



**SEAFORD HIGH SCHOOL
COURSE HANDBOOK
2015-16**

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The Seaford Union Free School District does not discriminate on the basis of race, color, national origin, sex, disability and age, in the admission of students, in any of its programs or activities in its employment practices. Inquiries concerning the application of this policy on non-discrimination, or complaints of discrimination on the basis of sex, age or any alleged violation of the Civil Rights Act shall be directed to John Strifolino, District Title IX Coordinator, 1600 Washington Avenue, Seaford, New York (516) 592-4002. Inquiries concerning the application of this policy on non-discrimination or complaints of discrimination on the basis of disability may be directed to Jane Dawkins, District Section 504 and ADA Coordinator, 1575 Seamans Neck Road, Seaford, New York (516) 592-4371.

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**Seaford Union Free School District
Central Administration Offices
1600 Washington Avenue
Seaford, N.Y. 11783**

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**Seaford High School
1575 Seamans Neck Road
Seaford, N.Y. 11783**

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FOREWORD

Please take the time to review all of the important information in this version of the Seaford High School Course Handbook in preparation for the 2015-2016 school year. In addition to course descriptions, course credit information and information about related programs, please take note of the pages describing the graduation requirements for the Regents Diploma, and the Regents Diploma with Advanced Designation.

Your high school academic experience should be one that sets the foundation for all of your future learning and interests. I urge each of you to select courses that both interest and challenge you and to strive for the highest diploma designation within your reach. It is best to discuss your high school program questions with your parents and your guidance counselor. Members of the high school administration and teaching staff are also ready and willing to guide you along the way.

Please take advantage of everything Seaford High School has to offer by making the best programmatic decisions to help create a full and memorable Seaford High School experience.

Yours in Seaford Pride,

Brian L. Conboy
Superintendent of Schools

We are proud to present to you the 2015-2016 Course Selection Handbook. In it you will find not only detailed descriptions of each of the courses that we offer, but also information that will help you plan for your high school career.

As you examine the various course requirements and programs of study, it is important that you consider not only your own personal interests, but also suggestions from your parents and the recommendations of your guidance counselor. These will help you select the most appropriate courses for success in the pursuit of your diploma and in your life beyond Seaford High School.

It is our desire that you create an interesting and challenging program. We consider it a privilege to take part in the building of a bright future as you strive for success.

If we may be of assistance, our doors are always open.

Scott Bersin
Principal

Anthony Allison
Jessica Sventoraitis
Assistant Principals

SEAFORD HIGH SCHOOL PHILOSOPHY AND GOALS

Seaford High School has an "accept and challenge" philosophy. Students' individual differences are accepted, and each individual is challenged to achieve the full measure of his/her potential. The philosophy of Seaford High School is based on the belief that the school should provide students with the opportunity to develop individual academic, artistic, vocational, physical and social strengths. Seaford High School takes pride in its ability to offer its students a strong foundation of technological experiences integrated into all academic disciplines. The school accepts the responsibility on behalf of the community to foster each student's progress in all aspects of personal growth.

We believe that the school, in partnership with the Seaford community, should provide a secure, predictable environment which will encourage each student to internalize responsibility, thus enabling him/her to develop the social and moral skills necessary to become a contributing member of society and a self-disciplined young adult.

We believe that we must educate each student for a world of change. In order to facilitate this process, educators, in cooperation with parents and the community, should impart knowledge and teach skills pertinent in a changing society.

INTRODUCTION TO PROGRAM PLANNING

The Seaford High School Guidance Department is dedicated to helping all students plan and prepare for their future goals, whether those goals include college, vocational training, military service or employment. Each student is assigned a counselor who will work with him/her throughout all four years in Seaford High School. We encourage all students to address any questions or concerns with their counselor.

For the student who is planning to attend either a two-year or a four-year college, the best preparation is to take a demanding academic program in grades 9-12. Colleges evaluate a student's record for evidence that the applicant will be able to do the work expected at that particular college. Students should strive to complete coursework in high school, which helps them prepare for their college studies. The quality and rigor of a student's high school program, the grades earned in coursework, Regents examination results, SAT scores, ACT Scores, and rank in class are important factors most colleges review to decide a student's acceptability. A student's senior year academic program and achievement is of particular interest and importance to most colleges.

BOCES

Certain vocational and technical training programs are offered by Seaford High School in cooperation with the Nassau County Bureau of Cooperative Educational Services (BOCES) and the Levittown Memorial Education Center in grades eleven and twelve. Candidates for these vocational programs must demonstrate satisfactory attendance, academic progress towards timely graduation, and attitude during grades nine and ten. Application and selection takes place in the spring of the student's tenth grade year. A parent conference is *required* prior to the filing of a student's application.

The courses described in this handbook will be offered based on sufficient enrollment and teacher availability. Classes will be organized on the basis of enrollment figures received from students at the time of program planning. In the event that a course does not have sufficient enrollment, the counselor will notify the student and (s)he will be offered an opportunity to select an alternative. **After the closing date of May 31, a change of schedule or program will be made only because of clerical error or failure to meet a prerequisite.** Teachers' schedules and other resources will be arranged based upon the enrollment figures established as of the close of registration. Unavoidable conflicts occur at times in the master schedule and occasionally students are unable to receive all of their selected courses. When available, an alternate course may be considered.

NO CHANGE OF PROGRAM OR SCHEDULE WILL BE MADE AT ANY TIME DURING THE SCHOOL YEAR unless there is ample educational reason for the change in the judgment of the Guidance Counselor and the Administration. Any course dropped or added will be recorded on the Official Transcript. Parent approval will be required before any program or schedule change request will be considered. The decision of the Principal is final.

Withdrawal from a class: Any student looking to withdraw from a full-year class, after the end of the 1st quarter, will receive a 'W' on their report card and transcript. Any student looking to withdraw from a half-year class, after the end of the 1st progress report, will receive a 'W' on their report card and transcript. As transcripts are a permanent record, these marks would be visible for review by any post-secondary institution or place of employment requesting this document.

Credit Policy: The Seaford Board of Education has set the following minimum units of credit (excluding Physical Education) that a student must take while enrolled:

Grade 9 & 10	7
Grade 11	6.5
Grade 12	6

HIGH SCHOOL DIPLOMA REQUIREMENTS
Class of 2016, 2017 and 2018 and 2019
• MINIMUM REQUIREMENTS •

Regents Diploma Required Courses		Advanced Designation Regents Diploma Required Courses	
English	4 units	English	4 units
Social Studies	4 units	Social Studies	4 units
Math	3 units	Math	3 units
Science	3 units	Science	3 units
*LOTE (Foreign Language)	1 unit	*LOTE (Foreign Language)	3 units
Art/Music	1 unit	Art/Music	1 unit
Health	½ unit	Health	½ unit
Physical Education	2 units	Physical Education	2 units
Electives	3.5 units	Electives	1.5 units
Total	22 units	Total	22 units

Required Exams (Passing score of 65 and above)	Required Exams (Passing score of 65 and above)
<p align="center">English Regents Int. Algebra Regents Global Studies Regents US History Regents 1 Science Regents (Living Environment or Physical Setting)</p>	<p align="center">English Regents Int. Alg. and Geo. and Alg. 2/Trig. Global Studies Regents U.S. History Regents Living Environment and any Physical Setting **LOTE (Foreign Language) FLACS</p>

*A student identified as having a disability which adversely affects the ability to learn a language, may be excused from this requirement if such student's individual education program indicates that such a requirement is not appropriate to the student's educational needs. The student will be expected to substitute one credit in elective courses for the Language Other Than English (LOTE) requirement.

**Students acquiring five units of credit in one of the following may be exempt from the three unit Language Other Than English requirement: Art, Music, Business or Career and Technical Education.

Note: The Regents Competency Test safety net for students with disabilities will continue to be available for students entering grade 9 prior to September 2010. Students using this safety net will receive a local diploma. The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities, without local option.

Students who have not achieved a **minimum grade of 65%** on any of the Regents examinations required to earn a Regents diploma or Advanced Designation Regents diploma but passed the course, are **strongly encouraged** to retake the exam(s) during the August or January and/or June Regents examination periods when the exam(s) are offered. To do so, please see your guidance counselor.

The New York State Education Department Board of Regents will require that all* students who enter the freshman class in 2008 earn either a Regents diploma or Advanced Designation Regents diploma. For students who entered the freshman class prior to 2008, the local diploma Regents exam requirements are outlined below.

**Revised Diploma Requirements
(Effective September 1, 2005)**

Entering Freshman Class	Local Diploma Requirements	Regents Diploma Requirements	Regents Diploma with Advanced Designation Requirements
2008 and later		Score 65 or above on 5 required Regents exams. Earn 22 units of credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of credit.

*The Regents Competency Test safety net for students with disabilities will continue to be available for students entering grade 9 prior to September 2010. Students using this safety net will receive a local diploma. The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities, without local option.

SEAFORD HIGH SCHOOL ADVANCED PROGRAM

As outlined in the Course Handbook, “Seaford High School has an “accept and challenge” philosophy. Students’ individual differences are accepted, and each individual is challenged to achieve the full measure of his/her potential. The philosophy of Seaford High School is based on the belief that the school should provide students with the opportunity to develop individual academic, artistic, vocational, physical, and social strengths.” It is with this philosophy in mind that the following treatise is adopted.

In Seaford High School, all subjects and classes should be taught with the highest academic rigor. However, there should exist an even more challenging academic pathway for students wishing to go beyond the traditional curriculum and accrue potential post-secondary credits in their journey towards college. While all students are encouraged to participate in advanced-level classes, there are suggested requirements in place to ensure that the student will meet with a level of success without compromising the student’s self-confidence and the other students’ experience in these classes. The following general criteria are:

- When a student is seeking entrance into an advanced level course from a non-advanced level course, an average of 90 should be achieved in that non-honors level course. (ex.: English 9 into English 10 Advanced)
- When a student is seeking entrance into an honors level course from a previous advanced-level course, an average of 85 should be achieved in that honors-level course. (ex. English 9 Advanced into English 10 Advanced)
- A teacher recommendation from the student’s previous non-advanced course is recommended to enter an advanced level course or a recommendation from the student’s guidance counselor.
- All prerequisite courses must have been passed in order to enter the advanced level course. (ex. French 4 must have been passed to enter AP French)

These are the general criteria for entrance into an advanced program but there may also be unique and specific criteria for an Honors course. The additional criteria are listed in the course handbook which can be accessed online through the school website.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) REGULATIONS

The NCAA has established regulations for student-athletes beginning college and wishing to participate in Division I or II intercollegiate athletics. These regulations include a minimum number of required academic courses, minimum grade point averages and minimum SAT scores. By the end of 11th grade, interested high school student-athletes need to register with the NCAA at their website, www.ncaaclearinghouse.net. A copy of the details of these regulations, which have changed regularly, is available on-line at www.ncaa.org. Please go to the Guidance webpage of the district website for a direct link to the NCAA.

PROGRAMS TO SUPPORT INSTRUCTION

LIBRARY MEDIA CENTER

The function of the school library media center is to provide students with the resources necessary to fully support their academic progress. The Library Media Center is available for students between the hours of 7:25 a.m. and 3:00 p.m. on regular school days and houses an extensive collection of both print and non-print materials. In addition, the technology capabilities make on-line reference materials, such as encyclopedias and periodicals, available from all computers in the building. The library's print collection is continuously updated to reflect changes in the curriculum and the interests of the student body. Other non-print resources including CD Roms, DVD's and books on tape supplement the print collection.

Students who have work to do may use the library during their study hall periods. All students must sign in at the beginning of the period and must remain for the entire period. During lunch periods, students who wish to use the library must do so after they have eaten their lunch and secured a pass from the faculty supervisor. Students wishing to use the Internet must obtain a Computer Access Permission Form, which must be signed by a parent or guardian and returned to the assistant principal's office. To maintain computer privileges, students must adhere to the computer usage rules posted in the library and the district's Acceptable Use Policy.

LABS

Common Core Class

P or F Grade ¼ credit

This class is designed for students who can benefit from reinforcement of subject matter in all academic areas. Students in this class will learn strategies to improve their performance in the academic areas. Time management and organizational and study skills will also be reinforced.

Math Lab

Labs are offered in Algebra, Geometry and Algebra2/Trigonometry. Please refer to Mathematics Section for further explanation.

SPECIAL EDUCATION SERVICES:

Special Education services include a continuum of services from least restrictive to more restrictive settings.

- Consultant Teacher – This service is recommended for students who are fully integrated into the mainstream.
- Resource Room – This service consists of identification and diagnostic assessment, small group (maximum 5) instruction in academic and organizational skills.
- Integrated Class – This services students with disabilities in the general education setting with support from a special education and a general education teacher.
- Student Support Class – This class is designed for students whose needs may not be met in a collaborative general education class.
- CDP – These are special classes, which may include functional academics, life skills and vocational training.

Psychological and social work services, drug and alcohol intervention, speech and language therapy, occupational and physical therapy, home and hospital instruction are also considered. Referrals to these programs may be made in writing to the Building Principal, to the specific specialist or to Ms. Jane Dawkins, Director of Special Services (592-4371). Inquiring students may receive further information regarding services from the Special Education Office, or they may speak to their guidance counselor.

ART DEPARTMENT

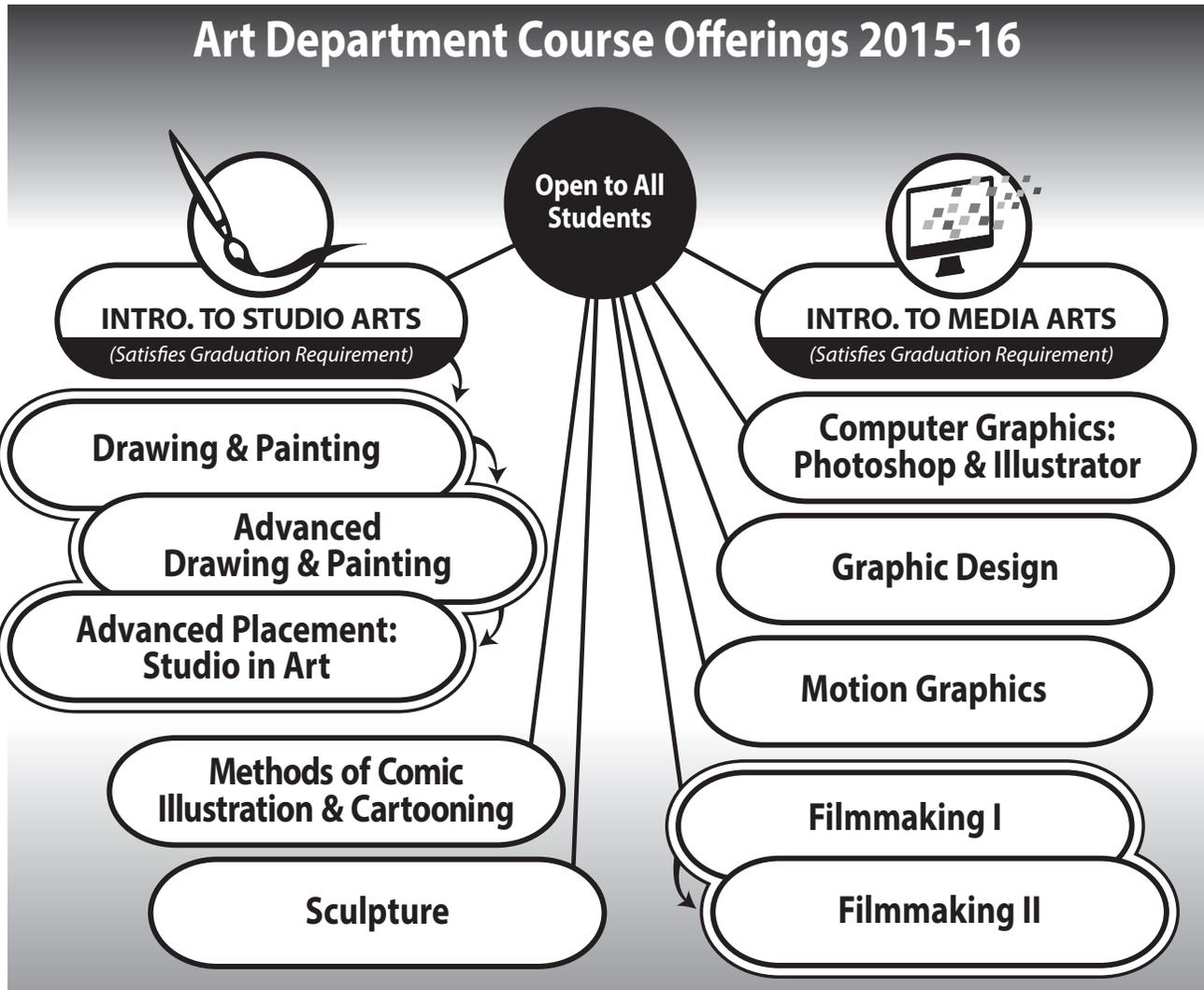
The Visual Arts Program addresses the needs of its students by enhancing their appreciation of the world in which they live.

ART DEPARTMENT

PHILOSOPHY

The Visual Arts Program addresses the needs of its students by enhancing their appreciation of the world in which they live. It provides historical as well as cultural experiences. Students become “connected” to society by expressing themselves visually and verbally. Students are encouraged to develop creative, problem-solving thinking skills through their use of appropriate art mediums and techniques, to analyze and respond to works of art, and to understand the cultural dimensions and contributions of the arts.

The Art Department offers comprehensive Foundation courses, Elective courses, as well as Advanced Placement courses. A wide variety of classes are available to meet the individual personal and career goals of each student. Many 5-credit sequences can be constructed to meet graduation requirements.



FOUNDATION COURSES

INTRODUCTION TO STUDIO ARTS (#800)

This is a foundation course offering students a broad understanding of visual arts (drawing, painting, printmaking, sculpture). Students will learn to use a wide variety of materials, tools, techniques and equipment to create individual artwork. Art history will be introduced through an overview of art periods.

This course is required for all students planning to develop an art sequence in Drawing/Painting. Successful completion of this course satisfies the Art/Music graduation requirement.

INTRODUCTION TO MEDIA ARTS (#801)

This foundation course offers a broad understanding of media arts (digitally created art and mixed media processes). Student artwork will focus on a variety of traditional art materials, tools and techniques. Digital art techniques will be utilized when preparing, designing and enhancing several projects. Art history is introduced through an overview of art periods.

*This course is **suggested** for all students planning to develop an art sequence in Computer Graphics, or Graphic Design.*

Successful completion of this course satisfies the Art/Music graduation requirement.

FULL YEAR COURSES

DRAWING AND PAINTING (#820)

1 year

1 credit

Students in this course use graphite, colored pencil, charcoal, pastel, watercolor, and acrylic paint while concentrating on drawing from life (still life set-ups, the figure and landscapes).

Prerequisite: Introduction to Studio Arts or Media Arts

ADVANCED DRAWING AND PAINTING (#822)

1 year

1 credit

This advanced continuation of Drawing & Painting focuses on drawing from life while using pastel, charcoal, oil pastel, mixed media collage and oil paint. Students will concentrate on portrait drawing, still life rendering, and abstraction while developing a personal style

Prerequisite: 85 or better average in Drawing & Painting or teacher recommendation.

COMPUTER GRAPHICS: PHOTOSHOP & ILLUSTRATOR (#808)

1 year

1 credit

This course teaches essential concepts and provides a working knowledge of Adobe Photoshop and Adobe Illustrator, for those wanting to learn how to create graphic images, and manipulate photos. Using Photoshop, you will learn how this raster (pixel) based program can manipulate pixels to change photographic images. Students will learn the basics of selections, re-touching, colorizing, re-sizing, layer effects and filters. Using Illustrator, you will learn how this vector (point & line) based program can be used to create original detailed artwork. Students will learn Illustrator shape tools, pen tools, gradients, and gradient mesh tools to create a type of vector artwork known as rotoscoping. Finally students will combine both raster and vector designs to produce original artwork.

Open to 9-12 graders.

MOTION GRAPHICS (#809)

1 year

1 credit

This course teaches essential concepts and provides a working knowledge of Adobe After Effects. Students will create engaging motion graphics, broadcast animation and movie special effects. Topics will include timeline-based animation, use of simulated effects, applying and animating effects, chroma keying (green screen), camera tracking and working with imported Photoshop and Illustrator content.

Open to 9-12 graders.

GRAPHIC DESIGN (#812)

1 year

1 credit

Graphic Design is an introduction to elements of design, spatial relationships, typography and imagery as they apply to practical visual solutions for marketing. This course instructs the student in graphic design skills employing traditional and digital tools, materials and procedures used in the communication arts industry. The focus will be on finding creative visual solutions to communication problems. Using Photoshop, Illustrator, and InDesign, students create print designs including logos, posters, and ads, many of which are used for school events.

Open to 9-12 graders.

FILMMAKING I (#815)**1 year****1 credit**

This course provides the student with an appreciation of the film experience from critiquing and analyzing to video creation. Students are introduced to the fundamentals of digital video production. All aspects of pre-production (writing, story boarding), filming, and post-production (editing) will be experienced. Students begin working individually and eventually work in groups to create their own video productions.

Open to 9-12 graders.

FILMMAKING II (#816)**1 year****1 credit**

Students develop their filmmaking skills learned in Filmmaking 1. First, students will be learning to write screenplays. Next, they will further examine directing techniques, and cinematography style. Lastly, students will form a production crew to create a feature length film. Each crew member experiences all aspects of filmmaking including: screenwriting, directing, cinematography, sound and film editing.

Prerequisite: Filmmaking I

SCULPTURE (#825)**1 year****1 credit**

This course offers an opportunity for students to learn different three dimensional sculptural techniques that include construction, carving, casting, and modeling to create a variety of projects. A wide range of building materials will include fabric, wire, paper, clay, plaster and wood. Art history is introduced through an overview of art periods.

No prerequisite necessary for this course.

(Suggested prerequisite: Introduction to Art/Media Arts)

*This course does not fulfill the graduation requirement.

METHODS OF COMIC ILLUSTRATION & CARTOONING: (#826)**1 year****1 credit**

This full year course offers students an introduction to both traditional and computer-based illustration & cartoon drawing methods.

Basic drawing skills will be developed while students engage in expressive character design, caricatures, art history, comic illustration and story boarding, and various mediums to complete comic/cartoon inspired works of art.

No prerequisite necessary for this course.

(Suggested prerequisite: Introduction to Art/Media Arts)

*This course does not fulfill the graduation requirement.

ADVANCED PLACEMENT ART: (#840) STUDIO IN DRAWING -OR- 2 DIMENSIONAL DESIGN**1 year****1 credit**

This college level course is primarily for serious students who are considering further studies in art. Students will work independently in class and at home to fulfill course requirements. They will work on a completely individualized course of study, which will also broaden their understanding of past and present art styles and trends. All students are expected to take the Advanced Placement Exam (in the form of a 24 piece portfolio of artwork) for college credit.

The student will also be able to use the artwork completed in this class for a college acceptance portfolio. At the conclusion of this course, students will present a "one person" art exhibit, which is the final exam for the course.

Recommended for: 12th grade students

Departmental approval required – Satisfactory completion of a summer art assignment is mandatory for enrollment in this class.

Prerequisites for AP Art/Studio in Drawing:

Introduction to Studio Arts

Drawing and Painting

Advanced Drawing and Painting

Prerequisites for AP Art/Studio in Two Dimensional Design:

Introduction to Media Arts

Computer Graphics 1

Graphic Design

BUSINESS DEPARTMENT

Career awareness, career exploration and career preparation should begin early in a high school career.

BUSINESS EDUCATION

PHILOSOPHY

Career awareness, career exploration and career and college preparation should be part of every student's high school career. The State Education Department notes, "Rapidly changing technology in the global economy affects the kinds of jobs in the workplace and the skills and training needed to succeed in them. Students must focus on broad career options, the development of individual plans to enter the workforce."

Business has changed dramatically since the advent of the personal computer, and the software that goes with it. Word processing has revolutionized the job description of every worker. The need for Business Education courses has increased. The Seaford High School Business Department offers a coherent sequence of courses, as well as a variety of electives, that prepare a student for college and career.

Further, the course offerings in the Business Department can be combined to meet the requirements for the Regents Diploma with Advanced Designation or regular Regents diploma. Business courses can also be taken as electives. Please see the individual course descriptions for prerequisites, etc. The following table illustrates some of the many possible 5 unit Business sequence options.

Business Education Sequence Options

5-Unit Sequence	
Career and Financial Management*	1/2
Keyboarding for Business and College	1/2
Computer Skills For College and Career Readiness	1/2
Fashion Merchandising	1/2
Entrepreneurship	1/2
Sports and Entertainment Marketing	1/2
Wall Street	1/2
Accounting	1
College Accounting	1
Business and Personal Law	1
Marketing/Advertising	1
Math and Financial Applications	1

ACCOUNTING (#616)

1 year

1 credit

The art of organizing and presenting financial information; accounting is the language of business. This course introduces students to the accounting process from elementary bookkeeping to modern computerized accounting systems. Recommended for students considering starting their own business, working in a family business or majoring in any business area in college. Accounting has been approved as a specialized course for academic credit. This commencement level course may be used as a Business credit or as the third unit of Mathematics provided the student has passed the Math Regents exam.

Recommended for 10th, 11th and 12th grade students.

BUSINESS & PERSONAL LAW (#620)

1 year

1 credit

This course is designed to familiarize the student with the law as it affects business, personnel and social activities. You will learn about **criminal law** and how our legal system deals with social issues and injustices. The course will also focus on your rights as students and as individuals. Topics such as Business Applications of the Law, Contracts, Property and Employment will provide students with an understanding of the rights and duties of individuals and businesses. This course is also recommended for students who intend to major in business in college.

Recommended for 10th, 11th and 12th grade students.

CAREER AND FINANCIAL MANAGEMENT (#606)**½ year****½ credit****(Career and College Planning)**

Personal financial choices are everywhere in today's society, and most of us are faced with important decisions from a very early age. This course is designed to assist students in making those decisions, in both the short and long term, while furthering students' knowledge of critical life skills in banking, budgeting and managing debt. The curriculum is project oriented and will cover topics including career awareness, planning the college application process, the use of technology in research, and communications skills.

Recommended for all students who are focused on college and career readiness.

(Required for students seeking 5-credit sequence in Business or Technology)

COLLEGE ACCOUNTING (#618)**1 year 1 credit**

Presents the basic elements and concepts of accounting using a hands-on approach. Emphasis on the procedures used for maintaining journals, ledgers and other accounting records and for the completion of end-of-period reports and financial statements for small service and merchandising businesses. College Accounting is offered in conjunction with C.W. Post, and college credit will be granted at the end of the course. Tuition fees for three (3) credits from C.W. Post will be collected at the beginning of the course.

Recommended for 11th and 12th grade students.

Prerequisite: Minimum grade of 80% in Accounting or a minimum grade of 80% in Math and a passing grades on Math Regents Exams. This course is recommended for students who have maintained an un-weighted cumulative average throughout their high school careers of at least 80 in core academic subjects (English language arts, mathematics, natural sciences, social sciences, languages other than English).

ENTREPRENEURSHIP (#610)**½ year****½ credit**

This course will explore the foundations of business operations while preparing students for future educational opportunities and employment. Topics will include finance, marketing, communications, human resources, profiles of a business leader, ethical and global issues, small business management, computer applications, real life scenarios, and entrepreneurship.

Recommended for 10th, 11th, and 12th grade students.

FASHION MERCHANDISING (#604)**½ year****½ credit**

Learn the secrets of the world of fashion and put yourself on the fashion show runway. This course introduces students to the fashion business. Students will explore the fashion cycle from design and manufacturing to buying and selling. An understanding of the many careers in the fashion industry will be integrated throughout the course.

Recommended for 10th, 11th, and 12th grade students.

COMPUTER SKILLS FOR COLLEGE AND CAREER READINESS (#602) ½ year**½ credit**

A must for all college bound students, Computer Skills For College and Career Readiness students will learn how to use the three computer applications that colleges expect students to know upon entrance – Word, Excel and PowerPoint. These programs are the power tools of college success.

Recommended for all students who are focused on college and career readiness.

MARKETING/ADVERTISING (#614)**1 year****1 credit**

Business marketing students will learn the process and strategies involved with planning, executing promotion, pricing and distribution of an actual product. They will conduct marketing research, be involved in product development and explore sales strategies. This is a practical and interesting course with a large amount of real-world examples in the curriculum.

Recommended for 10th, 11th and 12th grade students

MATH AND FINANCIAL APPLICATIONS (#622)**1 year****1 credit**

Using a framework of personal finance, this course will sharpen students' basic math skills while introducing topics such as budgeting, credit, banking and investments. Students will engage individual and group activities intended to guide them through the financial decision making process. Math and Financial Applications has been approved as a specialized course for academic credit. It may be used as a Business credit or as the third unit of Mathematics provided the student has passed one unit of Math and the Math Regents exam. Please see your guidance counselors if you are interested in math credit for this course.

Recommended for all students, particularly those seeking a third unit in Math who have successfully completed Algebra I.

SPORTS AND ENTERTAINMENT MARKETING (#608)**½ year****½ credit**

With an exciting and interesting curriculum, this advanced course will help students apply the marketing concepts and theories that pertain to the sports and entertainment industries. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals and marketing plans, all in context of sports and entertainment.

Recommended for 10th, 11th and 12th grade students.

WALL STREET (#609)**½ year****½ credit**

An understanding of the stock and financial markets is essential in 21st century America. This course will provide a great introductory background to these markets with a focus on personal financial management by teaching students the process of investing in stocks, bonds and mutual funds. Among other authentic experiences, students will learn by competing in a stock market challenge where they get to invest in stocks and track their returns.

Recommended for 10th, 11th and 12th grade students.

COMPUTER SCIENCE DEPARTMENT

The Computer Department is committed to preparing students to compete in the world-wide job market whether it be immediately after high school or after a college education.

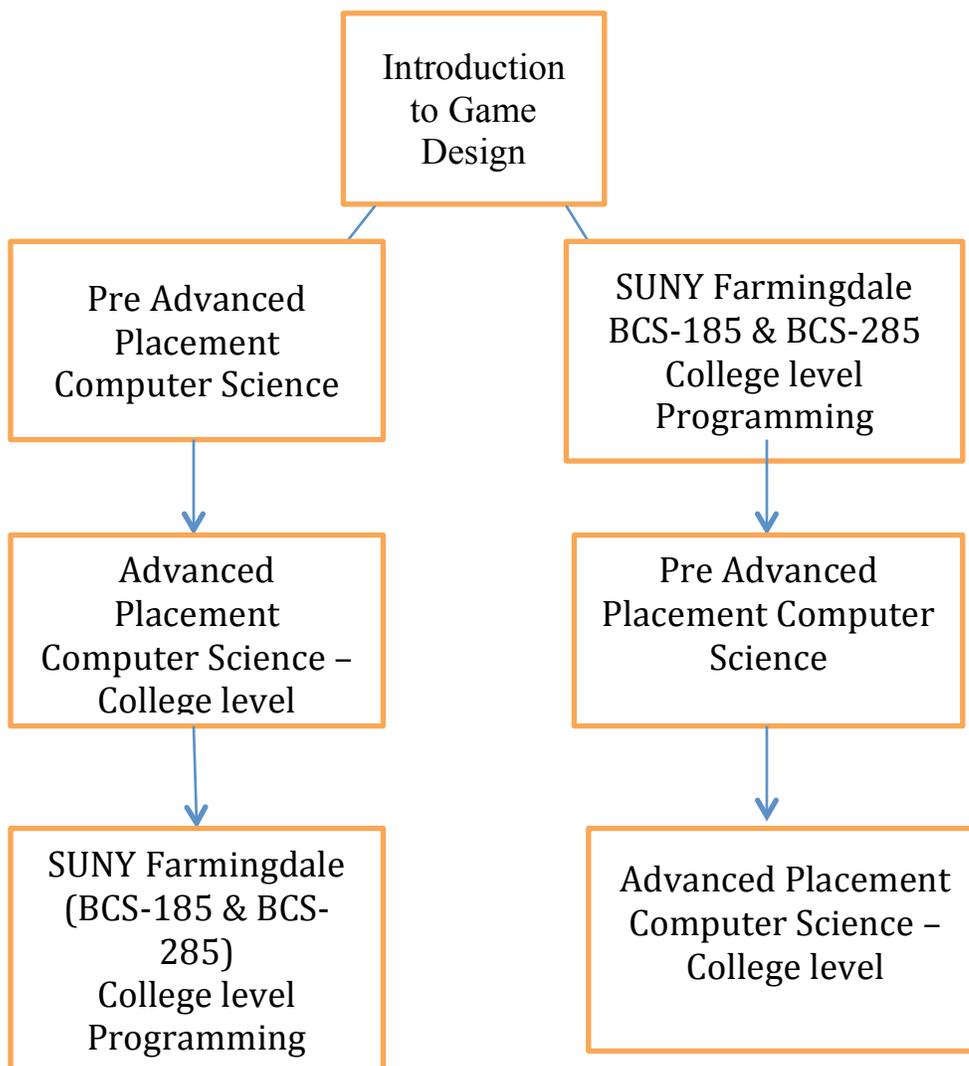
PHILOSOPHY

COMPUTER SCIENCE PHILOSOPHY

The Computer Science Department is committed to preparing students to compete in the worldwide job market, whether it is immediately after high school or after a college education. The State Education department standards state that students must learn how to use “thinking skills to solve a problem,” must “demonstrate the ability to plan, organize and take independent actions,” and must develop “positive interpersonal qualities through teamwork.” These standards are reflected in all of these courses.

Students will develop the techniques of logical thinking and the strategies of problem solving. The logical sequences and demand for accuracy when working with computers fosters good work habits. These lifetime skills will prepare students for any job or career they choose. These courses are open to students in grades nine through twelve. Students begin with an introductory course and have the opportunity to earn up to 10 (ten) college credits before leaving high school.

Computer Science courses can satisfy the required THIRD Math or Science course.



COMPUTER GAME DESIGN (#625)**1 year****1 credit**

Explore this introductory course that teaches students how to design, develop and create a computer game. Students who are interested in learning more about what is needed to create games and simulations should take this course. Students who are planning on attending college and/or technical school are recommended to take this course. The material in this course provides students with a solid background of standard logic, which will enhance problem-solving skills. This course is designed to be a rewarding experience for students who have no prior programming experience and also for the self-starter who has some programming experience.

Prerequisite: none

Credit: 1 Math OR 1 Science

PRE-ADVANCED PLACEMENT COMPUTER SCIENCE (#627)**1 year 1 credit**

This course teaches you how to “drive and teach” a robot. This course is designed for those students seeking to take what they have already learned about programming and how to apply those skills using the Java language, which is the programming standard for Computer Science, Information Technology and Engineering majors. Students reinforce their existing skills and learn Java’s object oriented approach to problem solving.

Prerequisite: Course #625: 80% or better OR Teacher Recommendation

SUNY FARMINGDALE SOFTWARE DEVELOPMENT (#628)**1 year****1 credit**

This **SIX CREDIT College** level course further develops skills developed in the introductory course. Students interested in creating deluxe software, including web applications and data driven applications. This course is recommended for the student who is planning on attending college or technical school.

Prerequisite Course #625: 85% or better

ADVANCED PLACEMENT COMPUTER SCIENCE (#629)**1 year****1 credit**

This course provides an introduction to college-level programming, using the Java programming language. Important concepts included are structured Java programming style, assignment and logical operators, decision-making, looping, methods and arrays.

Students must take the College Board Advanced Placement exam in May to obtain college credit.

Prerequisite: Course #627: 80% or better

ENGLISH DEPARTMENT

The English program derives its philosophy and goals from the New York State Education Department's *Learning Standards for English Language Arts*.

ENGLISH DEPARTMENT PHILOSOPHY

The English program derives its philosophy and goals from the Common Core Standards. Through them and with them, the English teachers pursue their goals of assisting students toward effective written and oral communication, enrichment in lifetime vocabulary and reading habits, appreciation of the arts, and the development of linguistic skills for college and career success. Additionally, the department's curriculum design encourages student awareness of great literature and writers through activities that direct the use of multi-leveled thinking skills and the development of literacy skills that will assist in all curricular areas. Since language is essential to all disciplines and areas of learning, the English Language Arts staff supports and practices the belief that language capability will enable students to construct their own meaning in all subject areas and fields of future endeavor.

English Course Sequences			
Grade 9	Grade 10	Grade 11	Grade 12
English 9 Regents <i>Or</i> English 9 Advanced	English 10 Regents <i>or</i> English 10 Advanced (Pre-AP)	English 11 Regents <i>or</i> English 11 Advanced Placement Language & Composition	English 12 Regents <i>or</i> English 12 Advanced Placement Literature
<p><i>All English Electives are available to students in grades 9-12 Excluding SAT Strategies (Grades 10-11)</i></p>			

ENGLISH 9 (ADVANCED) (#100)



1 year

1 credit

In addition to the work covered in the 9R curriculum (see below), this course provides students with the opportunity to do advanced work in reading, writing, and team projects. In addition, emphasis is placed on modern and classical literary works, writing, and independent reading. Active participation is required. This course is intended for the advanced student who enjoys reading and has a solid writing foundation. Students will be required to complete a summer reading and writing assignment.

Prerequisite: Recommendation of 8th grade English teacher and submission and review of portfolio.

ENGLISH 9 (REGENTS) (#101)



1 year

1 credit

The English 9R curriculum is designed to develop a student's ability to listen, read, and write for information and understanding, literary response and expression, and critical analysis and evaluation. Students will read practical selections such as articles and essays, and other works including short stories, plays, and novels. As listeners and readers, students will analyze experiences, ideas, information and issues and then present their findings through oral and written language. Major works studied include *Oedipus*, *Romeo and Juliet*, *Of Mice and Men* and *A Raisin in the Sun*.

ENGLISH 10 (ADVANCED) (Pre-AP) (#103)**1 year****1 credit**

English 10 Advanced is a foundations course that will emphasize the skills necessary for the AP level English courses to follow. Students will be asked to consider a literary work's structure, style, argumentative strategy and themes. This approach to literature is one that develops the student's ability to evaluate work based on knowledge of the components of the specific genre. In addition to a work's artistry, students will focus on the social and historical values it reflects and embodies. Students will write extensively in a variety of styles including argumentative, informative and narrative, and will conduct research as well. Students are encouraged to formulate their own opinions and establish support. Class debate and discussion are encouraged. In addition to the 10R literary works, students will read ***The Kite Runner, The Memory Keeper's Daughter, Pride and Prejudice*** and independent choices. Students will be required to complete a summer reading and writing assignment.

Prerequisite: Minimum grade of 85% in English 9 Advanced or 90% in English 9 Regents and/or recommendation of guidance counselor or teacher.

ENGLISH 10 (REGENTS) (#104)**1 year****1 credit**

The general goals of the 10th grade Regents English program include the review and study of the mechanics of language, its composition, and the development of research skills. The student will study literature from anthologies and supplementary texts involving both fictional and non-fictional sources. Comprehension of situation, character, writer's intent, and appreciation of style are stressed. Full-length films, play recordings, and filmstrips are among the audio-visual materials used. Major works studied include ***Lord of the Flies, Animal Farm, Night, Othello*** and ***All My Sons***.

Although the New York State Comprehensive English Regents Examination is not required until the 11th grade, the disciplines of this test are part of the developmental objectives. Specific rhetorical essay techniques such as comparison/contrast and argumentation will be taught as prescribed by departmental examination preparation strategies. This course is intended for the Regents student.

Prerequisite: Successful completion of English 9 Regents or Advanced.

ENGLISH 11 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (#105)**1 year****1 credit**

AP Language and Composition is a college level course designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness of writing. Students will prepare to take the AP Language and Composition exam in May.

Students will read a variety of fiction and non-fiction pieces with a focus on American literature. Full-length literary works to be read include ***The Scarlet Letter, The Crucible, The Great Gatsby, The Things They Carried*** and ***The Catcher in The Rye***. Student writing will be varied and demanding with an emphasis on synthesizing primary and secondary sources and citing them accurately using such conventions as APA and MLA. In addition to AP exam preparation, students will prepare to take the NYS English Regents and will complete a major research paper. Students will also be required to complete a summer reading and writing assignment.

Prerequisite: Minimum grade of 85% in English 10 Advanced or 90% in English 10 Regents and/or recommendation of guidance counselor or teacher.

ENGLISH 11 (REGENTS) (#107)



1 year 1 credit

In English 11R, students study a wide range of literature from the United States and develop their mastery of the English language. The course also prepares students for the statewide Regents Comprehensive Examination administered in January. The course will allow students to study the various forms of American literature including the short story, novel, poetry, play, and film. Also included will be a study and review of the techniques and skills that will best serve the students on the statewide exam as well as standardized tests such as the PSAT, SAT and ACT: vocabulary, reading and listening comprehension, essay and composition writing. Major works studied include *The Crucible*, *The Great Gatsby*, *The Color of Water*, *Hamlet* and *The Things They Carried*.

Prerequisite: The successful completion of English 10 Regents or Advanced.

ENGLISH 12 ADVANCED PLACEMENT LITERATURE (#109)



1 year 1 credit

This course is designed to prepare its students for the AP Literature and Composition examination. The AP English course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of a wide variety of texts of recognized literary merit, students will deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. The course will include intensive study of representative titles from various genres and time periods. Writing will be an integral part of the course, as the AP examination assesses student writing of critical, analytical, and evaluative essays concerning literature. Scores of 3, 4, or 5 on the Advanced Placement Examination designate students as Qualified, Well Qualified, or Extremely Qualified for the study of College-level English. AP courses are recognized by some 2,500 colleges and universities, which grant credit, appropriate placement, or both to students who perform satisfactorily on AP examinations. Major works studied include *Frankenstein*, *Wuthering Heights*, *Hamlet*, *The Awakening* and *Waiting for Godot*. Students will be required to complete a summer reading and writing assignment.

Prerequisite: Minimum grade of 85% in English 11AP or 90% in English 11 Regents and/or recommendation of guidance counselor or teacher.

ENGLISH 12 (REGENTS) (#110)



1 year 1 credit

The literature strand will examine contemporary literature in its various genres. Emphasis is placed upon the full-length play and the novel. As each work is considered the primary focus will be upon the author's theme and its relationship to society and to the world. The objectives of this strand are to acquaint students with contemporary literature, to develop the skill of analyzing literature in terms of both oral and written expression, and to develop the ability to discern carefully the elements of literature as an art form.

General requirements include individual study projects, critical analyses and emphasis on both written and oral expression. Readings include: *Anthem*, *The Catcher in the Rye*, *Into the Wild*, *Tuesdays with Morrie*, and *The Kite Runner*.

The Writing strand follows these basic premises: to succeed in any college work, the students must learn to write clearly and correctly; they must also learn to read efficiently. To accomplish these aims, students must begin by working to achieve an understanding of sentence structure, for without this, they cannot prepare acceptable papers for any college class. They must learn to organize and develop ideas in logical order, in effective paragraphs, and in complete essays and reports, the culmination of which is a fully documented research paper required of all senior English students.

Prerequisite: Successful completion of English 11 Regents or Advanced.

Department Electives

Electives are available to students in 9th, 10th, 11th and 12th grade, unless otherwise stated, who have successfully passed last year's English course. Electives cannot be substituted for the core English requirements.

PUBLIC SPEAKING/Acting Fundamentals (#112)



½ year

½ credit

This course is designed to introduce students to the basics of public speaking and acting. Ample time is given for students to develop public speaking skills. Students are actively expected to partake in individual speaking opportunities, speech writing, acting exercises, memorization, critiquing, and large and small group activities. Students will deliver a variety of speeches including persuasive, informative, impromptu and narrative.

CREATIVE WRITING 1 (#113)



½ year

½ credit

This course is designed to introduce writers of all levels to the experience of writing creatively. As writers, students will read and analyze the work of other writers and try to incorporate techniques to enhance their craft. Extensive time will be given for students to write and receive peer and teacher feedback. Genres include poetry, short stories, plays, and screenwriting.

LITERATURE IN FILM (#114)

½ year

½ credit

This course will examine the relationship between fiction and non-fiction texts and their film adaptations. Students will study film adaptations to develop a deeper understanding of literary texts as well as historical events and figures. In some cases, multiple film versions will be viewed and the differing interpretations will be analyzed. Students will be required to read about, write about, do research on, and view films.

LYRICS AND SONG WRITING AS A GENRE (#133)

½ year

½ credit

This course will examine the lyrics of famous artists throughout various genres and eras of music. The focus will be on examining the use of various literary devices by songwriters and the societal and personal influences that shaped some of history's most well known music. Genres of music to be studied include: classic rock, country, hip-hop/rap, alternative/grunge, punk rock, as well as samples from various other genres. This course will appeal to any student with an interest in music, either as a participant in the music programs here at Seaford High School, or as a fan of a certain band/performer or a type of music.

SAT STRATEGIES (#134)

½ year

¼ credit

The purpose of this course is to familiarize students with the format of the PSAT, SAT and ACT exams as well as the types of questions included in the English, Critical Reading and Writing sections of the exams. Emphasis will be placed on vocabulary enrichment, critical reading strategies, grammar and writing skills. Strategies for working under timed conditions will also be stressed. This course is open to students in grades 9,10 and 11.

JOURNALISM AND MEDIA (#135)

½ year

½ credit

This course will look at the history of journalism and other forms of media as well as their evolution and purpose in our society today. Students will look at current news stories from multiple sources and viewpoints, and will also examine the ethical and professional responsibilities of journalists and news agencies in reporting stories. Career opportunities in the fields of journalism, broadcasting and communication will be explored. Students will also learn the various styles of journalistic writing in the modern press and their written work will be submitted for publication in our school newspaper, The Viking Voice.

This class is open to all students, 9-12 grade.

HEALTH DEPARTMENT

Courses offered through the Health Department provide students with the necessary knowledge and skills to maintain personal health.

HEALTH EDUCATION DEPARTMENT

PHILOSOPHY

Courses offered through the Health Department provide students with the necessary knowledge and skills to maintain personal health. Students explore human growth and development and study useful ways to promote health and prevent disease. An emphasis is placed upon developing personal decision-making skills that supports a healthy and active life style. The Health Department's overall philosophy is "Wellness Through Prevention." This philosophy is the basis for all units of study.

HEALTH EDUCATION 9/10 (#920) 11/12 (#921)

½ year

½ credit

This health education course is designed to help students nurture and develop attitudes that place high values on optimal health. It gives students the opportunity to examine their lifestyles, select goals, and make plans to maintain health.

The major areas of study include mental health, teenage suicide prevention, coping with death, nutrition, stress management, physical fitness, sexuality, cancer prevention, cardiovascular fitness, informed decision making, parenting education, and substance abuse prevention. Various teaching techniques will be used to promote a wellness approach. One major project is required.

This health education course is a graduation requirement for all students.

L.O.T.E. DEPARTMENT

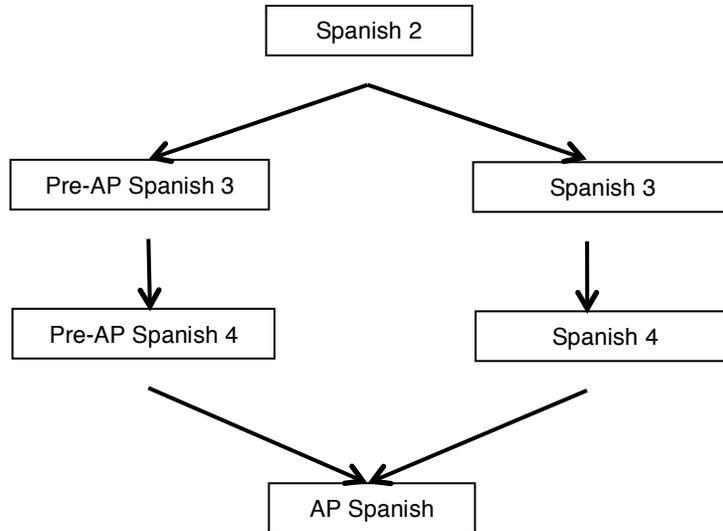
The goal of language study is to have all students
become global citizens.

LANGUAGE DEPARTMENT

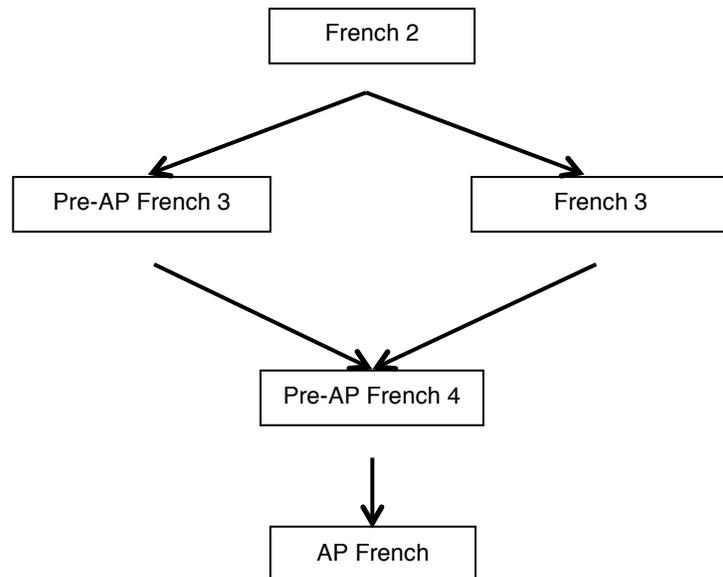
PHILOSOPHY

The goal of language study is to have all students become global citizens. Working toward this goal, students will attain communicative skills, which will enable them to socialize, provide and acquire information, express personal feelings and opinions and get others to adopt a course of action. Reading and writing in the target language will also have this goal in mind.

It is also important that students develop cross-cultural skills and understandings. This requires an understanding of perceptions, gestures, folklore, and family and community dynamics. As such, one should be able to demonstrate sophisticated knowledge of cultural nuances in a target language culture and model how spoken language, body language, and social interaction influence communication. Through the utilization of Technology, students will be able to access peoples and cultures worldwide.



- Students will still have the opportunity to move to the Pre-AP courses upon teacher's recommendation.



- Students will still have the opportunity to move to the Pre-AP courses upon teacher's recommendation.

FRENCH 2 (#501)**1 year****1 credit**

This course is a continuation of the introductory level. Communicative proficiency is developed through additional topics, situations, functional expressions and structures, which are analyzed and personalized. The four skills of listening, speaking, reading, and writing are developed further. Culture is integrated into the program by means of projects, the use of authentic materials and field trips. Students will be assessed at Checkpoint B proficiency, according to the State syllabus. Emphasis is on the practical use of the target language. Technology will be used to further enhance language learning.

Prerequisite: French 1 at the High School or French 1 and successful completion of the New York State FLACS Examination/Checkpoint A in French at the Middle School.

FRENCH 3 (#502)**1 year****1 credit**

This course develops communicative proficiency at the intermediate level. The four skills of listening, speaking, reading and writing are expanded by means of intermediate level topics, situations, functional expressions and structures. French culture is integrated into the program through the use of authentic materials. Classes are conducted in the target language. Students are prepared for the FLACS examination, which serves as the final examination for the course. Students will again be assessed at Checkpoint B proficiency, according to the State syllabus. Emphasis is on the practical use of the target language. Technology will be used to further enhance language learning.

Prerequisite: French 2

PRE-AP FRENCH 3 (#520)**1 year****1 credit**

This course serves as a bridge between the first two years of basic language instruction and the more advanced courses offered in the French program. Language instruction will continue to expand the students' four skills listening, speaking, reading and writing as well as gain a deeper understanding of the Franco-phone culture. Emphasis is also placed on more advanced grammatical structures and practical interpersonal activities. In order to prepare students for the next level, use of broadcast media, on line resources from French speaking countries are used as students acquire the necessary skills. This course is designed for students who plan to take the Advanced Placement Exam in French.

Prerequisite: Minimum of 85% in French 2 or teacher recommendation.

PRE-AP FRENCH 4 (#521)**1 year****1 credit**

This course serves as a pre-requisite for the Advanced Placement French class. The main components of the course are communicative refinement, consistent study of complex grammar, vocabulary expansion, reading comprehension, listening activities and continued cultural studies. Emphasis is also placed on current events and literature. In order to prepare students for the next level, use of broadcast media, on line resources from French speaking countries are used as students acquire the necessary skills. Students may take the SAT II if needed for college. Technology will be used to further enhance language learning. This course is designed for students who plan to take the Advanced Placement Exam in French.

Prerequisite: Successful completion of Pre-AP French 3 or teacher recommendation.

ADVANCED PLACEMENT FRENCH (#504)**1 year****1 credit**

This course continues the development of the four language skills of listening, speaking, reading and writing at the advanced level. Emphasis is placed on using language for active communication. The objectives of the course are to prepare students to understand the spoken language in both formal and conversational situations, to speak with accuracy and fluency, to read newspapers, magazines, and literature with accuracy, and to express ideas fluently in writing. Students may take the Advanced Placement Examination for possible college credit. An optional trip to French speaking countries may be offered, subject to Board of Education approval. Emphasis is on the practical use of the target language. Technology will be used to further enhance language learning.

Prerequisite: French 4

SPANISH 1 (#505)**1 year****1 credit**

This is an introductory course, which develops communicative proficiency at the beginning level in the four basic language skills of listening, speaking, reading, and writing. Relevant topics, situations, functional expressions, and structures are introduced by means of personalization and analysis. Culture is integrated into the program by means of projects, the use of authentic materials, and field trips. Students will be assessed at FLACS/Checkpoint A proficiency, according to the State syllabus. Emphasis is on the practical use of the target language. Technology will be used to further enhance language learning.

SPANISH 2 (#506)**1 year****1 credit**

This course is a continuation of the introductory level. Communicative proficiency is developed through additional topics, situations, functional expressions and structures, which are analyzed and personalized. The four skills of listening, speaking, reading, and writing are further developed. Appreciation of Hispanic culture is integrated into the program by means of projects, the use of authentic materials and field trips. Students will be assessed at Checkpoint B proficiency, according to the State syllabus. Emphasis is on the practical use of the target language. Technology will be used to further enhance language learning.

Prerequisite: Spanish 1 at the High School or Spanish 1 and successful completion of the New York State FLACS Examination/Checkpoint A in Spanish at the Middle School.

SPANISH 3 (#507)**1 year****1 credit**

This course develops communicative proficiency at the intermediate level. The four skills of listening, speaking, reading and writing are expanded by means of intermediate level topics, situations, functional expressions and structures. Appreciation of Hispanic culture is integrated into the program through the use of authentic materials. Classes are conducted in the target language. Students are prepared for the FLACS examination, which serves as the final examination for the course. Students will again be assessed at Checkpoint B proficiency, according to the State syllabus. Emphasis is on the practical use of the target language. Technology will be used to further enhance language learning.

Prerequisite: Spanish 2

SPANISH 4 (#508)**1 year****1 credit**

This course develops communicative proficiency at the advanced level. Listening, speaking, reading and writing skills are expanded through advanced level topics, situations, functional expressions and structures. The literature, history and contemporary lifestyles of Spain and Latin America are focal points of the curriculum. Students will be assessed at Checkpoint C proficiency. An optional field trip to Spanish speaking countries may be offered, subject to Board of Education approval. Emphasis is on the practical use of the target language. Technology will be used to further enhance language learning.

Prerequisite: Spanish 3

PRE-AP SPANISH 3 (#517)**1 year****1 credit**

This course serves as a bridge between the first two years of basic language instruction and the more advanced courses offered in the Spanish program. Language instruction will continue to expand the students' four skills listening, speaking, reading and writing as well as gain a deeper understanding of the Iberian and Latin American cultures. Emphasis is also placed on more advanced grammatical structures and practical interpersonal activities. In order to prepare students for the next level, use of broadcast media, on line resources from Spanish speaking countries are used as students acquire the necessary skills. This course is designed for students who plan to take the Advanced Placement Exam in Spanish.

Prerequisite: Minimum of 85% in Spanish 2 or teacher recommendation.

PRE-AP SPANISH 4 (#518)**1 year****1 credit**

This course serves as a pre-requisite for the Advanced Placement Spanish class. The main components of the course are communicative refinement, consistent study of complex grammar, vocabulary expansion, reading comprehension, listening activities and continued cultural studies. Emphasis is also placed on current events and literature. In order to prepare students for the next level, use of broadcast media, on line resources from Spanish speaking countries are used as students acquire the necessary skills. Students may take the SAT II if needed for college. Technology will be used to further enhance language learning. This course is designed for students who plan to take the Advanced Placement Exam in Spanish.

Prerequisite: Successful completion of Pre-AP Spanish 3, 90% in Spanish 3 or teacher recommendation.

ADVANCED PLACEMENT SPANISH (#509)**1 year****1 credit**

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication], and the five goal areas of the National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities. The course has been to some extent modified with the purpose of reflecting the requirements for the new AP Spanish Language. In order to accomplish these goals, this course emphasizes the use of broadcast media, on line resources from Spanish speaking countries, and literature. Students may take the AP Spanish Language Examination for possible college credit. An optional field trip to Spanish speaking countries may be offered subject to Board of Education approval.

Prerequisite: Successful completion of Pre-AP Spanish 4 or Spanish Language and Culture with teacher's recommendation.

ESL (English for Speakers of Other Languages) (#512)**1 year****1 credit**

This course develops communicative proficiency in English. The four skills of listening, speaking, reading and writing are developed by means of topics, situations, functional expressions and structures, which are analyzed and personalized. Cultural understanding of the United States is developed. Emphasis is on the practical use of English. Technology will be used to further enhance language learning.

AMERICAN SIGN LANGUAGE (#525)**1 year****1 credit**

This is an introductory course, which develops communicative proficiency at the beginning level in the language. Relevant topics, situations, functional expressions, and structures are introduced by means of personalization and analysis. Culture is integrated into the program by means of videos, projects, the use of authentic materials, and field trips. Students will be assessed at Checkpoint A proficiency, according to the State syllabus. Emphasis is on the practical use of the target language. Technology will be used to further enhance language learning.

Course is open to grades 9-12

MATHEMATICS DEPARTMENT

The Mathematics Department's highest priority is to enable all their students to achieve their individual and group potentials.

MATHEMATICS DEPARTMENT

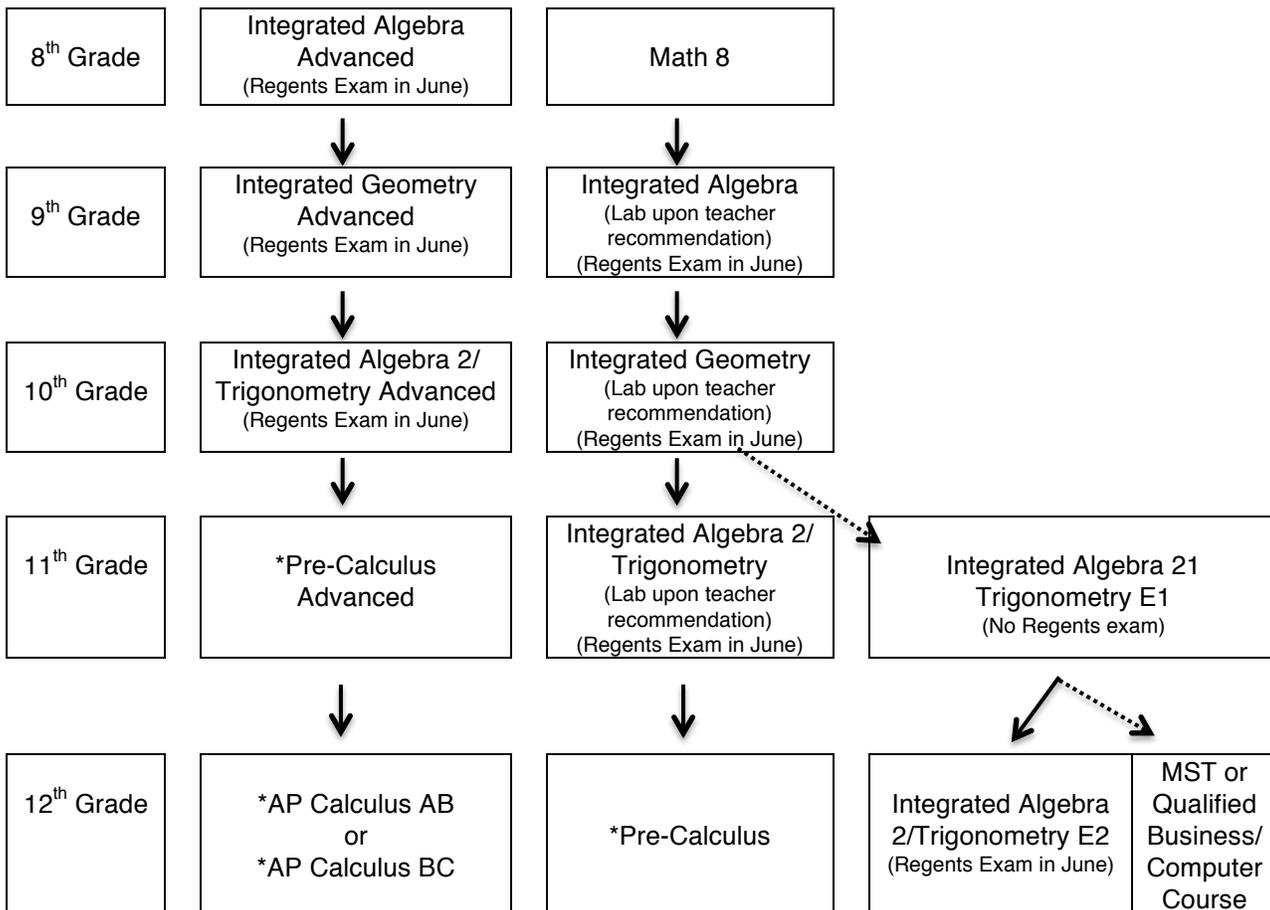
PHILOSOPHY

The Mathematics Department's highest priority is to help enable all their students to achieve their individual and group potentials. Adhering to New York State initiatives, all students entering the high school will be in a Regents level program.

As paraphrased from the New York State 2005 Core Curriculum for Mathematics, students taking mathematics courses at Seaford High School will understand the concepts of and become proficient with the skills of mathematics. They will communicate and reason mathematically. They will become problem solvers by using appropriate tools and strategies through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability. Mathematics should be viewed as a whole body of knowledge, not as a set of individual components with a connection to the real world. Students will become familiar with this connection through problem solving, experimentation, validation and other activities.

Students taking mathematics courses will employ the appropriate technologies for their mathematics level. At various times they will work cooperatively to solve more involved problems or to discover previously unfamiliar mathematical concepts. For Regents level students the expected coursework will entail the revised New York State curricula of Integrated Algebra, Integrated Geometry and Integrated Algebra II/Trigonometry.

Possible Math Scheduling Sequences For Students



* = **A.P. Statistics** could be taken in conjunction with this course if the requirements are met.

ADVANCED PLACEMENT CALCULUS (AB) (#333)**1 year****1 credit**

This senior level course is open to students who have successfully completed Pre-Calculus and wish to get a college level learning experience and advanced placement credit for college. This course develops students understanding of the concepts of calculus and provides experience with its methods and applications. This course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students will be presented with the meaning of the derivative in terms of rate of change and local linear approximation and also how to use derivatives to solve a variety of problems. The meaning of the definite integral, both as a limit of Riemann sums and as the net accumulation of a rate of change and the use of integrals to solve a variety of problems will be discussed.

Pre-Calculus (Advanced) or Pre-Calculus Regents

Expenses: The department requires students to obtain a TI-83/84/89 or Ti-Nspire graphing calculator. Students are encouraged to take the Advanced Placement Calculus (AB) examination in May. Students who successfully complete this examination could receive up to four college credits.

ADVANCED PLACEMENT CALCULUS (BC) (#334)**1 year****1 credit**

This senior level course is open to students who have successfully completed Pre-Calculus Advanced, are seriously considering a career in mathematics, and wish to get a college level learning experience. It covers all of the topics and concepts from AP Calculus (AB) and also the following: parametric, polar, and vector functions, Euler's Method, l'Hopital's Rule, integration by parts and simple partial fractions, improper integrals, logistic differential equations, series, including their convergence and divergence, Taylor series, Maclaurin series, and the Lagrange error bound for Taylor polynomials.

Prerequisite: Pre-Calculus (Advanced) and/or teacher recommendation

Expenses: 1. The department requires students to obtain a TI-83/84/89 or Ti-Nspire graphing calculator.
2. Students are encouraged to take the Advanced Placement (BC) examination in May. Students who successfully complete this examination could receive up to eight college credits.

ADVANCED PLACEMENT STATISTICS (#332)**1 year****1 credit**

This course is designed for the motivated, college bound student whose planned course of study requires statistics. This course is built around four main topics: exploring data, planning a study, probability as it relates to distributions of data, and inferential reasoning. This course will blend the rigor, calculations and deductive thinking of mathematics with the real-world examples and problems of the social sciences, the decision-making needs of business and medicine, and the laboratory method and experimental procedures of the natural sciences. Students will learn how to display data and make valid observations about the data. Students in this course will design a study, collect the information, analyze their data and disseminate their results. Students will learn how to do statistical procedures both on a graphing calculator and on a computer with a statistical software package.

Prerequisites: Students must pass both the Integrated Algebra II/Trigonometry Regents Examination and Course with at least a grade of 80 or have teacher recommendation.

Expenses: 1. The department requires students to obtain a TI-83/84/89 or Ti-Nspire graphing calculator.
2. Students are encouraged to take the Advanced Placement Statistics examination in May. Students who successfully complete this examination could receive up to three college credits.

PRE-CALCULUS (REGENTS) (#330)**1 year****1 credit**

This is a course designed for students who wish to extend their mathematical background beyond the topics needed for the Math B Regents Examination. The course progresses from the study of natural numbers through the real numbers and attempts to show the unified structure of mathematics. Such topics as functions, radicals, sequences, series, synthetic division, the factor and remainder theorems, the Fundamental Theorem of Algebra, complex numbers, conic sections, polar equations and their graphs, and matrices are studied. This course concludes with an introduction to limits and the basics of differential Calculus. A graphing calculator will be used to introduce and reinforce many of the topics in the course. The course provides an excellent background for anyone who plans to take mathematics in college.

Prerequisite: Passing both the Integrated Algebra II/Trigonometry Regents and Course.

Expenses: Students will need to obtain a graphing calculator.

PRE-CALCULUS (ADVANCED) (#331)**1 year****1 credit**

This course is a one-year pre-calculus course that includes the study of relations and elementary functions, the real and complex number systems, sequences, series, determinants, matrices, linear equations, inequalities, systems, polynomial functions, higher order equations, rational functions and inequalities, theory of equations, and inverse, exponential, logarithmic, trigonometric, inverse trigonometric and step functions.

This course also includes a continued study of functions and general graphing techniques, methods of solving limit problems, both graphical and algebraic, continuity, an introduction to analytic geometry including equations and graphs of lines, curves, and conics in polar and rectangular forms, synthetic division, parametric equations, translations and other transformations on the coordinate axes. This course includes an introduction to matrices and various methods of solving systems of linear equations, including Cramer's Method and Gauss-Jordan row reduction. This course includes applications of concepts, including topics such as future value and present value of annuities. The course concludes with an introduction to the concepts of differential Calculus. A graphing calculator will be used to introduce and reinforce many of the topics in the course. This course is designed for the advanced mathematics student who wishes to take one or more of the mathematics options or Advanced Placement course in the senior year.

Prerequisite: Passing both the Integrated Algebra II/Trigonometry Regents Examination, Integrated Algebra II/Trigonometry Course and teacher recommendation.

Expenses: 1. Students will need to obtain a TI-83/84 or Ti-Nspire graphing calculator.

2. Students are encouraged to take the SAT II - Level 2C examination in June.

INTEGRATED ALGEBRA (REGENTS) (#301)**1 year****1 credit**

As stated by the New York Education Department, *Integrated Algebra* is the first mathematics course in the high school. The integrated algebra course set forth here is not the algebra of 30 years ago. The focal point of this course is the algebra content strand. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions allowing students to make connections between their analytical and geometrical representations. Problem situations resulting in systems of equations will also be presented. Alternative solution methods should be given equal value within the strategies used for problem solving. For example, a matrix solution to a system of equations is just as valid as a graphical solution or an algebraic algorithm such as elimination. Measurement within a problem-solving context will include calculating rates using appropriate units and converting within measurement systems.

Data analysis including measures of central tendency and visual representations of data will be studied. An understanding of correlation and causation will be developed and reasonable lines of best fit will be used to make predictions. Students will solve problem situations requiring right triangle trigonometry. Elementary probability theory will be used to determine the probability of events including independent, dependent and mutually exclusive events. Passing the NYS Integrated Algebra Regents Examination is a graduation requirement.

Prerequisite: Math 8

Expenses: Students will need to obtain a TI-83/84 graphing calculator.

INTEGRATED ALGEBRA LAB (#302) (Alternating days)

1 year

0 credit

This non-credited course, taken in conjunction with Integrated Algebra, offers students the opportunity to improve their understanding of the Mathematics necessary for success on the Integrated Algebra Regents Examination. Each student's particular needs is assessed regarding computation skills, algebra, or geometry. Instruction is provided in small groups with students working from, but not limited to, the textbook, various manipulative or hands-on activities, and technological tools. Classes meet every other day for a full year. This course is designed for the student who requires additional time to learn the material presented in Algebra. Note: Students who are determined to be in need of academic intervention services may be required to take advantage of the opportunities presented in this course. This course may be taken as an elective.

Prerequisite: Math 8

Corequisite: Integrated Algebra

INTEGRATED GEOMETRY (ADVANCED) (#312)**1 year****1 credit**

As stated by the New York Education Department, *Integrated Geometry* is intended to be the second mathematics course in the high school. There is no other school mathematics course that better offers students the opportunity to act as mathematicians. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles should receive particular attention. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. As this is the advanced Integrated Geometry course, students will explore these geometrical relationships at greater depth than in the Regents level Integrated Geometry course. This course culminates in the Integrated Geometry Regents Examination and is intended for the advanced student.

Prerequisites: Integrated Algebra Advanced (Math 8A) from the Middle School or teacher recommendation.

Expenses: Students will need to obtain a TI-83/84 graphing calculator.

INTEGRATED GEOMETRY LAB (#311) (Alternating days)**1 year****0 credit**

This non-credited course, taken in conjunction with Integrated Geometry, offers students the opportunity to improve their understanding of Geometry. Each student's particular needs are assessed regarding their understanding of geometry. Instruction is provided in small groups with students working from, but not limited to, the textbook, various manipulative and/or hands-on activities, and technological tools. Classes meet every other day for a full year. This course is designed for the student who requires additional time to learn the material presented in Integrated Geometry. Note: Students who are determined to be in need of academic intervention may be required to take advantage of the opportunities presented in this course. This course may be taken as an elective.

Prerequisite: Integrated Algebra

Corequisite: Integrated Geometry

INTEGRATED GEOMETRY (REGENTS) (#310)**1 year****1 credit**

As stated by the New York Education Department, *Integrated Geometry* is intended to be the second mathematics course in the high school. There is no other school mathematics course that offers students the opportunity to act as mathematicians. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles should receive particular attention. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. This course culminates in the Integrated Geometry Regents Examination and is intended for the Regents level student. Passing the NYS Integrated Geometry Regents Examination is one of the requirements for an Advanced Regents diploma.

Prerequisites: Integrated Algebra

Expenses: Students will need to obtain a TI-83/84 graphing calculator.

INTEGRATED ALGEBRA 2/TRIGONOMETRY (REGENTS) (#320)**1 year****1 credit**

As stated by the New York Education Department, *Integrated Algebra 2 and Trigonometry* is intended to be the third mathematics course in the high school. It is expected that students will identify and justify mathematical relationships, formally and informally. The intent of both the process and content performance indicators is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. Students will learn fractional and negative exponentiation, perform operations with radical and imaginary expressions including rationalizing denominators with radical or imaginary expressions, know and apply sigma notation, solve absolute value equations and inequalities, solve quadratic inequalities, evaluate logarithmic expressions, work with arithmetic and geometric sequences, explore functions and relations, determine if a function is invertible and determine the inverse function, perform transformations of functions in the plane, explore the concepts of domain and range, become proficient with exponential and logarithmic functions and expressions, learn to graph the basic trigonometric functions, convert between degrees and radians, use inverse trigonometric functions to solve problems, use the sum, difference, double and half-angle formulas for trigonometric functions, scatter plots and linear, power, logarithmic and exponential regression and probability, including permutations, combinations, binomial probabilities, empirical probabilities and using the normal distribution to approximate binomial probabilities. This course culminates in the Integrated Algebra 2/Trigonometry Regents Examination and is intended for the Regents level student. Passing the NYS Integrated Algebra 2/Trigonometry Regents Examination is one of the requirements for an Advanced Regents diploma.

Prerequisite: Integrated Geometry

Expenses: Students will need to obtain a TI-83/84 graphing calculator.

Note: Passing the Integrated Algebra 2/Trigonometry Regents Examination is a requirement for an Advanced Regents diploma.

INTEGRATED ALGEBRA 2/TRIGONOMETRY LAB (#321) (Alternating days) 1 year**0 credit**

This non-credited course, taken in conjunction with Math III, offers students the opportunity to improve their understanding of Algebra 2/Trigonometry. Each student's particular needs are assessed regarding computation skills, algebra or trigonometry. Instruction is provided in small groups with students working from, but not limited to, the textbook, various manipulative and hands-on activities, and technological tools. Classes meet every other day for a full year. This course is designed for the student who requires additional time to learn the material presented in Math III.

Note: Students who are determined to be in need of academic intervention services may be required to take advantage of the opportunities presented in this course. This course may be taken as an elective.

Prerequisite: Integrated Geometry

Corequisite: Integrated Algebra 2/Trigonometry

INTEGRATED ALGEBRA 2/TRIGONOMETRY (ADVANCED) (#322)**1 year****1 credit**

As stated by the New York Education Department, *Integrated Algebra 2 and Trigonometry* is intended to be the third mathematics course in the high school. It is expected that students will identify and justify mathematical relationships, formally and informally. The intent of both the process and content performance indicators is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. Students will learn fractional and negative exponentiation, perform operations with radical and imaginary expressions including rationalizing denominators with radical or imaginary expressions, know and apply sigma notation, solve absolute value equations and inequalities, solve quadratic inequalities, evaluate logarithmic expressions, work with arithmetic and geometric sequences, explore functions and relations, determine if a function is invertible and determine the inverse function, perform transformations of functions in the plane, explore the concepts of domain and range, become proficient with exponential and logarithmic functions and expressions, learn to graph the basic trigonometric functions, convert between degrees and radians, use inverse trigonometric functions to solve problems, use the sum, difference, double and half-angle formulas for trigonometric functions, scatter plots and linear, power, logarithmic and exponential regression and probability, including permutations, combinations, binomial probabilities, empirical probabilities and using the normal distribution to approximate binomial probabilities. This course culminates in the Integrated Algebra 2/Trigonometry Regents Examination and is intended for the Regents level student. Passing the NYS Integrated Algebra 2/Trigonometry Regents Examination

is one of the requirements for an Advanced Regents diploma.

Prerequisite: Integrated Geometry Advanced or teacher recommendation

Expenses: Students will need to obtain a TI-83/84 graphing calculator.

Note: Passing the Integrated Algebra 2/Trigonometry Regents Examination is a requirement for an Advanced Regents diploma.

INTEGRATED ALGEBRA 2/TRIGONOMETRY E 1 (REGENTS) (#323)



1 year

1 credit

This course is designed for students who have successfully passed Integrated Geometry and wish to have more time to explore the concepts in Integrated Algebra 2/Trigonometry or for students who have successfully passed Integrated Geometry XII and wish to further their education in mathematics. It is expected that students will identify and justify mathematical relationships, formally and informally. The intent of both the process and content performance indicators is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. Students in this course will learn approximately half of the topics listed in Integrated Algebra 2/Trigonometry Regents.

Prerequisite: Integrated Geometry Regents or Integrated Geometry X

Expenses: Students will need to obtain a TI-83/84 graphing calculator.

INTEGRATED ALGEBRA 2/TRIGONOMETRY E 2 (REGENTS) (#324)



1 year

1 credit

This course is designed for students who have successfully passed Integrated Algebra 2/Trigonometry and have decided to pursue an Advanced Regents diploma by preparing for the Integrated Algebra 2/Trigonometry Regents examination. This course has a mandatory lab attached with it so that students will have an extra period of mathematics every other day. Students in this course will be prepared to take the New York State Integrated Algebra 2/Trigonometry Regents examination at the end of the course. It is expected that students will identify and justify mathematical relationships, formally and informally. The intent of both the process and content performance indicators is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. Topics from Integrated Algebra 2/Trigonometry that were not covered in Integrated Algebra 2/Trigonometry XI will be covered during this course. Students who pass the Integrated Algebra 2/Trigonometry Regents examination in January will have the opportunity to replace the lab period with another elective.

Prerequisite: Passing Integrated Algebra 2/Trigonometry XI

Expenses: Students will need to obtain a TI-83/84 graphing calculator.

MUSIC DEPARTMENT

The Seaford High School Music Department encourages students to discover and develop their musical talent.

MUSIC DEPARTMENT

PHILOSOPHY

The Seaford High School Music Department encourages students to discover and develop musical talent. Students actively engage in performance in the arts, including concerts, parades and solo festivals. Throughout the year, students will be knowledgeable about and make use of the materials and resources available for participation in the arts. Traditional musical instruments and electronic keyboards with computers will be used for composition. The performance opportunities will encourage students to analyze and respond critically to a variety of works of music, with an understanding of the basic elements of melody, rhythm, harmony, dynamics, form, and timbre. The arts shape the diverse cultures of past and present society and this relationship will be explored using musical repertoire.

CONCERT, SYMPHONIC AND MARCHING BAND (#940 & #941)

1 year

1 credit

There are two concert bands in the band program at Seaford High School. This course emphasizes the reading and development of contemporary as well as the standard band literature. Special emphasis is placed upon balance, blend, intonation, articulation, technique and interpretation as well as basic music theory and sight-reading. In addition, students are encouraged to participate in the NYSSMA solo festival. There are two school concerts a year as well as touring. Other performance opportunities include various award ceremonies, graduation, and various festivals and performances out of district. Students must attend all public performances. Both ensembles will participate in the NYSSMA Majors festival. As a course requirement, students are legally excused from one class per week on a rotating basis for lessons. The periods of the day vary as per faculty schedule.

Concert Band #941: All freshmen are placed in this band. New students would need to audition for this ensemble.

Symphonic Band #940: This band consists of selected instrumentalists from grades 10 – 12. An audition and a music teacher's recommendation are necessary for the Symphonic Band.

During the first quarter of the school year, the **Marching Band** performs at the Newsday Marching Festival and home football games. Throughout the year the Marching Band performs in the St. Patrick's Day Parade in NYC, the Memorial Day Parade, and other performances. Students are required to participate in all marching activities.

Prerequisites: Successful completion of middle school band, admission by audition or teacher recommendation.

TREBLE CHOIR – Vocal Music (#930)

1 year

1 credit

Treble Choir - Vocal Music is a class open to students in grades 9th, 10th, 11th and 12th who are enthusiastic about singing and whose voice range is soprano, alto, or unchanged. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. In addition to regular class meetings, there will also be one vocal techniques class given each week that will meet on a rotating basis. Performances for school, community and music festivals are part of the class instruction. This course will help a student prepare for levels V and VI NYSSMA. Additional home study is required. Grading is based on homework, musical development in rehearsals, vocal exams, performances, and lessons. Some 11th and 12th grade students in this ensemble will also be eligible to audition for the Seaford Chamber Choir.

PREREQUISITES - Middle School Choir or audition for placement.

This course fulfills the one-year Fine Arts requirement.

CHAMBER CHOIR – Vocal Music (#935)**1 year****1 credit**

This performing ensemble will strive for the highest musical standards of excellence. The course is designed to further develop principles of vocal production through choral singing. Many important choral works are studied and numerous performances are given throughout the year. The concert schedule also includes singing at hospitals, tree lightings, homes for the elderly, libraries, and other community centers in addition to those major performances given in the high school auditorium; also exchange concerts with other high school choirs, participation in choral festivals, choir tours, and other special events. In addition to regular class meetings, there will also be one vocal techniques class given each week that will meet on a rotating basis. This course will help a student prepare for levels V and VI NYSSMA. Additional home study is required. Grading is based on homework, musical development in rehearsals, vocal exams, performances, and lessons.

This course fulfills the one-year Fine Arts requirement.

PREREQUISITES – Enrollment in this course is dependent upon program needs and may be subject to audition.

MUSIC THEORY I (#945)**1 year****1 credit**

The Music Theory course will be offered as a one-credit class to all students. This course is designed to strengthen existing musical knowledge and introduce new concepts and techniques. The emphasis of the course will be on gaining a thorough working knowledge of contemporary music theory, including notation, dictation, and composition. The goal is to broaden students' understanding of the creation and implementation of the building blocks of music.

Prerequisites: There is no prerequisite to be in this class

MUSIC THEORY II (#946)**1 year****1 credit**

Music Theory II will be offered as a one-credit class to all students. This course is designed to be a continuation of Music Theory I. This course will build upon the concepts and techniques studied in Music Theory I and apply it to advanced composition and pedagogy. The class will meet at the same time as Theory I, combining class instruction and independent study.

Prerequisites: Successful completion of Music Theory I and/or teacher recommendation.

PHYSICAL EDUCATION DEPARTMENT

The Physical Education Department strives to meet the Learning Standards developed by the State Education Department.

PHYSICAL EDUCATION DEPARTMENT

PHILOSOPHY

The Physical Education Department strives to meet the Learning Standards developed by the State Education Department. These standards include new initiatives with regard to assessment for Physical Education. All activities in grades 9-12 place a particular emphasis on attaining and maintaining physical fitness. Also, students will be made aware of community resources, which are available in the area of fitness and wellness. Lifetime sports, co-ed activities, aerobics, individual and team activities are components of the physical education curriculum. Specific activities include: soccer, football and volleyball.

ADAPTIVE PHYSICAL EDUCATION (#905 & #906)

1/2 year

1/4 credit (alternating days)

An Adaptive Physical Educational program will be offered to those students who are unable to participate in our regular physical education program.

PHYSICAL EDUCATION (9&10, 11&12) (#926, #927, #928, #929)

1/2 year

1/4 credit

(alternating days)

Physical Education at the high school level provides each student with the experience of building upon and expanding experiences gained at the lower grade levels, including the development of the following in a safe, yet challenging environment:

- (b) physical fitness (cardiovascular, flexibility, strength, power and endurance)
- (c) communication
- (d) cooperation
- (e) initiative
- (f) leadership
- (g) trust
- (h) respect
- (i) various lifetime, leisure time and recreational sports skills

The activities in grades 9–12 include physical fitness, which is stressed in all activities, soccer, pickle ball, circus arts, football, volleyball, badminton, aerobics, softball, weight training, ultimate Frisbee, Presidential Physical Fitness, basketball, team handball, jogging and lifetime sports.

Students are introduced to new skills and practice these skills in drill and game situations. They are then introduced to team play, sport strategies and tournament play. It is the objective of these classes to encourage all students to develop sound ideas about their own physical development upon leaving high school, and encourage them to make proper decisions concerning their own fitness in the future.

SCIENCE DEPARTMENT

It is the philosophy of the Science Department to offer a curriculum that implements the National and State standards for science education, builds on the natural curiosity of our students and directs it towards developing scientifically literate and responsible young adults.

SCIENCE DEPARTMENT

PHILOSOPHY

It is the philosophy of the Science Department to offer a curriculum that implements the National and State standards for science education, builds on the natural curiosity of our students, and directs it toward developing scientifically literate and responsible young adults. From the different perspectives of each science discipline, our students will learn about science's contributions to our understanding of the natural world, and will also develop an awareness of the inherent interconnectedness of these disciplines. On a practical level, our courses seek to engender the concepts, factual knowledge, critical thinking skills, lab skills, and science principles necessary to equip our students for success in the modern world of technology. Our curriculum also seeks to impart the scientific principles necessary for the students to, as responsible members of society, form sound and objective opinions regarding the many science based issues, and to consider the consequences of technological developments as they may impact on the physical and living environment.

SCIENCE COURSE SEQUENCE

Students enrolled in Advanced Science classes are expected to maintain a minimum class average of 85. Failing to maintain this average will result in a level change to the respective regents class.

All students must complete 3 credits in science at the high school. Students are required to take a minimum of 2 Regents-level courses. These courses have a 1200-minute laboratory requirement and require that students take the Regents examination in June. At least one science from the physical setting and one from the living environment are required.

ADVANCED PLACEMENT SCIENCE COURSES

ADVANCED PLACEMENT BIOLOGY (#400)



1 year

1 credit

Advanced Placement (AP) Biology is a very challenging course available to students that have completed chemistry. AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

Prerequisite: Receiving a passing score on the Integrated Geometry Regents examination and receiving an 85 or higher in chemistry.

Please Note: Students enrolled in this class will receive a summer assignment in June that will be due when returning in September.

ADVANCED PLACEMENT CHEMISTRY (#403)



1 year

1 credit

This course is designed for students whose math and science ability is **significantly above average**. It is designed to be the equivalent of the general chemistry course usually taken during the first year of college, and it culminates in the Advanced Placement Chemistry Exam. The topics covered in AP Chemistry are similar to those introduced in Regents Chemistry, however, there is a much greater emphasis on chemical calculations and the mathematical formulation of chemical principles. Laboratory work is an integral part of the curriculum and is designed to introduce students to the proper use of lab equipment, to familiarize them with standard lab procedures, and to allow them practice in making and interpreting qualitative and quantitative observations.

Prerequisite: Completion of Regents Chemistry with an 85 average or teacher recommendation prior to registration.

(*) Regents' students considering AP Chemistry are **required** to provide teacher recommendations prior to registration.

Please Note: Students enrolled in this class will receive a summer assignment in June that will be due when returning in September.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (#412)



1 year

1 credit

AP Environmental Science emphasizes the role of the Earth's environment in local, regional and global societies and the impact of people and societies on the environment. Students enrolled in this lab-based class participate in hands-on activities, discussions and outdoor projects. The curriculum focuses on the processes of science, the role of energy in all systems, interconnections between biotic and abiotic elements, the role of people in environmental change and sustainability of environmental and societal systems. The course integrates Earth and Life Sciences, Chemistry and Physics. Students will have the opportunity to contribute to their community and learn more about the world in which we live.

Prerequisites: This course is an excellent choice for students who have completed two years of high school laboratory science – one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Students should also have at least a year of algebra under their belts and a course in earth science would be EXTREMELY helpful. Because of these prerequisites, AP Environmental Science is usually taken in either the junior or senior year. – AP Program

ADVANCED PLACEMENT PHYSICS (#410)



1 year

1 credit

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Laboratory requirement: This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Prerequisite: Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. No prior course work in Physics is necessary.

CORE SCIENCE COURSES

LIVING ENVIRONMENT/BIOLOGY (Regents) (#401)



1 year

1 credit

This course is available to and recommended for all ninth-grade Regents level students. This course acquaints students with the diversity of life in the world around them, and provides a basic understanding of the fundamental principles of Biology. Areas of study include Unity and Diversity Among Living Things, Maintenance in Living Things, Human Physiology, Reproduction and Development, Transmission of Traits from Generation to Generation, Evolution, and Ecology. Laboratory work is a major part of the course. Successful completion of laboratory assignments is required for admission to the Regents examination at the end of the course.

PHYSICAL SETTING/EARTH SCIENCE (Regents) (#408)



1 year

1 credit

Earth Science is an interdisciplinary course that builds upon the student's knowledge of science acquired in earlier grades. The students experiment with, and learn about, the physical world around them through inquiry-centered lessons and laboratory investigations. The topics of Astronomy, Geology, Meteorology, and Oceanography are strongly interwoven throughout the course. Laboratory experiences are an important part of the course, and **basic competency in mathematics including solving of equations and graphing are necessary**. Successful completion of laboratory assignments is required for admission to the Regents examination at the end of the course.

Corequisite: Integrated Algebra

PHYSICAL SETTING/CHEMISTRY (Regents) (#405)**1 year****1 credit**

This course presents a modern view of the fundamental concepts of chemistry, and includes the following topics: Matter and Energy, Atomic Structure, Bonding, the Periodic Table, the Mathematics of Chemistry, Kinetics and Equilibrium, Acids and Bases, Redox and Electrochemistry, Organic Chemistry, Applications of Chemical Principles, and Nuclear Chemistry. Laboratory work is a major part of the course, and is utilized to enhance and reinforce concepts developed in class. Successful completion of laboratory assignments is required for admission to the Physical Setting/Chemistry Regents Exam at the end of this course.

Prerequisite: Passing Living Environment or Earth Science course(s) and Regents examination(s). In addition, students must pass Mathematics Integrated Algebra and/or Integrated Geometry, course(s) and Regents examination(s).

PHYSICAL SETTING/CHEMISTRY (Advanced) (#404)**1 year****1 credit**

This course is designed for the student whose math and science ability is significantly above average. Physical Setting Chemistry (Advanced) is a more challenging chemistry course, which explores the core chemistry curriculum in greater depth. Students will be prepared to take the SAT II Chemistry Test by the end of this course. Successful completion of laboratory assignments is required for admission to the Physical Setting/Chemistry Regents Exam at the end of this course.

Prerequisite: Mathematics Integrated Algebra with an 85 average or above, and passed Earth Science or Living Environment and/or teacher recommendation

PHYSICAL SETTING/PHYSICS (Regents) (#411)**1 year****1 credit**

Physics is a description of scientific phenomena in the physical world in terms of two fundamental concepts, matter and energy. Matter is studied in terms of the development of mechanics. Energy is studied in terms of heat, wave motion, electricity, and magnetism. The interaction between matter and energy leads to concluding topics on atomic and nuclear physics, and an introduction to quantum theory. Laboratory work involves gathering and analyzing data pertinent to these topics, using instruments and techniques developed from the theory at hand. The key to success in this area is a good understanding of mathematics.

Prerequisite: Integrated Algebra and Integrated Geometry

Co-requisite: Integrated Algebra 2/Trigonometry

SCIENCE ELECTIVE COURSES**CHEMISTRY IN OUR LIVES (#424)****1/2 year****1/2 credit**

This course will survey the basic principles of Chemistry. Some topics include: understanding the periodic table, atomic structure, writing chemical equations, nuclear chemistry, food chemistry, solutions, and acid/base chemistry. Students will focus on the applications of Chemistry to the world around us. Students taking this course do **not** take the Physical Setting Regents Exam in Chemistry at the end of the year. Laboratory investigations are incorporated into the daily lessons.

Prerequisite: Integrated Algebra, Living Environment, and Earth Science

FORENSIC SCIENCE (#418)**1/2 year****1/2 credit**

Forensic Science is the branch of science that is involved in the gathering of evidence from a crime scene, in order to present a case before a court of law. Students taking this elective course will develop investigative techniques used by agencies such as the police department and medical examiner's office in order to solve crimes. These techniques include fingerprint analysis, chemical analysis of blood and other body fluids, drug identification, hair and fiber analysis, and tissue analysis.

Any student with an interest in putting knowledge of science to practical use should enjoy this course. In addition, students who are considering a career in law enforcement should find this course a valuable introduction to the field of criminal investigation. Laboratory investigations are incorporated into the daily lessons.

Prerequisite: Living Environment

HUMAN ANATOMY AND PHYSIOLOGY (#415)**1/2 year****1/2 credit**

Anatomy is the branch of science dealing with the structural organization of living things. Physiology is the study of the physical and chemical processes that take place in living organisms during the performance of life functions such as reproduction, growth, and metabolism. Human anatomy and physiology investigates the structure and function of each major body system in considerable detail. As one of the basic life sciences, human anatomy and physiology are closely related to medicine, and other branches of biology.

Prerequisite: Living Environment and Chemistry

MARINE BIOLOGY (#417)**1/2 year****1/2 credit**

Marine Biology is the scientific study of the plants, animals, and other organisms that live in the ocean. The ocean is a vast realm that contains many strange and wonderful creatures. This course explores the enormous biodiversity of marine life found in the Great South Bay, Long Island Sound, and Atlantic Ocean. Laboratory investigations and various dissections are incorporated into the daily lessons.

Prerequisite: Living Environment

THE OCEANS (College-Level Class) (#420)**1/2 year****1/2 credit****A Biological Survey of the Atlantic and Caribbean Coast**

This is a college-level course offered through the Accelerated College Entry Program (ACE) of Long Island University. The course is a descriptive survey of the plants and animals that are typical to the coastal waters of Seaford, along with a comparison of the plants and animals typical to tropical areas. Through lectures, laboratory investigations, and field studies, students will observe, explore, and compare the local wetlands, barrier beaches, and rocky beaches that are found on Long Island. Tuition fees for college credits will be collected at the beginning of the course and college credit will be granted upon successful completion of the course.

Prerequisite: Living Environment and Earth Science. Enrollment is restricted to Juniors and Seniors only. ACE program requirements specifically state, "preference is given to students who have maintained an unweighted cumulative average throughout their high school careers of at least 80 in core academic subjects (English language arts, mathematics, natural sciences, social sciences, languages other than English)".

SCIENCE RESEARCH/BIOTECHNOLOGY (#422)**1 year****1 credit**

The purpose of this course is to train students to think like scientists and to make decisions using a proper scientific approach using grounded background and research skills. Students will receive training on various procedures and methods used in laboratories across the world. Students will also learn to read and understand scientific research, cite sources in scientific literature and conduct original scientific investigation. Students will also learn how to keep concrete scientific data as well as how to present their data verbally, visually and with the use of technology. After successfully completing two years of training and planning, students will then collaborate with mentors from other universities in order to compete in various science competitions.

SOCIAL STUDIES DEPARTMENT

The philosophy of the Social Studies Department is based on the belief that the school should provide students with the opportunity to develop individual academic, vocational and social strengths.

SOCIAL STUDIES DEPARTMENT

PHILOSOPHY

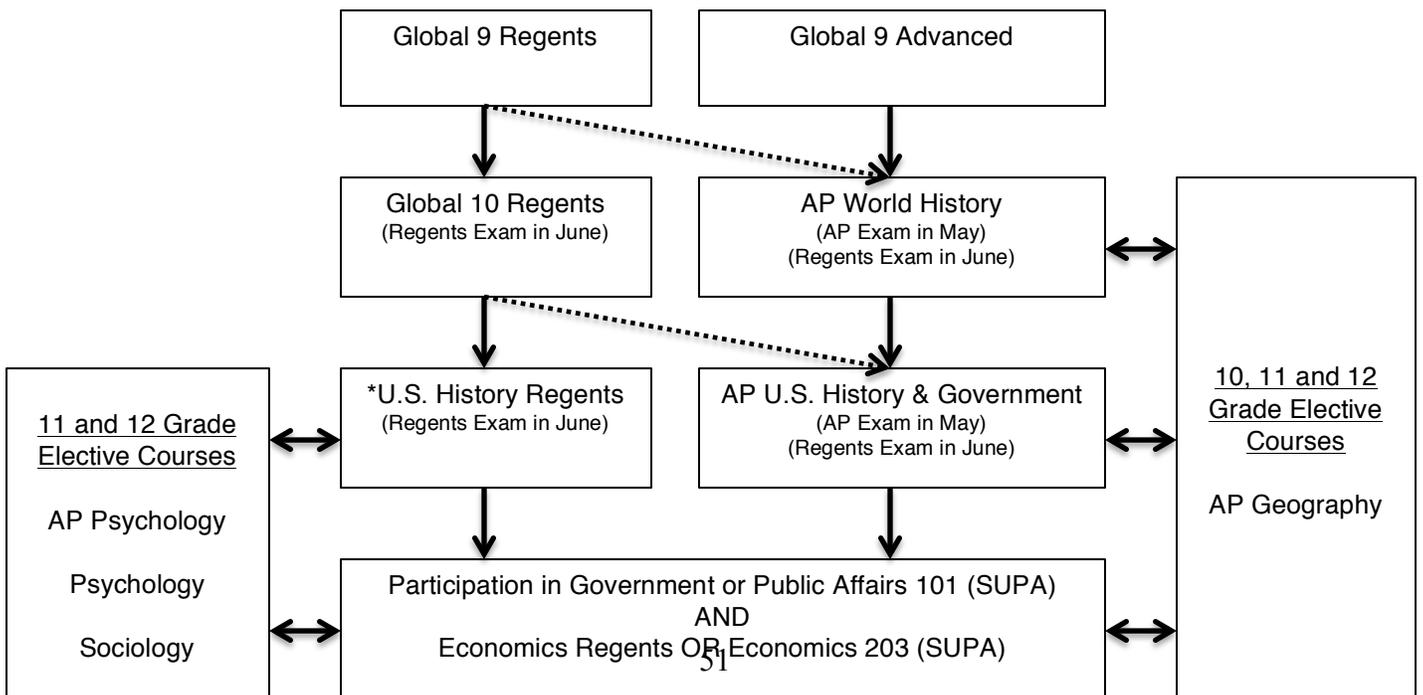
The philosophy of the Seaford High School Social Studies Department is based on the belief that the school should provide students with the opportunity to develop individual academic, vocational, and social strengths.

The department members believe that the school, in partnership with the Seaford community, should provide a secure, predictable environment which will encourage each student to internalize responsibility, thus enabling him/her to develop the social and moral skills necessary to become a contributing member of society and a self-disciplined young adult.

The department works within the five New York State Learning Standards for Social Studies and incorporates the Common Core standards. The department strives to educate our students to these standards.

Standards:

1. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live -- local, national, and global -- including the distribution of people, places, and environments over the earth's surface.
4. Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



ADVANCED WORLD HISTORY 9 (#200)



1 year

1 credit

World History 9 Advanced covers the first half of the CollegeBoard's AP World History course and will prepare students for the AP exam in May of their sophomore year by utilizing AP teaching and testing strategies.

World History is designed to focus on the five social studies standards and major historical developments that link the six themes of civilizations in Asia, Africa, Europe and the Americas. In the 9th grade, students will cover the years 1000 to the 15th century, with a foundations element covering the pre-history years to 1000 C.E. No more than 20% of the total course will cover European History and U.S. History will be included in relation to its interaction with other societies.

This course is designed for students who have achieved excellence in written expression and logical reasoning. Those students will study and analyze the interaction among major societies, the relationship of change and continuity across historical time periods, the impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments within societies and changes in function and attitudes towards states and political identities, including the emergence of nation states.

Prerequisites: A minimum of 90% in 8th grade social studies is recommended or the recommendation of the guidance counselor or teacher of social studies is required.

Students enrolled in the advanced course are required to complete a summer assignment.

ADVANCED PLACEMENT WORLD HISTORY 10 (#203)



1 year

1 credit

Advanced Placement World History 10 covers the second half of the CollegeBoard's AP World History course and will prepare students for the AP exam in May of their sophomore year by utilizing AP teaching and testing strategies. Students will also be prepared for and take the Regents Exam in Global History in June of their sophomore year.

World History is designed to focus on the five social studies standards and major historical developments that link the six themes of civilizations in Asia, Africa, Europe and the Americas. In the 10th grade, students will cover the 15th century to the present day. No more than 20% of the total course will cover European History and U.S. History will be included in relation to its interaction with other societies.

This course is a continuation of World History 9 Advanced and is designed for students who have achieved excellence in written expression and logical reasoning. Those students will study and analyze the interaction among major societies, the relationship of change and continuity across historical time periods, the impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments within societies and changes in function and attitudes towards states and political identities, including the emergence of nation states.

Prerequisites: Minimum grade of 85% in Global History 9 Advanced or 90% in Global History 9 Regents is recommended or the recommendation of the guidance counselor or teacher is required.

Students enrolled in the AP course are required to complete a summer assignment.

ADVANCED PLACEMENT U.S. HISTORY (#206)



1 year

1 credit

Advanced Placement U.S. History provides a college level learning experience for students of exceptional ability in the eleventh grade. More than 1,000 colleges, including the most prestigious universities, award credit for successful achievement on the Advanced Placement Exam, which is administered nationally each May. Students will also be required to take the New York State U.S. History and Government Regents Exam in June.

This one-year course provides an in-depth chronological study of American history from the colonial period to the present. Students will study the political, economic, social, literary and cultural history of the United States. Students will be challenged to analyze and evaluate the critical issues, which have shaped the nation. Special emphasis is placed upon developing the tools and techniques of scholarship: researching, interpreting, and writing. Students will complete a series of essays and document-based questions, which prepare them for the Advanced Placement Exam.

Prerequisites: Minimum grade of 85% in AP World History 10 or 90% in Global History 10 Regents is recommended or the recommendation of the guidance counselor or teacher of social studies is also required. A senior who has successfully completed U.S. History and Government Regents is also eligible for AP.

Students enrolled in the AP course are required to complete a summer assignment.

ECONOMICS (#213)



1/2 year

1/2 credit

Economics is a one semester state mandated course for 12th grade students, which includes instruction on both micro and macroeconomics. Students learn the meaning of economic terms and develop an understanding of economics through the use of appropriate model systems. Major topics include the study of economic stability, capitalism, markets and prices, investments, trade, and the banking system. Personal financial literacy is stressed throughout the course. Students are expected to complete a short project on specific topics and participate in field trips. Students will be evaluated on a regular basis through unit exams, quizzes, and other assessment tools. Successful completion of the course is required for graduation.

ECONOMICS SUPA 203: COLLEGE COURSE (#212)



1/2 year

1/2 credit

Economic Ideas and Issues

This is a college level economics course, which follows the curriculum developed by Syracuse University. Successful completion of the course results in three (3) college credits from Syracuse University. The course is open to qualified seniors who will be expected to complete a “hands on” project.

The scientific method is used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? The process takes students from the microeconomics to the macroeconomics level, emphasizing the connection between these two perspectives. Students examine the benefits, as well as the problems, inherent in a market-oriented economy.

The grading criteria will conform with that established by Syracuse University. Students will be informed of the criteria during the first week of the semester. Online registration for 3 credits from Syracuse University will be completed within the first three weeks of the semester.

This course meets the New York State requirement for Economics.

Prerequisites: Successful completion of United States History and Government Regents or Advanced Placement U.S. History is required. Recommendations of the 11th grade social studies teacher or guidance counselor are required.

GLOBAL HISTORY 9 (REGENTS) (#201)**1 year****1 credit**

Global History is designed to focus students on the five social studies standards, common themes that reoccur across time and place, and eight historical eras. In the 9th grade, students will complete four of these historical eras (beginning with the development of civilization to the seventeenth century).

The process of writing social studies essays will receive special attention. Ninth grade Global History Regents is the first year of a New York State mandated two-year program, which culminates in a Regents Exam in June of the second year of this program.

GLOBAL HISTORY 10 (REGENTS) (#204)**1 year****1 credit**

Global History 10R is the second year of a two-year New York State mandated course. The course continues to focus on the five standards prescribed by the NYS curriculum. The course concludes with the remaining units and historical areas in the new curriculum (the seventeenth century to present day). Attention is also directed to the developing nations whose past and present are inextricably involved with the ongoing history of the United States. Review of 9th grade Global History will help prepare students for the Global History Regents Exam. This exam measures the proficiency of social studies skills K-10, and the material learned in the 9th and 10th grade Global History courses. Successful completion of this exam is a prerequisite for a New York State Regents diploma.

PARTICIPATION IN GOVERNMENT (#210)**1/2 year****1/2 credit**

This is a one semester state mandated course for 12th grade students which is designed to provide a practical learning experience in the public policy process, and a theoretical understanding of several major concepts of government and politics. This practical understanding will be achieved through field projects that must be completed, a position paper, and an oral presentation. Students will develop a portfolio of material for use in their identified public policy. In addition, students will be required to attend a Board of Education meeting and participate in a community service activity. The theoretical concepts will be gained through class lecture, guest speakers, debate and discussion, and a position paper. Course grade will be based on the completion of these practical and theoretical competencies. Successful completion of this course is required for graduation.

PUBLIC POLICY SUPA 101*: COLLEGE COURSE (#209)**1/2 year****1/2 credit****An Introduction to the Analysis of Public Policy**

This is a college level government course, which follows the curriculum developed by Syracuse University. Successful completion of the course results in three (3) college credits from Syracuse University, which are transferable to most colleges throughout the nation.

Public Policy 101 is designed to introduce students to basic skills of public policy analysis. These include the ability to: define and identify the components of public policy issues; communicate ideas and findings with respect to public policy issues; use graphs, tables, and statistics in the analysis of public policy; examine the use of surveys; identify a social problem and propose a public policy to deal with the problem; design a study to evaluate the impact of a proposed public policy; and analyze the political factions affecting the implementation of a proposed public policy.

The grading criteria will conform with that established by Syracuse University. Students will be informed of criteria during the first week of the semester. Online registration for 3 credits from Syracuse University will be completed within the first three weeks of the semester.

* This course meets the New York State requirement for Participation in Government

Prerequisites: Successful completion of United States History and Government Regents or Advanced Placement U.S. History. Recommendations of the guidance counselor and teacher of social studies are required.

PSYCHOLOGY (#219)**1/2 year****1/2 credit**

Psychology is a one-semester Regents level elective course open to 11th and 12th graders. The course seeks to broaden understanding of human behavior through the study of perception, learning, conditioning, personality theories, abnormal psychology and forms of therapy. The major focus of the course is to promote greater self-awareness and self-understanding for the individual. Course requirements include practical applications such as role-plays, demonstrations and case studies.

SOCIOLOGY (#216)**1/2 year****1/2 credit**

Sociology is a one-semester Regents level elective course offered in grades 11 and 12. The primary objectives of the course are to inform students about the methodology of sociology and to provide an understanding of the basic concepts of social organization and interaction. Topics include the family, groups and group dynamics, gender, class structure, race and ethnicity, and urban and suburban social patterns. Emphasis focuses upon current U.S. social situations and problems.

Course requirements include readings on current literature, reports, and projects.

UNITED STATES HISTORY & GOVERNMENT (REGENTS) (#207)**1 year****1 credit**

United States History and Government (R) is a one-year required course for juniors. Concepts and content are derived from a chronological study of U.S. history. This course is structured chronologically in order to permit a deeper and thorough analysis and understanding of the political, social, economic and cultural aspects of American life.

Critical thinking skills are applied to these contexts and written expression is emphasized. Students take a Regents exam at the end of the school year. Successful completion of this exam is a prerequisite for earning a New York State Regents diploma.

ADVANCED PLACEMENT HUMAN GEOGRAPHY (#222)**1 year****1 credit**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, as well as the use and alteration of the Earth's surface. Students will learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Advanced Human geography covers seven topics in one year. These includes: 1. Geography and its nature and perspectives, 2. Population and migration, 3. Cultural patterns and processes, 4. Political organization of space, 5. Agriculture, food production, and rural use of land, 6. Industrialization and economic development, 7. Cities and urban land use. Goals of this course include interpreting maps and geospatial dates, understanding the implications of associations and networks through spaces, defining regions and evaluating the regionalization process, and to characterize and analyze changing interconnections among places. This course will prepare students for the Advanced Placement exam.

Prerequisites: Minimum grade of 85% in previous year's advanced or AP level social studies class or 90% in previous year's Regents level social studies class is recommended or the recommendation of the guidance counselor or teacher is required. This course is open to students in grades 10, 11 and 12.

ADVANCED PLACEMENT PSYCHOLOGY (#223)**1 year****1 credit**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Prerequisite

There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

TECHNOLOGY EDUCATION DEPARTMENT

Technology Education is a discipline that provides the students with an opportunity to study the “human made” world and to develop technological literacy as part of their fundamental education.

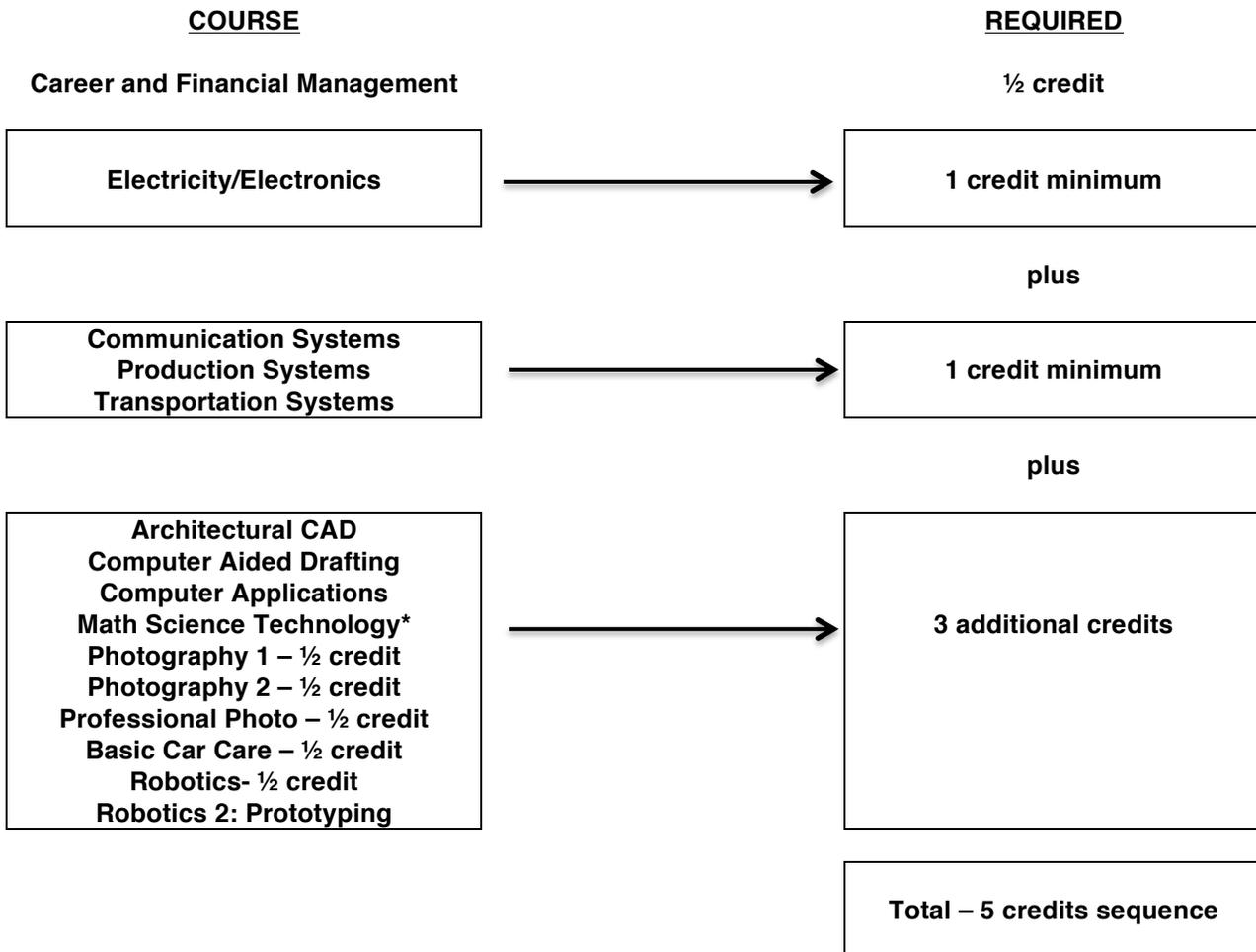
TECHNOLOGY EDUCATION DEPARTMENT

PHILOSOPHY

Technology Education is an integrating discipline that provides students with an opportunity to study the “human-made” world and to develop technological literacy as part of their fundamental education. The natural bond with Math and Science has given the department multiple levels for learning. Through design, build and test activities, student’s model solutions to real world problems and develop an understanding of technology in the past, present, and future. Technology Education is much more than just knowledge about computers and their application. Technology Education programs engage learners in critical thinking as they design and develop products, systems, and environments to solve practical problems.

Technology education further empowers students by asking them to apply what they have learned in other classes to solve practical real world problems in the lab. This application of knowledge or transfer of learning is one of the core principles necessary for success in our society as well as the work world. Technology Education is the bridge between academics and the real world.

TECHNOLOGY EDUCATION SEQUENCE



A Technology Education sequence can be used as part of the Regents Diploma with Distinction.

Any Technology Education course can be used for elective credit.

***Can be used as 3rd Math or Science Credit.**

ARCHITECTURAL CAD (#713)**1/2 year****1/2 credit**

The Architectural "CAD" or Computer Aided Drafting class utilizes a dedicated software program. The beginning portion of the curriculum will introduce the student to the software menu options and functions as the basics of Architecture are explored. Drawing projects will start with simple single floor plans and expand to include: foundation plans, stair locations, second floor plans, roof and landscape plans. The software includes the ability to record a walk through of the house in a 3D mode. In the third quarter, elevations of prior plans will be developed and utilized for scale 3D models of student designs. The fourth quarter will investigate commercial drawings. This course is not just for students considering the field of Architecture. This course is for any student thinking about Civil Engineering, Structural Engineering, Construction Technology, Landscape Architecture, Real Estate, Surveying, or anyone who needs to be familiar with Architecture Drawing.

BASIC CAR CARE (#714)**1/2 year****1/2 credit**

Living on Long Island usually means owning some form of motor vehicle. The cost of maintaining and repairing a motor vehicle can be extremely high. From a simple task of buying tires to the complicated task of tracking down a more specific problem, students will develop a basic understanding of the automobile and its serviceable components. Students will explore basic hand tool skills, maintenance procedures, general repairs, and basic troubleshooting. Explore the emissions and safety aspects of the New York State Motor Vehicle inspection. Examine how to keep a car looking good using the detailing process. The procedure for purchasing new and used cars will be explained. This course is recommended for all future car owners.

CAREER AND FINANCIAL MANAGEMENT (#606)**1/2 year****1/2 credit**

See Business

Education Department course information.

ELECTRICITY/ELECTRONICS (#702)**1 year****1 credit**

As we are in the middle of the information age, everybody is in daily contact with a vast majority of electrical devices, from computers to cell phones. A basic understanding of electrical and electronics theory and application will enhance the ability of students to manage new technologies as they emerge. Students will be provided the opportunity to explore the field of electronics and electricity, including what careers are available. The Technology class will involve a basic study of how electrons are controlled by components. These components will range from simple switches to integrated circuits. The areas of basic residential wiring, magnetism, electric motors, soldering, basic electronic components, circuit boards, radio theory and others will be investigated during this full-year course. Internet web searches will also be used to enhance the curriculum content. Understanding Electrical Theory becomes an important contributing factor in each assigned student project. Through this experience, students will better understand the basics behind everyday electronic devices. No prior knowledge of electronics is necessary. This course is a foundations course and can be utilized as part of a five unit Technology sequence.

PHOTOGRAPHY I (#718)**1/2 year****1/2 credit**

The primary objective of the course is to provide students with intense hands-on technical experience with black and white photography. This is an introductory course for those with little or no experience using a film camera. Photography I is open to students who wish to explore the use of the camera as a tool for personal or commercial expression. The course will incorporate all the basic techniques of camera operation and darkroom procedures. Instruction will be geared, at first, to the fundamental techniques and procedures of photography and as the student progresses, emphasis will be placed on developing the student's individual talents and interests. Also covered, will be the various employment opportunities available through photography.

PHOTOGRAPHY II (#720)**1/2 year****1/2 credit**

Photography II will provide students with the opportunity to gain additional understanding, knowledge and skills beyond those attained in Photography I. The course is designed to provide a more sophisticated viewpoint into the techniques and artistry of photography. The students will explore more advanced concepts of film photography and in turn apply their knowledge to modern digital photography. Students will have the opportunity to express their creativity through the use of digital cameras and photo editing software via the computer. Graphic effects, technical expertise and emphasis on self-expression in the medium are emphasized.

Prerequisite: Photography I

PROFESSIONAL PHOTOGRAPHY (#731)**½ year****½ credit**

Professional Photography is an upper level photography course that is designed to fully utilize the skillset acquired in Photo II and I. Digital photography is the focus, with a concentration on commercial promotions. The course is structured to emulate a real-world studio environment using industry business practices. Students will not simply create projects, but will go on school-solicited assignments that will be showcased through various outlets within the school. Students will create a photography portfolio based on a variety of commercial applications. This includes areas such as print, web, product, and fashion photography. Students will work with professional digital photography equipment, including DSLR cameras, studio lighting, and backdrops as well as an in depth use of Adobe Photoshop. This course is a platform for students to heighten their individuality in photography, while incorporating a true to life understanding of the professional photography field.

Prerequisites: Photo I and Photo II

PRODUCTION SYSTEMS (#708)**1 year****1 credit**

Students explore the principles of the manufacturing process. The student plans and fabricates a project in conjunction with his/her classmates while learning basic hand tools/machine skills. The cost and sequence of production are considered, a model is developed and analyzed in order to complete a manufacturing project. During the residential structures unit, students explore home construction techniques, home maintenance, and repair. This course is invaluable for all future homeowners.

ROBOTICS I (#730)**½ year****½ credit**

Robotics is the science and technology of robots, their design, manufacture and application. This course is designed to develop a working knowledge of electronics, mechanics and software as applied to Robotics in general. Students will learn, through a “hands on” working environment, about various components that make up a robot and explore many facets of engineering. Students will apply their knowledge of robotics to the increasing demand for robots in our society. This course revolves around basic principles of Physics and Math. If you like to tinker with gears, motors, pneumatics, electronics and of course software, this is the class for you.

Prerequisite: Algebra

TRANSPORTATION SYSTEMS (#710)**1 year****1 credit**

Transportation as we know it today consists of land, sea and air systems. This course introduces present forms of transportation in each area as well as future applications. A basic knowledge of hand tool skills will be developed. Small engine theory, basic car care, land transportation, aviation, and marine systems will be addressed through hands on activities. This is an invaluable course for all students due to the wide range of technical exposure provided.

MATH, SCIENCE, & TECHNOLOGY/PRINCIPLES OF ENGINEERING (#722)**1 year****1 credit**

Has anyone put your ideas to work?

We can and would like to show you how in MST.

The skills learned and developed in MST will strengthen the skills needed for the challenges college and the professional work environment present. This course is excellent for the college bound and work bound student. Students will use their Math, Science and Technology skills in problem solving activities. Basic engineering skills will be explored and developed through activities, which promote brainstorming and critical thinking. Students will use the design, build, and test model to solve real life problems. Projects related to case studies such as Auto Safety, Structures and Energy will be explored.

Suggested enrollment is for 11th & 12th grade.

CAN BE USED AS THE 3rd MATH OR SCIENCE CREDIT.

ROBOTICS II: PROTOTYPING (#735)**1 year****1 credit**

Robotics and prototyping is an upper level Robotics course designed to take all of the introductory skills learned in Robotics, or the Robotics Club, and apply them to manufacturing robots. In this course students will use advanced technologies such as CAD and 3D printing technologies to build prototypes for the robot. As well as using technologies to prototype, students will gain a good understanding of tooling, writing code, and the engineering process. This is an invaluable course in problem solving that will help students for the rest of their lives.

Prerequisite: Robotics I, Robotics club, or teacher recommendation.

ADVANCED PLACEMENT COURSE OFFERINGS

ADVANCED PLACEMENT COURSES

PHILOSOPHY

Advanced Placement courses teach students important skills that can lead to college success: how to read texts critically, how to solve problems analytically and how to write clearly. One of the most important criteria college admissions officials use to evaluate applicants for an incoming class is the quality and intensity of their high school course work. The presence of AP courses in students' transcripts often indicate that they have availed themselves of the opportunity to take the most rigorous courses available. Research studies show that students who do well on an AP Exam are academically prepared to place out of a corresponding introductory college course and move on to the next higher-level course.

ADVANCED PLACEMENT ART: (#840) STUDIO IN DRAWING -OR- 2 DIMENSIONAL DESIGN

1 year

1 credit

This college level course is primarily for serious students who are considering further studies in art. Students will work independently in class and at home to fulfill course requirements. They will work on a completely individualized course of study, which will also broaden their understanding of past and present art styles and trends. All students are expected to take the Advanced Placement Exam (in the form of a 24 piece portfolio of artwork) for college credit.

The student will also be able to use the artwork completed in this class for a college acceptance portfolio. At the conclusion of this course, students will present a "one person" art exhibit, which is the final exam for the course.

Recommended for: 12th grade students

Departmental approval required – Satisfactory completion of a summer art assignment is mandatory for enrollment in this class.

Prerequisites for AP Art/Studio in Drawing:

Introduction to Studio Arts

Drawing and Painting

Advanced Drawing and Painting

Prerequisites for AP Art/Studio in Two Dimensional Design:

Introduction to Media Arts

Computer Graphics 1

Graphic Design

ADVANCED PLACEMENT COMPUTER SCIENCE (JAVA-2) (#629) 1 year 1 credit

This course provides an introduction to college-level programming, using the Java programming language. Important concepts included are structured Java programming style, assignment and logical operators, decision-making, looping, methods and arrays.

Students must take the College Board Advanced Placement exam in May to obtain college credit.

Prerequisite: Java-1 or CS2: 80% or better or teacher or guidance counselor recommendation.

Credit: 1 Math OR 1 Science

**NOTE: Students must earn a 3, 4 or 5 on the AP Exam to receive college course credit.*

ENGLISH 11 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (#105)



1 year 1 credit

AP Language and Composition is a college level course designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness of writing. Students will prepare to take the AP Language and Composition exam in May.

Students will read a variety of fiction and non-fiction pieces with a focus on American literature. Full-length literary works to be read include *The Scarlet Letter*, *The Crucible*, *The Great Gatsby*, *The Things They Carried* and *The Catcher in The Rye*. Student writing will be varied and demanding with an emphasis on synthesizing primary and secondary sources and citing them accurately using such conventions as APA and MLA. In addition to AP exam preparation, students will prepare to take the NYS English Regents in January and will complete a major research paper. Students will also be required to complete a summer reading and writing assignment.

Prerequisite: Minimum grade of 85% in English 10 Advanced or 90% in English 10 Regents and/or teacher or guidance counselor recommendation.

ENGLISH 12 ADVANCED PLACEMENT LITERATURE (#109)



1 year 1 credit

This course is designed to prepare its students for the AP Literature and Composition examination. The AP English course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of a wide variety of texts of recognized literary merit, students will deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. The course will include intensive study of representative titles from various genres and time periods. Writing will be an integral part of the course, as the AP examination assesses student writing of critical, analytical, and evaluative essays concerning literature. Scores of 3, 4, or 5 on the Advanced Placement Examination designate students as Qualified, Well Qualified, or Extremely Qualified for the study of College-level English. AP courses are recognized by some 2,500 colleges and universities, which grant credit, appropriate placement, or both to students who perform satisfactorily on AP examinations. Major works studied include *Frankenstein*, *Wuthering Heights*, *Hamlet*, *The Awakening* and *Waiting for Godot*. Students will be required to complete a summer reading and writing assignment.

Prerequisite: Minimum grade of 85% in English 11AP or 90% in English 11 Regents and/or recommendation of guidance counselor or teacher.

ADVANCED PLACEMENT FRENCH (#504)**1 year****1 credit**

This course continues the development of the four language skills of listening, speaking, reading and writing at the advanced level. Emphasis is placed on using language for active communication. The objectives of the course are to prepare students to understand the spoken language in both formal and conversational situations, to speak with accuracy and fluency, to read newspapers, magazines, and literature with accuracy, and to express ideas fluently in writing. Students may take the Advanced Placement Examination for possible college credit. An optional trip to French speaking countries may be offered, subject to Board of Education approval. Emphasis is on the practical use of the target language. Technology will be used to further enhance language learning.

Prerequisite: French 4 Pre-AP

ADVANCED PLACEMENT SPANISH (#509)**1 year****1 credit**

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication], and the five goal areas of the National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities. The course has been to some extent modified with the purpose of reflecting the requirements for the new AP Spanish Language. In order to accomplish these goals, this course emphasizes the use of broadcast media, on line resources from Spanish speaking countries, and literature. Students may take the AP Spanish Language Examination for possible college credit. An optional field trip to Spanish speaking countries may be offered subject to Board of Education approval.

Prerequisite: Successful completion of Pre-AP Spanish 4 or teacher or guidance counselor recommendation.

ADVANCED PLACEMENT CALCULUS (AB) (#333)**1 year****1 credit**

This senior level course is open to students who have successfully completed Pre-Calculus and wish to get a college level learning experience and advanced placement credit for college. This course develops students understanding of the concepts of calculus and provides experience with its methods and applications. This course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students will be presented with the meaning of the derivative in terms of rate of change and local linear approximation and also how to use derivatives to solve a variety of problems. The meaning of the definite integral, both as a limit of Riemann sums and as the net accumulation of a rate of change and the use of integrals to solve a variety of problems will be discussed.

Pre-Calculus (Advanced) or Pre-Calculus Regents

Expenses: The department requires students to obtain a TI-83/84/89 or Ti-Nspire graphing calculator. Students are encouraged to take the Advanced Placement Calculus (AB) examination in May. Students who successfully complete this examination could receive up to four college credits.

ADVANCED PLACEMENT CALCULUS (BC) (#334)**1 year****1 credit**

This senior level course is open to students who have successfully completed Pre-Calculus Advanced, are seriously considering a career in mathematics, and wish to get a college level learning experience. It covers all of the topics and concepts from AP Calculus (AB) and also the following: parametric, polar, and vector functions, Euler's Method, l'Hopital's Rule, integration by parts and simple partial fractions, improper integrals, logistic differential equations, series, including their convergence and divergence, Taylor series, Maclaurin series, and the Lagrange error bound for Taylor polynomials.

Prerequisite: Pre-Calculus (Advanced) and/or teacher recommendation

- Expenses:
1. The department requires students to obtain a TI-83/84/89 or Ti-Nspire graphing calculator.
 2. Students are encouraged to take the Advanced Placement (BC) examination in May. Students who successfully complete this examination could receive up to eight college credits.

ADVANCED PLACEMENT STATISTICS (#332)**1 year****1 credit**

This course is designed for the motivated, college bound student whose planned course of study requires statistics. This course is built around four main topics: exploring data, planning a study, probability as it relates to distributions of data, and inferential reasoning. This course will blend the rigor, calculations and deductive thinking of mathematics with the real-world examples and problems of the social sciences, the decision-making needs of business and medicine, and the laboratory method and experimental procedures of the natural sciences. Students will learn how to display data and make valid observations about the data. Students in this course will design a study, collect the information, analyze their data and disseminate their results. Students will learn how to do statistical procedures both on a graphing calculator and on a computer with a statistical software package.

Prerequisites: Students must pass both the Integrated Algebra II/Trigonometry Regents Examination and Course with at least a grade of 80 or have teacher or guidance counselor recommendation.

- Expenses:
1. The department requires students to obtain a TI-83/84/89 or Ti-Nspire graphing calculator. Students may purchase their own graphing calculator or borrow a TI-84 graphing calculator from the department.
 2. Students are encouraged to take the Advanced Placement Statistics examination in May. Students who successfully complete this examination could receive up to three college credits.

ADVANCED PLACEMENT BIOLOGY (#400)**1 year****1 credit**

Advanced Placement (AP) Biology is a very challenging course available to students that have completed chemistry. AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

Prerequisite: Receiving a passing score on the Integrated Geometry Regents examination and receiving an 85 or higher in chemistry.

Please Note: Students enrolled in this class will receive a summer assignment in June that will be due when returning in September.

ADVANCED PLACEMENT CHEMISTRY (#403)**1 year****1 credit**

This course is designed for students whose math and science ability is **significantly above average**. It is designed to be the equivalent of the general chemistry course usually taken during the first year of college, and it culminates in the Advanced Placement Chemistry Exam. The topics covered in AP Chemistry are similar to those introduced in Regents Chemistry, however, there is a much greater emphasis on chemical calculations and the mathematical formulation of chemical principles. Laboratory work is an integral part of the curriculum and is designed to introduce students to the proper use of lab equipment, to familiarize them with standard lab procedures, and to allow them practice in making and interpreting qualitative and quantitative observations.

Prerequisite: Completion of Regents Chemistry with an 85 average or teacher recommendation prior to registration.

(*) Regents' students considering AP Chemistry are **required** to provide teacher recommendations prior to registration.

Please Note: Students enrolled in this class will receive a summer assignment in June that will be due when returning in September.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (#412)**1 year****1 credit**

AP Environmental Science emphasizes the role of the Earth's environment in local, regional and global societies and the impact of people and societies on the environment. Students enrolled in this lab-based class participate in hands-on activities, discussions and outdoor projects. The curriculum focuses on the processes of science, the role of energy in all systems, interconnections between biotic and abiotic elements, the role of people in environmental change and sustainability of environmental and societal systems. The course integrates Earth and Life Sciences, Chemistry and Physics. Students will have the opportunity to contribute to their community and learn more about the world in which we live.

Prerequisites: This course is an excellent choice for students who have completed two years of high school laboratory science – one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Students should also have at least a year of algebra under their belts and a course in earth science would be **EXTREMELY** helpful. Because of these prerequisites, AP Environmental Science is usually taken in either the junior or senior year. – AP Program

ADVANCED PLACEMENT PHYSICS (#410)**1 year****1 credit**

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Laboratory requirement: This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Prerequisite: Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

No prior course work in Physics is necessary.

ADVANCED PLACEMENT WORLD HISTORY 10 (#203)



1 year

1 credit

Advanced Placement World History 10 covers the second half of the CollegeBoard's AP World History course and will prepare students for the AP exam in May of their sophomore year by utilizing AP teaching and testing strategies. Students will also be prepared for and take the Regents Exam in Global History in June of their sophomore year.

World History is designed to focus on the five social studies standards and major historical developments that link the six themes of civilizations in Asia, Africa, Europe and the Americas. In the 10th grade, students will cover the 15th century to the present day. No more than 20% of the total course will cover European History and U.S. History will be included in relation to its interaction with other societies.

This course is a continuation of World History 9 Advanced and is designed for students who have achieved excellence in written expression and logical reasoning. Those students will study and analyze the interaction among major societies, the relationship of change and continuity across historical time periods, the impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments within societies and changes in function and attitudes towards states and political identities, including the emergence of nation states.

Prerequisites: Minimum grade of 85% in Global History 9 Advanced or 90% in Global History 9 Regents is recommended or the recommendation of the guidance counselor or teacher is required.

Students enrolled in the AP course are required to complete a summer assignment.

ADVANCED PLACEMENT U.S. HISTORY (#206)



1 year

1 credit

Advanced Placement U.S. History provides a college level learning experience for students of exceptional ability in the eleventh grade. More than 1,000 colleges, including the most prestigious universities, award credit for successful achievement on the Advanced Placement Exam, which is administered nationally each May. Students will also be required to take the New York State U.S. History and Government Regents Exam in June.

This one-year course provides an in-depth chronological study of American history from the colonial period to the present. Students will study the political, economic, social, literary and cultural history of the United States. Students will be challenged to analyze and evaluate the critical issues, which have shaped the nation. Special emphasis is placed upon developing the tools and techniques of scholarship: researching, interpreting, and writing. Students will complete a series of essays and document-based questions, which prepare them for the Advanced Placement Exam.

Prerequisites: Minimum grade of 85% in AP World History 10 or 90% in Global History 10 Regents is recommended or the recommendations of the guidance counselor or teacher of social studies are also required. A senior who has successfully completed U.S. History and Government Regents is also eligible for AP.

Students enrolled in the AP course are required to complete a summer assignment.

ADVANCED PLACEMENT HUMAN GEOGRAPHY (#222)**1 year****1 credit**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, as well as the use and alteration of the Earth's surface. Students will learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences.

Advanced Human geography covers seven topics in one year. These includes: 1. Geography and its nature and perspectives, 2. Population and migration, 3. Cultural patterns and processes, 4. Political organization of space, 5. Agriculture, food production, and rural use of land, 6. Industrialization and economic development, 7. Cities and urban land use.

Goals of this course include interpreting maps and geospatial dates, understanding the implications of associations and networks through spaces, defining regions and evaluating the regionalization process, and to characterize and analyze changing interconnections among places. This course will prepare students for the Advanced Placement exam.

Prerequisites: Minimum grade of 85% in previous year's advanced or AP level social studies class or 90% in previous year's Regents level social studies class is recommended or the recommendation of the guidance counselor or teacher is required. This course is open to students in grades 10, 11 and 12.

ADVANCED PLACEMENT PSYCHOLOGY (#223)**1 year****1 credit**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Prerequisite

There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.