

## Seaford High School

### New Course Opportunities for 2022-2023

#### **ADVANCED PLACEMENT MACROECONOMICS (#225)**

**½ year/½ credit**

AP Macroeconomics is a half-year, introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. In addition, students explore basic themes of economics including scarcity, opportunity costs, the structure of the U.S. economy, demand, supply and market equilibrium, the price system and market elasticity. Students learn about major economic indicators that impact global markets including national output and income, unemployment, monetary and fiscal policy, as well as aggregate demand and aggregate supply. The College Board examination is offered at the conclusion of the course. **This course meets the Economics graduation requirement. Students who choose to take AP Macroeconomics must also enroll in AP U.S. Government and Politics.**

#### **ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS (#226)**

**½ year/½ credit**

AP U.S. Government and Politics is a half-year, introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students explore theories of political power and analyze the impact of competing interests on the establishment of policy (majoritarian policies, interest-group pressures, etc.). Several contemporary issues are examined including immigration policy, gun control, civil liberties, education policy, campaign finance and national security, and health care. The College Board examination is offered at the conclusion of the course. **This course meets the Participation in Government graduation requirement. Students who choose to take AP U.S. Government and Politics must also enroll in AP Macroeconomics.**

#### **LEADERS AND LEADERSHIP IN HISTORY (#227)**

**½ year/½ credit**

Do leaders make history or does history make leaders? This course will address this question by focusing on leaders and leadership in particularly trying historical circumstances. How did certain people arrive at leadership positions? What choices did they make in difficult situations? How do we evaluate their successes or failures? What makes them stand out (for better or worse) or recede from memory over time? What kinds of lessons can we learn from their careers? We will address these core questions through a critical examination of a series of twentieth-century historical cases, proceeding in rough chronological order. Some are considered unquestionable successes and others partial or even abject failures. In some cases, these were national or world leaders; in other cases, these were unsung or informal leaders. Often the leadership in question was not by any particular individual but by a group or collective. We will also look at social leaders, leadership within bureaucracies, reluctant leadership, self-defeating leadership, non-heroic leadership, and dissenting leadership. Through the use of history and historical thinking, and drawing on a variety of sources and cases both American and international (with an emphasis on films), the goal of the course is to permit you to become more self-conscious, historically-minded, and reflective in thinking about leadership - your own and that of others - in a variety of public and policy settings.

- Open to students in grades 10-12.

#### **I AM WOMAN HEAR ME ROAR:**



#### **A HISTORICAL AND CONTEMPORARY PERSPECTIVE (#228)**

**½ year, ½ credit**

**\*Partnership with Long Island University/optional college-credit earning opportunity**

Join us to explore the incredible women of history. Who are the women that we should know about and how did they get their voices heard? This interdisciplinary course covers the reading and evaluation of a number of sociological, literary

and historical works that concern the role of women in the United States and other cultures. Students will examine the contemporary change in the status of women and the societal changes in social constructs. Selected readings provide students with a historical and comparative perspective.

- Open to students in grades 10-12.

#### **NURTURING YOUNG CHILDREN'S DEVELOPMENT (#229)**



**½ year, ½ credit**

##### **\*Partnership with Long Island University/optional college-credit earning opportunity**

Are you thinking about working with young children in your career? Join us to explore theory and practical, hands-on experiences. This course integrates the use of observation, documentation, and assessment in understanding young children's developmental, familial, cultural, educational, historical, sociological contexts. Scientific findings on the physical, cognitive, emotional and social development of children in prenatal, infancy, preschool and middle childhood are examined. The integration of perception, cognition and growth in nurturing young children's identity is stressed, and their significance for teaching and the development process is emphasized. *Ten hours of field work will be incorporated into the course.*

- Open to students in grades 10-12.

#### **LONG ISLAND HISTORY (#230)**



**½ year, ½ credit**

##### **\*Partnership with Stony Brook University/optional college-credit earning opportunity**

Long Island History is a course that details the unique background of the place we call home. You will explore U.S. history through the lens of Long Island's history from colonial times to the present. You will analyze readings, pictures, and historical documents to gain a better understanding of how Long Island came to be and the rich history that lies in our very own soil. Some topics covered in class are: the geographic, political, and cultural formation of Long Island, the first Long Islanders, European exploration, colonial settlement, pre-Revolutionary Long Island, the Culper Spy Ring and the American Revolution, the Long Island Railroad, the Long Island Gold Coast, Robert Moses, space and aviation, the birth of suburban Long Island, Long Island ghosts and hauntings, and famous Long Islanders. When possible, there will be select field trips to explore some of Long Island's historical sites and walk the same paths of some of our Long Island leaders and trailblazers.

- Open to students in grades 10-12.

#### **FROM MUSICAL STYLES TO HARRY STYLES:**



#### **INTRODUCTION TO MUSICAL CONCEPTS (#948)**

**1 year/1 credit**

##### **\*Partnership with Long Island University/optional college-credit earning opportunity**

This course is a study and discussion of music and its aesthetic and creative applications in a multicultural civilization. Topics in this course will help students gain greater awareness of cultural and global trends. Through the use of lectures, recordings and videos, the basic periods in music literature, composers, stylistic traits, masterworks, etc., will be examined. **NO ESSENTIAL MUSIC BACKGROUND IS NECESSARY FOR THIS COURSE.** Students electing to take this course also receive further enrichment in musical theatre, opera and music from other cultures throughout the world.

#### **KEEP ON ROCKIN'- AN INTRODUCTION TO GUITAR PLAYING (#951)**

**½ year, ½ credit**

This beginning guitar course is designed to get students excited about playing guitar by serving as an introduction to the instrument. Students will learn how to play the guitar properly and how to read standard notation, chord diagrams, and chord charts. They will learn guitar care, maintenance, composition, and performance techniques. They will examine guitar history and a variety of guitar music. Students will encounter a variety of listening and playing assignments, as

well as lesson quizzes and exams, and will create a portfolio of recordings that reflect the progress they make. Taking this course will prepare students for a lifetime of making music for their own enjoyment and the enjoyment of others.

### **UKULELE FUNDamentals (#950)**

**½ year, ½ credit**

*"I love the ukulele. It's got a beautiful, melodic tone to it. There's something innocent and romantic, and it's just a grand instrument to play." ~Pierce Brosnan*

Each student will realize that they can be a ukulele player. This course serves as an introduction to the instrument and will provide students with instant access to making music on the ukulele. Focus points will be strumming and rhythms, reading music, improvising, and beginning songwriting. The course will be split into several units that cover various aspects of understanding the instrument and the music that can be created with it. Each day, students will be led through a routine of tuning their ukuleles, warming-up, group instruction, and independent group practicing and playing. Students will also learn basic maintenance of the instrument and how to change strings, clean the ukulele's surface, clean strings, and maintain tuning.

- Open to students in grades 10-12.

### **THEATRE SCENES (#949)**

**1 year, 1 credit**

*"We must all do theatre, to find out who we are, and to discover who we could become..."*

Stories, plays and scenes directed, produced, and acted by students in class will demonstrate the fundamentals of play production. The course may include the basics of sets, camera angle, costume and lighting. Students may perform scenes, monologues, and improvisations while studying the principles of stage movement, voice production, diction, interpretation of character, and dialogue. Methods of acting taught are the Stanislavski's classical acting technique, Lee Strasburg and Stella Adler.

- Open to students in grades 10-12.

### **PROJECT LEAD THE WAY: HUMAN BODY SYSTEMS (#422)**

**1 year/1 credit**

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases, and often play the role of biomedical professionals to solve medical mysteries. Students can earn college credit upon successful completion of the course and passing score on End of Course assessment.

- Prerequisite: Successful completion of Living Environment and Chemistry

### **WOODWORKING II (#709)**

**1 year/1 credit**

This course is a laboratory study of wood and processes involved in the production of consumer goods from wood and other allied materials. Through project-based learning, students will use CNC and learn advanced joinery techniques. This course will also provide an opportunity for students to better understand construction processes, materials, and practices through laboratory-based experiences. Units covered will include CNC machining, joinery, construction, cabinetry, roofing, fine finish work, electrical wiring, plumbing and flooring. This course will expose you to careers in construction and carpentry and/or lay the foundation of knowledge needed for homeowners in maintenance of their homes and align the work to proper codes.

*Existing course with NEW college credit opportunity:*

**SOCIAL MEDIA AND NEWS LITERACY (#143)**

**1/2 year, 1/2 credit**

**\*Partnership with Stony Brook University/optional college-credit earning opportunity**

In a world saturated with media messages, digital environments, and social networking, concepts of historical and civic literacy must expand to include all forms of media. This course aims to help students become more thoughtful, educated, and active citizens in our democracy by becoming better consumers and users of news and social media. Students will engage in projects, activities, and case studies to build critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world not only to understand the world around them, but to also look to the future and participate in their communities and shape the futures they want.

This course is designed to teach students to exercise their power as citizens by becoming perceptive news consumers. Armed with critical-thinking skills, a firm grasp of relevant history and practical knowledge about the news media, *Social Media and News Literacy* students learn how to find the reliable information they need to make decisions, take action, make judgments and responsibly share information through social media. At a time when the digital revolution is spawning a flood of information and disinformation each day, the course seeks to help students recognize the differences between facts and rumor, news and promotion, news and opinion, bias and fairness, assertion and verification, and evidence and inference.