ancient Greece to the Modern Day. Students will carefully evaluate the construction of works based on classical definitions, as well as research social commentary and literary criticisms on particular works with regard to themes ranging from the role of women to man's quest for power. Assessments include carefully-constructed essays outlining the use of research and analysis of the text itself and outside materials.

CREATIVE WRITING**½ credit****Grades 10, 11, 12*****NCAA Approved Core Course***

In this workshop-style course, students will write poems, short stories, narrative pieces, flash fiction, dialogue-only pieces, song-title pieces, found poems, black out poetry, scenes from movies/plays and pieces tied to images. Students also read a variety of short stories, poems, and selections from memoirs to use as models of effective writing. Lessons on writing dialogue, developing character, and describing scenes and objects help students write more effectively. This course will consist of in-class writing assignments and small and large-group discussions. Students are encouraged to submit their writing to the literary magazine *Perspectives* for publication to the school community.

WORD PLAY (ALT or ½ year)**½ credit****Grades 10, 11, 12**

In this class, we celebrate language, have fun with words, expand vocabularies, and sharpen critical and analytical thinking through a variety of activities such as word games, Mensa brainteasers crossword puzzles, anagrams, and other such language exercises.

VOICE OF INFLUENCE**½ credit****Grades 10, 11, 12*****NCAA Approved Core Course***

In this course, students will learn valuable communication skills to use inside and outside the classroom to empower their own individual voices. This course will allow every student to feel comfortable in verbally communicating their thoughts, opinions, and new information. Students will participate in situations that allow them to work collaboratively with others, while improving their listening and speaking skills as well as their own personal confidence. As a class, we will focus on developing authentic lifelong leadership skills in the following areas: compassion, empathy, creativity, and decision making through speaking and listening. Students will learn the importance of their own voices, and how they can be used to positively influence others.

FANZONE: SPORTS IN LITERATURE AND FILM**½ credit****Grades 10, 11, 12**

This semester-long elective course explores American sports through discussion, text, digital media, and documentary. Students will read works of famous sports columnists and broadcasters, explore sports publications from traditional columns to current interactive sites, and examine related documentaries. Students create fantasy teams and watch classic sports films

while answering essential questions about sports and why they matter to society. All students who love sports—not just athletes—are encouraged to take *FANZONE*.

JOURNALISM (ALT)**½ credit****Grades 10, 11, 12*****NCAA Approved Core Course***

The Eagle's Cry is the student voice of Bethpage High School. Students work in a relaxed, collaborative environment to improve their writing abilities while addressing issues they care about and what matters most to them. Journalism emphasizes the basics of print and electronic journalism. Students receive instruction and practice in understanding, gathering, writing, and editing of news, features, and editorials. Other areas include journalism ethics, rights and responsibilities of the student press, and propaganda. Students submit finished pieces to the digital version of the school newspaper *The Eagles' Cry*.

TV NEWS PRODUCTION**1 credit****Grades 10, 11, 12**

In this course, students produce entertaining content and learn the techniques of composing, producing, and broadcasting television news. This class emphasizes skills such as scriptwriting, filming technique, editing, lighting, and sound. Also included are journalism skills such as research, interviewing, polling, composing, graphic design, and scheduling. All instruction is project-based, with students producing features as well as the daily broadcast of *BHS NEWS*.

READING**½ credit****Grades 9, 10, 11, 12**

This program is designed to assist students in a variety of ways, with emphasis on the development of reading, writing, study and listening skills necessary to complete content-area assignments. Students will also be challenged to strengthen their general reading and reasoning skills, and to read and analyze documents, graphs, charts and political cartoons in order to meet the New York State Regents standards.

CAREERS IN EDUCATION**1/2 credit****Grades 11, 12**

This course is designed for any high school student interested in a career in education. Students will explore the historical aspects of education and interact with experts in the field, all while researching and applying current trends with hands-on opportunities. This course will introduce students to learning environments, lesson plan design, standards and assessments, and historical developments and contemporary issues related to education today. Students will participate in real-life situations by observing educators and hearing from guest speakers currently working in education. This course will culminate in students participating in an authentic teaching experience.

FAMILY and CONSUMER SCIENCES

Family and Consumer Sciences education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. The Family and Consumer Sciences program is designed to meet contemporary needs and preparation for independent living with a focus on families, work and their interrelationships.

CHILD PSYCHOLOGY

1 credit

Grades 10, 11, 12

In this first half of the year the students will study the development of the child from conception through the early school years. The major aim is to assist students to understand children and through them to better understand themselves. Students will be given a variety of practical applications by means of independent study, hands-on and in class projects. Students may earn 4 college credits from SUNY Old Westbury through their Early College High School Program per semester. Tuition is \$150 per 4 credits. This class is in accordance with ED3700 Child Development and Practicum for Teachers. As of 2018-19 school year, students not obtaining a grade of at least a B will NOT be permitted to apply for ED3900 Foundations of Education in the Spring.

CHILD STUDY WORKSHOP (Spring Only)

½ credit

Grades 10, 11, 12

In the second half of the school year the students have a unique opportunity to interact with a young child of their own community. Students enrolled will plan, create lessons and teach them for the Pre-school program in the Family and Consumer Sciences department. By working with pre-schoolers on a regular schedule, the students will have a better understanding of themselves and the forces that shape human development.

Enrollment strongly recommended for all who love children, or just want to have a better understanding of them. Multiple areas explored for potential future careers. (i.e. Pediatrics, Psychology, and Teaching). Students may earn 4 college credits from SUNY Old Westbury through their Early College High School Program per semester. Tuition is \$150 per 4 credits. This class is in accordance with 3900 Foundations of Education in the Spring.

PREREQUISITE: Child Psychology/ED3700 Child Development and Practicum for Teachers with minimum grade of B

INTERDISCIPLINARY STUDIES

Bethpage High School is committed to building bridges between disciplines. Listed below are some of the courses that have been designed to meet the goal of "making connections".

S.A.T. REVIEW

½ credit

Grades 11, 12

Juniors and seniors will learn the skills needed in test taking. This course will focus on the Scholastic Aptitude Test, with specific verbal section preparation in vocabulary, reading comprehension, structure of the English language, and the impromptu essay and specific mathematics section preparation in arithmetic, algebra, geometry and miscellaneous topics.

DRIVER EDUCATION

Fall, Spring, Summer

Driver Education is offered as an adjunct course to the regular school program. Registration is determined by date of birth and will be scheduled through Mr. Healy's office.

Driver Education is a course that will provide all students with a comprehensive introduction to the driving experience. At the end of all sessions, students will have received 24 hours of classroom instruction and 24 hours of in-the-car driving related to "rules of the road," traffic safety concerns, defensive driving, proper handling of vehicle, parking, driving in traffic and problems of substance abuse as related to driving. Students who complete the program with a passing grade in each category will receive an MV285 "Certificate of Completion," the opportunity of a senior driver's license (Class 5) at age 17, and an insurance reduction according to the policies of your insurance carrier. Partnership with parents is an integral part of the program. **Please Note:** State law requires that parents document 50 hours of driving practice with their child on an MV262 form. All students and a parent must attend a safety seminar as part of the program.

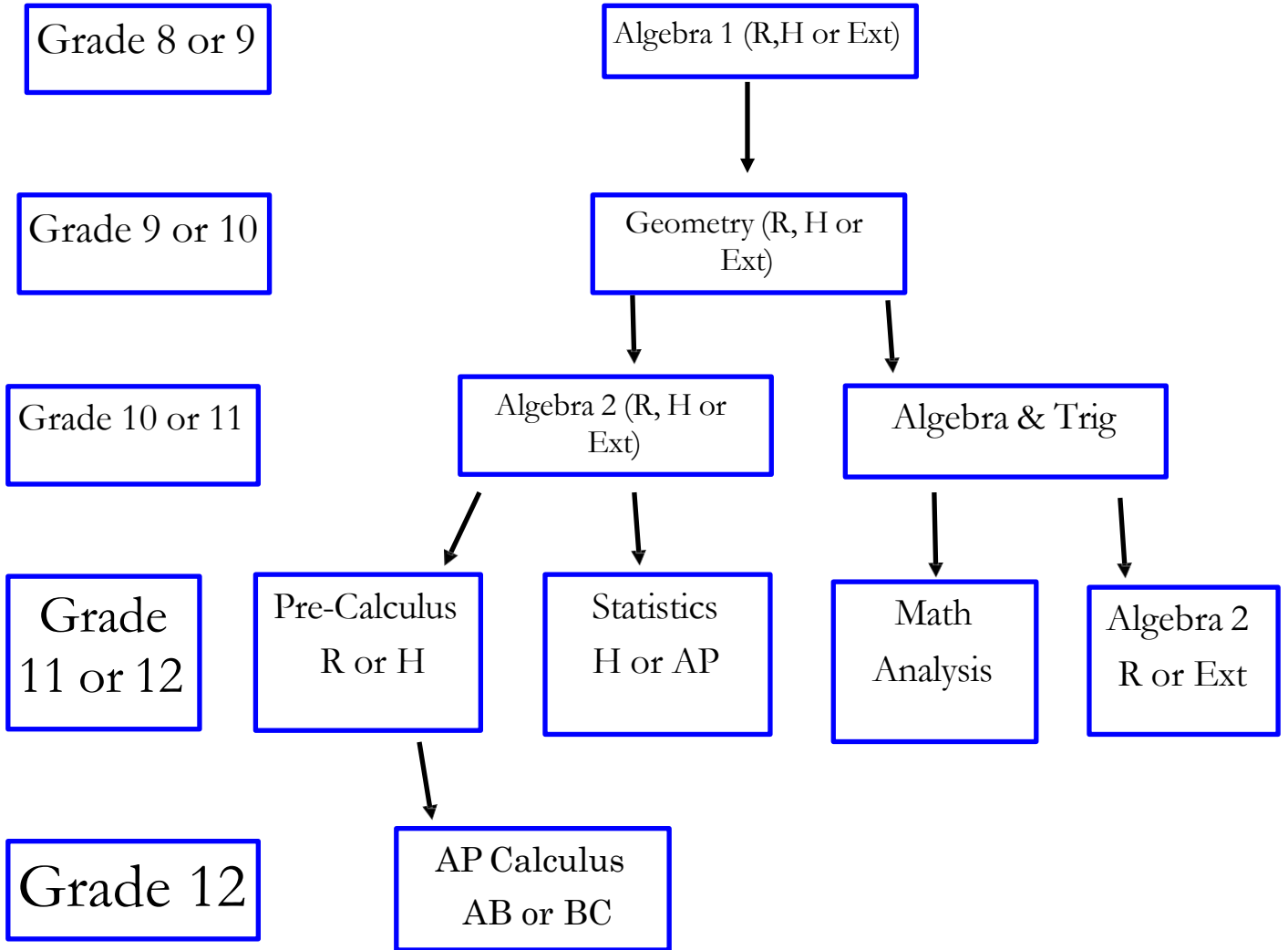
BETHPAGE HOME REPAIR COURSE

1/2 credit

Grade 10, 11, 12

This course is designed to introduce students to the basics of home repair. This is a must-take course for the future homeowner, as well as the potential trades/construction employee. Students will learn how to safely use tools and fasteners, basic carpentry, interior sheetrock finishing and repair, molding and trim, insulation, electrical wiring, basic heating and cooling, roof and gutter repair and maintenance, and basic plumbing related to water and waste systems. Students will also learn how to follow installation instructions on common products such as TV wall brackets, ceiling fans, vanities, security cameras, smart switches, smart locks, and door hardware. Through exposure, demonstration, and hands-on experiences, the student will become a better educated consumer, and will gain the knowledge of the structure and various systems that need repair and maintenance throughout the home. More importantly, students will become more self-sufficient while building the confidence to take on home projects that normally require outside "handy-people" and contractors.

Bethpage High School
Mathematics Department
 John Titolo, Director (jtitolo@bethpage.ws)



Math Electives
 AP Computer Science
 SAT Review

MATHEMATICS

Mathematics empowers us to reason abstractly through problems, develop models to investigate real-world situations and analyze data to make informed decisions. As a result, the courses offered in the Mathematics Department are designed to give students the necessary experience to prepare for college and work.

Bethpage High School students are encouraged to take four years of mathematics. To satisfy the NYS requirement for a Regents Diploma, students must successfully pass one of the three Regents Exams in Mathematics (either Algebra 1, Geometry, or Algebra 2). Students may earn a Regents Diploma with Advanced Designation by passing all three exams.

Students must successfully complete the following three Regents examination options to satisfy the requirements for a Regents Diploma with Advanced Designation:

- **Algebra 1**
- **Geometry**
- **Algebra 2**

ALGEBRA 1

1 credit

Grade 9 (R)

NCAA Approved Core Course

This course is aligned to the New York State Next Generation Math Learning Standards in High School Algebra 1. It provides students with tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines. In this course students analyze and apply linear equations and inequalities to real life situations, use regression techniques to interpret data, solve systems of equations, and compare linear, quadratic, and exponential models. This course culminates in a June Algebra 1 Regents exam.

EXTENDED ALGEBRA 1

1 credit

Grade 9 (R)

NCAA Approved Core Course

This course is designed to prepare students for the Algebra 1 Regents exam. This course covers all the same topics as Algebra 1. The class will meet for a second period on alternating days. This course culminates in a June Algebra 1 Regents exam.

ADVANCED GEOMETRY

1 credit

Grade 9 (H)

NCAA Approved Core Course

This course is aligned to the New York State Next Generation Math Learning Standards in High School Geometry. This is the second course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation. The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. In this course students use congruence and similarity to develop formal proofs about triangles, quadrilaterals, and other polygons. In addition, students develop the Laws of Sines and Cosines, analyze three dimensional objects, apply theorems about circles, and use rules of probability to evaluate outcomes. This course culminates in a June Geometry Regents Exam. This course is for those advanced students who successfully passed the Algebra I Regents in 8th Grade.

GEOMETRY

1 credit

Grade 10 (R)

NCAA Approved Core Course

This course is aligned to the New York State Next Generation Math Learning Standards in High School Geometry. This is the second course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation. The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. In this course students use congruence and similarity to develop formal proofs about triangles, quadrilaterals, and other polygons. In addition, students develop the Laws of Sines and Cosines, analyze three dimensional objects, apply theorems about circles, and use rules of probability to evaluate outcomes. This course culminates in a June Geometry Regents Exam.

EXTENDED GEOMETRY

1 credit

Grade 10 (R)

NCAA Approved Core Course

This course is designed to prepare students for the Geometry Regents examination. The course covers all the same topics as Geometry. The class will meet for a second period on alternate days. This course culminates in a June Geometry Regents exam. This is the second course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation.

ADVANCED ALGEBRA II**1 credit****Grade 10 (H)***NCAA Approved Core Course*

This course is aligned to the New York State Common Core Math Standards in High School Algebra II. This is the third course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation. This course builds on the topics of linear, quadratic, and exponential functions, which students studied in Algebra I. In this course students examine a variety of functions including logarithmic, polynomial, rational, and radical functions. Additional work on series and sequences, probability and statistics is also included. This course culminates in a June Algebra II Regents Exam. This course is for those advanced students who successfully passed the Geometry Regents in 9th grade.

ALGEBRA II**1 credit****Grade 11 (R)***NCAA Approved Core Course*

This course is aligned to the New York State Common Core Math Standards in High School Algebra II. This is the third course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation. This course buildings on the topics of linear, quadratic, and exponential functions, which students studied in Algebra I. In this course students examine a variety of functions including logarithmic, polynomial, rational, and radical functions. Additional work on series and sequences, probability and statistics is also included. This course culminates in a June Algebra II Regents Exam. This course is for those students who successfully passed the Geometry Regents.

EXTENDED ALGEBRA II**1 credit****Grade 11 (R)***NCAA Approved Core Course*

This course is aligned to the New York State Common Core Math Standards in High School Algebra II. This is the third course and Regents, in the series of three math courses and Regents, needed for a Regents Diploma with Advanced Designation. This course builds on the topics of linear, quadratic, and exponential functions, which students studied in Algebra I. In this course students examine a variety of functions including logarithmic, polynomial, rational, and radical functions. Additional work on series and sequences, probability and statistics is also included. This course culminates in a June Algebra II Regents Exam. This course is recommended for students who successfully passed Extended Geometry or scored 75 or below on the Geometry Regents Exam.

ALGEBRA & TRIG**1 credit****Grade 11 (R)***NCAA Approved Core Course*

This course will offer students the opportunity to continue developing alternative solution strategies and algorithms while earning their third credit of mathematics. Within this course, the number system will be extended to include imaginary and complex numbers; families of functions will be studied; as well as the development of the student's algebraic techniques.

PRECALCULUS (Advanced)**1 credit****Grade 11 (H)***NCAA Approved Core Course*

This course is recommended for students who have earned a minimum score of an 80 in Advanced Algebra 2. This course will deal with higher degree functions, application and theory of equations, and an introduction to Calculus. Students have the option to take this course for Molloy College credit. There is a tuition charge for the college partnership.

PREREQUISITE: Successful completion of the Algebra 2 regents.

AP STATISTICS**1 credit****Grades 11, 12 (AP)***NCAA Approved Core Course*

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data, describing patterns and departures from patterns; 2) sampling and experimentation, planning and conducting a study; 3) anticipating patterns, exploring random phenomena using probability and simulation; and 4) statistical inference, estimating population parameters and testing hypotheses. Students must take the Advanced Placement Statistics exam in May. Students receive college credit in accordance with the examination grade and college selected.

PREREQUISITE: Successful completion of the Algebra.

PRECALCULUS**1 credit****Grade 12 (R)***NCAA Approved Core Course*

This course is an extension of mathematics beyond the Regents sequence. Students in this course will have successfully completed the Algebra 2 Regents exam. Students will study real world application, theory of equations, higher degree functions and selected topics from calculus. Students have the option to take this course for Molloy College credit. There is a tuition charge for the college partnership.

MATH ANALYSIS **1 credit** **Grade 12 (R)**
NCAA Approved Core Course

This course will include statistics, college algebra, and function modeling including linear, quadratic, exponential and sinusoidal. Students will be given the opportunity to practice college entrance exams. A prerequisite for this course would be Algebraic Principles.

AP CALCULUS AB **1 credit** **Grade 12 (AP)**
NCAA Approved Core Course

Students study topics from analytic geometry and calculus. The curriculum is formulated by the Educational Testing Service. Students must take the Advanced Placement Examination in May. Students receive college credit in accordance with the examination grade and college selected.

CALCULUS RESEARCH LAB AB **½ credit** **Grade 12 (AP)**
This course is the lab component of AP Calculus AB.

AP CALCULUS BC **1 credit** **Grade 12 (AP)**
NCAA Approved Core Course

In addition to the topics covered in AP Calculus AB, this course covers polynomial approximations and series. Students must take the Advanced Placement Examination in May. Students receive college credit in accordance with the examination grade and college selected.

CALCULUS RESEARCH LAB BC **½ credit** **Grade 12 (AP)**
This course is the lab component of AP Calculus BC.

STATISTICS H **1 credit** **Grade 12 (H)**
NCAA Approved Core Course

This is designed for those students who have successfully completed the Algebra II curriculum and have passed the Algebra II. This course will enable students to describe statistical data and to develop an understanding of statistical methods frequently encountered in fields of science, business, politics, health and behavioral sciences. Students are able to take this course along with or instead of PreCalculus or Math Analysis. The use of a TI-84 plus graphing calculator will be extensive in this course. Students have the option to take this course for Molloy College credit. There is a tuition charge for the college partnership.

AP COMPUTER SCIENCE **1 credit** **Grades 10, 11, 12 (AP)**
NCAA Approved Core Course

All students taking this course need to have prior experience with computer programming as a foundation for the skills to be learned in this class. This course will focus more intensely on coding fundamentals and logic. The students will learn the fundamentals of object-oriented programming, analysis of algorithms, data types and operations, and structures. Students must take the Advanced Placement examination in May.

PREREQUISITE: AP Computer Science Principles or experience with programming language such as Java or Python with teacher recommendation.

MUSIC

*The Music Department seeks to develop students' passion and appreciation for music through performance, composition, and study of musical styles and historical trends. The performing arts curriculum supports student growth as performers, nurtures students' creativity and expressiveness, and furthers students' understanding of the **role of the arts in American culture**. All students are encouraged to participate in our performance ensembles, theatrical productions, and elective classes.*

Alyssa White, Director of Fine and Performing Arts (alyssawhite@bethpage.ws)

BAND **1 credit** **Grades 9, 10, 11, 12**

This course is open to all students with previous experience playing a wind or percussion instrument. During the fall, the band forms the Bethpage High School Marching Band, providing half-time entertainment at all home football games and performing at the Newsday Marching Band Festival. As a marching band, the group takes part in the annual Memorial Day Parade and may also participate in various other parades in the community. For the greater part of the year, the band rehearses works from the standard and popular concert band literature and performs them at two annual concerts, the commencement exercise in June, as well as various additional performing opportunities. Emphasis is placed on the continued strengthening of instrumental technique, as well as developing individual musicianship skills and performing ensemble concepts. Small group/individualized instruction (lessons) will take place during the school day on a rotating schedule – a required component in all (major) departmental performing ensembles. It is strongly recommended that the student take part in the annual NYSSMA Spring Solo Festival. This course meets the Arts requirement for graduation.

ORCHESTRA **1 credit** **Grades 9, 10, 11, 12**

This course is open to all students with previous experience playing an orchestral string instrument. The orchestra rehearses works from the standard educational, classical, and popular orchestral repertoire and performs them at two annual concerts, in addition to performing at a variety of other functions as opportunities arise. Emphasis is placed on the continued strengthening of instrumental technique, as well as developing individual musicianship skills and performing ensemble concepts. Small group/individualized instruction (lessons) will take place during the school day on a rotating schedule – a required component in all (major) departmental performing ensembles. It is strongly recommended that the student take part in the annual NYSSMA Spring Solo Festival. This course meets the Arts requirement for graduation.

CHORUS **1 credit** **Grades 9, 10, 11, 12**

This course is open to all students. The chorus rehearses music from the standard and popular choral literature, representing a wide variety of cultures and time periods. The ensemble performs at two annual concerts and may perform at a variety of other functions as opportunities arise. Emphasis is placed on the fundamentals and the continued strengthening of vocal technique and style, as well as developing individual vocal musicianship skills and performing ensemble concepts. Small group/individualized instruction (lessons) will take place during the school day on a rotating schedule – a required component in all (major) departmental performing ensembles. It is strongly recommended that the student take part in the annual NYSSMA Spring Solo Festival. This course meets the Arts requirement for graduation.

MUSIC APPRECIATION **1 credit** **Grades 9, 10**

This course is designed to explore a variety of musical styles, forms, and periods of music. The overall goal is the development of a personal appreciation of music. Students will develop skills in listening, creating, and performing. Students will analyze music within the context of the human experience and develop analytical listening skills. Students will develop an awareness of the relationship of music to their own culture and society at large and an understanding of the way music reflects social, historical and political ideals and practices. Finally, students will recognize the relationships that exist between music and other art forms. This course meets the Arts requirement for graduation.

MUSIC THEORY I (Alternate Day) **½ credit** **Grades 10, 11, 12**

This course is open to all students who play an instrument or sing, at any level, and want to learn more about what happens “behind the scenes” of music. Music Theory introduces students to the fundamentals of rhythm, harmony, notation, music history, aural skills, improvisation, and composition. Music Theory also explores melody and harmony basics, and how composers use them to create musical compositions. Additionally, this course will advance students' knowledge of scales, keys, time signatures, intervals, chord structure, harmony and counterpoint, culminating in the student using music notation software to compose, arrange, and notate their own compositions. Music Theory I serves as a supplement to the performance-based electives offered and will also provide the serious music student with the materials necessary to take entrance exams when applying to music conservatories, colleges, and university music departments.

ELECTRONIC MUSIC COMPOSITION I (Alternate day) 1/2 credit Grades 10, 11, 12

This hands-on course gives students the opportunity to acquire functional knowledge about music through the use of technology. Students learn music composition, notation, and recording through use of music notation and music production software, such as Finale and Cubase. Emphasis on the basics of audio hardware, sound production, sequencing, and editing, with projects demonstrating both the creative process and the possibilities of music technology.

THEATER ARTS ½ credit Grades 10, 11, 12

This course focuses on aspects of acting, theatre history, dramatic criticism, stagecraft, and scene writing, but heavily emphasizes the basics of acting including improvisation, storytelling, interpretation of poetry, public speaking, and movement. The course includes discussions, projects, monologues, scene work, and resume development. This is a performance-based class.

JAZZ ENSEMBLE ½ credit Grades 9, 10, 11, 12

This select ensemble is open to students based on an audition process determining a student's ability to perform an advanced level of music, combined with the instrumental balance needs of the ensemble. The performing group is designed for the experienced instrumentalist, and knowledge of the styles and performing practices of jazz are emphasized. The Jazz Ensemble performs at the Winter and Spring concerts, and throughout the year at local music festivals. Rehearsals are held one day per week after school for two hours. Members must be currently enrolled in Band, with exception of piano, bass, and guitar players.

VOCAL VERSATILITY ½ credit Grades 9, 10, 11, 12

This select chorus is open to students based on an audition process determining a student's ability to perform an advanced level of choral literature, combined with the vocal balance needs of the ensemble. The performing group covers a wide variety of musical styles of choral music in three and four-part harmony. Particular attention is paid to strengthening proper vocal technique, ensemble singing, and exposure to extensive choral literature. In addition to performing at the Winter and Spring concerts, students have multiple opportunities to perform inside and outside of school, as well as at an annual music festival. Rehearsals are held one day per week after school for two hours. Members must be currently enrolled in Chorus, an approved BOCES vocal ensemble, Orchestra, or Band.

PHYSICAL EDUCATION & HEALTH

To fulfill graduation requirements, students must participate in physical education during each of their four years in high school. Special adaptive physical education classes are available for students unable to participate in the regular classes.

GENERAL PHYSICAL EDUCATION (Alternate Days) ½ credit

Grades 9, 10

This course is open to both boys and girls. In this elective students are offered a core course in physical education. Team sports will be the main focus of the activities and skill development, knowledge of rules and strategies, and cooperation will be emphasized. The activities in this course will include, but are not limited to the following:

<i>Team Handball</i>	<i>Flag Football</i>	<i>Tennis</i>	<i>Ping-Pong</i>	<i>Soccer</i>
<i>Volleyball</i>	<i>Ultimate Frisbee</i>	<i>Pickleball</i>	<i>Floor Hockey</i>	<i>Cardiovascular</i>
<i>Basketball</i>	<i>Badminton</i>	<i>Softball</i>	<i>Physical Fitness</i>	<i>Training</i>

Appropriate attire is required at all times. Information is available from the Physical Education staff. The report card grade in physical education represents an evaluation of the student's skills, preparation, attendance, attitude and effort.

GENERAL PHYSICAL EDUCATION (Alternate Days) ½ credit

Grades 11,12

This course is open to both boys and girls. In this elective, students are offered a core course in physical education. Team sports will be the main focus of the activities and skill development, knowledge of rules and strategies, and cooperation will be emphasized. The activities in this course will include, but are not limited to the following:

<i>Team Handball</i>	<i>Flag Football</i>	<i>Tennis</i>	<i>Ping-Pong</i>	<i>Soccer</i>
<i>Volleyball</i>	<i>Ultimate Frisbee</i>	<i>Pickleball</i>	<i>Floor Hockey</i>	<i>Cardiovascular</i>
<i>Basketball</i>	<i>Badminton</i>	<i>Softball</i>	<i>Physical Fitness</i>	<i>Training</i>

Appropriate attire is required at all times. Information is available from the Physical Education staff. The report card grade in physical education represents an evaluation of the student's skills, preparation, attendance, attitude and effort.

FITNESS & CONDITIONING (Alternate Days) ½ credit

Grades 9, 10, 11, 12

This course is open to both boys and girls. It will provide the student with regular workouts as well as knowledge regarding aerobic exercise. Body movement and cardiovascular conditioning will be emphasized; calorie and nutrition awareness will also be discussed. The main activities will include:

<i>Cardio-Kickboxing</i>	<i>Dance</i>	<i>Conditioning</i>	<i>Yoga</i>	<i>Pilates</i>
<i>Balance Ball</i>	<i>Cooperative Games</i>	<i>Gymnastics</i>	<i>Step Aerobics</i>	<i>Cardiovascular</i>
				<i>Training</i>

Appropriate attire is required at all times. Information is available from the Physical Education staff. The report card grade in physical education represents an evaluation of the student's skills, preparation, attendance, attitude and effort.

YOGA (Alternate Days)

½ credit

Grades 10, 11, 12

This physical education course focuses primarily on the practice of Yoga, an ancient form of exercise that improves strength, flexibility, balance, mental clarity and emotional stability. This course also includes a variety of traditional physical education activities such as group games, sports, team building, Pilates, and cardiovascular endurance.

LIFEGUARD CERTIFICATION**½ credit****Grades 10*, 11, 12****Alternate Days—Full Year**

This Physical Education course enables students to become lifeguard certified. The program provides entry-level lifeguard candidates with the skills and knowledge to prevent, recognize, and respond to emergencies, and provide care for injuries and sudden illnesses until advanced medical personnel can take over.

Upon successful completion of the Lifeguard Training Course, each participant will receive three American Red Cross certifications: Lifeguard Training and First Aid, valid for three years, and CPR/AED for the Professional Rescuer that is valid for one year. **Students must be 15 years old prior to April 1st during the year in which they are enrolled in the course.*

- **Class Limit: 15**
- ***Department approval required***
- This course will prepare our students for the Nassau County Lifeguard Certification Test.

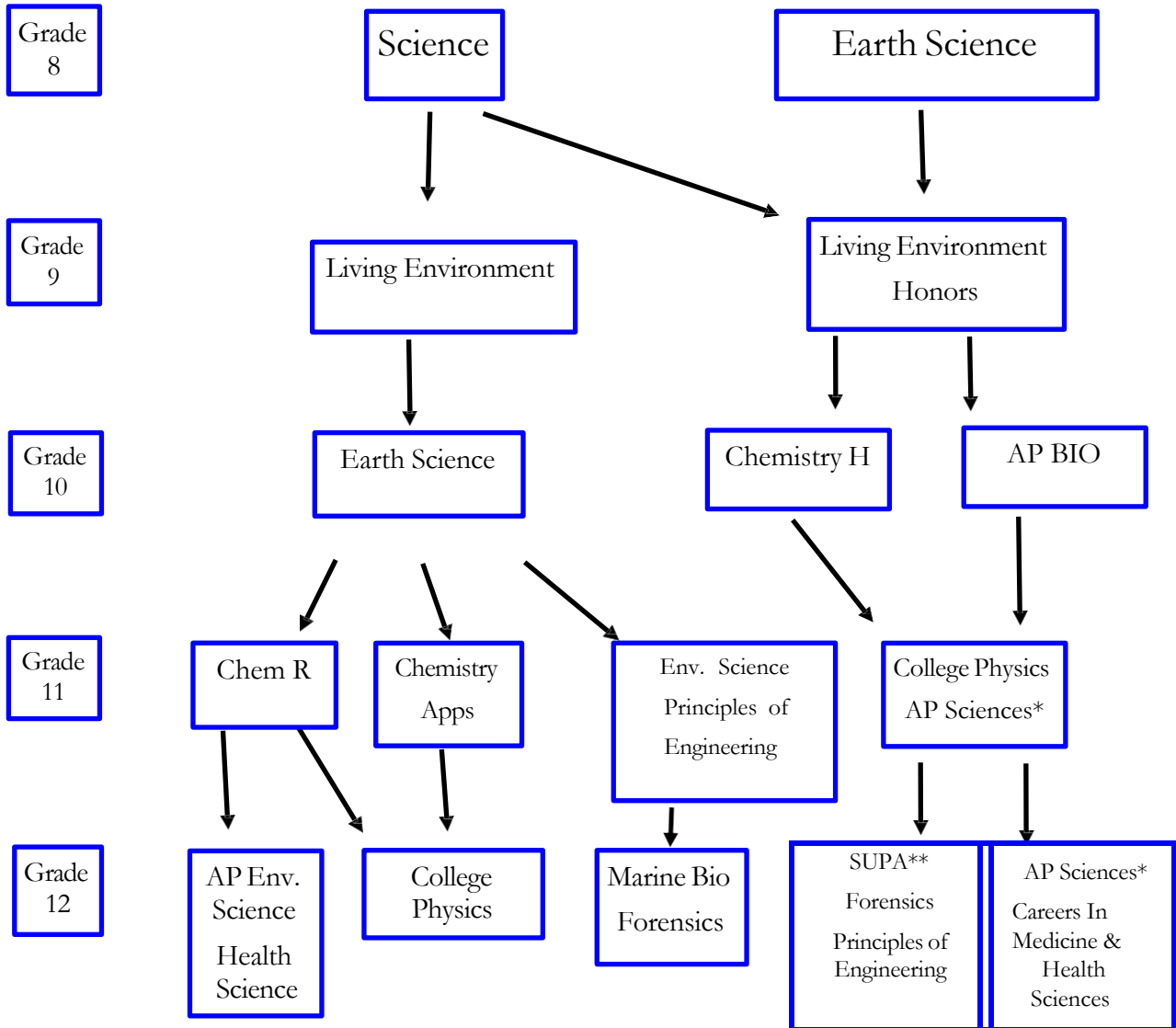
HEALTH**½ credit****Grades 10**

During this course, students will learn the value of good decision making skills. This course is designed to assist students in developing the knowledge, attitudes and skills necessary for productive and self-directed behavior. Units covered include alcohol/drugs/tobacco, first aid and safety, bullying, sexually transmitted diseases, relationships, nutrition, wellness, dangers of technology and social media in today's society.

Health is offered for ½ year in the fall or spring semester as well as alternate days for the entire year. This course is required for graduation.



BETHPAGE HIGH SCHOOL
SCIENCE DEPARTMENT
 CHRIS POLLATOS, Director (cpollatos@bethpage.ws)



BHS Research Program

This course is offered to students in grades 9-12. Students conduct independent research and participate in self-selected competitions.

AP Physics 1*

This course is offered to students in grades 11-12. Students who did not take Physics R prior are expected to take the Regents Exam in addition to the AP Exam.

AP Biology*

This course is offered to students in grades 10-12. Most students select this course as sophomores following the Living Environment Regents course.

AP Physics 2*

This class is an option for seniors who have completed AP Physics 1.

AP Chemistry*

This course is offered to students in grades 11-12. Most students select this course as juniors following the Honors Chemistry course.

AP Environmental Science*

This course is offered to students in grades 10-12. This class primarily composed of juniors and seniors. Chemistry as a pre- or co-requisite is important.

SCIENCE

The Bethpage High School science program fosters scientific literacy for every student through a combination of instructional and laboratory experiences addressing key concepts from earth, life and physical sciences. By graduation, students will have the foundation necessary to understand the scientific aspects of contemporary life and to make informed decisions regarding important issues related to science and technology.

Students must complete three credits in science. One of those credits must be based on the Living Environment core curriculum and one must be based on a Physical Setting core curriculum (earth science, chemistry, or physics). Students must pass one State Regents examination in science for a Regents Diploma and two State Regents examinations for an Advanced Designation Regents Diploma.

Students earning 85 or better on at least three science Regents exams will earn an Advanced Designation Regents diploma with Distinction in Science.

LIVING ENVIRONMENT—HONORS

1 credit

Grade 9 (H)

NCAA Approved Core Course

This course is similar to Living Environment—Regents. It is designed for students exhibiting high motivation and aptitude for science studies. In addition to the Living Environment Core Curriculum guide mandates, students will engage in strategies and learning activities designed to help prepare them for the AP Biology and the SAT Subject Test.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

LIVING ENVIRONMENT—REGENTS

1 credit

Grade 9 (R)

NCAA Approved Core Course

This course is designed to provide students with background knowledge in the biological sciences. There is a special emphasis on ecology which leads to an increased awareness of the results of our interaction with the environment. This course contains seven core topics; unity and diversity, maintenance, human physiology, reproduction and development, genetics, evolution, and ecology.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

LIVING ENVIRONMENT REGENTS PREPARATRY COURSE

No credit

Grade 9

NCAA Approved Core Course

In order for all students to successfully complete the Living Environment Regents, this preparatory course will increase understanding, build confidence and promote success in Regents Living Environment. Recommendation by the student's eighth or ninth grade science teacher is a prerequisite for this course. During the year students may be admitted with permission of the Science Department Director.

EARTH SCIENCE—REGENTS

1 credit

Grade 10 (R)

NCAA Approved Core Course

The course contains four basic areas: investigating processes of change, the earth's energy budget, the rock cycle, and the history of the earth. The course is investigative in nature and is student activity oriented. The laboratory experiences are truly the core of the course. The theme of the Earth Science course is the basic concept that we live on a dynamic earth which is constantly changing. The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

EARTH SCIENCE REGENTS PREPARATORY COURSE

No Credit

Grade 10

This preparatory course will focus on improving and strengthening the skills required to pass the earth science regents course. Recommendation by the student's ninth grade science teacher is a prerequisite for this course. Students may enter the class during the year based upon the recommendation of their classroom teacher and the science director.

CHEMISTRY—HONORS

1 credit

Grade 10 (H)

NCAA Approved Core Course

This course is designed for students that wish to excel in an exploratory approach to chemistry. It is a rigorous course and is recommended for those who are capable of advanced independent work and who are oriented towards a scientific career. The Regents program will be expanded and emphasis placed on individual participation.

The College Board SAT II subject test in Chemistry may be taken upon completion of the course.

The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

PREREQUISITE/CO-REQUISITE: Successful completion of Earth Science and Living Environment AND/OR CO-Requisite of Algebra II plus teacher recommendation.

CHEMISTRY (REGENTS)**1 credit****Grade 11 (R)***NCAA Approved Core Course*

This course represents a modern view of Chemistry suitable for students with a wide range of skills and abilities. There are 12 areas to be covered: matter and energy, atomic structure, bonding, periodic table, mathematics of chemistry, kinetics and equilibrium, acid-base theory, redox and electro-chemistry, organic chemistry, application of principles of reaction, nuclear chemistry and laboratory activities. The Regents is the final exam. To be able to take the Regents, students must show evidence of satisfactory completion of the laboratory requirements.

PREREQUISITE: Successful completion of Earth Science and Living Environment

CHEMISTRY REGENTS PREPARATORY COURSE**No Credit****Grade 11 (R)**

This course will reinforce the concepts and skills necessary to successfully complete the Chemistry Regents. It will offer increased individual participation in the more difficult laboratory activities. An increased understanding of the basic concepts will foster a willingness to continue in Regents level science instruction. Recommendation of the student's Living Environment or Earth Science teacher is a prerequisite for the course. During the year students may be admitted with the permission of the Science Department Director.

CONCEPTS & APPLICATIONS IN CHEMISTRY 1 credit**Grade 11, 12***NCAA Approved Core Course*

This class is designed for college-bound students with an interest in chemistry's connection to everyday living. Students will study atomic structure, nuclear reactions, the Periodic Table, matter and energy, acids and bases and organic chemistry. Internet research and laboratory experiments will give students the opportunity to discover some aspects of chemistry on their own.

PHYSICS (COLLEGE)**1 credit****Grade 11, 12 (H)***NCAA Approved Core Course*

Honors physics is a laboratory-driven course that explores all aspects of the Regents core curriculum. This course is open to students with a strong interest in mechanics, wave phenomena, electricity, magnetism, optics and modern physics as well as mathematics. The Regents is the final exam; students must show satisfactory completion of the laboratory component of the course to sit for the Regents exam.

Students enrolled in this class will also have the option to apply to earn 8 college credits through St. John's College Advantage Program. St. John's eligibility requirements for Seniors: Minimum average of 80 in the 5 academic subjects and combined math/critical reading of 1080 SAT or 21 ACT or a minimum of an 85 average in the 5 academic areas without standardized test scores. St. John's eligibility requirements for Juniors: Minimum average of 85 in the 5 academic subjects and combined math/critical reading of 1080 SAT (or PSAT) or 21 ACT or a minimum of a 90 average in the 5 academic areas without standardized test scores. (Tuition determined by St. John's University; for the academic year, '22-'23, tuition cost was \$325.00 per semester).

PREREQUISITE: Chemistry and Algebra 2

PRINCIPLES OF ENGINEERING 1: ENGINEERING DESIGN 1 credit**Grades 10, 11, 12 (H)***NCAA Approved Core Course*

The Siemens Engineering Design course challenges students to work in teams to solve complex design problems. Students research, design, develop, and communicate design solutions. Teams use Solid Edge engineering software to develop their designs and a state-of-the-art 3D printer to prepare working models. Siemens' software and hardware are tools frequently used by industry. Projects include designing a chess set, a 3-D puzzle, nutcracker and house. At the end of the course, students will take the Solid Edge Mechanical Associate Level Certification as their final exam.

COREQUISITE-PREREQUISITE: Algebra 2

PRINCIPLES OF ENGINEERING 2: MANUFACTURING & AUTOMATION (alt) 1/2 credit Grades 11, 12 (H)

The Siemens Manufacturing & Automation course is designed for students who have experience with the Engineering Design course, providing students with experience in the creation of a design, preparing the design for machining and designing the automation necessary to control processes. This course in manufacturing will challenge the students to collaboratively solve design problems by working in teams, require research and report findings, and prepare students to obtain Siemens Solid Edge certifications. The Siemens manufacturing course will utilize the various Siemens software as a tool for problem solving and preparing solutions. The goal of the course is the application of the tools to address unique problems allowing the students to rapidly create and analyze proposed solutions.

PREREQUISITE: Principles of Engineering 1: Engineering Design COREQUISITE: Physics

PROJECT ADVANCE FORENSIC SCIENCE**1 credit****Grade 12 (H)*****NCAA Approved Core Course***

Students will apply *forensic* techniques to collect, preserve and evaluate physical evidence commonly found at crime scenes. Topics addressed will include crime scene processing, serology, toxicology, ballistics and arson as well as the analysis of DNA, hair, fiber, paint, *soil*, document and voice evidence. This course is presented in conjunction with Syracuse University; its successful completion entitles students to four college credits. *Please note: Due to the popularity of this course, enrollment preference will be given to those students who intend to take this course for college credit. (Tuition determined by Syracuse University; for the academic year 2022-2023, tuition cost was \$115 per credit)*

PREREQUISITES: *Living Environment, Earth Science and Chemistry Regents as well as teacher recommendation.*

Students must be seniors with an overall average of 85 and an 85 average in science coursework.

FORENSIC SCIENCE**1 credit****Grade 12*****NCAA Approved Core Course***

For all students interested in a course that demonstrates the significance of science in the identification of physical evidence left at crime scenes. This course integrates biological and chemical analysis and creates a greater awareness of the legal as well as scientific aspects of physical evidence. Areas of study will include collection, preservation and analysis of evidence. Field trips and laboratory investigations are included.

PREREQUISITE / COREQUISITE: *Chemistry*

ENVIRONMENTAL SCIENCE**1 credit****Grades 11, 12*****NCAA Approved Core Course***

This course is designed for those students interested in learning about the “Stewardship” of the Earth through the development of individual attitudes towards the conservation of our living and non-living environment. This course is project based where students will explore areas of study such as sustainability and biodiversity, terrestrial and aquatic communities, natural resources, agriculture, endangered and invasive species, populations, pollution, energy and climate. Field trips and laboratory investigations are included.

PREREQUISITE: *Earth Science and Living Environment*

MARINE BIOLOGY**1 credit****Grade 12*****NCAA Approved Core Course***

Oceans cover about 71% of the Earth’s surface. Marine Biology studies organisms ranging in size from microscope plankton to huge whales in habitats including coral reefs, kelp forest, tidepools, deep ocean trenches and the open ocean (pelagic) zone. This course builds upon students’ knowledge of Earth Science and Living Environment to develop an appreciation for the tremendously varied forms of life found in the ocean depths and the complex and fascinating inter-relationships between these organisms.

CAREERS IN MEDICINE & HEALTH SCIENCES**1 credit****Grade 11, 12**

Curious about how the human body works? Interested in helping others live a healthy lifestyle? Students will examine different careers and their respective requirements within the Health Services field (including but not limited to EMT, nursing, physical therapy, physician, PA, speech pathologist and pharmacy.) Emphasis will also be placed on developing health care specific knowledge and skills in the following areas:

- Effective communication
- Practical skills
- Ethical and legal responsibilities
- Professionalism and leadership skills
- Community service and/or volunteering in a related health service field.

In this course, students will participate in service-learning projects, field trips, leadership activities and workshops throughout the year. College credit may be awarded.

PREREQUISITE/COREQUISITE: *Chemistry & successful completion of the Regents exam*

RESEARCH I**½ credit****Grades 9, 10 (H)*****NCAA Approved Core Course***

Students enrolled in Research I will refine valuable skills and methodologies related to research in science, math and the humanities. Students will read and evaluate journal articles, be introduced to statistical analysis using tools such as Excel and Google applications, participate in a series of prepared experiments/projects and ultimately select their own topic to research in depth. Completed independent projects will be evaluated for placement into local competitions and be presented during the poster sessions of the BHS Research Symposium. This class will meet every other day during the regular school day; successful completion of this class will earn the student 0.5 high school credit.

RESEARCH II**½ credit****Grades 10, 11 (H)*****NCAA Approved Core Course***

Students enrolled in Research 2 will experience all aspects of professional research in either science, math or the humanities. Course emphasis is placed upon the student selection of an independent study of their choice and the development of a thorough background understanding of the chosen topic. Students will learn research methodology by accessing scientific databases using online bibliographic search techniques, conducting literature reviews, making presentations demonstrating progress and contacting doctoral-level research scholars. With the guidance of a searched-out mentor, a research plan for a research study will be developed for approval. Completed independent projects will be evaluated for placement into local competitions as well as student presentations of their project/poster at the BHS Research Symposium at the end of the year. Students will also have the opportunity to join one of the Research class committees which have an important role in organizing the BHS Research Symposium.

The class will meet every other day with the option to enroll during the regular school day or immediately after school; students will also meet independently with their instructor at least once every two weeks to assess progress and set goals. Students satisfying all criteria of this course will earn 0.5 high school credit.

PREREQUISITE: Research 1 or permission of instructor.

RESEARCH III**½ credit****Grades 11, 12 (H)*****NCAA Approved Core Course***

Students enrolled in Research 3 will experience a continuation of work undertaken in Research 2 with emphasis placed upon initiation of experimentation and application of statistical analysis in consultation with the student's mentor. Students will maintain a laboratory notebook/journal and a comprehensive portfolio detailing all research work. Commencement of an original research paper based upon their study with continuous updating and editing will be a pivotal focus for this course. Students will present their project/poster at the BHS Research Symposium at the end of the year; students may also have an opportunity to participate in competitions and symposia as determined by the instructor. Students will also take on a greater responsibility when joining one of the Research class committees to organize the BHS Research Symposium.

The class will meet every other day with the option to enroll during the regular school day or immediately after school; students will also meet independently with their instructor at least once every two weeks to assess progress and set goals. Students satisfying all criteria of this course will earn 0.5 high school credit.

PREREQUISITE: Research 2 or permission of instructor.

RESEARCH IV**½ credit****Grade 12 (H)*****NCAA Approved Core Course***

Students enrolled in Research 4 will experience a continuation of work undertaken in Research 3 with emphasis placed upon the completion of experimentation and communication of the results. Students will maintain a laboratory notebook/journal and a comprehensive portfolio detailing all research work. Students will present their project/poster at various competitions and symposia as well as at Senior PPT Night and the BHS Research Symposium at the end of the year. Students will also have the opportunity to lead one of the Research class committees and play an essential role in organizing the BHS Research Symposium.

The class will meet every other day with the option to enroll during the regular school day or immediately after school; students will also meet independently with their instructor at least once every two weeks to assess progress and set goals. Students satisfying all criteria of this course will earn 0.5 high school credit.

PREREQUISITE: Research 3 or permission of instructor.

Students successfully completing Research 2, 3, and 4 may also simultaneously earn up to 12 undergraduate credits from the State University of New York (tuition to be determined by SUNY Albany).

ADVANCED PLACEMENT SCIENCE

AP ENVIRONMENTAL SCIENCE

1 credit

Grades 11, 12

This course explores and investigates the interactions of the natural world. Students will analyze environmental systems, both natural and human-made and propose solutions to problems. Topics include human populations, global climate change, energy and resources, ecosystems, land and water use, agriculture and food systems, pollution, global climate change. Students take part in laboratory investigations and field work including field trips. Open to 11 & 12th graders who have completed Earth Science. Strong living environment and Earth Science background recommended.

PREREQUISITE: Chemistry recommended as a co-requisite or pre-requisite.

AP BIOLOGY

1 credit

Grades 10, 11, 12 (AP)

NCAA Approved Core Course

The first semester of this course focuses on cellular biology addressing cell structure and function, energetics and genetics.

The second semester concentrates on organisms and their classification including a detailed survey of the five kingdoms and the evolutionary adaptations that characterize successful species. Students are expected to take the AP exam upon course completion.

PREREQUISITE: Living Environment Regents and PRE/CO-REQUISITE: Chemistry and teacher recommendation.

AP CHEMISTRY

1 credit

Grades 11, 12 (AP)

NCAA Approved Core Course

Lecture and laboratory work explores the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and the concept of thermodynamics. Students conduct in-depth investigations acquiring extensive lab skills including filtration, titration, collection and handling of gases, synthesis and colorimetry. Students are expected to take the AP exam upon course completion.

PREREQUISITE: Living Environment, Earth Science and Chemistry Regents as well as teacher recommendation.

AP PHYSICS 1

1 credit

Grades 11, 12 (AP)

NCAA Approved Core Course

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (*Newton's Laws, kinematics, torque, rotational dynamics, angular momentum, gravitation and circular motion*); work energy, and power; linear momentum; oscillations, mechanical waves and sound; and an introduction to electric circuits. The ability to develop and use physics knowledge through scientific inquiry will be explored via collaborative investigations that emphasize experimenting, analyzing, supporting arguments with evidence, and solving problems. Students are expected to take the AP Physics 1 exam in May.

PREREQUISITE: Living Environment, Earth Science, Chemistry, Algebra, Geometry and Algebra II courses and teacher recommendation.

AP PHYSICS 2

1 credit

Grades 12 (H)

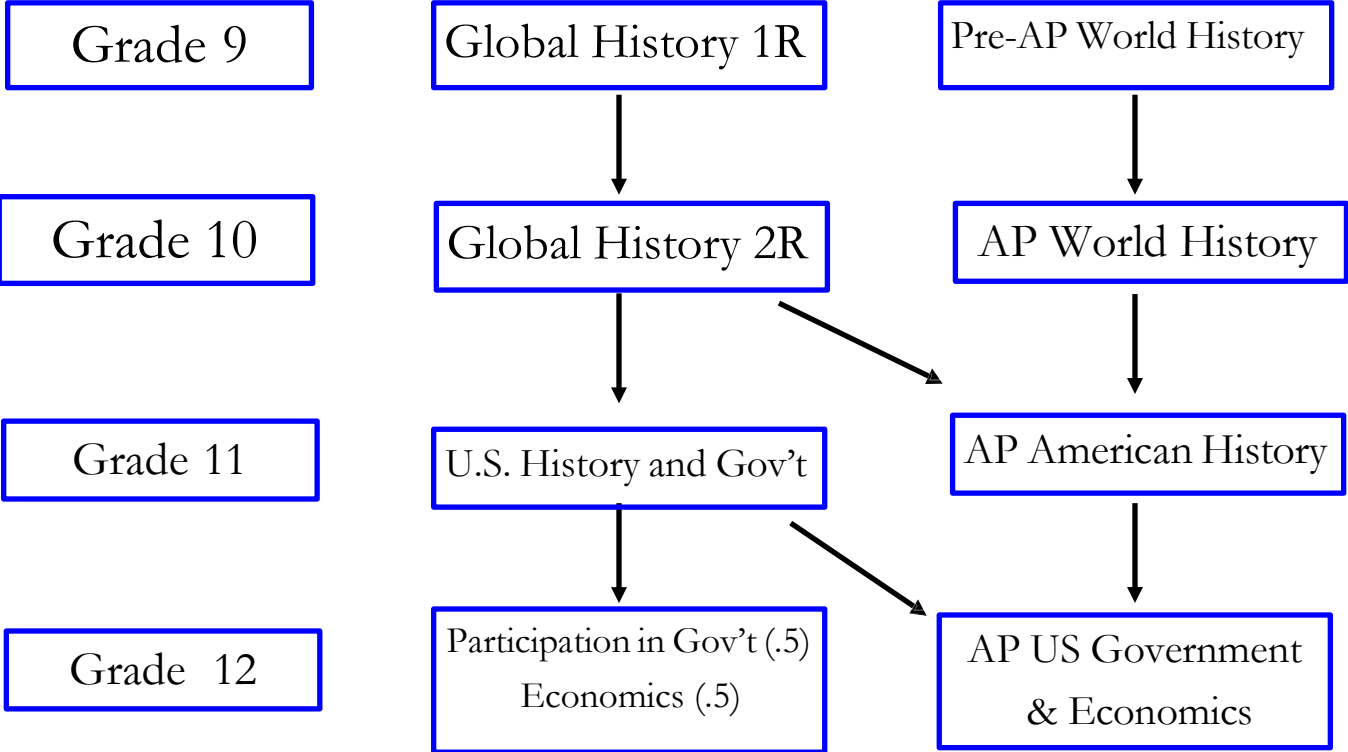
NCAA Approved Core Course

AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity, magnetism, optics, atomic and nuclear physics. The ability to develop and use physics knowledge through scientific inquiry will be explored via collaborative investigations that emphasize experimenting, analyzing, supporting arguments with evidence and solving problems. Students are expected to take the AP Physics 2 exam in May.

PREREQUISITE: AP Physics 1 and current/previous enrollment in pre-calculus.

For more information regarding physics, please see your counselor or Mr. Pollatos for a brochure outlining the details and distinctions between College Honors and AP Physics.

Bethpage High School
 Social Studies Department
 Erica Indenbaum, Social Studies Chairperson
 (eindenbaum@bethpage.ws)



- Social Studies Electives:
- Philosophy
 - Psychology
 - AP Psychology
 - Enduring Issues in Film
 - Careers In Criminal Justice & Law
 - Senior Seminar
 - AP Research
 - History of NYC and LI

SOCIAL STUDIES

Social Studies prepares students for enlightened citizenship in a participating democracy. Therefore, students focus first on the study of Global issues, continue with the history of the United States and culminate in the study of Economics and Participating Government. There are also many electives that students can choose from to enrich their study of history and the social sciences. These include Psychology, AP Psychology, Philosophy, Enduring Issues in Film, History of NYC & LI and Senior Seminar.

GLOBAL HISTORY & GEOGRAPHY I

1 credit

Grade 9 (R)

NCAA Approved Core Course

This course will examine the events that shaped global history from the Ancient Greeks and Romans, through the dynasties of China, the great empires of Africa and the Native American legacies of Latin America. The course will emphasize the history of the world through the late 1700's. Global History will make strong use of primary sources and geography materials. Students will move on to Global History and Geography II in Grade 10 where they will finish the chronological accounting of world history and take the Global History and Geography Regents. All students must complete a Research Paper as part of the course requirements.

PRE-AP WORLD HISTORY

1 credit

Grade 9 (H)

NCAA Approved Core Course

This course will examine world history through a series of major themes spanning from the development of the earliest civilizations through the growth of empires, with an emphasis on political and social systems throughout the world. This course will be taught both thematically and chronologically emphasizing the history of the world through the 1500s. Students will be required to read several sources beyond the scope of the textbook as well as complete analytical writing assignments. It is the expectation that students take the Advanced Placement Examination in World History at the conclusion of the course in Grade 10. All students must complete a Research Paper as part of the course requirements.

GLOBAL HISTORY & GEOGRAPHY II

1 credit

Grade 10 (R)

NCAA Approved Core Course

This course will continue the chronological accounting of global history begun in 9th grade. It will examine the emergence of the modern world since 1800, studying and contrasting the various revolutions, technological advances, wars and the impact they have all had on the lives of people living Europe, Asia, Africa and Latin America. In keeping with the new standards, Global History and Geography will make strong use of primary sources and geography materials. Students will finish the year by taking the Global History and Geography Regents. All students must complete a Research Paper as part of the course requirements.

AP WORLD HISTORY

1 credit

Grade 10 (AP)

NCAA Approved Core Course

This course will be a continuation of Pre-AP World History taken in 9th Grade. It will highlight the nature of changes in international frameworks since 1500, their causes and consequences, as well as comparisons among major societies. The course offers balanced global coverage with Africa, the Americas, Asia, and Europe each represented. Students will be required to critically analyze historical events and evidence worldwide. Strong use of primary documents, geography, student discussions and historical interpretations will be incorporated. Students are expected to take the Advanced Placement Examination in World History in May and are required to take the Global History and Geography Regents in June. All students must complete a Research Paper as part of the course requirements.

UNITED STATES HISTORY & GOVERNMENT

1 credit

Grade 11 (R)

NCAA Approved Core Course

This course takes a chronological approach to American history and examines the workings of our government. Particular emphasis is placed on post-Civil War America and our emergence as a world power in the 20th Century. Increasing emphasis is placed on the role of geography in shaping our history and on the use of primary sources. All students are required to take the U.S. History and Government Regents in June. All students must complete a Research Paper as part of the course requirements.

AP AMERICAN HISTORY**1 credit****Grade 11 (AP)**
NCAA Approved Core Course

This course in American History is taught at the college-level. It explores the major events in American History and tries to understand why things happened the way they did. The course offers students the opportunity to study their national heritage in-depth with seminars, document-based questions and interdisciplinary projects. Students should expect challenging historical readings and analytical writing assignments. Students are expected to take the Advanced Placement Examination in American History in May and are required to take the U.S. History and Government Regents in June. All students must complete a Research Paper as part of the course requirements.

PARTICIPATION IN GOVERNMENT**½ credit****Grade 12 (R)**
NCAA Approved Core Course

The purpose of this one semester course is to provide students with the knowledge and skills to become active citizens on the local, state and national levels. The goal is to provide the opportunity to understand public policy through participation in the democratic process. Instructional activities may include mock trials, model Congress, model United Nations, public policy debates and book reviews. All students must complete a Research Paper as part of the course requirements.

ECONOMICS**½ credit****Grade 12 (R)**
NCAA Approved Core Course

This course will deal with the basic concepts and principles of economics, the major elements of economic systems and the roles of various components, including consumers, business, labor and government. The major focus is the market structures and the global nature of today's economy.

AP U.S. GOVERNMENT & POLITICS/ECONOMICS**1 credit****Grade 12 (AP)**
NCAA Approved Core Course

This course is a college-level survey course in American Government. Instructional activities include mock Supreme Court trials, student discussions, the heavy use of statistics, research papers and book reviews. The spring semester stresses the role of government (Congress, the Federal Reserve, regulatory agencies) as important factors in the nation's economy. Students are expected to take the Advanced Placement Examination in U.S. Government and Politics in May. All students must complete a Research Paper as part of the course requirements.

PHILOSOPHY**1 credit****Grades 11, 12 (H)**
NCAA Approved Core Course

This course takes a thematic approach to the classical areas of philosophical thought using philosophical problems, paradoxes, and examples from popular culture (including clips from movies, television shows, music, and literature). Major areas of study will include the nature of reality and existence, how knowledge is acquired, logic, political philosophy, and an extended unit on applied ethics. A great deal of focus will be on classroom discussion and applying philosophical issues to one's own life experiences. Students will have the option to take this course for college credit through Molloy College.

PSYCHOLOGY**½ credit****Grades 10, 11, 12**
NCAA Approved Core Course

Psychology is an elective that explores human behavior. It looks at many of the theories of leading psychologists (Freud, Jung, Piaget, Pavlov) and attempts to explain human development and motivation. Topics include personality development, dream interpretation, psychological disorders, dependencies and violence in our society.

ADVANCED PLACEMENT PSYCHOLOGY**1 credit****Grades 11, 12 (AP)**
NCAA Approved Core Course

This college-level course will introduce students to the scientific study of behavior and the mental processes of human beings. The course will examine the major schools of psychology-the biological, behavior, cognitive and humanistic approaches taken to psychology. It will also examine various issues associated with psychology-development of personality, dream interpretation, the learning process, abnormal psychology and theories of motivation. Students will be expected to take the Advanced Placement Exam in May. There is no prerequisite for this course.

ENDURING ISSUES IN FILM
(Alternate day or ½ year)

½ credit

Grades 10, 11, 12

This course will examine enduring issues and constitutional issues as shown on film. The course will identify and define an enduring issue or constitutional issue raised through the film. The course will focus on why the issue selected is significant, how it has endured across time and the impact of the issue on world events or on American society. The course will examine ways to create solutions tot the issues.

HISTORY & FUTURE OF NEW YORK CITY & LONG ISLAND

½ credit

Grades 10, 11, 12

This course examines the history of New York City and Long Island, beginning with the development of the five boroughs and Long Island through modern day. Special attention will be paid to the issues associated with the growth of New York City and Long Island. The course will examine ways to address the challenges currently facing the region such as adequate and affordable housing, transportation, environmental issues, migration of younger residents out of state and the economy. Students will work collaboratively to create solutions. Complementing classroom instruction will be field trips to notable locations throughout Long Island and New York City.

Special focus on:

- Development and History of the Boroughs and Long Island
- History and Development of Bethpage
- Building of Tunnels and Buildings, Transit systems
- Historical Events with an emphasis on the interactions between many cultures and peoples
- Historical figures and their impact
- Economic then and now
- Future Challenges and possible solutions

CAREERS IN CRIMINAL JUSTICE & LAW

½ credit

Grades 10, 11, 12

NCAA Approved Core Course

This course is specifically designed for students who have an interest in law enforcement, military and associated civil services, and law careers. Throughout the half year course, we will discuss many facets of the American legal system including due process and constitutional law concepts. Just a few of the topics that we will discuss include criminal law, social services, and careers in the military.

SENIOR SEMINAR (Alternate days)

½ credit

Grade 12

The senior seminar program is designed to provide seniors with the opportunity to comprehensively learn about the challenges of transitioning to college, as well as identifying and developing strategies to deal with the obstacles that the transition to adult life may pose. Students will proactively tackle critical events such as, the college application process, personal finance, professionalism and the transition to the working world. Students will be exposed to firsthand experiences and information as well as identifying and developing strategies to deal with the obstacles that the transition to adult life may pose.

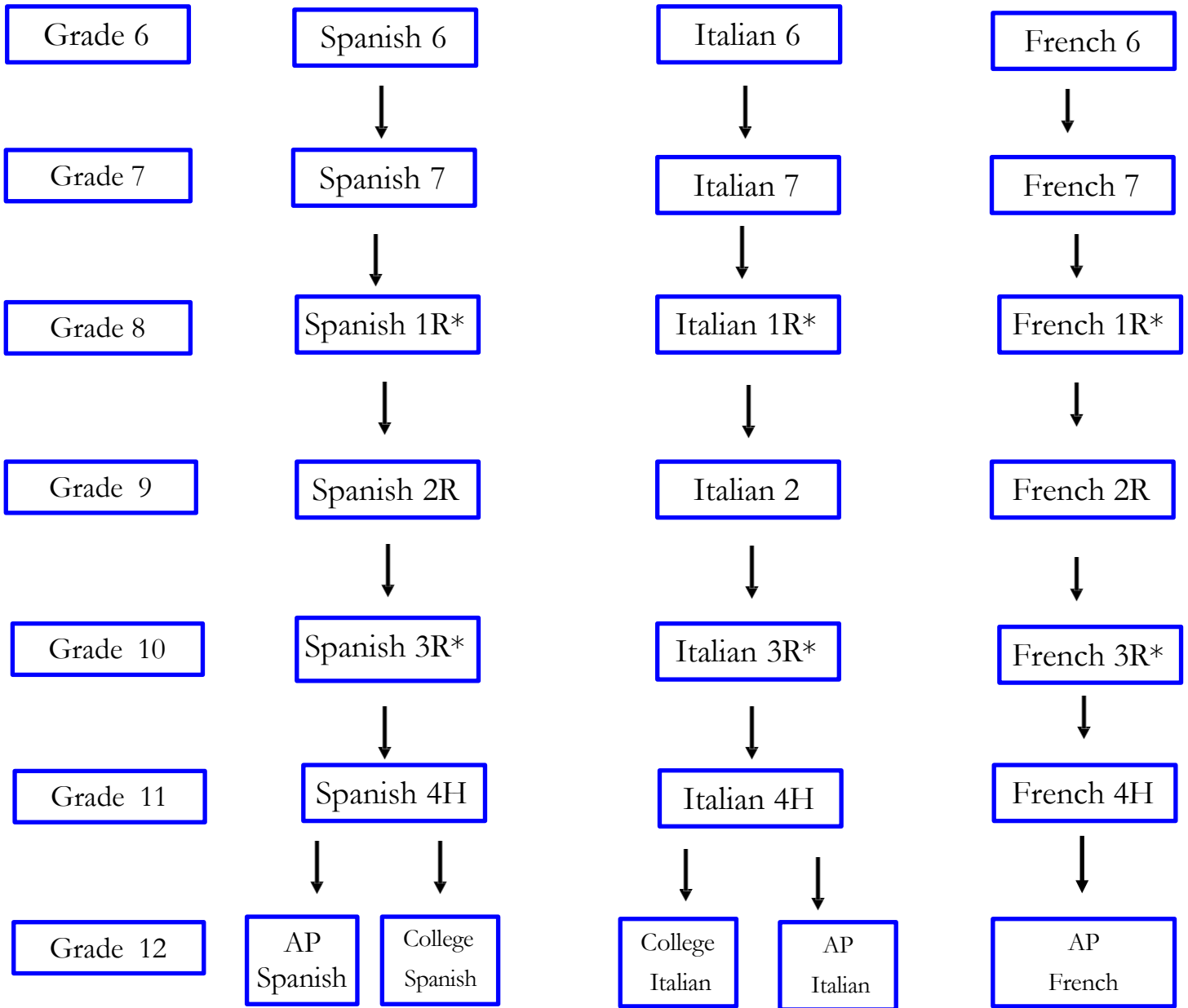
AP RESEARCH

1 credit

Grade 11, 12

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year long mentored, research-based investigation to address a specific question. In this course, students further develop the skills acquired in the AP Seminar course by learning about and understanding research methods; employing ethical research practices; and accessing, and analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper, presentation, performance, or exhibition with an oral defense. Enrollment guideline: Successful completion of AP Seminar.

Bethpage High School
 World Languages Department
 David Rodriguez, Coordinator (drodriguez@bethpage.ws)



The FLACS Regional exam will be given after the end of Levels 1 and 3. Completion of the three-year sequence in LOTE (including the Regional Exam) counts towards the Regents Diploma with Advanced Designation

FYI - In Bethpage schools, students start in 6th grade. Starting later may place students in the course associated with a lower grade level.

WORLD LANGUAGES

Pupils who begin the study of World Languages in grade 6 have the opportunity of studying the same language for seven consecutive years (five levels of instruction); grades 6, 7 and 8 comprising one level (checkpoint A of the World Languages syllabus). At the end of 8th grade, all students are required to pass the Checkpoint A proficiency test for the language they studied in grades 6, 7 and 8. Passing this exam results in one unit of HS credit. Those who begin the study of World Languages in grade 9 will be able to complete four years of study, each year constituting one credit for a total of four credits. A student must earn one credit of a World Language in order to graduate with a Regents Diploma.

PROGRAM FOR STUDENTS STARTING WORLD LANGUAGES IN 6TH GRADE—J.F.K. MIDDLE SCHOOL

- GRADE 6** — 6th grade World Language course
7 — 7th grade World Language course
8 — 8th grade World Language course (Checkpoint A exam)
9 — World Language Level II course
10 — World Language Level III (Checkpoint B exam)
11 — World Language Level IV Honors
12 — World Languages AP or College Level

PROGRAM FOR STUDENTS STARTING WORLD LANGUAGES IN 9TH GRADE—BETHPAGE HIGH SCHOOL

- GRADE 9** — World Language Level I
10 — World Language Level II
11 — World Language Level III (Checkpoint B exam)
12 — World Language Level IV Honors

FRENCH I

1 credit

Grades 9, 10, 11, 12 (R)

NCAA Approved Core Course

This introductory course is designed to acquaint students with the basic elements of the French language. Much emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand and speak the language in actual situations. Pronunciation, correct usage and fluency will be emphasized. Students will have the first introduction to aspects of French culture through the use of audio-visual materials such as tapes, records, films, slides, and filmstrips.

FRENCH IIR

1 credit

Grade 9 (R)

NCAA Approved Core Course

The second level course aims at improving and expanding the knowledge of the fundamentals acquired in the first course. The continued use of audio-visual materials will improve the students' listening and verbal abilities. Supplemental materials such as short stories, anecdotes, news items and magazine articles will develop the students' reading ability.

PREREQUISITE: French I

FRENCH IIIR

1 credit

Grade 10 (R)

NCAA Approved Core Course

All four basic language skills are further developed in the manner recommended by the New York State Syllabus. The study of the most essential structures, namely listening, speaking, reading, and writing is further refined. This course will be amply supplemented with the most up-to-date authentic French materials, short stories, plays, magazine and newspaper articles best suited to achieve the objectives of this course. Students are expected to be thoroughly prepared to take the Checkpoint B examination upon completion of this course.

PREREQUISITE: French IIR and teacher recommendation

FRENCH IVH

1 credit

Grades 11, 12 (H)

NCAA Approved Core Course

At this advanced level, students will have ample opportunity to polish and refine their knowledge of French. Greater emphasis will be placed upon individual growth in each of the basic skills. A review of structure will be provided to improve oral as well as written ability. Students will be encouraged to speak more and more French in classroom situations. Individual projects may include the use of cassettes and video tapes. This, as well as the continued use of audio-visual materials, will improve the students' listening and speaking skills. Reading selections now include poems, plays and short stories by well-known authors.

PREREQUISITE: French IIIR

ADVANCED PLACEMENT FRENCH**1 credit****Grade 12 (AP)**
NCAA Approved Core Course

The AP French Language and Culture Course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French language and Culture Course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes and assumptions). Students are expected to take the Advanced Placement Examination in French.

PREREQUISITE: French IVH and teacher recommendation

ITALIAN I**1 credit****Grades 9, 10, 11, 12 (R)**
NCAA Approved Core Course

This introductory course is designed to acquaint the students with the basic elements of Italian language. Emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand and speak the language in actual situations. Authentic materials will be used for cultural enrichment.

ITALIAN IIR**1 credit****Grade 9 (R)**
NCAA Approved Core Course

The second level course aims at improving and expanding the knowledge of the fundamentals acquired in the first course. Short stories, anecdotes, news items and articles geared to this level of study will be read.

PREREQUISITE: Italian I

ITALIAN IIIR**1 credit****Grade 10 (R)**
NCAA Approved Core Course

All four basic language skills are further developed in the manner recommended by the New York State Syllabus. The study of the most essential structures, namely listening, speaking, reading, and writing is further refined. This course will be amply supplemented with the most up-to-date authentic Italian materials, short stories, plays, magazine and newspaper articles best suited to achieve the objectives of this course. Students are expected to be thoroughly prepared to take the Checkpoint B examination upon completion of this course.

PREREQUISITE: Italian IIR and teacher recommendation

ITALIAN IVH**1 credit****Grades 11, 12 (H)**
NCAA Approved Core Course

At this advanced level, students will have ample opportunity to polish and refine their knowledge of Italian. Greater emphasis will be placed upon individual growth in each of the basic skills. Research projects will be encouraged and the class will sometimes meet in the library. In addition, there will be extensive use of audio-visual materials, including video tapes.

PREREQUISITE: Italian IIIR

COLLEGE ITALIAN**1 credit****Grade 12 (H)**
NCAA Approved Core Course

This course will help students to develop oral skills towards communicative proficiency at a more advanced level. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Materials are drawn from journalistic, cinematographic, literary sources and individual research by students. Students will experience videos, music, news broadcasts etc., that provide models for discussion and writing, and that are a means for understanding the contemporary culture of Italy. Oral skills will be reinforced by periodic written assignments. This class involves the students in activities such as dialogues, impromptu and prepared class discussions and oral reports that require the communicative use of all four language skills (listening, speaking, reading and writing). Three credits are offered through Molloy College for those who qualify.

PREREQUISITE: Italian IVH

ADVANCED PLACEMENT ITALIAN**1 credit****Grade 12 (AP)**
NCAA Approved Core Course

The AP Italian Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian.

The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are expected to take the Advanced Placement Examination in Italian.

PREREQUISITE: Italian IVH and teacher recommendation

SPANISH I **1 credit** **Grades 9, 10, 11, 12 (R)**
NCAA Approved Core Course

The first course in Spanish is designed to develop in students the ability to understand and express ideas and thoughts that are generally found in every day conversations. Pronunciation, correct usage and fluency are particularly stressed. Certain aspects of culture are also introduced.

SPANISH IIR **1 credit** **Grade 9 (R)**
NCAA Approved Core Course

This second level course is primarily a continuation of the subject matter begun in the first level. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of the language. There is an expansion of vocabulary as well as an introduction of culture. Some outside reading and complementary material are introduced.

PREREQUISITE: Spanish I

SPANISH IIIR **1 credit** **Grade 10 (R)**
NCAA Approved Core Course

All four basic language skills are further developed in the manner recommended by the New York State Syllabus. The study of the most essential structures, namely listening, speaking, reading, and writing is further refined. This course will be amply supplemented with the most up-to-date authentic Spanish materials, short stories, plays, magazine and newspaper articles best suited to achieve the objectives of this course. Students are expected to be thoroughly prepared to take the Checkpoint B examination upon completion of this course.

PREREQUISITE: Spanish IIR and teacher recommendation

SPANISH IVH **1 credit** **Grades 11, 12 (H)**
NCAA Approved Core Course

At this advanced level, students will have ample opportunity to polish and refine their knowledge of Spanish. Greater emphasis will be placed upon individual growth in each of the basic skills. A review of structure will be provided to improve oral as well as written ability. Students will be encouraged to speak more and more Spanish in classroom situations. Individual projects may include the use of audio and video tapes. This, as well as the continued use of Audio-Visual materials will improve the students' listening and speaking skills. Reading selections now include poems, plays and short stories by well-known authors.

PREREQUISITE: Spanish IIIIR

COLLEGE SPANISH **1 credit** **Grade 12 (H)**
NCAA Approved Core Course

This course will help students to develop oral skills towards communicative proficiency at a more advanced level. Emphasis is placed on the study of more advanced grammatical structures, vocabulary and idiomatic expressions. Materials are drawn from journalistic, cinematographic, literary sources and individual research by students. Students will experience videos, music, news broadcasts etc. that provide models for discussion and writing, and that are a means for understanding the contemporary culture of Latin America and Spain. Oral skills will be reinforced by periodic written assignments. This class involves the students in activities such as dialogues, impromptu and prepared class discussions and oral reports that require the communicative use of all four language skills (listening, speaking, reading and writing). Three credits are offered through Molloy College for those who qualify.

PREREQUISITE: Spanish IVH

ADVANCED PLACEMENT SPANISH **1 credit** **Grade 12 (AP)**
NCAA Approved Core Course

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are expected to take the Advanced Placement Examination in Spanish.

PREREQUISITE: Spanish IVH and teacher recommendation

SPECIAL EDUCATION

The primary goal of the Special Education Department at Bethpage High School is to provide a continuum of services that enable special education students to achieve performance standards in the least restrictive environment, as set forth by the Committee on Special Education (CSE).

RESOURCE ROOM SERVICES

The Resource Program is specifically designed for special education students that require specialized supplementary instruction in a small group setting of no more than five students per class for a minimum of three hours per week. Functions within this class may include individual and small group instruction to enable students to master concepts from their general education classes and remedial and tutorial assistance with a focus on their IEP goals. This class is taught by a certified special education teacher who will collaborate with the general education teachers in order to design an individualized program for every student in the Resource Room.

CO-TEACHING INTEGRATED CLASS MODEL (Inclusion)

Through this program, students with special needs access support services within general education classes as they are taught in the least restrictive environment. Integrated classes provide special education students with the opportunity to participate in general education curriculum classes with non-classified students and they are co-taught by an academic subject certified general education teacher and a certified special education teacher. There are some integrated classes that meet in an extended time format, if needed, due to the complexities of the coursework. These integrated classes are based on NYS Regents standards, with the goal for the student to attain Regents credit. Regents Exams will coincide with enrollment in course. Generally, students will take the Algebra I Regents and Living Environment in 9th grade, Global History Regents in 10th grade, U.S. History and English Regents in 11th grade.

SPECIAL CLASS

Self-contained classes are provided for those students who experience severe difficulties within the framework of the general education classes. Student ratio; will be no more that 15:1 so that students are provided more individualized attention in a smaller class sized environment. There are two specific programs at Bethpage High School:

A. GOAL (Goal Oriented Academic Learning) Program 15:1 *

This academic program is designed for special education students who require a more structured educational environment within the parameters of the Bethpage High School day. Classes are available for English, Social Studies, Math and Science. The philosophy of the GOAL Program centers on differentiated instruction and strategy-based learning. Regents exams will coincide with courses as taken, which provides additional flexibility to obtain a Local/Regents Diploma.

B. ACE (Academic and Career Experience) Program 12:1:1 *

The purpose of the ACE Program is to support each student with academic knowledge and transitional skills to assist them in developing job skills to lead a productive and to the extent possible, an independent life in adulthood. Emphasis in these classes is placed on individual assessments, pre-vocational skills, and vocational training within the school, community, and local businesses. This program is taught by a certified special education teacher and is also staffed with a teacher assistant. There is also an emphasis on functional academics and generalized skills. Students exit this program with a Skills and Achievement Commencement Credential.

**Placement into these courses are reviewed and determined by the committee on Special Education.*

BETHPAGE HIGH SCHOOL ACTIVITIES

Students are very much encouraged to join any of the sports, clubs, and activities listed below in which they may have an interest. Opportunities are available to learn more about special areas, become involved in community activities, or meet new friends. Many colleges, universities, and business personnel offices look very favorably upon extracurricular involvement by students during their high school years. This is a chance to see, visit, or learn new things!

HIGH SCHOOL SPORTS

<i><u>FALL</u></i>	<i><u>WINTER</u></i>	<i><u>SPRING</u></i>
Football	Basketball	Baseball
Soccer	Wrestling	Lacrosse
Cross Country	Swimming (B)	Track
Tennis (G)	Bowling	Tennis (B)
Swimming (G)	Gymnastics (G)	Softball
Volleyball	Winter Track	Badminton
Golf		

HIGH SCHOOL EXTRACURRICULAR CLUBS AND ACTIVITIES

Art Club	Marine Fitness Club	Stage Crew
Audio Visual Club	Marine Science Club	S.A.D.D.
Chess Club	Mathletes	Student Civic Association
Computer Club	National Honor Society	Student Council
Cultural Club	Newspaper	S.P.E.C
Drama Club	Philosophy Club	Students United for Tolerance
Explorations Club	Political Activities Club	Tri-M Music Honor Society
French Club	Robotics (Regal Eagles)	Yearbook
Freshmen Class	School Store	
Italian Club	Science Honor Society	
Jazz Band	Select Chorus	
Junior Class	Senior Class	
Literary Magazine	Sophomore Class	
Marching Band	Spanish Club	

SPECIAL PROGRAMS

CULTURAL ARTS PROGRAM

4 credits

Grades 11, 12

BOCES offers a special half-day program of study for students planning to major in music, drama or dance. An application, interview and audition is **required by March 1st**. Applications are available in Guidance. Programs offered at L.I.H.S.A

TRADE AND TECHNICAL PROGRAM

4 credits

Grades 11, 12

Vocational education courses are available at the Board of Cooperative Education Services (BOCES) training centers or at Barry Tech & GC Tech for one or two years. Students enrolled in these courses attend Bethpage High School for a half- day for their academic subjects and spend the other half-day at one of the centers. The basic aims of the occupational education programs are to prepare high school youths for entry into the world of work or into continued post-secondary occupational education. Interested students should obtain application forms and course offerings from their guidance counselors.

GUIDELINES FOR STUDENTS APPLYING TO VOCATIONAL PROGRAMS

1. A student entering a two-year licensing program must do so by their junior year.
2. The **deadline for applications for entrance to Vocational Programs is March 1st** and all applicants are to visit the program, preferably with their parents. No application will be approved after established deadlines.
3. All attendance, behavior, & academic records are reviewed by BOCES as part of the application process.
4. Admissions is at the sole discretion of the BOCES provider.
5. No application for admission will be approved after the first day of school in September unless it is within the budgetary allocation, is made by a transfer student already in the program or is made by a new entrant to the school under extraordinary circumstances which are approved by the principal.
6. Student attendance reports from BOCES are reviewed on a regular basis.
7. Students must complete 3 credits of math and science in BHS whenever possible.

Trade and Technical Programs:

Animal Care	Early Childhood Education
Animal Care Skills	Electrical Technology
Animation & Digital Media Design	EMT
Auto Collision Technician	Esthetics
Automotive Technology	Exercise Medicine & Personal Trainer
Audio Production/Sonic Arts	Fashion Design Technology
Auto Skills	Graphic Design & Communications
Aviation Operations	Health Care Skills
Baking & Pastry Arts Skills	HVAC/Plumbing
Barbering Technician	Horse Science & Management
Carpentry	Medical Assisting
Child Care Skills	Nail & Waxing Technician
Computer Game Design Skills	Network Cabling Technician/HTI
Computer Technology	Nurse Assisting
Construction Electricity	Office Skills
Construction Trades	Performing Arts
Construction Trade Skills	Physical Therapy Aide & Rehab Medicine
Cosmetology	Power Sports & Engine Repair
Criminal Justice & Law Enforcement	Retail & Business Skills
Admin	Theatre Arts
Culinary Arts	Veterinary Science
Culinary Arts Skills	Video Production & Digital Film Making
Dental Assisting	Visual & Media Arts
	Welding

BETHPAGE HIGH SCHOOL COUNSELING PROGRAM

The counseling program is comprehensive, departmental, systematic, sequential, clearly defined and accountable. The program is proactive and preventive in its focus. It assists students in acquiring and using life-long learning skills. It enhances academics, career awareness, basic work skills, self-awareness, relationships, communication, and life success skills for all students.

School counselors do not work alone. The school counselor and school counseling program use a collaborative model as their foundation. The Bethpage High School Counseling team facilitates communication and establishes linkages for the benefit of students, with teaching staff, administration, families, agencies, businesses, and other members of the community.

The counselor's role in developmental planning is a very student-centered one. A relationship which is built from the very day the student enters the school is truly the key for providing guidance in personal development, academics, and career exploration. Because the process of growing up is a complicated one, students, parents and teachers often need advice on how to deal with problems that may arise. Bethpage High School maintains a staff of professional personnel for this purpose, each of whom may be contacted directly.

THE ROLE OF THE SCHOOL COUNSELOR:

The school counselor is a certified professional educator who assists students, teachers, parents and administrators. The role of the counselor is to help students as they seek to identify and achieve personal goals, and assume rights and responsibilities in various life roles at each developmental stage.

The following functions of the school counselor are developmental and impact on all grade levels:

- **Academic Improvement and Planning**—includes the selection of a plan of study, placement into appropriate courses and programs, attendance improvement, study skills development, as well as participation in the CSE process as appropriate.
- **Personal/Social Growth**—includes counseling concerning self-esteem, communication skills, decision-making and relationship skills, as well as peacemaking, prejudice-reduction and compassion.
- **Crisis Intervention Services**—includes counseling students in crisis, e.g. suicide prevention, child abuse, pregnancy, substance abuse, and provide follow-up services as appropriate. The counselor plays an integral part in the crisis intervention team.
- **Transitional Services**—orients students as they move from grade to grade as well as from school building to school building so as to provide a comfortable and success-oriented learning environment.
- **Parent support**—includes individual conferences and group meetings with parents centered on the academic and personal growth of their children. This also includes the referral of students and parents to appropriate specialists.
- **Career/Life Planning**—increases students' awareness of the career and educational planning process as well as for the individual careers themselves and instills in students the values and attitudes necessary for becoming a successful contributor to their families and to society.
- **Consultant**—includes serving as a reference and resource on student and school issues for the school psychologist, the school social worker, teachers, administrators, and the community, as well as for local and state agencies, mental health offices/clinics and other professionals designated by parents and/or the school district.

THE ROLE OF THE SCHOOL SOCIAL WORKER

School social workers are graduates of accredited graduate schools of social work and are licensed professionals. They are qualified to help individuals learn to change their attitudes, behavior and situations.

The high school social worker helps to identify, assess and resolve social and emotional difficulties that teenagers experience which may interfere with their attendance, adjustment and achievement at Bethpage High School.

The social worker helps parents to better understand themselves and their teenagers and to learn more about the programs and services of the school and the community.

The social worker provides consultation to school staff to help explain causes of behavior and adjustment problems and to help staff develop intervention plans and strategies for students. Social workers advocate for new and improved programs and services, which will help students become successful in school and in life.

The social worker works toward agreed upon goals with pupils, parents, school staff and community agency personnel and others interested in the welfare of children and families.

The social worker sees students individually and in groups. Groups are offered in areas of — socialization, self-esteem, conflict resolution, bereavement, separation and divorce. They are formed on an as-needed basis.

The school social worker is part of the total educational team of the school, working together with colleagues from other disciplines to provide the best educational experience for all pupils.

THE ROLE OF THE SCHOOL PSYCHOLOGIST

School Psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

School Psychologists are essential in providing services to students by means of counseling, mentoring, assessing barriers to learning, promoting wellness and resiliency as well as enhancing an understanding of diverse cultures and backgrounds. Specific skills that are reinforced with students include communication and social skills, problem solving, anger management, self-regulation and self-determination. School Psychologists work with families to identify and address learning and behavior problems that interfere with school success, enhance the home-school collaboration and make referrals to help coordinate community support services. School Psychologists work with school staff to resolve academic barriers to learning, create positive classroom environments and motivate all students to engage in learning. They also promote school practices that ensure school safety by reducing school violence, bullying and harassment, and respond to crises by providing leadership, direct services, and coordination with needed community services. School Psychologists then work with families and outside providers to coordinate the delivery of community services. All students face academic, social, behavioral and/or emotional difficulties from time to time and are able to receive support from a School Psychologist.

9th GRADE COUNSELING PROGRAM

August_____	Orientation Program for Freshmen
September_____	Individual/Group Counseling for Freshmen (2 weeks)
_____	New Entrant Social and Orientation Program
October _____	College Planning Night
December_____	Career Awareness/Career Cluster Finder
January-March_____	Individual/Group Conferences for Planning Next Year's Schedule

10th GRADE COUNSELING PROGRAM

October_____	Practice PSAT/NMSQT
January_____	Pre ACT
February _____	Parent Program Score Interpretations / Naviance
_____	Vocational Program Visitation—BOCES Barry Tech, Levittown, GC Tech and LISHA
March _____	Career Development Program
January-March_____	Individual/Group Conferences for Planning Next Year's Schedule
March 1_____	Deadline for filing a Vocational Program Application:
_____	BOCES Barry Tech, Levittown, and Cultural Arts
_____	Pre-College Testing Info Night

11th GRADE COUNSELING PROGRAM

October_____	PSAT / NMSQT—Students compete for a National Merit Scholarship
_____	College Fair Night Program
January-February_____	Parent Program—College Selection Process
_____	NCAA Requirements
_____	Special Programs
_____	Kick-Off Meeting for All Juniors—College Planning
March-May_____	Individual Parent Conferences
March-June_____	SAT and ACT
April-June_____	College Fair

12th GRADE COUNSELING PROGRAM

September_____	Parent Program—The College Application Process
October_____	Mini College Fairs, College Fair—Night Program
_____	SAT and ACT
_____	Financial Aid Meeting
October-December_____	Individual Student Conferences
November-December_____	Alumni Breakfast
_____	SAT and ACT
_____	Deadline for College Applications
March_____	Community Scholarship Applications

SCHOOL COUNSELING OFFICE

The school counseling department publishes pamphlets, guides, and bulletins as follows:

- ◆ *Scholarship Bulletins*
- ◆ *Summer Enrichment Guide*
- ◆ *Curriculum Guide*
- ◆ *College Planning Booklet*
- ◆ *Freshmen Orientation Booklet*
- ◆ *Scholar/Athlete Guide*
- ◆ *Student with Disabilities Booklet*
- ◆ *Financial Aid Website*
- ◆ *College Process Web Page*

SOFTWARE PROGRAMS

- ◆ *Naviance*
- ◆ *Castle Learning*
- ◆ *Method Learning*

CALENDAR CHECKLIST

For Postsecondary Education and Financial Aid: Grades 9, 10, 11, 12

This is a guide to help you prepare your own checklist. Yours may vary because the needs and goals of individuals vary. Nonetheless, there are four guiding principles that are probably universal and should be considered from the ninth grade on. They are:

- **Study:** There is no substitute for personal effort in the learning process.
- **Plan carefully:** Be sure that the courses you take are the ones needed to meet admissions requirements.
- **Don't procrastinate:** Meet all application deadlines for financial aid, admissions, and testing.
- **Get Involved:** Involved in the classroom and in extracurricular activities.

Use your checklist to plan and time the actions you need to ensure a smooth transition to the college or other postsecondary school of your choice. Plans of action include target dates, so wherever possible, include a specific date by which you want or need to complete a particular item. Where appropriate, indicate dates you actually accomplish particular steps on your checklist.

GRADE 9

- Check in your counseling office for materials or tests of aptitude or skills assessment.
- Refer to your "Portfolio"
- Investigate career information in areas that interest you and match your abilities.
- Analyze the courses you should be taking through high school to prepare for those careers.
- Discuss career interests and postsecondary education possibilities with your parents.
- Meet and talk with your school counselor about yourself and your future. Take your parents with you.
- Ask your parents about how much they think they can help you with paying for your future education. Work together to establish a savings plan that you can participate in. Learn about financial aid.
- Find out about summer jobs and try to gain the skills you need to obtain one. Look into volunteer activities that will expand your experience and skills.
- Attend the Summer Enrichment Seminar.
- Grades Count**—Get good grades. It is important to start on the right track.
- Join extra curricular activities.

GRADE 10

- Begin to look at college websites and other college information including financial aid materials.
- Take the PSAT in October
- Take an Interest Inventory for career information.
- Make certain your high school course selections are appropriate for your college/career interests.
- Continue to talk with your parents about your interests and about your family's ability to help you financially.
- Continue to discuss your interests and concerns with your counselor.
- Talk to your counselor for academic planning.
- Apply for a summer job or volunteer opportunity; check with your counselor for possibilities.
- Use Naviance for Career Exploration and Personal Interest Inventory Assessments.
- Use Method Test Prep (through your Castle Learning account) for Math, Vocabulary Skill Building & Test Prep.

GRADE 11 (FALL)

- Make certain your high school course selections are appropriate for your college/career interests and that you are meeting high school graduation and college admissions requirements.
- Consider enrolling in high school classes that offer cooperative education and/or career training opportunities.
- Take the PSAT in October to establish your eligibility for the National Merit Scholarship competition, the National Achievement Scholarship Program for Outstanding Negro Students, and/or the National Hispanic Scholar Awards Program.
- Compare PSAT & Pre ACT scores of test differences which test works best for you. Speak with your Guidance Counselor
- Continue to talk with your parents about your future plans; become more specific about how you and your parents can finance those plans
- Use Naviance to access career information.
- Use Naviance to conduct college searches and begin to formulate a list of schools you are considering applying to.
- Attend college and career fairs..
- Meet with admission representatives visiting Bethpage High School.
- Think about college majors or vocational areas that correspond with your abilities and interests.
- Begin to research private sources of financial aid.
- Link your College Board Account to Khan Academy and begin test prep.

GRADE 11 (SPRING)

- Prepare for SAT and/or ACT. Continue to utilize Method Test Prep.
- If you intend to seek appointment to one of the military academies or an ROTC scholarship, begin the application process.
- Take the SAT or the ACT; check with your counselor about the appropriate one.
- Begin to narrow your list of choices for a postsecondary school.
- Schedule visits to the schools that are high on your list. Try to visit when the college is in session so you can talk to students and professors as well as admissions staff. If you expect to seek financial assistance, make an appointment to speak to someone in the financial aid office.
- Check with your counselor, the school library, and the local public library for websites pertaining to scholarships; be aware of the kinds of scholarships that seniors in high school and community are receiving.
- Develop a resume.
- If portfolios, audition tapes, writing samples, or other evidence of talent are required for admission or for scholarships, begin to put these items together.
- Apply for a summer job.
- Make a plan for saving a portion of your summer earnings.
- Ask teachers for Letters of Recommendation.
- Meet with your counselor to begin the College Application Process.
- Attend College Fairs and visit campus'.

SUMMER (FOLLOWING GRADE 11)

- Application materials for admissions and financial aid from schools to which you intend to apply are available on the internet.
- If you are seeking an athletic scholarship, make contact in person or by mail with the appropriate coaches at schools of your interest; include a resume of your accomplishments.
- Request application information from any private scholarship sources you have identified.
- Visit the schools that interest you the most, if you cannot do so during the regular sessions.

GRADE 12 (FALL)

- File the NCAA Clearinghouse Form at www.ncaaclearinghouse.net if you are seeking to play at the Division I or II level.
- Make sure your high school course selections are appropriate for your college/career interests; and that you are meeting high school graduation and college admissions requirements.
- Confer with your counselor about your current plans for postsecondary education; evaluate those plans in light of your high school grades and SAT / ACT scores. –Senior Meeting.
- Attend Financial Aid night with your parents/guardians. (October)
- Submit your family's financial information on the FAFSA on or **as soon after October 1 as possible**. Your counselor can help you ascertain if the schools you are applying to require additional financial aid forms.
- Request application materials for admissions and financial aid from schools to which you intend to apply, if you have not already done so.
- If you are requesting college admission on an Early Action or Early Decision basis, (many have October deadlines), be sure that your application materials are submitted by the deadline. All materials must be submitted to the Guidance Office **3 weeks** prior to the deadline.
- Attend college and career fairs and meet with postsecondary school representatives who visit your Bethpage High School.
- Visit the schools you are considering to observe the school in session and to confirm your top choices. Make arrangements in advance for a personal interview with an admissions counselor, a financial aid administrator, and a professor in the academic department representing your intended major. Stay overnight, if possible.
- Take or re-take the Fall SAT or the ACT. Check with your counselor before deciding whether or not to re-take an admissions test.
- Be aware of admission and financial aid application deadlines, and meet them. **Don't procrastinate**. Keep an accurate record of all applications and supporting materials you submit.
- Devote time, energy, and thought to writing and re-writing any required essays.
- Give **recommendation forms to teachers, counselors**, and other persons from whom you are seeking references **at least a month before** they are due to be returned; include a stamped, addressed envelope. Follow-up with your references to make sure they have remembered to send them. Also, request teachers through Naviance.
- If you are seeking an appointment to one of the military academies, make sure your file is current and in the possession of the persons or organizations from whom you are seeking a nomination.
- If you are seeking an athletic scholarship, send a copy of your game schedule to the appropriate coaches at schools of your interest; ask your high school coaches about contacts they might have.
- If portfolios, audition tapes, writing samples, or other evidence of talent is required for admission or for scholarship, finalize them.
- If admissions interviews are required or recommended, schedule them.
- Complete SRAR if required.(usually October or November) -Check deadlines for all colleges applying.
- Complete CSS profile if required. (Usually October deadline) -Check deadlines for all colleges applying.

GRADE 12 (WINTER)

- If the financial aid processor requests additional financial information in order to process your application, submit it promptly.
- Confirm that all school admissions application materials, including recommendations, have been sent on schedule.
- Complete a copy of your transcript that includes first semester senior year grades to the schools to which you have applied.
- Review your Student Aid Index (SAI) for accuracy. If necessary, correct inaccurate items on the SAI and return it to the FAFSA processor (MDE). If you had a postsecondary school transmit your FAFSA data directly to the CPS you must notify the school of any changes or corrections. When a corrected SAR is returned to you, review it once more and then, if correct, place all parts of the SAR in your financial aid file.
- If the school requests your SAR, submit it promptly. Do this even if the SAR says you are *not* eligible to receive a Federal Pell Grant, as the school may be able to offer you other aid based on the information contained in that report.
- If the schools to which you are applying require additional forms for financial aid, or request copies of your family's income tax returns for verification, submit them immediately.

GRADE 12 (SPRING)

- Make your final decision about which postsecondary institution you will attend. Notify the school of your choice in writing by the appropriate deadline. Decline other offers of admission in writing (other students may be waiting for that place in the freshman class).
- Review your financial aid award letter with your parents; be sure that you understand the terms and conditions that apply to each type of aid offered.
- Sign your financial aid award letter and any other items requiring your signature, and return them. Schedule an appointment with the financial aid administrator at the school if you have questions or wish to discuss the contents of the award letter. If a personal visit is not possible, call the financial aid administrator instead. If you are hesitant to accept the offer of aid, call the financial aid office and ask for an extension of time so that you can make up your mind.
- Notify the financial aid office of any outside scholarships, grants, or other kinds of student aid from private sources, that you have received since you submitted your aid application(s).
- If you have received financial aid award letters from schools whose offers of enrollment or aid you have decided to decline, notify the aid office in writing (other students who wish to attend that school will need the aid that you decline).
- Make separate application for any loan funds that require such application; understand all of your rights and responsibilities *before* a promissory note is signed by either you or your parents.
- Arrange with the school for housing and a meal plan, if necessary. **Pay close attention to deadlines.**
- Find out when payment of school charges for tuition, fees, room and board, and so on, will actually be due, and plan how you will meet those charges. Be sure you understand how financial aid will be disbursed, and whether you can defer bill payment until the funds are available.
- Be aware of any summer orientation sessions that you must attend at the school in which you will enroll, and make your summer plans accordingly.
- Apply for a summer job.

