

SACHEM GUIDANCE  
HANDBOOK  
2020 - 2021

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Sachem Central School District

December 2019

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 December when students are given this Handbook and asked to make thoughtful decisions about their next year's schedule. 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 seven full periods of classes and a lunch period. Students in grade 12 are expected to have a post secondary ready schedule which should include challenging courses and college-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, and we have created an academic program to support that goal. Graduation requirements can be found on page 7 of this book. Remember: 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.

**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,



**Latisa Graham**  
Director of Guidance  
College & Career Counseling



**Louis Antonetti**  
Principal  
Sachem High School East



**Patricia Trombetta**  
Principal  
Sachem High School North

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# ACADEMIC PLANNING

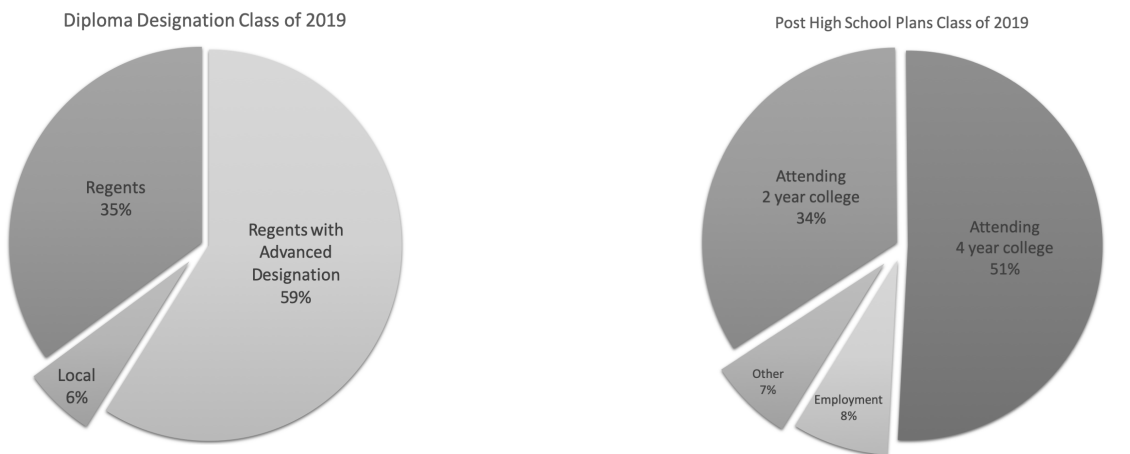
The Sachem Central School District provides students with the academic preparation needed to be college and career ready. Our academic program includes rigorous coursework, opportunities for students to explore areas of interest and the expectation that Sachem students will achieve a high level of academic excellence. We also expect most students to aspire to attend college and we offer challenging coursework to prepare students for success in college. 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 16.
3. Review policies, procedures and college planning information on pages 9-14.

The charts below illustrate the Post High School Plans and Diploma Designations for the combined Sachem North and East Class of 2019. 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	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
<b><u>MATHEMATICS</u></b>	
Calculus AB - Advanced Placement	12
Calculus BC - Advanced Placement	12
Statistics - Advanced Placement	10, 11, 12
Computer Science with Gaming Applications - Advanced Placement	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	10, 11, 12
United States History - Advanced Placement	11
World History - Advanced Placement	9,10
<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>	
Introduction to the Visual Arts	9, 10, 11, 12
Art History Advanced Placement	10, 11, 12
Art Foundations	12
Media Arts	9, 10, 11, 12
Studio in Art	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 <small>(see note #6)</small> <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
Languages Other than English (LOTE)	1 <sup>(**)</sup>
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	0.5
Electives	3.5
<b>Total</b>	<b>22</b>

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

#### 1.) Pathways

A student must either:

- complete all the [requirements for the CDOS Commencement Credential](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf>); or
- pass an additional math Regents examination in a different course or Department approved alternative; or
- pass an additional science Regents examination in a different course or Department approved alternative; or
- pass an additional social studies Regents examination in a different course or Department approved alternative; or
- pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- pass a Department approved pathway assessment in the Arts; or
- pass a Department approved pathway assessment in a Language Other than English (LOTE)

See [Multiple Pathways](http://www.nysed.gov/curriculum-instruction/multiple-pathways) (<http://www.nysed.gov/curriculum-instruction/multiple-pathways>).

See [Department Approved Alternative Examinations](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf) (<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>).

#### 2.) Appeals

Appeals are subject to local district approval.

See [Information on an Appeal to Graduate with a Lower Score on a Regents Examination](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/3-18appealfmincludingell-swdmarch2018.pdf)

(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/3-18appealfmincludingell-swdmarch2018.pdf>).

#### 3.) Special Endorsements

**Honors:** A student earns a computed average of at least 90 on the Regents examinations 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 examinations. The locally developed Checkpoint B LOTE examination 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 examinations and/or 3 science Regents examinations.

**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.

#### 4.) Languages Other than English (LOTE) Exempt Students

Students with a disability may be excused from the required units of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate. A LOTE exempt 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 LOTE 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. See [Superintendent Determination Option for Graduation with a Local Diploma](http://www.p12.nysed.gov/specialed/publications/superintendent-determination-option-august-2018.html) (<http://www.p12.nysed.gov/specialed/publications/superintendent-determination-option-august-2018.html>).

#### 6.) Social Studies Requirement for Students entering grade 9 prior to September 2016

All students first entering grade 9 in 1985 and thereafter but prior to September 2016, shall earn four units of credit in social studies. Such requirement shall include: one unit of credit in American history and one half unit of credit in *Participation in Government* and one half unit of credit in *Economics*.



### EXAMINATION 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	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 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 or above	1	55 <sup>*A</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 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 or above <sup>†</sup>
Math	1	65	1		1		1	55 <sup>*A</sup>		
Science	1	65	1		1		1	55 <sup>*A</sup>		
Social Studies	1	65	1		1		1	55 <sup>*A</sup>		
Pathway <i>(See note 1 on reverse side)</i>	1 or CDOS	65 if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55 <sup>*A</sup> if Regents Exam		
Compensatory Safety Net	<i>Non-Applicable</i>		<i>Non-Applicable</i>		<i>Non-Applicable</i>		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		<i>Non-Applicable</i>	

### REGENTS DIPLOMA with ADVANCED DESIGNATION

Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in multiple ways. Students seeking the Regents diploma with Advanced Designation may choose from the following assessment options:

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.
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) or complete the requirements for the CDOS Commencement Credential = 7 (+CDOS) or 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math <sup>‡</sup> , 2 science (1 life science, 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B Exam or a 5-unit sequence in the arts or CTE.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.

\* 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. See [Diploma Requirements Chart: Local diploma for Students with Disabilities](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=4) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=4>).

<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. See [Information Related to Graduation Requirements for Students with Disabilities](http://www.p12.nysed.gov/specialed/gradrequirements/home.html) (<http://www.p12.nysed.gov/specialed/gradrequirements/home.html>).

<sup>†</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. See [Diploma Requirements Chart: Local Diploma: English Language Learners Only](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=6) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=6>).

<sup>‡</sup>The 4<sup>th</sup> mathematics examination can be selected from the list of [Department Approved Alternative Examinations](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf) (<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>).

# 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.** Student 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 a 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 enables 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 institutions! 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 Seniors: College exploration and application process and financial aid information presented by the Guidance Office.
- October - **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 Sophomores and Juniors: College exploration process presented by the Guidance Office.
- April - **College Night** for Students and Parents, Grades 9 - 11. 200 colleges attend to share information with families.

## **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 Student 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)

# **SACHEM HIGH SCHOOL NORTH AND EAST**



## **2020-2021 DEPARTMENT COURSE DESCRIPTIONS**



# 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 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 Sequence

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 pass one entry level class, Studio in Art (1 cr.), Media Arts (1 cr.) or Advertising Design (1 cr.), Introduction to Visual Arts (1 cr.), and complete a total of five credits from the following list of courses:

### Art Courses to be applied towards:

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

ART			
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
	Advanced Placement Art History	Studio in Sculpture	Studio in Sculpture
	Introduction to the Visual Arts	Advanced Placement Art History	Advanced Placement Art and Design
	Media Arts	Introduction to the Visual Arts	Advanced Placement Art History
	Advanced Media and Digital Photography	Media Arts	Art Foundations
	Social Media Design & Advertising	Advanced Media and Digital Photography	Introduction to the Visual Arts
	Digital Painting	Social Media Design & Advertising	Media Arts
	Filmmaking	Digital Painting	Advanced Media and Digital Photography
	Game Design and Animation	Filmmaking	Social Media Design & Advertising
		Game Design and Animation	Digital Painting
		Communication Design: Advertising Level I	Filmmaking
			Game Design and Animation
			Communication Design: Advertising Level I
			Communication Design: Advertising Level II

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

### **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. Some projects may involve the use of materials not mentioned above.

**Homework:** Sketchbook assignments may be given; the majority of the project work will be done in class.

**Summer Assignment:** None

**Assessments:** Studio In Art is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

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

Full Yr., 1 Cr.

**Prerequisite:** Studio In Art, Media Arts, 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. The painting sections of the course will focus on the pallet, mixing colors and utilizing various painting techniques. Project work will include a variety of subjects and will encourage exploration. 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. Additional materials may be included.

**Homework:** Sketchbook assignments may be given; the majority of the project work will be done in class.

**Summer Assignment:** None

**Assessments:** Drawing and Painting I is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

### **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.. Materials include: all of the materials that were used in Painting and Drawing I.

**Homework:** Outside of class assignments and sketchbook assignments may be given; the majority of the project work will be done in class. Students will be expected to keep a drawing pad for home assignments.

**Summer Assignment:** None

**Assessments:** Drawing and Painting II is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

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

Semester, 1/2 Cr.

Three-dimensional Sculpture

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

**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.

**Homework:** Sketchbook and project research assignments may be given; the majority of the project work will be done in class.

**Summer Assignment:** None

**Assessments:** Students will be given the option to take the AP Studio in Art 3-D Design exam at the end of this course.

### **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 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.

**Homework:** Students will be given sketchbook assignments and occasional extended homework challenges.

**Summer Assignment:** Students are encouraged to keep a sketchbook and utilize it as an art journal where they sketch, reflect, and begin to develop their own creative process

**Assessments:** Advanced Placement Art Studio is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development. 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 (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.

**Homework:** Homework assignments will reinforce topics that were covered in class and are usually fun games on the computer shared through Google classroom.

**Summer Assignment:** There will be a list of images, museums, and reading materials that will be suggested in order for students to gain prior knowledge and insight into the various works of art.

**Assessments:** Assessments will be in the form of project work, class participation, written work, and exams.

### **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.

**Homework:** Outside of class assignments may be given; the majority of the project work will be done in class.

**Summer Assignment:** None

**Assessments:** Studio In Art is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

### **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 in Graphic Design & Advertising. 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. Students who take this class will benefit from all the knowledge, experience, technology and materials of Media Arts and Studio in Art, but in a faster paced, condensed setting. After the completion of this course, not only will students have a well-rounded foundation of fine art skills and computer skills, they will be able to successfully advance to the art department's more challenging courses with a solid background no matter the course.

**Homework:** Outside of class assignments may be given; the majority of the project work will be done in class. Additional references and resources may also be required of students outside of the classroom.

**Summer Assignment:** None

**Assessments:** Advertising Design is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

### **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. The first half of the course is devoted to still image digital work and the second half of the course will explore the creative aspects of digital video. 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.

**Homework:** Outside of class assignments may be given; the majority of the project work will be done in class.

**Summer Assignment:** None

**Assessments:** Media Arts is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

### **Advanced Media and Digital Photography (10, 11, 12)**

Semester 1/2 Cr.

**Prerequisite:** Media Arts, Introduction To The Visual Arts or Advertising Design

**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. Advanced Media and Digital Photography will provide students with a variety of creative and challenging art projects focusing on advanced techniques in digital art and design practice. Building on experiences learned in Media Arts and/or Advertising Design students will continue to develop quality work enhancing their portfolios in preparation for college and career readiness. Many students taking Advanced Media and Digital Photography will also take other advanced art classes, providing them with a five-course Visual Arts sequence. Students who are on track to take AP Art Studio are encouraged to take advanced digital courses to aid in the development of the digital arts portion of their portfolios. The artwork produced in Advanced Media and Digital Photography will be suitable for portfolio review by the College Board Advanced Placement Program, examiners of college entrance portfolios, and/or potential employers.

**Homework:** Outside of class assignments may be given; the majority of the project work will be done in class. Additional references and resources may also be required of students outside of the classroom.

**Summer Assignment:** None

**Assessments:** Advanced Media and Digital Photography is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

### **Social Media Design & Advertising (10, 11, 12)**

Semester 1/2 Cr.

**Prerequisite:** Introduction to the Visual Arts, Media Arts or Advertising Design

**Course Description:** **This course does not satisfy the Art requirement for graduation.** This course is an advanced level computer graphics course that will build on the knowledge and skills learned in Media Arts using the Elements and Principles of Design. App design is one of the fastest-growing job sectors in America. Students will design for social media, implementing their photography and graphic design skills to enhance their social media presence, along with traditional ad layout and design. Students will be given the skills to create a competitive design portfolio that will help with acceptance into competitive art and design degree programs.

**Homework:** Outside of class assignments may be given; the majority of the project work will be done in class.

**Summer Assignment:** None

**Assessments:** Social Media Design & Advertising is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

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

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

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

**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.

**Homework:** Outside of class assignments may be given; the majority of the project work will be done in class.

Additional references and resources may also be required of students outside of the classroom.

**Summer Assignment:** None

**Assessments:** Performance based assessment.

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

Semester, 1/2 Cr.

**Prerequisite:** Media Arts, Introduction to the Visual Arts, or Advertising Design.

**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. This course addresses fundamental issues as well as the more challenging practice of video by artists working in this medium. Building on experiences learned in Media Arts and/or Advertising Design students will continue to develop quality work enhancing their portfolios in preparation for college and career readiness. Many students taking Filmmaking will also take other advanced art classes providing them with a five course Visual Arts sequence. Students who are on track to take AP Art Studio are encouraged to take advanced digital courses to aid in the development of the digital arts portion of their portfolios. The artwork produced in Filmmaking will be suitable for portfolio review by the College Board Advanced Placement Program, examiners of college entrance portfolios, and/or potential employers.

**Homework:** Outside of class assignments may be given; the majority of the project work will be done in class.

Additional references and resources may also be required of students outside of the classroom.

**Summer Assignment:** None

**Assessments:** Filmmaking is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

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

Full Yr., 1 Cr.

**Prerequisite:** Media Arts, Introduction To The Visual Arts, or Advertising Design

**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.

**Homework:** Outside of class assignments may be given; the majority of the project work will be done in class.

**Summer Assignment:** None

**Assessments:** Game Design and Animation is a project-based course, therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

### **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 course 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.

**Homework:** Outside of class assignments may be given; the majority of the project work will be done in class.

**Summer Assignment:** None

**Assessments:** Communication Design is a project based course therefore assessments are authentic. Authentic assessment is achieved in the form of critique and portfolio development.

# Career & Technical Education

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.

### **Career Training Five Credit Sequences:**

Successful completion of two years in 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.**

<p><b><u>Career Training Programs Offered at Sachem</u></b></p> <p><b><u>Accounting/Law</u></b>  <b><u>Required Courses</u></b></p> <ul style="list-style-type: none"> <li>• College Accounting</li> <li>• Business Law</li> <li>• Career &amp; Financial Management</li> </ul> <p><b>Select two or more of the following courses:</b></p> <ul style="list-style-type: none"> <li>• College Marketing &amp; Advertising</li> <li>• International Business</li> <li>• Sports &amp; Entertainment Management</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Select the following course:</b></p> <ul style="list-style-type: none"> <li>• Virtual Enterprises 1 &amp; 2</li> </ul> <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>  <b><u>Cosmetology</u></b></p> <ul style="list-style-type: none"> <li>• Cosmetology 1</li> <li>• Cosmetology 2</li> </ul> <p><b><u>Human Services</u></b></p> <ul style="list-style-type: none"> <li>• Human Development</li> <li>• Teenage Lifestyles, Culture &amp; Service</li> <li>• Child Development 1</li> <li>• Child Development 2</li> <li>• Early Childhood Education Internship</li> <li>• College Level Business Class</li> </ul> <p><b><u>Hospitality</u></b></p> <ul style="list-style-type: none"> <li>• Culinary Arts 1</li> <li>• American Cooking</li> <li>• World Cooking</li> <li>• Cooking Up Food Trends</li> <li>• Baking and Pastry</li> <li>• Hospitality Today</li> <li>• Business</li> </ul>	<p><b><u>Career Training Programs Offered at BOCES</u></b></p> <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 Imaging 1, 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 - (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>
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# Business Program

## Did you know?

- “Business” is the largest major in college—21% of all students major in Business
- There is a high demand for keyboarding and computer application skills to compete for both technical and non-technical jobs
- Office occupations makeup 39% of all jobs

## Employability skills needed for our students to succeed in the global business and work world:

Integration of Microsoft Office applications in creation of business communications and presentations

Understanding the Global Workplace

Information Processing using business network applications

Personal Financial Literacy

Management/Leadership Skills

Marketing and Selling Skills

Customer Service Skills

\*Courses will be offered based on sufficient student enrollment

## The Five-Credit Business Sequence

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	College Accounting	College Accounting
	Sports & Entertainment Management	College Marketing & Advertising	College Marketing & Advertising
	Wall Street: Investments	Intro. to College 101	Virtual Enterprises I
	Social Media Marketing	Virtual Enterprises I	Virtual Enterprises II
	Retail & Fashion Management	International Business	International Business
	Internship	Sports & Entertainment Management	Sports & Entertainment Management
	On The Job Work Experience	Business Law	Business Law
		Wall Street: Investments	Wall Street: Investments
		Social Media Marketing	Social Media Marketing
		Retail & Fashion Management	Retail & Fashion Management
		Internship	Internship
		Hospitality & Tourism	Hospitality & Tourism
		Office Work Experience	Office Work Experience
		On The Job Work Experience	On The Job Work Experience



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

Alternating and Semester, 1/2 Cr.

**Prerequisite:** None

**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 78 of this handbook for all Sachem CTE Programs.**

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), and daily student participation. There will be a departmental final exam at the conclusion of this course.

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

Full Yr., 1 Cr.

**Prerequisite:** None

**Course Description:** Planning on majoring in accounting, management, marketing, finance or any other business area in college? Do you have an entrepreneurial spirit and want to own your own business? Then this class is for you. Build your foundation now with this college-level accounting course designed for the motivated student.

Accounting is a necessary course when building a successful career path. Students will be engaged in managing accounting records for various companies through the use of Quickbooks Accounting Software.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), and daily student participation. There will be a departmental final exam at the conclusion of this course. **College Credit: *Students can opt to enroll in this course for college credit through State University of New York at Farmingdale's College in the High School Program or St. Joseph's College. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.***

\*CTE Approved Program-See Page 22 for more information

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

Semester, 1/2 Cr.

**Prerequisite:** None

**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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), and daily student participation. There will be a departmental final exam at the conclusion of this course. **College Credit: *Students can opt to enroll in this course for college credit through State University of New York at Farmingdale's College in the High School Program or St. Joseph's College. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.***

\*CTE Approved Program-See Page 22 for more information

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

Alternating and Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** Life after high school has become increasingly competitive and our mission is to ensure that Sachem students are fully prepared – Are **you** ready? 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. Intro to College 101 is designed to prepare students to become college and career ready. 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. Students will also learn about campus life and extracurricular activities. This course is strongly recommended for sophomores and juniors.

**Homework:** As assigned by classroom teacher.

**Summer Assignment:** It is recommended that you visit a local college/university.

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), and daily student participation. There will be an electronic portfolio required for completion of this course.

### Virtual Enterprises I (11, 12)

Full Yr., 1 Cr.

**Prerequisite:** None

**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. Student 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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), operation of an internet based business and daily student participation. There will be a departmental baseline and final exams for this course.

**College Credit:** **Students can opt to enroll in this course for college credit through State University of New York at Farmingdale’s University in the High School Program. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.**

\*CTE Approved Program-See Page 22 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. Student 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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), operation of an internet based business and daily student participation. There will be a departmental baseline and final exams for this course.

**College Credit:** **Students can opt to enroll in this course for college credit through State University of New York at Farmingdale’s University in the High School Program. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.**

\*CTE Approved Program-See Page 22 for more information

### International Business (11, 12)

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** The 21<sup>st</sup> century workplace is global and greatly affected by political and economic events that take place outside of the United States. Discover how international businesses create business plans, market products and services, and distribute them across the world. Learn how an international business is organized and managed, as well as the opportunities for becoming a global entrepreneur. Students will be introduced to case study analysis and formal business communications on the collegiate level.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), and daily student participation. There will be a departmental final exam at the conclusion of this course. **College Credit: *Students can opt to enroll in this course for college credit through State University of New York at Farmingdale's College in the High School Program. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.***

\*CTE Approved Program-See Page 22 for more information

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

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** Imagine yourself managing a professional sports team, producing a movie, or managing your favorite recording artist. Would you like to be responsible for running Madison Square Garden or Yankee Stadium? Learn how teams and recording artists are managed within today's dynamic business world. Students will analyze the various teams and leagues in the metropolitan area and apply this knowledge to assist the management of our school's teams and programs. Students will also analyze management of various entertainment businesses and apply this knowledge to assist the management of our school's events. Human resources, ethics, and social responsibility, as well as human, public, and media relations will be studied within the global context of the sports and entertainment industries. Interactive team projects, guest speakers, and field trips will enhance the classroom experience.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), and daily student participation. There will be a departmental final exam at the conclusion of this course. **College Credit: *Students can opt to enroll in this course for college credit through State University of New York at Farmingdale's College in the High School Program. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.***

\*CTE Approved Program-See Page 22 for more information

### Business Law (11,12)

Full Year, 1 Cr.

**Prerequisite:** None

**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. It is beneficial for students who will attend college and pursue a career in law, business administration, or accounting

**Homework:** As assigned by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), and daily student participation. There will be a departmental final exam at the conclusion of this course.

**College Credit: *Students can opt to enroll in this course for college credit through State University of New York at Farmingdale's College in the High School Program or St. Joseph's College. Successful completion of the course requirements and tuition payment will result in the student earning 3 college credits.***

\*CTE Approved Program-See Page 22 for more information

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

Semester, 1/2 Cr.

**Prerequisite:** None

**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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), and daily student participation. There will be a departmental final exam at the conclusion of this course.

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

Semester, 1/2 Cr.

**Prerequisite:** None

**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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams or quizzes, projects (group and individual), presentations (group and individual), and daily student participation. There will be a final exam for this course.

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

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** Have you ever passed by a window display in the mall and had to go in and check out the merchandise? What is it that entices the customer to come into the store and shop? How do these stores know what merchandise will attract customers? 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. This course will also reflect on visual merchandising 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 their 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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams, projects (group and individual), presentations (group and individual), and daily student participation. There will be a departmental final exam at the conclusion of this course.

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

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

Outside of School Day 1/2 or 1 Cr.

**Prerequisite:** None

**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. Student 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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** Completion of hours as defined.

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

Semester, 1/2 Cr.

**Prerequisite:** None

**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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** There will be multiple assessments for students in this course. Assessments may include unit exams or quizzes, projects (group and individual), presentations (group and individual), and daily student participation. There will be a final exam for this course.

**College Credit:** Students can opt to enroll in this course for college credit through St. Joseph’s College. 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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** Satisfactory supervisor evaluation and attendance are essential in earning credit for this course.

### **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.

**Homework:** Assigned as needed by the classroom teacher.

**Summer Assignment:** None

**Assessments:** Completion of hours as defined.

# 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 Sequence

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.
Fashion, Sewing and Textiles	1/2 Cr.
Child Development	1/2 Cr.
Housing & Interior Design	1/2 Cr.

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

## Family and Consumer Sciences Courses

FAMILY AND CONSUMER SCIENCES			
Grade 9	Grade 10	Grade 11	Grade 12
Child Development I	Child Development I	Child Development I	Child Development I
Personal Wellness	Personal Wellness	Early Childhood Education Internship I & II	Child Development II
Culinary Arts	Culinary Arts	Personal Wellness	Early Childhood Education Internship I & II
American Cooking	American Cooking	Culinary Arts	Personal Wellness
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.

**Prerequisite:** None**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.**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Student projects, worksheets, exams.**\*College Credit: Optional 3 college credits will be offered to 10th, 11th and 12th graders ONLY upon payment to Adelphi University.****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 may also select the teacher and grade level they wish to work with. Students spend the final period of the high school day at their assigned school, except on Mondays, when they attend a seminar class eighth period at their high school. A minimum of three hours per week must be spent in the elementary/middle school setting. Transportation is not provided. 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. **Assessments:** weekly journals, attendance at weekly seminars, attendance in elementary/middle school placement, writing and teaching lesson plans, projects and teacher evaluations.**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Portfolio including lesson plans and activities, attendance, cooperating teacher evaluation, attendance at weekly seminars.**Early Childhood Education Internship I & II (11,12)**

Full Yr., 2 Credits

**Prerequisite:** Child Development 1 recommended**Course Description:** In this course, students will have the opportunity to learn about young children by participating in a preschool classroom. Students will spend two periods each day at a preschool in the Sachem district working with four year old children. Transportation is provided. Students will learn about the growth, development and guidance of young children and will observe, prepare and instruct small group learning activities and whole class lessons. This course is a must for those who are planning a career in early childhood education.**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Student projects, worksheets, exams.**Personal Wellness (9,10,11,12)**

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

**Prerequisite:** None

Growing up and becoming your best self. What are my strengths or areas I need to work on? Study your personal development, relationships with others and various contemporary issues that have an affect on your decisions and future. Students will become personally aware of strengths and interests and develop their skill set in helping different populations or social causes such as the mentally ill, homeless, veterans, animal shelters, food deprived families, LGBTQ communities and others. Explore careers in Human Services and helping others so that you can make a difference. Students will take an active role in service learning projects in an area of their choice. The subject matter will directly relate to teens.

**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Class projects, exams.

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

Semester, 1/2 Cr.

**Prerequisite:** None

**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.

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

**Summer Assignment:** None

**Assessments:** Weekly Food Labs, Projects, Costing Out Recipes, Assignments, Exams.

**\*\*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 such as Tex-Mex, Pacific Rim and New England cuisine. 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.

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

**Summer Assignment:** None

**Assessments:** Weekly Food Labs, Projects, Costing Out Recipes, Assignments, Exams.

**\*\*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 1 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. The significance and function of food in these diverse societies will be discussed and explored. This course is part of the career pathway of Food Service.

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

**Summer Assignment:** None

**Assessments:** Weekly Food Labs, Projects, Costing Out Recipes, Assignments, Exams

**\*\*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.

**Prerequisite:** None

**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.

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

**Summer Assignment:** None

**Assessments:** Weekly Food Labs, Projects, Costing Out Recipes, Assignments, Exams.



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

Semester, 1/2 Cr.

**Prerequisite:** None

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!

**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Weekly Food Labs, Projects, Costing Out Recipes, Assignments, Exams.**Housing & Interior Design (9, 10, 11, 12)**

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

**Prerequisite:** None**All 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. Swatch boards and a comprehensive full-house design final project will also be completed in class. 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.**Summer Assignment:** None**Assessments:** Student projects, worksheets, exams.**Fashion, Sewing and Textiles (9, 10, 11, 12)**

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

**Prerequisite:** None**All 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.

**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Student projects, worksheets, exams.**DIY Design (9,10,11,12)**

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

**Prerequisite:** None

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. If you are crafty, innovative and love to DIY design, then this is a course for you. This course is a part of the career pathway of Design.

**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Student projects, worksheets, exams.

**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 Program-See Page 22 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 Program-See Page 22 for more information

# Technology Education Program

## Engineering and Technology

We live in a society that increasingly depends upon technology. Citizens 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. Technology courses teach far more than the ability to use technological tools. Technologically literate citizens employ systems-oriented thinking as they interact with the technological world, cognizant of how such interaction affects individuals, our society, and the environment.

Technological studies involve:

- Designing, developing, and utilizing technological systems
- Open-ended, problem-based design activities
- Cognitive, manipulative, and effective learning strategies
- Applying technological knowledge and processes to real world experiences using up-to-date resources
- Working individually as well as in a team to solve problems

<b>TECHNOLOGY</b>			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Audio Systems	Architectural Design	Architectural Design	Architectural Design
Advanced Audio Systems	3D Printing/Computer Aided Drawing	3D Printing/Computer Aided Drawing	3D Printing/Computer Aided Drawing
Pre-Engineering (Rocket and Aircraft Design)	Audio Systems	Audio Systems	Audio Systems
Construction	Advanced Audio Systems	Advanced Audio Systems	Advanced Audio Systems
Design and Drawing for Production I	Pre-Engineering (Rocket and Aircraft Design)	Pre-Engineering (Rocket and Aircraft Design)	Pre-Engineering (Rocket and Aircraft Design)
Design and Drawing for Production II	Construction	Construction	Construction
Professional Photography and Video	Design and Drawing for Production	Intro to Set Design	Intro to Set Design
Professional Photography and Video-Advanced	Design and Drawing for Production II	Design and Drawing for Production I	Advanced Set Design
Electricity/Electronics	Professional Photography and Video	Design and Drawing for Production II	Design and Drawing for Production
Welding & Metalworking	Professional Photography and Video-Advanced	Professional Photography and Video	Design and Drawing for Production II
Robotics	Electricity/Electronics	Professional Photography and Video-Advanced	Professional Photography and Video
Woodworking	Welding & Metalworking	Electricity/Electronics	Professional Photography and Video-Advanced
Pre-Engineering	Robotics	Welding & Metalworking	Electricity/Electronics
	Trade Electricity and Plumbing	Robotics	Welding & Metalworking
	Engineering Technology		Robotics
	Woodworking	Trade Electricity and Plumbing	Trade Electricity and Plumbing
	Pre-Engineering	Engineering Technology	Engineering Technology
		Woodworking	Woodworking
		Carpentry/Construction I	Carpentry/Construction I
			Carpentry/Construction II
		Computer Repair Technician I	Computer Repair Technician I
		Pre-Engineering	Computer Repair Technician II
			Pre-Engineering

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

### **Architectural Design (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.

**Homework:** Activity based course. All work done in the lab.

**Summer Assignment:** None

**Assessments:** Rubric of Skills/Competencies.

### **3 D Printing/Computer Aided Drawing (10,11, 12)**

Semester, 1/2 Cr.

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

**Course Description:** This class centers around the cutting edge technology of 3D printing. Students will use AutoCAD and Inventor to design and draw products and objects that can be printed using state-of-the-art 3D printers. Students, as individuals as well as in teams, 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.

**Homework:** Activity based course. All work done in the lab.

**Summer Assignment:** None

**Assessments:** Rubric of Skills/Competencies.

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

Semester, 1/2 Cr.

**Prerequisite:** None

**Course Description:** This is a hands-on STEM course involving the design and construction of audio systems. 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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Local exams and project based assessments.

### **Advanced Audio Systems (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. Student 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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Local exams and project based assessments.

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

Semester, 1/2 Cr.

**Prerequisite:** None

**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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Local exams and project based assessments.

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

Semester, 1/2 Cr.

**Prerequisite:** None

**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 rock. 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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Local exams and project based assessments.

**Intro to Set Design (11, 12)**

Alt.1/2 Cr.

**Prerequisite:** None

**Course Description:** This class introduces students to set design and construction. The focus of the class is on the design requirements of multiple scene settings for musicals, comedies, and dance. Students will explore theory of set design as they construct the sets for two school plays. The course will also introduce students to techniques of lighting, audio, and control booth operation.

**Homework: None.** All work done in the lab.

**Summer Assignment:** None

**Assessments:** Rubric of Skills/Competencies.

**Advanced Set Design (12)**

Alt.1/2 Cr.

**Prerequisite:** Intro to Set Design

**Course Description:** This class is for students who have successfully completed the intro class. Students in the advanced class will take on lead roles in set design and theater operations. Students will continue to explore theory and expand .

**Homework: None.** All work done in the lab.

**Summer Assignment:** None

**Assessments:** Rubric of Skills/Competencies.

**Design and Drawing for Production I (9, 10, 11, 12)**

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

**Prerequisite:** None

**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. It will provide the student with hands-on experience in mechanical drawing and drafting. 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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Assessment of project based assignments.

**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, and sectional 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.**Homework:** None**Summer Assignment:** None**Assessments:** Assessment of project based assessments.**Professional Photography and Video (9, 10, 11, 12)**

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

**Prerequisite:** None**Course Description:** This is a course designed to expose students to the various components that make up the rapidly growing field of digital graphics. Emphasis will be placed on the exchange of ideas in a clear and concise manner using the technology which allows for communication. Among other topics, students will be exposed to digital photography, silk screening, logo design, Photoshop and digital video production. Projects will concentrate on the importance of visual images, the impact of sound, and the organization of ideas.**Homework:** None**Summer Assignment:** None**Assessments:** Hands on projects including photo portfolios, short films, logo designs and presentation of ideas.**Professional Photography and Video-Advanced(9, 10,11,12)** Semester, 1/2 Cr., Full Yr., Alternate Days, 1/2 Cr.**Prerequisite:** Professional Photography and Video**Course Description:** This course is designed to allow students an opportunity to expand upon the skills acquired in Professional Photography and Video. Students will be encouraged to express their ideas with hands on projects employing different forms of digital technology. The course will be structured around digital photography, the production of short films, sound production, and poster design. Students will be encouraged to pursue areas of study they are interested in. Projects will be more detailed and will require the attention of dedicated individuals. There will be a strong emphasis upon the execution and presentation of work that meets professional standards which will help in preparing students for pursuing digital graphics technology careers in the future.**Homework:** None**Summer Assignment:** None**Assessments:** Hands-on projects including photo portfolios, short films, logo designs and presentation of ideas.**Electricity/Electronics (9, 10, 11, 12)**

Semester, 1/2 Cr.

**Prerequisite:** None**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.**Homework:** None**Summer Assignment:** None**Assessments:** Chapter tests, assessing hands-on projects. and activities utilizing rubrics.**Welding & Metalworking (9, 10, 11, 12)**

Semester, 1/2 Cr.

**Prerequisite:** None**Course Description:** Students will fabricate various projects using metals, woods, and plastics. This course allows students to work with a wide variety of tools and machines creating multiple projects. Students will learn metalworking skills such as: sheet metal work, oxy acetylene brazing, ARC welding, and MIG and TIG welding. Students will also be exposed to basic woodworking as well as other materials processes.**Homework:** None**Summer Assignment:** None**Assessments:** Local exams and project based assessments.

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

Semester, 1/2 Cr.

**Prerequisite:** None

**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 Sachem 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.

**Homework:** Activity based course. All work done in lab

**Summer Assignment:** None

**Assessments:** Rubric of skills/competencies.

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

Full Yr., 1 Cr.

**Prerequisite:** None

**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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Various test assessments such as chart test, ohms and Power formulas, and NEC code questions. Hands on projects and activities are used as assessments.

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

Semester, 1/2 Cr.

**Prerequisite:** None

**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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Engineering portfolio, Community-based engineering proposal.

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

Full Yr. 1 Cr.

**Prerequisite:** None

**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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Local exams and project based assessments. There is a final capstone project that requires all mastered skills to be utilized.

# Career Training Programs-Technology

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

Full Yr., 3 Periods, 3 Credits

**Prerequisite:** None

**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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Local exams and project based assessments.

## **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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** Local exams and project based assessments.

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

Full Yr., 3 Periods, 3 Credits

**Prerequisite:** None

**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.

**Homework:** None, all in-class lab work.

**Summer Assignment:** None

**Assessments:** Local exams and project based assessments.



**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.**Homework:** None, all in-class lab work**Summer Assignment:** None**Assessments:** Local exams and project based assessments.**Pre-Engineering (9,10,11,12 Sequence)**

3 Credits

**Prerequisite:** None**Course Description:** Students who choose to be part of the Pre-Engineering program may enter the program at any time during their high school career. However it is highly recommended that interested students start as early as possible to ensure that they are on the correct path to complete the sequence upon graduation. The Pre-Engineering sequence is a multiple credit pathway that prepares students for further study in the various fields of engineering. Students are required to take Design and Drawing for Production I & II, Engineering Technology, one credit of 'systems' courses, two additional credits of Technology electives. Students will also meet with a pre-engineering advisor on a quarterly basis throughout the program.**Homework:** Per course**Summer Assignment:** Per course**Assessments:** Per course, Engineering portfolio.

# 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.

<b>ENGLISH</b>			
<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
English 9 Honors	English Regents Skills	English Regents Skills	English Regents Skills
English 9 Regents	English Regents ENL	English Regents ENL	English Regents ENL
Academic Literacy I	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)
		Academic Literacy III	Academic Literacy IV
	<b>GRADE 10 Electives</b>	<b>Grade 11 Electives</b>	<b>Grade 12 Electives</b>
	World Theatre	Broadcast Journalism	Broadcast Journalism
	Film Studies	Creative Writing College Level	Creative Writing College Level
		Journalism	Journalism
		World Theatre	World Theatre
		Oral Communications/Drama	Oral Communications/Drama
		Film Studies	Film Studies

**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. 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. 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.

**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 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. Frequent writing experiences are included, for writing skills are needed throughout the entire program in high school. The disciplines of organization are stressed, since students need to work on organization of thoughts as well as augmentation of skills. Grammar skills are taught on an individual level through the use of the students' own writings, as well as through classroom experience. SAT vocabulary will be covered as will vocabulary from the literature and practice with literary terminology. Students will continue to build upon the research skills learned in formative courses as well.

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

**Summer Assignments:** 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.

**Assessments:** Beyond mid-term and final examinations, student assessments will include, but not be limited to, multiple essay formats, unit tests, quizzes, multimedia projects, research components, oral presentations, independent reading, and daily participation.

### **Academic Literacy I (9th grade)**

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.

**Homework:** It is expected that most assignments will be completed within the time-frame of the class; however, homework is 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 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. Students will also begin to write using their own specific style and voice through various creative assignments. There is also a strong emphasis on skills related to the New York State Comprehensive Regents Exam to be taken in 11<sup>th</sup> grade. In addition, students will have continued and enhanced exposure to SAT based instruction.

**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 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.

**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.

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

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.

**Homework:** It is expected that most assignments will be completed within the time-frame of the class; however, homework is 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 Program - Juniors and Seniors

All eleventh and twelfth grade students will take a full-year course in English which will include the study of vocabulary, literature, experiences in writing, giving speeches, and composing a research paper. There are three levels of courses: English 11 Advanced Placement, English 11 Honors, English 11; and English 12 Advanced Placement, English 12 Honors and English 12 Regents. Each of these full year courses are designed to increase students' skills in the above areas. There are other courses the department offers to eleventh and twelfth graders: Composition for College-Bound, Oral Communication, Creative Writing, Journalism, and Broadcasting/Electronic Journalism, and Film Studies. Finally, there are Academic Literacy workshops in reading and writing designed especially for students who need to improve in these skills. Students who have performed inadequately on the ELA exam, or other standardized tests, will be placed in Academic Literacy.

## **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.

**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:** In addition to a final portfolio of student writing, student assessments will include, but not be limited to, multiple essay formats, unit tests, quizzes, multimedia projects, research components, oral presentations, independent reading, and daily participation. The NYS Regents Common Core Exam is given during the junior year and students must pass the state assessments

## **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. Opportunities will be provided for each student to explore, in depth, both American and World literature. This course is intended to be a continuation of the Honors program from the tenth grade. Students who have developed a love of reading and passion for writing should take this course.

**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:** In addition to a final portfolio of student writing, student assessments will include, but not be limited to, multiple essay formats, unit tests, quizzes, multimedia projects, research components, oral presentations, independent reading, and daily participation. The NYS Regents Common Core Exam is given during the junior year and students must pass the state assessment.

### **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.

**Homework:** It is expected that AP students will be engaged in a great deal of outside reading and writing as well as research and vocabulary study. Outside group work will also be required at certain times throughout the year.

**Summer Assignment:** Summer reading of one major literary work is required. Title will be announced by the teacher. This course requires the completion of a summer assignment which will be handed out in June and will be collected during the first week of school in September.

**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. Students are expected to take the College Board AP exam which is administered in May. The NYS Common Core Regents Exam is given during the junior year and students must pass this State Assessment.

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

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.

**Homework:** It is expected that most assignments will be completed within the time-frame of the class; however, homework is 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. Students must earn a passing score on the New York State Common Core Regents Examination.

### **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.

**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 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.

**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 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.

**Homework:** Homework expectations come in the form of one-page written responses one to two times weekly, reading, discussion preparation, and individual and group research.

**Summer Assignment:** Completion of a summer assignment (typically, a full-length fiction or non-fiction work) is expected as per department policy.

**Assessments:** Assessments will take the form of AP level multiple choice tests, literary and language critical analysis, creative writing assignments, and AP style essays.

### Academic Literacy IV (12th Grade)

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.

**Homework:** It is expected that most assignments will be completed within the time-frame of the class; however, homework is 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. New York State Common Core Regents Examination.



### **Broadcast Journalism (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.

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

**Summer Assignment:** There are no specific summer assignments for this course.

**Assessments:** Weekly news stories and the development of on-air segments. Participation in a weekly radio show.

### **Creative Writing (11, 12) College Level**

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. You will learn many skills associated with writing, such as work and time management techniques that will help you long after you graduate. And, if you choose, you can enter your writing pieces into various contests to be in the running for awards and scholarships.

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

**Summer Assignment:** There are no specific summer assignments for this course.

**Assessments:** Students will write a wide range of assignments and exercises designed to stimulate the imagination and to hone writing skills. Nathaniel Hawthorne once said, “Easy reading is damn hard writing.” Therefore, expect to work hard and more importantly have fun. Students will maintain a writing portfolio.

### **Journalism (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 or even photography, this is the class for you.

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

**Summer Assignment:** None

**Assessments:** Students will be expected to submit articles at regular intervals and will maintain a writing portfolio.

### **World Theatre (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.

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

**Summer Assignment:** None

**Assessments:** Students will complete a wide range of assignments and exercises designed to stimulate the imagination including oral interpretations, dramatic dialogues, and ensemble performances along with employing traditional classroom assessments.

**Oral Communications/Drama (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 settings.**Homework:** Homework is to be completed as assigned.**Summer Assignment:** There are no specific summer assignments for this course.**Assessments:** Students will be asked to speak in front of their peers on a range of topics. How-to demonstrations, oral interpretations, dramatic dialogues, interviews and persuasive presentations will be assigned.**Film Studies (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.**Homework:** Homework will consist of reading film tutorials and criticisms, and preparing individual and collaborative critiques for class discussion.**Summer Assignment:** None**Assessments:** Students will individually and collaboratively create criticisms of various films viewed both in and out of class which will be presented in both oral and written form. Interactive web based research assignments, creative attempts at screenwriting, and class participation will all serve as assessments as well.

# 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
	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 (10, 11, 12)

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)**

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.

## Sachem's Mathematics Core Requirement: 3 Years

**Students must take the Algebra I Common Core Regents exam. Please see page 11 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 1 Regents	Algebra 1 Regents	Geometry Regents	Geometry Regents
Geometry Honors	Geometry Regents	Geometry Regents Extended	Geometry Regents Extended
	Geometry Regents Extended	Geometry Skills	Geometry Skills
	Geometry Skills	Advanced Mathematics	Advanced Mathematics
	Algebra II Honors	Algebra II Regents	Algebra II Regents
	Advanced Placement Statistics	Algebra II Regents Extended	Algebra II Regents Extended
		Math 12 (Pre Calculus)	Math 12 (Pre Calculus)
	Introduction to Computer Science	Math 12 Honors (Pre Calculus)	Math 12 Honors (Pre Calculus)
		Advanced Placement Statistics	Analysis of Mathematics
	Applied Geometry for College and Career	Introduction to Computer Science	Math Topics/College Level
		Advanced Placement Computer Science with Gaming Applications	Calculus BC (Advanced Placement)
		Applied Geometry for College and Career	CalculusAB (Advanced Placement)
			Advanced Placement Statistics
			Practical Applications of Mathematics
			Introduction to Computer Science
			Advanced Placement Computer Science with Gaming Applications
			Applied Geometry for College and Career

### **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. 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. The Mathematical Practice Standards will be applied throughout the course and, together with the Content Standards, students will experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of real world situations.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. There will be a departmental final exam at the conclusion of this course. Students do not take a Common Core Regents exam this year.

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

Full Yr., 1 Cr.

**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. The Mathematical Practice Standards will be applied throughout the course and, together with the Content Standards, students will experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of real world situations.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. At the conclusion of this course students will take the New York State Algebra I Common Core Regents Exam.

### **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. The Mathematical Practice Standards will be applied throughout the course and, together with the Content Standards, students will experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of real world situations.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. Students will take the Algebra I Common Core Regents exam in June.

**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. This class will not only meet New York State's curriculum requirements, but will go beyond the Regents level by exploring topics, theories and applications of higher order mathematics. 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. The Mathematical Practice Standards will be applied throughout the course and, together with the Content Standards, students will experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of real world situations. This course is more intensive and more extensive than the Geometry Regents curriculum and may include a math project and participation in several math competitions.

**Homework:** To be completed as assigned.**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. All students will take the New York State Geometry Common Core Regents examination at the end of the year.

**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. The Mathematical Practice Standards will be applied throughout the course and, together with the Content Standards, students will experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of real world situations.

**Homework:** To be completed as assigned.**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. All students will take the New York State Geometry Common Core Regents examination at the end of the year.

**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. The Mathematical Practice Standards will be applied throughout the course and, together with the Content Standards, students will experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of real world situations.

**Homework:** To be completed as assigned.**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. All students will take the New York State Geometry Common Core Regents examination at the end of the year.

### **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.

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

**Summer Assignment:** None

**Assessments:** None

### **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.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. There will be a departmental final exam at the conclusion of this course.

### **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. This class will not only meet the State's curriculum requirements, but will go beyond the Regents level by exploring topics, theories and applications of higher order mathematics. 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. The Mathematical Practice Standards will be applied throughout the course and, together with the Content Standards, students will experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of real world situations. This course is more intensive and more extensive than the Algebra II Regents curriculum and may include a math project and participation in several math competitions.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. All students will take the New York State Algebra II Common Core Regents examination at the end of the year.



### **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. The Mathematical Practice Standards will be applied throughout the course and, together with the Content Standards, students will experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of real world situations.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. All students will take the New York State Algebra II Common Core Regents examination at the end of the year.

### **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. The Mathematical Practice Standards will be applied throughout the course and, together with the Content Standards, students will experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of real world situations.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. All students will take the New York State Algebra II Common Core Regents examination at the end of the year.

### **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.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. There will be a departmental final exam at the conclusion of this course.

**\*This is not a weighted course.**

**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.**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. There will be a departmental final exam at the conclusion of this course.**Analysis of Mathematics (12 only)**

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.**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Tests, quizzes, homework, class participation and possible projects will be used to assess student progress throughout the year. There will be a departmental final exam at the conclusion of this course.**Math Topics/College Level (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.**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. A departmental final will be given at the conclusion of the course.**Calculus BC (Advanced Placement) (12)**

Full Yr., 1 Cr.

**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. In addition, the AP student may participate in the Suffolk County Math Contest and several other math competitions.**Homework:** To be completed as assigned.**Summer Assignment:** None**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. Students will take a departmental final exam at the conclusion of this course.

### **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. In addition, the AP student may participate in the Suffolk County Math Contest and several other math competitions.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. Projects may be assigned post AP exam. Students will take a departmental final exam at the conclusion of this course.

### **Advanced Placement Statistics (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.

Topics included in these themes are the normal distribution, bivariate data, simulating experiments, the study of randomness, binomial and geometric distributions, sampling distributions, z-test, t-test, chi-square test, and inference for two way tables. The use of a graphing calculator and statistical software is an integral part of this course. Students are required to do reading and writing assignments daily. Students are encouraged to take the AP exam in May.

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

**Summer Assignment:** None

**Assessments:** Projects, tests, quizzes, homework, and class participation will be used to assess student progress throughout the year. A final project that incorporates the four conceptual themes is required. Students will take a departmental final exam at the conclusion of this course.

### **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. They will learn how several areas of mathematics, such as calibrations, measurements, pressure, money management, grading systems, and data presentations can be applied in a variety of employment tasks. 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.**

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

**Summer Assignment:** None

**Assessments:** There will be several project based assignments throughout the course of the school year. Use of various computer software and websites will assist students in learning objectives for the course.

**Introduction to Computer Science (10, 11, 12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra I

**Course Description:** This course is an introduction to computer programming. Students will meet daily in the computer lab where they will explore computer programming in a project-oriented, hands-on environment. Students will use object oriented programming and basic programming concepts such as loop structures and conditional statements. The focus of this course is to develop algorithmic thinking and the ability to use abstraction rather than mastery of a single language. Students will practice problem solving and delve into web applications using a variety of computer programming languages. The course will prepare students to take Advanced Placement Computer Science.

**Homework:** To be completed as assigned (most assignments done in class).**Summer Assignments:** None**Assessments:** Projects, tests, quizzes, and computer programs will be used to assess the progress of the students and a departmental final assessment will be given at the conclusion of this course.**Advanced Placement Computer Science with Gaming Applications (11,12)**

Full Yr., 1 Cr.

**Pre- or corequisite:** Introduction to Computer Science

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.

**Homework:** To be completed as assigned (most assignments done in class, in the computer lab).**Summer Assignments:** None**Assessments:** Tests, quizzes and computer programs will be used to assess the progress of the students.**Applied Geometry for College and Career (10,11,12)**

Full Yr., 1 Cr.

**Prerequisite:** Algebra I or Algebra IB

**Course Description:** This course is designed for students who have successfully completed Algebra IA/1B or Algebra I. Students will explore a variety of Geometric concepts within the NYS Regents Geometry curriculum. 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).

**Homework:** To be completed as assigned**Summer Assignment:** None**Assessments:** Projects, tests, quizzes, homework and class participation will be used to assess students' progress throughout the year. A departmental final will be given at the conclusion of the course.

# Music 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 Sequence

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 or Music Theory I Honors **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.

\* Courses will be offered based on sufficient student enrollment.

## Music Program Courses

MUSIC			
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)
	Sound and Audio Engineering	Sound and Audio Engineering	Sound and Audio Engineering

\* 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.

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

Full Yr., 1 Cr.

**Prerequisite:** Teacher recommendation/Audition

**Course Description:** Symphonic Band 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.

**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.

### **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 a 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 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 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 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 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 (Music Composition) (9, 10, 11, 12)**

Semester 1/2 Cr.

**Prerequisite:** None

**Course Description:** Song Writing I and Music Composition 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 (Music Composition) (9, 10, 11, 12)\***

Semester 1/2 Cr.

**Prerequisite:** Song Writing I (Music Composition)

\*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 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.

# 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 (NYSAPERD), 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). The physical activities will be assigned by grade from each of the eight physical activity categories. Beginning in 2019-2020 and continuing into the 2020-2021 school year our program will implement a series of mini learning units. These units will promote the social and emotional learning of our students through activities such as yoga and wellness. Through department evaluation of these units and feedback from our student population, Sachem will continue to enhance and expand our Physical Education curriculum.

## Physical Education Courses

PHYSICAL EDUCATION			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
Physical Education 9	Physical Education 10	Physical Education 11	
<b>Senior Electives Grade 9</b>	<b>Senior Electives Grade 10</b>	<b>Senior Electives Grade 11</b>	<b>Senior Electives Grade 12</b>
Sportsfolio	Sportsfolio	Lifeguarding and First Aid/AED/CPR for the Professional Rescuer American Red Cross Certification Courses and Lifetime Sports	Project Adventure
		Sportsfolio	Elective 2: Team Passing, Net and Wall Activities
			Lifeguarding and First Aid/AED/CPR for the Professional Rescuer American Red Cross Certification Courses and Lifetime Sports
			Sportsfolio
		Elective 5: PE	Elective 5: PE
		Elective 6: Social & Emotional Learning Mindfulness	Elective 6: Social & Emotional Learning Mindfulness

### **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 swimming, various fitness activities, and 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: Semester One (10)**

Full Yr., Alternate Days, 1/4 Cr.

**Course Description:** This course is designed to provide students with an opportunity to participate in four activities: golf, basketball, fitness assessment, and dance.

**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.

### **Physical Education 10: Semester Two (10)**

Full Yr., Alternate Days, 1/4 Cr.

**Course Description:** This course is designed to provide students with an opportunity to participate in four activities: volleyball, softball, track & field, and fitness games

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

**Summer Assignment:** None

**Assessments:** Demonstration of skills, knowledge, and behaviors associated with complex games or other performances through practical tests and written quizzes.

### **Physical Education 11: Semester One (11)**

Full Yr., Alternate Days, 1/4 Cr.

**Course Description:** This course is designed to provide students with an opportunity to participate in four activities: tennis, soccer, water sports, and weight training.

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

**Summer Assignment:** None

**Assessments:** Demonstration of skills, knowledge, and behaviors associated with complex games or other performances through practical tests and written quizzes.

### **Physical Education 11: Semester Two (11)**

Full Yr., Alternate Days, 1/4 Cr.

**Course Description:** This course is designed to provide students with an opportunity to participate in four activities: cardio-fitness, archery, fitness assessment and cricket.

**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.
- Student 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

**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 Honor	Living Environment Regents	Living Environment Regents	Living Environment Regents
Living Environment Skills	Living Environment Skills	Living Environment Skills	
Intro to Science Research Honors	Physical Setting: Chemistry	Physical Setting: Chemistry	Living Environment Skills
	Physical Setting: Chemistry Honors	Physical Setting: Physics	Physical Setting: Chemistry
	Astronomy	Advanced Placement Physics 1	Physical Setting: Physics
	Evolution	Advanced Placement Chemistry	Advanced Placement Physics 1
	Natural Disasters	Advanced Placement Biology	Advanced Placement Physics C
	Human Anatomy and Physiology	Advanced Placement Environmental Science	Advanced Placement Chemistry
	Human Anatomy and Physiology	Astronomy	Advanced Placement Biology
	Advanced Science Research Honors	Ecology-Fall	Advanced Placement Environmental Science
		Ecology-Spring	Astronomy
		Ecology Skills	Ecology-Fall
		Evolution	Ecology-Spring
		Natural Disasters	Ecology Skills
		Human Anatomy and Physiology	Evolution
		Forensic Science	Natural Disasters
		Genetics and Biotechnology I	Human Anatomy and Physiology
		Genetics and Biotechnology II	Forensic Science
		Human Anatomy and Physiology	Genetics and Biotechnology I
		Marine Studies	Genetics and Biotechnology I
		Marine Studies Skills	Human Anatomy and Physiology
		Science Research Honors: Research Projects	Marine Studies
			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 Examination.

**Homework:** None

**Summer Assignment:** None

**Assessments:** None

**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 Examination.

**Homework:** None

**Summer Assignment:** None

**Assessments:** None

**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. Students should have a strong background in mathematical skills such as graphing and the use of formulas/equations. A strong emphasis is placed on interrelating the earth science concepts and utilizing them in problem solving situations. A laboratory performance test is part of the June Regents Examination.

**Homework:** Assigned on a regular basis, 4-5 assignments per week.

**Summer Assignment:** None

**Assessments:** Quizzes, lab, tests, midterm, Regents exam.

**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. A stronger emphasis is placed on interrelating the earth science concepts and utilizing them in problem solving situations. Laboratory exercises reinforce the basic principles in each of the course topics. A laboratory performance test is part of the June Regents Examination. Projects and other alternative assessments will be an integral part of the students' evaluation.

**Homework:** Assigned on a regular basis, 4-5 assignments per week.

**Summer Assignment:** None

**Assessments:** Projects, quizzes, lab, tests, midterm, Regents exam.

**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 strong emphasis is placed on interrelating the earth science concept and utilizing them in problem solving situations. A laboratory performance test is part of the June Regents Examination.

**Homework:** Assigned on a regular basis, 4-5 assignments per week.

**Summer Assignment:** None

**Assessments:** Tests, quizzes, labs, midterm, Regents exam.

**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.

**Homework:** Assigned on a regular basis, 4-5 assignments per week.

**Summer Assignment:** None

**Assessments:** Assessments for this course will include tests, quizzes, laboratory assignments, homework and class participation. Students are required to take a New York State Regents examination in June.

**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 help prepare students for future science courses in the Physical Setting: Chemistry Honors, AP Biology, Anatomy, Physiology and Genetics. 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. Projects and other alternative assessments will be an integral part of the students' evaluation. Students are required to take the New York State Regents examination for this course in June.

**Homework:** Assigned on a regular basis, 4-5 assignments per week.

**Summer Assignment:** None

**Assessments:** Tests, quizzes, labs, projects, midterm, Regents exam.

**Living Environment 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 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.

**Homework:** Assigned on a regular basis, 4-5 assignments per week.

**Summer Assignment:** None

**Assessments:** Labs, quizzes, tests, midterm, Regents exam.



**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. Course work incorporates all the fundamental aspects of Chemistry through the use of lectures, discussions, demonstrations and a strong emphasis on laboratory work. 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. Since this course terminates with the Chemistry Regents Examination, students will receive extensive preparation and review. Laboratory work is an integral part of the course. A good background in mathematics is strongly recommended for success in this course.**Homework:** 4-5 assignments per week.**Summer Assignment:** None**Assessments:** Cooperative laboratory work, mini-projects, quizzes, exams, a midterm, homework, culminates in a Regents exam.**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. Topics tested on the SAT Subject Test in Chemistry will be covered in class. Those students who excel in this class may wish to take the SAT Subject Test in Chemistry in early June. 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. Students are required to perform a science project. Additional topics learned throughout the year are tested during the SAT Subject Test and the regular classroom examinations. This course terminates in a Regents Examination.**Homework:** Assigned on a regular basis, 4-5 assignments per week.**Summer Assignment:** None**Assessments:** Labs, tests, quizzes, projects, midterm, Regents exam.**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 course culminates with a Regents Examination.**Homework:** Assigned on a regular basis, 4-5 assignments per week.**Summer Assignment:** None**Assessments:** Labs, tests, quizzes, midterm.**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. The Physical Setting: Physics Core objectives are studied as part of the course. Laboratory and inquiry-based explorations are the basis for concept formation. There are existing demonstrations and lively discussions that present the wonders of physics. Problem solving skills will be practiced in this course. 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. Tests, quizzes, lab reports, and homework will assess each student's work during the year.**Homework:** Assigned on a regular basis, 4-5 assignments per week.**Summer Assignment:** None**Assessments:** Labs, test, quizzes, midterm. Some assignments are web-based.

**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. Laboratory and inquiry-based explorations are the basis for concept formation. There are exciting demonstrations and lively discussions that present the wonders of physics in greater depth than in AP Physics B. Problem solving skills will be practiced in this course. This one year AP physics course is strongly recommended to students who are considering a major in science, engineering, medicine or finance. 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. Tests, quizzes, lab reports, and homework will assess each student's work during the year.

**Homework:** Assigned on a regular basis, 4-5 assignments per week.**Summer Assignment:** None**Assessments:** Labs, tests, quizzes, midterm.**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. Students taking this course should have demonstrated a strong interest in chemistry and should have maintained an 85% average in Regents Chemistry. Successful completion will prepare the student for the Advanced Placement examination, which can result in the acquisition of college credit.

**Homework:** Assigned on a regular basis, 4-5 assignments per week.**Summer Assignment:** None**Assessments:** Labs, tests, quizzes, projects, midterm. Some assignments are web-based.**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. Successful completion will prepare the student for the Advanced Placement examination, which can result in the acquisition of college credit. It is recommended that students consider enrolling in Genetics and Biotechnology.

**Homework:** Assigned on a regular basis, 4-5 assignments per week.**Summer Assignment:** None**Assessments:** Labs, tests, quizzes, projects, midterm.**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. It is a fast paced and exciting introduction to global environmental problems. 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. The future is in going "green" - be a part of it. Successful completion will prepare students for the Advanced Placement examination, which can result in the acquisition of college credit.

**Homework:** Assigned on a weekly basis-students are expected to work and perform at a college level.**Summer Assignment:** None**Assessments:** Labs, tests, projects, class-work, midterm.

### **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:** Nature offers no greater splendor than the starry sky on a clear, dark night. Come explore the silent, jeweled heavens. 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.). This course is designed to be hands-on and encompasses notes, vocabulary, labs, projects and activities. Students will also be required to complete reading comprehension assignments and movie reviews. Both of these are geared toward increasing science literacy. The class will culminate with a comprehensive final.

**Homework:** Homework will be assigned at the discretion of the teacher.

**Summer Assignment:** None

**Assessments:** Students will be assessed in a variety of ways, including but not limited to homework, tests, quizzes, computer projects, research based projects mid-term and final.

### **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. Students will also be required to complete reading comprehension assignments and movie reviews. Both of these will follow topic areas of study. The class culminates with a comprehensive final exam.

**Homework:** Assigned at the discretion of the teacher.

**Summer Assignment:** None

**Assessments:** Tests, quizzes, labs.

### **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. Students will also be required to complete reading comprehension assignments and movie reviews. Both of these will follow topic areas of study. The class culminates with a comprehensive final exam.

**Homework:** Assigned on a regular basis.

**Summer Assignment:** None

**Assessments:** Labs, quizzes, tests.

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

Full Yr., 1 Cr.

**Placement must be determined by 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. In the fall, the concentration will be on the dormancy of organisms in local ecosystems. The spring semester will focus on budding and regeneration of these ecosystems. This course will deal with the actual and potential factors which upset the balance so necessary to nature. The student will see that we ourselves generate the forces that are potentially dangerous to us and, realizing this, will become involved in the current problems of pollution and conservation. Much attention is also given to pollution of Long Island's groundwater. This course is dynamic in that it deals with current events. Background materials constantly relate to everyday problems and their possible solutions.

**Homework:** Assigned on a regular basis.

**Summer Assignment:** None

**Assessments:** Labs, quizzes, tests.

### **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. Coursework will include hands on activities and readings designed to promote scientific literacy and critical thinking

**Homework:** 1-2x a week.

**Summer Assignment:** None

**Assessments:** Projects, quizzes, quarterly, and final exams.

### **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. Through a multifaceted approach, students will explore, define, qualify, quantify, and ponder how energy moves through the Universe, Solar System, Hydrosphere, Atmosphere, Lithosphere, and Biosphere and its role in the creation of 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.

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

**Summer Assignment:** None

**Assessments:** Cooperative projects, lab work, field work, model construction, quizzes, tests, final.

### **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.

**Homework:** Assigned on a regular basis.

**Summer Assignment:** None

**Assessments:** Lab practicals, final exam.

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

One 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. Students should have a strong background in all sciences, especially Chemistry and have a keen interest in this subject. Students will perform hands on activities while working cooperatively with their peers. Using methods of scientific inquiry, concepts, principles and theories will allow students to pose answers and develop solutions to legal situations. 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. This course will conclude with a Crime Scene Investigation where students will apply the techniques they've learned in class to solve a "real-life" crime.

**Homework:** Assigned on a regular basis.

**Summer Assignment:** None

**Assessments:** Labs, quizzes, tests, crime scene investigation.

### **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. Students are expected to be able to discuss important societal issues such as the Human Genome Project and other modern topics in genetics. This course will greatly assist those students who are planning to take/are taking the Advanced Placement Biology course.

**Homework:** Assigned on a regular basis

**Summer Assignment:** None

**Assessments:** Quizzes, Labs, Homework, Exams

### **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. These skills will enable students to be active participants in the Cold Spring Harbor Laboratory DNA Learning Center's Barcode Long Island Project, which studies the genetic makeup of local biodiversity and provides an understanding of the relationships between humans and their environment. 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. This course is invaluable for students interested in pursuing a career in biotechnology or medicine.

**Homework:** Assigned on a regular basis

**Summer Assignment:** None

**Assessments:** Quizzes, Labs, Homework, Exams

### **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.

**Homework:** Assigned on a regular basis.

**Summer Assignment:** None

**Assessments:** Lab practicals, final exam.

### **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.

- Physical Oceanography-the movement of the oceans through waves, tides and currents;
- Chemical Oceanography-the various elements and compounds dissolved in seawater, and;
- Geological Oceanography-a study of the geological features of the ocean floor and shoreline and the forces that have created them.

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. In addition, students will learn how human interaction 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. Finally, students will use appropriate technologies to research potential careers in marine biology and/or oceanography.

**Homework:** Assigned at the discretion of the teacher.

**Summer Assignment:** None

**Assessments:** Tests, quizzes, labs, midterm exam.

### **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.

**Homework:** Assigned at the discretion of the teacher.

**Summer Assignment:** None

**Assessments:** Tests, quizzes, labs.

## 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 Regeneration 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. A notebook/log book must be maintained as part of the student portfolio. Students will work individually or in teams developing and conducting independent research. Students will participate in Science Fair competitions and field trips. The 1/2 credit cannot be used as part of a sequence toward graduation. As a concluding assessment the students will participate in the School Science Research Symposium.

**Homework:** Assigned at the discretion of the teacher.

**Summer Assignment:** May include research associated with individual project.

**Assessments:** Journal

**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. A notebook/log book must be maintained as part of the student's portfolio. Students will work individually or in teams developing and conducting independent research. Students will participate in Science Fair competitions and field trips. The 1/2 credit cannot be used as part of a sequence toward graduation. Students will participate in the School Science Research Symposium as a concluding assessment. (Honors weighted course)**Homework:** Assigned at the discretion of the teacher.**Summer Assignment:** May include research associated with individual project.**Assessments:** Journal**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).**Homework:** Assigned at the discretion of the teacher.**Summer Assignment:** May include research associated with individual project.**Assessments:** Journal**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)**Homework:** Assigned at the discretion of the teacher.**Summer Assignment:** May include research associated with individual project.**Assessments:** Journal entries.

# Social Studies Program

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



### World History AP/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 course students will immerse themselves in the processes that over time have resulted in the knitting of the world into a tightly integrated whole and will develop a greater understanding of the evolution of global processes and contacts. 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.

**Homework:** Daily homework assignments that include textbook readings, supplemental readings, essays, research, critical thinking questions and primary source document analysis.

**Summer Assignments:** Textbook reading with corresponding critical thinking questions and primary source document analysis.

**Assessments:** On a weekly basis students will be expected to complete chapter readings and outline assigned chapters. In addition, supplemental readings with questions will be assigned. Essay writing activities will also be assigned as homework. Students will have approximately two multiple choice unit tests per marking quarter. Each test will cover topics covered in class as well as topics assigned outside readings. The tests will contain all AP level questions. Students will write *Document Based Question* Essays, *Change Over Time* Essays and *Comparative* Essays. Essays are evaluated using the generic scoring rubric provided by the College Board. Students will take a departmental final exam in June. The exam will cover all material from the 9th grade course. Students will not take the AP World History exam until May of their 10th grade year.

### 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.

**Homework:** Homework is assigned at the teacher's discretion and will serve to reinforce material and concepts covered in class and/or serve as an anticipatory set for new material.

**Summer Assignments:** None

**Assessments:** Assessments used in this course may include multiple choice questions, stimulus-based multiple choice questions, short free responses, stimulus-based short-answer constructed-response questions, enduring issues essays, and project-based assessments. This course includes a district midterm examination and concludes with a district final examination.

### 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.

**Homework:** Weekly, reading with questions.

**Summer Assignment:** None

**Assessments:** Tests (true/false, multiple choice, matching, fill-in) and essay writing.

### **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.

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

**Summer Assignment:** None

**Assessments:** Assessments used in this course may include multiple choice questions, stimulus-based multiple choice questions, short free responses, stimulus-based short-answer constructed-response questions, enduring issues essays, and project-based assessments. This course includes a district midterm examination and concludes with a district final examination.

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

Full Yr., 1 Cr.

**Prerequisite:** AP World History 9

**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. Topics of study will include: the changing nature of political thought and its consequences; the causes and effects of western as well as non-western industrialization; the nature, fold, and effects of imperialism and colonialism; the development of various economic systems, global migrations, conflict, nationalism and ethnicity; modern global interdependence. 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.

**Homework:** Students will be required to complete college level reading and writing assignments with an increased emphasis on primary source analysis and writing assignments which focus on comparative analysis and document based questions.

**Summer Assignment:** Students are required to complete a summer assignment. The summer assignment is handed out in June and is due during the first week of school.

**Assessments:** All or some of the following assessments may be utilized: AP style multiple choice exams; text outline quizzes; analytical writing assignments; AP style document based question, change over time and comparative essays; research projects; individual and group multimedia projects, class discussion and participation.

### **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 emphasize the use of reasoning and analysis, the development of literary skills, the interpretation and use of evidence, as well as skills related to understanding causation, comparison, and contextualization. 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.

**Homework:** Completion of all homework is expected and is assigned at the teacher's discretion.

**Summer Assignment:** None

**Assessments:** Assessments used in this course may include multiple choice questions, stimulus-based multiple choice questions, short free responses, stimulus-based short-answer constructed-response questions, enduring issues essays, and project-based assessments. This course includes a district midterm examination and concludes with the New York State Regents Exam in Global History and Geography.

### **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 emphasize the use of reasoning and analysis, the development of literary skills, the interpretation and use of evidence, as well as skills related to understanding causation, comparison, and contextualization. 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.

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

**Summer Assignment:** None

**Assessments:** Assessments used in this course may include multiple choice questions, stimulus-based multiple choice questions, short free responses, stimulus-based short-answer constructed-response questions, enduring issues essays, and project-based assessments. This course includes a district midterm examination and concludes with the New York State Regents Exam in Global History and Geography.

### **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. It is designed to provide students with a survey of the major forces of their national history. The New York State Curriculum calls for students to learn about the structure and function of government, and the role of citizenship. The major themes of the course include: Constitutional Foundations, Nationalism, Sectionalism, Industrialization, American Business, Industry and Labor, the Progressive Movement, Prosperity and Depression, Global Crisis, the Work in Uncertain Times and the Decade in Change. The course culminates with the United States History and Government Regents exam in June.

**Homework:** Completion of all homework is expected and is assigned at the teacher's discretion.

**Summer Assignments:** None

**Assessments:** Assessments may include tests, quizzes, essays and other written assignments, research projects, visual/media arts projects. This course includes a district midterm examination and the New York State Regents exam.

### **Advanced Placement United States History (11)**

Full Yr., 1 Cr.

**Prerequisite:** Successful completion of AP World History 10 or success in Global History and Geography Regents 10 as indicated by:

- A course grade of 90 or higher
- Mastery level on the Global History and Geography Regents Exam (85 or higher) with strong DBQ and Thematic Essay scores
- Strong analytical thinking, writing and reading skills
- Teacher recommendation
- A course grade of 90 or higher in English 10 or English 10 Honors

**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. This is an intense, fast paced course. Students will be asked to read thirty to sixty pages from a college-level history textbook per week, outline or take reading notes from the textbook assignments, establish relationships among facts and be able to formulate concepts and generalizations about events, people, and ideas in American history. 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.

**Homework:** Students are expected to read from a college-level textbook at least one chapter per week, or the equivalent of 30 to 60 pages. Students need to be able to take notes and outline the material independently as well as read and analyze additional primary and secondary source material.

**Summer Assignment:** This course requires the completion of a summer assignment which will be handed out in June and will be collected during the first week of school in September.

**Assessments:** Tests comprised of AP style multiple choice and free response questions and will be administered at the end of each unit. Additional assessments may include document based questions and free response essays as well as a final project after the AP examination.

### **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.

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

**Summer Assignment:** None

**Assessments:** Assessments may include tests, quizzes, essays and other written assignments, research projects, visual/media arts projects. This course includes a district midterm examination.

### **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. 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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** None

### **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. 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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** None

### **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. Through their research and examination of both primary and secondary sources, students must be able to describe their topics and place them within their historical context to draw conclusions about historical significance. Analysis must be demonstrated. 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. Students will also provide an annotated bibliography divided into primary and secondary sources, with annotations that explain how each source was used. Projects will be submitted to local, state, and national competitions.

**Homework:** Homework assignments will be individualized, but may include writing proposals, researching, and working on the actual project (museum exhibit, short documentary film, historical performance, research paper, or website).

**Summer Assignment:** None

**Assessments:** Students will be assessed on their preparedness, participation, and ability to meet deadlines with quality work. Their final projects will be graded.

### **History of Long Island(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.

**Homework:** Homework will be researched based activities.

**Summer Assignment:** None

**Assessments:** Students will be responsible for at least two project-based activities related to their township and participation in class field trips. The course will also entail tradition assessments on material covered and written assignments.

## 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 understandings 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.

**Homework:** At least one major homework assignment per chapter, usually used for review purposes.

**Summer Assignments:** None

**Assessments:** The assessments used are multiple choice and free response tests, discussions and various hands on activities. Course culminates with a departmental final exam.

### **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. This course teaches students to be critical thinkers and promote a lasting student interest in economics and the economy. Students entering this course are expected to ask questions, share ideas, respect other opinions, work with and respond to each other, and above all keep an open mind and a positive attitude.

**Homework:** Assignments average 2-3 per week. Completion of all assignments is expected.

**Summer Assignments:** None

**Assessments:** Honors level tests and quizzes consisting of multiple choice and written short answer and/or problems. Individual and/or group project work may also be utilized. This course will culminate in a departmental final exam.

### **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.

**Homework:** Homework is given on a nightly basis and is crucial to students' success in Advanced Placement Economics.

**Summer Assignment:** Students are required to complete a summer assignment. The summer assignment will be handed out in June and collected during the first week of school in September.

**Assessments:** Multiple choice tests and quizzes are given on a regular basis. Essays which require the manipulation of data and graphs are also common assessments. After the AP exam this course will culminate with a final exam and/or course project.

### **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.

**Homework:** None

**Summer Assignment:** None

**Assessments:** The assessments used are multiple choice and free response tests, discussions and various hands on activities. Course culminates with a departmental final exam.

### **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.**

**Homework:** Students will be required to read 2-3 chapters per month with accompanying assignments due each week.

**Summer Assignment:** Students are required to complete a summer assignment. The summer assignment will be handed out in June and will be collected during the first week of school in September.

**Assessments:** Students are required to complete a midterm exam. At the conclusion of the course students will take the Advanced Placement exam offered in May. After the AP exam there is a mandatory course project.

### **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.**

**Homework:** Students will be required to read 2-3 chapters per month with accompanying assignments due each week. Students will be required to read and answer questions on briefing papers for each core country covered in AP Comparative.

**Summer Assignment:** Students are required to complete a summer assignment. The summer assignment will be handed out in June and will be collected during the first week of school in September.

**Assessments:** Students are required to complete a midterm exam. At the conclusion of the course students will take the Advanced Placement exam offered in May. After the AP exam there is a mandatory course project.

**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.

**Homework:** Homework can be expected several times a week. This includes a weekly current event assignment on relevant penal law topics.

**Summer Assignment:** None

**Assessments:** Multiple choice tests are administered at the conclusion of every unit and represent the primary method of assessing students' mastery of the material. Additional assessments include: quizzes, "in class" group projects, essays, presentations, a Mock Trial class project and a departmental final exam.

**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.

**Homework:** Weekly assignments and project work will be utilized.

**Summer Assignment:** None

**Assessments:** Tests, projects, writing assignments. The course will culminate with a departmental final exam.

**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. Field trips to court and guest lectures from the legal professions will supplement class work.

**Homework:** Students should expect to spend approximately 5 hours a week doing homework. This includes daily reading and research assignments on relevant constitutional law topics.

**Summer Assignment:** None

**Assessments:** This is a writing intensive class. An essay exam is administered at the conclusion of every unit and represents the primary method of assessing students' mastery of the material. Additional assessments include: quizzes, "in class" group projects, essays, presentations, a Mock Trial class project and a departmental final exam.

**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. Topics to be covered include World War I and the Armenian genocide, World War II and the Holocaust, the "killing fields" of Cambodia, the Rape of Nanking, the Persian Gulf War and the Kurds, recent ethnic conflict and genocide in Bosnia, Rwanda, Darfur, as well as other recent situations. 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. Local, regional, and international responses and reactions will be examined and analyzed to understand why these events continue to occur.

**Homework:** Homework assigned at the discretion of the teacher and completion is expected.

**Summer Assignment:** None

**Assessments:** The course will be primarily project based although there will be in class quizzes and the utilization of short out of class writing assignments.



**Introduction to Sociology (12)**

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

**Prerequisite:** United States History and Government Regents or Advanced Placement U.S. History.**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.

**Homework:** Completion of all homework is expected and includes the utilization of a college-level textbook for reading assignments and questions. Homework may also include short essays and free response questions.**Summer Assignment:** None**Assessments:** Individual and group project work, document based questions, essay tests, classroom presentations, and utilization of class journals.**Student Leadership Seminar (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.**Homework:** Weekly assignments and project work, as well as the expectation that students be willing to devote considerable time to complete work outside of the classroom.**Summer Assignment:** None**Assessments:** Tests, projects, writing assignments, volunteer activities outside the classroom.**Peer Education (11,12)**

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

**Prerequisite:** None**Course Description:** Interested in conflict resolution, erasing racism and sexism, making the Sachem community a place where diversity is appreciated? The Peer Education course will prepare you to become an activist for positive social change. Students enrolled in this course will learn how to organize workshops, run small group discussions, and teach their peers, adults, and younger students. In addition to learning these basic skills, students will have an opportunity to examine and understand themselves as people. Frequent and meaningful participation is essential for success in this course. Many activities and events will occur outside the classroom.**Homework:** Students are expected to volunteer at the high school or other schools in our community in order to promote the ideals of Project Spectrum.**Summer Assignment:** None**Assessments:** Team and individual project work, participation in leadership presentations and performances, and leadership role modeling for peers and community members.**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.**Homework:** Students are required to complete daily homework readings and assignments.**Summer Assignment:** This course requires the completion of a summer assignment which will be handed out in June and will be collected during the first week of school in September.**Assessments:** The assessments used are free response essays, multiple choice tests and journal reviews. After the AP examination this course will culminate with a final examination and/or course project.

**Social Psychology (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:** We realize that much of what we do is a result of our interactions with others. However, we fail to appreciate the power of these interactions over our behavior and thought. 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, in addition to improving the understanding of research methodologies commonly used to understand social influence and interaction.**Homework:** Homework will be assigned on a regular basis and will serve to reinforce material and concepts covered in class and/or serve as an anticipatory set for new material.**Summer Assignment:** None**Assessments:** Will include, but are not limited to, multiple choice tests and quizzes, essays, oral debates, internet-based research and student presentations.**Advanced Placement Human Geography (10,11,12)**

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.

**Homework:** Students will be required to complete college level reading and writing assignments with an emphasis on primary source analysis.**Summer Assignment:** Students are required to complete a summer assignment. The summer assignment is handed out in June and is due during the first week of school.**Assessments:** Course assessments will include multiple choice tests, quizzes based on the analysis of primary source material and data based stimuli, as well as writing assignments reflective of the short answer component of the College Board AP Human Geography exam.

# World Languages

The knowledge of another language has never been more important to Americans than it is today. In attaining the skills provided by foreign language education, we become more able to compete and perform successfully in today's multicultural business and economic community. Our local community benefits as well, from those people who can use one or more foreign languages to provide the everyday services which are needed for our daily survival. Students are reminded of several important considerations related to foreign 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 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 2 Regents	French 2 Regents	French 2 Regents	French 2 Regents
French 2 Honors	French 3 Regents	French 3 Regents	French 3 Regents
Italian 1	French 3 Honors	French 4 Regents	French 4 Regents
Italian 2 Regents	Italian 1	French 4 Honors	French 4 Honors
Italian 2 Honors	Italian 2 Regents	Italian 2 Regents	French 5 College
Spanish 1	Italian 3 Regents	Italian 3 Regents	Advanced Placement French
Spanish 2 Regents	Italian 3 Honors	Italian 4 Regents	Italian 2 Regents
Spanish 2 Honors	Spanish 1	Italian 4 Honors	Italian 3 Regents
	Spanish 2 Regents	Spanish 2 Regents	Italian 4 Regents
	Spanish 3 Regents	Spanish 3 Regents	Italian 4 Honors
	Spanish 3 Honors	Spanish 4 Regents	Italian 5 College
		Spanish 4 Honors	Advanced Placement Italian
		American Sign Language (ASL) Level 1	Spanish 2 Regents
			Spanish 3 Regents
			Spanish 4 Regents
			Spanish 4 Honors
			Spanish 5 College
			Advanced Placement Spanish
			American Sign Language (ASL) Level 1
			American Sign Language (ASL) Level 2

**French 2 Regents (9, 10, 11, 12)**

Full Yr., 1 Cr.

**Prerequisite:** French 1**Course Description:** French 2 builds upon knowledge gained in 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.**Homework:** Homework is assigned several times per week as a type of formative assessment.**Summer Assignment:** None**Assessments:** Student progress will be assessed using traditional tests and quizzes as well as occasional project-based assessments, which enable students to put their language skills into use in a practical manner and demonstrate a deeper understanding of the material. Quarterly exams, a midterm and a final exam will be administered.**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 in grade 8, this is the most rigorous Level 2 curriculum. All aspects of the curriculum will be expanded and enriched at an advanced level. Students will be expected to actively participate, use the language extensively, and function at a much higher level of proficiency.**Homework:** Homework to be completed as assigned.**Summer Assignments:** None**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. A midterm and final exam will be administered. Quarterly exams, a midterm and a final exam will be administered.**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 which are used to expand and supplement the regular Level 3 curriculum. 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.**Homework:** Homework to be completed as assigned.**Summer Assignment:** None**Assessments:** Students will prepare throughout the year for a Comprehensive Exam which will assess reading, writing, listening and speaking proficiency in the target language. Quarterly exams, a midterm and a final exam will be administered.**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 in grade 9, 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. This class is given in preparation for the AP exam. A Comprehensive Exam will be taken at the end of this course.**Homework:** Homework to be completed as assigned.**Summer Assignment:** None**Assessments:** Students will prepare throughout the year for a Comprehensive Exam which will assess reading, writing, listening and speaking proficiency in the target language. Quarterly exams, a midterm and a final exam will be administered.

### **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.

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

**Summer Assignment:** None

**Assessments:** Student progress will be assessed using traditional tests and quizzes as well as project-based assessments, which enable students to put their language skills into use in a practical manner and demonstrate a deeper understanding of the material. Quarterly exams, a midterm and a final exam will be given.

### **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. Students will be encouraged to use French to communicate their own ideas.

**Homework:** Homework is assigned several times per week as a type of formative assessment.

**Summer Assignment:** None

**Assessments:** Student progress will be assessed using traditional tests and quizzes. However, emphasis will be on project-based assessments, which enable students to put their language skills into use in a practical manner and demonstrate a deeper understanding of the material. Quarterly exams, a midterm and a final exam will be given.

### **French 5 College (12)**

Full Yr., 1 Cr.

**Prerequisite:** French 4 Regents/Honors

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

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 1 (9, 10)**

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 Italian using a communicative approach. This course will enable students to understand, speak, read and write the Italian language. All topics included in the NYS syllabus will be covered in a detailed manner. 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.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. A midterm and a final exam will be given.

### **Italian 2 Regents (9, 10, 11, 12)**

Full Yr., 1 Cr.

**Prerequisite:** Italian 1

**Course Description:** As a continuation of Italian 1 in 8th or 9th grade, this course offers vocabulary enrichment and an increasing development of the basic skills needed to continue to Level 3. Students will be expected to actively participate and develop skills leading to the successful use of Italian.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. Quarterly exams, a midterm and a final exam will be given.

### **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 in grade 8, this is the most rigorous Level 2 curriculum. All aspects of the curriculum will be expanded and enriched at an advanced level. Students will be expected to actively participate, use the language extensively, and function at a much higher level of proficiency.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. Quarterly exams, a midterm and a final exam will be given.

### **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 communication skills which are used to expand and supplement the regular Level 3 curriculum. 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.

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

**Summer Assignment:** None

**Assessments:** Students will prepare throughout the year for a Comprehensive Exam which will assess reading, writing, listening and speaking proficiency in the target language. Quarterly exams, a midterm and a final exam will be administered.

### **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 in grade 9, 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. A Comprehensive Exam will be taken at the end of this course.

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

**Summer Assignment:** None

**Assessments:** Students will prepare throughout the year for a Comprehensive Exam which will assess reading, writing, listening and speaking proficiency in the target language. Quarterly exams, a midterm and a final exam will be administered.

### **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 which are used to expand and supplement the regular Level 3 curriculum. 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.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. Quarterly exams, a midterm and a final exam will be given.

### **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. Pupils will engage in role playing, reporting, interviewing and narrating. In addition, emphasis will be placed on the use of functional grammatical structures. Students will be encouraged to use the language to communicate their own ideas.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. Quarterly exams, a midterm and a final exam will be given.

### **Italian 5 College (12)**

Full Yr., 1 Cr.

**Prerequisite:** Italian 4 Regents/ Honors

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

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. All topics included in the NYS syllabus will be covered in a detailed manner. 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.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. Quarterly exams, a midterm and a final exam will be given.

### **Spanish 2 Regents (9, 10, 11, 12)**

Full Yr., 1 Cr.

**Prerequisite:** Spanish 1

**Course Description:** As a continuation of Spanish 1 in grade 8, this course offers vocabulary enrichment and an increasing development of the basic skills needed to continue to Level 3. Students will be expected to actively participate and develop skills leading to the successful use of Spanish.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. Quarterly exams, a midterm and a final exam will be given.

### **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 in grade 8, this is the most rigorous Level 2 curriculum. All aspects of the curriculum will be expanded and enriched at an advanced level. Students will be expected to actively participate, use the language extensively, and function at a much higher level of proficiency.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. Quarterly exams, a midterm and a final exam will be given.

### **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 which are used to expand and supplement the regular Level 3 curriculum. 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.

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

**Summer Assignment:** None

**Assessments:** Students will prepare throughout the year for a Comprehensive Exam which will assess reading, writing, listening and speaking proficiency in the target language. Quarterly exams, a midterm and a final exam will be administered.

### **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 in grade 9, 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. A Comprehensive Exam will be taken at the end of this course.

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

**Summer Assignment:** None

**Assessments:** Students will prepare throughout the year for a Comprehensive Exam which will assess reading, writing, listening and speaking proficiency in the target language. Quarterly exams, a midterm and a final exam will be administered.

### **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 which are used to expand and supplement the regular Level 3 curriculum. 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.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. Quarterly exams, a midterm and a final exam will be given.

### **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. Students will be encouraged to use the language to communicate their ideas in writing and speaking.

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

**Summer Assignment:** None

**Assessments:** Students will be assessed throughout the year with quizzes and exams measuring their capabilities in listening, reading, writing and speaking in the target language. Projects and oral presentations may be assigned. Quarterly exams, a midterm and a final exam will be given.

### **Spanish 5 College (12)**

Full Yr., 1Cr.

**Prerequisite:** Spanish 4 Regents/Honors

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 Spanish (12)**

Full Yr., 1 Cr.

**Prerequisite:** Spanish 4 Honors

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.

## 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.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, observation.

### **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.

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

**Summer Assignment:** None

**Assessments:** Tests, quizzes, observation.

# 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 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 insure 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:

Susan Tuttle (631) 471-1890 Ext. 1257  
Beth Caruana (631) 471-1890 Ext. 1216  
Elizabeth Tucci (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  
Anthony J. Mauro, Ed.D. (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-Eded (631) 471-1309  
Stacie Spatafora-Dicio (631) 471-1310

