

# SACHEM

## Guidance Handbook



2023-2024



Designed by  
Dylan Berkowitz  
Communication Design

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# Sachem Central School District

December 2022

Dear Student:

This Guidance Handbook includes information and course descriptions for the many opportunities you have as a student in Sachem Central School District. The course selection process begins in November when students attend the course fair to learn about all of the classes they may take. As you will see when reviewing the Guidance Handbook, there are courses offered that allow students to explore areas of interest, meet graduation requirements and begin the post secondary planning process. Students in grades 9-11 must have at least eight academic periods plus a lunch period. Students in grade 12 are expected to have a post secondary ready schedule which should include challenging courses and college & career prep work.

Please note the following as you review the Guidance Handbook:

**Academic Requirements:** New York State has outlined graduation requirements for each graduating class. We expect the majority of our students to earn the highest level diploma, the Regents Diploma with Advanced Designation. Graduation requirements can be found on page 7 of this book. These requirements apply to students according to the year they entered 9<sup>th</sup> grade.

**Elective Options:** Students are offered a number of elective opportunities in all academic areas and are asked to consider these carefully. Many electives require students to take prerequisites so it is important for students to consider a four-year plan when choosing elective courses. These courses will be offered based on sufficient student enrollment, discuss with your counselor.

**Academic Support:** Students in need of academic support will be scheduled for Academic Intervention Services. These can be in the form of a support period, such as "Academic Literacy" in English, or an extended class, such as Geometry Extended, which meets for an additional period on alternating days. The need for academic intervention services can alter a student's ability to take all the courses they want in a given year.

**Student Choice:** As a high school student, you are given the opportunity to make many decisions for yourself. Therefore, the course selection process is driven largely by you. You also are expected to remain committed to your choices since each year's master schedule is created around your chosen courses. We respect your decisions and make every effort to accommodate your requests. Therefore, minimal course changes can be made after course selections are completed.

Your school counselor will meet with you and your parents to assist you in this process and to answer any questions you may have. We hope you take advantage of the many academic and extracurricular opportunities that are available to you in the Sachem School District.

Sincerely,



**Kevin Miller, Ed.D.**  
*Administrator for Guidance  
and College & Career Counseling*



**Louis Antonetti**  
*Principal  
Sachem High School East*



**Andrew Larson**  
*Principal  
Sachem High School North*

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# ACADEMIC PLANNING

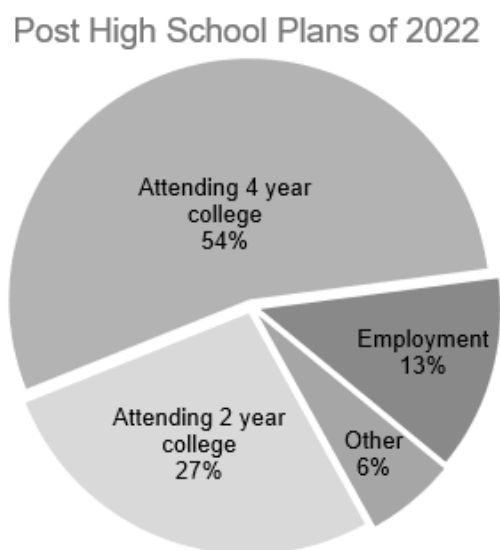
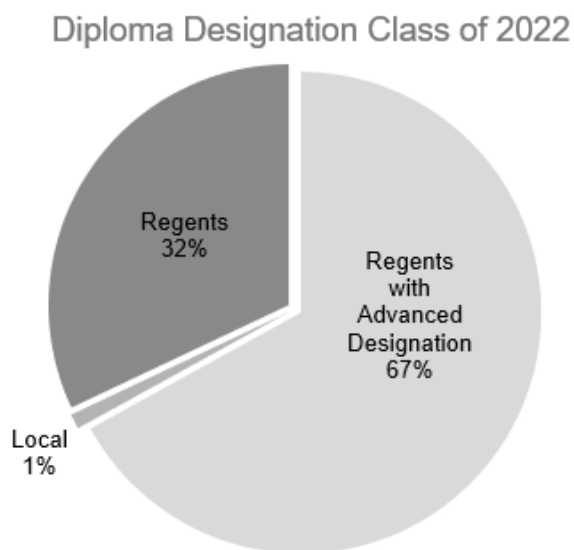
The Sachem Central School District provides students with the academic preparation needed to be college and career ready. Our academic program includes rigorous coursework, opportunities for students to explore areas of interest and the expectation that Sachem students will achieve a high level of academic excellence. We also expect most students to aspire to attend college, trade school or skills based post secondary programs and we offer challenging coursework to prepare students for their future success. All college bound students are expected to enroll in at least four years of math and science, to develop critical reading and thinking skills by taking the most challenging coursework a student can manage, and to enroll in college preparatory and college level courses, including Advanced Placement courses, to prepare for college level work. Many course offerings in one subject area can support and benefit a student taking a course in a different subject area. For example, a student enrolled in our Science Research program and/or AP Psychology would benefit from enrolling also in AP Statistics. We have included suggestions such as this in the course description section. Also, students who are interested in Advanced Placement offerings are reminded that AP English Language and Composition (grade 11) and AP English Literature and Composition (grade 12) are among the most beneficial courses for college bound students. Colleges review prospective applicants in relation to the courses the high school offers. Therefore, students are expected to challenge themselves by taking the most rigorous coursework they can handle successfully. For many students the most appropriate level of coursework is a solid Regents curriculum; for others it is a combination of Advanced Placement and/or accelerated offerings.

Students are reminded that New York State has outlined graduation requirements for each graduating class and these can be found on page 7. Students who are in need of academic assistance in particular subject areas can find appropriate courses offered and can also find assistance through tutoring programs, extra help offerings and support services.

**In order to prepare for the course selection process, please follow these steps:**

1. Create a list of courses you need for graduation as well as those you would like to take as electives.
2. Review the individual course descriptions that are listed by subject area beginning on page 21.
3. Review policies, procedures and college planning information on pages 13-20.

The charts below illustrate the Post High School Plans and Diploma Designations for the combined Sachem North and East Class of 2022. As you can see, the majority of students attended four year colleges after graduation and have earned the highest level diploma, the Regents Diploma with Advanced Designation.



**This Guidance Handbook, along with your family and school counselor, can help to provide a plan for your success in Sachem High School and beyond.**

## Advanced Placement Courses

The following courses prepare students for college level work and for the Advanced Placement exams at the end of the school year. Additionally, some colleges may grant credit based on the results of the exam. Please check the full course descriptions in the individual department sections or see your counselor for additional information. (Fees apply for AP Exam)

<b>DEPARTMENT</b>	<b>GRADE</b>
<b><u>ART</u></b>	
Art History - Advanced Placement	9, 10, 11, 12
Art and Design - Advanced Placement	12
<b><u>ENGLISH</u></b>	
English 11 - (Language and Composition) - Advanced Placement	11
English 12 - (Literature and Composition) - Advanced Placement	12
Capstone AP Seminar	10, 11
Capstone AP Research	11, 12
<b><u>MATHEMATICS</u></b>	
Calculus AB - Advanced Placement	12
Calculus BC - Advanced Placement	12
Statistics - Advanced Placement	10, 11, 12
Computer Science A - Advanced Placement	10, 11, 12
Computer Science Principles - Advanced Placement	9,10, 11, 12
<b><u>MUSIC</u></b>	
Music Theory II - Advanced Placement	10, 11, 12
<b><u>SCIENCE</u></b>	
Biology - Advanced Placement	11, 12
Chemistry - Advanced Placement	11, 12
Environmental Science - Advanced Placement	11, 12
Physics 1 - Advanced Placement	11, 12
Physics C - Advanced Placement	12
<b><u>SOCIAL STUDIES</u></b>	
Economics - Advanced Placement	12
Government & Politics - U.S.- Advanced Placement	11, 12
Government & Politics - Comparative - Advanced Placement	11, 12
Psychology - Advanced Placement	11, 12
Human Geography - Advanced Placement	9
United States History - Advanced Placement	11
World History - Advanced Placement	10
<b><u>WORLD LANGUAGES</u></b>	
French - Advanced Placement	12
Italian - Advanced Placement	12
Spanish - Advanced Placement	12

## Courses that can be used to satisfy the Art and/or Music Requirement for Graduation

The following courses can be used to satisfy the one credit Art and/or Music requirement for graduation. Please check the full course descriptions in the individual department sections for additional information.

<b>DEPARTMENT</b>	<b>GRADE</b>
<b><u>ART</u></b>	
Studio in Art	9, 10, 11, 12
Introduction to the Visual Arts	9, 10, 11, 12
Art History Advanced Placement	9, 10, 11, 12
Art Foundations	12
Media Arts	9, 10, 11, 12
Creative Crafts	9, 10, 11, 12
 <b><u>FAMILY &amp; CONSUMER SCIENCE</u></b>	
Housing & Interior Design	9, 10, 11, 12
Fashion/Sewing & Textiles	9, 10, 11, 12
 <b><u>MUSIC</u></b>	
Concert Band	9, 10, 11, 12
Symphonic Band	9, 10, 11, 12
Wind Ensemble	9, 10, 11, 12
Concert Choir	9, 10, 11, 12
Symphonic Choir	9, 10, 11, 12
Treble Choir	9, 10, 11, 12
Concert Orchestra	9, 10, 11, 12
Symphony Orchestra	9, 10, 11, 12
Chamber Orchestra	9, 10, 11, 12
Music Theory I	9, 10, 11, 12
 <b><u>TECHNOLOGY</u></b>	
Design & Drawing for Production I	9, 10, 11, 12
Design & Drawing for Production II	9, 10, 11, 12

## New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

### Credit Requirements

(Apply to all diploma types: local, Regents,  
Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> <i>U.S. History (1)</i> <i>Global History and Geography (2)</i> <i>Participation in Government (½)</i> <i>Economics (½)</i>	4
Science <i>Distributed as follows:</i> <i>Life Science (1)</i> <i>Physical Science (1)</i> <i>Life Science or Physical Science (1)</i>	3
Mathematics	3
World Languages	1 <sup>(**)</sup>
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
<b>Total</b>	<b>22</b>

<sup>(\*\*)</sup>Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

#### 1.) Pathways

A student must either:

- earn the [Seal of Civic Readiness](#); or
- pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
- pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
- successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
- successfully complete all the [requirements for earning the CDOS Commencement Credential](#).

Beginning in fall 2022, a select number of NYS schools will pilot the [Individual Arts Assessment Pathway \(IAAP\)](#). Reference [Multiple Pathways](#) and [Department Approved Alternative Examinations](#).

#### 2.) Traditional Appeals

All appeals are subject to local district approval. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)

#### 3.) Special Endorsements

**Honors:** A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.

**Mastery in Math and/or Science:** A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.

**Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

**Seal of Biliteracy:** A student meets the criteria for earning the [NYS Seal of Biliteracy](#).

**Seal of Civic Readiness:** A student meets the criteria for earning the [NYS Seal of Civic Readiness](#).

Reference the [Endorsements and Seals webpage](#) or [NYS Diploma/Credential Requirements](#) for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.

#### 4.) World Languages Exemption

Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.

#### 5.) Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)

#### 6.) Flexibilities due to the COVID-19 Public Health Emergency

**Exemptions:** Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#)

**Special Appeals:** Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: [Special Appeals Memo](#) and [FAQ](#).

**Special Determination:** Students who are scheduled to graduate in June 2022 and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a [Special Determination to Graduate with a Local Diploma in June 2022](#).

#### 7.) Exemptions from the Regents Exam in US History and Government (Framework)

Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#)



### Assessment Requirements

REGENTS EXAM or passing score on a Department approved alternative	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65 <sup>1</sup>	1		1		1	55 <sup>2A</sup>	1	
Math	1	65 <sup>1</sup>	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 <sup>1</sup> or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 <sup>1</sup> or above	1	55 <sup>2A</sup>	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 <sup>1</sup> or above, <u>OR</u> 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 <sup>1</sup> or above. <sup>3</sup>
Science	1	65 <sup>1</sup>	1		1		55 <sup>2A</sup>	1		
Social Studies	1	65 <sup>1</sup>	1		1		55 <sup>2A</sup>	1		
Pathway (See note 1 on reverse side)	1 or CDOS	65 <sup>1</sup> if Regents Exam	1 or CDOS		1 or CDOS		55 <sup>2A</sup> if Regents Exam	1 or CDOS		
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 <sup>1</sup> or above on another required Regents exam including ELA and Mathematics.		Non-Applicable	

### Regents Diploma with Advanced Designation

<p>Students seeking the Regents diploma with advanced designation must:</p> <ul style="list-style-type: none"> <li>Meet the credit and assessment requirements for a Regents diploma; and</li> <li>Pass <b>two additional</b> Regents <b>exams</b> or Department approved alternatives in <b>mathematics</b>; and</li> <li>Pass <b>one additional</b> Regents <b>exam</b> or Department approved alternative in <b>science</b> <ul style="list-style-type: none"> <li>students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (<b>one life</b> and <b>one physical</b>); and</li> </ul> </li> <li>Complete a <b>sequence</b>:                     <ul style="list-style-type: none"> <li>earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or</li> <li>complete a 5 unit sequence in the Arts, or</li> <li>complete a 5 unit sequence in CTE.</li> </ul> </li> </ul>
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### Assessment Combinations for Advanced Designation

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math <sup>4</sup> , 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

\* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements: Local diploma for Students with Disabilities](#).

<sup>^</sup> In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).

<sup>1</sup> English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference [New York State Diploma/Credential Requirements: Local diploma for English Language Learners](#).

<sup>2</sup> The 4<sup>th</sup> mathematics examination can be selected from the list of [Department Approved Alternative Examinations](#).

<sup>3</sup> For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and [Special Appeals](#) may be applied to all diploma types.

## Credit Requirements

### Student Choice in Course Selection

- In most disciplines, student choose the courses they want to take.

### Required Courses

- Health (½ credit required)
- Global Studies and Geography (2 credits required)
- United States History (1 credit required)
- Participation in Government (½ credit required)
- Economics (½ credit required)



### [Credit Requirements](#)

	Minimum Number of Credits
English	4
Social Studies <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
Language other than English	1
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
<b>Total</b>	<b>22</b>

## Assessment Requirements



1  
English



1  
Math



1  
Science



1  
Social  
Studies



1  
Pathway  
(Student  
Choice)



[Diploma Types](#)  
[Multiple Pathways](#)

# Multiple Pathways

Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The pathway options recognize students' interests in the Arts, Career and Technical Education (CTE), Career Development and Occupational Studies (CDOS), Civics, Humanities, Science, Technology, Engineering and Mathematics (STEM), and World Languages by allowing an approved pathway to satisfy students' graduation requirements.



Under the "4+1" pathway assessment option, students must take and pass four required Regents Exams or [Department-Approved Alternative](#) assessments (one in each of the following subjects: English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation.

## [Multiple Pathways - Pathway Requirements](#)

### Types of Diplomas

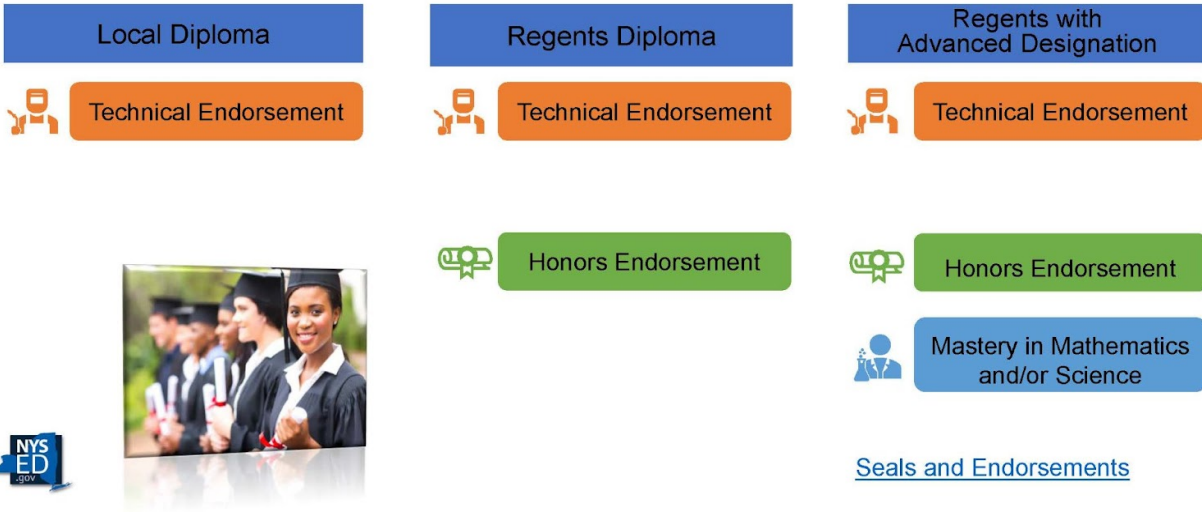
Local	Regents	Regents with Advanced Designation
<p>22 units of credit</p> <p>Used appeals, safety nets to meet assessment requirements</p> <ul style="list-style-type: none"> <li>OR Superintendent Determination of a Local Diploma</li> </ul>	<p>22 units of credit</p> <p>Earned passing scores (65+ for Regents exams)* on all required assessments (4 +1)</p>	<p>22 units of credit</p> <p>Earned passing score (65+) on all required assessments (7 + 1)</p> <ul style="list-style-type: none"> <li>Additional exams required                             <ul style="list-style-type: none"> <li>+2 math</li> <li>+1 science</li> </ul> </li> </ul> <p>Completed a sequence</p>



\* A student can appeal one Regents exam score within 5 points of passing and still receive a Regents Diploma

[Diploma Types](#)

## Seals and Endorsements



## Exiting Credentials that are Not Diplomas: Career Development and Occupational Studies (CDOS) Credential



The CDOS Commencement Credential is unique as it can serve three purposes:

- a pathway to a diploma (as the +1 assessment option);
- an addition to a diploma; or
- an exiting credential.



- Available to all students
- Students attempt, but do not successfully complete all the New York State diploma requirements
- Students must complete all the CDOS Commencement Credential requirements



[Exiting Credentials](#)

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## Exiting Credentials that are Not Diplomas: Skills and Achievement Commencement Credential

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- Available to Students with Disabilities assessed using the NYS Alternate Assessment
- Must be accompanied by documentation of the students' skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working
- The credential may be issued at any time after such student has attended school for at least 12 years, excluding kindergarten, or has received a substantially equivalent education elsewhere, or at the end of the school year in which a student attains the age of 21.



[Exiting Credentials](#)

# Guidance Services and School Policies

## Course Weighting And Class Ranking

- Advanced Placement courses are weighted 1.1%
- Honors courses are weighted 1.05%
- College Level Academic Courses are weighted 1.05%
- Regents and Elective Courses are not weighted

The weighted rank constitutes Sachem's official class rank. This weighting appears only in the total weighted average and rank shown on the bottom of the transcript and not in the grades listed for each individual course. The weighted average includes only courses taken in the five academic areas: English, Social Studies, Math, Science, and World Languages. The unweighted average is derived from all grades listed on the transcript with the exception of Pass/Fail courses. The weighted rank is given to students in the fall of senior year. A numerical rank is listed for students ranked in the top 25% of the class; percentile ranks are available for all other students. Top ranked students are re-ranked after the first semester of senior year to determine the valedictorian and salutatorian.

## Sachem Promotion Policy

**Eighth to Ninth Grade:** If a student fails two major subjects in grade 8, he/she is encouraged to attend summer school and pass at least one of the two failed subjects. If a student fails three major subjects he/she is encouraged to attend summer school and pass at least two of the three failed subjects. If a student fails four major subjects, he/she is encouraged to attend summer school and pass at least three of the four failed subjects. Failure to meet these requirements may result in retention or the need to repeat classes.

**Ninth to Tenth Grade:** In order to be promoted to tenth grade, a student must pass English 9, Global History 9, PE 9 and one credit of Math or Science.

**Tenth to Eleventh Grade:** To be promoted to eleventh grade a student must fulfill one of two options:

**Option I:** Eight non-PE credits plus 1/2 credit of PE are required. Five of the credits must include English 9, Global History 9, one credit of Math, one credit of Science and either English 10 or Global History 10 **OR**

**Option II:** This option would be offered to a student who has attended at least one full session of summer school following grade 9 or grade 10. For this option, seven non-PE credits plus 1/2 credit of PE are required. Four of the credits must include English 9, Global History 9, one credit of Math and one credit of Science.

**Eleventh to Twelfth Grade:** To be promoted to twelfth grade, a student must earn a minimum of thirteen non-PE credits plus one credit of PE.

## Counselor/Parent/Student Appointments

The Sachem Counselors follow the guidelines listed below when meeting with high school students and their parents for an annual review of the student's high school program and experience.

- The school counselor will review the student's current academic program and progress.
- The school counselor will review the student's credits to date, graduation requirements, possible areas of deficiency and multi-year plan.
- The school counselor will provide information on standardized tests including all that may be applicable: Regents (RCT's), PSAT's, SAT's, SAT Subject Tests, ACT's, AP's, ASVAB (Armed Services Vocational Aptitude Battery).
- The school counselor will provide information about the college exploration and application process as well as financial aid.
- The school counselor will utilize technology, including Naviance, College Board and other websites when appropriate.
- The school counselor will review/discuss the student's career interests and appropriate next steps (i.e. college programs of study, Career Training Programs (CTP), BOCES, etc.).
- The school counselor is available to discuss with the student and/or parents any circumstances, issues or concerns that may impact the student's educational experience. Referrals for additional assistance may be recommended and follow up will be done.

## **Student Eligibility For BOCES Occupational Programs**

The Board of Education recognizes the importance of occupational and technical training for those students who choose to pursue this course of study. Students wishing to prepare for a specific career may enroll in district sponsored Career Training Programs or, beginning in grade 11, occupational programs offered at BOCES Technical Centers. A student who elects to pursue a career training program offered at BOCES must be a student in good standing, who adheres to the high school attendance policy, and who has met certain core requirements for high school graduation. In order to be eligible to attend BOCES in grade 11, a student currently enrolled in grade 10 must have successfully completed, and/or currently be passing the following courses by the end of the second marking period:

- English 9
- Global History 9
- English 10 or Global History 10
- Two Math and one lab Science course or two lab Science and one Math course
- Physical Education 9 and Physical Education 10
- Health Education (completed by June of the 10th grade year)
- Art/Music (one credit by June of the 10th grade year)
- World Languages (one credit by June of the 10th grade year)

Additionally, any student denied credit in any 10th/11th grade course, in accordance with the district's high school attendance policy, shall be deemed ineligible to participate in a BOCES vocational training program in 11th grade. A final review of each student's eligibility will be conducted at the end of the school year. **All interested students are encouraged to submit applications for career training programs at BOCES. Applications will be reviewed on an individual basis.**

## **Sachem Independent Study Program**

The purpose of Independent Study is to serve the student in a manner that goes *beyond the existing curriculum after all course offerings have been exhausted*. It is not intended for those students who want to make up a failed subject. It is also not to be used for the purpose of graduation to attain the minimum total number of credits required. An independent study is comparable to a semester course in regard to length of time and course credit (1/2 credit).

In order for a student to secure an Independent Study, he/she must acquire the Independent Study application from the office of the Assistant Principal in charge of Independent Study. A cooperating teacher who has the expertise in the subject area discipline must agree to work with the student, monitor the student's study program and be responsible for the final grading process (honors/pass/fail or numerical grades). The student and cooperating teacher must complete a detailed description of the course with clearly stated purposes, objectives, projects, procedures and methods of evaluation stated. A culminating activity is expected of all independent study candidates. The Department Chairperson involved in the subject discipline must also approve the independent study, thereby reaffirming that the objectives and goals are appropriate and that the study will offer the student a new dimension to his/her regular secondary curriculum.

The Assistant Principal and Principal review the document for final approval after which the Independent Study receives a course title, a course number, and is placed on the student's program. A copy of the Independent Study is placed in the student's guidance file and a copy is returned to both the cooperating teacher and the student.

## **Sachem Evening High School Dual Enrollment Program**

**Eighth semester twelfth grade students** who are taking a full schedule during the day and are still in need of up to one additional credit for graduation may be eligible to take this additional coursework in the Evening School at Sachem North during the spring semester of their senior year, provided that the following conditions have been met:

- 1. Summer School:** The student must have taken and passed at least one course in summer school in the summer prior to twelfth grade.
- 2. 7th Semester:** The student may not fail more than one subject during the final semester preceding dual enrollment. For the full year courses in progress at this time, there must be a passing average.

- 3. Illegal absences:** During the 7th semester, students will not be permitted any illegal absences or trancies as reflected on the report card.
- 4.** Students who are denied credit in any courses during the 7th semester are ineligible.
- 5.** Students may accumulate only one credit in the evening school program.
- 6.** Dual enrollment students may not take English in Night School.

Any student meeting three of the first four criteria (1-4) for Dual Enrollment at the end of the second quarter may ask for reconsideration at the conclusion of the third quarter. After presenting evidence that the one deficient criteria has been remediated during the third quarter, students who wish to make an appeal for dual enrollment admittance to the Evening High School are required to write a letter stating the reasons for the appeal.

### **Alternative Education Evening School**

In order to accommodate students whose needs cannot be met during the regular day school, Sachem has established an Evening High School. Please contact your counselor for details.

### **National Honor Society Policy/Guidelines**

#### **I. Membership:**

Selection of potential students for membership is based on the four standards set forth by the National Honor Society. These standards *Scholarship, Service, Leadership and Character* are outlined below.

#### **II. Scholarship:**

Scholarship eligibility requires a **minimum overall weighted grade point average of 90% and no course failures**. Once a student has been inducted as a member, he/she must maintain this 90% grade point average to continue membership in addition to fulfilling the service, leadership and character standards set by the NHS and Sachem.

#### **III. Leadership, Character & Activities:**

Each candidate must present a **minimum of 2 school-based activities (clubs/sports). Keep in mind SYAG, Dance, Honor Societies etc. do not satisfy this requirement.** Eligible students will be rated by their teachers, activity advisors and community supervisors on character and leadership based on their performance.

#### **IV. Service:**

Each candidate must demonstrate his/her willingness and ability to be of service to their school and community. **A total of 30 community service hours** are required and can be completed beginning in the 9th grade through the present time of eligibility. **Service does not include any activities for which the student received pay or compensation for performing the task.**

#### **V. Selection:**

Selection of students for membership is the responsibility of the Faculty Council Board. This board consists of faculty members appointed by the administrator and the National Honor Society Advisors, who serve as ex-officio members and do not have a part in the actual selection of candidates. Names of Faculty Council members are confidential as set by the National Honor Society.

### **Sachem Attendance Policy**

All students are required to follow the attendance policy. Notifying parents of attendance problems, including lateness to class, is required under the Safe Schools legislation. Excused absences including personal illness, death in the family, impassable roads or bad weather, religious observance/obligations, quarantine, court required appearances, medical appointments, approved college visits, approved cooperative work programs, military obligations, family emergencies, or other such reasons as may be approved by the superintendent or designee. It is the parent's responsibility to notify the appropriate school office on the day of absence and to provide a written excuse upon the student's return. Upon their return to school, students with excused absences are expected to consult with their teachers regarding missed work. Absences, tardies, and early dismissals are unexcused when they do not meet the above criteria. Students who develop a "pattern of tardiness" shall have their parents/guardians contacted. For high school level courses, more than nine (9) absences (five [5] for alternate day courses) in a semester will result in the denial of credit (DC). Only those students with excused absences will be given the opportunity to make up a test or other missed work to eliminate from the calculations utilized in the denial of credit. Make-up opportunities must be completed by a date specified by the student's teacher for the class in question.



## **College Application Process**

Sachem students are encouraged to explore college and post high school educational options. The college exploration process begins, for most students, during the junior year. Parents and students are encouraged to meet with school counselors and to attend evening information programs, including Sachem's annual College Night, in order to begin the planning process. In order to be prepared for college level work, students are expected to enroll in challenging coursework throughout high school and take college entrance exams, including the SAT and ACT. When evaluating student applications, colleges begin by assessing the student's academic record. The following items may be included in a college's review of a student's application:

1. **TRANSCRIPT**-Included in the transcript are courses taken, grades earned, GPA and Regents exam scores. The college uses the transcript to assess if the student is prepared to handle the academic expectations on the particular campus.
2. **STANDARDIZED TEST SCORES** – SAT, ACT and/or SAT Subject Test scores may be required and evaluated.
3. **PERSONAL STATEMENT/ESSAY** – Many colleges require applicants to submit at least one essay in order to obtain additional information about the student's interests, writing abilities and personal background.
4. **COUNSELOR AND/OR TEACHER RECOMMENDATIONS** – Many colleges require teachers and counselors to submit recommendations on behalf of the student, describing the student's interests, strengths and personal characteristics.
5. **EXTRACURRICULAR ACTIVITY RÉSUMÉ** – Many colleges are interested in the applicant's outside interests and how he/she will contribute to their campus community. A résumé which shows the student's activities, leadership positions held and depth of commitment can assist the college in understanding the student's priorities and the potential for the student to make future contributions to the campus community.

## **SHS COUNSELING CENTER GOES "GREEN" WITH STUDENT CONNECTIONS/eDOCS**

Sachem High School Counseling Center is currently using the e-Docs system for college applications. Using Student Connections/eDocs, SHS seniors will apply for college, teachers will submit a letter of recommendation, and counselors will send transcripts all online! ACT and SAT scores have been sent online for the past several years. eDocs enable schools to streamline formerly labor-intensive, manual processes. Student Connections/eDocs includes the most widely accepted electronic document delivery system for schools and colleges, Naviance eDocs, which allows schools to send all forms, recommendations, transcripts and profiles to more than 1,200 colleges—including every Common Application member institution! Colleges love applications submitted by the Naviance network because it allows them to streamline their college operations and go "paperless" as well. This system helps schools use data to promote, measure and improve college and career readiness. It links students, teachers, counselors, administrators and families as students prepare for life after high school. **Please contact your child's school counselor to learn more about eDocs.**

College applications are submitted during the fall semester of a student's senior year. It is important that all testing requirements are completed during the spring of junior year or fall of senior year. Students are encouraged to take both the SAT and the ACT since colleges will accept either score for admission consideration. When registering for the exams, students should include the following high school codes so the high school will receive a copy of the scores: **Sachem High School North - 332762**      **Sachem High School East - 331884**

## **Financial Aid Information**

**Principles of Need Analysis** – To the extent that they are able, parents have the primary responsibility to pay for their children's education. Students also have a responsibility to contribute to their educational costs. A family's ability to pay for educational costs must be evaluated in an equitable and consistent manner, recognizing that special circumstances can and do affect the ability to pay.

**Timeline and Forms:** Students are now able to submit the FAFSA to apply for financial aid as early as October 1 of their senior year. It is necessary for families to explore a variety of college cost options. The Free Application for Federal Student Aid (FAFSA) is required by all colleges and should be completed by all families (even if you do not think you will qualify for aid). The FAFSA collects information about the parents' income and assets and the student's income and assets. The Estimated Family Contribution (EFC) is determined by the FAFSA. This figure is sent to each college and the financial aid office determines the family's financial need by subtracting the EFC from the cost of attendance. A financial aid package is then created and forwarded to the family.

**Types of Financial Aid:** There are four types of financial aid; all possible resources fall under one of these categories. A college financial aid office will evaluate the family's financial need and determine if any or all of these sources can provide assistance to meet the need.

**Scholarships** – Merit based awards that are granted to students for achievement in a particular area (i.e. academic, athletic, leadership, writing, etc.). These awards are considered gift money and do not need to be repaid. Depending upon the conditions of the award, they may be renewable or one-time awards. These awards may be granted by colleges, private organizations, unions/companies, etc.

**Grants** – Need based awards that are granted to students due to demonstrated need. These awards are considered gift money and do not need to be repaid. They may be granted by the individual college, the federal government (i.e. PELL Grant), or New York State (i.e. TAP award).

**Loans** – Considered “self-help” aid, students and parents may take out loans to meet the cost of college. Student loan amounts are capped at specific amounts each year while parents are generally able to secure loans up to the cost of attendance.

**Work Study** – Considered “self-help” aid, students can obtain a job on campus and earn money throughout the year to assist with college expenses. Money is not disbursed up front, but is paid as the student works.

### **Evening Parent Programs**

The Sachem Guidance Department conducts informational programs throughout the school year to address topics that are relevant for parents and students. The following programs are conducted annually and specific dates/locations can be found on the school calendar and the Guidance website.

- September - **College Information Night** for Parents of East/North College-Bound Juniors and Seniors: College exploration and application process and financial aid information presented by the Guidance Office.
- September - **Financial Aid Night** for Parents of All Seniors: Director of Financial Aid from local college presents information about the process.
- November - **Athletic Recruiting College Information Night** for all Student Athletes and Parents: College Athletic Recruiting expert presents information about the recruiting process.
- January—**College Information Night** for Parents of all East/North Freshmen, Sophomores and Juniors: College exploration process presented by the Guidance Office.
- April - **College Night** for Students and Parents, Grades 8 - 11. 200 colleges and career programs attend to share information with families about post secondary options.

## **Naviance Student**

The Naviance Student Program is a web-based resource that provides many tools for parents of middle school and high school students. It is recommended that all families register online (directions are below) and use this resource throughout the college planning process.

What can I use the Student Connection for?

- College Exploration: Search for colleges by location, major, distance from home, size, athletics, etc. Connect directly to individual college websites to obtain more information.
- Find Appropriate College Matches: Compare your SAT scores and GPA against students from Sachem High School who have applied to, and been accepted/denied at particular colleges.
- Keep Track of College Visits: Find out which colleges are sending representatives to Sachem High School throughout the year and sign up to meet with them.
- Scholarship Search: Find available scholarships, keep track of applications and deadlines, and apply for appropriate scholarship opportunities.
- Career exploration/Interest Inventory

How do I register?

- Each student receives an access code which is sent home during the school year. Contact the Guidance Office for this code if you have not received it.
- Create a personal username and password that will be used each time you return to the site.
- Log on to the school-specific website and begin: <https://student.naviance.com/sachemeast>  
<https://student.naviance.com/sachemnorth>

What else can Naviance Students do?

- “Scattergrams”: Create charts with acceptance history for each college you are considering.
- “College Compare”: Compare specific colleges with one another.
- “College Match”: Find colleges to which students from Sachem High School, who had a similar academic profile to you, applied.
- “College Look-Up”: Want information about a particular college you heard about? Look it up quickly through this easy to use system.

## **College Exploration**

### **Helpful Websites**

<https://student.naviance.com/sachemnorth>

(Student - Naviance – North)

College searches

College acceptance data

Scholarship information

College visits

<https://student.naviance.com/sachemeast>

(Student - Naviance – East)

College searches

College acceptance data

Scholarship information

College visits

[www.collegeboard.org](http://www.collegeboard.org) (SAT/Subject Test registration and information, CSS Profile, college search)

[www.actstudent.org](http://www.actstudent.org) (ACT registration and information)

[www.fafsa.ed.gov](http://www.fafsa.ed.gov) (FAFSA – Financial Aid form registration and information)

[www.sachem.edu/departments/guidance\\_department](http://www.sachem.edu/departments/guidance_department) (Sachem district guidance website)

[www.sachem.edu/schools/north\\_guidance](http://www.sachem.edu/schools/north_guidance)

(North guidance website)

[www.sachem.edu/schools/east\\_guidance](http://www.sachem.edu/schools/east_guidance)

(East guidance website)

**NCAA Eligibility** [www.ncaa.org/studentathletes/future](http://www.ncaa.org/studentathletes/future) (Students interested in playing a Division I, II or III Collegiate Sport will need to register online to access information pertaining to sports and college opportunities.)

## ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). Plan to register before your freshman year of high school (or year nine of secondary school). Visit [on.ncaa.com/RegChecklist](http://on.ncaa.com/RegChecklist) to help guide you through the registration process.

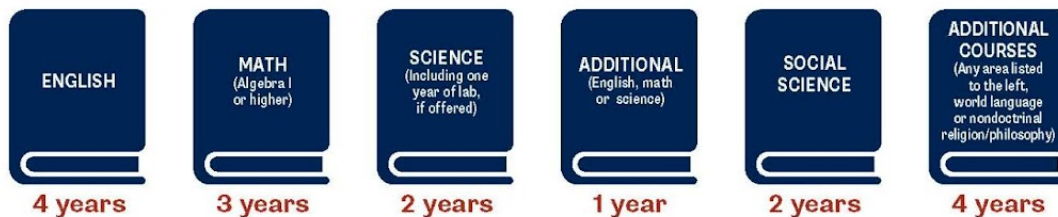
### ACADEMIC REQUIREMENTS

To study and compete at a Division I or II school, you must earn 16 NCAA-approved **core-course credits**, earn a corresponding test score\* that matches your **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

### CORE-COURSE REQUIREMENTS

#### DIVISION I

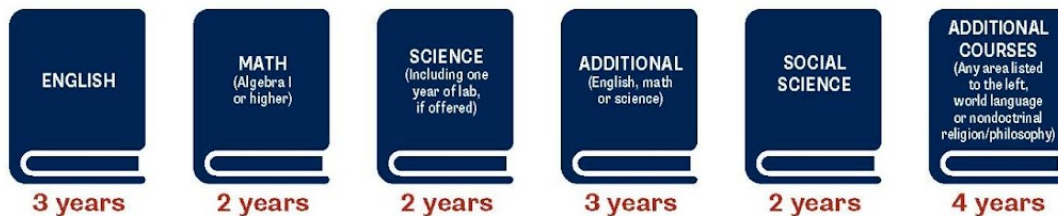
Earn 16 NCAA-approved core-course credits in the following areas:



For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

#### DIVISION II

Earn 16 NCAA-approved core-course credits in the following areas:



### GRADE-POINT AVERAGE

The Eligibility Center calculates your **core-course GPA** based on the grades you earn in NCAA-approved core courses.

- » Division I requires a minimum 2.3 core-course GPA.
- » Division II requires a minimum 2.2 core-course GPA.

#### DIVISION III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an **Amateurism-Only Certification account**. Contact the Division III school you plan to attend for more information about its academic requirements.

\*More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](http://on.ncaa.com/COVID19_Spring2023).

GRADE  
**9**  
REGISTER

- » *Start planning now!* Register for a free Profile Page account at [eligibilitycenter.org](http://eligibilitycenter.org) for information on NCAA initial-eligibility requirements.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) to ensure you are taking the right courses, and earn the best grades possible!

GRADE  
**10**  
PLAN

- » If you are being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the right **Certification account**.
- » Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE  
**11**  
STUDY

- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you are on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- » Take the **SAT/ACT** and submit your scores to the Eligibility Center using code **9999**.\*
- » At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

GRADE  
**12**  
GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
- » Take the **SAT/ACT** again, if necessary, and submit your scores to the Eligibility Center using code **9999**.\*
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

\*More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](http://on.ncaa.com/COVID19_Spring2023).

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

**9<sup>TH</sup>**  
GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

**10<sup>TH</sup>**  
GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

**11<sup>TH</sup>**  
GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

**12<sup>TH</sup>**  
GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

**CONTACT THE NCAA ELIGIBILITY CENTER**

U.S. and Canada (except Quebec):  
877-282-1492 - Monday-Friday,  
9 a.m. to 5 p.m. Eastern time

**SEARCH FAQ:**

[ncaa.org/studentfaq](http://ncaa.org/studentfaq)

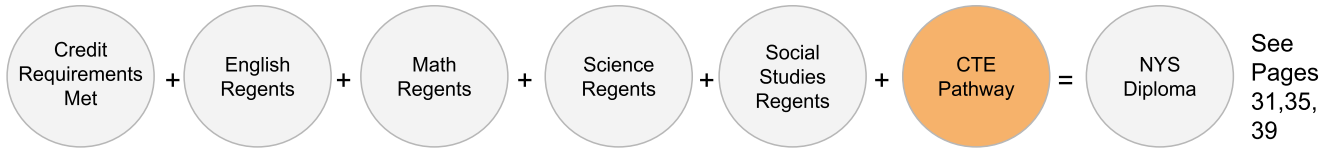
[@ncaaec](https://twitter.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports) [@ncaaec](https://www.facebook.com/ncaaec)

# **SACHEM HIGH SCHOOL NORTH AND EAST**



## **2023-2024 DEPARTMENT COURSE DESCRIPTIONS**

# 4 + 1 Pathways to Meet the Student's Graduation Requirements



# High School North & East Courses for College Credit

**Business-** Students must receive a 60% in order to earn credit for each Business course listed below.

- Accounting 1- Through SUNY Farmingdale (3 credits)
- Marketing & Advertising- Through SUNY Farmingdale. (3 credits)
- Virtual Enterprises- Through SUNY Farmingdale. (6 credits)
- Business Law- Through SUNY Farmingdale. (3 credits)
- Sports Entertainment and Management- Through SUNY Farmingdale. (3 credits)

Student must receive a C- (70%) in order to earn credit for each Business course listed below

- Accounting 1 (11<sup>th</sup>-12<sup>th</sup> only)- Through St. Joseph's College (3 credits)
- Marketing & Advertising (11<sup>th</sup>-12<sup>th</sup> only) - Through St. Joseph's College. (3 credits)
- Business Law (11<sup>th</sup>-12<sup>th</sup> only) - Through St. Joseph's College (3 credits)
- Hospitality & Tourism (11<sup>th</sup>-12<sup>th</sup> only)– Through St. Joseph's College (3 credits)

**Family Consumer Science –** Minimum grade is a C. (75%)

- Child Development 1- (10<sup>th</sup> -12<sup>th</sup> grade only) Through Adelphi. (3 credits)
- Culinary Arts 1, American Cooking, World Cooking- Beacon Program. Choose two out of the three courses listed and receive 4 college credits through SCCC.

**LOTE-** Minimum GPA of 80% in order to receive credit.

- French 5 College- Through Adelphi. (3-6 credits)
- Italian 5 College- Through Adelphi. (3-6 credits)
- Spanish 5 College- Through Adelphi. (3-6 credits)
- AP Spanish- Through Adelphi. (3-6 credits) \*Please note- students do not have to complete the AP exam to receive the 3-6 credits just the course.
- AP Italian (3-6 credits) \*Please note- students do not have to complete the AP exam to receive the 3-6 credits just the course.
- AP French- same as above.
- ASL 2 (Fall) can earn Stony Brook University credit for SLN 111 ASL 2 (Spring) can earn Stony Brook University credit for SLN 112

**Math** The minimum grade for each course is 60 (1.0 quality points) as per the LIU High School Scholars description.

- Math 12 Precalculus Honors (MTH 3)- Through LIU HS Scholars. (4 credits)
- Math 12 Precalculus (MTH 3)- Through LIU HS Scholars. (4 credits)
- Introduction to Calculus(MAT 141)-Through LIU HS Scholars.(4 credits)

**Social Studies:**

- Introduction to Sociology at Sachem East through SCCC Beacon Program. ( 3 Credits)





# ART PROGRAM

The Sachem Art Department is committed to exposing students to a variety of media in order to help them develop a sense of where their strengths and interests lie. The Art curriculum is continuously revised to reflect the rapid growth within the ever-changing industry of Art, Design, Computer Graphics, Advertising, Crafts and New Media. Throughout the years, students will develop a body of work and create a portfolio which will aid them in being accepted into competitive degree programs. Our students have successfully gained entrance into college majors as graphic design, illustration, animation, and film.

## The Five Credit Fine Arts Pathway- Courses in Red

Students who complete a five credit Fine Arts Sequence for a Regents Diploma with Advanced Designation may be exempt from the three credit second language mandate. Students selecting this sequence must successfully pass the following:

- One Credit of either Studio Art, Media Arts, Creative Crafts **OR** Introduction to the Visual Arts
- Four Additional Credits from any other Art Department Courses

### Art Courses to be applied towards:

- The Five Credit Visual Arts Sequence
- The Five Credit Fine Arts Sequence
- The Five Credit Media Arts Sequence

ART: All courses will be offered based on sufficient student enrollment			
Grade 9	Grade 10	Grade 11	Grade 12
Studio Art	Studio Art	Studio Art	Studio Art
Introduction to the Visual Arts	Drawing and Painting I	Drawing and Painting I	Drawing and Painting I
Media Arts	Studio in Sculpture	Drawing and Painting II	Drawing and Painting II
Creative Crafts	Advanced Placement Art History	Studio in Sculpture	Studio in Sculpture
Life Design <b>*This course can not be used toward the one credit core requirement for graduation.*</b>	Introduction to the Visual Arts	Advanced Placement Art History	Advanced Placement Art and Design
Advanced Placement Art History	Media Arts	Introduction to the Visual Arts	Advanced Placement Art History
Studio in Sculpture	Graphic Design	Media Arts	Art Foundations
Filmmaking	Digital Painting	Graphic Design	Introduction to the Visual Arts
Photography	Filmmaking	Digital Painting	Media Arts
Advanced Photography	Game Design and Animation	Filmmaking	Graphic Design
	Creative Crafts	Game Design and Animation	Digital Painting
	Life Design <b>*This course can not be used toward the one credit core requirement for graduation.*</b>	Communication Design: Advertising Level I	Filmmaking
	Photography	Creative Crafts	Game Design and Animation
	Advanced Photography	Life Design <b>*This course can not be used toward the one credit core requirement for graduation.*</b>	Communication Design: Advertising Level I
		Photography	Communication Design: Advertising Level II
		Advanced Photography	Creative Crafts
			Life Design <b>*This course can not be used toward the one credit core requirement for graduation.*</b>
			Photography

**Studio in Art (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** This course may be used to satisfy the Art requirement for graduation. Studio In Art is a foundation course that gives students an introduction to a variety of media. Students who elect to take Studio In Art will gain experience and develop their creative awareness by creating their own visual art projects. Studio In Art focuses on fine arts which includes: drawing, painting, sculpture, and design work. Materials include: graphite drawing pencils, colored pencils, pen & ink, charcoal, pastels, watercolor paints, tempera & acrylic paints, clay, plaster, wood and/or other sculptural materials.

**Drawing and Painting I (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Studio In Art, Media Arts, or Introduction To The Visual Arts

**Course Description:** This course does not satisfy the Art requirement for graduation. The Drawing and Painting I curriculum is designed to enhance the students' ability to draw and paint transferring the image of a three dimensional object to a two dimensional plane.. Drawing and Painting I focuses on developing students' fine art skills with more advanced media and techniques. Areas of work will include: Contour line, gesture, perspective, foreshortening, still-life, portraits figure drawing, and mixed media work. Materials may include but are not limited to: drawing pencils, colored pencils, pen & ink, charcoal, pastels, oil pastels, watercolor paints, acrylic paints, gouache, and drawing inks.

**Drawing and Painting II (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Drawing and Painting I

**Course Description:** This course does not satisfy the Art requirement for graduation. The Drawing and Painting II curriculum is designed to further enhance the students' ability to draw and paint but includes the experimentation of combining traditional media with new media. Specific project work will challenge the students' ability to be creative, to develop a greater means of expression and become a visual problem solver. Areas of work will include many of the concepts and techniques that were explored in Painting and Drawing I, and provide the student with a free range of expressive project opportunities. "Thinking outside of the box" will be encouraged as students begin to develop their own style of work and interests.

**Studio In Sculpture (9,10, 11,12)**

Semester, 1/2 Cr.

Three-dimensional Sculpture

**Prerequisite:** None

**Course Description:** This course does not satisfy the Art requirement for graduation. Studio In Sculpture is designed to challenge students' ability to work in three dimensions. The elements of art and principles of design will be explored as they pertain to space, form, function, movement and a variety of sculptural attributes. Materials may include: clay, wood, stone, cardboard, wire, plaster, paper maché and found objects.

**Advanced Placement Art and Design (12)**

Full Yr., 1 Cr.

**Prerequisite or corequisite:** Drawing and Painting II**Course Description:** This course does not satisfy the Art requirement for graduation.

Advanced Placement Art and Design is for students who are seriously interested in the practical application of creating art and wish to develop a mastery of conceptualization, composition, and execution of their ideas. It is the culminating class in the art department. The AP exam is not a traditional exam but rather a digital portfolio submission where students reflect and discuss their inspiration and process behind the creation of their work. Individuality is stressed in the development of student portfolios throughout the course. Photography and digital art work is also encouraged and acceptable for submission into the AP Art & Design Online Submission (exam). Advanced Placement Art & Design Students are encouraged to become independent thinkers who contribute inventively and critically to their culture through the making of art. Students will be actively involved in the preparation of their portfolios for submission to the College Board. Additional attention will be given to student awareness of colleges and career opportunities in the arts. Museum and gallery tours will be an integral part of students' opportunities to begin to respond to and analyze works of art.

**Assessments:** Students will maintain a portfolio of all project work which will become the property of the student upon completion of the course.



**Advanced Placement Art History (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** This course may be used to satisfy the Art requirement for graduation.

AP Art History is designed to promote critical thinking with regard to historical references of visual works of art throughout the ages. From prehistory, antiquity, the Renaissance, the Baroque, through the age of enlightenment, into nineteenth century “isms”, and on through modern and contemporary art forms, AP Art History will examine our European and American culture as well as cultures from outside the Western tradition. AP Art History is not only designed for art students but for any student who is interested in the humanistic study of art and world cultures. Museum and gallery tours will be organized so that students will have the opportunity to take advantage of the direct visual experience.

**Art Foundations (12)**

Semester 1/2 Cr.

**Prerequisite:** None

**Course Description:** This course may be used to partially satisfy the Art requirement for graduation. Art Foundations is primarily based on the Studio In Art curriculum. It is designed to give a senior student who is scheduled to graduate at the end of the year a mandatory half credit in art. Art Foundations focuses on the traditional or fine arts which include: drawing, painting, sculpture, and design work. Materials include: graphite drawing pencils, colored pencils, pen & ink, charcoal, pastels, watercolor paints, tempera, acrylic paints, clay, plaster, wood and/or other sculptural materials.



**Introduction to the Visual Arts (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** This course may be used to satisfy the Art requirement for graduation. Studio in Graphic Arts is an entry level course that is split into two halves, one

being traditional Studio in Art and the other a computer based design course. This course is specifically designed to accommodate art students who would like to start their art sequence with a more well-rounded foundation, rather than a complete focus on either Studio in Art or Media Arts. In the Studio portion of the year, students will focus on traditional fine arts which include: drawing, painting, sculpture and other design work. The complimentary half of the year will focus on computer aided graphic design, advertising, and video editing.



**Media Arts (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** This course may be used to satisfy the Art requirement for graduation. Media Arts is an entry level course in computer graphics. It is designed to help

students develop knowledge and understanding of the esthetic elements and principles of art in a setting that utilizes the computer as a creative tool. Students will be trained on the IMac Apple computers. This is a digital art class where students will be using the IMac Apple computer along with state-of-the-art software. Other materials may include traditional art supplies as well as digital cameras, digital video cameras, scanners, and printers. Much of the art work produced in Media Arts will be suitable for portfolio review by colleges and/or potential employers.

**Graphic Design (10,11,12)**

Semester 1/2 Cr.

**Prerequisite:** Media Arts or Introduction To The Visual Arts

**Course Description:** This course does not satisfy the Art requirement for graduation. Advanced Media and Digital Photography is an advanced level computer graphics and digital photography course building on the knowledge and skills learned in Media Arts and/or Advertising Design. Advanced Media and Digital Photography will focus on the still image, computer graphics and digital art practice. Students will continue to develop their expertise using the Creative Suite software and Apple software on iMac computers.

### **Digital Painting (10,11,12)**

Full Yr., Alternating Days, 1/2 Cr.

**Prerequisite:** Studio in Art, Media Arts or Introduction To The Visual Arts

**Course Description:** This course does not satisfy the Art requirement for graduation. In this course students will learn philosophies and techniques for producing digital paintings and conceptual art by applying traditional art skills in the virtual environment. We will study from reference materials and direct observation to create paintings both realistic and imaginative.

### **Filmmaking (9, 10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** none

**Course Description:** This course does not satisfy the Art requirement for graduation. Filmmaking is an advanced level digital arts course building on the knowledge and skills learned in Media Arts and/or Advertising Design. Filmmaking is specifically designed to enhance the student experience through the entire creative process of filmmaking—from film concept through digital editing and production. Students will continue to develop their expertise using advanced digital editing programs, such as Final Cut Pro. Filmmaking will provide students with a variety of creative and challenging art projects focusing on advanced techniques in digital video and editing.



### **Game Design and Animation (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Studio Art, Media Arts or Introduction To The Visual Arts

**Course Description:** This course does not satisfy the Art requirement for graduation. In Game Design and Animation students will work in a 'real world' environment, using a modern computer lab and software, along with the foundations of animation and creativity to complete relative design challenges, all under the guidance of practicing professionals with industry experience. This course emphasizes the creative concept and builds on the development and technical skills needed in the creative service fields of animation, digital video, graphic design, web and interactive design. Students enrolled in Game Design & Animation will understand the basics of animation, storyboards, writing code, designing and implementing computer animation and gaming in a collaborative learning environment.

### **Communication Design: Advertising-Levels I&II(Level I-11,12)(Level II-12th gr.only)** Full Yr.,3 Credits Ea.

**Prerequisite:** Level I - None, Level II - Level I

**Course Description:** This course does not satisfy the Art requirement for graduation. Communication Design covers the principles and elements of design, color theory, the use of tools and equipment, as well as a comprehensive instruction in Photoshop, Illustrator, Web languages, Dreamweaver, Flash, Final Cut Pro, and a unit in drawing for Portfolio development. Students will prepare advanced work in layout, typography, digital photography, illustration, graphic design, computer graphics, and video production. Examples of culminating activities are: package design, magazine layout and logo designs, complete advertising campaigns, and a variety of other exciting projects. Level One (Three Credits) will feature integrated courses of study in Digital Photography, Print Design, Web Design, and Video Production. Level Two: (Three Credits) features "real job experience" studio work, as well as continued instruction in the major graphic programs used in advertising, web page design, and film industries today. Both Levels will receive instruction in digital photography, screenwriting, filming, editing, web programming, and print design applications. Heavy emphasis will be placed on portfolio development. Twelfth grade students will qualify to take the 2-Dimensional College Board Advanced Placement Art Studio exam using their Communication Design digital portfolios.



**Life Design (9,10,11,12)**

Alternating Day, ½ Cr.

**Prerequisite:** None

**Course Description:** This course aims to fill gaps in social and emotional learning, through art. Topics include, but are not limited to visual organizational skills, utilizing art as an outlet, fostering creative and critical thinking, and improving self-esteem through a variety of wellness practices. Students will develop self awareness tools for successful communication and conflict resolution, growth mindset, and skills to navigate life after high school. **\*This course can not be used toward the one credit core requirement for graduation.\***



**Creative Crafts (9,10,11,12)**

Full Year, 1 credit

**Prerequisite:** None

**Course Description:** This course may be applied toward the Art requirement for Graduation. Crafts courses help students apply form and structure to the materials and accompanying aesthetics of crafts through a survey of a wide range of craft forms; some possibilities include fibers, ceramic work, printmaking, silkscreening, mask-making, papermaking, jewelry work, scrapbooking, and macrame. The focus of this comprehensive course is on communication of ideas and application of form and structure through diverse media, and the study of historical and contemporary art and artists from a worldwide perspective.



**Photography (9,10,11,12)**

Semester or Alt.Day ½ Credit

**Prerequisite:** None

This course will provide students with an understanding of photographic media, techniques, and processes. These courses focus on the development of photographic compositions through manipulation of the fundamental processes of artistic expression. Students may learn to make meaningful visual statements with an emphasis on personal creative expression to communicate ideas, feelings, or values. Photography courses may also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects. Students engage in critiques of their photographic images, the works of other students, and those by professional photographers.



**Advanced Photography (9,10,11,12)**

Semester or Alt.Day ½ Credit

**Prerequisite:** Photography

Students will continue to expand upon the knowledge and skills they acquired in Photography. They will learn advanced photography and digital photography skills and editing techniques. Students will learn techniques for professional presentation of their artwork, in print and digitally. Emphasis will be placed on applying their own personal style to their works of art. Students are provided opportunities to create photographic works of art for their portfolios.

# CAREER & TECHNICAL EDUCATION PROGRAM

The following career paths/vocational programs prepare students for **College and Career Readiness**. **Career Pathways help** define the coursework that students need to complete in order to be ready for postsecondary training opportunities and gain entry into meaningful careers. It will also help ensure appropriate match decisions for students. Additionally, industry exams and specific requirements will be listed in full course descriptions in the individual department sections or see your school counselor for additional information. Nationwide, Career Technical Education (CTE) programs are changing, evolving and innovating to better serve the country's needs. CTE is preparing students of all ages to help drive America's success and vitality. (<http://www.careertech.org/>)

## **Career Training Programs (11,12)**

Full Year, 3 ½ to 7 Credits

These programs offer participating students the opportunity to learn basic occupational skills. Graduates from occupational training will go on to more training or will be able to enter their career choice upon graduation. A student who selects a specific course will attend classes either at Sachem or at a BOCES occupational site. Consult with your school counselor if you have any questions about the Career Training Programs.

## **4+1 CDOS Graduation Pathway**

**Meet the minimum diploma requirement of 22 credits**

**Pass 4 required Regents exams, one each in ELA, math, science and social studies**

**Complete the CDOS Credential requirements (Options 1 or 2)**

**Students exit school with a Regents or Local diploma and CDOS Credential.**

## The Career Training Five Credit Sequences:

Successful completion of two years in a Career Training Program (either in a two year program or in two different one year programs) may exempt students from the 3 credit Foreign Language requirement for a Regents Diploma with Advanced Designation.

**Careers and Financial Management must be taken to complete all CTE programs at Sachem.**

<u>Career Training Programs Offered at Sachem</u>	<u>Career Training Programs Offered at BOCES</u>
<p><b><u>Technology Education</u></b></p> <ul style="list-style-type: none"> <li>● Carpentry/Construction 1</li> <li>● Carpentry/Construction 2</li> <li>● Computer Repair Technician 1</li> <li>● Computer Repair Technician 2</li> </ul> <p><b><u>Family and Consumer Science</u></b></p> <p><b><u>Cosmetology</u></b></p> <ul style="list-style-type: none"> <li>● Cosmetology 1</li> <li>● Cosmetology 2</li> </ul>	<p><b><u>Agriculture</u></b></p> <ul style="list-style-type: none"> <li>● Animal Science 1</li> <li>● Animal Science 2</li> </ul> <p><b><u>Communications</u></b></p> <ul style="list-style-type: none"> <li>● Professional Photography and</li> <li>● Digital Imaging1, 2</li> <li>● TV Digital Film Production 1, 2</li> <li>● Audio Production 1,2</li> </ul> <p><b><u>Construction</u></b></p> <ul style="list-style-type: none"> <li>● Plumbing and Heating 1, 2</li> <li>● Heating, Vent. &amp; AC -</li> <li>● (HVAC) 1,2</li> <li>● Welding/Metal Fabrications 1, 2</li> <li>● Electrical Trade &amp; Alt. Energy 1,2</li> </ul> <p><b><u>Health Occupations</u></b></p> <ul style="list-style-type: none"> <li>● Dental Chairside Assisting</li> <li>● Licensed Practical Nurse Grade 12 only</li> <li>● Clinical Medical Assistant</li> <li>● Nurse Assisting</li> <li>● Pharmacy Technician Gr. 12 only</li> </ul> <p><b><u>Service Occupations</u></b></p> <ul style="list-style-type: none"> <li>● Culinary Arts/Rest. Opt. Mgmt. 1, 2</li> <li>● Law Enforcement 1, 2</li> <li>● Early Childhood Education 1, 2</li> </ul> <p><b><u>Transportation</u></b></p> <ul style="list-style-type: none"> <li>● Auto Body and Car Customizing 1, 2</li> <li>● Automotive Technology 1, 2</li> <li>● Marine/Motorsports 1, 2</li> <li>● Aviation Professional Pilot 1,2</li> </ul>

# BUSINESS PROGRAM

## Did you know?

“Business” is the largest major in college—21% of all students major in Business. Many Sachem students will pursue a 2-4 year degree in some aspect of business. There is a high demand for computer application skills to compete for both technical and non-technical jobs

**The Business Department has courses and programs to meet a variety of student interests and needs. Business courses are designed to achieve the following goals:**

- **College and Career Readiness**
- **Financial Literacy**
- **Computer skills necessary for success in the 21st century**
- **Preparation of students for today’s competitive labor market**
- **Academic knowledge and essential skills for success in the workforce**

## The Five-Credit Business Pathway-Courses in Orange

Students who complete a five-credit Business Sequence for a Regents Diploma with Advanced Designation can be exempt from the three credit second language mandate. Students selecting this sequence must pass: **Core Courses** Career & Financial Management 1/2 Cr. **PLUS 4 ½ additional Credits from:**

BUSINESS			
Grade 9	Grade 10	Grade 11	Grade 12
Career & Financial Management	Career & Financial Management	Career & Financial Management	Career & Financial Management
Internship	Intro. to College 101	Accounting I	Accounting I
Wall Street: Investments	Sports & Entertainment Management	Marketing & Advertising	Marketing & Advertising
Social Media Marketing	Wall Street: Investments	Intro. to College 101	Virtual Enterprises I
Retail & Fashion Management	Social Media Marketing	Virtual Enterprises I	Virtual Enterprises II
Intro. to College 101	Retail & Fashion Management	Sports & Entertainment Management	Sports & Entertainment Management
	Internship	Business Law	Business Law
	On The Job Work Experience	Wall Street: Investments	Wall Street: Investments
		Social Media Marketing	Social Media Marketing
		Retail & Fashion Management	Retail & Fashion Management
		Internship	
		Hospitality & Tourism	Internship
		Office Work Experience	Hospitality & Tourism
		On The Job Work Experience	Office Work Experience
			On The Job Work Experience





### **Career & Financial Management (9,10,11,12)**

Alternating and Semester, 1/2 Cr.

**Course Description:** Take control of your future! This course will help students acquire knowledge of careers and basic financial management concepts. Students will explore careers available to them and will understand the education, training and other requirements necessary for these careers. Students will be introduced to basic financial management concepts that will enable them to make wise financial choices. Real world money management topics will include income, credit, insurance, spending, saving & investing and how to make sound financial decisions. Students will learn how to set financial goals, create budgets, maintain checking and savings accounts, and choose investment options. Also, students will discover their job readiness skills and how they relate to the career opportunities in today's workplace. ***This course is required as part of every Career and Technical Education (CTE) Program. See page 30 of this handbook for all Sachus CTE Programs.***

### **Accounting I (11,12)**

Full Yr., 1 Cr.

**Course Description:** Planning on majoring in accounting, management, marketing, finance in college? Learn the language of money. Many consider accounting to be the best route to a successful career in business because accounting has always been considered the language and basic tool of every business. Learn to analyze, record, classify, summarize, and interpret accounting data for all types of businesses. Accounting is not a math course, but a study of money. We will discuss where it comes from, where it goes, and how much it has changed. **College Credit: *Students can opt to enroll in this course for college credit. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.***

\*CTE Approved Pathway-See Page 31 for more information



### **Marketing & Advertising (11,12)**

Semester, 1/2 Cr.

**Course Description:** Marketing is the most dynamic area in the world of business and a very popular business major! Explore the psychology of creating, promoting and selling goods and services. Learn the art of promotion by engaging in marketing research and identification, product design, store display and advertising. Learn how major retail and fashion stores target customers and develop marketing strategies for their customers. This course will culminate with the creation of a marketing plan and presentation for a product or service.

**College Credit: *Students can opt to enroll in this course for college credit. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.*** \*CTE Approved Pathway-See Page 31 for more information

### **Intro. to College 101 (9,10,11)**

Alternating and Semester, 1/2 Cr.

**Course Description:** Life after high school has become increasingly competitive and our mission is to ensure that Sachus students are fully prepared. This course will use the college database – Naviance. Naviance will allow students and families to investigate, research, track and plan for college. “SuperMatch”, a component of Naviance, will enable students to match career and personal interests to colleges/universities. Students will develop a college portfolio which will consist of: developing a personal résumé, writing the college essay, selecting teachers for letter of recommendations, researching financial and scholarship options.

### **Virtual Enterprises I (11,12)**

Full Yr., 1 Cr.

**Course Description:** Virtual Enterprises 1 is a course that allows students to experience a simulated business environment where students become the employees that operate all aspects of the marketing and sales, human resources, accounting and production departments. This class takes place in a computer lab and transforms into a simulated virtual business. Students engage in selling/trading with over 3,000 firms throughout the world. Students will determine the nature of the business and the daily operations under the guidance of a teacher. Students will develop a business plan and participate in a Trade Show in New York City. This course also provides students with hands-on-skills for life-long employability and opportunities for real world applications.

**College Credit: *Students can opt to enroll in this course for college credit. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.***

\*CTE Approved Pathway-See Page 31 for more information

### **Virtual Enterprises II (12)**

Full Yr., 1 Cr.

**Prerequisite:** Virtual Enterprises 1

**Course Description:** This course is a continuation of Virtual Enterprises 1, where students will have the opportunity to continue in the growth of our virtual business. Students will assume different responsibilities from those in Virtual Enterprises 1. They become the employees that operate all aspects of the marketing & sales, human resources, accounting and production departments. This class takes place in a computer lab and transforms into a simulated virtual business. Students engage in selling/trading with over 3,000 firms throughout the world. Students will determine the nature of the business and the daily operations under the guidance of a teacher. Students will develop a business plan and participate in a Trade Show in New York City. This course also provides students with hands-on-skills for life-long employability and opportunities for real world applications.

**College Credit:** *Students can opt to enroll in this course for college credit. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.*

\*CTE Approved Pathway-See Page 31 for more information

### **Sports & Entertainment Management (10,11,12)**

Semester, 1/2 Cr.

**Course Description:** Would you like to be responsible for running Madison Square Garden or Yankee Stadium? This course will offer the student a frame-work to understand the sports business industry, and the impact that industry has on our economy. Students will learn through marketing and promotional concepts, how to succeed in sports business. **College Credit:** *Students can opt to enroll in this course for college credit. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.*

\*CTE Approved Pathway-See Page 31 for more information

### **Business Law (11,12)**

Full Year, 1 Cr.

**Course Description:** Business Law is designed to have students learn and apply the fundamental legal principles behind criminal law, tort law, and contractual law. Students will be engaged in up-to-date legal issues that will be used to apply taught legal principles to these current cases. This course will explore legal issues such as marriage (family law), employment law, real estate (property law), corporate law, and contract law, with the use of the internet and presentations from guest speakers.

**College Credit:** *Students can opt to enroll in this course for college credit. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.*

\*CTE Approved Pathway-See Page 31 for more information

### **Wall Street: Investments (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** Do you want to be a millionaire? This course is designed for students who have a strong interest in business, finance, and economic studies. Students will discover the world of stocks, bonds, mutual funds, retirement options and investing in real estate. The student will explore career opportunities in the financial services industry. The use of current events is stressed and applied to the challenges of investing. Along with practical investment management techniques, an investment simulation will be utilized to provide real-world experience in effective money management and investment portfolio management.

### **Social Media Marketing (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** The use of social media has transformed our world – the way we communicate, the way we find entertainment, the way we purchase our goods. Social Media platforms like Snapchat, Twitter, Facebook, Instagram, Linked In and Pinterest are used by companies to connect with the individual customers in a way that was not possible in the past. The skills needed to maintain profiles, monitor feeds, and to post relevant material are becoming highly sought after in the job market. Are you prepared to take your social media skills to the professional level? In this class, you will learn how to use social media as a marketing strategy and understand the impact it has on consumer decision making. Students will learn best practices, understand what it takes to be a good digital citizen and develop marketing skills through case studies, interactive sessions, and project based learning.

### **Retail & Fashion Management (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** This course is designed to introduce students to the concepts of visual merchandising in retail stores. The course focuses on retail planning with an emphasis on variety and assortment of merchandise, branding, significance of retail locations and centers, the roles of the merchandise buyer and customer buying behavior and how customers react to visual cues and prompts (advertisements and window displays). Students will be able to identify the significance of store designs, layouts, fixtures, and floor plans, as well as explore the methods and techniques for educating the consumer and promoting good design strategies to increase customer traffic in stores. This course is designed to present the student with the basics of visual merchandising and management with a concentration on the fashion industry.

### **Internship (9, 10,11,12)**

Outside of School Day 1/2 or 1 Cr.

**Course Description:** Students who are career or college bound can earn school credit while completing an internship that is related to any course in which you are currently enrolled. Internships can be Paid or Non-Paid:

**Paid:** Program provides students the opportunity to obtain on site career exploration supported by a related in-school course. Students must work 54 hours per semester to earn ½ credit or 150 hours to earn 1 credit.

**Non-Paid:** The focus of this program is a “hands on” career exploration in a work area of the student’s choice. This internship is open to all students in all subject areas. Students work between 81 – 102 hours to earn ½ credit.

### **Hospitality & Tourism (11, 12)**

Semester, 1/2 Cr.

**Course Description:** Do you love to travel? Ever consider pursuing a job related to this field? How does one find a career related to this? Total government spending on tourism tops \$400 billion, according to the World Travel and Tourism Council. Would you love to learn more about the tourism industry? This course is designed to provide students with an introduction and a basic understanding of the hospitality industry including tourism, food service, lodging and recreation. Course is focused on project based learning based on knowledge gained through study of the industry.

**College Credit:** Students can opt to enroll in this course for college credit. Successful completion of the course requirements and tuition payment will result in the student earning college credits.

### **Office Work Experience (11,12)**

Full Yr. 1 Cr., Semester or Alternating, 1/2 Cr.

**Prerequisite:** 11th-12th grade students currently enrolled in, or who have completed, any additional business courses.

**Course Description:** Students will gain work experience while assisting in various offices of the school. Students are assigned to a specific supervisor who will train and assign various tasks relevant to that office. Office Work Experience assistants are expected to develop the work habits that are required of all employees in the workforce such as good attendance, punctuality, responsibility, dependability, and a positive work attitude/ethic. Requirements for this course include satisfactory completion of tasks assigned, satisfactory supervisor evaluation of work performed and satisfactory attendance. Excellent attendance is essential for the student to be successful.

### **On The Job Work Experience (10,11,12)**

Outside of School Day 1/2 or 1 Cr.

**Prerequisite:** 10th-12th grade students eligible to work and enrolled in CTE coursework in Business & Career Development, Family & Consumer Science, or Technology Departments.

**Course Description:** Earn credit while you work at a job you already have or we will help you find a job. Students can earn credit for supervised jobs outside of the school day. This course provides students the opportunity to learn, apply, and enhance the job readiness skills necessary to be successful in the workplace. One half credit will be awarded for 150 hours of approved, supervised work per semester and one credit will be awarded for 300 hours of approved, supervised work per year.

# FAMILY AND CONSUMER SCIENCES PROGRAM

Students who are presently looking to prepare for a specific career are strongly encouraged to choose a comprehensive plan of study which will provide opportunities to develop the necessary skills, prepare the student for meaningful employment and create opportunities for advancement. "What you are able to do" will determine your employment possibilities! If you are interested in a Family and Consumer Sciences related career, it is important to take advantage of the many valuable courses which are described in this section. All students regardless of age, academic abilities or future aspirations need to receive instruction focused on individual and family living. The study of Family and Consumer Sciences contributes to the development of skills closely related to success in many areas of employment.

### The Five Credit Family & Consumer Sciences Pathway-Courses in Orange

Students who complete a five (5) credit Family & Consumer Sciences sequence for a Regents Diploma with Advanced Designation can be exempt from the three credit second language mandate.

**Students selecting this sequence must pass:**

Culinary Arts	1/2 Cr.
American Cooking	1/2 Cr.
World Cooking	1/2 Cr.
Baking & Pastry	1/2 Cr.
Food Trends	1/2 Cr.
Fashion, Sewing and Textiles	1/2 Cr.
Housing & Interior Design	1/2 Cr.
DIY	1/2 Cr.
Child Development	1/2 Cr.

**PLUS** - 1 1/2 Credits from any previously unapplied advanced course.

<b>Family and Consumer Sciences Courses</b>			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Child Development I	Child Development I	Child Development I	Child Development I
Culinary Arts	Culinary Arts	Early Childhood Education Internship I & II	Child Development II
American Cooking	American Cooking	Culinary Arts	Early Childhood Education Internship I & II
World Cooking	World Cooking	American Cooking	Culinary Arts
Baking and Pastry	Baking and Pastry	World Cooking	American Cooking
Cooking Up Food Trends	Cooking Up Food Trends	Baking and Pastry	World Cooking
Housing & Interior Design	Housing & Interior Design	Cooking Up Food Trends	Baking and Pastry
Fashion, Sewing and Textiles	Fashion, Sewing and Textiles	Housing & Interior Design	Cooking Up Food Trends
DIY Design	DIY Design	Fashion, Sewing and Textiles	Housing & Interior Design
		DIY Design	Fashion, Sewing and Textiles
		Cosmetology I	DIY Design
			Cosmetology I
			Cosmetology II

\* All courses will be offered based on sufficient student enrollment.

### **Child Development I (9,10,11,12)**

Semester, 1/2 Cr. Full Yr., Alternate Days, 1/2 Cr.

**Course Description:** The concept of parental rules and responsibilities as well as effective parenting techniques are explored. Students study the physical, intellectual, social/emotional development of infants, toddlers, preschool, school-aged child, and the special needs child. Daily care, guidance, discipline, and responsibilities are practiced by student participation with RealityCare infant simulators. Students will participate in child observations. This course is a part of the career pathway of Education.

### **Child Development II (12 Only)**

Semester, 1/2 Cr.

**Prerequisite:** Child Development 1

**Course Description:** Students who are interested in a career involving children will have the opportunity to participate in a student teaching experience in the Sachem elementary or middle school of their choice. Students spend the final period of the high school day at their assigned school, except on Mondays, when they attend an eighth period seminar class at their high school. Student teachers will observe children in a learning environment, assist their cooperating teacher complete tasks in the classroom, learn about NY State learning standards, teach small group and whole class lessons, develop lesson plans of their own and utilize technology available in the classroom. This course is part of the career path of education.

### **Culinary Arts (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** **This class is for students who want to learn basic cooking skills or are considering a career in culinary.** Students will work in teams while practicing basic skills on kitchen and food safety, sanitation, equipment, knife skills, measuring techniques, reading and adjusting recipes, and various cooking techniques. This course teaches NY State food and kitchen safety standards. Weekly topics include yeast breads, quick breads, homemade pasta, soups, sauces and gravies, eggs, dairy, meat, poultry, seafood, fruits, vegetables and salads, cookies, cakes and pies.. This course is part of the career pathway of Food Service.

**\*\*College Credit: Optional 4 college credits will be offered to 10th, 11th and 12th graders upon completion of two (2) culinary courses and payment to Suffolk County Community College Excelsior Program. (Baking & Pastry not included).**

### **American Cooking (9,10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Culinary Arts

**Course Description:** This course is offered to all students who have successfully completed Culinary Arts 1 and are interested in preparing themselves for further study in food preparation and culinary arts. This course elaborates on Culinary 1 techniques and theory. This course will focus on and explore the recipes and cuisines from the different regions of the United States of America. Recipes may include, Tex-Mex, Pacific Rim, New England cuisine or even local cuisine like, NY Style Pizza vs Chicago Style Pizza. If you have ever visited another state and liked their recipes, join us to explore more delicious meals. This course is part of the career pathway of Food Service. **\*\*College Credit: Optional 4 college credits will be offered to 10th, 11th and 12th graders upon completion of 4 culinary courses and payment to Suffolk's Beacon Program. (Baking & Pastry not included).**

### **World Cooking (9,10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Culinary Arts 1

**Course Description:** This course is offered to all students who have completed Culinary Arts and are interested in exploring cuisines and cultures throughout the world. Recipes, techniques, and equipment specific to various countries will be the focus of this course. Students will explore and then prepare foods connected to different cultures around the world. This course is part of the career pathway of Food Service. **\*\*College Credit: Optional 4 college credits will be offered to 10th, 11th and 12th graders upon completion of 4 culinary courses and payment to Suffolk's Beacon Program.**



### **Baking and Pastry (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** This course is offered to all students interested in learning various production methods and techniques necessary to prepare pastries, yeast breads, quick breads, cookies, custards, and cakes. Students will learn to cost out and scale recipes, working with both weight and volume measurements. Multiple aspects of cake decorating will be covered, including assembling, filling, and icing (buttercream and fondant). This course is part of the career pathway of Food Service.

### **Cooking up Food Trends (9,10,11,12)**

Semester, 1/2 Cr.

Full Yr., Alternate Days ½ Cr.

**Course Description:** This course is designed for students to learn how to eat well and cook well while exploring various food trends. By investigating different diets, students will learn what plan is best for them. In today's society there are a large variety of food plans for various lifestyles, cultures and diseases. Learn the basics of diets like Atkins, Vegetarian, Vegan, Organic, Weight Watchers, South Beach, Raw food, GMO's, Paleo, Mediterranean, Keto, Gluten Free and other food plans by exploring recipes and cooking a variety of foods each week. At the end of this course you may discover a better food plan for the healthiest you!

### **Housing & Interior Design (9,10,11,12)**

Semester, 1/2 Cr. Full Yr., Alternate Days, 1/2 Cr.

**Students may use this course toward satisfying 1/2 credit of the one (1) unit of art and/or music requirement**

**Course Description:** This course will introduce students to the elements and principles of design. Students will create spaces using various color schemes, draw floor plans and learn how elements like line, shape and texture can affect a room. Drawing, painting and computer-based design programs will be utilized. The pros and cons of different housing styles and locations will also be discussed. Students will create several projects which could be used to beautify a home including decoupage, candle-making and creation of a memo board. Careers in the field of interior design will be investigated. This course is part of the career path of design.

**Homework:** To be completed as assigned.

### **Fashion, Sewing and Textiles (9,10,11,12)**

Semester, 1/2 Cr., Full Yr., Alternate Days, 1/2 Cr.

**Students may use this course toward satisfying ½ credit of the one (1) unit of art and/or music requirement**

**Course Description:** Welcome to the world of fashion and sewing. If you are interested in looking your best, designing and redesigning clothing or are planning on pursuing a career in the fashion industry and/or design field, this class is for you. Throughout this hands-on course, you will explore color and clothing styles, cultural and historic aspects of clothing, and construction and evaluation of ready-made garments. Various sewing and textile projects will be created using hand sewing techniques and the sewing machine. This course is a part of the career pathway of Design.

### **DIY Design (9,10,11,12)**

Semester, 1/2 Cr., Full Yr., Alternate Days, 1/2 Cr.

**Simply – Do It Yourself!** Whether you want to design something for your room, indoor or outdoor space or personalized outfits, this course is filled with do it yourself projects. The DIY method is building, modifying, or repairing things without the direct aid of experts or professionals. By creating DIY projects students will learn affordable ways to express their personal style. Recycle and upcycle material to create something new and unique, like plastic shoes. Get inspired with DIY for wall coverings, clothing and apparel, party decorating, craft projects, easy room makeovers, furniture flips and so much more. This course is a part of the career pathway of Design.



### **Cosmetology I (11,12)**

3 Credits

**Prerequisite:** None

**Course Description:** This introductory course to the field of cosmetology includes providing the services of natural hair styling, esthetics (skin care), nail specialty, waxing and the study of anatomy and physiology related to beauty culture operation. Cosmetology also includes providing services to the hair, head, face, neck or scalp. This course is also concerned with the total development of the individual student both as a person and as a worker. Emphasis is on basic skills, personal grooming, cosmetology and business attitude within the field of cosmetology. This course provides clock hours and knowledge, both theoretical and practical, toward qualifying for the New York State Licensing Examination requirement. Students will have the opportunity to be involved in local, state, regional and national competitions and organizations. Students will be responsible for purchasing any kits and/or safety materials required to complete the two-year program.

\*CTE Approved Pathway-See Page 35 for more information

### **Cosmetology II (12)**

4 Credits

**Prerequisite:** Cosmetology I

**Course Description:** This advanced course emphasizes creativity, artistic flair and trade skills, with specialization in hair cutting, blow drying, hair coloring, styling and permanent waving. It also includes study of the fundamentals of applied cosmetology, the use of chemicals, and the study of materials used in the trade. It also includes two days a week of clinic, which enables students to learn and work in a beauty salon atmosphere. This course provides clock hours toward qualifying for the New York State Licensing Examination requirement of 1,000 hours.

\*CTE Approved Pathway-See Page 35 for more information

# TECHNOLOGY EDUCATION PROGRAM

## Engineering and Technology

We live in a society that increasingly depends upon technology. Students who understand and are comfortable with the concepts and workings of modern technology will be better prepared for the workplace and better able to participate fully in society and in the global marketplace.

### The Five Credit Technology Pathway-Courses in Orange

Students who complete a five (5) credit Technology Sequence for a Regents Diploma with Advanced Designation can be exempt from the three credit second language mandate.

**Pathway 1** Completion of any level 1 and a level 2 CTP course listed below.

**Pathway 2** Completion of any level 1 CTP course below, Plus 1 ½ credits from any other Technology course.

**Pathway 3** Completion of one credit (two classes) from either DDP1, DDP2, 3D Printing or Engineering Technology, plus 4 credits from any listed Technology courses

TECHNOLOGY			
Grade 9	Grade 10	Grade 11	Grade 12
Computer Aided Drawing (CAD)	Architectural Design	Architectural Design	Architectural Design
Audio Systems and Design	<b>Computer Aided Drawing (CAD)</b>	<b>Computer Aided Drawing</b>	<b>Computer Aided Drawing (CAD)g</b>
Advanced Audio Systems and Design	Audio Systems and Design	Audio Systems and Design	Audio Systems and Design
Rocket and Aircraft Design(Pre Engineering)	Advanced Audio Systems and Design	Advanced Audio Systems and Design	Advanced Audio Systems and Design
Construction	Rocket and Aircraft Design (Pre Engineering)	Rocket and Aircraft Design (Pre Engineering)	Rocket and Aircraft Design (Pre Engineering)
Design and Drawing for Production I	Construction	Construction	Construction
Design and Drawing for Production II	Design and Drawing for Production I	Design and Drawing for Production I	Design and Drawing for Production I
Electricity/Electronics	Design and Drawing for Production I	Design and Drawing for Production I	Design and Drawing for Production I
Welding & Metalworking	Electricity/Electronics	Electricity/Electronics	Electricity/Electronics
Robotics	Welding & Metalworking	Welding & Metalworking	Welding & Metalworking
Woodworking	Robotics	Robotics	Robotics
Engineering Technology	Trade Electricity and Plumbing	Trade Electricity and Plumbing	Trade Electricity and Plumbing
	Engineering Technology	Engineering Technology	Engineering Technology
	Woodworking	Woodworking	Woodworking
		(CTP) Carpentry/Construction I	(CTP) Carpentry/Construction I
		(CTP) Computer Repair Technician I	(CTP) Carpentry/Construction II
			(CTP) Computer Repair Technician I
			(CTP) Computer Repair Technician II

\*All courses will be offered based on sufficient student enrollment.



### **Architectural Design (9,10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** DDP1 and/or Recommendation of Technology Teacher

**Course Description:** This class introduces students to careers in: Architecture, Interior Design, Furniture Design, Industrial & Product Design, as well as Mechanical and Civil Engineering. The course begins with the basics of home design and progresses through an entire set of house plans that will include all floor plans, elevations, interior perspectives, 3D renderings, and site plans needed if the home was actually to be built. Students will also construct scale models of residential structures, be introduced to Architectural Revit, learn how to draw isometric cutaways, and discuss green construction and design in the modern world.

### **Computer Aided Drawing (CAD)(9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** Students will utilize computers and drawing software such as AutoCAD and Inventor to design and draw products and objects that can be cut out on the classroom Laser Cutters or printed using 3D printers. Students will be tasked to create and design parts, and items that can be assembled and function in the physical world. Students will design, draw, and create 3D objects while they gain a greater understanding of constraints, physical properties of objects, and consumer wants and needs, as they function as engineers in order to produce a workable item that applies to the modern world.

### **Audio Systems and Design (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** This is a hands-on course involving the design and construction of audio speakers. Students will be involved with projects and activities explaining how to design high-quality speakers. Students will also gain an understanding of basic electronics and component function. Activities at the beginning of the course provide the base knowledge for passive crossover circuits and enclosure design. Math and Science concepts are used to calculate the optimal crossover component values, enclosure volume, and enclosure dimensions. Students are exposed to basic woodworking methods and professional grade power tools. The course culminates with a final project where the students will build a 2-way bookshelf speaker of their own design.

### **Advanced Audio Systems and Design (9,10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Successful Completion Audio Systems w/ 85 or Better

**Course Description:** In Advanced Audio Systems, students will build upon the knowledge gained in the Audio Systems course. Students will be able to build their own small chip based digital amplifier that can be made into a small battery powered speaker box. Students will study the differences between analog and digital music formats as well as digital compression. We will apply higher level math and physics concepts to the design of an audiophile grade loudspeaker system. Tighter tolerances and greater design variables result in a more accurate end result. Students are no longer limited to the design of a 2-way sealed bookshelf speaker. Possible designs include: 3-way, bass-reflex, open-baffle, transmission line, horn loaded, or even powered subwoofers. Enclosure shape will be designed to have higher aesthetic value and acoustic characteristics. Students will use fine woodworking techniques for a flawless finished product. This course is designed as a capstone for the engineering student who has taken a variety of Technology Education electives as well as upper level Math and Science.

### **Rocket and Aircraft Design (Pre-Engineering) (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** This course is designed for students who have an interest in engineering, flying, designing, and building. Projects and activities will concentrate on selected transportation systems that emphasize the transfer of energy, manipulation of power, and engineering of structures. This is a course designed for students to apply their acquired knowledge in the design and construction of transportation vehicles while reinforcing math and science concepts.

### **Construction (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** Students will use the first portion of the class to construct a scale model residential structure as they learn how a home is built from the ground up. Topics covered will include foundations, framing, siding, and roofing. As the class continues, students will work in groups as they frame a section of wall and learn basic house wiring, plumbing, and sheet rocking. Students will be exposed to surveying, reading floor plans, and creating estimates. Students will participate in every phase of the construction process from planning to the completion of a building. This is a learning-by-doing course with 75% of the course time devoted to working on projects.



**Design and Drawing for Production I (9,10,11,12)** Semester, 1/2 Cr., Full Yr., Alternate Days, 1/2 Cr.  
**Students may use this course to satisfy 1/2 unit of the one unit art and/or music requirement.**

**Course Description:** This course is designed for students who have an interest in the fields of design, architecture, engineering, and entrepreneurship. Students will be introduced to Computer drawing with CAD software as part of the design process. Students will build skills in sketching, developing pictorial drawings, multi-view drawings, sectional drawings, and detail drawings. Students are encouraged to work on their own inventions, innovations, and to develop drawings for production, prototype building, and market analysis.



**Design and Drawing for Production II (9,10,11,12)** Semester, 1/2 Cr.

**Prerequisite:** Design and Drawing for Production I

**Students may use this course to satisfy 1/2 unit of the one unit Art and/or Music requirement.**

**Course Description:** This course builds on the skills learned in Design and Drawing for Production I and is a natural follow up course. Students in this course continue their study of isometric drawings, orthographic projections, sectional drawings and Computer drawings. Students will be introduced to architectural drawing and creating floor plans. They will also create custom font designs, logo designs, and study color and texture as it applies to technical drawing.

### **Electricity/Electronics (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** Students will gain an understanding of the electrical and electronic devices that are used in our daily lives. Students will use various hand tools, machines and test equipment to explore how electricity works. Activities will include the building, testing and troubleshooting of circuits, the use of test equipment (meters and oscilloscopes), soldering, house wiring and small appliance repair. Student projects may include burglar alarms, metal detectors, sound generators, sound to light color organs, and FM wireless microphones. Students will also learn how to install electrical outlets, light fixtures, single-pole, 3-way and 4-way switches in a residential electrical system.



### **Welding & Metalworking (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** Prepare to enter the high-paying field of welding. Students will use industry-standard technologies, including ARCH and MIG welders. Plus, students will learn about accurate measurement and properties of metals. Students will fabricate various projects using sheet metal and steel stock. This course allows students to work with a wide variety of tools and machines creating multiple projects.



### **Robotics (9,10,11,12)**

Semester, 1/2 Cr.

**Course Description:** Students will design, build and program robots to perform various tasks. Several interclass competitions will take place throughout the semester. Robots are constructed from parts that are easily modified with small hand tools and controllers are programmed with a user friendly language. Those students considering careers in robotics, mechanical engineering, manufacturing engineering or electronic engineering are encouraged to take this course. Although not part of the course, students are encouraged to join the Schem Robotics Competition Team. The team, called "AFTERSHOCK," builds unique robots for regional and national competitions under the rules of FIRST ([www.usfirst.org](http://www.usfirst.org)). FIRST is highly regarded by all engineering schools and offers over three million dollars in scholarship money to participants.

### **Trade Electricity and Plumbing (9,10,11,12)**

Full Yr., 1 Cr.

**Course Description:** This is a course designed for students who are interested in residential or commercial electricity and/or plumbing. Included will be an in-depth study of electrical theory, applied math, electrical planning and estimating. This course will cover all aspects of residential and commercial wiring including: conduit installation (EMT & PVC), conduit bending, basic motor controls, panel and meter installation, wire pulling, transformer installation, DC circuits, maintenance and repair, electric design and lighting. Plumbing topics covered will be: safety, tools, materials, equipment, procedures, planning and estimating of basic fixture installations or repairs.



### **Engineering Technology (9,10,11,12)**

Sem., 1/2 Cr.

**Course Description:** This is a course for any student interested in pursuing careers in engineering, engineering technology, and the many related fields. Projects include, but are not limited to, boat building, trebuchet design, and material strength testing. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors and ethics. Hands-on projects will expose students to the broad and far reaching world of engineering. For students in the Pre-Engineering sequence, this course allows for the completion of their student engineering portfolio as well as the creation and proposal of their final community-based engineering project. This is a required course for all students enrolled in the Pre-Engineering CTE sequence.

### **Woodworking (9,10,11,12)**

Full Yr. 1 Cr.

**Course Description:** This hands-on course is designed to give students an opportunity to develop the skills necessary to work with various woodworking tools and machines. Students may use machines including but not limited to: the table saw, radial arm saw, jointer, planer, scroll saw, lathe, and router. Throughout the year students will apply their newly learned technological knowledge to complete projects of their choice. Students will be able to utilize these new skills in their personal lives as well as in many rewarding careers.

## CAREER TRAINING PROGRAMS TECHNOLOGY



### **Carpentry/Construction I (11,12)**

Full Yr., 3 Periods, 3 Credits

**Course Description:** This program offers interested students an opportunity to learn about the field of residential construction. Students will participate in both individual and group construction projects from planning to completion. The students will participate in all aspects of the building of an L-Shaped Ranch house located outside of the school building. The program will center upon the areas of site preparation, framing, siding, roofing, insulating, electrical wiring, plumbing, sheetrock, spackling, tile work, cabinetry, and much more. They will also learn about the fields of estimation, building codes and construction schedules, as well as the legal and ethical considerations of a construction enterprise. Students will also design and build projects for various organizations that are taken on as clients. Past examples of projects completed include the courtrooms for East and North, new cabinets for nurses' offices and school stores, bus stop on Main Street in Holbrook, roofing the bus garage, security booth at East, Sachem's 50th anniversary time capsule, Athletic Wall of Fame at North, Wall of Fame for Academics at East and project adventure equipment. Students will be responsible for purchasing any kits and/or safety materials required to complete the two-year program.

### **Carpentry/Construction II (12)**

Full Yr., 3 Periods, 3 Credits

**Prerequisite:** Carpentry/Construction I

**Course Description:** Apprentices wishing to take the learning of the residential construction business to the next level should enroll in this course. Students will train as acting foremen to the year-one students. The foreman will be in charge of planning, estimating, and assigning their year-one students to the specific tasks needed to complete the team's assigned projects. They also will be responsible for getting estimates and price quotes, while working with various building and lumber companies to understand how a construction company operates. SUNY Delhi will give college credit for this course and the Carpenter's Union will give one year of service to students who complete Carpentry/Construction II and enter the union.



### **Computer Repair Technician I (11,12)**

Full Yr., 3 Periods, 3 Credits

**Course Description:** The primary focus of the course is computer repair and troubleshooting. Students will be given an opportunity to build and repair personal computers as well as computers from outside sources. To become a well rounded technician, students will gain experience with basic electricity and electronics. Students will be exposed to various applications such as computer hardware, computer software, networking, programming, industrial control, robotics, web page design, and digital video production, to name a few. Each student will also be given an opportunity to get A+ certified (an industry certification). This is an exciting course designed to prepare a student for both college and industry.

### **Computer Repair Technician II (12)**

Full Yr., 3 Periods, 3 Credits

**Prerequisite:** CRTI/Computer Repair Technician I grade of 80 or better and permission of the teacher.

**Course Description:** This course is for a select group of students who wish to pursue advanced topics in computer technology and/or electronics. Students in this class will participate in the maintenance of the network and equipment within the lab, assist the teacher with Level 1 students and perform field service and bench work on computers. Level 2 students are encouraged to participate in an internship program, receiving additional work/study credit. Only those students who have demonstrated the ability to work independently and have a high degree of self-motivation will be considered.

# ENGLISH PROGRAM

The 4-year English Program is the doorway to communication with the world. Whether you are planning to enter the work force immediately after high school or are planning to continue your education, the English Program will serve you well in writing, speaking, listening and appreciating literature. Whatever career you are planning, be it in the professional, special trades, service, management, or business fields, the English Program can help you attain your goal.

## The Five Credit English Pathway-Courses in Green

ENGLISH			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9 Honors	English Regents Skills	English Regents Skills	English Regents Skills
English 9 Regents	English Regents ENL	English Regents ENL	English Regents ENL
English 9 Enhancement	English 10 Regents	English 11 Regents	English 12 Regents
English Regents Skills	English 10 Honors	English 11 Honors	English 12 Honors
English Regents ENL	Academic Literacy II	English 11 AP (Language & Composition)	English 12 AP (Literature & Composition)
<b>GRADE 9 Electives</b>	<b>GRADE 10 Electives</b>	Academic Literacy III	Academic Literacy IV
Creative Writing	Broadcast Journalism I	<b>Grade 11 Electives</b>	<b>Grade 12 Electives</b>
Film Studies	Creative Writing	Broadcast Journalism I	Broadcast Journalism I
Journalism	Capstone AP Seminar	Creative Writing	Creative Writing
Oral Communications/Drama	Film Studies	Journalism	Journalism
World Theatre	Journalism	World Theater	World Theater
	Oral Communications/Drama	Oral Communications/Drama	Oral Communications/Drama
	SAT/ACT English Preparation	Film Studies	Film Studies
	World Theater	Capstone AP Seminar	Capstone AP Research
	Media Literacy	Capstone AP Research	Broadcast Journalism II
		SAT/ACT English Preparation	Media Literacy
		Media Literacy	

**PLEASE NOTE: All students are required by the New York State Board of Regents to pass the English Language Arts Exam, which all students at Sachem will take in January of their junior year.**

### English 9 Honors

Full Yr., 1 Cr.

**Prerequisite:** English 8 or 8 Honors -Teacher Recommendation

**Course Description:** English 9 Honors contains all the components of English 9 Regents, with the following additional requirements and responsibilities: Students will perform one additional speech and learn more advanced methods of public speaking. Students will read and analyze a minimum of one major supplementary work, which may include but is not limited to a novel, play, or epic poem. Through their participation in this course, students will expand their vocabulary, develop their knowledge of literary techniques and devices, understand the function of language, as well as to hone their ability to think critically about literature, their own lives and the world around them.

### English 9 Regents

Full Yr., 1 Cr.

**Prerequisite:** English 8 or 8 Honors

**Course Description:** The 9th grade English Program concentrates on writing experiences and the literary form, paying special attention to technique. Stories based on world literature are utilized as common experiences for the development of reading, writing, speaking and listening skills necessary to pass the Regents exam in 11th grade.

### **English 9 Enhancement**

Full Yr., 1 Cr., Lab Alternate days

**Prerequisite:** This class is designed for students that, based on NWEA scores and other metrics, require additional support to succeed with our English 9 Regents Curriculum. The course will provide students with a stronger foundation in English Language Arts.

**Course Description:** This course is designed to *supplement* the English 9 Regents curriculum. Students will complete the English 9 Regents curriculum and, additionally, will work individually, or in small group workshops, in the areas of vocabulary, comprehension, and research skills. Students will work on reading and writing skills which will help to prepare them for the Regents exam and future coursework.

**\*This class requires an attached lab.\***

### **English Regents Skills (9,10,11,12)**

Full Yr., 1 Cr.

**Placement must be determined by the Committee on Special Education.**

**Prerequisite:** None

**Course Description:** With the current New York State graduation standards, all students are required to pass Regents examinations. These courses will reinforce student learning and will prepare students in a more individualized environment for the mandatory English Regents. In this way the student will be better able to understand the course content while at the same time developing and improving his/her learning skills. The course curriculum will cover units, skills, and goals similar to any other Regents course. There will be a major emphasis on developing skills in listening and speaking, reading comprehension, vocabulary, literature, the mechanics of writing, the writing process, organizational skills, study skills, and note-taking skills.

**Homework:** Homework to be completed as assigned.

**Summer Assignment:** None

**Assessments:** The department utilizes a wide variety of both formative and cumulative assessments in order to measure student achievement. These assessments may include, but are not limited to, worksheets, homework assignments, quizzes, tests, written reports, oral reports, research papers, independent reading and midterm and final exams. Students' written work will be retained in a portfolio.

### **English Regents ENL (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** These courses are for students who are not native English speakers. The class will attempt to develop the student's basic skills of English communication and literary analysis, but these are not English-as-a-second-language courses designed to teach the English language. Students will read stories, poems, plays, novels, and write compositions and make speeches as do students in all English classes. The small class sizes will ensure that each student receives considerable attention, and the literature selected and vocabulary lists will not be as difficult as those in other courses. This is a program designed to reinforce student's learning in a more individualized environment. In this way, the students will be better able to understand the course content while at the same time developing and improving his/her basic skills in order to pass the Regents Exam in 11th grade.

**Homework:** Homework to be completed as assigned.

**Summer Assignment:** Students are expected to participate in our Summer Reading Program where each student will choose a grade level appropriate text which will be evaluated upon their return to school by their classroom teacher using varied assessments.

**Assessments:** The department utilizes a wide variety of both formative and cumulative assessments in order to measure student achievement. These assessments may include, but are not limited to, worksheets, homework assignments, quizzes, tests, written reports, oral reports, research papers, independent reading and midterm and final exams. Students' written work will be retained in a portfolio.

### **English 10 Regents**

Full Yr., 1 Cr.

**Prerequisite:** English 9 or 9 Honors

**Course Description:** The 10th grade program is designed to enhance the skills learned in the ninth grade through an approach based primarily upon the communication skills of reading, writing, speaking and listening. Stories based on American literature are utilized as common experiences for developing critical thinking abilities, and students analyze style as well as author technique. Since written communication is essential to advanced thought, writing experiences are many, with emphasis on paragraphing skills and advanced sentence structure. Grammar skills are taught on an individual level through the use of the students' own writings, as well as through classroom experience.

### **English 10 Honors**

Full Yr., 1 Cr.

**Prerequisite:** English 9 or 9 Honors –Teacher Recommendation

**Course Description:** English 10 Honors contains all the components of English 10 Regents, with the following additional requirements and responsibilities: Students will perform one additional speech and learn more advanced methods of public speaking. Students will read and analyze a minimum of one major supplementary work, which may include but is not limited to a novel, play, or epic poem. Additional emphasis focuses on common SAT vocabulary, SAT and ACT preparation, and progressive experience with actual Regents examination tasks. Students begin exposure to AP level experiences with the ultimate option of participation in English 11 and 12 Advanced Placement courses.

### **Academic Literacy II (10)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** This class will be available for all students who require added support. The course will provide students with a stronger foundation in English Language Arts.

**Course Description:** Students will work individually or in small groups in the areas of vocabulary, comprehension, and research skills. In addition, students will be taught reading and writing skills which will help to prepare them for the Regents exams, as well as their content area classes.

### **English 11 Regents**

Full Yr., 1 Cr.

**Prerequisite:** English 10 or 10 Honors

**Course Description:** The eleventh grade program focuses on further development of skills in writing and speaking plus a more thorough study of literature. The literature includes novels, plays, short stories, and poetry from many different time periods and a wide variety of authors. Since the Junior year includes such important tests as the PSAT, SAT, ACT and the English Comprehensive Examination, students will be thoroughly prepared through regular vocabulary study and writing assignments. Grammar skills, vocabulary, research skills, SAT/ACT prep, and practice with literary terminology will continue to be fundamentals built upon from years nine and ten.

### **English 11 Honors**

Full Yr., 1 Cr.

**Prerequisite:** English 10 or 10 Honors—Teacher Recommendation

**Course Description:** English 11 Honors contains all the components of English 11 Regents, with additional requirements and responsibilities: Students will perform one additional speech and learn more advanced methods of public speaking. Students will read and analyze a minimum of one major supplementary work, which may include but is not limited to a novel, play, or epic poem. Additional emphasis focuses on common SAT vocabulary, SAT and ACT preparation, and progressive experience with actual Regents examination tasks. Students continue preparation for AP level courses with the ultimate option of participation in English 12 Advanced Placement. Further exposure to and more sophisticated study of vital literary figures is also an essential component of this course.



### **English 11 Advanced Placement (Language & Composition)**

Full Yr., 1 Cr.

**Prerequisite:** Successful completion of English 10 Honors

**Course Description:** The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes.

### **Academic Literacy III (11)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** This class will be available for all students who require added support. The course will provide students with a stronger foundation in English Language Arts.

**Course Description:** Students will work individually or in small groups in the areas of vocabulary, comprehension, and research skills. In addition, students will be taught reading and writing skills which will help to prepare them for the Regents exams, as well as their content area classes.

### **English 12 Regents**

Full Yr., 1 Cr.

**Prerequisite:** English 11 or 11 Honors

**Course Description:** The 12th grade program continues to focus on the development of writing and speaking skills as well as the study of literature, with an emphasis on preparing students for college and their future. Students participate in active reading, writing, and discussion of American and World literature in a variety of genres. Extensive writing in the form of essays, compositions, and reaction papers will also be emphasized. A research paper will reflect collegiate expectations.

### **English 12 Honors**

Full Yr., 1 Cr.

**Prerequisite:** English 11 or 11 Honors—Teacher Recommendation

**Course Description:** English 12 Honors is an extension of the honors program, designed for the motivated student. In the course, students read and analyze challenging literary works which prepare them for college. A variety of forms including plays, poetry, novels and stories from Europe and America have been selected to represent the key literary periods in history. The students will develop skills in literary analysis and research as well as continue to build vocabulary. The course also emphasizes the development of writing and speaking skills.



### **English 12 Advanced Placement (Literature & Composition)**

Full Yr., 1 Cr.

**Prerequisite:** Successful completion of English 11 Advanced Placement

**Course Description:** This course develops students' skills at literary analysis, criticism, and judgment and prepares them for the AP Exam in English. Students are responsible for reading many difficult poems and prose passages, novels, plays and stories, and then writing analytical responses. These experiences help the student to evaluate, entirely on his/her own, a variety of challenging texts. This is a skill the students must be able to employ on the AP Exam.

### **Academic Literacy IV (12)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** This class will be available for all students who require added support. The course will provide students with a stronger foundation in English Language Arts.

**Course Description:** Students will work individually or in small groups in the areas of vocabulary, comprehension, and research skills. In addition, students will be taught reading and writing skills which will help to prepare them for the Regents exams, as well as their content area classes.



### **Broadcast Journalism (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** Be a part of the exciting world of "real life" radio broadcasting. Plan, announce, and engineer entertainment programs. Research interesting topics and interview community leaders. Write, record and edit news stories. Edit "sound bites" with a state-of-the-art computer. Develop your speaking skills. Create an interesting information series. You might even receive fan mail if you're good. Roll up your sleeves and put everything you learn to work operating WSHR-FM, Sachem High School's own 6000 watt full power FM broadcast radio station. Students will work on a daily basis in one of many areas including, but not limited to, planning and executing a successful radio program, creating their own "voice" for radio and learning how to work effectively in a group setting. Students will also have the potential to learn about and report on sports broadcasting, entertainment, and current events

### **Broadcast Journalism II: (12)**

Full Yr Alternate Days, 1/2 Cr.

For students who have taken Broadcast Journalism in 11th grade, Broadcast Journalism II is a way to continue their participation in radio journalism and podcasting. Students will be given a radio show and will further develop their production skills. Opportunities for sports coverage (for example, our football and basketball games) will be given to Broadcast II students for first priority. Students will be encouraged to conduct weekly interviews and/or community profiles to be aired on 91.9 WSHR and podcasts will be published using Anchor. Take Broadcast Journalism II to continue the fun from Broadcast Journalism I!



**Media Literacy: (10,11,12)**

Semester, ½ Cr.

This course aims to help students become more thoughtful, educated, and socially aware citizens in our society by becoming better consumers and users of news and social media. Students will engage in projects, activities, and case studies to build the skills that are required to navigate a media-heavy and increasingly technology-driven world. At a time when social media is producing a flood of information and disinformation each day, this course seeks to help students recognize the differences between facts and rumor, news and opinion, and bias and fairness. Media 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.

**Creative Writing (9,10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** Tired of writing about things that teachers make you write about... but, still like to write? This course will allow you to explore your ability to write about people, places, and things that you care about. You can choose to write poems, memoirs, narratives, stories, and even song lyrics! You'll write because you *want* to write, and you'll create a portfolio of words that will make you proud - and get you safely through college writing and beyond. If you choose, you can enter your writing pieces into various contests to be in the running for awards and scholarships.

**Journalism (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** Journalism is about people and events that shape our lives. In this course, you will learn what professional reporters know, which is: how to search for the truth, how to investigate a news story, how to interview personalities, and how to turn notes into a news story. You will be writing for the school's newspaper, a student run project which publishes news articles, interviews, editorials, feature stories and sports articles about Sachem and the world beyond. We will gather, edit, organize, layout and publish issues throughout the school year. If you enjoy writing, editing, sports reporting, or even photography, this is the class for you.

**World Theatre(9,10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** The course is designed to increase cultural awareness of theatrical traditions from around the globe. Students will explore the value of diversity in the arts while developing their ideas about the insights gained into other civilizations through rigorously examining their theatrical traditions. Curriculum will draw upon a wide array of texts that students will engage with as creators, designers, directors, and performers, working both individually and in ensemble groups. The end goal of the course is thus twofold — to facilitate students in becoming autonomous, informed, and skilled theater artists while promoting international-mindedness and an appreciation of the diversity of the arts.

**Oral Communications/Drama (9,10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** Public speaking is a skill, not necessarily a talent. In that sense, anyone can become an effective public speaker – with the right guidance. This course is designed to help develop public speaking skills through activities in role playing, interviewing, oral interpretation, theatre games, and dramatic presentations. This course will help you to become more aware of yourself as a speaker, giving you more poise and confidence and causing you to be able to more effectively stand and deliver information in a school, work, or social setting.

**Film Studies (9,10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** This course will analyze the development of film as an art form. Particular areas of study will include specific production techniques such as camera use and placement, editing, shot selection, sound, color and lighting, screenwriting, special effects and the relationship of the viewer to the action on the screen. Through screening of films from various periods and different genres we will examine and critique how all these techniques, when combined, effectively convey meaning.

## SAT/ACT English Preparation (11)

Semester, Alternating Day, ¼ Cr.

**Prerequisite:** None

**Course Description:** This course will help students prepare for the *Critical Reading* and *Writing and Language* sections of the SAT examination and the English Test section of the ACT. Students will become familiar with the format of the exam and questioning methods. They will cover the necessary skills as well as learn test-taking techniques, strategies, and time management. Instruction will address the major components of the *Critical Reading* and *Writing and Language* section of the SAT and the English Test section of the ACT. In class practice exams will be used to identify and target areas of strength and weakness.

# AP Capstone Program

\*Please note that anything underlined in blue is a hyperlink to more information.\*

AP Capstone is a diploma program based on two AP Courses:

AP Seminar and AP Research These year-long courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills you need for college level work.



AP Seminar (Year 1 Opened to Grades 10 or 11): You will learn to consider an issue from multiple perspectives, identify credible sources, evaluate strengths and weaknesses of arguments, and make logical evidence-based recommendations. Examples of topics investigated: effect of texting on grammar skills, food waste solutions, role of art in education, wealth inequality, future of automotive industry.

AP Research (Year 2 Opened to Grades 11 or 12 who have completed Seminar): AP Research is the second half of the AP Capstone program that builds on the skills learned in AP Seminar. Students will design, plan, and implement a rigorous yearlong investigation to a research topic of their choice that addresses a gap in the body of knowledge. Students independently complete a 4,000-5,000 word paper and give a 15-20 minute presentation and oral defense that will count as their AP exam score.

AP Seminar and AP Research - Can be used to fulfill your English Credit toward graduation and [can be accepted by many colleges!!](#)

### How you receive the AP Capstone Diploma:

If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choice, you will receive the AP Capstone Diploma.

If you earn scores of 3 or higher in AP Seminar and AP Research, you will receive the AP Seminar Research Certificate.



# HEALTH EDUCATION

Health Education provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime. The intent of a comprehensive health education program is to motivate students to improve their health, prevent disease, and avoid or reduce health related risk behaviors. All teaching and learning is focused on student achievement of learning standards (National and New York State). Health literate youth have the ability to maintain and enhance personal health and fitness, create safe environments, and manage personal and community resources. Health education provides real life learning experiences with personal applications of scientifically research-based health knowledge and skills in relevant situations. Health Education creates opportunities and experiences that engage and challenge young people to assess, explore, and question their health, while personalizing, adapting and evaluating their learning. The Health Education program in Sachem Central School District includes a NYS mandated course, taken by most students during the sophomore year. Students may also choose an additional course from a variety of health education electives.

\*Courses will be offered based on sufficient student enrollment

HEALTH			
Grade 9	Grade 10	Grade 11	Grade 12
Health	Health	Health	Health
	Teens As Teachers "Substance Abuse Prevention Education Program"	Introduction to Exercise Physiology	Introduction to Exercise Physiology
		Teens As Teachers "Substance Abuse Prevention Education Program"	Teens As Teachers "Substance Abuse Prevention Education Program"
			The Real World: Contemporary Issues in Health for the Graduating Senior

## Health (9, 10)

Semester, 1/2 Cr., Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** None

### Required for graduation and recommended to be taken in grade 10

**Course Description:** Health Education enables students to acquire the knowledge and skills necessary to promote the lifelong goals of health and wellness. The focus of the course is to empower each student with the capacity to obtain, interpret and understand basic health information and services, and apply that knowledge to make informed health enhancing decisions in their daily life. Content areas included within the study of Health Education would include the following: community health, consumer health, environmental health, family life (human sexuality, parenting, relationships, human growth and development), mental and emotional health, injury prevention, nutrition, personal health and fitness, prevention and control of disease, and substance use and abuse. Through the study of these conceptual areas, students will not only comprehend the principles related to health promotion and disease prevention, but will also be able to demonstrate their ability to use the skills obtained to achieve optimal health.

**Homework:** Students are expected to complete daily homework assignments.

**Summer Assignment:** None

**Assessments:** Students will demonstrate a mastery of content knowledge and skills through written assessments, journal writing, and projects.



### **Introduction to Exercise Physiology (11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Living Environment/Regents

**Course Description:** This elective is designed for the college-bound student. Exercise physiology is the study of the function of the human body during various acute and chronic exercise conditions. Beginning with the basic physiological concepts of energy metabolism, pulmonary, cardiovascular and muscular function, while tuning into kinesiology concepts, the student explores the effects that exercise has on the human body. Content includes: ergogenic aids and performance, athletic nutrition, anabolic steroids, athletic injuries, sports psychology as well as careers in sports medicine and other allied health sciences. In this course students will develop competencies in fitness testing and evaluation, and exercise and activity training in a lab setting. Students will also be introduced to professionals in the exercise science field to satisfy interests and understand the requirements for specific careers. This course does not fulfill the mandated Health Education requirement.

**Homework:** Students are expected to complete daily homework assignments.

**Summer Assignment:** None

**Assessments:** Students will demonstrate a mastery of content knowledge and skills through written assessments, labs, and projects.



### **Teens As Teachers“Substance Abuse Prevention Education Program” (10,11,12)** Full Yr., Alt. Days, 1/2 Cr.

**Prerequisite:** Health Education and Teacher Recommendation required.

**Course Description:** This course is designed to address health issues in the community and empower students to make health promoting decisions. High school juniors and seniors will evaluate and gather information about community health issues. Students will facilitate a Health Education substance abuse prevention program to address community needs. Participants will coordinate with federal, state and or local health agencies to advocate for healthy communities. Ultimately, under direct teacher supervision, students will implement the “Too Good for Drugs” program in the middle schools using the Peer Education Model.

**Homework:** Students are expected to complete daily homework assignments.

**Summer Assignment:** None

**Assessments:** Students will demonstrate a mastery of content knowledge and skills through written assessments, reflections, peer teaching, observations, and community advocacy projects.



### **The Real World: Contemporary Issues in Health for the Graduating Senior (12)** Full Year Alt Days or Semester, 1/2 Cr.

**Prerequisite:** Health Education

**Course Description:** This course is designed to address the health issues facing graduating seniors and to help students develop both the knowledge and skills necessary to pursue a healthy adult lifestyle. Topics based on data from the CDC-Youth Behavior Risk Surveys conducted through the *Centers for Disease Control* may include: marriage, relationships, parenting, human sexuality, fitness, nutrition (“The Freshman 15”), adult obesity, safe driving skills, drugs, alcohol, health-related decisions, medical insurance, healthcare services and organizations, health related careers, consumer health, stress, and other health-related issues facing college students and others on their own.

**Homework:** Students are expected to complete daily homework assignments.

**Summer Assignment:** None

**Assessments:** Students will demonstrate a mastery of content knowledge and skills through written assessments, journal writing, and projects.

# MATHEMATICS PROGRAM

The Sachem Mathematics Department is committed to providing meaningful courses designed to motivate and encourage mathematical and critical thinking. The mathematics courses offered will not only aid in the development of conceptual understanding of mathematics, but will increase problem solving skills and enhance students' abilities to communicate and reason mathematically. \*Elective courses will be offered based on sufficient student enrollment. **The Five Credit Mathematics Pathway-Courses in Blue**

## Sachem's Mathematics Core Requirement: 3 Years

**Students must take the Algebra I Common Core Regents exam. Please see page 7 for specific diploma requirements. All students must earn at least three credits in mathematics to fulfill graduation requirements; four years of math is recommended.**

Please Note: Graphing Calculators (TI-83 or TI-84) are required for the Algebra I, Algebra IA, Algebra IB, Geometry, Geometry Honors, Algebra II, Algebra II Honors, Math 12, AP Statistics Courses and on the New York State Regents exams in applicable courses. The TI-89 calculator is required for the Math 12 Honors and AP Calculus courses.

Mathematics			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
Algebra 1A	Algebra 1B	Algebra 1 Regents	Algebra 1 Regents
Algebra 1A Skills	Algebra 1B Skills	Geometry Regents	Geometry Regents
Algebra 1 Regents	Algebra 1 Regents	Geometry Regents Extended	Geometry Regents Extended
Geometry Honors	Algebra II Honors	Geometry Skills	Geometry Skills
Introduction to Computer Programming with Java	Geometry Regents	Advanced Mathematics	Advanced Mathematics
Python Programming with Drone Applications	Geometry Regents Extended	Algebra II Regents	Algebra II Regents
Advanced Placement Computer Science Principles	Geometry Skills	Algebra II Regents Extended	Algebra II Regents Extended
<b>New Course:</b> Project-Based Statistics	Applied Geometry for College and Career	Math 12 (Pre Calculus)	Math 12 (Pre Calculus)
<b>New Course:</b> Python Programming II	Advanced Placement Statistics	Math 12 Honors (Pre Calculus)	Math 12 Honors (Pre Calculus)
	Introduction to Computer Programming with Java	Advanced Placement Statistics	Analysis of Mathematics
	Python Programming with Drone Applications	Advanced Placement Computer Science A	Introduction to Calculus
	Advanced Placement Computer Science Principles	Applied Geometry for College and Career	Advanced Placement Calculus BC
	<b>New Course:</b> Project-Based Statistics	SAT/ACT Math Preparation	Advanced Placement Calculus AB
	<b>New Course:</b> Python Programming II	Introduction to Computer Programming with Java	Advanced Placement Statistics
	Advanced Placement Computer Science A	Python Programming with Drone Applications	Practical Applications of Mathematics

	SAT/ACT Math Preparation	Advanced Placement Computer Science Principles	Practical Applications of Mathematics Skills
		Finance Essentials	Advanced Placement Computer Science A
		<b>New Course:</b> Project-Based Statistics	Applied Geometry for College and Career
		<b>New Course:</b> Python Programming II	Introduction to Computer Programming with Java
			Python Programming with Drone Applications
			Advanced Placement Computer Science Principles
			Finance Essentials
			<b>New Course:</b> Project-Based Statistics
			<b>New Course:</b> Python Programming II

### **Algebra IA (9)**

Full Yr., 1 Cr.

This course is for students who have been identified as needing Academic Intervention Services.

**Prerequisite:** Math 8

**Course Description:** Algebra IA is the first course of a two year program designed to prepare students for the Algebra I Regents Exam. This course deepens and extends the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving and using quadratic functions.

### **Algebra IA Skills(9)**

Full Yr., 1 Cr. Lab Alternate Days

This course is for students who have been identified as needing Academic Intervention Services.

Placement must be determined by the Committee on Special Education

**Prerequisite:** Math 8

**Course Description:** Algebra IA is the first course of a two year program designed to prepare students for the Algebra I Regents Exam. This course deepens and extends the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving and using quadratic functions. *This course has an attached reteach period that fulfills the IEP requirements of the NYS Education Department. Students will meet for one period every other day. The reteach period will be a small group setting where the teacher can provide individualized instruction and remediation. The reteach period will work in conjunction with the Algebra IA classes.*

*\*This class requires an attached lab.\**

### **Algebra IB (10)**

Full Yr., 1 Cr. Lab Alternate Days

**Prerequisite:** Algebra IA

**Course Description:** Algebra IB is the second course of a two year program designed to prepare students for the Algebra I Regents Exam. This course offers a comprehensive review of the concepts covered in Algebra IA, as well as develops new concepts to complete the curriculum. This course deepens and extends the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving and using quadratic functions.

### **Algebra IB Skills (10)**

Full Yr., 1 Cr.

**Placement must be determined by the Committee on Special Education**

**Prerequisite:** Algebra IA

**Course Description:** Algebra IB is the second course of a two year program designed to prepare students for the Algebra I Regents Exam. This course offers a comprehensive review of the concepts covered in Algebra IA, as well as develops new concepts to complete the curriculum. This course deepens and extends the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving and using quadratic functions. *This course has an attached reteach period that fulfills the IEP requirements of the NYS Education Department. Students will meet for one period every other day. The reteach period will be a small group setting where the teacher can provide individualized instruction and remediation. The reteach period will work in conjunction with the Algebra I classes. Algebra IB satisfies year one of the three year Mathematics requirement for a Regents Diploma.*

**\*This class requires an attached lab.\***

### **Algebra I Regents (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Math 8

**Course Description:** New York State requires all students to pass the Algebra I course and Regents exam to satisfy Regents diploma requirements. The fundamental purpose of this course is to formalize and extend the mathematics learned in middle school. This course deepens and extends the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving and using quadratic functions.

### **Geometry Honors (9)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra I Honors

**Course Description:** This is the second course in New York State's three year Algebra I, Geometry and Algebra II sequence. Entrance into this course is limited to honors students who have successfully completed Algebra I. The fundamental purpose of this course is to formalize and extend students' geometric experiences from middle school. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments (proofs). Transformations and constructions are emphasized early in this course. This course is more rigorous and more extensive than the Geometry Regents curriculum.

### **Geometry Regents (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra I

**Course Description:** This is the second course in New York State's three year Algebra I Geometry and Algebra II sequence. The fundamental purpose of this course is to formalize and extend students' geometric experiences from middle school. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments (proofs). Transformations and constructions are emphasized early in this course.

### **Geometry Regents Extended (10,11,12)**

Full Yr., 1 Cr., Lab Alternate Days

**Prerequisite:** Algebra I or Algebra IB

**Course Description:** This is the second course in New York State's three year Algebra I, Geometry and Algebra II. Students will study the Geometry curriculum for 7 ½ periods per week (one period each day plus one extra period on alternate days). The extra class time allows the pace of the instruction to be more appropriate to accommodate students who have experienced difficulty in math in the past. The fundamental purpose of this course is to formalize and extend students' geometric experiences from middle school. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments (proofs). Transformations and constructions are emphasized early in this course.

**\*This class requires an attached lab.\***

**Geometry Skills (10,11,12)**

Full Yr., 1 Cr.

**Placement must be determined by the Committee on Special Education.****Prerequisite:** Algebra I

**Course Description:** This course is designed to strengthen the students' algebraic skills and to enable them to apply these skills to more advanced geometry topics and practical application problems and projects. Some of the topics covered are axioms and postulates, congruence, triangles, inequalities, parallel and perpendicular lines, angle, sum, locus, circles, angle measurement, similarity, areas, polygons, constructions, trigonometry and coordinate geometry. This course terminates with a departmental final exam.

**Advanced Mathematics (11,12)**

Full Yr., 1Cr.

**Prerequisite:** Geometry Extended

**Course Description:** This course is designed to prepare students for the study of college level mathematics and follows successful completion of 2 math credits. Major topics of study include advanced algebraic manipulations and applications, logic and trigonometry. Students will use a variety of problem solving strategies to deepen their understanding of mathematical concepts.

**Algebra II Honors (10)**

Full Yr., 1 Cr.

**Prerequisite:** Geometry Honors

**Course Description:** Algebra II is the third and final course offered in the New York State series. Entrance into this course is limited to honors students who have successfully completed Geometry Honors. The fundamental purpose of this course is to build upon knowledge of linear, quadratic and exponential functions. Students extend their repertoire of functions to include polynomial, rational, radical and trigonometric functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will also make inferences and conclusions from data and see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. This course is more rigorous and more extensive than the Algebra II Regents curriculum and may include a math project and participation in several math competitions.

**Algebra II Regents (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Geometry Regents

**Course Description:** Algebra II is the third and final course offered in the New York State series. The fundamental purpose of this course is to build upon knowledge of linear, quadratic and exponential functions. Students extend their repertoire of functions to include polynomial, rational, radical and trigonometric functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will also make inferences and conclusions from data and see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions.

**Algebra II Regents Extended (11,12)**

Full Yr., 1 Cr., Lab Alternate Days

**Prerequisite:** Geometry Regents Extended

**Course Description:** Algebra II is the third and final course offered in the New York State series. Students will study the Algebra II curriculum for 7 ½ periods per week (one period each day plus one extra period on alternate days). The extra class time allows the pace of the instruction to be more appropriate to accommodate students who have experienced difficulty in math in the past. The fundamental purpose of this course is to build upon knowledge of linear, quadratic and exponential functions. Students extend their repertoire of functions to include polynomial, rational, radical and trigonometric functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will also make inferences and conclusions from data and see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. **\*This class requires an attached lab.\***



**Math 12 (Pre Calculus) (11, 12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra II**Course Description:** This course is for students who have demonstrated success in mathematics at a Regents pace. This course is the Prerequisite for college level calculus. The curriculum includes algebra, trigonometry, complex numbers, vectors, matrices, polynomials, rational and algebraic functions, induction, sequences and series. Calculus topics include limits, derivatives, rectilinear motion, maxima/minima and graphing applications.

\*This course is part of LIU High School Scholars Program and can or may bear college credit.\*

**Math 12 Honors (Pre Calculus)(11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra II**Course Description:** This course is a survey of mathematics covering advanced topics in algebra, linear algebra and elementary functions. This course will also include the following topics: trigonometry, mathematical induction, vectors, analytic geometry, functions, graphs of polynomial functions, circular functions, polar coordinates and graphs, conic sections, matrices, limits, introduction to derivatives of functions and integration of functions. This course is more intensive and more extensive than the Math 12 (Pre Calculus) curriculum and may include a math project and participation in several math competitions. It is expected that the students who are successful in this course will be enrolled in either Calculus AB or Calculus BC in their senior year.

\*This course is part of LIU High School Scholars Program and can or may bear college credit.\*

**Analysis of Mathematics (12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra II Extended**Course Description:** This course is for students who plan to attend college, but do not plan to pursue a math/science based major. This course will give students a strong mathematical foundation to aid in their success on math placement exams for college. Success on placement exams ensures qualifying for enrollment into a matriculated math course in college. The course will cover various topics of mathematics not previously studied by the student. It will also explore topics previously studied but with greater depth and extension. The curriculum includes algebra, analytic geometry, trigonometry, functions, graphs, systems of equations, and inequalities.**Introduction to Calculus (12)**

Full Yr., 1 Cr.

**Prerequisite:** Math 12(Pre Calculus)**Course Description:** This course is designed to give students a broader mathematical background to better prepare them for any math taken in college. It is **not** an Advanced Placement course but covers college level algebra and calculus. Topics will include the study of functions, derivatives and integrals. A strong emphasis placed on the application of these concepts to problems from the fields of business, social sciences and some life sciences. \*This course is part of LIU High School Scholars Program and can or may bear college credit.\***Calculus BC (Advanced Placement) (12)**

Full Yr., 1 Cr. Lab Alternate Days

**Prerequisite:** Math 12 Honors (Pre Calculus)**Course Description:** This course is intended to prepare students for the Advanced Placement examination. Topics include differential and integral calculus (emphasizing conceptual understanding, computations and applications), differentiation of elementary algebraic; trigonometric, exponential, and logarithmic functions; graphing; modeling and maximization; the Riemann integral; the fundamental theorem; symbolic and numeric methods of integration; area under a curve; volume; improper integrals and Hospital's rule; polar and parametric equations and curves; sequences; series; Taylor series; differential equations; and modeling. Students are strongly encouraged to take the Advanced Placement examination which may lead to college credit.**\*This class requires an attached lab.\***



### **Calculus AB (Advanced Placement) (12)**

Full Yr., 1 Cr.

**Prerequisite:** Math 12 or Math 12 Honors (Pre Calculus)

**Course Description:** This course is intended to prepare students for the Advanced Placement examination. Course contents include differential and integral calculus, (emphasizing conceptual understanding, computations and applications), differentiation of elementary algebraic, trigonometric, exponential, and logarithmic functions; graphing, modeling and maximization; the Riemann integral; the fundamental theorem; symbolic and numeric methods of integration; area

under a curve; volume. Students are strongly encouraged to take the Advanced Placement examination which may lead to college credit.



### **Advanced Placement Statistics (9, 10, 11, 12)**

Full Yr., 1 Cr.

This course is recommended for students enrolled in AP Psychology and/or Science Research.

**Prerequisite:** Algebra I

**Course Description:** This course is equivalent to a one semester introductory non calculus based college course. Students will be exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
  - Sampling and Experimentation: Planning and conducting a study
  - Anticipating Patterns: Exploring random phenomena using probability and simulation
  - Statistical Inference: Estimating population parameters and testing hypotheses.
- The use of a graphing calculator and statistical software is an integral part of this course. Students are encouraged to take the AP exam in May for possible college credit.

### **Practical Applications of Mathematics (12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra I or Algebra IB

**Course Description:** Students will be taught how to use mathematical procedures in problem solving, decision-making, and day-to-day operations within cross-sections of occupations. A portion of this course will be designated to prepare students for math placement exams for community colleges. Success on placement exams ensures qualifying for enrollment into a matriculated math course in college. Students who have passed Geometry may not take this course. **Please note that Practical Applications of Mathematics cannot be used as a second math credit for any student.**

### **Practical Applications of Mathematics Skills (12)**

Full Yr., 1 Cr. Lab Alternate Days

**Placement must be determined by the Committee on Special Education**

**Prerequisite:** Algebra I or Algebra IB

**Course Description:** Students will be taught how to use mathematical procedures in problem solving, decision-making, and day-to-day operations within cross-sections of occupations. A portion of this course will be designated to prepare students for math placement exams for community colleges. Success on placement exams ensures qualifying for enrollment into a matriculated math course in college. Students who have passed Geometry may not take this course. Please note that Practical Applications of Mathematics cannot be used as a second math credit for any student.

*Students will be taught math skills they need to enter the workforce. Practical applications of math is a business oriented curriculum for students based on basic math skills. The course focuses on the skills students will need on the job, understanding wages and benefits, calculating interest using credit cards and balancing loss and profits. Lessons are reinforced with problem-solving activities, exercise, and review questions to give students plenty of practice and solidify their understanding of new skills.*



### **Advanced Placement Computer Science A (10,11,12)**

Full Yr., 1 Cr.

**Pre-requisite:** AP Computer Science Principles OR Introduction to Computer Science with Java. (students may take both AP Computer Science Principles and Java)

**Course Description:** This course teaches the fundamentals of the field of computer science with an emphasis on programming in the Java language. The course emphasizes programming methodology with a concentration on problem solving, algorithms and data structures. By the end of the course, students will be able to write functional programs in the Java language. The course culminates in a final project where students work together to design and program their own games which utilize various graphics based packages in the Java programming language. Students may earn 3 or more college credits depending on their score on the Advanced Placement exam given in May.



### **Applied Geometry for College and Career (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra I or Algebra IB

**Course Description:** Students will explore a variety of Geometric concepts within the NYS Regents Geometry curriculum and beyond. Topics will strengthen algebra skills needed for advanced math courses as well as introduce geometric and trigonometric relationships, coordinate geometry, transformational geometry, circle geometry, informal proofs and constructions. Computer technology will be utilized in a project based learning environment for specific topics. These skills may prepare students for the Geometry Regents exam and meet part of the NYS graduation requirement. This course will culminate in a departmental final exam (students have the option to take the Geometry Common Core Regents exam).

### **SAT/ACT Math Preparation (10,11)**

Semester, ¼ Cr.

**Pre/Co-requisite:** Algebra 2

**Course Description:** This is a semester course that meets every other day, designed to prepare students for the Math component of the SAT examination. Students will become familiar with the format of the exam and questioning methods. They will review all content necessary as well as test taking strategies and time management. Instruction will address major components of the math section: Heart of Algebra, Problem Solving, Data Analysis and Passport to Advanced Math. In class practice exams will be used to identify and target areas of strength and weakness.

### **Introduction to Computer Programming with Java (9,10,11,12)**

Semester, ½ Cr.

**Prerequisite:** Algebra I

**Course Description:** This course is an introduction to computer programming in the Java language. Students will meet daily in the computer lab where they will explore computer programming in a project-oriented, hands-on environment. Students will learn and implement basic programming concepts such as loop structures and conditional statements. The focus of this course is to develop algorithmic thinking and practice problem solving. The course will prepare students to take the Advanced Placement Computer Science A course.

### **Python Programming with Drone Applications (9,10,11,12)**

Semester, ½ Cr.

**Prerequisite:** Algebra I

**Course Description:** This course is an introduction to the computer programming language Python. Students will meet daily in the computer lab where they will explore computer programming in a project-oriented, hands-on environment. Students will utilize drone simulation software to engage in the basics of robotics and the Python coding language. The course will allow students to obtain a certification in Python and prepare students to take the Advanced Placement Computer Science Principles course.

### **Python Programming II (9,10,11,12)**

**Semester, ½ Cr.**

**Prerequisite:** Python Programming with Drone Applications

**Course Description:** This course is a continuation of our Python Programming with Drones. In this second semester course, students will continue to work in the python language in order to take the exam to become Certified as an IT specialist in Python Programming. Candidates for this exam will demonstrate that they can recognize, write, and debug Python code that will logically solve a problem.



**Advanced Placement Computer Science Principles (9.10.11.12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra I

**Course Description:** This course is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students will also be introduced to Java object-oriented programming. The course will prepare students to take Advanced Placement Computer Science A. Students may earn 3 or more college credits depending on their score on the Advanced Placement exam given in May.

**Finance Essentials (11.12)**

Full Yr., 1 Cr.

**Prerequisites:** Geometry or Applied Geometry

**Course Description:** In this course, students will explore projects with mathematical applications that directly connect to their personal and professional lives beyond the walls of the classroom. Foundational topics include income and wages, taxes, banking, investments and more. This course will benefit students through personal financial literacy but will apply to careers and fields of study such as Finance, Economics, Forensics, Architecture, Engineering, Accounting, Actuarial Science, Statistics and Physics, etc.



**Project-based Statistics (9.10.11.12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra I

**Course Description:** This course will expose students to concepts of data analysis. Students will work with real-life data and apply statistical methods to draw conclusions. Statistics will be used to make informed estimates and predictions of events/outcomes in our world. Students will learn in a project-based environment. Students interested in career paths such as forensics, physics, finance, computer science, journalism, medicine, political science and more will benefit from this course.



# MUSIC/THEATRE PROGRAM

At Sachem, music is an outlet in which students are able to expand their experiences beyond their immediate surroundings. Through music, students are able to immerse themselves in learning that is collaborative, promotes creative problem solving, and encourages the application of knowledge across disciplines.

## The Five Credit Music Pathway-Courses in Red

Students who complete a five credit Music sequence for a Regents diploma with Advanced Designation may be exempt from the three credit second language mandate. Students selecting this sequence must pass Music Theory I **AND** Music Theory II A.P. **AND** earn three credits in Music by participating in a major performing group for at least three years.

### Performing Groups: Band, Orchestra, Chorus

All students requesting participation in Sachem performing ensembles will require a seating audition. Based on performance requirements, students will be placed in the appropriate ensemble according to teacher recommendation. Students are required to attend weekly small group lessons on a rotating basis. Students in performance groups are also expected to participate in after school and/or evening performances.

Music Program Courses			
Grade 9	Grade 10	Grade 11	Grade 12
Music Theory I	Music Theory I	Music Theory I	Music Theory I
Concert Band	Music Theory II Advanced Placement	Music Theory II Advanced Placement	Music Theory II Advanced Placement
Symphonic Band	Concert Band	Concert Band	Concert Band
Wind Ensemble	Symphonic Band	Symphonic Band	Symphonic Band
Concert Orchestra	Wind Ensemble	Wind Ensemble	Wind Ensemble
Symphony Orchestra	Concert Orchestra	Concert Orchestra	Concert Orchestra
Chamber Orchestra	Symphony Orchestra	Symphony Orchestra	Symphony Orchestra
Concert Choir	Chamber Orchestra	Chamber Orchestra	Chamber Orchestra
Symphonic Choir	Concert Choir	Concert Choir	Concert Choir
Treble Choir	Symphonic Choir	Symphonic Choir	Symphonic Choir
Song Writing I (Music Composition)	Treble Choir	Treble Choir	Treble Choir
Song Writing II (Music Composition)	Song Writing I (Music Composition)	Song Writing I (Music Composition)	Song Writing I (Music Composition)
Sound and Audio Engineering	Song Writing II (Music Composition)	Song Writing II (Music Composition)	Song Writing II (Music Composition)
Piano and Keyboarding Skills I	Sound and Audio Engineering	Sound and Audio Engineering	Sound and Audio Engineering
Piano and Keyboarding Skills II	Piano and Keyboarding Skills I	Piano and Keyboarding Skills I	Piano and Keyboarding Skills I
Stagecraft I	Piano and Keyboarding Skills II	Piano and Keyboarding Skills II	Piano and Keyboarding Skills II
Theatre Arts I	Stagecraft I	Stagecraft I	Stagecraft I
	Theatre Arts I	Theatre Arts I	Theatre Arts I
	Stagecraft II	Stagecraft II	Stagecraft II
	Theatre Arts II	Theatre Arts II	Theatre Arts II

\*All courses will be offered based on sufficient student enrollment.



### **Music Theory I (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Teacher Recommendation/Ability to read music

**Course Description:** Music Theory I is required for a sequence in Music. This class is dedicated to the introduction and study of the analysis of musical composition. Through listening, analysis, and the creation of original compositions, each student will gain further insight and knowledge into the inner workings of tonal music. Students will understand and identify the elements of music composition including scales and key signatures, chord construction, harmonic analysis, and structure and form analysis. Students will gain understanding and meaning in the practical application of music theory and composition.

**Homework:** Homework will be assigned and completed on a regular basis.

**Summer Assignment:** None

**Assessments:** Student progress will be assessed using a variety of tests particularly designed to determine the level of mastery achieved with regards to theoretical knowledge and aural skills. Creative projects will be used to foster a deeper and more practical understanding of the course material.



### **Music Theory II Advanced Placement (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Music Theory I

**Course Description:** Music Theory II AP is required for a sequence in Music. This class is dedicated to the in-depth study and analysis of musical composition. Through listening, detailed analysis, and the creation of original compositions, each student will gain further insight and knowledge into the inner workings of tonal music. Exploration of advanced harmonic techniques leading into music through the 21<sup>st</sup> century, including atonality, will also be explored. Students are expected to take the AP Music Theory examination in May.

**Homework:** Homework will be assigned and completed on a regular basis.

**Summer Assignment:** Review of material learned in Music Theory I.

**Assessments:** Student progress will be assessed using a variety of tests particularly designed to determine the level of mastery achieved with regards to theoretical knowledge and aural skills. Creative projects will be used to foster a deeper understanding and more practical understanding of the course material.

### **Concert Band (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Teacher recommendation/Audition

**Course Description:** Concert Band is open to all students who have previous experience on a band instrument. This course is a continuation of study in instrumental performance. Emphasis remains on the development and mastery of musicianship.

**Homework:** Practice at home will be required and necessary for the success of the student as well as performing group.

**Summer Assignment:** Students will be expected to practice and maintain a high level of musicianship

**Assessments:** Student progress will be assessed continually throughout the school year. Using the standards implemented by NYSSMA and the district benchmarks as guidelines, students will be expected to maintain and improve their individual level of proficiency.

### **Wind Ensemble (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Teacher recommendation/Audition

**Course Description:** Wind Ensemble is designed for the most advanced NYSSMA level VI student musicians. The ensemble will perform significant and diverse wind literature with substantial proficiency and high artistic merit. Students will develop a clear understanding of important ensemble concepts such as balance, blend, timbre, intonation, phrasing, and counterpoint through direct examples. Students enrolled in the course must participate in several after school or evening performances, which will include solo, ensemble, or major ensemble NYSSMA performances.

**Homework:** Practice at home will be required and necessary for the success of the student as well as ensemble.

**Summer Assignment:** Students will be expected to practice and maintain a high level of musicianship.

**Assessments:** Student progress will be assessed continually throughout the school year. Using the standards implemented by NYSSMA and the district benchmarks as guidelines, students will be expected to maintain an extremely high level of proficiency. In addition, each student must self-assess their own abilities in order to attain an exceptional level of musicianship.



### **Concert Orchestra (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Teacher recommendation/Audition

**Course Description:** Concert Orchestra is open to all students who have previous experience on string instrument. This course is a continuation of study in instrumental performance. Emphasis remains on the development and mastery of musicianship and musicality.

**Homework:** Practice at home will be required and necessary for the success of the student as well as the performing group.

**Summer Assignment:** Students will be expected to practice and maintain a high level of musicianship.

**Assessments:** Student progress will be assessed continually throughout the school year. Using the standards implemented by NYSSMA and the district benchmarks as guidelines, students will be expected to maintain and improve their individual level of proficiency.



### **Symphony Orchestra (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Teacher recommendation/Audition

**Course Description:** Symphony Orchestra is designed for accomplished musicians who have achieved an advanced level of musicianship and musicality. The ensemble will perform advanced literature with emphasis on execution of music elements at complex levels. Students will gain a deeper understanding of musical performance and meaning.

**Homework:** Practice at home will be required and necessary for the success of the student as well as performing group.

**Summer Assignment:** Students will be expected to practice and maintain a high level of musicianship.

**Assessments:** Student progress will be assessed continually throughout the school year. Using the standards implemented by NYSSMA and the district benchmarks as guidelines, students will be expected to improve their individual level of proficiency.



### **Chamber Orchestra (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Teacher recommendation/Audition

**Course Description:** Chamber Orchestra is designed for the most advanced NYSSMA level VI student musicians. The ensemble will perform significant and diverse chamber literature with substantial proficiency and high artistic merit. Students will develop a clear understanding of important ensemble concepts such as balance, blend, timbre, intonation, phrasing, and counterpoint through direct examples. Students enrolled in the course must participate in several after school or evening performances, which will include solo, ensemble, or major ensemble NYSSMA performances.

**Homework:** Practice at home will be required and necessary for the success of the student as well as the performing group.

**Summer Assignment:** Students will be expected to practice and maintain a high level of musicianship.

**Assessments:** Student progress will be assessed continually throughout the school year. Using the standards implemented by NYSSMA and the district benchmarks as guidelines, students will be expected to maintain an extremely high level of proficiency. In addition, each student must self-assess their own abilities in order to attain an exceptional level of musicianship.

### **Concert Choir (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Teacher recommendation/Audition

**Course Description:** Concert Choir is open to all students who have previous singing experience. This course is a continuation of study in vocal performance. Emphasis remains on the development and mastery of musicianship and musicality.

**Homework:** Practice at home will be required and necessary for the success of the student as well as performing group.

**Summer Assignment:** Students will be expected to practice and maintain a high level of musicianship.

**Assessments:** Student progress will be assessed continually throughout the school year. Using the standards implemented by NYSSMA and the district benchmarks as guidelines, students will be expected to maintain and improve their individual level of proficiency.

### Symphonic Choir (9,10,11,12)

Full Yr., 1 Cr.

**Prerequisite:** Teacher recommendation/Audition

**Course Description:** Symphonic Choir is designed for accomplished musicians who have achieved an advanced level of musicianship and musicality. The ensemble will perform challenging literature with emphasis on execution of music elements at complex levels. Students will gain a deeper understanding of musical performance and meaning. Students enrolled in the course must participate in several after-school or evening performances, which will include solo, ensemble, or major ensemble NYSSMA performances.

**Homework:** Practice at home will be required and necessary for the success of the student as well as the performing group.

**Summer Assignment:** Students will be expected to practice and maintain a high level of musicianship

**Assessments:** Student progress will be assessed continually throughout the school year. Using the standards implemented by NYSSMA and the district benchmarks as guidelines, students will be expected to maintain an extremely high level of proficiency. In addition, each student must self-assess their own abilities in order to attain an exceptional level of musicianship.

### Treble Choir (9,10,11,12)

Full Yr., 1 Cr.

**Prerequisite:** Teacher recommendation/Audition

**Course Description:** This is a limited and balanced vocal group. The course is designed to offer treble voices the opportunity to perform challenging music specific to an all treble voice choir.

**Homework:** Practice at home will be required and necessary for the success of the student as well as the performing group.

**Summer Assignment:** Students will be expected to practice and maintain a high level of musicianship.

**Assessments:** Student progress will be assessed continually throughout the school year. Using the standards implemented by NYSSMA and the district benchmarks as guidelines, students will be expected to maintain an extremely high level of proficiency. In addition, each student must self-assess their own abilities in order to attain an exceptional level of musicianship.



### Song Writing I (9,10,11,12)

Semester 1/2 Cr.

**Prerequisite:** None

**Course Description:** Song Writing I and Music Composition I is intended for anyone interested in creating and performing their own music. The class is dedicated to the development of individual music writing styles through a variety of in class projects. Students will expand their musical vocabulary and literacy in an organic way through direct application of developed technique in each project. The emphasis for this class is for each student to develop and refine their musical skills, allowing for the fullest possible expression of their own unique artistic style. The class will culminate with a public concert featuring the work of every student.

**Homework:** Any work not completed in class.

**Summer Assignments:** None

**Assessments:** Students will receive regular feedback from the teacher, as well their peers following each performance. Grades are based on a scoring rubric created for each project.



### Song Writing II (9,10,11,12)\*

Semester 1/2 Cr.

**Prerequisite:** Song Writing I \*9<sup>th</sup> graders enrolled in Song Writing II during the 2<sup>nd</sup> semester must have taken and passed Songwriting I during the 1<sup>st</sup> semester.

**Course Description:** Song Writing II and Music Composition II is intended for students who have successfully completed Song Writing I and are interested in creating and performing their own music on a more refined and advanced level. The class is dedicated to the mastery of individual music writing styles through a variety of in class projects. In addition to traditional songwriting projects, this class will place greater emphasis on classical composition styles than Song Writing I. Students will expand their musical vocabulary and literacy in an organic way through direct application of developed technique in each project. The emphasis for this class is for each student to develop and refine their musical skills, allowing for the fullest possible expression of their own unique artistic style. The class will culminate with a public concert featuring the work of every student.

**Homework:** Any work not completed in class.

**Summer Assignments:** None

**Assessments:** Students will receive regular feedback from the teacher, as well their peers following each performance. Grades are based on a scoring rubric created for each project.





### **Sound and Audio Engineering (9,10,11,12)**

Semester 1/2 Cr.

**Prerequisite:** None

**Course Description:** The Sound and Audio Engineering course will teach students the four main steps of professional audio engineering: recording, editing, mixing, and mastering. In this hands-on course, students will utilize a variety of recording equipment and the Pro Tools software suite to learn the fundamentals of recording and sound-production techniques. Topics covered include the use of microphones, sound characteristics, acoustic principals, and design objectives in audio projects. Activities include echo and reverb effects; encoding and exporting audio; mastering audio files and mixing samples to create a new track; equalizing, compressing, and normalizing audio files; and adding fading and crossfading.

**Homework:** Any work not completed in class

**Summer Assignments:** None

**Assessments:** Students will receive regular feedback from the teacher as well as their peers following each project. Grades are based on a scoring rubric created for each project.



### **Piano and Keyboarding Skills I (9,10,11,12)**

Semester 1/2 Cr.

**Prerequisite:** None

**Course Description:** Piano and Keyboarding Skills I will allow students to develop beginner piano playing skills including but not limited to hand/finger placement, reading musical notation, practice techniques and performance preparation. Students will be introduced to multiple genres/styles of music. Using the music lab's interconnected audio system students will perform alone and/or with classmates upon completing unit assignments and songs. The class will culminate in a brief live or virtual recital.

**Homework:** Any work not completed in class.

**Summer Assignments:** None

**Assessments:** Students will receive regular feedback from the teacher, as well their peers following the mastery of each song or exercise. Piano and Keyboarding grades are based on a scoring rubric created for each skill/song learned.



### **Piano and Keyboarding Skills II (9,10,11,12)**

Semester 1/2 Cr.

**Prerequisite:** Piano and Keyboarding Skills I

**Course Description:** Piano and Keyboarding Skills II will build upon skills learned in Piano and Keyboarding Skills I. Students will learn techniques, exercises and songs of increasing difficulty. Students will be introduced to multiple genres/styles of music. Using the music lab's interconnected audio system students will perform alone and/or with classmates frequently. Students will be exposed to a wide variety of piano uses in varying ensembles and settings. The class will culminate in a brief live or virtual recital.

**Homework:** Any work not completed in class.

**Summer Assignments:** None

**Assessments:** Students will receive regular feedback from the teacher, as well their peers following the mastery of each song or exercise. Piano and Keyboarding grades are based on a scoring rubric created for each skill/song learned.

**Theater I (9, 10, 11, 12)**

Full Yr., 1 Cr.

**Prerequisite:** N/A

**Course description:** Theater I is a full-year course that serves as an introduction and overview to the fundamentals of play production and stage terminology. Rich theatrical experiences will blend the eight theatrical roles of actor, audience, playwright, technician, designer, critic, director, and researcher. The focus of the course is on participatory exercises, games, improvisations, movements, vocal work, and monologue/scene work to help students become aware of their physical, emotional, and vocal expressions. The ultimate goal of Theater I is to understand the actor's process to create believable, multi-dimensional characters. The course enables students to make informed critical and aesthetic judgments, create theatre, and understand the historical and cultural influences of theatre. This class is meant to be a fun, and a safe place to explore oneself while learning and growing as a student, actor and productive citizen of society. It fully complies with New York State Learning Standards for the Arts.

**Homework:** Homework will be assigned and completed on a regular basis.**Summer Assignment:** None**Stagecraft I (9, 10, 11,12)**

Full Yr., 1 Cr.

**Prerequisite:** N/A

**Course description:** Stagecraft I is an introductory course, which explores the backstage world of theater. Students will investigate several areas of production and design from both a practical and a theoretical base. Students will be given the opportunity to learn about the following areas of technical theatre production: Theatre and shop safety, scenic design fundamentals and set construction, use and operation of the counterweight (fly) system, technical aspects and basic operation of lighting technology, technical aspects and basic operation of sound technology, scenic painting, use of properties on stage and construction, theatre history, explore career opportunities in the realm of theatre.

**Homework:** Homework will be assigned and completed on a regular basis.**Summer Assignment:** None.**Theater II (10, 11, 12) (Sachem East only for 2023-2024)**

Full Yr., 1 Cr.

**Prerequisite:** Theater I

**Course description:** This course deepens the skills and techniques that form the foundation of the art of acting: relaxation; sensory exercises designed to develop imagination, focus, concentration and emotional openness; exercises for physical and vocal freedom; listening exercises in order to create an organic moment to moment reality; physical actions; and working with props. Alongside exploration of circumstances, text, and the world of the play, these skills support an actor's ability to create an organic truth on stage. Building on this work, students will discover how to make compelling, informed choices; how to take actions; and how to choose behaviors that both illustrate and illuminate the human condition. Course work will include readings on acting, writing about the craft of acting, observations, in class exercises, written critical analysis of theatre performances, scene work, and the reading of contemporary plays.

**Homework:** Homework will be assigned and completed on a regular basis.**Summer Assignment:** None**Stagecraft II (10, 11, 12) (Sachem East only for 2023-2024)**

Full Yr., 1 Cr.

**Prerequisite:** Stagecraft I

**Course description:** This course prepares students for a career in the technical theater industry. Students will expand their general understanding of basic stagecraft practices. Course working will include converse with vocabulary of the discipline, understanding theatre history as it relates to the physical facility of the theater to include art and architecture, understanding the principles of scenic elements, scenic units, construction/fabrication, and design, making connections among disciplines of study, and expressing aesthetic critique and insight. Topics include theater history, performance spaces and functions, common stage elements, scenic units and resources, design: role of the designer, functions of scenery, and scenic design process.

**Homework:** Homework will be assigned and completed on a regular basis.**Summer Assignment:** None.



# PHYSICAL EDUCATION PROGRAM

The Physical Education Department within the Sachem Central School District, in accordance with the recommendations of the New York State Association for Health, Physical Education, Recreation, and Dance (NYSAHPERD), has designed a unique high school curriculum. The Sachem Physical Education Program is dedicated to promoting lifetime fitness and physical activity, and enhancing personal fitness, health and wellness for all students. To that end, the focus of this curriculum is to help all students become informed, independent decision-makers capable of planning for enjoyable lifetime fitness and physical activity and achieving personal fitness and sport activity goals. The objectives of the curriculum are to assist students to:

- Become physically active and physically fit
- Acquire knowledge of the benefits of physical activity, health and wellness, and the principles of fitness
- Become an individual capable of designing his or her own personal fitness program

The Physical Education program aligns the curriculum and instruction with the New York State Learning Standards and the NASPE Content Standards. The complex motor and sport activities are organized into eight categories (team passing sports, net/wall sports, striking/fielding sports, target sports, dance and aesthetics, outdoor activities, personal performance activities, personal fitness activities). Students will be assigned to classes by grade (9, 10 & 11, 12). We will combine our 10th and 11th grade curriculum to allow students the opportunity to master skills through our Student Choice Initiative. Our 12th grade curriculum will continue to be completely elective based.

## Physical Education Courses

PHYSICAL EDUCATION		
GRADE 9	GRADES 10 & 11	GRADE 12
Fitness Testing Project Adventure Team Handball Weight/Cardio Training Archery Wrestling Room Games Track and Field Softball Fitness Testing - post	Fitness Testing Power Walking Soccer Tennis Volleyball Basketball Weight/Cardio Training Badminton Cricket Football Golf Fitness Testing - both	<b>Grade 12 Electives</b> Fitness Testing Project Adventure Sports Social Emotional Learning Crossfit Lifeguarding Fitness Testing - post
	<b>Grade 11 Electives</b> Social Emotional Learning Crossfit Water Sports Lifeguarding	
Sportsfolio	Sportsfolio	Sportsfolio

### **Physical Education (9)**

Full Yr., Alternate Days, 1/2 Cr.

**Course Description:** Throughout the course of the school year, students will be introduced to a variety of activities that include discovering the value and benefits of physical activity for reducing the risk of various diseases and physical conditions, while promoting health and wellness. These activities include various fitness activities, and individual team sports. Students will also learn different types of activities that are best for maximizing individual health and wellness benefits while planning a personal fitness program. Additionally, students will be provided with an opportunity to participate in a series of individual and group activities. These activities foster team building, group cohesion, cooperation, leadership, problem-solving and communication skills. More importantly, this curriculum will help the students when faced with making healthy lifestyle choices and individual commitments. Through the “challenge by choice” approach, students will be able to choose their level of risk, build their level of trust and increase their level of investment in the class.

**Homework:** To be completed as assigned.

**Summer Assignment:** None

**Assessments:** Fitness components of aerobic capacity (pacer); body composition (height and weight); muscle strength (push-ups); endurance (curl-ups); and flexibility (sit and reach). Ability to design his/her own personal fitness program. Demonstration of the skills, knowledge and behaviors associated with complex games or other performances through practical tests and written quizzes.

### **Physical Education (10,11)**

Full Yr., Alternate Days, 1/2 Cr.

**Course Description:** This course is designed to provide students with an opportunity to participate and master skills in the following activities throughout the school year: fitness testing, power walking, soccer, tennis, volleyball, basketball, weight/cardio training, badminton, cricket, and football.

**Grade 11 Electives:** Social Emotional Learning, Crossfit, Water Sports and Lifeguarding

**Homework:** To be completed as assigned.

**Summer Assignment:** None

**Assessments:** Fitness components of aerobic capacity (pacer); body composition (height and weight); muscle strength (push-ups); endurance (curl-ups); and flexibility (sit and reach). Demonstration of skills, knowledge, and behaviors associated with complex games or other performances through practical tests and written quizzes.



## ELECTIVES

### **Project Adventure (12)**

Full Year, Alternate Days, 1/2 Cr.

**Course Description:** This course is designed to explore non-competitive games, trust building exercises, group initiatives and problem-solving activities. The students will develop the necessary skills needed to complete the low and high ropes course. These are the principal activities used to help individuals improve self-esteem, develop strategies to enhance decision-making, learn to respect differences within a group, and increase their agility and physical coordination.

**Homework:** To be completed as assigned.

**Summer Assignment:** None

**Assessments:** A quarterly journal is kept that includes goals, rubrics, reflections and a personal diary.

### **Elective 2: Team Passing, Net and Wall Activities(12)**

Full Year, Alternate Days, 1/2 Cr.

**Course Description:** This course is designed to explore team passing (football, lacrosse, basketball, and team handball) and net and wall activities (fitness assessment, badminton, volleyball and tennis).

**Homework:** To be completed as assigned.

**Summer Assignment:** None

**Assessments:** Fitness components of aerobic capacity (pacer); body composition (height and weight); muscle strength (push-ups); endurance (curl-ups); and flexibility (sit and reach). Demonstration of skills, knowledge, and behaviors associated with complex games or other performances through practical tests and written quizzes.



**Lifeguarding and First Aid/AED/CPR for the Professional Rescuer American Red Cross Certification Courses and Lifetime Sports(11/12)** Full Year, Single Period, Alternate Days, 1/2 Cr.  
Lifeguarding and First Aid/AED/CPR courses will meet everyday during semester one and the Lifetime Sports course will meet everyday during semester two. This course will satisfy the physical education requirement for their senior year.

Lifeguarding Pre-requisite: Teacher recommendation, which is based on the following swimming pre-test items:

1. Swim 300 yards continuously, using these strokes in the following order:
  - 100 yards of front crawl using rhythmic breathing and a stabilizing, propellant kick. Rhythmic breathing can be performed either by breathing to the side or to the front.
  - 100 yards of breaststroke using a pull, breathe, kick and glide sequence.
  - 100 yards of either the front crawl or breaststroke. The 100 yards may be a combination of front crawl and breaststroke.
2. Starting in the water, swim 20 yards using front crawl or breaststroke, surface dive to a depth of 7-10 feet, retrieve a 10-pound object, return to the surface, swim 20 yards back to the starting point with the object and exit the water without using a ladder or steps, within 1 minute, 40 seconds.

**Lifeguard/First Aid Certifications:** Upon successful completion of this course, a lifeguard/first-aid card will be issued for a period of three years. This will certify the holder in the lifeguarding profession for private pools and beaches in Suffolk County. In order to receive local certification as a Town (Town of Brookhaven, Town of Islip, Suffolk County, etc.) lifeguard, a Town Lifeguard test must be passed. The primary purpose of the American Red Cross Lifeguarding program is to provide entry-level lifeguards with skills and knowledge.

**AED/CPR for the Professional Rescuer Certification:** Upon completion of this course, the student will receive a one-year certification from the American Red Cross. Students will learn adult, child, infant, and two-person CPR. The use of different breathing devices and the proper use of an AED will be covered. There will be a fee for books and a pocket mask to be paid directly to the American Red Cross.

**Sportsfolio (9,10,11,12)**

Two Semesters, Alternate Days, 1/4 Cr.

**Prerequisite:** A physician's note excusing a student from activity for three weeks or longer.

**Course Description:** Those students classified as non-participants because of a physician's verified medical exclusion will be assigned to a health and sport-related reading and writing course called "Sportsfolio". These students who are medically excluded from regular participation in physical education will receive a grade for their physical education requirement based on the daily "Sportsfolio" assignments.

**Homework:** To be completed as assigned.

**Summer Assignment:** None

**Assessment:** Students will demonstrate a mastery of content knowledge through daily written assignments.



### **Elective 5: Functional Fitness Training (11,12)**

Full Year, Alternate Days, 1/2 Cr.

**Prerequisite:** No prerequisite

**Course Description:** This course is designed to assist students in discovering the value and benefits of intense physical activity to enhance competency in all physical tasks. The goal of this course is to introduce students to CrossFit, commonly known as the “Sport of Fitness”. The CrossFit prescription is “constantly varied, high intensity, functional movement”. By creating a positive environment—commonly associated with teams or close groups—camaraderie, natural competition and fun will be present, resulting in a healthy intensity that cannot be matched by other means. Students will be given a forum where they can push their own limits and celebrate their successes as well as the successes of their classmates. This course will increase work capacity across broad time and modal domains.

**Course Objectives:**

- Students will optimize physical competence in each of the ten recognized fitness domains: cardiovascular and respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance and accuracy.
- Students will demonstrate competency in CrossFit’s “9 Foundational Movements”: squat, front squat, overhead squat, deadlift, sumo-deadlift high pull, shoulder press, push press, push jerk and medicine ball clean.
- Students will be able to identify and perform Olympic Lifts: clean & jerk and snatch.
- Students will track and recognize progression through the use of a daily log book/journal.

**Homework:** Students are expected to complete given assignments.

**Summer Assignment:** None

**Assessment:** Students will demonstrate a mastery of content knowledge and skills through physical assessments, daily logs and written assignments.



### **Elective 6: Social & Emotional Learning Mindfulness (11,12)** Full Year, Alternate Days, 1/2 Cr.

**Prerequisite:** No prerequisite

**\*This elective is in the “Pilot” phase and will run according to enrollment.**

**Course Description:** This course is designed to meet the needs of our students' physical, emotional, and social well being. In this course the individual student will participate in activities that will help to focus the student's awareness to the present moment. Students will obtain the tools to help handle stress and anxiety in a healthy way. Activities help students be mindful and conscious of how their mind and body work together each day. Activities include Cooperative Learning Activities, Yoga and Meditation for Beginners, Body Toning and Barre, Spinning, Weight Lifting, Advanced Yoga and Meditation, Water Aerobics, and Fitness Walking.

**Homework:** As assigned

**Summer Assignments:** None

**Assessment:** Students will be assessed through observation and written journals.

# SCIENCE PROGRAM

**Science Core Requirement: 3 Years**

**The Five Credit Science Pathway-Courses in Blue**

**A. Local or Regents Diploma-**Pass the Living Environment course, a Physical Setting course and one other approved\* science course, and pass a science Regents examination.

**B. Regents Diploma with Advanced Designation-**Pass the courses and Regents examinations in two of the four Regents Science courses. One course and examination must be the Living Environment and one must be a Physical Setting course. An additional credit must be earned in an approved\* science course.

\*Science Research, Forensics, and Genetics may not be used to fulfill the three credit science requirements.

\*\* Elective courses will be offered based on sufficient student enrollment.

SCIENCE			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
Physical Setting: Earth Science	Science Regents Workshop - Living Environment	Science Regents Workshop - Living Environment	Science Regents Workshop - Living Environment
Physical Setting: Earth Science Honors	Science Regents Workshop - Physical Setting: Earth Science	Science Regents Workshop - Physical Setting: Earth Science	Science Regents Workshop - Physical Setting: Earth Science
Physical Setting: Earth Science Skills	Physical Setting: Earth Science	Physical Setting: Earth Science	Physical Setting: Earth Science
Living Environment Regents	Physical Setting: Earth Science Skills	Physical Setting: Earth Science Skills	Physical Setting: Earth Science Skills
Living Environment Honors	Living Environment Regents	Living Environment Regents	Living Environment Regents
Living Environment Skills	Living Environment Skills	Living Environment Skills	Living Environment Skills
Intro to Science Research Honors	Physical Setting: Chemistry	Physical Setting: Chemistry	Physical Setting: Chemistry
	Physical Setting: Chemistry Honors	Physical Setting: Physics	Physical Setting: Physics
	Astronomy	Advanced Placement Physics 1	Advanced Placement Physics 1
	Evolution	Advanced Placement Chemistry	Advanced Placement Physics C
	Natural Disasters	Advanced Placement Biology	Advanced Placement Chemistry
	Human Anatomy and Physiology	Advanced Placement Environmental Science	Advanced Placement Biology
	Human Anatomy and Physiology Skills	Astronomy	Advanced Placement Environmental Science
	Advanced Science Research Honors	Ecology-Fall	Astronomy
		Ecology-Spring	Ecology-Fall
		Ecology Skills	Ecology-Spring
		Evolution	Ecology Skills
		Natural Disasters	Evolution
		Human Anatomy and Physiology	Natural Disasters
		Human Anatomy and Physiology Skills	Human Anatomy and Physiology
		Forensic Science	Human Anatomy and Physiology Skills
		Genetics and Biotechnology I	Forensic Science
		Genetics and Biotechnology II	Genetics and Biotechnology I
		Marine Studies	Genetics and Biotechnology II
		Marine Studies Skills	Marine Studies
		Science Research Honors: Research Projects	Marine Studies Skills
			Science Research Honors: Research Projects and Competitions

**Science Regents Workshop - Living Environment(10,11,12)**

Full Yr., 1/2 Cr., Alternate Days

**Prerequisite:** Failure of Regents exam

**Course Description:** This workshop is for students who have passed the Living Environment course and have satisfied the laboratory requirement but have not scored a passing grade on the Living Environment Regents.

**Science Regents Workshop - Physical Setting: Earth Science (10,11,12)**

Full Yr., 1/2 Cr., Alternate Days

**Prerequisite:** Failure of Regents exam

**Course Description:** This workshop is for students who have passed the Earth Science course and have satisfied the laboratory requirement but have not scored a passing grade on the Earth Science Regents.

**Physical Setting: Earth Science (9,10,11,12)**

Full Yr., 1 Cr., Lab Alternate Days

**Prerequisite:** None

**Course Description:** This course allows students to study the earth as a complex system involving interactions among rocks, minerals, water, air and living organisms. The basic principles of astronomy, geology, meteorology and oceanography-related processes are reviewed in detail. Laboratory exercises reinforce the basic principles in each of the course topics. A laboratory performance test is part of the June Regents.

**\*This class requires an attached lab.\***

**Physical Setting: Earth Science Honors (9)**

Full Yr., 1 Cr., Lab Alternate Days

**Prerequisite:** None

**Course Description:** This course allows students to study the earth as a complex system involving interactions among rocks, minerals, water, air and living organisms. The basic principles of astronomy, geology, meteorology and oceanography are studied in detail. It is designed for high school students of above average ability and interest in science. Laboratory exercises reinforce the basic principles in each of the course topics. A laboratory performance test is part of the June Regents Examination.

**\*This class requires an attached lab.\***

**Physical Setting: Earth Science Skills (9,10,11,12)**

Full Yr., 1 Cr.

**Placement must be determined by the Committee on Special Education.**

**Prerequisite:** None

**Course Description:** This course allows classified students to study the Earth as a complex system involving interaction among rocks, minerals, water, air and living organisms. The basic principles of astronomy, geology, meteorology, and oceanography-related processes are reviewed in detail. These concepts are developed through appropriate laboratory exercises. A laboratory performance test is part of the June Regents.

**\*This class requires an attached lab.\***

**Living Environment Regents (9,10,11,12)**

Full Yr., 1 Cr., Lab Alternate Days

**Pre- or corequisite:** Algebra 1 or Algebra 1B

**Course Description:** This course will provide a broad understanding of the fundamental principles of Biology and will give treatment to the specific areas of experimental design, biochemistry, human physiology, reproduction and development, modern genetic, modern evolution and ecology. These concepts are developed through appropriate laboratory experiences which emphasize the disciplined approach of the scientist.

**\*This class requires an attached lab.\***

**Living Environment Honors (9)**

Full Yr., 1 Cr., Lab Alternate Days

**Pre- or corequisite:** Algebra I Honors.

**Course Description:** This is an advanced level biology course designed for the more academically talented college-bound students. This course will not only provide a broad understanding of the fundamental principles of Biology, but also give expanded treatment to the specific areas of experimental design, biochemistry, human physiology, reproduction and development, modern genetics, biotechnology, modern evolution and ecology. These concepts are developed through appropriate laboratory experiences as well as cooperative learning experiences.

**\*This class requires an attached lab.\***



**Living Environment Skills (9,10,11,12)**

Full Yr., 1 Cr. Lab Alternate Days

**Placement must be determined by the Committee on Special Education.****Prerequisite:** None**Course Description:** This course will provide classified students with a broad understanding of the fundamental principles of Biology. It will address the areas of biochemistry, human physiology, reproduction and development, modern genetics, modern evolution and ecology. These concepts are developed through appropriate laboratory exercises. Students must take the Living Environment Regents Examination in June.**\*This class requires an attached lab.\*****Physical Setting: Chemistry (10, 11, 12)**

Full Yr., 1 Cr., Lab Alternate Days

**Pre- or corequisite:** Geometry or Geometry Honors.**Course Description:** This course is designed for students majoring in science, related fields of science, and other college preparatory students. It will provide the student with an important focus on up-to-date chemistry concepts including Atomic Structure, the Periodic Table, Moles/Stoichiometry, Chemical Bonding, Matter, Kinetics/Equilibrium, Organic Chemistry, Oxidation-Reduction Reactions, Acids, Bases and Salts, and Nuclear Chemistry. Laboratory work is an integral part of the course. A good background in mathematics is strongly recommended for success in this course.**\*This class requires an attached lab.\*****Physical Setting: Chemistry Honors (10)**

Full Yr., 1 Cr., Lab Alternate Days

**Prerequisite:** Geometry or Geometry Honors**Course Description:** Honors Chemistry is an advanced level course. The Honors student will go beyond Regents work by delving into more intricate scientific theories and applications. The course places emphasis on descriptive content. Investigative laboratory work is an integral part of the program. Some of the laboratory investigations will utilize computerized technology to assist students in the analysis, measuring, and/or reporting of laboratory activities.**\*This class requires an attached lab.\*****Physical Setting: Physics (11,12)**

Full Yr., 1 Cr., Lab Alternate Days

**Prerequisite:** Geometry, Geometry Honors**Course Descriptions:** This course presents a modern view of physics based on conservation of matter, energy and momentum. The topics include mechanics, waves, electricity, magnetism, and modern physics. This is a lab-oriented program designed to produce skills in problem solving, critical thinking and cooperative learning. It requires students to learn by doing and is a transitional course into college level educational processes. A good background in mathematics is strongly recommended for success in the course.**\*This class requires an attached lab.\*****Advanced Placement Physics 1 (11,12)**

Full Yr., 1 Cr., Lab Alternate Days

**Pre- or Corequisite:** Alg. II, Physical Setting: Chemistry.**Course Description:** This course of study is a non-calculus treatment of topics in physics that are found in a one semester college introductory course. Laboratory and inquiry-based explorations are the basis for concept formation. Students have the option to take the College Board Advanced Placement B1 Physics Exam. The Regents Physics exam is taken by all eligible students. Strong math skills are recommended to take this course. This course is a

Prerequisite for AP Physics C.

**\*This class requires an attached lab.\*****Advanced Placement Physics C (12 Only)**

Full Yr., 1 Cr., Lab Alternate Days

**Prerequisite:** AP Physics 1 **Co-requisite:** AP Calculus AB or AP Calculus BC**Course Description:** In this course the student will study elements of Mechanics in the fall and Electricity and Magnetism in the spring. Topics will be treated with the calculus which is introduced as needed.. Problem solving skills will be practiced in this course. Students will have the option to take the College Board Advanced Placement Physics C Mechanics Exam or the College Board Advanced Placement Physics C Electricity and Magnetism exam, or both.**\*This class requires an attached lab.\***



### **Advanced Placement Chemistry (11,12)**

Full Yr., 1 Cr., Lab Alternate Days

**Prerequisite:** Physical Setting: Chemistry.

**Course Description:** This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students should attain a depth of understanding of fundamentals and competence in dealing with chemical problems while developing the ability to think clearly and to express ideas, both orally and in writing, with clarity and logic. Major emphasis is placed on chemical calculations and the mathematical formulation

of chemical principles.

**\*This class requires an attached lab.\***



### **Advanced Placement Biology (11,12)**

Full Yr., Double Period, 1 Cr.

**Prerequisite:** Living Environment, Physical Setting: Chemistry.

**Course Description:** This course is designed to meet the objectives of a general biology course on the college level. Considerable time is spent in the laboratory collecting, analyzing and interpreting data in order to meet the lab standards mandated by the College Board. Students taking this course should have demonstrated a strong interest in biological science and must have done well in Living Environment and Chemistry.



### **Advanced Placement Environmental Science (11,12)**

Full Yr., 1 Cr., Lab Alternate Days

**Prerequisite:** Chemistry, Living Environment and Earth Science.

**Co-requisite:** 10th Grade Honors Chemistry.

**Course Description:** Carbon footprints, ozone depletion, global warming, species extinction and much more! This course is designed to be the equivalent of an introductory college level course in environmental science. Learn about how the physical and biological world works and man's influence on it. This course provides background for many different college majors

including environmental science, environmental law, environmental engineering or environmental design.

**\*This class requires an attached lab.\***

### **Astronomy (10,11,12)**

Semester, 1/2 Credit, Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** Earth Science.

**Co-requisite for Grade 10 students:** Chemistry.

**Course Description:** This course will broaden the student's knowledge of Astronomy and Astronomy's currently accepted scientific theories. Topics to be discussed and debated: Ancient astronomy/Archaeoastronomy; Constellations/Celestial; Navigation, Extraterrestrials/S.E.T.I.; Space exploration/Past and future space technology; Origins of the Universe/Cosmology; Origins of Life in the Universe/Astrobiology; Asteroid and comet impacts/Extinction Level Events (E.L.E.).

### **Ecology-Fall (11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Living Environment, Earth Science.

**Course Description:** The fall semester of this course deals with general principles of ecology including: Ecosystem dynamics; Transfer of energy in an ecosystem; Relationships between organisms; Ecological cycles; Biomes. The course is designed to be hands on and encompasses notes, vocabulary, labs, and activities.

### **Ecology-Spring (11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Living Environment, Earth Science.

**Course Description:** The spring semester of this course deals with man's impact on the environment (both positive and negative) including: pollution-water, air, and land; acid rain; global warming; endangered species; conservation of resources; energy sources; how to go "green". The course is designed to be hands on and encompasses notes, vocabulary, labs, and activities.

### **Ecology Skills (11,12)**

Full Yr., 1 Cr.

**Placement must be determined by a Committee on Special Education.**

**Prerequisite:** Living Environment, Earth Science

**Course Description:** The main emphasis of this full year course is the terrestrial environment-to compare and contrast the flora and fauna of fields and secondary forests to define ecology in terms of these interrelationships. The course is designed to get the student directly involved in the discovery of common life forms in his/her local environment. Becoming knowledgeable in the ecology of these plants and animal forms, the student will see the significant roles that they play in the general ecology of the entire biosphere.

### **Evolution (10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Living Environment

**Course Description:** Through a variety of laboratory activities, projects, and discussions, students will gain an enhanced knowledge of the most significant biological changes in species throughout time. Evolution: the fundamental concept underlying all science will be the focus of the activities in this course. Discussions of the history, ideas, evidence, controversy, and past and present research will be an integral part of the study of this subject.

### **Natural Disasters (10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Living Environment, Earth Science, Regents Geometry or Algebra II Honors

**Course Description:** This course will provide a broad understanding of the fundamental principles of Physics, Chemistry, Biology and Earth Science in relation to the Human Impact on Earth as it relates to Natural Disasters. Students will construct models of and explore Tornadoes, Hurricanes, Typhoons, Droughts, Wildfires, Deforestation, Tsunamis, Blizzards, Earthquakes, Extra Terrestrial Events, Floods, Mass Wasting Events (Avalanches, Landslides, etc.), Pandemics, and Epidemics, and investigate their impact on Humans, our planet and beyond.

### **Human Anatomy and Physiology (10,11,12)**

Full Yr., Alternate Days 1/2 Cr., Semester, 1/2 Cr.

**Prerequisite:** Living Environment

**Course Description:** This course is designed for students who are interested in a detailed curriculum in Anatomy. Students are expected to participate and complete various dissections of animals. The dissections are an integral course requirement. Classroom work will deal with functions of the skeletal, muscular, and nervous systems and their relationship to how the human body functions.

### **Human Anatomy and Physiology Skills (10,11,12)**

Full Yr., 1 Cr.

**Placement must be determined by a Committee on Special Education.**

Lab Alternate Days

**Prerequisite:** Living Environment

**Course Description:** This course is designed for students who are interested in a detailed curriculum in anatomy and physiology. Classroom work will deal with functions of integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, and excretory systems. Students will explore the importance of each system to overall body function and health.

**\*This class requires an attached lab.\***



### **Forensic Science (11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Chemistry. This course may not be used to fulfill the three credit science requirements.

**Course Description:** This course will help students apply a broad spectrum of sciences in answering questions of interest to the legal system. Students will be able to develop skills used by forensic scientists as they try to investigate and solve crimes. Class topics will include possible careers in Forensic Science, Crime Scene Investigation field techniques, and the laws governing them, as well as evidence acquisition and processing. Laboratory techniques such as gel electrophoresis, PCR, DNA Fingerprinting, and fingerprint analysis will be employed.



### **Genetics and Biotechnology I (11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Living Environment, Chemistry. This course may not be used to fulfill the three credit science requirements.

**Course Description:** This course introduces key concepts of molecular biology and biotechnology via a lab-based learning experience. Students will learn the fundamental principles of the many different fields of genetics including an in-depth study of DNA and Protein Synthesis, what genes are, how they are passed on through multiple generations, how they are expressed, as well as an introduction to how genes can be manipulated within the field of biotechnology. Each student will become proficient using tools and techniques of the biotechnology lab including micropipetting, maintaining sterile technique, growing bacterial cultures, DNA restriction analysis, and gel electrophoresis.

### **Genetics and Biotechnology II (11,12)**

Semester, 1/2 Cr.

**Prerequisite:** Genetics I. This course may not be used to fulfill the three credit science requirements.

**Course Description:** This course is an advanced elective in which students will further develop the critical thinking and lab skills they learned in Genetics & Biotechnology I. The course will provide hands-on, lab-based learning experiences for students interested in continuing their working knowledge of bacterial transformation, and it will introduce DNA Fingerprinting through the use of the Polymerase Chain Reaction (PCR). Additionally, the extraction and sequencing of mitochondrial DNA as well as the testing of plants for genetic modification using Round-up Ready primers and PCR will be performed. Additional topics for discussion include DNA sequencing, the molecular biology of cancer, CRISPR/cas9 gene editing, as well as other current topics recently discovered in the fields of genetics.

### **Marine Studies (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Living Environment and Physical Setting: Earth Science.

**Course Description:** Marine Studies is an introductory course designed to introduce students to the fields of Marine Biology & Oceanography. The first half of the year covers the history and subdivisions of Oceanography. The second half of the year focuses on marine ecology and marine biology. Students will be introduced to ecological principles associated with various marine environments and aquatic organisms, a variety of marine ecosystems, as well as various groups of marine organisms, many of which are known to inhabit the waters surrounding Long Island.

### **Marine Studies Skills (11,12)**

Full Yr., 1 Cr.

**Placement must be determined by the Committee on Special Education.**

**Prerequisite:** Living Environment, Earth Science

**Course Description:** Marine Studies is an introductory course designed to introduce students to the fields of Marine Biology and Oceanography. Students will be introduced to ecological principles associated with various marine environments and aquatic organisms, a variety of marine ecosystems, as well as various groups of marine organisms, many of which are known to inhabit the waters surrounding Long Island. In addition, students will learn how human interactions and pollution endanger the lives of many aquatic organisms and marine ecosystems, and will research conservation efforts as a method of preserving these delicate species and habitats.

# SCIENCE RESEARCH PROGRAM

The Science Research Program provides students with the support and experience to do independent project work. Student project work can be in the area of the environmental, biological, chemical, physical, behavioral/social sciences or engineering. The area of project work is dependent upon the student's grade level. Older students might establish an arrangement with a mentor at a university. They will develop a senior project for submission to contests such as the Regeneron Science Talent Search. It is recommended that students in the Science Research Program enroll in AP Statistics as early as possible. These courses may not be used to fulfill the three credit science requirements.

## **Intro to Science Research Honors (9)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** None

**Course Description:** In this course, students will develop skills used in science research. Students will make use of computer based information retrieval systems, investigate some tools suitable for the observation and recording of data, work with some organisms and techniques suitable for certain projects and use some tools for data analysis. The scientific method will be reviewed so that each student can develop and report on a research project following the guidelines which include project proposal, bibliography, abstract, research paper, blackboard and oral presentation. . Students will participate in Science Fair competitions and field trips. T

## **Advanced Science Research Honors (10)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** Intro to Science Research Honors (9)

**Course Description:** In this course, students will continue to develop skills used in science research. Students will make use of computer based information retrieval systems, investigate some tools suitable for the observation and recording of data, and continue to work with data analysis. Each student will develop and report on a research project following the guidelines of the Long Island Science Congress. These guidelines include a project proposal, bibliography, abstract, research paper, blackboard and oral presentation. Students will work individually or in teams developing and conducting independent research. Students will participate in Science Fair competitions and field trips.

## **Science Research Honors: Research Projects (11)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** Advanced Science Research Honors (10)

**Class Meets By Appointment 9th Period**

**Research Teacher Recommendation required. Students should submit a request for participation to the research teacher.**

**Course Description:** Students will develop and conduct a project which will provide them with the opportunity in twelfth grade to enter competitions such as: Regeneron Science Talent Search, Long Island Science Congress, and the Long Island Science and Engineering Fair. This project will involve a literature search, development of a hypothesis, hypothesis testing and analysis of the collected data. Possible areas for research are biological, physical, computer or behavioral/social sciences and engineering. Students will seek a mentor from local universities, hospitals, or laboratories for the research. In some cases, students can develop and conduct research at school. The 1/2 credit cannot be used as part of a sequence for graduation (Honors weighted course).

## **Science Research Honors: Research Projects and Competitions (12)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** Science Research Honors: Research Projects (11)

**Class Meets By Appointment 9th Period, Research Teacher Recommendation required.**

**Course Description:** Students should submit a request for participation to the research teacher. Students will complete the research that was begun during eleventh grade (or under some circumstances, through a summer program). The research will be used to write a formal report. Students will complete applications for submission to the major applicable contests: Regeneron Science Talent Search, Long Island Science Congress and the Long Island Science and Engineering Fair. Students will also participate in the school Science Symposium. The 1/2 credit cannot be used as part of a sequence for graduation(Honors weighted course).

# SOCIAL STUDIES PROGRAM

## The Five Credit Social Studies Pathway-Courses in Green

### Sachem's Social Studies Core Requirements: Four Credits Required for Graduation

Students must successfully complete the following courses in Social Studies in order to fulfill graduation requirements:

1. Global History 9 or AP World 9
2. Global History 10 or AP World 10
3. U.S. History or AP U.S. History
4. 1/2 credit Economics and 1/2 credit Government course or full year AP Government or AP Economics courses

\*Elective courses will be offered based on sufficient student enrollment.

**New York State mandates require students to pass Regents examinations in both Global History and Geography (10th grade) and United States History and Government (11th grade), in order to graduate from high school.**

SOCIAL STUDIES			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
Advanced Placement Human Geography	ENL Global History and Geography Regents	United States History and Government Regents	Global History and Geography Regents Workshop
World History H	Advanced Placement World History: Modern	Advanced Placement United States History	U.S. History and Government Regents Workshop
Global History and Geography I	Global History and Geography II	United States History and Government Skills	National History Day Research Seminar
ENL Global History and Geography Regents	Global History and Geography Skills	Global History and Geography Regents Workshop	History of Long Island
Global History and Geography Skills	Embracing Diversity	National History Day Research Seminar	Principles of Economics
Advanced Placement Human Geography	Peer Education	History of Long Island	Principles of Economics Honors
Humanities Research Seminar	Introduction to Sociology	Advanced Placement United States Government and Politics	Advanced Placement Economics
History of Long Island	History of American Sports	Advanced Placement Comparative Government and Politics	Economics/Criminal Justice Skills
History of American Sports	History of Long Island	Participation in Government with a Focus on Criminal Justice	Advanced Placement United States Government and Politics
Peer Education	Student Leadership Seminar	Participation in Government with a Focus on Social Issues	Advanced Placement Comparative Government and Politics
Student Leadership Seminar	Social Psychology	War, Conflict, and Human Rights in the 20th Century	Participation in Government with a Focus on Criminal Justice
		Student Leadership Seminar	Participation in Government with a Focus on Social Issues
		Embracing Diversity	Criminal Justice II
		Peer Education	War, Conflict, and Human Rights in the 20th Century
		Advanced Placement Psychology	Introduction to Sociology
		Social Psychology	Student Leadership Seminar
		Introduction to Sociology	Peer Education
		History of American Sports	Advanced Placement Psychology
			Social Psychology
			Embracing Diversity
			History of American Sports



### **Advanced Placement Human Geography (9)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** AP Human Geography is a full year college level course designed for students who are interested in history, geography, and cultural anthropology. It will teach students about the patterns and processes that explain how and why we live where we do. We delve into how humans have changed the Earth, been changed by the Earth, and how they have interacted with each other on the Earth.

Topics will include: population and demographics, culture, political organization of space, agriculture and rural land use, industrialization and economic development, as well as cities and urban land use. Critical analysis of primary and secondary resources, research, and thesis writing are emphasized. The course will culminate with the College Board AP Exam in May.



### **World History H (9)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** This is the first year of a two year course that follows the AP World History curriculum. In this first year of the course, students study World History from 8,000 B.C.E. to the beginnings of the 18th century. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. The course offers balanced global coverage with Africa, the Americas, Asia and Europe all represented. Students will be required to complete college level reading and writing assignments as the material contained in the course reflects the content of an introductory college course in world history.

### **Global History and Geography I (9)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** Students will study history in a chronological sequence starting with the early civilizations of the Nile River and the Fertile Crescent up to the Age of the Enlightenment. The curriculum also places an emphasis on developing social studies skills, where students learn to become self-directed learners as well as collaborative workers. Students will be working with a variety of stimulus based materials (i.e. timelines, charts, graphs, illustrations, and primary and secondary source readings). Students will work on extensive writing activities and the development of high level conceptual thinking skills.

### **ENL Global History and Geography Regents (9,10)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Level of English language proficiency will determine placement.**

**Course Description:** These courses are open to those pupils whose second language is English and who are recent arrivals in the United States. Students will be introduced to the major geographic areas of the World. Emphasis will be placed on vocabulary development to ensure that pupils gain an understanding of the key concepts necessary toward achieving an historical perspective.

### **Global History and Geography Skills (9)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Placement must be determined by the Committee on Special Education.**

**Course Description:** This course is designed for classified students. By means of a very structured program, students will be trained to master critical concepts. There will be a major emphasis on developing writing, reading comprehension, study skills, note-taking skills and test-taking skills. The students will study Global History from the advent of the early civilizations up to and including the major events and movements of the eighteenth century.

**\*This class has an attached lab.\***



**AP World History: Modern (10)**

Full Yr., 1 Cr.

**Prerequisite:** Advanced Placement Human Geography or World History Honors

**Course Description:** The second year of a two year course that follows the AP World History curriculum will allow students to continue to develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. In this course students will study world history from the early 18th century to the present. This course highlights the nature of changes in international frameworks and their causes and consequences,

as well as comparisons among societies. At the conclusion of the course, students will take the Advanced Placement Exam, which is offered in May, and the New York State Global History and Geography Regents Exam to be given in June.

**Global History and Geography II (10)**

Full Yr., 1 Cr.

**Prerequisite:** Global History and Geography (9)

**Course Description:** This course begins with a snapshot of the world in 1750 and continues up to the present. Students in this course will study significant historical events from a global perspective, and while the course is organized along chronological lines, there will be an emphasis on concepts woven throughout the course and extending from the foundation established in Global History and Geography I in 9th grade. These concepts and enduring issues will include, but are not limited to, geographic and environmental effects and impacts, industrialization, nationalism, imperialism, conflict, technology, human rights issues, social and political structures, and economic interdependence. This course will culminate in June with the New York State Global History and Geography II Regents Exam covering the period from 1750 to the present.

**Global History and Geography Skills (10)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Placement must be determined by the Committee on Special Education.**

**Course Description:** This course is designed to assist classified students by utilizing a structured environment. Students will have more opportunity to focus on content and concepts commonly studied in Global History and Geography. This course begins with a snapshot of the world in 1750 and continues up to the present. Students in this course will study significant historical events from a global perspective, and while the course is organized along chronological lines, there will be an emphasis on concepts woven throughout the course and extending from the foundation established in Global History and Geography. This course will culminate in June with the New York State Global History and Geography II Regents Exam covering the period from 1750 to the present.

**\*This class has an attached lab.\***

**United States History and Government Regents (11)**

Full Yr., 1 Cr.

**Prerequisite:** Global History and Geography 9 and 10.

**Course Description:** The 11th grade United States History and Government course is based on the New York State Social Studies Curriculum (Framework). It is designed to provide students with a survey of the major forces of their national history. Throughout the year, students will be required to participate effectively in a range of collaborative activities, make historical claims supported by textual evidence, and conduct research to analyze historical questions. The course culminates with the United States History and Government Regents exam in June (Framework).



**Advanced Placement United States History (11)**

Full Yr., 1 Cr.

**Course Description:** This course is designed to provide a college-level experience and preparation for the AP exam in May. Advanced Placement United States History is an intensive study of the history of the United States from Pre-Columbian societies through the US in the Post-Cold War World. Students are expected to take notes from classroom lectures, understand and analyze primary sources including documents, cartoons, charts and graphs, think historically, (determine validity, point of view, and bias) weigh evidence, evaluate conflicting positions, and make inferences. Students also must write coherent, persuasive, analytical essay answers about historical problems. Students will also take the New York State Regents exam in United States History and Government in June.



**United States History and Government Skills (11)**

Full Yr., 1 Cr.

**Prerequisite:** Global History & Geography 9 & 10

**Placement must be determined by the Committee on Special Education.**

**Course Description:** Classified students will explore six major units: The Constitutional Root of American History, Industrialization of the United States, the Progressive Movement, Prosperity and Depression - 1917 to 1940, the United States in an Age of Global Crisis, and a World in Uncertain Times. This course will culminate in June with a New York State Regents exam in United States History and Government (Framework).

**\*This class has an attached lab.\***

**Global History and Geography Regents Workshop (11,12)**

Full Yr., Alternate Days 1/2 Cr.

**Prerequisite:** None

**Placement is determined by failure on the Regents Exam in Global Studies.**

**Course Description:** The N.Y.S. The Department of Education has mandated that any junior or senior who has not fulfilled the competency requirement in Global History must be provided with remedial instruction.

**U.S. History and Government Regents Workshop (12)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** Failure of the Regents Exam in U.S. History and Government.

**Course Description:** The N.Y.S. The Department of Education has mandated that any student who has not completed the competency requirement in United States History and Government be provided with remedial instruction.

**National History Day Research Seminar (11,12)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** This course will be open to high school Juniors who have successfully completed AP World History and high school Seniors who have successfully completed AP US History.

**Course Description:** This course will be focused on student driven historical research and project based learning with the goal of preparing for National History Day which is a nationwide competition designed to cultivate historical research skills, develop an appreciation for the past, and set the intellectual foundation for future academic and professional endeavors for secondary students. Each year, a theme is announced for National History Day projects. Students choose their research topics based on this theme. Students may choose to complete their projects individually or as part of a small group of students. The research and analytical efforts will be brought to life in the form of a historical research project. Students will design and create a museum exhibit, short documentary film, historical performance, research paper, or website. In addition to their finished project, students will be required to write a process paper that describes how they went about their research and its creation and the connection of their project to the theme.

**History of Long Island (9,10, 11,12)**

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** The History of Long Island focuses on the importance of Long Island to the development of the United States. It spans from the time of the formation of Long Island, early settlers, Revolutionary War spies, maritime adventures, great advances in science, aviation and the birth of modern-day suburbia. Long Island History helps us understand change and how the society we live in came to be.

# FOURTH YEAR PROGRAM IN ECONOMICS AND GOVERNMENT

To satisfy the four unit requirement in social studies, pupils must take and pass one course from Group A - Economics and one course from Group B - Government (A student may take any of the AP courses indicated below to satisfy this requirement):

## 1. Group A - Economics

- Principles of Economics (12) 1/2 Cr.
- Honors Economics (12) 1/2 Cr.
- AP Economics (12) 1 Cr.

## 2. Group B - Government

- AP Gov't & Politics U.S. (12) 1 Cr.
- Part. in Gov't-Criminal Justice (11, 12) 1/2 Cr.
- Part. in Gov't-Social Issues (11, 12) 1/2 Cr.
- AP Comparative Gov't. & Politics (11,12) 1 Cr.

### Principles of Economics (12)

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** This course encompasses an overview of general economics including: various world economic systems; microeconomics, with a focus on the U.S. economy; macroeconomics; and decision making, personal finance, trade, types of business organizations, taxing, spending, as well as current national and international issues will be discussed. Topics covered will provide the understanding that students will need to function effectively as participants in the economy of the United States and the World. Financial literacy will be a recurring theme throughout the coursework.

### Principles of Economics - Honors (12)

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** This course is designed to prepare students for a complex global economy. Students in this course will learn the essentials of economics combining micro and macroeconomic principles. Students will also gain an understanding of the conflict between unlimited wants and limited resources and how this forces both individuals and societies to make economic decisions. The Honors course will also help students master the principles essential for understanding economic problems, specific economic issues, and policy alternatives.



### Advanced Placement Economics (12)

Full Yr., 1 Cr.

**Prerequisite:** None

**Students may take Advanced Placement Economics to fulfill their 12th Grade Social Studies requirement.**

**Course Description:** Advanced Placement Economics is essentially two college-level courses designed to prepare students to take two AP exams in May. The first of these two courses, Microeconomics, examines the behavior of firms and individuals within an economic system and how they interact. The second course, Macroeconomics, examines economy-wide phenomena, including inflation, unemployment, and economic growth. By taking this course and mastering the material students will find themselves more prepared to meet the challenges of the 21st century and have success in the global marketplace.

### Economics/Criminal Justice Skills (12)

Full Yr., 1 Cr.

**Prerequisite:** None

**Placement must be determined by the Committee on Special Education.**

**Course Description:** Classified students will explore supply and demand, prices, business, labor, agriculture and the consumer in the economy, unemployment, inflation, taxation, money and the relationship of the United States to the world economy. Special attention will be devoted to skill development in evaluating and interpreting graphic materials. This course is also designed to provide classified students with an understanding of the criminal justice system in New York State. Pupils will examine the impact of social conflicts and political decisions on the administration of justice with particular emphasis on the role of law enforcement.



**Advanced Placement United States Government and Politics (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** U. S. History & Gov 't. or AP U.S. History

**Course Description:** AP U.S. Government and Politics is the equivalent of a college level history course. Students investigate core concepts of political science and economics: consuming and producing polls, analyzing charts and graphs, predicting voting behavior, analyzing demographic data, and understanding the essential ideas about our political institutions, political parties, campaigns and elections, fiscal and monetary policy. Furthermore, by the end of the course, students will understand influences on the policy agenda and the process of policy making and enactment. **This course also fulfills the fourth year economic requirement for seniors.**



**Advanced Placement Comparative Government and Politics (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** U. S. History & Gov 't. or AP U. S. History

**Course Description:** AP Comparative Government and Politics is the equivalent of a college-level history course. Students are provided with an introduction in the wide, diverse world of governments and political practices that currently exist in modern times. Six countries form the core of the course: Great Britain, Russia, China, Mexico, Iran, and Nigeria. The countries are chosen to reflect regional variations, but more importantly to illustrate how important concepts operate both similarly and differently in different types of political systems. **This course also fulfills the fourth year economic requirement for seniors.**

**Participation in Government with a Focus on Criminal Justice(11,12)** Full Yr. Alt. Days 1/2Cr., Semester 1/2 Cr.

**Prerequisite:** None

**Course Description:** Criminal Justice is an introductory survey of federal, state and local criminal justice systems including police, courts, prosecutor, Grand Jury, trial jury, probation, parole, and correctional system. Guest speakers from the Suffolk County Bar Association, the Suffolk County Police Department and the Suffolk County Sheriff's Office provide students with a broad overview of the role of criminal justice in a free society.

**Participation in Government with a Focus on Social Issues (11,12)** Full Yr. Alt. Days 1/2Cr., Semester 1/2 Cr.

**Prerequisite:** None

**Course Description:** One of the major objectives of this course is to encourage students to examine our society and ask what is, in addition to what ought to be. The subject focuses on real issues that touch individual lives. Encounters with family, friends, peers, authority figures, and strangers will take on new meaning when viewed in connection with contemporary social issues and public policy. Video case studies and guest speakers will be utilized to enable students to develop a better understanding of today's problems.

**Criminal Justice II (12)**

Semester, 1/2 Cr.

**Prerequisite:** Participation in Government with a Focus on Criminal Justice.

**Course Description:** This course provides students with a more in-depth study of the criminal justice system. The focus of this class is to allow students to gain practical law experience through the study of trial preparation, courtroom procedures, and through the participation in mock trials utilizing the Sachem Courtroom. Extensive examination of constitutional law issues concerning 1st, 4th, 5th, 6th, 7th and 8th amendment rights, and related Supreme Court decisions will further enhance the students' understanding of the law and its daily application. Students are to note that due to the amount of research that is required class work tends to be reading and writing intensive.

**War, Conflict, and Human Rights in the 20th Century (11,12)**

Semester 1/2 Cr.

**Prerequisite:** None

**Course Description:** This course is designed to engage students in an examination of racism, prejudice and conflicts that have developed in and permeated throughout the 20<sup>th</sup> century. Through anecdotal evidence as well as primary and secondary source material, videos, the internet, and a variety of other multimedia activities, students will study war, conflict, and genocide of the past one hundred years. In addition, students will analyze group and country interactions in order to understand both the needs of individuals to obey authority figures and the psychology of mass murder.



### **Introduction to Sociology (10,11,12)**

Full Yr., Alternate Days, 1/2 Cr., Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** This course provides an introduction to basic principles in the study of man in society. Topics will include the main problem of culture and social structure, analysis of social interaction, basic processes of group life, socialization and personality development as related to social structures, business organization, industrialization, urbanization, social class differences, and crowd and mob behavior in mass societies.

### **Embracing Diversity (10,11,12)**

Full Yr, Alternate Day Class, ½ Cr.

**Prerequisite:** None

**Course Description:** This elective is designed to prepare students to become activists for positive social change. Students will work together to help the school and community to recognize the importance of celebrating diversity and many cultures. The students focus on character building, reducing racism and increasing tolerance and understanding. These young leaders help others recognize the consequences of bullying and its impact on our students today. As our society becomes more and more diverse it is especially important for students to have knowledge about various cultures in order to ensure that we can work together. Additionally, participants will learn about their own identity and in the end realize that despite our differences, we are more alike than different.

### **Student Leadership Seminar (9,10,11,12)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** None

**Course Description:** This elective affords students an opportunity to participate in some aspects of community or school service through a practicum component. In conceiving, planning, coordinating, and implementing a variety of projects, students will develop cooperative skills and problem-solving abilities. Students will be expected to complete regular reading and writing assignments as part of the course requirements. Participants are expected to volunteer during and after school hours to guarantee success of various projects. Students may only take this course once. Students participating in Student Government should take Student Leadership for the opportunity through project activities to gain Civil Seal points.

### **Peer Education (9,10,11,12)**

Full Yr., Alternate Days, 1/2 Cr.

**Prerequisite:** None

**Course Description:** Peer Education is a course that will no doubt change the way you see yourself and your peers. Its goal is to help students and the school community to recognize that despite the differences we may see on the outside, we are truly more alike than we are different. As our class becomes one, we will visit and educate our peers in the elementary and middle schools about the importance of acceptance and kindness. Major projects Peer Educators organize for our peers include: Start With Hello, Operation Kindness, PS. I Love You Day, Beyond the Label, You are Not Alone, and Random Acts of Kindness Week. Upon completion of this course, you will realize more about yourself and your peers, and together learn to work through toxic relationships, anxiety, loss, stress, peer pressure, and social isolation.



### **Advanced Placement Psychology (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** This course is similar to those offered in most colleges. It is designed for the more advanced student who is interested in obtaining a background in psychology. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields of psychology. They also learn about the methods psychologists use in their science and practice. This course will prepare students for the Advanced Placement Examination in Psychology.

**Social Psychology (10, 11,12)**

Full Yr., Alternate Days, 1/2 Cr., Semester 1/2 Cr.

**Prerequisite:** None. This course may be taken before, after, or concurrently with AP Psychology.

**Course Description:** In this course students will critically examine various psychological experiments and case studies and reflect upon the application this research has to solve real world problems and help students understand situations they encounter in everyday life. We will explore various ways people think about, influence, and relate to one another. The course will cover such topics as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice and interpersonal relationships. The goals of this course are to improve understanding of social psychological explanations for social influence and interaction, including the way in which it impacts everyday lives.



**History of American Sports (9,10,11,12)**

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** American sports have played a shaping role in the formation of our national identity. Beginning with the rise of athletic clubs in the late 19th century, the course will trace the history as well as the impact of sports on the individual and American Society. The course material will emphasize political, racial, gender and social issues in American society as they relate to sports. *The History of American Sports* is designed to demonstrate the importance of sports in society and how it is a reflection of the cultural history of both the U.S. and the world. There is also an emphasis on sports figures and heroes and their role in shaping American culture.



**Humanities Research Seminar (9)**

Semester, 1/2 Cr.

**Prerequisite:** Open to 9th Graders taking 9 Honors Social Studies (AP Track)

**Course Description:** Do you have the writing, research and study skills you need to succeed in college level courses? This course prepares high school students for college-level writing, research, inquiry and discussion. Instruction centers on argumentative and narrative writing, with projects ranging from editorials and personal essays to annotated bibliographies, discussion posts and debates. Students will also reflect on ways to adapt their learning to future contexts, such as college application essays, Advanced Placement courses and college courses.

# World Languages

## The Five Credit World Languages Pathway-Courses in Yellow

The knowledge of another language has never been more important to Americans than it is today. Our goal is to develop world language skills in order to prepare students to compete and perform successfully in today's multicultural business and economic community, as well as benefit our local community. In learning a language, students understand the importance of global citizenship and diverse cultures. Students are reminded of several important considerations related to world language study:

1. The greatest benefits are derived from a continuous course of study. In order to maintain a functional degree of proficiency, students should make an effort to follow the maximum course of study in their chosen language.
2. Most colleges require at least three years of previous foreign language study for entrance. In many cases, the college exit requirements for foreign language can be satisfied by study beyond the three-year high school sequence.
3. All foreign language courses follow the requirements established by the State of New York and those of the National Standards Committee. Classroom methodology stresses current communicative activities which are aimed toward making the language useful in today's multicultural society.

**\* Courses offered above and beyond graduation requirements will be offered based on sufficient student enrollment.**

WORLD LANGUAGES			
Grade 9	Grade 10	Grade 11	Grade 12
French I	French I	French I	French I
French 2 Regents	French 2 Regents	French 2 Regents	French 2 Regents
French 2 Honors	French 3 Regents	French 3 Regents	French 3 Regents
Italian I	French 3 Honors	French 4 Regents	French 4 Regents
Italian 2 Regents	Italian I	French 4 Honors	French 4 Honors
Italian 2 Honors	Italian 2 Regents	Italian I	French 5 College
Spanish 1	Italian 3 Regents	Italian 2 Regents	Advanced Placement French
Spanish 2 Regents	Italian 3 Honors	Italian 3 Regents	Italian I
Spanish 2 Honors	Spanish 1	Italian 4 Regents	Italian 2 Regents
Heritage Spanish for Native Speakers	Spanish 2 Regents	Italian 4 Honors	Italian 3 Regents
	Spanish 3 Regents	Spanish 2 Regents	Italian 4 Regents
	Spanish 3 Honors	Spanish 3 Regents	Italian 4 Honors
	Heritage Spanish for Native Speakers	Spanish 4 Regents	Italian 5 College
	Heritage Spanish for Native Speakers II	Spanish 4 Honors	Advanced Placement Italian
		Heritage Spanish for Native Speakers	Spanish 2 Regents
		American Sign Language (ASL) Level 1	Spanish 3 Regents
		Heritage Spanish for Native Speakers II	Spanish 4 Regents
			Spanish 4 Honors
			Spanish 5 College
			Advanced Placement Spanish
			Heritage Spanish for Native Speakers
			American Sign Language (ASL) Level 1
			American Sign Language (ASL) Level 2
			Heritage Spanish for Native Speakers II

**French I (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** This is a first year French course where students will be introduced to basic phrases, vocabulary, and structure of French. This course will enable students to understand, speak, read and write in the French language, while exploring the culture of the countries in which the language is spoken. Stress will be placed on student comprehension of the spoken language, as well as the recognition of authentic sights and sounds of French culture. This course is offered to those students who have not taken a language previously, to those who are new to our district, or to those whose first language experience was unsuccessful.

**French 2 Regents (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** French 1

**Course Description:** French 2 builds upon knowledge gained in 7th & 8th grade during French 1. This course offers vocabulary and grammar enrichment. Students will develop the skills of reading, writing, listening and speaking in French, while exploring the culture of the countries in which the language is spoken.

**French 2 Honors (9)**

Full Yr., 1 Cr.

**Prerequisite:** Overall Average of 90 or higher in French 1.

**Course Description:** As a continuation of French 1, this is the most rigorous Level 2 curriculum. All aspects of the curriculum will be expanded and enriched at an advanced level, while exploring the culture of the countries in which the language is spoken. Students will be expected to actively participate, use the language extensively, and function at a much higher level of proficiency.

**French 3 Regents (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** French 2

**Course Description:** As a continuation of French 2, this course further develops communication skills, while exploring the culture of the countries in which the language is spoken.. Students will be expected to actively participate and develop skills leading to the successful use of French. A Comprehensive Exam will be taken at the end of this course.

**French 3 Honors (10)**

Full Yr., 1 Cr.

**Prerequisite:** Overall Average of 90 or higher in French 2.

**Course Description:** As a continuation of French 2 Honors, this is the most rigorous Level 3 curriculum which expands and enriches at an advanced level, while exploring the culture of the countries in which the language is spoken. Students will be expected to actively participate, use the language extensively and function at a much higher level of proficiency. This class is given in preparation for the AP exam. A Comprehensive Exam will be taken at the end of this course.

**French 4 Regents (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** French 3

**Course Description:** As a continuation of French 3, this course further develops communication skills by building upon students' prior knowledge of grammatical structures. Students will also be expanding their horizons by developing a greater understanding of the culture of France. Students will engage in role playing, reporting, interviewing and narrating.

**French 4 Honors (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Overall Average of 90 or higher in French 3.

**Course Description:** In this course, the students will develop a better understanding of the history, geography, literature and art of France through the use of the second language. This course is designed to improve written and spoken communication skills. Students will engage in role playing, reporting, interviewing and narrating. In addition, students will build upon prior knowledge of grammatical structures to deepen their fluency in French.



### **French 5 College (12)**

Full Yr., 1 Cr.

**Prerequisite:** French 4 Regents/Honors

**Course Description:** Throughout the course of the year, students will continue to explore and learn about the language and culture through the study of its people, their literature, art, history and customs and traditions. Students will learn about the most famous regions and cities and what makes each so unique and fascinating.

- Students will review and reinforce previously learned grammar and vocabulary and use them in practical speaking, reading and writing situations.
- Students will learn new and more advanced grammatical structures as well as additional vocabulary in context to further enhance and facilitate speaking, reading, listening and writing.
- Students will explore the respective countries as they are today. Students will learn about the government, economy and what defines national identity for each country. This will be accomplished by using various forms of media such as newscasts, newspapers, websites, movies, music, social media and pop culture.

In this course, students have the opportunity to earn 3 to 6 college credits through Adelphi University.



### **Advanced Placement French (12)**

Full Yr., 1 Cr.

**Prerequisite:** French 4 Honors

**Course Description:** The AP level is taught with the goal of training ALL students to take the Advanced Placement exam in May. Students have the opportunity to earn 3 to 6 college credits through Adelphi University.

AP Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college language course. Emphasizing the use of language for active communication, it encompasses auditory and oral skills, reading comprehension, grammar, as well as composition.

The course objectives are:

- understand language spoken by native speakers at a natural pace, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts;
- develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in the target language without dependence on a dictionary;
- express oneself by describing, narrating, inquiring, and developing arguments in target language, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts.

In this course, special emphasis is placed on learning culture through the use of authentic source materials and the integration of language skills. Therefore students will receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic language source materials.

### **Italian I (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** This is a first year Italian course where students will be introduced to basic phrases, vocabulary, and structure of the Italian language. This course will enable students to understand, speak, read and write in the Italian language, while exploring the culture of the countries in which the language is spoken. Stress will be placed on student comprehension of the spoken language, as well as the recognition of authentic sights and sounds of Italian culture. This course is offered to those students who have not taken a language previously, to those who are new to our district, or to those whose first language experience was unsuccessful.

### **Italian 2 Regents (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Italian 1

**Course Description:** As a continuation of Italian 1 this course offers vocabulary enrichment and an increasing development of the basic skills needed to continue to Level 3, while exploring the culture of Italy. Students will be expected to actively participate and develop skills leading to the successful use of Italian.



### **Italian 2 Honors (9)**

Full Yr., 1 Cr.

**Prerequisite:** Overall Average of 90 or higher in Italian 1.

**Course Description:** As a continuation of Italian 1, this is the most rigorous Level 2 curriculum. All aspects of the curriculum will be expanded and enriched at an advanced level, while exploring the culture of Italy. Students will be expected to actively participate, use the language extensively, and function at a much higher level of proficiency.

### **Italian 3 Regents (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Italian 2

**Course Description:** As a continuation of Italian 2, this course further develops listening, speaking, reading and writing skills for communication. Cultural knowledge will be expanded, while further developing communication skills. Students will be expected to actively participate and develop skills leading to the successful use of Italian. A Comprehensive Exam will be taken at the end of this course.

### **Italian 3 Honors (10)**

Full Yr., 1 Cr.

**Prerequisite:** Overall Average of 90 or higher in Italian 2.

**Course Description:** As a continuation of Italian 2 Honors, this is the most rigorous Level 3 curriculum which expands and enriches at an advanced level. Students will be expected to actively participate, use the language extensively and function at a much higher level of proficiency, while exploring the culture of Italy. A Comprehensive Exam will be taken at the end of this course.

### **Italian 4 Regents (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Italian 3

**Course Description:** As a continuation of Italian 3, this course further develops communication skills, while exploring the culture of Italy. Students will be expected to actively participate and develop skills leading to the successful use of Italian. They will engage in role-playing, reporting, interviewing and narrating. Reading and writing skills will be expanded.

### **Italian 4 Honors (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Overall Average of 90 or higher in Italian 3.

**Course Description:** In this course, the students will develop a better understanding of the history, geography, literature and art of Italy through the use of the second language. This course is designed to improve communication skills and to provide a forum for the practical use of Italian. Students will engage in role playing, reporting, interviewing and narrating. In addition, emphasis will be placed on the use of functional grammatical structures.



### **Italian 5 College (12)**

Full Yr., 1 Cr.

**Prerequisite:** Italian 4 Regents/ Honors

**Course Description:** Throughout the course of the year, students will continue to explore and learn about the language and culture through the study of its people, their literature, art, history and customs and traditions. Students will learn about the most famous regions and cities and what makes each so unique and fascinating.

- Students will review and reinforce previously learned grammar and vocabulary and use them in practical speaking, reading and writing situations.
- Students will learn new and more advanced grammatical structures as well as additional vocabulary in context to further enhance and facilitate speaking, reading, listening and writing.
- Students will explore the respective countries as they are today. Students will learn about the government, economy and what defines national identity for each country. This will be accomplished by using various forms of media such as newscasts, newspapers, websites, movies, music, social media and pop culture.

In this course, students have the opportunity to earn 3 to 6 college credits through Adelphi University.



### **Advanced Placement Italian (12)**

Full Yr., 1 Cr.

**Prerequisite:** Italian 4 Honors

**Course Description:** The AP level is taught with the goal of training ALL students to take the Advanced Placement exam in May. Students have the opportunity to earn 3 to 6 college credits through Adelphi University.

AP Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college language course. Emphasizing the use of language for active communication, it encompasses auditory and oral skills, reading comprehension, grammar, as well as composition.

The course objectives are:

- understand language spoken by native speakers at a natural pace, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts;
- develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in the target language without dependence on a dictionary;
- express oneself by describing, narrating, inquiring, and developing arguments in target language, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts.

In this course, special emphasis is placed on learning culture through the use of authentic source materials and the integration of language skills. Therefore students will receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic language source materials.

### **Spanish 1 (9,10)**

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** This is a first year Spanish course where students will be introduced to basic phrases, vocabulary, and structure of Spanish. This course will enable students to understand, speak, read and write the Spanish language, while exploring the culture of the countries in which the language is spoken. Stress will be placed on student comprehension of the spoken language, as well as the recognition of authentic sights and sounds of Spanish culture. This course is offered to those students who have not taken a language previously, to those who are new to our district, or to those whose first language experience was unsuccessful.

### **Spanish 2 Regents (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Spanish 1

**Course Description:** As a continuation of Spanish 1, this course offers vocabulary enrichment, grammatical concepts and an increasing development of the basic skills needed to continue to Level 3, while exploring the culture of the countries in which the language is spoken. Students will be expected to actively participate and develop skills leading to the successful use of Spanish.

### **Spanish 2 Honors (9)**

Full Yr., 1 Cr.

**Prerequisite:** Overall Average of 90 or higher in Spanish 1.

**Course Description:** As a continuation of Spanish 1, this is the most rigorous Level 2 curriculum. All aspects of the curriculum will be expanded and enriched at an advanced level, while exploring the culture of the countries in which the language is spoken. Students will be expected to actively participate, use the language extensively, and function at a much higher level of proficiency.

### **Spanish 3 Regents (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Spanish 2

**Course Description:** As a continuation of Spanish 2, this course further develops communication skills, while exploring the culture of the countries in which the language is spoken. Students will be expected to actively participate and develop skills leading to the successful use of Spanish. A Comprehensive Exam will be taken at the end of this course.

### **Spanish 3 Honors (10)**

Full Yr., 1 Cr.

**Prerequisite:** Overall Average of 90 or higher in Spanish 2

**Course Description:** As a continuation of Spanish 2 Honors, this is the most rigorous Level 3 curriculum which expands and enriches at an advanced level, while exploring the culture of the countries in which the language is spoken. Students will be expected to actively participate, use the language extensively and function at a much higher level of proficiency. A Comprehensive Exam will be taken at the end of this course.

### **Spanish 4 Regents (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Spanish 3

**Course Description:** As a continuation of Spanish 3, this course further develops communication skills while exploring the culture of the countries in which the language is spoken. Students will be expected to actively participate and develop skills leading to the successful use of Spanish. They will engage in role-playing, reporting, interviewing and narrating. Reading and writing skills will be expanded.

### **Spanish 4 Honors (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Overall Average of 90 or higher in Spanish 3.

**Course Description:** In this course the students will continue their development of understanding the grammar, culture, geography, history and language of Spanish speaking countries through the use of the second language. The course is designed to improve communication skills and to provide a forum for the practical use of Spanish. Reading and listening comprehension will be developed through the use of many different sources. Students will engage in role-playing, reporting, interviewing and narrating. In addition, emphasis will be placed on the use of advanced intermediate and grammatical structures.



### **Spanish 5 College (12)**

Full Yr., 1Cr.

**Prerequisite:** Spanish 4 Regents/Honors

**Course Description:** Students will continue to explore and learn about the language and culture through the study of its people, their literature, art, history and customs and traditions. Students will learn about the most famous regions and cities and what makes each so unique and fascinating.

- Students will review and reinforce previously learned grammar and vocabulary and use them in practical speaking, reading and writing situations.
- Students will learn new and more advanced grammatical structures as well as additional vocabulary in context to further enhance and facilitate speaking, reading, listening and writing.
- Students will explore the respective countries as they are today. Students will learn about the government, economy and what defines national identity for each country. This will be accomplished by using various forms of media such as newscasts, newspapers, websites, movies, music, social media and pop culture.

In this course, students have the opportunity to earn 3 to 6 college credits through Adelphi University.



### **Advanced Placement Spanish (12)**

Full Yr., 1 Cr.

**Prerequisite:** Spanish 4 Honors

**Course Description:** The AP level is taught with the goal of training ALL students to take the Advanced Placement exam in May. Students have the opportunity to earn 3 to 6 college credits through Adelphi University.

AP Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college language course. Emphasizing the use of language for active communication, it encompasses auditory and oral skills, reading comprehension, grammar, as well as composition.

The course objectives are:

- understand language spoken by native speakers at a natural pace, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts;
- develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in the target language without dependence on a dictionary;
- express oneself by describing, narrating, inquiring, and developing arguments in target language, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts.

In this course, special emphasis is placed on learning culture through the use of authentic source materials and the integration of language skills. Therefore students will receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic language source materials.

### **Heritage Spanish 1 for Native Speakers (9,10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Department Chair Recommendation

**Course Description:** This course is designed for Spanish native and/or heritage speaking students who communicate effectively in their home/community language or have lived in a Spanish speaking country for an extended period of time and wish to develop their Spanish language proficiency/competency. Students will read and respond to literature and other writings representative of Spanish-speaking societies, while validating the linguistic and cultural experiences and knowledge they bring. The course will build upon that knowledge and experience by expanding oral and written abilities, improving reading skills, exploring issues related to identity and culture, and connecting with others in the hispanic community. Emphasis is placed on speaking, reading, listening, writing and presentational skills.

### **Heritage Spanish 2 for Native Speakers (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Heritage Spanish 1

**Course Description:** Heritage Spanish 2 is a continuation of Heritage Spanish 1. In Heritage Spanish 2, students will further explore the topics of identity, customs and celebrations, Hispanic culture, global citizenship, contemporary life, art, literature and further strengthen the mechanics and conventions of writing in Spanish. Students will explore these topics through music, cinema, poetry and other authentic materials. Discussion and journal writing will be the primary communicative focus, as well as the development of presentational skills and project work.

# American Sign Language

## **American Sign Language (ASL) Level 1 (11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Successful completion of three years in World Languages with priority given to students in grade 12.

**Course Description:** In this course students will learn basic, everyday vocabulary on a variety of topics. This course utilizes a student centered approach with an emphasis on communication. Students will also be introduced to cultural aspects of the deaf community and will incorporate these aspects into their communication. This course uses an active approach and follows a “no voice” policy to encourage the use of sign only.



## **American Sign Language (ASL) Level 2 (12)**

Full Yr., 1 Cr.

**Prerequisite:** Successful completion of ASL 1

**Course Description:** This course is an extension of ASL 1. Students will build on existing vocabulary and learn to use higher level language structures. A more in-depth analysis of cultural aspects will be discussed. As in ASL 1 a “no voice” policy will be followed. Students taking ASL 2 will have the opportunity to earn up to 6 credits from Stony Brook University.

# Special Education Program

## Resource Room

The Resource Room program is designed exclusively for students of average to above-average intellectual ability, enrolled in regular classes, who are not functioning up to their full capacity due to a disability. Placement in the Resource Room is determined by the Committee on Special Education. A thorough diagnostic evaluation is made prior to acceptance into this program. An Individualized Educational Plan (IEP) is written to ensure that goals and objectives for remediation are clearly defined and that the specific needs of each student in the program are understood by the staff. Remediation is provided in the deficit areas. Study skills and basic competencies in reading, writing and mathematics are developed and compensatory methods are taught. The growth of skills is monitored on a regular basis. Students are reviewed yearly by the Committee on Special Education (CSE) to determine continuing eligibility.

## Skills Classes

Students enrolled in Skills classes must be recommended through the Committee on Special Education. The curriculum of each course parallels the state's curriculum for that individual curriculum area. The program is designed strictly for students with special needs. Prior to acceptance into this program, a thorough diagnostic evaluation is completed. An Individual Educational Plan (IEP) is written to insure that specific needs, goals and objectives are attained. All students are monitored and reviewed each year by the school level Committee on Special Education (CSE).

## Sachem School District Policy of Non-Discrimination

The Sachem Central School District provides **equal employment opportunities** and does not discriminate on the basis of race, color, religion, ethnicity, national origin, age, marital status, disability, sexual orientation, sex, military status, genetic predisposition or carrier status, domestic violence victim status or any other basis prohibited by New York State law and/or federal non-discriminations laws in its programs and activities. The Sachem Central School District strives to maintain an environment free of discriminatory harassment on any of the above-noted grounds, including but not limited to sexual harassment and retaliation.

The Sachem Central School District provides **equal educational opportunities** and does not discriminate on the basis of actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender (sex) or weight or any other basis prohibited by New York State and/or federal non-discriminations laws in its programs and activities and strives to maintain an environment free of discriminatory harassment on the basis of any of these grounds, including but not limited to sexual harassment and retaliation.

This policy is in accordance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Age Discrimination in Employment Act of 1967, Section 503 and Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Amendments of 1974, Immigration Reform and Control Act of 1986, the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act, the Civil Rights Act of 1991, and New York State Human Rights Laws.

Inquiries regarding the District's non-discrimination policies should be directed to:

**Civil Right Compliance Officers  
Sachem Central School District  
District Office  
51 School Street  
Lake Ronkonkoma, NY 11779  
[OCRCComplianceOfficer@sachem.edu](mailto:OCRCComplianceOfficer@sachem.edu)**

For items related to **Special Education or Student 504 Accommodations** please contact:

Eric Neithardt (631) 471-1890 Ext. 1257  
Beth Caruana (631) 471-1890 Ext. 1216  
Eric Neithardt (631) 471-1890 Ext. 1219

For items related to **Students, Athletics, English Language Learners, Facilities, or other school building related issues** please contact:

Erin Hynes (631) 471-1345  
Patricia Trombetta (631) 471-1350  
Marie O'Doherty (631) 471-1348  
Danielle Moran (631) 471-1348

For items related to **Employee 504 Accommodations, Non-Discriminatory Policies, and other district related issues** please contact:

Kristin Capel-Eden (631) 471-1309  
Stacie Spatafora-Dicio (631) 471-1310

## **CDOS Credential**

No minimum credit requirement

No Regents exam requirement but students need to have access to regents coursework

Option 1

- A completed Career Plan
- Demonstrate achievement of the CDOS learning standards 1, 2, & 3a
- Successful completion of at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning)
- A completed employability profile

Option 2

Meet the requirements for one of the nationally recognized work readiness credentials including, but not limited to:

1. ACT Work Keys, ACT NCRC
2. SkillsUSA Career Essentials: Career-Ready Assessment
3. National Work Readiness Credential(NWRC)/ NWRC Assessments
4. Workforce Skills Certification System
5. Precision Exams 21st Century Success Skills (300)

Students exit school with the CDOS Credential as a stand-alone credential or in addition to a Regents or Local diploma.







Designed By: Amanda Tiberg - Communication Design