

# **COURSE CATALOG**

**2013-2014**

**GRADES 9-12**



**SEWANHAKA CENTRAL HIGH SCHOOL  
DISTRICT**

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

**THE AVAILABILITY OF COURSES LISTED IN THIS CATALOG IS SUBJECT TO  
CHANGE, PENDING FORTHCOMING BUDGETARY INFORMATION FOR THE  
2013-2014 SCHOOL YEAR.**

January 2013

Dear Student:

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

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

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

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

May your choices pave the way to future success.

Yours truly,

Ralph P. Ferrie, Ed. D.  
Superintendent of Schools

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# USING THIS CATALOG FOR PROGRAM PLANNING

## Why Students Should Plan a Program of Study

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

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

## The Role of School Counselors

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

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

## Equal Educational Opportunity

Each student will have equal educational opportunities and will not be excluded from participating in, or having access to, any course offerings, school services or activities on the basis of race, color, creed, sex, national origin, religion, age, marital status or handicapping condition. Anyone with a complaint concerning sex discrimination should contact the District's Title IX Compliance Officer, Ms. Regina Agrusa at 488-9851. Complaints concerning discrimination on the basis of disability should be directed to Dr. Victoria Tripodi, Director of Special Education, at 488-9853.

## Courses and Scheduling Procedures

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

## THE COURSE SELECTION PROCESS

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

## COURSE SUPPLIES:

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

After receiving a schedule for the 2013-14 school year, parents and/or students should contact the departmental chairpersons at their school to ascertain which, if any, supplies are needed.

## A FEW REMINDERS:

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

**NEW YORK STATE GRADUATION REQUIREMENTS**  
**Classes of 2014 – 2017**

<b>Required Courses</b>	<b>Regents Diploma</b>	<b>Regents Diploma with Advanced Designation</b>
English	4 Units	4 Units
Social Studies	4 Units	4 Units
Mathematics	3 Units	3 Units
Science	3 Units	3 Units
World Language	1 Unit	3 Units
Health	½ Unit	½ Unit
Art or Music	1 Unit	1 Unit
Electives	3 ½ Units	1 ½ Units
Physical Education	2 Units	2 Units
<b>TOTAL</b>	<b>22 Units</b>	<b>22 Units</b>

**REQUIRED REGENTS EXAMS**

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

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

\*Students with an IEP may be exempt from this requirement. Students completing a five-unit sequence in Art, Music, Business or Career/Technical Education may also be exempt. This chart presents highlights of high school diploma requirements. Please refer to section 100.5 of the Commissioner's Regulations for complete information <http://www.p12.nysed.gov/part100/>.

## **CLASS OF 2014**

In order to be considered a member of the Class of 2014 and a senior, a student:

- Must be in posture for June graduation
- Must have earned 14 **units of credit** in mandated areas
- Must have a credit in English 11 and **satisfied the English Regents Requirement**
- Must have **satisfied the Mathematics Regents Requirement**
- Must have a credit in Social Studies 11 and **satisfied the U.S. History & Government Regents Requirement**
- Must have **satisfied the Science Regents Requirement**
- Must have 1 credit in Physical Education
- Must be programmed for at least 5 credits and Physical Education

## **ADDITIONAL EXPLANATIONS**

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

## **ACADEMIC INTERVENTION SERVICES (AIS)**

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

AIS programs include two components:

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

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

## **PLACEMENT IN ADVANCED AND AP COURSES**

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

## Four-Year High School Planning Document

Name \_\_\_\_\_ Diploma: Regents \_\_\_\_\_ Advanced Regents \_\_\_\_\_

**Courses taken in 8<sup>th</sup> grade for high school credit:**

World Language \_\_\_\_\_ Mathematics \_\_\_\_\_ Earth Science \_\_\_\_\_ Total Credits \_\_\_\_\_

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

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

**Grades attained on required Regents Examinations:**

Comprehensive English _____	World Languages _____	Algebra 2/Trigonometry _____
Living Environment _____	Integrated Algebra _____	Geometry _____
US History _____	Global History _____	Earth Science _____
Chemistry _____	Physics _____	

## GRADING PROCEDURES

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

### Achievement will be reported by numerical grade

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

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

- Final rank in class will be determined as of October of senior year. Transfer students whose records are received subsequent to the above date will be assigned the same rank as the student with an equivalent average.

### **ASSIGNMENT OF GRADES**

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

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

#### Final Examinations

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

#### Final Grades

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

## Withdrawal from Classes

Since each year's schedule of courses is based on student selection of and enrollment in course offerings, and since each student receives guidance on academic requirements, students will not be permitted to drop a course for the following school year after the June 25 deadline. Exceptional circumstances will be reviewed by the principal or his/her designee.

## LIBRARY MEDIA CENTER

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

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

## *9<sup>th</sup> through 12<sup>th</sup> Grade Programs of Study*

# **A**dvanced Placement **Courses**

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

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

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

AP Exams are scored on the following scale:

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

# Art

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

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

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

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

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

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

**Prerequisite: Successful completion of Studio in Art**

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

This is an intermediate course that deals with creating art with a message. Illustration combines personal expression with pictorial representation to convey ideas from social and political commentary to story interpretation. The illustrator's art is the visual language by which a person communicates on a daily basis. A variety of techniques will be explored through drawing, painting, printmaking, and two-dimensional design. Projects may include: figure drawing, book illustration, editorial illustration, poster design, and many other means of communicating personal beliefs or trends.

\*In certain schools, course may be taken for one semester for ½ credit.

**Prerequisite: Successful completion of Studio in Art**

## **Media Arts (Grades 10-12): 1 year/1 credit**

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

**Prerequisite: Studio in Art**

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

This course explores various issues dealing with space, depth and structure. Students will be introduced to various 3D media and techniques such as: paper relief, paper mache, wire sculpture, plaster, found object studies and soft sculpture. Subjects may include: mask making, abstractions, self-portraits, and figurative studies.

\*In certain schools this course may also be taken by semester for ½ credit (I) and ½ credit (II).

**Prerequisite: Successful completion of Studio in Art**

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

Learn how to use assorted programs to retouch, create, and alter original artwork. Students will be using Macintosh and IBM hardware to produce projects such as: CD covers, book designs, typography, poster illustrations, textile designs, and Internet design. Units on animation and video will be covered through collaborative methods while original artwork is being produced by each member of the class. Programs included in the course may be Adobe InDesign, Photoshop, Adobe Illustrator, and iMovie. A digital portfolio will be created by each student.

**Prerequisite: Successful completion of Studio in Art**

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

This course will continue exploring design problems using traditional art materials as well as digital solutions. A deeper study of Adobe Photoshop, Illustrator and iMovie programs will be studied throughout the year. Students are expected to have a basic understanding of the Macintosh and IBM computer platforms. Possible topics may include: Digital photography, digital video, sound recording and advanced studies in image manipulation. Topics will vary

from school to school due to equipment, software, and hardware availability.

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

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

Students will participate in a series of activities based on craft techniques of different cultures and/or periods of art. Projects may include batik, doll making, toy design, jewelry making, wearable art, stamping, printmaking, and stained glass.

**Prerequisite: Successful completion of Studio in Art**

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

This course will cover a variety of two-dimensional design issues. This type of design teaches students decision-making using the elements of art and the principles of design. The students will develop skills in a number of art forms: graphic design, typography, digital imagery, photography, collage, fabric design, weaving, illustration, painting and printmaking. A variety of approaches to realism, abstraction, and expressionism will be incorporated into the course work in order to meet the requirements set forth by The College Board. Students must submit a portfolio of personal artwork to the College Board in May in order to attain Advanced Placement standing.

**Prerequisite: Department Chairperson's approval.**

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

The AP Drawing course is designed to entertain a very broad interpretation of drawing issues. For example, many types of painting, printmaking, studies for sculpture, and some forms of design, as well as abstract and observational works, would qualify as addressing drawing issues. Students will be introduced to a variety of media such as pencil, pen and ink, charcoal, cray-pas, collage, etc. All

participants will prepare a portfolio according to the requirements set forth by The College Board. Students must submit a portfolio of personal artwork to the College Board in May in order to attain Advanced Placement standing.

**Prerequisite: Department Chairperson's approval.**

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

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

**Prerequisite: Department Chairperson's approval.**

# **B**usiness

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

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

**This course is mandated for every Business and Career/Technical Education program.** The course will provide students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in

the workplace and begin to become financially literate. Business Systems and Economics, Career Planning, the Career Selection Process, Career Success, and Financial Literacy are topics covered in this course.

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

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

**Keyboarding/Internet (Grades 9-12): 1 year/ 1 credit**

Students will learn touch-typing keyboarding skills using intermediate and advanced features of Microsoft Word. A variety of skill-building routines are used to train students to develop competency on both the alphabetic and numeric keyboards. Students will produce business letters, memoranda, tables, rough drafts, reports, centering projects, proofreading projects, and will review language rules governing the use of punctuation, plurals and sentence structure. Formatting techniques presented will include search and replace, copy and move, headers and footers, mail merge, columns and tables. Students will also be exposed to other programs in the Microsoft Office Suite.

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

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

This course explores the exciting facets of business ownership including: owning a business, researching and planning a venture, managing market strategies, managing business

processes, managing the finances of businesses, and growing the business. Each student will have an opportunity to create a business plan and prepare a website for their business as well.

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

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

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

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

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

**Students in grades 11 and 12 may be eligible to earn 3 college credits through Long Island University – C.W. Post.** This curriculum emphasizes aspects of law situations that students may encounter in their personal, family, and occupational life. Students gain a genuine respect for the law and the ability to make intelligent application of segments of the law that affect them both at home and at work.

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

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

Juniors and seniors are strongly urged to enroll in the Personal Finance course that was specifically designed for them. This essential one-semester course equips them with the financial knowledge and expertise necessary to survive in the ever-changing economy. Topics of study include: budgeting and saving money, using checking accounts and on-line banking, using credit cards wisely and avoiding debt, buying vs. leasing a car, purchasing insurance, financing college, renting an apartment, owning a home, investing money, and preparing for the future so that a desired lifestyle and financial independence can be achieved.

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

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

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

\*Students are considered upon recommendation of the department chairperson (cumulative average 80 or higher).

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

**Students may be eligible to earn 3-6 college credits through Long Island University-C.W. Post.** The major objective of the course is to make students aware of the ways and means by

which businesses in the United States are organized and managed, and to explore the methods, which are employed to earn profits by satisfying the needs of people. The methods, policies, and activities involved in the distribution of goods and services from producer to consumer are evaluated.

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

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

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

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

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

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

**Students may be eligible to earn 3 college credits through Long Island University-C.W. Post (grades 10-12).** Students completing the computer applications course will have extensive training in Excel, Access, and

PowerPoint. Microsoft Publisher will be used to teach desktop publishing concepts. Students will learn to create flyers, newsletters, letterhead, business cards, etc.

**Prerequisite:** Keyboarding/Internet (9<sup>th</sup> grade considered upon recommendation of the department chairperson).

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

**Students may be eligible to earn 3 college credits through Long Island University-C.W. Post (grades 11-12).** In this course, students learn the HTML scripting language, Dreamweaver, and the animation software FLASH! To create and design web pages.

**Prerequisite:** Keyboarding/Internet (10<sup>th</sup> grade considered upon recommendation of the department chairperson).

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

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

Speedwriting is now available in the business world as the substitute for shorthand. Students interested in civil service employment may use it for examination purposes. Speedwriting is a life-long skill.

# **D**river Education

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

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

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

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

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

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

# **E**nglish

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

begin to reflect the new Common Core State Standards for English Language Arts.

## **English 9: 1 year/1 credit**

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

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

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

## **English 9 Enrichment 180: 1 year/1 credit**

This course provides students whose reading achievement is below the proficient level with intensive reading intervention. Adaptive and instructional software, high-interest literature and direct instruction provide students with a diversity of learning experiences in each class.

This course provides intensive, daily academic intervention services. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity will be addressed, as well as shifts in textual complexity and writing from sources.

### **English 10: 1 year/1 credit**

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

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

The English 10A student continues his/her study and acquisition of skills required for success on the AP level. The study of argument and rhetorical strategy is highlighted in this course as well. The 10th year writing unit focuses on the essay. Students develop a sustained and logical point of view in their writing. This advanced course requires students to read independently, do extensive research, and communicate research findings. This course will prepare students for the PSAT, the Preliminary Scholastic Aptitude Test. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity will be addressed, as well as shifts in textual complexity and writing from sources.

### **Regents Prep 9/10**

This course is provided on alternating days for 9<sup>th</sup> and 10<sup>th</sup> graders who require academic intervention services. Emphasis is on mastering the skills required to pass the New York State English Regents. This course also supports the

students with their English 9 or 10 course work. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity will be addressed, as well as shifts in textual complexity and writing from sources.

### **English 11: 1 year/1 credit**

The English 11 student reads and studies selections primarily from American and British literature. In addition, students enhance their skills in writing, spelling, vocabulary, reading comprehension, and listening since they are required to pass the Comprehensive Regents Examination in English. Students will also focus on preparing for the SAT by practicing exercises in reading comprehension, grammar usage, and essay writing. Research skills are refined and further developed. Students will complete practice exercises in reading comprehension, grammar usage and essay writing. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity will be addressed, as well as shifts in textual complexity and writing from sources.

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

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

**Language and Composition MUST take AP U.S. History as well.**

**IMPORTANT MESSAGE TO SENIORS**

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

- a. Complete four credits in English courses. These do not include electives.
- b. Pass the English Regents
- c. Complete a research paper in senior year under the following guidelines:
  1. AP Literature and Composition students must complete and pass the research paper by the end of the third marking period.
  2. Students in 12RX must complete and pass the research paper in the first semester.

**English 12RX: ½ year/½ credit**

Students may be eligible to earn 3 college credits through LIU Post College. This semester course is required for seniors in the fall semester. It focuses on the skills necessary for success in college and careers. This course concentrates on college writing, particularly the personal essay and the mandatory research paper that is required to pass senior year English. Students in 12RX develop research skills by using the library and its print and electronic sources. This course enhances students' abilities to critique, analyze, and deconstruct literature. This course also prepares students for the SAT exam by providing practice exercises in reading comprehension, grammar usage and essay writing. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity will be addressed, as well as shifts in textual complexity and writing from sources.

**Regents Prep 11/12**

This course is provided on alternating days for 11<sup>th</sup> and 12<sup>th</sup> graders who take this in addition to the English 11 or 12 course. The course is

provided for students who required academic intervention services. Emphasis is on mastering skills required to pass the New York State English Regents. This course also supports students with their English 11 or 12 course work. After the successful completion of the Regents exam, the course will address the SAT. Students complete practice exercises in reading comprehension, grammar usage and essay writing in preparation for the SAT exam. To align this course with the new Common Core State Standards, shifts in level of meaning and purpose, structure and language conventionality and clarity will be addressed, as well as shifts in textual complexity and writing from sources.

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

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

**Alternatives**

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

**Bible as Literature (Grade 12): ½ year/½ credit**

Students may earn 3 college credits through Adelphi University. The study of the Bible as Literature helps students appreciate not only the classics with their inclusion of Biblical allusions, but also today's best sellers, which continue to carry Biblical references. The course has three segments: The Old Testament, the New Testament, and the Bible in classic and modern

literature. In addition, students read short modern works based on Biblical symbolism and themes. This course is especially helpful for those taking AP Literature and Composition.

**Contemporary Drama (Grade 12):**  
**½ year/½ credit**

Students in this course study contemporary drama. Contemporary plays are read as they relate to themes such as Mankind's Inhumanity, The Will to Survive, The American Dream, Drama in Revolt, and Drama to Escape.

**Creative Writing (Grade 12): ½ year/½ credit**

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

**Film Study (Grade 12): ½ year/½ credit**

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

**Mass Media (Grade 12): ½ year/½ credit**

**Students may be eligible to earn 3 college credits through LIU Post College.** This course enables students to examine how electronic and print media affect their lives. Advertising, newspapers, magazines, comics, radio, TV, film, and the recording industries are all discussed. This course emphasizes film in schools where Film Study is not offered. Students consider media's special conventions, transformations, and impact. To foster this critical analysis, short stories, novels, plays, and screenplays will be read and discussed. Topics for

analysis include how a literary work is adapted for film and how the various genres are represented in film and literature. Students are required to produce a short film and an accompanying screenplay as the culminating activity for the course.

**Modern Novels (Grade 12): ½ year/½ credit**

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

**Women Writers (Grade 12): ½ year/ ½ credit**

**Students may earn 3 college credits through Adelphi University.**

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

**ELECTIVES**

**NOTE:** These courses do not satisfy the 12th-year English mandate.

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

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

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

This course centers on journalistic writing of various kinds, including news stories, feature articles, and editorials. The layout of the newspaper is studied. One expected outcome is the appreciation of the function of the newspaper. Students are encouraged to participate in the production of the school newspaper and yearbook.

**Public Speaking (Grades 10-12): ½ year/  
½ credit**

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

# **E**nglish as a Second Language

Students who are screened and identified as English Language Learners are provided with classes in accordance with State Education Department guidelines. **The ESL Academy** located at H. Frank Carey High School services such students from throughout the district. In the ESL Academy students are a part of an innovative English acquisition program, which provides a strong English foundation with a focus on the Learning Standards for English Language Arts. Students learn to read, write, speak and actively listen to English as well as become acclimated to their new school and country. Students are encouraged to participate fully in the life of the school by joining athletic teams and school clubs.

**ESL English – Beginning Level: 1 year/  
no credit**

This course is designed for students who are new entrants to the United States or who have had no exposure to English. Students are taught basic survival vocabulary (shopping, using American currency, visiting a doctor, etc.) and basic grammatical functions. This course will give students the opportunity to practice speaking and listening to English in order to function in daily life. It will also prepare them for reading and writing in their content area classes. **All students will take the NYSESLAT exam in the spring.**

**ESL Skills – Beginning Level:1 year/no credit**

This course is designed for beginning students who need to develop skills and confidence for communication in English. ESL Skills is taken in conjunction with ESL English. In this course, students will enhance their speaking, listening and writing skills while learning basic vocabulary and grammar. Students will take part in activities that encourage the use of English for survival, communication and fun.

**ESL Social Studies – Beginning Level:  
1 year/no credit**

This course is designed for students who are new to the English language or who have acquired minimal language proficiency. Students are taught basic geography, map skills and American history. Emphasis is placed on vocabulary related to a basic understanding of important events in American history. Basic Social Studies skills such as interpreting bar graphs, tables and time lines are also introduced.

**ESL Science – Beginning Level:  
1 year/no credit**

This level of science is designed to introduce new arrivals with little or no English to basic science concepts. The course has been organized as part of a two-year curriculum cycle of science. In the first year, the concentration is on the physical and chemical sciences for the first semester, and the biology for second semester. The second year will focus on a half-year of earth science and the other half of the study of environmental issues and ecology.

**ESL English – Level 1: 1 year/no credit**

This course is designed for students who have successfully completed Beginning Level English or who have attained proficiency in oral and written communication in English as determined by assessment. In this course, literary elements and the reading of a full-length novel are introduced to the students. Students practice reading, writing, speaking, and listening activities to become more successful in English language skills. **All students will take the NYSESLAT exam in the spring.**

### **ESL Skills – Level 1: 1 year/no credit**

This course is to be taken in conjunction with ESL English Level I. This course is designed for beginning students who need to develop skills and communication in English. In this course, students will continue to build upon their speaking, listening and writing skills while expanding their basic vocabulary and grammar. Students will take part in activities that encourage the use of English for communication and success in the content area.

### **ESL Social Studies – Level 1: 1 year/ no credit**

This course is designed to teach the 7<sup>th</sup> grade social studies curriculum. It begins with basic social studies skills (maps, charts, graphs, miles). After these topics are completed, students continue with the curriculum. The topics cover The Pilgrims to The Civil War.

### **ESL Science – Level 1, Intermediate 7/8: 1 year/no credit**

These levels of science are designed to familiarize students with English and science concepts and vocabulary, and have been designed as a two-year curriculum. Year one will focus on the physical and chemical sciences for the first two marking periods and biology for the third and fourth marking period. Year two of the science curriculum cycle will concentrate on two marking periods of earth science and two marking periods of environmental issues and ecology. **Eighth graders will take the 8<sup>th</sup> grade science assessment.**

### **ESL English Level 2: 1 year/1 credit**

This course is designed for students who have successfully completed ESL Level I or who have attained proficiency in oral and written communication in English as determined by assessment. Students are taught through various genres of literature how to analyze stories and understand English language skills. Students practice reading, writing, speaking and listening as activities to become successful in all English language skills. **All students will take the NYSESLAT exam in the spring.**

### **ESL Skills – Level 2: 1 year/no credit**

This course is designed to be taken in conjunction with ESL English Level 2. It offers students additional instruction in listening, speaking, reading and writing. Students practice these skills to improve their English language skills that are needed to be successful in their content area classes.

### **ESL Global History & Geography 9: 1 year/1 credit**

This course teaches the 9<sup>th</sup> grade Regents curriculum. It covers the topics of Early Man to Industrial Revolution.

### **ESL Global History & Geography 10: 1 year/1 credit**

This course follows the 10<sup>th</sup> grade Regents curriculum. Students take the Global History & Geography Regents at the end of this course.

### **ESL U.S. History & Government: 1 year/1 credit**

This course follows the 11<sup>th</sup> grade curriculum. Students take the U.S. History Regents at the end of this course.

### **ESL Global Connections: 1/2 year/1/2 credit**

This course will enable the students to understand and appreciate the major themes in world history that connect the present to the past and one world region to another. More importantly, students will be able to express their abilities in writing. Emphasis will be placed on mastering thematic essays and document-based questions (DBQ's).

### **ESL Intermediate English – Sr. High: 1 year/ 1 credit**

This course is designed for students who have successfully completed ESL English Level 2. These students must have attained competent proficiency in written and in spoken English as determined by the NYSESLAT test. In this course, students are exposed to various literary genres and are introduced to the implements necessary to prepare them to take the English Regents examination as well as the additional

examinations required to graduate. A great emphasis is placed on the students' necessity to further acquire, utilize and interact with the English language and all of its components.

**ESL Intermediate Culture – Jr. High and Sr. High: 1 year/ 1 credit**

This course is designed to be taken in conjunction with ESL Intermediate English and ESL Intermediate Skills. It offers students who have acquired the necessary elements of the English language, further assisting in reading, writing, listening and speaking. This class focuses on the major components and facets of American culture through the use of research projects, classroom presentations, and other diverse genres related specifically and directly to the United States of America. Students will gain further exposure to their new homeland.

**ESL Intermediate Skills – Jr. High and Sr. High: 1 year/no credit**

This course is designed to be taken in conjunction with Intermediate English and Culture. It offers students of this level additional instruction in listening, speaking, reading, and writing with emphasis on skills needed to be successful in their content-area classes. **This course is offered districtwide.**

**ESL Advanced Skills: 1 year/no credit**

This course is for students who have successfully completed the ESL Intermediate level courses and who have attained intermediate proficiency in oral and written communication in English as determined by the assessment test. Through exposure to various genres of literature, students continue to acquire English language skills with an emphasis on preparing students to meet the English Language Arts Standards and take the English Regents. It may also be structured like a resource room, providing additional assistance with mainstream assignments. This class serves as a support class for ESL students enrolled in mainstream classes. **This course is offered districtwide.**

**ESL Beginning Math: No credit**

Beginning Level ESL Mathematics is for the ESL

student with limited mathematics *and* English language skills. The course is designed to slowly introduce students to simple arithmetic, while at the same time, letting the students learn the English words for addition, multiplication, etc. The basic skills should be taught without the use of a calculator. As time progresses and basic whole number and integer operations are mastered, calculator use will be introduced with fractions and decimals. Students will be given an introduction to geometry in this course.

**ESL Fundamentals of Algebra: 1 credit**

This course is the first year of a two-year program for the Integrated Algebra curriculum. There will be a final examination in June. Concentration on basic algebra skills and number theory will be the focus for the year.

**ESL Algebra: 1 year/1 credit**

This course will cover State mandated topics to prepare students for the Integrated Algebra Regents examination in June. The units of study will include numbers and numeration, operations, algebraic modeling, measurement, proportional reasoning, relations in two variables, coordinate geometry, linear relations and functions, transformations and quadratics. Students will be expected to use a graphing calculator when appropriate. Emphasis will be placed on problem solving, critical thinking skills and writing mathematically.

**ESL Native Language: 1 year/1 credit**

The objective of the Native Language Arts course is to provide native Spanish speakers the opportunity to read literary works written by Hispanic authors in Spanish, write in Spanish in various genres, and to compare and contrast the linguistic differences between English and Spanish. The students will also study the history and culture of many Spanish-speaking countries. The class will emphasize the advantage of being bilingual and identifying with more than one culture.

**ESL Enrichment 180: (1 year/1 credit)**

This course provides students whose reading achievement is below the proficient level with intensive reading intervention. Adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills

combine to provide students with a diversity of learning experiences in each class. Each class meets for two periods each day. **This course is offered at H. Frank Carey and Sewanhaka High Schools.**

**ESL Introduction to Living Environment:**  
**1 year/1 credit**

This course is designed to prepare students requiring extended time and assistance to be successful on the Living Environment Regents exam. Students have the time to study the selected topics in a variety of teaching methodologies. At the end of each unit, students will be exposed to the reading level vocabulary necessary for being successful on the Living Environment Regents exam. Improving the reading and writing level skills of students will be stressed throughout the course. A student who successfully completes this course will take Living Environment the following year.

**ESL Living Environment: 1 year/1 credit**

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

Students enrolled in these courses will be able to use the process skills of decision-making, problem solving and management, and learn to apply them to daily living skills and career choices.

**Child Psychology & Development:**  
**½ year/½ credit**

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

**Human Development: ½ year/½ credit**

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

**Independent Life Skills: ½ year/½ credit**

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

**Food & Nutrition: ½ year/½ credit**

The content of this course will focus on food preparation techniques, nutritional awareness, the importance of food appearance, meal management, food purchasing, and the use of specialized equipment. Careers related to food

# **F**amily & **Consumer Sciences**

Family and Consumer Sciences is a part of the total continuum in occupational education.

journalism, culinary arts, and food service management will be explored. Students will have an opportunity to practice their culinary and teamwork skills in cooperative settings.

### **Culinary Arts I: 1 year/2 credits**

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

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

## **H** **Health**

### **Health 10: ½ year/½ credit**

Health 10 is a required course that all senior high students must pass in order to graduate. The aim of this health course is to help students achieve the mutual goals of developing proper attitudes toward physical and mental wellness and developing appropriate health behavior for life. This course will also address issues that are of particular concern to adolescents. The Health 10 course includes units on Mental Health, Family Life, Nutrition, Substance Abuse, Responsible Driving for Teenagers, Consumer Health, Environmental Health, Community Health, Diseases and Disorders, AIDS Prevention, Human Growth & Development, and Safety & First Aid. The tenth grade course outline, the Human Growth & Development Teacher Lesson Plan Guide, and the AIDS curriculum guide will be distributed to the students to take home to be signed by their parent/guardian. If the parent/guardian does not want his/her child to participate in the AIDS Prevention and Human Growth & Development units, check off the appropriate box on the handout, sign and return to the teacher. The students are still responsible for the information within these topics.

### **Teenage Issues: ½ year/ ½ credit**

This senior high elective is offered to high school juniors and seniors. This course will help students discover critical options and help them

make responsible decisions concerning serious health issues. In addition to a comprehensive overview of Health 10, additional topics will be covered: CPR Certification, First Aid Instruction & Sports Injuries, Personal Fitness, Stress Management, and Sexual Harassment & Sexual Discrimination.

**Prerequisite:** Health 10

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

## **M** **Math**

### **Algebra: 1 year/1 credit**

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

**Prerequisite:** Math 8

**Algebra with Lab: 1 year/1 credit**

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

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

**Geometry 9 Advanced: 1 year/1 credit (w)**

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

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

**Intermediate Math: 1 year/1 credit**

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

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

**Geometry: 1 year/1 credit**

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

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

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

**Geometry with Lab: 1 year/1 credit**

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

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

**Algebra 2/Trigonometry 10 Adv: 1 year/1 credit (w)**

This advanced Algebra 2/Trigonometry course is the third mathematics course in the Regents curriculum for capable tenth graders. This mathematics course is the capstone course of the three units of credit required for a Regents diploma. This course is a continuation and extension of the two courses that preceded it. While developing the algebraic techniques that will be required of those students that continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Associated

correlation coefficients will be determined, using technology tools and interpreted as a measure of strength of the relationship. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide the basis for the study of probability theory and the normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated. This rigorous course mandates the use of a graphing calculator and culminates with the Algebra 2/Trigonometry Regents examination in June.

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

**Trigonometry: 1 year/1 credit**

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

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

**Algebra 2/Trigonometry: 1 year/  
1 credit**

This course is the third mathematics course in the Regents curriculum. This mathematics course is the capstone course of the three units of credit required for a Regents diploma. This course is a continuation and extension of the two courses that preceded it. While developing the algebraic techniques that will be required of

those students that continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Associated correlation coefficients will be determined, using technology tools and interpreted as a measure of strength of the relationship. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide the basis for the study of probability theory and the normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated. This rigorous course mandates the use of a graphing calculator and culminates with the Algebra 2/Trigonometry Regents examination in June.

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

**Precalculus 11 Advanced: 1 year/  
1 credit (w)**

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

prepare these students for a rigorous AB level Advanced Placement Calculus course.

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

### **Pre-calculus 12: 1 year/1 credit**

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

**Prerequisite:** Must pass the Algebra 2/Trigonometry course.

### **Contemporary Math: 1 year/1 credit**

This course is designed to introduce students to a variety of mathematics topics, which include: logic, statistics, probability, matrices, linear programming, trigonometry, graphing calculator applications, and advanced algebra.

**Prerequisite:** Must pass the Intermediate Math or Trigonometry course, as well as a departmental recommendation.

### **Discrete Math: 1 year/1 credit**

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

**Prerequisite:** Must pass the Pre-calculus 11 Advanced or Algebra 2/Trigonometry or Pre-calculus 12 course, as well as a departmental recommendation.

### **AP Statistics: 1 year/1 credit (w)**

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

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

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

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

### **AP Calculus: 1 year/1 credit (w)**

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

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

**Prerequisite:** Must pass Pre-calculus 11 Advanced, as well as department chairperson's approval.

# MUSIC

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

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

## **Band Senior High: 1 year/1 credit**

This organization provides the experienced woodwind, brass, and percussion performer the opportunity to explore a wide range of musical literature. Carefully planned rehearsals enable the student to develop technically and musically through performance and various genres of music. Numerous public performances at concerts and marching in parades/athletic events are scheduled throughout the school year.

**Prerequisite:** Teacher recommendation or audition.

## **Orchestra Senior High: 1 year/1 credit**

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

**Prerequisite:** Teacher recommendation or audition.

## **Chorus Senior High: 1 year/1 credit**

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

**Prerequisite:** Teacher recommendation or audition.

In some schools, Music Theory I and II is offered as a full year, one credit course.

## **Music Theory I: ½ year/½ credit**

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

## **Music Theory II: ½ year/½ credit**

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

**NOTE:** This course is offered on either a semester or alternate day basis.

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

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

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

# **P**hysical Education

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

## **Physical Education: ½ year/½ credit**

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

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

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

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

The Leadership Physical Education program is designed for junior and senior high school students who have excelled in the physical education classes in grades 7-10. Students must apply for the entry into the program with

permission from the chairperson of physical education and his/her guidance counselor. As a junior, students will participate in a program specifically designed too prepare for entering the gymnasium setting as a senior to be an assistant to the teacher. Juniors will actively participate in all units taught in the physical education curriculum and learn terminology, teaching cues and strategies in an effort to be prepared for the assistantship senior year.

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

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

The Fitness and Conditioning course includes a variety of activities. The focus of the course is on personal fitness and strength training. Activities include training on the cardiovascular machines such as the CYBEX Arc trainers, elliptical machines, treadmills and air dyne bicycles. Strength training activities include the use of dumbbells, Olympic bars and free weights, and several strength machines including the multi-stack gym, universal gym, weight bar training, medicine ball training and kettle bell exercises. In addition to the weight and cardio training components of this course, there is an extensive stretching and yoga program. Instructions on personal fitness and health habits, as well as instruction on human anatomy, physiology and kinesiology, are all part of this elective course.

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

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

down activities are a part of every session in this dynamic senior high elective.

**Adapted Physical Education: ½ year/  
½ credit**

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

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

# **S**cience

The science department offers courses designed for a full range of interests and abilities. Advanced Placement and college credit courses permit college-level, in-depth study within a single discipline, while Introduction to Living Environment allows students to obtain a strong foundation in biological studies.

**Earth Science: 1 year/1 credit**

This course explores concepts and principles about the dynamic nature of our planet and its environment in space. Understandings are developed through an investigative approach that emphasizes cooperative learning during laboratory activities. Students meet six times in a four-day cycle so that time for discovery is made available to these students. Topics include: Investigating Processes of Change, The Earth and its History, Energy Exchanges and Budgets, The Rock Cycle, Erosion and Deposition, and The Earth's Changing

Environment. A portfolio of successfully documented and completed laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination in Physical Setting: Earth Science, the final examination for this course.

**Introduction to Living Environment:  
1 year/1 credit**

This course is designed to prepare students requiring extended time and assistance to be successful on the Living Environment Regents exam. Students have the time to study the selected topics through a variety of teaching methodologies. By the end of each unit, students will be familiar with the vocabulary necessary to be successful on the Living Environment Regents exam. Improving the reading and writing skills of students will be stressed throughout the course. Students who successfully complete this course will take Living Environment the following year.

**Prerequisite:** Department Chairperson's permission.

**Living Environment : 1 year/1 credit**

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

### **Living Environment Advanced: 1 year/ 1 credit (w)**

Based on the New York State Regents Living Environment Curriculum, this course is offered to students who have shown outstanding achievement in Earth Science. Topics of study include: The Study of Life, Maintenance in Plants and Animals Reproduction and Development, Genetics, Evolution and Ecology. Extended areas of study include: Biochemistry, Human Physiology, and Modern Theories of Evolution. Students meet six times in a four-day cycle. A portfolio of successfully completed and documented laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination, which is the final examination for this course. This course is a hands-on, experiential course. Students learn to identify problems while developing hypotheses and planning and carrying out experiments. Students learn to become careful observers, effective communicators and critical thinkers.

**Prerequisite:** The student must successfully complete the Earth Science course.

### **Chemistry: 1 year/1 credit**

Based on the NYS Regents Chemistry Curriculum, this is an introductory course covering a wide array of topics relating to the nature of matter. This course provides an important foundation for further science studies while developing a general understanding of some of the major scientific issues of today. The theoretical and quantitative aspects of chemistry are stressed. Students meet six times in a four-day cycle. A portfolio of successfully completed and documented laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination, which is the final examination for this course.

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

### **Chemistry Advanced: 1 year/1 credit (w)**

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

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

### **Physics : 1 year/1 credit**

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

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

### **Physics Advanced: 1 year/1 credit (w)**

This course; based on the New York State Regents Physics Curriculum, is designed for

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

**Prerequisite:** The student must successfully complete Algebra, Geometry and Algebra II/Trigonometry Regents examinations. Students must also be enrolled in Pre-Calculus courses. Successful completion of Living Environment, Earth Science and Chemistry courses and their respective Regents examinations are also required

**Advanced Placement Biology:  
1 year/ 1 credit (w)**

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

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

**Advanced Placement Chemistry: 1 year/ 1 credit (w)**

AP Chemistry is a first-year, college-level course in chemistry. The course is designed for students who have completed a course in high school chemistry and have demonstrated superior ability in science. Students meet six

times in a four-day cycle. An extensive laboratory program is an integral part of the course. Students must take the AP exam in May.

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

**Advanced Placement Physics: 1 year/  
1 credit (w)**

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

**Prerequisite:** The student must successfully complete Algebra, Geometry and the Algebra II/Trigonometry course with their respective Regents examinations. Students must also be enrolled in a Pre-calculus course. The student must also have successfully completed Earth Science, Living Environment, Chemistry, and Physics courses and their respective Regents examinations.

**Advanced Placement Environmental  
Science: 1 year/1 credit (w)**

AP Environmental science is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course is designed for students who have completed courses in high school Earth Science, Living Environment, Chemistry and Physics and have demonstrated superior ability in science. Students meet six times in a four-day cycle. An extensive laboratory/field investigation program is an integral part of a course. Students must take the AP exam in May.

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

Chemistry and Physics and their respective Regents examinations (one of the preceding can be taken as a co-requisite).

### **Anatomy & Physiology: 1 year/1 credit**

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

**Prerequisites:** The student must successfully complete Earth Science, Living Environment, Chemistry, and Physics (can be taken as a co-requisite).

### **Environmental Science: ½ year/½ credit**

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

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

### **Marine Science: ½ year/½ credit**

This course is a study of life in the oceans and the marine environment, which dominates 75% of our Earth's surface. Marine Science includes the identification and study of various animals that live in our local waters. Field trips and laboratory exercises are an extensive part of the curriculum.

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

### **Forensic Science: 1 year/1 credit**

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

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

### **Science Research Methods: 1 year/1 credit**

This course introduces students to scientific research and problem solving. Students become familiar with laboratory equipment and materials and learn routine lab procedures that enable them to perform experiments, manipulate variables and assess the effects. They access information from retrieval systems and collect and analyze data. Students choose an independent topic, write a scientific paper and do an oral presentation using presentation software. All students will be required to enter the Long Island Science Congress Senior Competition in the spring.

**Prerequisite:** Department Chairperson's permission.

# **ocial Studies**

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

## **Global History & Geography 9: 1 year/1 credit**

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

## **Global History & Geography 9 Advanced: 1 year/1 credit**

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

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

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

the Advanced Placement World History exam administered at the end of the tenth grade.

## **Global History & Geography 10: 1 year/1 credit**

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

## **Advanced Placement World History: 1 year/1 credit**

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

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

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

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

Social studies in grade 11 is a chronologically organized study of United States history. The course traces the American experience from colonial times to the present tying in political, economic and social trends in United States history. Geography of the United States is

emphasized. The course reflects the five Learning Standards for Social Studies. This course ends in the NYS History Regents exam.

### **Advanced Placement U.S. History: 1 year/ 1 credit**

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

### **Economics: ½ year/½ credit**

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

### **Government: ½ year/½ credit**

Designed as a capstone activity, the course draws from the senior's total high school experience. The student's responsibility will be to analyze, synthesize and evaluate issues that impact on local, state and national governments. The objective is to involve the student as an active participant in the democratic process, now and in the future. This course is required for graduation.

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

This is a college-level course designed to give seniors a critical perspective on government and politics in the United States. The course involves both a study of general concepts used

to interpret American politics and analysis of special case studies. The course also requires a familiarity with the various institutions, groups, beliefs, and ideas that make up the American political system. This course culminates with the AP exam. Students must take the AP Government and Politics exam upon completion of this course. **The students will also receive instruction to meet the New York State Economics requirement for which they will receive an additional half credit.**

### **Electives**

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

This is a college-level elective introductory course on European History from 1450 to 1970. The Advanced Placement Program is designed to enable students to understand some of the principal themes in modern European history; to be aware of Europe's changing position in the world; and to be able to analyze historical evidence. Requirements include college-level readings with heavy emphasis on the development of theme essays. Students must take the AP European History exam upon completion of this course.

### **Contemporary World Issues**

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

(8<sup>th</sup> grade students are considered upon recommendation of the department chairperson.)

**Criminal Justice (Grades 10-12): ½ year/  
½ credit**

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

**Global Connections (Grades 10-12): ½ year/  
½ credit**

This course will enable the students to understand and appreciate the major themes in world history that connect the present to the past, and one world region to another. More importantly, students will be able to express their abilities in writing. Emphasis will be placed on mastering thematic essays and document-based questions (DBQ's). The five Learning Standards in Social Studies are infused into each unit, and performance indicators provide the basis for lessons.

**American Connections (Grades 11-12):  
½ year/½ credit**

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

**Psychology (Grades vary by school):  
½ year/ ½ credit**

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

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

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

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

This course will allow students to investigate social trends in modern societies and their impact on socialization and personality development. The family, the school, peer groups, religious groups and mass media will be examined. Other areas of investigation will include class structure, ethnic stratification, contemporary social problems and social change.

**Constitutional Law (Grades 10-12):  
½ year/ ½ credit**

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

**America: 1960-Present (Grades 10 – 12):**  
**½ year/ ½ credit**

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

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

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

# **T** **echnology**

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

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

This course emphasizes the basic concepts and principles of technical drawing, projection, size description, basic techniques and tools, and pictorial representation. Students who have an interest in the three-year Architecture Drafting

Technical Program are encouraged to take this course. This course satisfies ½ credit of the Art graduation requirement when taken in conjunction with Architectural Drawing-DDP.

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

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

# **W** **orld Languages**

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

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

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

This course is for students who have completed one credit of the language they are studying. The objectives for these courses are to increase speaking, listening and reading comprehension skills, and develop correctness of written expression in the target language. Students will be able to understand and talk about informational bulletins, interact with providers of common public services, elicit facts, feelings and attitudes in correspondence from peers and adults. They will also be able to demonstrate

the conventions of formal and informal written expression. Students will complete the first half of Checkpoint B of the NYS Languages Other Than English (LOTE) Standards.

**Prerequisite:** 1 high school credit in World Languages.

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

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

**Prerequisite:** 1 high school credit in World Languages.

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

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

**Prerequisite:** World Languages II

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

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

**Prerequisite:** World Language IIA

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

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

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

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

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

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

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

**French V ADV or AP, Italian V ADV or AP, Spanish V ADV or AP: 1 year/1 credit**

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

1. Using vocabulary, grammar, and syntax with a high degree of proficiency.
2. Understanding the spoken target language in both formal and informal conversational situations.
3. Reading newspaper and magazine articles, contemporary fiction, and

non-technical writings without the use of a dictionary.

4. Expressing ideas accurately, and fluently both orally and in writing.
5. Organizing and writing compositions.

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

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

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

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

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

Students in French V ADV, Italian V ADV and Spanish V ADV may also opt to register

concurrently for a college credit course which receives credit through an accredited university.

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

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

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

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

## **Career and Technical Programs**

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

In comprehensive schools, academic and career education students attend the same classes in English, Social Studies, and other Liberal Arts subjects, and are distinguished from one another only by their choice of electives. Students enrolled in career technical courses in a high school such as Sewanhaka need not defer their career preparation until they graduate, but may add it as an enhancement of their high school education. This extra measure of education is particularly important today because the technical advances of our time are resulting in the elimination of low-skill jobs and replacement by others. The latter requires highly developed managerial or technical skills, a process being hastened by new developments in our "information age." There is great need for men and women who possess the knowledge and skills necessary to function effectively in a rapidly changing technological society.

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

Students who are interested in applying to these programs should speak directly to their counselor. Additional information about each program exists in the Guidance Departments of the students' home schools.

## AN OVERVIEW OF THE CAREER AND TECHNICAL PROGRAMS

Through career education courses, students develop skills and learn related information for employment or further study following graduation. The career education courses listed below are only offered at the Sewanhaka High School Campus.

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

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

Courses will be offered only where there is sufficient enrollment.

### **1. Career Education Programs**

<u>Grade Level</u>	<u>Credits</u>	<u>COMPUTER TECHNOLOGY</u>
9-12	½	Career and Financial Management
11 or 12	2	A+ Computer Technician
12	2	Networking ( <b>Business Communications needs to be taken in home school as well</b> )
		<u>GRAPHIC DESIGN ART TECHNOLOGY</u>
9-12	½	Career and Financial Management
9-12	½	Business Communications
11	2	Graphic Design Art I
12	3	Graphic Design Art II
		<u>AUTOMOTIVE TECHNOLOGY</u>
9-12	½	Career and Financial Management
11	3	Automotive I
12	3	Automotive II
		<u>COSMETOLOGY (N.Y.S. Licensing Exam)</u>
9-12	½	Career and Financial Management
11	3	Beauty Culture I
11	1	Cosmetology I
12	3	Beauty Culture II
12	1	Cosmetology II
		<u>CONSTRUCTION TRADES</u>
9-12	½	Career and Financial Management
11	3	Construction I
12	3	Construction II

CORPORATE COMMUNICATIONS - DIGITAL IMAGING

9-12	½	Career and Financial Management
11	2	Corporate Comm. - Digital Imaging I
12	3	Corporate Comm. - Digital Imaging II

**2. Technical Programs**

<u>Grade Level</u>	<u>Credits</u>	<u>ARCHITECTURAL TECHNOLOGY</u>
9-12	½	Career and Financial Management
10	1	Architectural Drafting I
10	1	Computer-Aided Drafting I
11	1	Architectural Computer-Aided Drafting II
11	1	Physical Structures Theory
12	1	Architectural Drafting III
12	1	Building Construction Theory
12	1	Computer-Aided Drafting III

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

Regents credits can be earned by passing a school certified examination in either Architecture or I&A.

\*In place of Instrumentation and Automation III.

# Career Education Programs

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

## A+ computer Repair and Maintenance

The A+ Computer Repair and Maintenance program is an introductory class for students interested in computers or a career in the dynamic Information Technology industry. Students will explore each component of a PC and install and upgrade memory, expansion cards, and hard drives. In addition they will learn about and install Windows operating systems. Laptops and mobile devices are also introduced as well as the Python programming language. The class will consist of theory as well as hands on labs. The LabSim training environment is used to simulate the latest hardware and operating systems. After completing the class students should be able to completely restore their personal computers. The class teaches skills needed for an introductory IT position and/or further Information Technology study at the college level. Students typically go on to study Computer Engineering, Computer Science, and Information Technology.

## A+ Computer Technician (Grade 11 or 12): 1 year/2 credits

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

## NETWORKING

Computer networking is the glue that holds information technology devices together. Individuals with networking skills are in extremely high demand on LI and around the world. The Department of Labor predicts network industry job growth of 27% from now until 2016. Computer networks form the backbone of our global communications systems, including the Internet. This course is an excellent choice for students interested in a career in Information Technology, Computer Science, Computer and Network Security, or Computer Engineering. Students interested in military service will also benefit by obtaining skills that can assist them in qualifying for computer network and security occupations within the military. Students who choose not to take the certification exams will still benefit from the knowledge gained in Networking.

## Networking (Grade 12): 1 year/2 credits

In the networking class students learn how wired and wireless networks are designed and built, how to make a network cable, and how connectivity devices route information. They also learn when to use switches and routers in network design and how to draw a network plan in Microsoft Visio. The A+ pre-requisite basics of data communications and network administration with Windows Server 2008 is covered as well as the configuration of a Microsoft IIS web server. Network security basics are also part of the curriculum along with an introduction to Cisco routers and switches. This class includes significant hands on work. Previous knowledge of computers and operating systems is mandatory. Students must be seniors and have successfully completed A+ Computer Tech before enrolling.

## GRAPHIC DESIGN ART

Graphic Design Art is a program which is designed to: 1) give students a broad range of artistic and digital artistic experiences; 2) expand their awareness of the visual world; 3) develop their creative talent and imagination. During the two-year program, students will progress from generalized material to specialized subjects aimed at preparing them for entry into the professional graphic design, video editing, animation and sign making job markets. Graphic Design Art will train the principles of design, the fundamentals of

drawing, advanced mechanicals, advertising art, lettering, typography and sign making, air brush art, basic cell and 3D animation. All Graphic Design Art students are required to compile a portfolio of their work. This portfolio, which is a reflection of the student's achievements, is a useful tool when applying to postgraduate study or entry into the field of commercial art and graphic design illustration. Students will experience video shooting and editing, along with animation basics including computer coloring, stop action, and web design.

**Graphic Design Art: (Grade 11)**  
**1 year/2 credits**

The Graphic Design Art program is a two-year sequence. This first year is designed to introduce many aspects of the Graphic Design, Illustration, Animation, Airbrush, Cartooning, Merchandise and Fashion and Photography fields. It includes basic poster, ad design, computer jewelry design, color basics, lettering, layout and introduction to computer software, such as Adobe Photoshop, Illustrator, InDesign and video editing iMovie. This course meets for two periods.

**Graphic Design Art (Grade 12): 1 year/3 credits**

The second year in Graphic Design focuses on advanced Graphic Design brochures & production, video editing with Final Cut Pro Software, professional signmaking, clay animation, Maya 3D animation, web design, and Flash software. The use of Adobe Illustrator, Photoshop, and InDesign software is also continued with advanced projects. A portfolio of the students' two years of work is prepared using college guidelines such as SUNY Fashion Institute and Farmingdale, Briarcliff, and School of Visual Arts. This course meets for two periods.

**AUTOMOTIVE TECHNOLOGY**

The Automotive Technology Program is a two-year sequence, which is designed to provide a basic knowledge of the automotive industry, the automobile, and the opportunities in the industry. The courses provide a thorough theoretical knowledge of the automobile with specific applications of mathematics and science that are related to the modern auto. General objectives include the development of proper work habits and attitudes, and a sense of responsibility and pride in good workmanship. Safety through proper work practices is

emphasized. The student is given the opportunity to develop fundamental and advanced techniques using modern electronic testing and computerized diagnostic equipment. In the junior and senior years, the development of good trade practice is reinforced through a program of direct customer repair work and servicing. Employment skills are stressed. Seniors can obtain N.Y.S. Inspector's License upon graduation from the program.

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

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

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

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

**CONSTRUCTION TRADES**

Construction Trades is a two-year career education sequence, which covers a very broad range of skills associated with the carpentry and construction trades. The first year of the program is devoted to the introduction of general skills, and the second is used to develop student skill competencies for employment. The curriculum covers site selection, preparation, footings and foundation construction, and construction of a full-scale residential building model including various types of siding, windows and roofing materials. A good portion of the second year will be devoted to renovating the building by adding dormers, electrical work and extensions. In addition to developing hand skills

and the use of hand tools, students will use cabinetmaking equipment such as radial and table saws, planers, joiners, sanders and drill presses.

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

This course is an introduction to carpentry and electricity as related to building and construction trades. Students will learn to read and interpret blueprints, estimate building costs, and use tools of the trade. Emphasis is placed on residential construction, commercial construction and building alterations, repair and maintenance with "hands-on" development of all phases of structure, from site and survey to roofing and finishing. (A purchase of tools for carpentry work is recommended for all students costing approximately \$50.) This course meets for three periods.

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

Students are exposed to an advanced study of carpentry and electricity as related to the building trade. Emphasis is placed on "hands-on" construction of a model house, complete in all phases of construction, advanced commercial construction, in accordance with building codes, from site survey, excavation, and rough framing, to exterior and interior finishing, plumbing, alterations, repair, maintenance and electrical work. This course meets for three periods.

**COSMETOLOGY**

**New York State Licensing Program**

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

Sewanhaka's Cosmetology Program consists of more than 1,000 hours of instruction required by New York State for a cosmetology license. The

field of cosmetology offers employment in a variety of positions, including a number of opportunities in the related cosmetic and manufacturing industry, which requires the technical knowledge and training of the licensed cosmetologist. **(The purchase of a cosmetology kit is required)** for both the junior and senior year. The uniform purchase is in the junior year only.

**Course Sequence**

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

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

This includes the application of foundations in basic cosmetology skills through an intensive training program. Practical cosmetology fundamentals are also an integral part of the cosmetology program. All phases of skin care, nail care and basic hairdressing skills are practiced in depth. This class meets for three periods.

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

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

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

**Beauty Culture II: 1 year/ 3 credits**

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

## **Cosmetology II: 1 year/1 credit**

This course consists of advanced fundamentals and principles, including the chemicals and composition of cosmetic materials. Emphasis is also placed on job readiness skills. Students are well prepared for the written exam as required by the New York State Division of Licensing.

## **CORPORATE COMMUNICATIONS/DIGITAL IMAGING (CCDI)**

The Corporate Communications/Digital Imaging (CCDI) Program is a rigorous course focused on the digital content creation industries. Students are trained to conceive, create, and compose visual images for the many markets that rely on them such as the entertainment industries (films, games, commercial marketing), and digital content creation fields (media for hand held devices and web delivered media). In CCDI you will learn creative and targeted filmmaking, 2D & 3D animation for the gaming industries and film, compositing and special effects, how to plan for a short film or game concept through scriptwriting and shot composition and in the senior, Flash and Dreamweaver web design to create a portfolio website. If you have an active imagination and have hope to see your ideas come to life in the form of a unique character you conceived, or an animated short film, or a live action movie; this is the class to consider. <http://teacherweb.sewanhaka.k12.ny.us/~dlabbato>.

### **COURSE DESCRIPTION**

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

Primary focus is on developing proficiency using Adobe Illustrator and Flash to create images and characters. Photoshop is taught as a tool for altering existing images and to hint at what is to be taught in year two concerning texture painting and surfacing 3D elements. To animate the elements students make, we focus on the principles and creation of 2D animation in Adobe Flash. Motion Graphics and Special Effects Compositing is taught to combine multiple elements into one moving image. The year is concluded with an introduction to filmmaking and 3D modeling. This class meets for two periods.

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

The senior year immerses the student in 3D modeling and animation as well as how to combine 3D elements with reality. Seniors are also taught web design for the purpose of creating an interactive portfolio website where they can display their talents in a medium that is easily accessible. Flash ActionScripting, video game art creation, special effects creation, motion graphics, compositing, animation, and filmmaking are all explored in-depth and practiced in the senior year. This class meets for three periods.

### **TECHNICAL PROGRAMS**

#### **Architectural Technology**

Architectural Technology is the application of basic physical and mathematical concepts to the design, drafting, and fabrication of homes and other structures, including the selection and testing of materials. Major emphasis is placed on a student's ability to create buildings of his/her own design. At the conclusion of the course, students take a comprehensive Regents examination that covers the three years of study. During the three-year curriculum, students develop term projects and complete building plans for homes and industry.

#### **College and Career Ladders**

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

#### **Architectural Drafting 1 (Grade 10): 1 year/1 credit**

The course presents architectural drafting problems related to fundamental construction involving rough framing, exterior finishing, foundations, and estimating. Emphasis in drawing on conventional plans and elevation views is a course feature.

**Computer-Aided Drafting 1 (Grade 10):**  
**1 year/1 credit**

Students learn AUTOCAD software and Computer Operations with the direct application to architecture.

**Architectural Computer-Aided Drafting 2**  
**(Grade 11): 1 year/1 credit**

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

**Physical Structures Theory (Grade 11):**  
**1 year/1 credit**

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

**Architectural Drafting 3 (Grade 12):**  
**1 year/1 credit**

This class concentrates on a study of lettering and drawing techniques. Emphasis is on architectural design. Also, a study of architectural orders, perspective drawings, and the use of shade and shadowing techniques are presented. (This class is taken in conjunction with Building Construction Theory and Computer-Aided Drafting 3.)

**Building Construction Theory (Grade 12):**  
**1 year/1 credit**

Students study heating systems, plumbing, electrical, advanced estimating of building materials, examine construction methods in wood, masonry, and other materials following the building code. (This class is taken in conjunction with Architectural Drafting 3 and Computer-Aided Drafting 3.)

**Computer-Aided Drafting 3 (Grade 12):**  
**1 year/1 credit**

Advanced AUTOCAD techniques for Architectural Drafting including 3-D Computer Modeling. (This class is taken in conjunction with Architectural Drafting 3 and Building Construction Theory.)

**Instrumentation & Automation Program**  
**(ADV)**

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

**College and Career Ladders**

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

**I & A 1 – Electronics (ADV) (Grade 10):**

**1 year/1 credit**

**(Mathematics Prerequisite: Geometry or Trigonometry)**

**(Science Prerequisite: Biology or Chemistry)**

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

**I & A 2 (ADV) (Grade 11): 1 year/2 credits**  
**[Students should take Physics (Advanced) while enrolled in this course and should have already taken regents physics]**

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

**Advanced Placement Physics C (ADV) (Grade 12): 1 year/2 credits**  
**[Students should take Calculus (AB or BC) while enrolled in this course and should have already taken regents physics.]**

In the third year, students have the option of taking a course preparing them for the Advanced Placement exam in Physics (AP Physics C). For students taking Physics, material for both the Mechanics and the Electricity & Magnetism parts of the exam will be covered using concepts from Calculus. A satisfactory score on the Advanced Placement Exam may award the student with college credits. Students must take calculus concurrently.

**I & A 3 (ADV) (Grade 12): 1 year/2 credits**

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

# **A**cademy of Finance

## **THE ACADEMY OF FINANCE**

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

partnership that links the resources of education, business, and the community.

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

A highlight of the Academy of Finance academic program is the college credit component. Academy students can earn up to 24 college credits through Long Island University's Accelerated College Entry Program.

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

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

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

academic average for the first and second marking period and your discipline record. In addition, students who are enrolled in advanced classes or pursuing Advanced Placement courses do not qualify for the program.

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

### **ACADEMY OF FINANCE** **COURSE OF STUDY**

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

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

#### **Grade 9:**

***Computer Essentials*** (full year) – 1 high school credit

#### **Grade 10:**

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

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

#### **Grade 11:**

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

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

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

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

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

#### **Grade 12:**

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

***Financial Planning*** (half year) – ½ high school credit

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

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

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

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

\*Courses that provide the opportunity for students to earn college credit through Long Island University's Accelerated College Entry (A.C.E.) Program.

### **SPECIAL EDUCATION OVERVIEW**

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

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

### **SPECIFIC PROGRAMS**

#### **Resource Room**

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

## **Special Education Classes**

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

## **Activities for Daily Living (ADL) Age 12-21**

This program is for students who are IEP diploma-bound and require development of skills and behaviors appropriate for independent living. The program provides remediation in reading, writing and math, communication skills, food preparation, life skills, pre-employment, vocational skills, travel training and social skills. Students who are age 16 and over attend this program for a half-day and are in vocational preparation programs or CBIP for the remainder of the day, some school vocational programs are located at Sewanhaka High School or out-of-district programs. Any student in our district may be eligible for the ADL program.

## **Career Development Program (CDP) Age 12-21**

This program is designed for students whose intellectual potential is in the moderately deficient range. The DLC is currently a 6:1:1 class. Students are instructed using functional language-based curriculum to improve their receptive and expressive language. Intensive related services are provided in accordance with the student IEP.

## **Promoting Academics through Life Skills (PALS)**

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

## **Remedial Instruction for Supportive Education Program (RISE)**

The RISE Program is a district-based program. This program is for students with low average-to-average potential who have severe deficiencies in reading and writing. The program serves students in grades 7-12 and provides intensive remediation through a special instructional process. As students make progress, they are reintegrated into credit-bearing Special Education classes. Those students who are not able to meet the Regents criteria are provided with vocational training and receive IEP Diplomas.

## **English Enrichment 11**

This course is designed for Special Education students who are at risk for failing the English Regents. The curricula incorporates the Learning Standards developed by the Regents and are designed to enhance writing skills.

## **Transitional Program**

This program is appropriate for students of average to high average intelligence that have severe depressive disorders, anxiety disorders, and/or phobias. These internal disorders significantly impact the student's ability to attend school and to do well in school. Intensive counseling is provided by a full time school psychologist assigned to the program, along with psychiatric consultation by the district psychiatrist. This program is currently available to district and out-of-district students as recommended by the CSE. All students will be interviewed before entering the program.

## **Visions Program**

The VISIONS GED program is a district-based program that is housed at Sewanhaka High School. The program prepares students between the ages of 16 and 19 to take the New York State GED exam. The students have less than 11.5 credits and are recommended by their counselor or building administration for consideration. After a screening is held, the students take a predictor test and, if it is deemed that they have the ability to pass the GED, they are accepted. A mandatory parent meeting is held and a contract is signed which includes attendance and behavior policies.

There are two major components of the program. The students are prepared for the GED exam and receive instruction in all of the subtests that will be on the test. The second portion of the program is a vocational preparation component. Classes that teach life and job skills and proper work behavior

are provided. A vocational assessment is also given. Most students spend a few months in the program and then take the GED test. The program has rolling admissions and students are taken in during the school year.

### **Developmental Learning Center**

This program was designed to return students enrolled in BOCES program to a District School. The DLC is currently a 6:1:2 class. Students are instructed using a functional language-based curriculum to improve their receptive and expressive language. Intensive related services are provided in accordance with each student IEP.